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## 0.1 General resources

- Tofugu 和 和 和 和 guides
- Dictionaries:
  - ▶ Takoboto Android dictionary
  - ▶ Jisho dictionary (MT)
  - ▶ Jotoba dictionary, an upgraded version of Jisho
  - ▶ bunpro dictionary for JLPT classifications and example sentences
- goo dictionary for synonyms and detailed definitions
- Weblio thesaurus for antonyms
- JLPT 和 和 for grammar and 和 和 lists
- Minna no nihongo books (XM)



## G1 The writing system

The writing system comprises three scripts: . For details of the former two scripts, refer to the supplementary PDF.

## G1.1 [Interlude] Morphemes, phonemes, phones

*This entire section is courtesy of SL.*

**Phonemes** are the smallest unit of mental representation of sound. They do not carry meaning by themselves, but they can alter the meaning pictured by the listener.

**Morphemes** are the smallest unit of meaning, and comprise two levels: a phonological level and a semantic level. The phonological level states how it is pronounced (a string of phonemes), and the semantic level states what meaning is attached to the phonology.

For instance,  $\square\square$  contains a repetition of the same phoneme because the sound and meaning of the two  $\square$  are identical. In contrast,  $\square\square$  contains two different morphemes, because the sound (and meaning) of the two  $\square$  are different!

When determining whether a morpheme is repeated or not, consider the sound and meaning first before looking at the orthography. “Orthography is truly an afterthought[, in the design of languages].”

## G1.2 Iteration marks

*Read main article on* Wikipedia.

Only the (horizontal text) □ iteration mark □ is commonly used today. It is used to represent a duplicated character representing the same morpheme. For example, □□ means “daily, day after day”.

Writing  $\square$  instead of repeating the  $\square\square$  is preferred, provided that:

- (1) (tl;dr: morpheme is repeated) the reading of the repeated □□ must be the same, though certain changes are permitted such as *rendaku* (unvoiced consonant becomes voiced, i.e. the dakuten, e.g. in □□, □ → □) and *gemination* (consonant lengthening, i.e. the □, e.g. in □□), and
- (2) the repetition must be within a single word/phrase.

If the above aren't satisfied:

- If repetition isn't repetition of the same morpheme, for disambiguation the second □□ is spelt out in □□□ (e.g. □□□).
- If repetition crosses word boundaries, then the □□ is repeated (e.g. □□□□□ □, democracy).

There are exceptions to this! 㐄㐄㐄 is rarely used but exists. A notable exception is in the signages for neighbourhood associations 㐄㐄㐄㐄. Because the name of neighbourhoods often end in 㐄㐄, suffixing with 㐄㐄㐄 yields 㐄㐄㐄㐄, which is then informally abbreviated to 㐄㐄㐄㐄, despite the repetition crossing a word boundary.

Intrepretations when  $\square$  is used:

- Reduplication (linguistics terminology) to indicate plurality  
 □□ (people) □□ (daily/day after day) □□□ (mountains)
- Various alterations in meaning
  - ▶ □ (piece) → □□ (individually)
  - ▶ □□ (time) → □□□□ (sometimes)

- ▶  $\square\square$  (next day, as in  $\square\square/\square\square$  (CN))  $\rightarrow$   $\square\square\square$  (next next day, as in  $\square\square$  (CN))

*Note that  $\square$  is not the same as  $\square$ , just like how  $\square$  and  $\square$  are used in different contexts in CN!*

Repetition marks can be typed using commands in Table 1.

Table 1: Miscellaneous keyboard commands. Today,  $\square$ ,  $\square$ ,  $\square$  and  $\square$  only appear in proper names.

As examples,  $\square\square = \square\square$  and  $\square\square = \square\square$ .

Keyboard command	Purpose
$\square$ $\boxtimes$ onaji $\rightarrow$ space	$\square\square$ previous character repeater (enforce without dakuten)
$\square$ $\boxtimes$ onaji $\rightarrow$ space	$\square\square$ previous character repeater (enforce with dakuten)
$\square$ $\boxtimes$ onaji $\rightarrow$ space	$\square\square$ previous character repeater (enforce without dakuten)
$\square$ $\boxtimes$ onaji $\rightarrow$ space	$\square\square$ previous character repeater (enforce with dakuten)
$\square$ $\boxtimes$ noma $\rightarrow$ space	$\square\square$ previous character repeater ( $\square + \square$ )

### G1.3

Some preliminary notes:

- There exists over 40000  $\square\square$  but only about 2000 account for >95% of characters actually used in written text.
- There are no spaces in Japanese, so  $\square\square$  is necessary for distinguishing separate words within a sentence, and discriminating between homophones.
- Words that mean practically the same thing can have different  $\square\square$  to distinguish nuances.

Here's an example:

- ▶  $\square\square$  means to ask.
- ▶  $\square\square$  means to listen, or to ask.
- ▶  $\square\square$  means to listen attentively. Preferred when talking about listening to music.

Another example:

- ▶  $\square\square$  means to see.
- ▶  $\square\square$  means to watch a movie.

Another example:

- ▶  $\square\square$  means to write.
- ▶  $\square\square$  means to draw.

When depicting/imagining an abstract image (e.g. a scene in a book), we use  $\square\square$ .

Another example:

- ▶ The different pronunciations  $\square\square$ ,  $\square\square$  and  $\square\square$  are each preferred in different contexts.

### G1.4 Pronunciation

It is not practical to memorise or attempt to logically create rules for pitches, especially since it can change depending on the context or the dialect. Even the intonations provided in dictionaries are there for guidance; they morph when used in different contexts.

The only practical approach is to get the general sense of pitches is by mimicking native Japanese speakers with careful listening and practice.

Some special notes:

- Voiced consonants vibrate the vocal cords, while unvoiced consonants don't (see [Tofugu](#) article).
- In the modern 方言 dialect, 子 and 止 are pronounced exactly the same way: “zu”, as expressed in their identical Hepburn romanisation [§G1.5](#).
- When in the middle of words, ン may be pronounced with a “ng-” start instead of a “g-” start. This is a regional variation (that's not too uncommon); both ways are acceptable (see [Tofugu](#) article).
- The native Japanese speaker will pronounce the “v” family (バ, ヴ, フ, ヴ, etc.) as /b/.
- Vowel extensions [§G1.4.1](#) are pronounced as vowel extensions; do not pronounce the extender if it's a different vowel! For example, せん is pronounced *sen-se* with an elongated trailing “e” vowel. There is no “i” vowel sound!
- Almost every 漢字 character has two different readings (see [§G1.7](#)):
  - ▶ 音読み: Chinese-derived. Used in compound 漢字 and idioms (both known as 音読み).
  - ▶ 訓読み: native Japanese. Used in solo 漢字, solo 漢字 appended with かな, adjectives and verbs.

The purpose of trailing かな is to preserve the pronunciation of the 漢字, even as the word is conjugated<sup>1</sup> to different forms. It is also used to differentiate transitive and intransitive verbs [§G2.7.1](#).

Note that although sometimes you may see 漢字 pronunciations written in かな and かな pronunciations written in 漢字, this is only used in dictionaries for differentiation. In standard 漢字, only かな is used.

- The actual readings of 漢字 can change slightly in compound words to make them easier to say (e.g. せん is せん instead of せん).

When repeating 漢字 using 漢字, *rendaku* (see [§G1.6](#); unvoiced consonant becomes voiced, i.e. the dakuten, e.g. in せん, せ → ぜ) and *gemination* (consonant lengthening, i.e. the っ, e.g. せん) may occur.

G1.4.1 Vowel extension

Vowel extensions follow the rules in Table 2. For notes on pronunciation, see [§G1.4](#).

Table 2: Vowel extension rules. Exceptions are bracketed in blue. /a/ is the phoneme representation.

Vowel to extend	Extend by appending		Example
	漢字	かな	
/a/	ア		アアアアアアア
/i/	イ		イイイイイイイ
/u/	ウ	ウ	ウウウウウウウ
/e/	エ (イ)		エエエエ (イイイイ)
/o/	オ (ウ)		オオオオオオ (ウウウウ) (ウウウ)

<sup>1</sup>Conjugation: change of word form to fit a given context.

## G1.5 Hepburn romanisation

Read main article on [Wikipedia](#).

The official (as of Jan 2024) romanisation system of Japan. There are only a few rules.

**Vowel extension (§G1.4.1)** When vowels “a”, “e”, “o”, “u” are extended as part of the same morpheme, it is expressed with a macron (overbar), and the extender vowel is dropped. **Extension of “i” and the “e+i” combination are exceptions: they remain repeated.**

- おばあさん obaasan → obāsan
- 新潟 (city name) niigata
- ずうがく suugaku → sūgaku
- おねえさん onesan → onēsan
- 先生 sensei
- ともわり toomawari → tōmawari
- べんきょ benkyou → benkyō

This does not apply when the repetition crosses word boundaries or morpheme boundaries.

- じゃあ jaaku
- はいろ haiiro
- Also for terminal adjectives (???): いい ii
- みずうみ mizuumi
- Also for terminal verbs (???): 食べる kuu (eat)
- ぬれん nureen (“open veranda (roofed hallway)”)
- けうどり koodori (dance of joy)
- けうし koushi (calf)
- Also for terminal verbs (???): 迷う mayou (to get lost)

**loanwords** The macron is used iff お is used to extend a vowel.

**Japanese words adopted into English** Common place names like Tokyo, Kyoto and Osaka, while properly romanised as tōkyō, kyōto and ōsaka, are simply romanised as Tokyo, Kyoto and Osaka.

**Particles** When は、え、お are used as particles, they are romanised as wa, e and o respectively.

**Syllabic** ん is romanised as n’ (with the apostrophe) if followed immediately by any lone vowel or “y”. This is to disambiguate なんなんなんなんなんなんなんなん (n’a, n’i, n’u, n’e, n’o, n’ya, n’yu, n’yo) from なんなんなんなんなんなんなんなん (na, ni, nu, ne, no, nya, nyu, nyo) respectively.

Examples: かん kan’i (simple), しんしん shin’yō (trust).

**Geminated consonants (っ)** Double the next consonant, except if “ch” is repeated: in that case we use “tch” instead of “cch”.

Examples: まっ maccha → matcha, こっ kocchi → kotchi

## G1.6 Rendaku

Read the main articles on [Tofugu](#).

Rendaku occurs when multiple words join together to form one **compound word**, and the initially unvoiced consonant of a second word becomes a voiced consonant. In written form, the second word’s first syllable gains a dakuten/handakuten mark. All dakuten/handakuten-marked

characters have voiced consonant beginnings (the “p” sound for handakuten-marked characters are considered to be “semi-voiced”).

Compound words comprise words that can independently exist as words on their own.

Here are some general rendaku rules, though note that exceptions exist:

- Basic conditions:
  1. Two words come together to form a compound word.
  2. The leading consonant of the second word is unvoiced.
  3. The leading consonant of the second word is one of the four sets of characters that can change into a voiced consonant with dakuten or handakuten (“k”, “s”, “t”, or “h”).
  4. Surrounding the leading consonant of the second word are voiced vowels (or sometimes nasals like  $\text{ㄢ}$ : those do not stop rendaku).

- If the first word ends in  $\text{ㄩ}$  or  $\text{ㄣ}$ , the “h” leading consonant of the second word usually rendakus to “p”, “b” otherwise by default.

E.g.  $\text{ㄩ} + \text{ㄣ} = \text{ㄣㄣ}$ .

E.g.  $\text{ㄣ} + \text{ㄣ} = \text{ㄣㄣ}$ .

- When the second word is of Japanese origin ( $\text{ㄣㄣ}$ ), and the basic conditions above are met, then it undergoes rendaku. When the second word is of Chinese origin or a foreign loanword ( $\text{ㄣㄣㄣㄣ}$ ), rendaku is *usually* prevented (unless the  $\text{ㄣㄣ}$  is *vulgarised*, meaning it’s become so common that it’s treated as a  $\text{ㄣㄣ}$  word, which doesn’t prevent rendaku).

This is for avoidance of ambiguity in spoken language:  $\text{ㄣㄣ}$  words mostly start with unvoiced consonants, so rendaku makes it clear that a compound word is used instead of two independent words.  $\text{ㄣㄣ}$  and  $\text{ㄣㄣㄣ}$  words can and often start with voiced consonants, so rendaku would cause confusion by morphing rendaku-ed words into another different word.

A vulgarised exception is  $\text{ㄣㄣ} + \text{ㄣㄣ} = \text{ㄣㄣㄣㄣ}$  ( $\text{ㄣㄣ}$  is vulgarised). Other vulgarised words:  $\text{ㄣㄣㄣㄣ}$ .

- When the first word is a  $\text{ㄣㄣ}$  (in  $\text{ㄣㄣ} + \text{ㄣㄣ}$  compound words, where the first element uses the  $\text{ㄣㄣ}$  reading and the second element uses the  $\text{ㄣㄣㄣ}$  reading), rendaku can be blocked. A notable example is  $\text{ㄣㄣㄣ}$ .

In  $\text{ㄣㄣㄣ}$  compound words where both constituent words use  $\text{ㄣㄣㄣ}$ , rendaku does not occur in the grand majority of cases.

- Lyman’s Law: If the second word has a voiced consonant or handakuten anywhere in it, rendaku does not occur.

This may be explained by the observation that two voiced consonants don’t appear together side by side in single  $\text{ㄣㄣ}$  words or phrases.

“Lyman’s Law in reverse” says that sometimes, when the second word has a second voiced consonant, that can become unvoiced and the first consonant becomes voiced (rendaku). This is a rarity and won’t be discussed further here.

- If voicing in the first word is too close to the second word, rendaku may (50/50) not occur. “Japanese doesn’t really like having a bunch of dakuten and handakuten very close to each other.”
- In words that come together to mean “X and Y,” rendaku does not occur. In English, such words are rare but examples include “bittersweet”, “stir-fry” and “sleepwalk”.

E.g. 山<sup>さん</sup>河<sup>が</sup> can mean either “mountains and rivers” or “a mountain river”. For the former, when both sides are “equal status”, rendaku does not happen and it is read さん<sup>さん</sup>. For the latter, when the first word is a noun modifier for the second, rendaku happens and it is read さん<sup>さん</sup>.

E.g. 白<sup>しろ</sup>黒<sup>くろ</sup> does not rendaku (white and black are equals), but 白<sup>しろ</sup>色<sup>いろ</sup> and 黒<sup>くろ</sup>色<sup>いろ</sup> do (colour is a descriptor of white/black).

- Repeating onomatopoeia do not rendaku.

E.g. 火花<sup>火花</sup> as the sound of something sparkling/glittering, does not rendaku.

- Certain prefixes block rendaku and certain suffixes resist rendaku.

Blocking prefixes:

- ▶ 半<sup>はん</sup> (half)
- ▶ 尊<sup>うん</sup> / 尊<sup>うん</sup> (honorific)

E.g. 毎<sup>まい</sup>回<sup>かい</sup> (every)

- ▶ 一<sup>いち</sup> (one)
- ▶ 二<sup>に</sup> (two)
- ▶ 一<sup>いち</sup> 方<sup>ほう</sup> (one-sided)

E.g. 中<sup>ちゅう</sup>国<sup>こく</sup> (rendaku blocked) vs. 中<sup>ちゅう</sup>国<sup>こく</sup> (rendaku happens).

- ▶ 中<sup>ちゅう</sup>国<sup>こく</sup> (Chinese)
- ▶ 白<sup>しろ</sup> (white)
- ▶ 黒<sup>くろ</sup> (black)

Resisting suffixes:

- ▶ 前<sup>ぜん</sup> (previous/tip)
- ▶ 弦<sup>げん</sup> (string/cord)
- ▶ 浜<sup>はま</sup> (beach)
- ▶ 姫<sup>ひめ</sup> (princess)
- ▶ 煙<sup>えん</sup> (smoke)
- ▶ 土<sup>ど</sup> (dirt)
- ▶ 潮<sup>うしほ</sup> (tide)
- ▶ 血<sup>ち</sup> (blood)
- ▶ 下<sup>した</sup> (below)

## G1.7 and and mixing the two

Read the main article on [Tofugu1](#) and [Tofugu2](#).

### G1.7.1 History and why is the way it is

According to Tofugu, 和<sup>わ</sup> was imported from China via religious texts (which the Japanese appreciated a lot). They merged the Chinese writing system into olden Japanese, but olden Japanese was already established and had its own set of pronunciations. The Japanese decided to adopt Chinese orthography, while co-opting both the Chinese-derived pronunciations (和<sup>わ</sup>) and the native Japanese pronunciations (和<sup>わ</sup>).

While 和<sup>わ</sup> words adopted in the above manner have both 和<sup>わ</sup> and 和<sup>わ</sup> readings, some 和<sup>わ</sup> words used today only have one:

- Those that only have readings were imported from China wholesale, either because the concept didn't yet exist in Japanese vocabulary, or because there were multiple incompatible native terms for the concept which cannot be unified properly (back then, Japan wasn't one unified country, but comprised unrelated groups with unique systems of government, and presumably sub-languages).

E.g. (meat) (lumber) (feeling) (point) (doctor) (tea) (stomach) (work) (elephant) (time second).

- Those that only have readings were invented in Japan for a concept that was native to Japan.

E.g. (field) (princess) (fragrant) (mountain pass) (frame) (unhulled rice) (sardine) (horses' chestnut) (to be crowded) (to bloom).

Furthermore, olden China was always in a state of infighting and changing of powers. As power in China changed, so did the “official” language. The introduction of from China to Japan happened over a long period of time, across many Chinese powers and thus many “then-official” versions of the olden Chinese language. This explains why some have multiple readings: Japanese scholars decided to co-opt them as new readings came, without deprecating the “older” readings. (*“There were three major reading adoption periods in the history of the Japanese language: (4–6th century; the Wu Dynasty’s pronunciation), (7–9th century; the Han Dynasty’s pronunciation), and (1185–1573 the modern day Mandarin Chinese” pronunciation).*)

The presence of multiple has a different historical explanation. Spoken Japanese existed before written Japanese. Multiple similar “senses” of a concept (e.g. to raise, to rise, to climb) have different pronunciations in spoken language, but were gathered under the same orthography when the written language was developed (e.g. ).

## G1.8 When to use and

- (lone : majority) These comprise majority of beginner words found in textbooks. Mostly nouns. is used.
- (lone : minority) These are characters with significant meaning, and includes things like counters and single numbers. is used.
- ( compounds: majority; ) These are compound words without any trailing . All the constituent have Chinese origins and thus is used.
- ( compounds: minority) These are a special class of compound and comprise nature concepts (especially the very Japanese ones) and cardinal directions. is used for all the constituent .
- ( with trailing ) Mostly adjectives and verbs, with the occasional nouns. When trailing are present, is used most of the time.
- ( compounds) These compound words take words with mixed origins: the first Chinese-derived and the second Japanese-derived. The first word takes , the second word takes .

E.g. (gold colour).

- (二重 二重 compounds) These compound 二重 words take words with mixed origins: the first Japanese-derived and the second Chinese-derived. The first word takes 二重, the second word takes 二重.

E.g. 二重 (place), 二重 (martial arts Aikido).

- (二重 I: borrow Chinese reading, invent meaning) Part of the precursor to modern-day 二重 and 二重: 二重. This archaic orthographic system used (multiple) Chinese characters to represent each Japanese sound.

E.g. 二重 (America; today we use 二重 or 二重), 二重 (France; today we use 二重 or 二重), 二重 (sushi), 二重 (Asia; today we use 二重), 二重 (coffee; today we use 二重), 二重 (as expected; today we use 二重), 二重 (many; today we use 二重).

- (二重 II: borrow Chinese meaning, invent reading) These were adopted when a concept could not yet be expressed directly in the adopted Chinese orthography at the time, but when broken down into simpler concepts, can be expressed using Chinese orthography at the time. The pronunciation follows neither 二重 nor 二重 of the borrowed Chinese orthography, but instead how the concept would be pronounced in spoken Japanese at the time (that does not later fall into 二重).

E.g. 二重 (Tobacco (smoke + grass); today we use 二重), 二重 (speech; today we use 二重), 二重 (Japanese squash/pumpkin; today we use 二重), 二重 (shrimp; today we use 二重), 二重 (Japanese seaweed; today we use 二重).

- (二重 III: borrow both Chinese meaning and the associated reading) Sometimes Japanese scholars were able to find Chinese orthography whose meaning and reading were both desired when representing a concept. These are happy coincidences, perhaps.

E.g. 二重 (raincoat; today we use 二重), 二重 (club; today we use 二重), 二重 (abacus; today we use 二重), 二重 (razor; today we use 二重), 二重 (countryside).

Honestly, any time you see pronunciations that don't fall under 二重 or 二重, it's safe to assume they're under 二重, where things are borrowed and crafted from somewhere else; it's a bit unclear and the concept is probably even more complicated than what Tofugu presents (which is an incomplete overview): some of the pronunciations in 二重 III come from nowhere.

- (lone 二重 二重) These are foreign loanwords that attained their own 二重. These are units of measure (e.g. metric system) and common words. These readings have been adopted into 二重.

E.g. 二重 (metres; today we use 二重 or 二重), 二重 (page; today we use 二重 or 二重), 二重 (zilch; today we use 二重).

Finally, there's the bizarre class of Japanese names (二重) which we best leave untouched here.



## G2 Basic grammar

This section will grant you an overview of basic grammatical structures. The vocabulary associated with this section is fragmented by nature and only present to illustrate the grammatical concepts; vocabulary required for day-to-day conversation is left to §G3.

Some preliminary notes:

- The articles “the” and “a” do not exist in Japanese.
- Japanese does not distinguish between a future action and a general statement (e.g. “I will go to the store” vs. “I go to the store”).

### G2.1 Building clauses and sentences

Read the main article on [Tofugu](#).

**Essential clause elements** are necessary parts of any clause. In 文, the only essential clause element is the **predicate**, which is the information about the subject (which is often omitted if clear from context). Concretely, the predicate is either a clause-trailing verb (e.g. 文 is a complete sentence) or an [implied] state-of-being (e.g. 文 is a complete sentence). In contrast, in English, both subject and predicate are essential to every valid clause.

**Non-essential clause elements** add complexity to the conveyed meaning. There are multiple:

- An **object** is the element of a clause acted upon by a transitive verb (§G2.7.1). It is suffixed by オ, the object marker particle.

A **direct object** is the person or thing that directly receives the action or effect of the verb. It answers the question “what” or “whom”. (**CAUTION: Using the “The subject verbed what?” as a test for transitivity is not foolproof and doesn’t always work! It’s merely a crutch. This is because certain verbs that are purely transitive in English can be expressed intransitively in Japanese (and vice versa).** An **indirect object** answers the question “for what”, “of what”, “to what”, “for whom”, “of whom”, or “to whom” and accompanies a direct object. (Source)

E.g. オ (Make sushi.)

- A **subject** is the entity that controls the verb in a clause. It is suffixed by ガ, the subject marker particle.

E.g. ガ (My father makes sushi.)

- A **topic**. This is NOT to be confused with a subject. In English. It is suffixed by ト, the topic-binding particle. For further details, see §G2.2.

E.g. ト (Every Sunday, my father makes sushi.; ト: Sunday.)

- An **adverbial** provides information about the circumstances surrounding a sentence, such as the who, what, when, where, why and how. It is suffixed by the ニ and ノ particles.

E.g. ノ (Every Sunday, my father makes sushi in the kitchen.; ノ: kitchen.)

- A sentence final particle adds nuance to the sentence. ヲ adds an explanatory nuance (§G2.10.4). ヱ adds a informational nuance (§G2.12). ヲ adds an agreement-expecting nuance (§G2.12).

E.g. ヲ (Every Sunday, my father makes sushi in the kitchen.)

Japanese is primarily an SOV language, but this order is fluid and can be switched up to convey different emphases. We may bring parts-of-speech forwards to the beginning of sentences for emphasis. We may bring parts-of-speech backwards to the end of sentences to tuck away and de-emphasise information. This is possible due to the case-marking particles.

Complex sentences can be formed by linking clauses using **conjunctive particles** (e.g.  $\square\square$  (therefore),  $\square\square$ ,  $\square\square$ ,  $\square\square$ ), which makes the connection (e.g. the therefore relationship) more explicit, or the **conjugation** of verbs and  $\square$ -adjectives (e.g. the  $\square$  form), which de-emphasises the connection. Apart from linking clauses, **embedding clauses** is also possible, typically used via **direct quotation** (using optional  $\square\square$  marks, or  $\square\square\square\square\square\square$  (said) $\square$ ), **indirect quotation** (using  $\square\square\square\square$ ; the  $\square$  particle acts like a spoken quotation mark) and **noun modification by adjective-clauses**.

## G2.2 Topics vs. subjects: particles

(Read discussion on [Reddit](#), and Tofugu pages for [clauses and sentences](#), [topic](#), and [their differences](#).)

### G2.2.1 Subject as part-of-speech, topic as meta-concept

The subject and topic of a sentence is hard to distinguish from an English perspective, since in English, the subject is also the topic by default. However, in Japanese, they are not necessarily the same. Whereas the subject can change from clause to clause, the topic can remain the same across numerous clauses (spanning a phrase, sentence or even paragraph). Note that the topic is not a grammatical part-of-speech! The topic is the theme of discourse.

### G2.2.2 particle: the topic marker

$\square$  roughly translates to “as for” in English, but is used far more often than “as for”.

$\square$  casts **focus/spotlight on a topic**, and **implicitly conveys the idea that other potential topics are cast aside**. This strength of this **implicit contrast** depends on context and usage, specifically how unusual it is to see  $\square$  used in place of case-marking particles. Here is an illustration of the implicit contrast:

- $\square\square\square\square\square\square\square\square$  The  $\square$  particle singles out coffee as the object (which the verb  $\square\square$  acts upon) of the question.
- $\square\square\square\square\square\square\square\square$  The  $\square$  particle shines the spotlight on coffee, but implies the existence of other drinks. The speaker may be talking about other drinks, then moved the conversation to coffee. The speaker may want to offer coffee but imply the availability of other options.

The topic is always something already in the listener’s consciousness. Therefore, in clauses containing  $\square$ , emphasis is placed on the new information following the particle  $\square$ .

Here are its various purposes:

**as a topic marker** Suffixed to a noun-phrase which is the intended topic.

Examples (topic is bolded):

- $\square\square\square\square\square$  (Japanese is interesting.)
- $\square\square\square\square\square$  (What’s this?;  $\square\square$  is known from context; “this”)
- $\square\square\square\square\square\square\square\square\square\square$  (I plan to go to Japan in the summer.;  $\square\square\square$ : plan/intention; the speaker assumed that the listener doesn’t know that they were planning to go to Japan.)

$\square\square\square\square\square\square$  (When is it that you’re going to Japan?;  $\square$  turns the verb into a noun-phrase;  $\square\square$ : when)

**for contrasting two topics** This happens when two (or more) topics are used in the same sentence.

Examples (topic is bolded):

- E.g. <sup>□□ □□ □□</sup> <sup>□□</sup> (Tokyo has a high cost of living, but the countryside has a low cost of living.; □□: cost of living; □□: countryside; □□: cheap).
- E.g. <sup>□□□□□□□□ □□□□□□</sup> (I don't eat meat, but I do eat fish.)

If the effect of contrast isn't required, then □ is usually used instead:

- E.g. <sup>□□ □□ □□</sup> (The cost of living of Tokyo is high.)
- E.g. <sup>□□□□□□□□</sup> (I don't eat meat, (but...))

**in middle of negative -adjectives to add implicit/explicit nuance/spotlight** The added nuance is like that of “while”/“although”/“that's not the whole story”, and the clause containing □ X □ is typically followed by a clause adding continuation (though not compulsory, if the nuance's content is implied).

E.g. <sup>□□□ □□□□□□</sup> (Japanese is not difficult.)

E.g. <sup>□□□□□□ □□[□□□□□□□□□□]□</sup> (It's not (exactly) difficult, it's just time-consuming.; □□□: take a resource)

E.g. <sup>□□□□□□ □□□□□□□□□□□□□□□□</sup> (It's not (exactly) difficult, it's just time-consuming.; formal language)

E.g. <sup>□□□□□□ □□□□□□□□</sup> (It is difficult, but it's also fun.; □□: exist, opposite of □□)

**in middle of negative nouns and -adjectives to add implicit/explicit nuance/spotlight** Similar effect to the above.

E.g. <sup>□□□ □□ □□□□□□□□</sup> (They're not (exactly) famous, but they are popular.; □□: famous; □□: popularity; They're not exactly famous, but they are popular.)

E.g. <sup>□□ □□□□□□□□□□ □□□□□□</sup> (They're not (actually) a teacher, but they are really good at explaining things.)

□□ is a noun that is typically used as □□□□□ or □□□□□. □□□□□□ is possible, means the same thing, but is colloquial.

These are examples of the **compound particle** □□.

**incompatible with question words, but commonly used in answers** □ cannot be suffixed to question words like □, □ and □□ (except special circumstances). The topic is always something that is already in the listener's consciousness: it isn't unknown! Instead, question words are suffixed by □, □, etc. depending on their role in the sentence.

It is however common to answer such questions □ to establish the now known topic.

E.g. <sup>□□□□□□□□</sup> (Who was there?)

E.g. <sup>□□□□□□□□□□□□□□□□□□□□□□</sup> (Who is Yamada-san? That's Yamada-san.)

**suffix in compound particles to add implicit/explicit nuance/spotlight** When forming compound particles, □ cannot be suffixed to □, □ or □.

- □ can either “replace” □ or become □□.

E.g. <sup>□□□□□□□□□□□□□□</sup> (I've been to Japan; neutral statement.)

E.g. <sup>□□[ ] □□□□□□□□□□</sup> (I've been to Japan; + implicit comparison with other countries, perhaps I've never been to those.) (□ is more casual than □□.)



The subject is often omitted if clear. In fact, inclusion of the subject in cases where it's usually omitted brings about a kind of emphasis (e.g. "Did our dog do something to you? *Your* dog barked.").

Sometimes, □ itself is omitted instead, especially in spoken context. There is no change to the level of emphasis. This is up to personal preference. However, if the clause carries the meaning of singling out a particular member from a crowd, then □ cannot be omitted: □□□□□□□□

### G2.3 Prelude: Basic grammatical structures

Conjugation is the change in **verb** or **-adjective** form to fit contexts.

- □□□□□□: informal yes/no
- □□: but

## G2.4 Expressing state-of-being

There is no “to be” (is, are, was, were, am) in Japanese.

- □: declarative/assertive present state-of-being, suffixed to nouns and □-adjectives only.

An “assertive” marker. Using it without a communicative particle like *yo* or *wa* would sound standoff-ish and abrupt (i.e. rude) in spoken Japanese. A sentence ending with *yo* wouldn’t sound like something that’s used in an actual conversation, and is only natural in select cases:

- ▶ inside of indirect quotations (when paraphrasing what someone else said).

E.g.  (I don't think that humans can live on Mars.)




E.g. <sup>○○○○</sup>○○○○○○<sup>○○</sup>○○○○<sup>○○○○</sup>(A neighbour told me that the cherry blossoms were in full bloom.)

- ▶ when you find or notice something

E.g. ☐☐[☐/☐/☐] ☐ (Ah, it's snowing/a rainbow!)

E.g. <sup>□□ □</sup> □□□□ □ (Ah, it's my phone.)

- ▶ when you feel strongly about something

E.g.  (I took a picture with a famous idol! : to take a picture, variant of .)

E.g.  $\Box\Box\Box$  (It's true!)

E.g. aaaaaaaaaaaa a (Ahh, there is a Kanji test tomorrow.)

- $\square\square\square$ : negative present state-of-being, suffixed to nouns and  $\square$ -adjectives only.
- $\square\square$ : past state-of-being, suffixed to nouns and  $\square$ -adjectives only.
- $\square\square\square\square$ : negative past state-of-being, suffixed to nouns and  $\square$ -adjectives only.

E.g.  $\begin{smallmatrix} \square & \square & \square \\ \square & \square & \square \end{smallmatrix} [\square] \square$  (Greeting and response)

E.g. □□□□□ / □□□□□ / □□□□□□□□□

## G2.5 Starter particles

For  $\square$  and  $\square$ , see §G2.2.

- □: introductory topic marker “as for/about”, suffixed to the topic you’re introducing.

Unless you're making a comparison, you usually do not use more than one  $\square$  in a sentence (see discussion on [StackOverflow](#)).

E.g. □□□ □□□□□□□□ (Alice, are you a student? Yeah, I am.)

E.g. 何日 試験 何日 何日 (Today is exam. What about John? His exam is tomorrow.)

- □: inclusive topic marker (“also”), suffixed to the topic you’re including.

E.g. □□□□□□□□□□ □□□ (Alice, are you a student? Yeah, and Tom is a student too.)

E.g. □□□□□□□□□□□□□□□□(Alice, are you a student? Yeah, but Tom is not a student.; **it is incorrect to use □ here, as it is not inclusive with the positive state-of-being!**)

E.g. □□□□□□□□□□ □□□□□□ (Alice, are you a student? Nope, and Tom is also not a student.)

- □: identifier/subject marker “the one”, suffixed to a question or the identified. Used when the topic is unknown, and you are either asking for what the topic is, or identifying what the topic is.

E.g. □ □□□ □ □□□ (Who the one student? Me the one student.)

## G2.6 Adjectives

Adjectives (adjective phrases) modify a noun that comes after it.

- $\square$ -adjectives: act like nouns and use the same particle rules as in §G2.5. Use  $\square$  to directly modify the noun that comes after  $\square$ , only in the present-positive case.

E.g. <sup>□□</sup>□□□□□□□□□□ (Quiet person, pretty person.)

E.g.  $\overline{\text{friend}}(\text{friend is kind.}) \neq \overline{\text{friend is kind person.}}$

E.g. [//] (What does/doesn't/did/didn't Bob like?) [///] (Bob likes/doesn't like/liked/didn't like fish.)

E.g.  $\square\square$  /  $\square\square\square\square$  /  $\square\square\square\square$  /  $\square\square\square\square\square\square$   $\square$  (Person that likes/does not like/liked/did not like fish.)  
The entire clause before  $\square$  is an adjective.

E.g. □□□□□□□□□□□□□□□□(Person who doesn't like fish likes meat.)\ E.g. □□□□□□□□□□□□□□□□  
(Person who likes fish also likes wild vegetables.)

- □-adjectives: always end with □□□□□□ that is not part of a □□ word's pronunciation: it must literally be a □□□□□□. As examples, □□□□□□□□□□□□□□□□ are all not □-adjectives; they are □-adjectives. □□ being a □-adjective has to do with □□ being derived from the verb □□. **REVISIT FUTURE**

Do not attach the ㅁ suffix to ㅁ-adjectives, just as you don't use ㅁ with ㅁㅁㅁㅁㅁ is not applicable for ㅁ-adjectives: there is no need for any attachments.

E.g.  $\begin{smallmatrix} \square\square & \square\square \\ \square\square\square\square\square\square\square\square\square & \square\square \end{smallmatrix}$   $\neg$ (I **don't really** like expensive restaurants.)<sup>2</sup>

Regarding conjugation, one □-adjective family is an exception: □□. Historically, the word for good changed over time from □□ to □□, but conjugations are still take □□ as the base. Same applies to □□□□, which takes □□□□ as the base.

<sup>2</sup> is typically used as an intensifier modifier for *negative* adjectives: “don’t really, 25-50%”. It can also be used as a modifier for positive adjectives, excessive<sup>4</sup>, but in those cases it must be trailing: □□□□□□□□□□□□□□(MT)

Table 3 shows the conjugations and usage syntax for Ⅰ- and Ⅱ- adjectives.

Table 3: Adjective conjugations. I purposely use ⅠⅠⅠⅠ instead of ⅠⅠⅠⅠ (and their variants) here to show that you can use either; it’s up to personal preference. I personally prefer the use of ⅠⅠ (i.e. ⅠⅠⅠⅠ) because it can be more specific and it’s easier to read (in that at a glance, it’s easier to derive meaning from ⅠⅠ’s widely varying word shapes, compared to a sea of ⅠⅠⅠ characters). **Note however that ⅠⅠ is usually written in ⅠⅠ alone when used as part of conjugations, as in this table.**

	Positive	Negative
Present	<na-adj>Ⅰ<nn>	<na-adj>ⅠⅠⅠⅠ<nn>
	<i-adj root>Ⅰ <nn>	<i-adj root>ⅠⅠⅠ <nn>
	ⅠⅠ <nn>	ⅠⅠⅠⅠ <nn>
	ⅠⅠⅠⅠⅠ <nn>	ⅠⅠⅠⅠⅠⅠⅠⅠ <nn>
Past	<na-adj>ⅠⅠⅠ<nn>	<na-adj>ⅠⅠⅠⅠⅠⅠⅠ<nn>
	<i-adj root>ⅠⅠⅠ <nn>	<i-adj root>ⅠⅠⅠⅠⅠⅠⅠ<nn>
	ⅠⅠⅠⅠ <nn>	ⅠⅠⅠⅠⅠⅠⅠ<nn>
	ⅠⅠⅠⅠⅠⅠⅠ <nn>	ⅠⅠⅠⅠⅠⅠⅠⅠⅠ <nn>

G2.7 Verbs

Read the main article regarding verb classes and conjugations on [Tofugu](#).

Verbs always come at the end of clauses.

Verbs are categorised into three groups, as shown in Table 4. Be flexible: all these terms are used in different textbooks and dictionaries. Thankfully, they are easy to remember, along with the observation that there are way more Group I verbs than Group II verbs, and there are only two Group III verbs (or up to a dozen, depending on how you count them).<sup>3</sup>

Table 4: Verb classifications. \*There isn’t a Japanese term for exception verbs; ⅠⅠ and ⅠⅠ are the only members of the ⅠⅠⅠⅠⅠ subclass.

	Group 1	Group 2	Group 3
Synonyms	Pentagrade verb ⅠⅠⅠⅠⅠ ⅠⅠⅠⅠ	Monograde verb ⅠⅠⅠⅠⅠⅠⅠ ⅠⅠⅠⅠ	Irregular verb ⅠⅠⅠⅠⅠⅠⅠⅠ ⅠⅠⅠⅠⅠⅠ*
	Godan verb	Ichidan verb	Special class
	Group I verb	Group II verb	Group III verb
	Ⅰ-verb	Ⅰ-verb	Exception verb
	Consonant-root/stem verb	Vowel-root/stem verb	-

In a nutshell, **-verbs is the class of almost all -iru/-eru verbs**. Exceptions include ⅠⅠⅠⅠⅠⅠⅠⅠ Ⅰ which are Ⅰ-verbs.

Conjugations for verbs are the most complicated among all parts-of-speech, and are shown in Table 6.

The reason for the class names are as such:

<sup>3</sup>Mnemonic I’m using: **Group I is the most superior**; ⅠⅠ is superior to ⅠⅠ; Ⅰ comes before Ⅰ in the ⅠⅠⅠ alphabet chart.

- $\square$ -verbs all end with the  $\square\square$  sound. As  $\square$ -verbs conjugate, the ending  $\square\square$  sound shifts through all five vowels  $\square\square$  (negative) $\square\square$  (polite) $\square\square$  (dict) $\square\square$  (potential) $\square\square$  (volitional), thus the name  $\square\square$  (five-level).

Conjugation of verbs occurs at the phonological level (sounds of the language), which transcends the abilities of the orthography. The **root/stem** of verbs stops at the terminal consonant, thus the name consonant-root/stem. (E.g. the root of  $\square\square$  is /kik/ and this remains unchanged through conjugations!)

- $\square$ -verbs all end with the  $\square$  character. As  $\square$ -verbs conjugate, the  $\square$  character is replaced for other endings. The **root/stem** (the part before the  $\square$  ending) remains unchanged through conjugations and doesn't cycle through the five vowels, thus the name  $\square\square$  (one-level). The root/stem stops at the terminal vowel, thus the name vowel-root/stem. (E.g. the root of  $\square\square$  is /tabe/ and this remains unchanged through conjugations!)

Since there is no consensus on the definitions of root/stem, I'll use "root" to refer to /kik/, and "stem" to refer to the stem form  $\square\square$ .

### G2.7.1 Transitive and intransitive verbs

Read the main article on [Tofugu](#).

A **transitive verb** takes a direct object, while an **intransitive verb** does not take a direct object. A **direct object** is the person or thing that directly receives the action or effect of the verb. It answers the question "what" or "whom". (**CAUTION:** Using the "The subject verbed what?" as a test for transitivity is **not foolproof** and doesn't always work! It's merely a crutch. This is because certain verbs that are purely transitive in English can be expressed intransitively in Japanese (and vice versa). An **indirect object** answers the question "for what", "of what", "to what", "for whom", "of whom", or "to whom" and accompanies a direct object.} [\(Source\)](#)

Some verbs have two forms: transitive and intransitive. These two forms sometimes have different pronunciations. I guess it comes down to experience. Examples shown in Table 5.

There are no easy tricks to tell whether a verb is transitive or not. There are no simple rules that say a particular  $\square\square\square\square$  implies a certain transitivity. Japanese verbs are a mess!

**DO NOT** confuse transitivity with passiveness. English dictionaries like to define verbs using the "to ..." construct, and this is carried over to English-Japanese dictionaries. Intransitive verbs are often defined using passive voice, but

passive voice  $\Rightarrow$  verb is intransitive  
verb is intransitive  $\Rightarrow$  passive voice

A counterexample to the first implication is "The apple was eaten.". Here, "eat" is transitive (the direct object is the apple, and the subject, now oblique/non-obligatory, is omitted)! A counterexample to the second implication is "I slept". Here, "sleep" is intransitive, and active voice is used.

Thus we can't use the passive voice as a marker for intransitivity. In fact, in Japanese, the passive voice has a conjugation of its own, which applies for both transitive and intransitive verbs (yes, intransitive verbs in Japanese can take passive voice too, [§G4.1.2](#)). Take special care NOT to interpret the passive voice "to be ..." (endemic to English definitions) in [§GA.1.4](#) as equivalent to intransitivity. **Transitivity and passiveness are intertwined (SL) but remain independent concepts.**



In fact, in English only and not in Japanese, the converse of the two implications above are true, because intransitive verbs do not have a passive form, due to the lack of objects (and thus no object to promote to subject role, which is part of passivisation).

passive voice  $\Rightarrow$  verb is transitive  
verb is intransitive  $\Rightarrow$  active voice

(In fact these two are now contrapositives, i.e. they convey the same meaning.)

Table 5: Example transitive verbs and their intransitive counterparts.

Transitive	Meaning	Intransitive	Meaning
$\square\square\square$	to pick up	$\square\square$	to rise
$\square\square\square$	to drop	$\square\square$	to fall
$\square\square\square$	to put in	$\square\square$	to enter/go in
$\square\square$	to take out	$\square\square$	to exit/come out
$\square\square\square$	to open	$\square\square$	to open
$\square\square\square$	to close	$\square\square\square$	to close
$\square\square\square$	to turn on (lights/appliance)	$\square\square$	to turn on (lights/appliance)
$\square\square$	to turn off (lights/appliance)	$\square\square\square$	to turn off (lights/appliance)
$\square\square$	to pierce	$\square\square\square$	to pierce
$\square\square$	to pull out/extract	$\square\square\square$	to fall out/extract

G2.8 Nouns, adjectives, verbs conjugation summary

Table 6 shows all the conjugation rules we’ve seen so far.

Table 6: Basic conjugation rules, for nouns, adjectives and verbs.  $\square$  means optional;  $\square\square$  is a dictionary-form placeholder; green means additive (without modifying the dictionary-form); blue means substitutive (modifies the dictionary-form); red means exception.

Category	Positive		Negative		Examples
	Present	Past	Present	Past	
Noun/ $\square$ -adjective	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square\square\square$	$\square\square\square\square$
$\square$ -adjective	$\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square\square\square$	$\square\square\square\square\square\square\square\square$
$\square$ -adjective	$\square\square$	$\square\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	
	$\square\square$	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square\square\square\square\square$
	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square\square$	
$\square$ -verb	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square\square$
	$\square\square\square$	$\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square\square\square\square\square$
	$\square\square$	$\square\square$	$\square\square$	$\square\square\square$	$\square\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square$
	$\square\square\square$	$\square\square\square$	$\square\square\square\square$	$\square\square\square\square\square$	$\square\square\square\square\square\square\square\square^*$

Category	Positive		Negative		Examples
	Present	Past	Present	Past	
Exception verb	<p>○○○○</p> <p>○</p> <p>○○</p>	<p>○○○○</p> <p>○</p> <p>○○</p>	<p>○○○○</p> <p>○</p> <p>○○</p>	<p>○○○○○○</p> <p>○</p> <p>○○○○</p>	○○○○○○○○○○○○○○○○○○

## G2.9 Verb particles

- : direct object marker, suffixed to the target object of transitive verbs.

E.g. □ ○○○○(Eat fish.)

E.g. ○○○○ ○○○○(Drank juice.)

Direct objects can be **places** in Japanese too, since the motion verb is done *to* the place. **This is the only exception where □ can be used for intransitive verbs.** <location>□<motion verb> expresses the meaning that the motion verb is performed to traverse the location.

E.g. □ ○○○○○○(Aimlessly walk through town.; ○○○○: aimlessly, ○○: walk (intransitive)).

E.g. ○○○○○○ □ ○○(Run through expressway.; ○○: run (intransitive))

**Invisible in <noun>\_** : ○○ (do) can be suffixed to nouns, and the □ while technically needed, is optional.

E.g. ○○○○○○○○~~□~~○○○(Study Japanese everyday.; ○○~~□~~○○)

E.g. ○○○○○○○○<sup>○○○</sup>~~□~~○○○(Registered email address.; ○○~~□~~○○)

- : target marker, suffixed to the target (physical or abstract) of any verb (transitive or non-transitive). The target is emphasised as the final destination. The notion of a “target” is not restricted to motion verbs; the location of objects is the target of the verbs for existence (○○ and ○○); time (e.g. today, last week) is also a common target.

% E.g. ○○○○ ○○○○(Bob went to Japan.)

E.g. □ ○○○○(Not go back home.; □ means home, □ means own home.)

% E.g. □ □ ○○○(Come to room.)

E.g. □ □ ○○○○(Chair was in the kitchen.)

E.g. ○○○○ ○○○(Cat is in room.)

E.g. ○○○○ ○○○○(Met good friend; past tense of ○○.)

E.g. ○○○○ ○○○(Jim will become doctor; ○○: become)

E.g. ○○○○ ○○○○(Went to library last week.)

When suffixed to time, □ is not always required. Its presence emphasises a “promise” element to the target. To remove this emphasis, use ○○○ instead.

E.g. ○○○○○○<sup>○○○</sup>[○/○]○○○○○ (Friend go to Japan next year.)

To mean “from”, use the □ □ from-marker particle.

E.g. ○○○○○○○○ □ ○○○(Alice came from America.; past tense of ○○)

The start and end can be specified with □<from> <to> □.

E.g. ○○○○ ○○ ○○○(cWill do homework from today to tomorrow.)

- □: direction marker, suffixed to direction of verbs (transitive or non-transitive). Pronounced □. Unlike □, which specifies target/destination, □ specifies the general direction we're heading towards, from the starting point. Also, unlike □, it does not guarantee that the target is the final destination. □ is restricted to verbs with a physical direction (in the physical or abstract sense) like □□□□□□□□; verbs like □□ (become) have no direction associated with it and so clauses containing □□ as the trailing verb cannot use □!

E.g. □□{□/\*□\*}□□□(Come {towards/to} room.)

E.g. □□ □□□□(Go towards victory.)

- □: context marker; “by way of”. It provides supplementary context: where, what, how.

E.g. □□□ □□□(Saw at movie theatre.)

E.g. □□ □□□(Go home by bus.)

E.g. □□□□□ □□□□□□□□(Ate lunch at restaurant.)

Note that □ can only be used with transitive verbs, unless the direct object is the **location** of an intransitive motion verb, as mentioned above when introducing □□□.

E.g. □□□□ □□□□(I turned on the lights; past tense of □□□)

E.g. □□ □□□(Turn off the lights.)

E.g. □□□□□□□(The lights turned on; **incorrect to use □ here as □□ is intransitive and doesn't have any active agent**)

E.g. □□□□□□□(The lights turned off; past tense of □□□; **incorrect to use □ here as □□□ is intransitive and doesn't have any active agent**)

E.g. □□□ □□□□ (Who opened the window?; □: window)

E.g. □□□□□□□□□ (Why did the window open?; past tense of □□; **incorrect to use □ here as □□ is intransitive and doesn't have any active agent**)

E.g. □□ □□□(past tense of □□)

### G2.9.1 and in questions

“What” is expressed as □. “Why” is expressed as □□□□ (proper)□□□ (forceful/formal)□ (colloquial). Note that □□ has nothing to do with the □ particle; it is a completely separate word.

When asking a question as a speaker, use the correct one: □□□ for “what”, and □□□ for “why”. When reading written text, obtain context from the answer. **As a general rule of thumb, asking why (□□□) is much more common.**

E.g. □□□□□□□□□□(Came by way of what? Came by way of bus.) (So in this case, the question is read □□□□□□)

E.g. □□□□□□□□□□(Why did you come? Because I am free.) (So in this case, the question is read □□ □□□)

Note that □□□ here has got nothing to do with □□ as in “from”, we'll see this later in compound sentences §G3.6.3).

### G2.9.2 Compound particles to set location topic

□□□□□ can be suffixed with □/□ to set the topic/inclusive topic when the location becomes a topic.

E.g. 你有没有去学校? 没有。去图书馆? 也没有。  
(Did you go to school? Didn't go. What about library? Also didn't go to library.)

E.g. 你吃什么? 意大利餐厅? 嗯。  
(Eat where? How about Italian restaurant?; 嗯: think)

### G2.9.3 Particle to set direct object topic

的 cannot form compound particles. To set direct object as topic, simply use 的.

E.g. 的{的/的}的(Learn Japanese.; **It is incorrect to use 的; that compound particle doesn't exist.**)

## G2.10 Noun modification

的-adjectives and 的-adjectives can be used to modify a following noun, using “connectors” like {的 的} and {的 的} respectively.

Verbs and nouns too can be used to modify a following noun.

### G2.10.1 Relative verb clauses as adjectives: verbs modifying following nouns

Relative verb clauses (verb phrases) can be directly used to modify nouns.

- (present-positive) 的 的 (Bob is a person who always studies.)
- (present-negative) 的 的 (Friend who buy red pants is Bob.; 的: pants)
- (past-positive) 的 (Who is person who watched movie last week?)
- (past-negative) 的 的 (Person who did not eat dinner went to the bank she saw at the movie.)

### G2.10.2 Noun chain

A string of present-positive nouns is grammatically correct only if they are not meant to modify each other.

E.g. 的 的 (International Education Centre) 的 (stage character) 的 (no entry/trespassing) 的 (travel allowance).

### G2.10.3 Noun phrases as adjectives: nouns modifying following nouns

Present-positive modifiers require noun-related particles (的 的, see §G2.10.4). The other three tenses (present-negative, past-positive, past-negative) can directly modify nouns without any additional particle.

- (present-negative) 的 的 (Person who is not a student do not go to school.)
- (past-positive) 的 的 (Bob who was a doctor last week quit his job.)
- (past-negative) 的 的 (Alice who was not a friend, became a good friend.)

### G2.10.4 Noun-related particles

Noun-related particles are used to connect nouns together.

- 的: inclusive noun connector (exclusive listing or together-with). **It is used between nouns in a list, not as a marker at the end of each noun.** It is similar to 的 in terms of inclusivity. It can also be used to show an action was done together with something or someone.

E.g. 的 的 的 (Bought book, magazine and postcard.)

E.g. 的 的 (Talked with friend.)

E.g. 的 的 (Met with teacher.)

- □: noun vague listing connector. Similar to □, **it is used *between* nouns in a list, not as a marker at the end of each noun**, with the implied meaning that the list is non-exhaustive, and some items on the list may not apply. In English, this is like the “and/or, etc.” constructs.

E.g. □□ □□ □□□□□□□□ (You don’t need (things like) drink, cup, or napkin, etc.?; present-negative of □□ as in □□)

E.g. □ □□□□□□□ (Buy shoes and shirt, etc.)

- ▶ □□: vague listing particle (colloquial). Used exactly like □ but in informal settings. **It is used *between* nouns in a list, not as a marker at the end of each noun.**

E.g. □□ □□ □□□□□□□□ (You don’t need (things like) drink, cup, or napkin, etc.?; present-negative of □□ as in □□)

E.g. □ □□□□□□□ (Buy shoes and shirt, etc.)

- □: possession marker, generic noun, or explanatory particle. The □ particle has three uses:

**Possession marker** <Owner>□<ownee>. Can refer to hierarchical classifications too.

E.g. □□ □□ (Book of Bob).

E.g. □ □□□ (Bob of book; probably a mistake.)

E.g. □□□□□□ □□ □□□□ (Bob is student of college of America.)

The ownee (noun that is modified) may be omitted if clear from context.

E.g. □ □□□□ □□□□□□ □□□□□□ (Whose shirt is that shirt? It is the shirt of Bob.)

Note that □ □ are abbreviations of □□□□□□□□□□ respectively.

**Generic noun (nominaliser)** The □ particle can be suffixed to relative clauses (adjective-phrases and verb-phrases) to represent a generic noun, taking the place of an actual noun. This usage allows us to treat adjectives, adjective-phrases, verbs and verb-phrases as nouns using a □ suffix. Then, particles applicable to nouns can be used as a suffix to the noun-phrase: □□□□□□. Detailed uses are in [§G2.10.6](#).

E.g. (□-adjectives) □□□□□□□□□□ (Quiet one is room of Alice.) **(Note that the □ cannot be dropped! All previous rules still apply.)** □□□□□□□□□□□□ (“The quiet room is Alice’s.”) is also ok.

E.g. (□-adjectives) □□□□□□ (Thing that is white is cute.)

E.g. (verbs) □□□□ (Studying every day is tough.)

E.g. (verbs) □□□□ (Forgot the event of going to class.)

E.g. (relative clause) □□□□□□□□ (It’s not interesting to eat the same thing every day.)

Alternatively, and can be used for generic objects and events respectively, instead of □.

E.g. □□□□□□ (Thing that is white is cute.)

E.g. □□□□ (Forgot the thing of going to class.)

Note that in the case of verbs/relative verb clauses (verb phrases), the plain form must be used; the polite □□□ form is wrong.

E.g.  $\square\square\square\square\square\square\square\square\square\square$ (The thing that dad bought, is a banana.; **It is incorrect to use  $\square\square\square\square$  in place of  $\square\square$ .**)

The nominaliser  $\square$  can be modified by prefixing the  $\square\square\square\square$  words (Japanese demonstratives). These are  $\square\square\square\square\square\square\square\square\square\square$  and  $\square\square\square\square\square\square\square\square\square\square\square\square$  (this kind/that kind/that kind/what kind, respectively for both; we use the former set in more emphatic settings and the latter in more literal settings, see discussion on [StackOverflow](#)). These correspond to the pronouns  $\square\square\square\square\square\square\square$  (this, that, that (far), which (between 3 or more)) $\square$

E.g.  $\square\square\square\square$ (I don't need things like this.)

E.g.  $\square\square\square\square\square\square\square\square\square$ (Please let me know things like that in advance.)

**Abstract noun/explanatory**  $\square$  as a sentence-ending particle conveys an explanatory tone in responses, and explanation-seeking tone in questions. It represents the abstract noun “the thing is...”, and is believed to be an abbreviation of  $\square\square\square\square$ .  $\square$  can also be used as a suffix to  $\square$ -adjectives or state-of-being noun-phrases, though in those cases  $\square$  must be used in order to differentiate it from the possession marker or generic noun purposes of  $\square$ . **One exception to this disambiguating function is  $\square$ -adjectives: both generic noun and explanatory purposes use  $\square\square$ . Prefer  $\{ / \}$  for explanatory.}**

E.g.  $\square\square\square\square\square\square\square\square\square\square$  [ $\square$ ] $\square$ (Is it that you are busy now? The thing is that I'm busy now.;  $\square$   $\square\square$ : busy; the absence of the trailing  $\square$  in the response is feminine; adult males add the  $\square$  in the response;  $\square$  **cannot be used in the question**)

E.g.  $\square\square\square\square$ (It belongs to Jim.)

E.g.  $\square\square\square\square$ (It is Jim; with explanatory tone.)

This explanatory tone results in  $\square$  being used in strong commands, explaining things you should or shouldn't do, or explaining parts of a procedure.

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square$   $\square$  (Don't chat during class!;  $\square\square\square\square$ : chat)

E.g.  $\square\square\square\square\square\square\square\square$   $\square$  (Do you clean first?)  $\square\square\square\square\square\square\square$  [  $\square$  ] $\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square$  [  $\square$  ] $\square$ (First, clean it. Then, once it is clean, cut it like this; the  $\square\square\square\square$ , if dropped, causes the reply to become informal/childish/feminine.)

The  $\square$  in sentence-end expressions are typically substituted by  $\square$  as it's easier to say (e.g.  $\square\square \rightarrow \square\square$ ).  $\square\square$  is however also used with all forms of nouns, adjectives, and verbs, and has its own set of conjugation rules, as shown in Table 7.

E.g.  $\square\square\square\square$   $\square$ (It is Jim; with explanatory tone.)

Further examples with polite speech:

E.g.  $\square\square\square\square\square\square\square\square$  { / }  $\square\square\square\square$  (Why were you late?)

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square$  { / }  $\square\square\square$  (Why didn't you go to the party? Because I didn't have time.; polite)

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square$  { / / }  $\square$ (You didn't go to the party? Yeah, because I didn't have time.; casual)

E.g.  $\square\square\square\square$  { / }  $\square\square\square\square\square\square\square\square$   $\square\square\square$  (I am a student, therefore I have no money.)

E.g.  $\square\square\square\square$  { / }  $\square\square\square\square\square\square\square\square\square\square$  (It is quiet here, therefore it is very calm here.)

E.g. { / } (Therefore, there is no time to meet friend.; this omits the reason and thus the □ is compulsory, see §G3.6.3)

For verbs, any form is usable (beyond {positive, negative} × {present, past}), except forms like the command form or the volitional form, which do not make sense for explanations. Also, the polite verb form □□□□ and polite □-adjective form □□□□ cannot be used with □□□□; use the plain form. If you want to be polite, use □□□□□.

□ is used in formal settings and □ in informal settings. The first casual form attaches □□ to any tense of a noun/adjective/verb; the second casual form attaches □□ to the dictionary-form, then conjugating the □. Both casual forms have slightly different nuances.

- /□□/□□□/□□/□□□: these are simply the sentence-ending explanatory □ particle.
- : used to express that you just remembered to do something, typically used with □□□□□.

E.g. □□□□□□□□ □ (Ah, that reminds me, I am going out.)

- /□□□□□□□□: mildly slang, to prohibit or request that something not be done: “don’t, mustn’t”. The latter form is more formal, and used when the speaker wants to forbid something but not sound angry (e.g. adult talking to a child).

E.g. □□□□□ □ (Don’t make fun of me!)

E.g. □□□□□ □ (You shouldn’t lie.; □□□□: to lie)

- : mildly slang, to express nuance of regret/disappointment: “shouldn’t have”.

E.g. □□□□□□□ □ (I shouldn’t have bought a cheap car like this one.)

E.g. □□□ □ (Shouldn’t have eaten it.)

Read more about these nuances at Sources [1](#), [2](#), [3](#).

Table 7: caption

Purpose	Category	Dictionary form	Positive		Negative	
			Present	Past	Present	Past
Possession	Noun	□□	□□□[□]'	□□□□□	□□□□□□	□□□□□□□
Generic noun	□-adjective	□□	□□□□	□□□□□□	□□□□□□□	□□□□□□□□
	□-adjective/verb	□□	□□□	□□<conj>□	□□<conj>□	□□<conj>□
Explanatory	Noun/□-adjective	□□	□□□□[□]''□	□□□□□□[□]''□	□□□□□□□[□]''□	□□□□□□□□[□]''□
		□□	□□□□□□	□□□□□□□□	□□□□□□□□	□□□□□□□□□□
		□□	□□□□□□	□□□□□□□□	□□□□□□□□	□□□□□□□□□□
		□□	□□□□□□	□□□□□□□□	□□□□□□□□	□□□□□□□□□□
	□-adjective/verbs	□□	□□□□[□]''□	□□<conj>□□[□]''□	□□<conj>□□[□]''□	□□<conj>□□[□]''□
		□□	□□□□□□	□□<conj>□□□□	□□<conj>□□□□	□□<conj>□□□□
Special	Noun/□-adjective	□□		□□□□□□	□□□□□□□	□□□□□□□□
	□-adjective/verbs	□□		□□□□□□	□□□□□□□	□□□□□□□□

Read the supplementary (and ) article on [Tofugu](#), if you need more clarification.

## G2.10.5 particle I: the noun modifier (label maker)

Read the main article on [Tofugu](#).

Applicable schemae:

- <noun label>□[<noun labelled>]. The labelled can be omitted if clear from context. The label can be stacked.

E.g. □ □ [□]□

E.g. 玩具 (toy)

- <particle>+<noun labelled>.
  - ▶ 到: “to” label. E.g. 飞机到美国 (Airplane bound for America.)
  - ▶ 从: “from” label. E.g. 飞机从美国 (Airplane from America.)
  - ▶ 只: “only” label. E.g. 只睡觉 (A life of only sleeping.)
  - ▶ 说: “quote” label. E.g. 说“回来吧” (A message saying “Come back soon!”)

Here are its various purposes. Note that possession isn’t the only one!

**as possession marker** <owner>+<ownee>.

E.g. 妈妈 (Ny mother.)

**as affiliation marker** <affiliation>+<affiliated/position>. Typically used in business settings to show which organisation someone belongs to.

E.g. 我是来自豆腐的 (This is Kyoko from Tofugu.)

E.g. 东京大学教授 (Professor at Tokyo university.)

**as “about” marker** <about>+<labelled>.

E.g. [ ] { 关于 / 关于 } ( : regarding; used for disambiguation because 研究 could mean research of someone named 研究.)

**as location/time label** Whereas with the 在 particle we needed to specify a verb after 在, with the 在 particle the location/time is treated as a label for the main noun.

E.g. 5am的闹钟 (The 5am alarm.)

**as “degree” marker** This refers to labels indicating amount, quantity, price, size, etc.

E.g. 五十个美国人 (Fifty American people.)

E.g. 四千日元一个的芒果 (A four-thousand yen mango.)

**as order/rank marker** Things like first, second, third, etc.

E.g. 第一次测试 (First test.)

E.g. 世界第一温泉 (World’s number one hot spring.)

**for apposition** Apposition: the relationship between different words that mean the same thing.

E.g. 水果, 香蕉 (The fruit, banana.)

E.g. 主理人, 铃木老师 (The principal, Suzuki Sensei.)

**as materials/ingredients marker** Typically used in menus to indicate ingredients used in dishes.

E.g. 味噌汤配蛤蜊 (Miso soup with clam.)

E.g. 塑料杯 (Plastic cup.)

**as a replacement for 的 -adjectives (compared to 的 -adjectives)** Adjective-like nouns like 正常 and 长久 take 的 when modifying nouns.

E.g. 正常车 (Normal car.)

E.g. 久违的重逢 (long-awaited reunion)



**as a replacement for in relative clauses** Relative clauses are clauses that precede and modify nouns.

For further elaboration on □-adjectives, see §G2.10.7.

E.g. { } □□□□□(The necklace Kanae made.)

## G2.10.6 particle II: the nominaliser

Read the main article on *Tofugu*.

Basic usage is as in the initial description of □ earlier, under “generic noun” and “explanatory”. This section covers the various contexts in which we use □ to nominalise other parts-of-speech:

**Non-physical things** □ can turn immaterial things like events, ideas, facts, and thoughts (expressed as embedded clauses ending with verbs) into nouns. These are covered under the nominaliser □□.

E.g. { / } □□□□□□□□□□(I can’t really remember having gone to the bathroom by myself; □□□□: to recall.)

E.g. { / } □□□□□□(I’m frustrated about not being able to backflip; □□□: to be able to do.)

**Material things** □ can turn adjective-phrases describing material things into nouns.

E.g. □□□□□□(I want to eat sweet things.)

E.g. □□□□□□(What I used to have as a pet was a dog; □: olden days; □□: to keep a pet)

E.g. □□□□□□ (Who’s there?)

**Time and location** □ can turn clauses describing time or location of events (expressed as embedded clauses ending with verbs) into nouns. The resultant outer clause often contains elements indicating a particular time or location.

E.g. □□□□□□(The suitcase will be delivered tomorrow; □□: to be delivered/arrive)

E.g. □□□□□□□□□□(This city was beautiful fifty years ago.)

E.g. □□□□□□ (The next olympics will be held in Tokyo; □□□□: to host an event)

E.g. □□□□□□□□□□(I was born in New York; □□□□: to be born)

**Reason** □ can be a placeholder for an explanation, similar to its sentence-ending explanatory usage.

E.g. □□□□□□□□ □□□□□□□□□□□□□□(The reason why I want to live in the U.S. is because I want to study English; □□□: want to do; □□: because (also means from))

E.g. □□□□□ □□□□□□□□ (Why did you think so?)

**Listing** □ can be used to *complainingly* list things (similar to the inclusive noun particle □ and vague listing particle □, with the added complaining tone). When listing verbs, use . When listing nouns or □-adjectives, use (not □□! That is for the explanatory usage.). while emphasising the similarity or contrast between items in a list.

E.g. □□□□□□□□ □□□□ □□□□□(We argued over whether to go to a restaurant or not; □□□: to dispute)

E.g. □□□□□ □□ □□□□□□(I’m busy with things like studying for exams and club activities.)

There is a special idiomatic pattern used to enthusiastically say that something is extraordinary. Take the same adjective and repeat it twice, once in the positive and once in the negative, using the suffix.

E.g. (Beer in Portland is beyond delicious!; is a variant of and both are adverbs meaning very/extremely) (Literally: Beer in Portland is not even a matter of delicious or not delicious.)

This can often also be expressed with another idiomatic expression (supplementary reading [here](#)).

E.g. (Beer in Portland is beyond delicious!)

## G2.10.7 The adjective-noun spectrum: -adjectives and -adjectives

Read the main article on [Tofugu](#).

In short, is used when you want to describe nouns, and is used when you want to label nouns (e.g. vs. respectively).

Many -adjectives exhibit this flexibility of converting between adjectives and nouns, based on whether they are suffixed by or . Linguists refer to -adjectives as “*adjectival nouns*” or “*nominal adjectives*”.

There exists a adjective-noun spectrum for adjectives: some are suffixed with more often, and others more often. Table 8 provides examples.

Table 8: -adjectives on the adjective-noun spectrum. -adjectives do not apply.

»	Meaning	>	Meaning	>	Meaning	»	Meaning
好像	like	很好	well/fine	很多	large amount	一点	a little
简单	simple	健康	health(y)	疾病/病	illness/desease	真的/真实的	true/truth
重要	important	安全	safe(ty)	最好/最高	best/highest	永恒	eternity
不好/不允许	no good/not allowed	漂亮女人	beautiful woman	正常/普通	normal/ordinary	最大/最大值	largest/maximum
安静	quiet	wonderful/ miraculous	wonderful/miraculous	待定/待决定	to be decided/pending	最小/最小值	smallest/minimum
非常	very	和平/和谐	peace/harmony	独特/原创	unique/original	很多	a lot
华丽	splendid	幸福	happiness	最快	fastest	真的/现实	truth/reality
自私(ness)	selfish(ness)	不幸/灾难	misfortune/disaster	第一等/顶级	first-class/top-ranking	一杯	one cup
复杂/复杂	complicated/complex	焦虑/担心/恐惧	anxiety/worry/fear	个别/分开	individual/separate		
奇怪	strange	高级/奢侈	premium/luxury	特征/本地	characteristic/native		
正确	correct	平等/ impartiality	equality/impartiality	另一个/差别	another/difference		
奇怪	strange			匿名/不记名	anonymous/nameless		
必要/需要	necessary/needed			未知	unknown		
严重	serious			少量	small amount		
困难/艰苦	difficulty/hardship						
弱/不好	weak at/bad at						
危险	danger						
讨厌	disliked						
不可能	impossible						
奇怪/异常	strange/abnormal						
诚实	honest(ly)						
好/慷慨	kind/generous						
残忍	cruel						
胜任	competent						
冷静	calm						
严肃	serious						
谨慎	cautious						

The different parts of the spectrum are described as follows:

- “ $\square$ -adjectives”: the adjective side of the spectrum. These are frequently used to describe nouns, and are tagged as  $\square$ -adjectives in many Japanese-English dictionaries.
- “ $\square$ -adjectives”: the noun side of the spectrum. These are frequently used with the  $\square$  suffix to form labels for nouns, and are tagged as  $\square$ -adjectives in many Japanese-English dictionaries.

Words in this category are broadly divided into two groups: those that express absolutes (e.g.  $\square\square\square\square\square\square$ ) and those that express quantities (e.g.  $\square\square\square\square\square\square\square\square\square\square$ ).

Those that express absolutes usually cannot take adverbs (there is no “little” absolute or “big” absolute; an absolute is a binary thing, either it’s absolute or not). Those that express quantities can.

E.g.  $\square\square\square\square\square\square\square\square$  (I was able to catch incredibly many fish yesterday.)

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square\square\square$  (Right when the power ran out, quite a large amount of data was erased.)

- Words in the middle of the spectrum: these have subtle shifts when suffixed with  $\square$  vs.  $\square$ , but one is typically used more frequently than the other. Typically,  $\square$  is used with a slight bias towards the act of objective labelling, while  $\square$  is used with a slight bias towards the act of subjective describing/judging. As a result, using  $\square$  for some of the adjectives can seem negative or even rude. It’s safer to use  $\square$ , if unsure.

E.g.  $\square\square\square\square\square\square\square\square\square$  (Is your new boyfriend a famous person?;  $\square$ : Mr./Mrs./Ms. polite suffix)  
 $\square\square\square\square\square\square\square$  (No, he’s a normal (objectively ordinary) person.)

E.g.  $\square\square\square\square\square\square\square\square\square$  (Is your new boyfriend a weirdo?)  $\square\square\square\square\square\square\square$  (No, he’s a normal (not weird) person.)

E.g.  $\square\square\square\square\square\square\square\square\square$  (There are many sick (objective) people at that institution;  $\square\square$ : facility)

E.g.  $\square\square\square\square\square\square\square\square\square$  (There are many sick (judgmental) people at that institution;  $\square\square$ : facility)

Lastly, there is the  $\square\square\square\square$  construct. Although  $\square\square$  is typically used as  $\square\square\square\square$  or  $\square\square\square\square$ , we can suffix nouns with  $\square\square\square\square$  to convey the “mood” associated with the noun. Examples include  $\square\square\square\square\square\square$  (“I’m feeling like wine tonight/It’s a wine kinda evening.”),  $90\square\square\square\square$  (“I’m feeling really 90’s today”),  $\square\square\square\square$  (“feeling those beachy vibes”) and  $\square\square\square\square\square\square$  (“feeling like it’s over”).

## G2.11 Adverbs

Just as adjectives describe nouns, adverbs describe adjectives, verbs, other adverbs, or whole sentences. They come before the thing they describe, and the common ones are:

- $\square\square\square/\square\square\square$ : very/extremely
- $\square\square\square\square$ : very/extremely/excessively
- $\square\square$ : very/greatly/terribly
- $\square\square\square$ : super
- $\square\square\square$ : very
- $\square\square\square\square$ : many/a lot
- $\square\square/\square\square\square$ : fairly
- $\square\square\square\square$ : a little
- $\square\square$ : a little
- $\square\square\square<\text{negative conj}>$ : not very
- $\square\square$ : (not) at all

To turn adjectives into adverbs:

- ㄷ-adjectives: ㄷ → ㄷㄷ

E.g. ㄷㄷㄷㄷㄷㄷ ㄷㄷ(Alice did her own room toward clean / Alice did her room cleanly / Alice cleaned her room; ㄷ is the past tense of ㄷ)

E.g. ㄷㄷㄷㄷㄷ ㄷㄷ(Inside the library, do things quietly.)

- ㄷ-adjectives: ㄷㄷ → ㄷㄷ

E.g. ㄷㄷㄷㄷㄷ ㄷㄷ (Bob ate breakfast quickly/early (depending on context); ㄷ → ㄷ)

E.g. ㄷㄷㄷㄷ ㄷㄷㄷ(This town changed greatly lately; ㄷㄷ → ㄷㄷㄷ)

Note that not all adverbs are derived from adjectives.

E.g. ㄷㄷ ㄷㄷ (Saw a lot of movies.)

E.g. ㄷㄷ ㄷㄷㄷㄷ(Lately, don't eat at all.)

## G2.12 Sentence ending particles

- ㄷ: explanatory tone. Explained above in §G2.10.4.
- ㄷ: to express seeking and expectation of agreement, like “right?/isn't it?” in English. In the reply ㄷㄷ[ㄷ]ㄷ, the optional ㄷ is often used in masculine contexts.

E.g. ㄷㄷㄷ ㄷㄷ[ㄷ] ㄷ (Good weather, huh? Sure is; ㄷ: in that way, as such; ㄷ[ㄷ]: it is indeed that way/as such.)

E.g. ㄷㄷㄷㄷㄷ ㄷㄷㄷㄷㄷㄷㄷㄷ (That was an interesting movie, wasn't it? Huh? No, it wasn't interesting at all)

- ㄷ: to express that you're informing something *new*, like “you know...” in English.

E.g. ㄷㄷㄷ ㄷㄷㄷ ㄷ

E.g. ㄷㄷㄷㄷㄷㄷㄷㄷㄷㄷㄷㄷㄷ ㄷ(Good weather today, huh? Yeah. But it will rain tomorrow, you know.)

ㄷ and ㄷ can be combined to both inform about something new and expect agreement at the same time.

E.g. ㄷㄷㄷㄷㄷㄷ ㄷㄷㄷ (You know, you like fish, don't you? It is indeed the case, huh?)

## G3 Essential grammar

Now that we have an understanding of the basics, fundamentals, and foundations of Japanese grammar, this section provides specific grammar for practical situations.

### G3.1 Verb stems

*It seems that “stem” and “root” are used interchangeably; there is no consensus on their definitions, and different sources use either term to refer to the same concept...*

Since there is no consensus on the definitions of root/stem, I’ll use “root” to refer to /kik/, and “stem” to refer to the stem form 幹.

Also known as the 幹-stem in other texts (we refrain from that term as the stem is used in many more conjugations, not just in 幹), stems can be obtained from verbs via the rules in Table 16.

Verb stems are sometimes (not always!) the noun forms of the verbs, e.g. 見る is the noun form of 見る.

We can suffix the stem with target particle へ or directional particle へ, then follow with a motion verb (almost always 行く or 来る). This <stem>{へ/へ}{行く/来る/...} construct means “to go/come do <stem>”. Use へ to mean going/coming for the purpose of doing <stem>; use へ to put emphasis on the literal act of going/coming.

E.g. 明日 映画 へ (Tomorrow, go to see movie.)

E.g. 昨日 友達 へ (Yesterday, friend came towards a playing activity.; sounds weird)

E.g. 昨日 友達 へ (Yesterday, friend came to play.)

The expression 見よう (looking forward to) is formed from a similar grammar rule (though it’s a special case and should be considered a set expression).

Compound verbs can be formed by appending verbs to stems. However, there aren’t formulaic rules for these; memorise them as separate verbs in their own right.

E.g. 走る (break into a run) 変える (switch to something else) 付ける (to add something by attaching it) 話す (to start talking) 止める (to stop talking) 読む (read out data/retrieve) 読む (to leave half-read).

### G3.2 Polite forms

The Japanese covered thus far in §G2 is fine for five-year-olds, but adults are expected to use 丁寧 (polite language), 敬語 (honorific language) and 謙語 (humble language) where appropriate.

丁寧 is used when speaking to people of higher social rank or people you’re unfamiliar with. 敬語 and 謙語 are used in professional settings, and builds upon 丁寧.

The only indicator of which language style is in use is sentence endings. It’s not possible to tell whether someone is speaking in casual or polite speech until the sentence is finished.

In 丁寧, use ます and its conjugations to make verbs polite, and use だ for nouns and adjectives (note that the polite だ is incompatible with the assertive だ). Detailed rules are in Table 16. Note that だ and だ must come at the end of a complete sentence, and never inside any embedded/relative clauses. Refer to §GA.1 for a full table of 丁寧 conjugations.

Polite verb examples:

- (present-positive) 我明天去大学。(Tomorrow, I go to university.)
- (present-negative) 我没看过无聊的电影。(I did not see uninteresting movies.)
- (past-positive) 上周我遇到了Bob, 你知道吗。(Last week, I met Bob, you know.)
- (past-negative) 我没吃午饭, 对吧。(Didn't eat lunch, right?)

Polite adjective examples:

- (present-positive) 我非常喜欢小狗/小狗非常喜欢某样东西。(I like puppies very much/puppies like something very much.)
- (present-negative) 这个房间不是很/真的很安静。(The room is not very/really quiet.)
- (past-positive) 我上周看的电影非常有趣。(The movie I saw last week was very interesting.)
- (past-negative) 昨天没有时间.; 我 → 我没时间 (past negative) → 我解释了 (explanatory) → 我很有礼貌 (polite)

### G3.2.1 is NOT the polite form of , they are completely separate constructs

This is a common misconception! 我 and 我 are two fundamentally different concepts:

- 我 is declarative, whereas 我 is polite.

E.g. 我是的 declarative form of 我. 我是的 is the polite form of 我 (see Table 16), but not the polite form of 我是!

- 我 can be used both at the end of both complete sentences and relative clauses, whereas 我 can only be used at the end of complete sentences.

E.g. 我 (In an indirect quote, it is wrong to quote 我: it must be changed to 我.)

E.g. 我 (The only place where 我 can be in an embedded clause is in direct quotes.)

## G3.3 Addressing people

Take care to use the correct level of politeness.

### G3.3.1 Referring to yourself

To refer to yourself, use one of the following (in descending order of politeness):

- 我: used by both males and females, formal
- 我: used by both males and females, normal polite (you should use this most of the time)
- 我: used by males, semi-polite to semi-casual
- 我: used only by males, very casual, very rough
- 我: used by females, cutesy and girly (most girls today use 我 instead)
- your own name: used by children, feminine
- 我: used by elderly (males)

E.g. 我

### G3.3.2 Referring to the listener (second-person)

Even when directly addressing other people, you rarely use variants of “you”, as constantly hammering the listener with “you” that comes across as accusatory and confrontational.

Instead, we use one of the following (in descending order of politeness):

- <title>: common polite (e.g. 我 president/director, 我 section manager, 我 teacher/anyone with significant expertise including doctors)
- <last name><title>: common polite
- <last name>我: common polite, in case no suitable title exists
- <first name>我: common semi-polite

- <last name>□□: for males, casual/endearing, of equal or lower social position
- <last name>□□□: for females, casual/endearing, of equal or lower social position
- <last name>: common
- <first name>[{□□, □□□}]: only for people you're on first-name basis with
- <nothing>: common. In normal Japanese conversations, the topic/subject is commonly implied to be the listener. It's completely normal not to use anything at all, since you're directly addressing the listener!
- □: you, polite
- □: casual, assuming/very close, used by males to address females, potentially rude
- □□□: **rude if spoken**, use only in contexts where you must refer to the audience (e.g. on a physical questionnaire)
- **THOU SHALT NOT CROSS THIS LINE**
- □□□: rude, assuming/familiar, expresses annoyance
- □□/□□□: rude, rough and coarse, used by males
- □□□: very rude, sounds like you want to beat someone up (used exclusively in movies and comics)
- □□: extremely rude, sounds like you want to take someone out (used exclusively in movies and comics)

□□□ is an old-fashioned way for women to refer to their lover or husband, nowadays only used by married middle-aged women.

### G3.3.3 Referring to the third person

For people outside of your family, use one of these:

- □□: he
- □□□: she
- □/□□□□□□: boyfriend (prefer former)
- □□/□□□□□□: girlfriend (prefer former)

When referring to family members, there are two levels of politeness: polite and casual. We only use the casual form when we are talking about our own family members to other people. When talking about the listener's family members or when talking directly to your family members, use the polite form.

The polite form comes before the casual form:

- Parents: □□□□ / □□□□
- Mother: □□□□ / □□
- Father: □□□□ / □□
- Wife: □□□□ / □□
- Husband: □□□□ / □□ (don't drag the trailing □ vowel)
- Older sister: □□□□ / □□
- Older brother: □□□□ / □□
- Younger sister: □□□□ / □□
- Younger brother: □□□□ / □□
- Son: □□□□ / □□
- Daughter: □□□□ / □□

Yes, □□□□ (master/husband) is an extension of □□□□ (husband).

### G3.4 The question marker particle

These are common question words (see Table 72 for a more complete list):

- 谁: who
- 什么: what
- 什么时候: when
- 哪里: where
- 为什么/什么原因/为什么: why
  - 为什么 is formal and forceful
  - 什么原因 is softer
  - 为什么 is informal (Source)
- 怎么/怎么样: how
  - 怎么 is more general (Source)
- 什么/哪些/哪些: which
  - 哪些: three or more
  - 哪些: two
  - 哪些: two (informal; Source)

#### G3.4.1 in polite questions

The purpose of 吗 is to clearly mark a question in polite sentences. It's not strictly necessary, since polite sentences without a trailing 吗 can be interpreted as a question using a rising trailing intonation during speech. However, it's commonly attached.

There is no need to use a question mark when 吗 is used; the full-stop is used instead. Because 吗 is polite, it is incompatible with the declarative 了.

E.g. 你妈妈在哪里? 我妈妈去购物了。(Where is your mother? My mother went shopping.; 哪里 can refer to both purchased goods and the act of shopping)

E.g. 我们吃意大利食物吗? 对不起, 我的肚子有点饱了。(Shall we eat Italian food? Sorry, my stomach is a little full.; 满了: full; Note that the question is phrased in the negative, see §G3.4.2)

#### G3.4.2 Positive and negative polite questions

See discussion at [HiNative](#).

Positive polite questions are plain questions; negative questions have a nuance of suggestion/invitation.

- 你要去吃饭吗? Are you going to eat?
- 我们要去吃饭吗? Shall we go eat?

#### G3.4.3 in casual questions: binary and sarcasm

吗 has a slightly different purpose in casual speech. Casual questions usually either use explanatory 什么 or nothing at all, so 吗 is not used here to craft questions. Instead, it is used specifically to:

- question whether something is true or not

E.g. 这种东西, 他们真的会吃吗? (This kind of thing, will they really eat?; 什么 is 什么 + 吗 (possession), where 什么 means this type of)



- make rhetorical questions/express sarcasm
- E.g. 那种东西我看起来会像有什么东西像那个!; 那个是那个 + 那个 (possession), where 那个 means that type of)

Most actual questions use explanatory 那个 or nothing at all apart from a rise in intonation.

E.g. 像这样, 你真的要去吃吗? (Something like this, are you really going to eat?)

E.g. 你有没有像那个? (Do you have something like that?)

G3.4.4 in embedded clauses: referring to embedded questions

This functions similar to direct quoting, and marks the questions in an embedded clause. The outer clause can then talk about the embedded question.

E.g. 那个 (What I ate yesterday, I forgot.)

E.g. 那个 (What he said, I don't understand.)

E.g. 那个 (Whether the teacher went to school (binary question), would you please inform me (invitation)?)

To ask “whether or not” (binary question), we can use either <positive>那个 , or <positive>那个 <negative>那个.

- E.g. 那个 那个 (Whether the teacher went to school or not, I don't know.)
- E.g. 那个 那个 (Whether the teacher went to school or not, I don't know.)

See more detail in §G3.18.2.

G3.4.5 Modifying question words with suffixes

那个 refers to a particular existence (sometextasciitilde), 那个 refers to the universal (everytextasciitilde), and 那个 refers to a non-particular existence (anytextasciitilde) (not to be confused with 那个 for “but”). Question words and their variants are showed in Table 9.

Table 9: Question words and their modified variants. Treat these all as normal nouns. †: 那个 is usually used in negative sentences to mean nobody can do the verb, and to express the positive universal everybody we typically use 那个[那个]; ‡: 那个 is used exclusively in negative sentences.

Meaning		Meaning		Meaning		Meaning	
那个	who	那个	someone	那个	nobody <sup>†</sup>	那个	anybody
那个	what	那个	something	那个	nothing <sup>‡</sup>	那个	anything
那个	when	那个	sometime	那个	always/never	那个	anytime
那个	where	那个	somewhere	那个[那个]	everywhere/ nowhere	那个	anywhere
那个	why	那个	some reason				
那个	how	那个	somehow	那个	somehow	那个	anyhow
那个	which (3 or more)	那个	one from many	那个	all/none	那个	any of many
那个	which (2)	那个	one of two	那个	both/neither	那个	any of two

To mean “For some reason...” you can say 那个那个...那个.

- 那个 examples:
- 那个 (Someone ate all the delicious cookies.)
  - 那个 (Who stole it, doesn't anyone know?; 那个: steal)
  - 那个 那个 (Did you see the criminal somewhere?)

- $\square\square\square\square$   $\square\square\square\square$  (You are to select a certain one from inside this.;  $\square\square$ : from,  $\square\square$ : choose)

$\square\square\square$  examples:

- $\square\square\square\square\square\square\square\square$   $\square\square$   $\square$  (The answer to this question, nobody knows.)
- $\square\square\square$   $\square\square\square\square$  (Friend is always late.)
- $\square\square\square\square\square\square\square\square\square\square$   $\square\square\square\square\square\square\square$  (All restaurants that are here are not tasty.)
- $\square\square\square\square\square$   $\square\square\square\square\square\square\square$  (This weekend, went nowhere.;  $\square\square\square\square$  means “target is nowhere”,  $\square$  is grammatically the topic particle and should come after the target particle  $\square$ , so  $\square\square\square\square$  is incorrect. Treat this as an exception.)

$\square\square\square\square$  examples:

- $\square\square\square\square\square\square\square\square$   $\square\square\square\square$  (The answer to this question, anyone understands.)
- $\square\square\square\square\square$   $\square\square\square\square\square$  (For lunch, anywhere is good.)
- $\square\square\square\square\square\square\square$   $\square\square\square\square$  (That person really eats anything.)

## G3.5 Apologising

Read a full article [here](#).

Use one of the following (in descending order of politeness):

- $\square\square\square\square\square$ : formal
- $\square\square\square\square\square\square$ : semi-formal
- $\square\square\square[\square]$ : causal
- $\square\square$ : very casual, only for non-serious matters

Can be used for past offence:  $\square\square\square\square\square$

## G3.6 Compound sentences

This section concerns combining multiple sentences into one complex sentences, such as combining “I ran.” and “I ate.” into “I ran and ate.”

### G3.6.1 form

The  $\square$ -form of nouns, adjectives and verbs are used to form sequences of states (nouns/adjectives) or actions. The conjugation rules are in [§GA.1](#).

$\square$ -form conjugations for  $\square\square/\square\square/\square\square\square$  exist but they are part of  $\square\square\square$  and are outside the scope of  $\square\square\square$ . In a chain of nouns/adjectives/verbs, only the last one takes the polite form  $\square\square/\square\square/\square\square\square$ ; everything before takes the plain form. Since  $\square$  is used when connecting sentences, there is no need for  $\square\square/\square\square/\square\square\square$  to have a  $\square$ -form in  $\square\square\square$ .

### G3.6.2 Compound sentences (chain of descriptors/actions) using / and -form

Similarly to how we can join “My room is clean. It is quiet. I like it a lot.” into “My room is clean, quiet, and I like it a lot.” in English using the “and” connector, we can do the same using “ $\square/\square$ ” as a connector. Just as  $\square$  is the noun connector (in exclusive listings),  $\square/\square$  is the connector for nouns, adjectives and verbs.

The syntax is [ $\langle v \text{ te} \rangle$ ]\*[ $\langle \text{plain/polite form} \rangle$ ].  $\square/\square$  functions like a connector (between two nouns/adjectives/verbs). The entity that comes before is turned into the  $\square$ -form. The final one in the list does NOT use  $\square$ -form (use either plain or polite), and determines the tense (present/past) of the entire chain.

E.g.  $\square\square\square$   $\square\square\square\square\square$   $\square\square\square\square$   $\square$  (I will go to canteen, eat lunch, and take a nap.)

E.g. <sup>□□□□</sup> □□□ □□□□ □□□□ □ (I went to canteen, ate lunch, and took a nap.)

E.g. □□□□□□□□□□□□□□□□ (There was time, and I watched a movie.)

### G3.6.3 Causation and reasoning particles

To express the direct causation (because) and reasoning (therefore) relationships, use □□ and □□ particles:

- □□: direct cause marker particle (also from-marker: §G2.9; see also Table 137). The possible syntaxes are: begin{itemize}

- ▶ <direct cause>[□]□□<result>

If the cause is a non-conjugated noun or □-adjective, you must add □ to differentiate it from the from-marker usage of □□.

E.g. □□□□□□ □□□□□□□□□□□□□□□□ (There was no time, so didn't go to party.)

E.g. □□ □□□□□□□□ (Present came from friend.; from-marker usage)

E.g. □□ □□□□□□□□ (Present came because of friend.; cause marker usage; this sentence sounds a bit odd)

- ▶ □□□<result>

The cause can be omitted if clear from context. Here, □ is compulsory.

E.g. □□□□□□□□ □□□□□□□□□□□□□□□□ (I didn't have time. Is that why you didn't go to the party?)

- ▶ <direct cause>[□]□□[□□]

The result can be omitted if clear from context. □□ can be treated as a regular noun, so in polite speech, add the □□ suffix.

E.g. □□□□□□□□□□□□□□□□□□□□□□□□ □□ (Why didn't you go to the party? Because I didn't have time.; polite)

E.g. □□□□□□□□□□□□□□□□□□□□□□□□ □(You didn't go to the party? Yeah, because I didn't have time.; casual)

- □□: non-causal explanation/reason marker, carries flavour of explanatory-□. Similar usage patterns as □□ (almost interchangeable), but less binding than □□ in that □□ doesn't assert that the marked reason is the *direct cause* of the result. □□ is thus softer and more polite, and preferred when explaining a reason for doing something considered discourteous.

Because □ is involved, □□ is a connector that must exist between two sentences (if dangling, the sentence is implied to be a dangling sentence).

- ▶ <reason>[□]□□<result>.

If the cause is a non-conjugated noun or □-adjective, you must add □ to differentiate it from the possession marker usage of □.

E.g. □□□□□□ □□□□□□□□□□□□□□□□ (There was no time, therefore didn't go to party.)

E.g. □□□□□□ □□□□□□□□□□□□□□□□ (I'm a little busy, therefore I'll be making my leave soon.; □□ □□□ literally means "I'm doing a discourtesy" and is used to politely mean you're make your leave or disturbing someone's time.)

E.g.  $\square\square\square\square \{ / \} \square\square\square\square\square\square\square\square$  (I am a student, therefore I have no money.)

E.g.  $\square\square\square\square \{ / \} \square\square\square\square\square\square\square\square$  (It is quiet here, therefore it is very calm here.)

If omitting the reason or result (which is clear from context), use the explanatory- $\square$  particle instead (  $[ ]/ / /$  see §G2.10.4).

- ▶  $\square\{\square/\square\}\square<\text{result}>$

Here,  $\square$  is compulsory.

E.g.  $\{ / \} \square\square\square\square\square\square\square\square\square$  (Therefore, there is no time to meet friend.)

- ▶  $<\text{reason}>\{\square/\square/\square/\square/\square\}$

E.g.  $\square\square\square\square\square\{\ / \}\square\square$  (Why were you late?)

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\{\ / \ / \}\square$  (You didn't go to the party? Yeah, because I didn't have time.; casual)

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\square\{\ / \}\square$  (Why didn't you go to the party? Because I didn't have time.; polite)

### G3.6.4 Despite marker particle

To express the idea of “despite”, the  $\square$  marker is used. The schema is  $<\text{despite}>\square\square<\text{sentence}>$ .

E.g.  $\square\square\square\square\square \square\square\square\square\square\square\square\square$  (Despite exercising every day, I didn't get thinner.;  $\square\square$ : to slim)

Note that non-conjugated state-of-being nouns and na-adjectives must be tagged with the  $\square$  particle, similar to rules for explanatory  $\square$ .

E.g.  $\square\square \square\square\square\square\square\square\square\square$  (Despite being a student, she does not study.)

### G3.6.5 General and contradiction connector particles ( )

$\square\square$  and  $\square$  are used as general connectors of any two sentences, like how we construct running sentences in English using “and”. Also, they can be used to express the idea of contradiction between the two sentences: in this usage,  $\square$  is slightly more polite (stronger contradiction) than  $\square\square$ . Politer forms of  $\square\square$  are  $\square\square\square$  and  $\square\square\square\square$  (???). The schema is  $<\text{sentence 1}>\{\square/\square/\square/\square\square\square\}\square<\text{sentence 2}>$ .

E.g.  $\square\square\square\square\square\square\square\square \square\square\square\square\square\square$  (general connector; I watched “The Matrix” and it was interesting.)

E.g.  $\square\square\square\square\square\square\square\square \square\square\square\square\square\square\square\square\square\square$  (general connector; I went to the department store and there was a lot of good stuff.)

E.g.  $\square\square\square\square\square\square\square\square \square\square\square\square\square\square\square\square\square\square$  (contradictory connector; I went to the department store but there was nothing I wanted.)

Note that non-conjugated state-of-being nouns and na-adjectives must be tagged with the  $\square$  state-of-being assertion.

E.g.  $\square\square\square\square \square\square\square\square\square\square\square$  (I'm free today but I will be busy tomorrow.)

E.g.  $\square\square\square\square\square\square \square\square$  (That may be so, but I still like him.)



E.g. 你在聽我嗎？不，我不聽。(Are you listening to me? No, I'm not listening.; 你在聽 is the polite form of 你聽.)

In casual speech (not applicable in writing!), 你在聽 can be shortened to 你聽. However, the 你 is not dropped in the polite progressive form 你在聽. **Try not to let this casual speak become a habit too early on! Learn the correct form first.**

E.g. 你的朋友在吃午餐。(What is friend doing? Eating lunch.; 你在吃 = eating (casual); 你吃 = eat (dict))

In fact, laziness can go further: 你在吃 can be shortened by dropping particles and unnecessary vowels to become 你吃? A related lazy casual expression is 你在吃, which is a contraction of 你在吃.

The same form can also be used to convey **enduring state-of-being**, after a verb is performed. **This is decided by context.** E.g. 你在結婚 can either mean someone is currently getting married, or that someone is married and is currently in the married state. **This becomes less context-based and more of a rule for the verbs , and motion verbs.**

- 你知道 means to be/have been in the enduring *state* of knowing. 你知 refers to the *change* of state from not knowing to knowing, it's different and rarely used in its unconjugated form! ([HN1], [HN2])

E.g. 你知道 (Do you know the way? Yes, I found out about it today.)

E.g. 你知這首歌 (Do you know this song? Yes, I've known it for a year now.)

- 你理解 means to be/have been in the enduring *state* of understanding. 你理解 refers to the *change* from not understanding to understanding, it's different! ([HN])

E.g. 你理解 (The area in front is dangerous, do you understand? Yes, yes, I am aware of that.)

E.g. 你理解 (The area in front is dangerous, do you understand? Yes, yes, I am already aware of that, you don't have to tell me.)

你在吃, in certain contexts, can make you sound proud or dismissive. Be careful!

- **<motion verb -form>** means to <motion verb> and exist (<v> + 在), and refers to the state-of-being after performing the verb.

E.g. 蘇子在哪里？他已經在家了。(Where is Suzuki-san? He is already at home.)

E.g. 咪子已經在這兒，你知道。(Mie-chan is already here, you know.; 你在 is the 在-form of 你; 你在 is the 在-form of 你, “你在” is wrong!)

### G3.10 Resultant state

To express that an action is completed, with the implicit nuance that the action was completed in preparation for something else, we use 已經.

E.g. 已經 (How are the preparations? The preparations are already done.)

E.g. 已經 (Are the plans for the trip complete? Uh huh, not only did I buy the ticket, I also took care of the hotel reservations.)

### G3.11 The auxiliary verb in

To express that an action is completed (or will be completed), with the explicit nuance that the action was completed in preparation for something else, we use the auxiliary verb 做完. 做 when used directly (meaning “to put/place”) is written in 做, but when used as an auxiliary verb it is written in 完 alone. Further conjugations of the compound verb follow rules of the 做 verb.

E.g. 做完晚饭 (Make dinner (in advance for the future)).

E.g. 做完电池 (I’ll buy batteries (in advance for the future).)

做完 can be contracted to 做完. Further conjugations follow rules of the 做 auxiliary verb (which means to do something in readiness for).

E.g. 做完晚饭 (Make dinner (in advance for the future).)

E.g. 做完电池 (I’ll buy batteries (in advance for the future).)

### G3.12 Spatial and temporal directional auxiliary verbs

To express that an action is spatially oriented towards or from some place, we use the 去 and 来 auxiliary verbs respectively. Think of them as “<v> + go” and “<v> + come” respectively. Further conjugations of the compound verb follow the rules of the trailing 去 or 来 verb.

E.g. 去学校 (spatial; Are you taking pencil to school?)

E.g. 回家 (spatial; Are you bringing pencil back home?)

E.g. 去过 (spatial; 去 is the polite past-tense of 去)

E.g. 来 (spatial; 来 is the past tense of 来; 站 is train station; 方向 is direction)

The same auxiliary verbs have a temporal usage. 去 can be used to mean “<v> continuously/progressively into the future”. 来 can be used to mean “<v> performed up to the present”.

E.g. 进入冬天 (temporal; Entering winter, people wearing coat will gradually increase.; The 进 in 进入 is only read as 进 when used in compound verbs where the meaning of “entering” is faded.)

E.g. 尽全力 (temporal; With all my might, I will try my hardest moving into the future!)

E.g. 出去 (temporal; Went out with various types of people up till the present, but a good person hasn’t been found yet.; 出去 is the past-tense of 出去.)

E.g. 学过日语 (temporal; Studied Japanese from way back before, and eventually quit.; 学 is the 学-form of 学.)

### G3.13 Potential form 可 / 能 / 会

To express the ability to perform a verb, the verb is conjugated. 可 is actually the potential form of 能! For detailed conjugation rules, refer to §GA.1. All potential form verbs are 能-verbs. Further conjugations follow 能-verb rules.

Interestingly, 能 does not have a potential form. See more in §G3.13.2.

In casual/slang speech, 能 (for originally 能-verbs and 可) can be shortened to 能, so 能 can be shortened to 能. Try not to let this casual speak become a habit too early on! Learn the correct form first.

E.g. 書いて ください (Can you write Kanji?; 書いて is the polite potential form of 書く.)

E.g. 書いて くれませんか (書いて is the negative potential form of 書く.)

E.g. 書いて くれ (書いて is the negative potential form of 書いて.)

Importantly, potential forms do not have direct objects, since no actual action is taken, so 書いて cannot be used. Whenever 書いて is to be used, use 書いて or the topic particles 書いてetc. instead.

E.g. 書いて 登る (I could climb Mt. Fuji.; 書いて 登る is wrong!)

E.g. 書いて 持ちます (I am able to hold heavy luggage.; 書いて is the polite potential form of 持つ: the potential form is 持ちます.)

### G3.13.1 The special cases and the alternatives (vs. 書いて)

The transitive verbs 書いて and 書いて are paired with their intransitive counterparts 書いて and 書いて. However, the potential forms of 書いて and 書いて, 書いて and 書いて, exist. For these two case, expression of the “ability to perform a verb” meaning is left to the intransitive counterparts. The potential forms take on a special, additional layer of meaning: **to be given the opportunity** to see or hear something.

E.g. 書いて 書いて (It cleared up today and Mt. Fuji is visible.; 書いて: (of sky) to clear up)

E.g. 書いて 書いて (Thanks to my friend, I was able to watch the movie for free.; 書いて: free-of-charge)

E.g. 書いて 書いて (The surroundings were noisy and I couldn’t really hear what he was saying.; 書いて: surroundings)

E.g. 書いて 書いて (For the first time in a long time, I was able to hear his voice.)

That said, it is actually more common to express “given the opportunity” as “the seeing/hearing thing is doable ( { / } )”, as in the following examples.

E.g. 書いて 書いて { / } (Thanks to my friend, I was able to watch the movie for free.; 書いて: free-of-charge)

E.g. 書いて 書いて { / } (For the first time in a long time, I was able to hear his voice.)

### G3.13.2 Potential to exist: ruby{ { / } }

Interestingly, 書いて doesn’t have a potential form. The round-about way of saying “possible to exist” is 書いて, but this is almost never used. Instead, we use 書いて, which is actually a compound verb made from 書いて and the auxiliary verb 書いて (meaning to be able to), and not considered to be a potential form of 書いて by natives (see discussion on [Reddit](#)).

For 書いて, the unconjugated form can be read as 書いて (slightly more formal and traditional), but all conjugated forms use 書いて. I’d stick to 書いて always, the modern pronunciation (see discussion on [\[HN\]](#)).

E.g. 書いて 書いて (That kind of situation/event is possible.)

E.g. 書いて 書いて (That kind of situation/event is possible.)

E.g. 書いて 書いて (It is possible that he overslept.; 書いて: to oversleep)

E.g. 書いて 書いて (That’s an impossible story/scenario.)



### G3.14 auxiliary verbs

All forms in this section allow further conjugations based on the rules of ㄅㄨ and ㄅㄨ.

For adjectives, both <adj>ㄅㄨ and <adj>ㄅㄨ have the standard interpretation of causing something to become the adjective, or to become the adjective itself respectively:

- (revision and extension of §G2.11) <na-adj> /<i-adj root> means to make something become <adj>.

E.g. ㄅㄨ (be/make quiet) ㄅㄨ (make clean).

E.g. ㄅㄨ (make stronger) ㄅㄨ (make smaller).

- <na-adj> /<i-adj root> means to become <adj>.

E.g. ㄅㄨ ㄅㄨ (Your height has gotten taller from last year, huh?; ㄅ: height)

E.g. ㄅㄨ ㄅㄨ (Because I am exercising, I'll become stronger.)

E.g. ㄅㄨ ㄅㄨ (Because I studied a lot, I became smarter.)

For nouns, <nn>ㄅㄨ has a special meaning, though <nn>ㄅㄨ preserves the standard interpretation:

- (new!) <nn> means to decide on <nn> (“do with <nn> as destination”), and is commonly used when ordering things from a menu.

E.g. ㄅㄨ ㄅㄨ (I'll go with the hamburger and salad.; ㄅㄨ is the polite form of ㄅ.)

E.g. ㄅㄨ ㄅㄨ (There are many other good things, but as I thought, I'll go with this one.; ㄅ: besides/in addition to)

- <nn> means to become <nn>.

E.g. ㄅㄨ (Become a doctor.)

For verbs, while we recognise that adverbs can modify verbs, we do not have a way to convert verbs into a modifying adverb, unlike what we can do with adjectives. Instead, we refer to the verb using ㄅ (event/thing) or ㄅ (manner), then tag on ㄅㄨ or ㄅㄨ. In fact, ㄅㄨ ㄅㄨ have special meanings (the last two are usually written in ㄅ alone).

<v>ㄅㄨ{ㄅ/ㄅ} have an nuance of *deciding to <v>*. <v>ㄅㄨ specifically means to *try to do <v>*. <v>ㄅㄨ specifically indicates a change towards <v> which has/will take place.

- <v> means to decide to <v>. A related form, <v>, means to decide to make it a rule/practice to <v> (“to continuously decide to <v>”).

E.g. ㄅㄨ (I decided that I will go abroad.)

E.g. ㄅㄨ ㄅㄨ (I make a practice of getting up at six.)

- <v> means to have been arranged/decided so that <v>.

E.g. ㄅㄨ (It's been arranged/decided that I will go abroad.)

- <v> means to try to make sure that <v>.

E.g. ㄅㄨ (I will try not to eat meat everyday.)

To express something like “I’m trying to study”, use 勉強中. My previous attempt “勉強中” is unnatural, because 勉強中 refers to you trying to do something *in the future*, and 勉強中 is already happening. Furthermore, this incorrect form may be misconstrued as “I’m acting like I’m studying”. [GMN]

- **<v>** means to come to be that/start to <v>. The implicit nuance is on a change of state from not <v> to <v>.

E.g. 勉強中 勉強中 (I started to not eat meat everyday.)

Furthermore, because potential verbs describe a state of possibility rather than an actual action, <v potential>可能 is often used to describe a change (from a state of infeasibility) to a state of feasibility.

E.g. 勉強可能 勉強可能 (After coming to Japan, I became able to eat sushi.)

E.g. 勉強可能 勉強可能 (Because I practised for a year, I became able to play the piano.; 可能: to play a stringed/keyboard instrument)

E.g. 地下 地下 (After going underground, Mt. Fuji became not visible.地下 → 地下 → 地下 → 地下)

### G3.14.1 versus

In the final example in the previous section, 地下 is also acceptable. Both mean the same, though 地下 focuses on the *change*. 地下 focuses on the *result*, and is more commonly used. [HN], [goo], [GMN]

E.g. 地下 地下 (After going underground, Mt. Fuji became not visible.地下 → 地下 → 地下 → 地下)

E.g. 地下 地下 (After going underground, Mt. Fuji became not visible.)

### G3.14.2 Decoupling form and function in Japanese grammar

Read the main discussion on SOF, courtesy of MT.

The phrase 地下 is grammatically correct, but explaining how it came to is not straightforward.

One important takeaway is that “Japanese is not like Indo-European languages, and so at some point, clinging to Indo-European grammatical categories can get in the way”.

It is a misconception to parse 地下 as “地下 (adverb form of adjective 地下) + 地下 (past tense of 地下)”.

An adverb refers to a grammatical *function*, specifically the function of describing the *manner* something is or some action is done. Since 地下 does not mean “in a manner that is not visible”, it is not serving the function of the adverb. “In English, you can say adverbs end in ‘ly’. Does that mean that *bully* is an adverb or that *silly* is an adverb?”

地下 merely takes on the same grammatical *form* as adverbs. 地下 is in the *form* of an 地下-adjectives, and so it conjugates like 地下-adjectives: conjugation rules are based on form, not function. In Japanese, 地下 is the 地下 (conjunctive form) of 地下, the form used during conjugation with other grammatical units. No native will understand 地下 as “in a manner that is not visible”; “it’s just part of the form into which the word must *inflect* to function properly in the sentence”.

Specifically,  $\square\square\square\square\square$  is made of  $\square\square\square + \square\square + \square\square$ . To link these into a phrase, each component must be converted into the  $\square\square$  (actually  $\square\square$  comes after the  $\square\square\square$  (nai stem of a verb) of  $\square\square\square$ , which is  $\square\square$ ). Thus the required forms are  $\square\square$  ( $\square\square\square$ ) $\square\square\square$  ( $\square\square\square$ ) $\square\square\square$  (past), resulting in  $\square\square\square\square\square$ .

### G3.15 Conditionals

There are four ways to say “if” in Japanese.

#### G3.15.1 Conditional form

*The Takoboto dictionary refers to this as the “provisional form”, for some reason.*

This is the simplest, most general conditional, and is a conjugation of nouns, adjectives and verbs. Refer to §GA.1 for detailed conjugation rules. It means if <future ...> $\square$ , then <...>“. The focus is on the conditional predicate, i.e. the part before the  $\square$ , not on the statement that follows.

The conjugation rule for nouns and  $\square$ -adjectives is suffixing  $\square\square\square\square\square$ , which is actually using the conditional form  $\square\square$  of the verb  $\square\square$ .  $\square\square\square\square$  is a formal expression we will see much later (??).

In the examples that follow, the focus is underlined.

E.g.  $\square\square\square \square\square\square\square\square\square\square\square$  (If I can meet my friend, we will go shopping.;  $\square\square\square$  is the conditional form of the potential verb  $\square\square$ )

E.g.  $\square\square\square \square\square\square\square$  (If I had money, it would be good, huh?)

E.g.  $\square\square\square\square\square\square\square$  (If it's fun, I'll go too.)

E.g.  $\square\square\square\square\square\square\square\square\square$  (If it's not fun, I'll also not go.)

E.g.  $\square\square\square\square\square\square\square$  (If you don't eat, you will become sick.)

#### G3.15.2 Past conditional form [ ]

The past conditional form conveys the same idea as the basic conditional form (§G3.15.1), but with a difference in focus: the focus is on the statement that follows the conditional predicate, i.e. the part after the  $\square\square[\square]$ , not on the predicate itself. The optional  $[\square]$  is used for formality; in causal speech it is omitted.

The predicate always takes on the past tense, though this doesn't necessarily mean the predicate must have happened in the past. It can be a future, not-yet-happened event too, just like English's “if ... *were* to happen/if I *were* ..., then ...”.

In the examples that follow, the focus is underlined.

E.g. [ ]  $\square\square\square\square\square\square\square$  (If I am free, I'll go to play.)

E.g. [ ]  $\square\square\square\square\square\square\square\square\square$  (If you're a student, you can buy with a student discount.)

E.g.  $\square\square\square$  [ ]  $\square\square\square\square\square\square\square\square$  (If I can meet my friend, we will go shopping.)

E.g.  $\square\square\square$  [ ]  $\square\square\square\square$  (If I had money, it would be good, huh?)

There is also a second usage, to express surprise at an unexpected past outcome, via the schema <past predicate/prior event> $\square\square[\square]\square$ <unexpected past outcome>.

E.g.  $\square\square$  [ ]  $\square\square\square\square\square\square\square\square$  (When I went home, there was (unexpectedly) no one there.)

E.g.  $\square\square\square\square$  [ ]  $\square\square\square\square\square\square\square\square\square$  (As a result of going to America, I (unexpectedly) got really fat.;  $\square\square$  is the past polite form of  $\square\square$ )

The way to disambiguate between the two usages is to first recognise that in either case, when we see/hear □□□, we focus on what comes next. Then, if what comes next is in present tense, there's no surprise nuance; if what comes next is in past tense, then there is a surprise nuance.

### G3.15.3 Expected consequence conditionals with

*This is similar in nuance to the C → E construct (see 137), with the added element of expectedness.*

A □ B means that if A happens, then as a natural consequence B is *expected* to happen. The schema is C[□]□ E. *Note that the state-of-being □ must be made explicit for nouns and □-adjectives, for disambiguation with other usages of □!*

E.g. □□ □□□□□□□□□□□□ (If he's a teacher, surely he is senior, right?; □□□: surely; □□ is the contraction of □□ (noun explanatory ender), □□□□□□ is a polite form of asking)

E.g. □□□□□□ □□□□ (If you drop the ball, it will fall.)

E.g. □□□□□ □□□□□ (If you turn off the lights, it will become dark.; □□: dark)

E.g. □□□□□□ □□□□□□□□ (If you don't go to school, you can't meet your friends.)

E.g. □□□□□□ □□□□ (If you eat a lot, you will get fat.)

### G3.15.4 Contextual conditionals with [ ]

Contextual conditionals express the nuance that the statement will occur *given that* the contextual predicate holds. It's translated as "If given <predicate>, then <statement>". The schema is <context>□□[ ]□<statement>. The optional [ ] is used for formality; in casual speech it is omitted.

E.g. □□□□□□ [ ]□□□□□□ (If given that everyone is going, then I'll go too.)

E.g. □□□□□□□□ [ ]□□□□□□ (If given that Alice says so, then there's no problem.)

E.g. □□□□□□□□□□□□ [ ]□□□□□□ (Where is the library? If given that you're talking about the library, then it's over there.)

### G3.15.5 as an uncertainty embellishment

The adverb □□ (and related ones like □□□□□□□□) are only a supplement to add the nuance of uncertainty on whether the predicate/condition is true ("perhaps/by any chance"). One of the four forms above must still be used.

E.g. □□□□□□□□□□□□ (past conditional; If by any chance it's ok with you, go to watch movie?; □□ is the adverb of □□)

E.g. □□□□□ □□□□□□□□□□ (contextual conditional; If by chance given that there's no time, tomorrow is fine as well.)

## G3.16 Prohibition, requirement and permission

Expressing the idea that something must not be done, must be done, or that it's ok to do/not do is common in Japanese.

### G3.16.1 Prohibition (things that must not be done) { / / }

There are three adjectives that convey prohibition: □□□□□□□□□□□□. Of the three, □□ is casual (□□ is even more casual, used in friendly settings; [HN]). Also, □□□□ is used more for general rules, laws and policies that apply for more than one person, so it can be interpreted as the sternest of the three. In terms of sternness, □□ < □□□□ < □□□□.

□□□□ comes from □□□□ which means bad/wrong/naughty, but when used in the prohibitory manner is written in □□ alone.

All conjugations of the three adjectives are shown in Table 10. The polite forms taken by □□□□ and □□□□ can be explained by interpreting them as present-negative forms of the verbs □□□ (meaning to go well) and □□ (to become) respectively.

Table 10: Prohibition conjugations.

<b>Present prohibition</b>	□□	□□□□	□□□□
<b>Past prohibition</b>	□□□□□	□□□□□□	□□□□□□
<b>Present prohibition (polite)</b>	□□□□	□□□□□	□□□□□
<b>Past prohibition (polite)</b>	□□□□□	□□□□□□□	□□□□□□□

The long-form schema for prohibition is  $\langle v \text{ te} \rangle \square \{ \square \square / \square \square \square \square / \square \square \square \}$ .

E.g. □□□ □□□□□□ (You must not enter here.)

E.g. □□□ □□□ (You can't eat that!)

E.g. □□□□□□ □□□□□ (You must not use the phone until late at night.)

E.g. □□ □□□□□□□□ (I wasn't allowed to sleep early.)

E.g. □□□□□ (You can't die!)

E.g. □□□□□□ (Do not swim.)

The contractions for expressing prohibition involve the following replacements. Note that the  $\{ \square \square / \square \square \square \square / \square \square \square \}$  must not be omitted for contracted prohibition.

$$\begin{array}{ccc} \overbrace{\dots \square \square}^{v \text{ te}} \{ \square \square / \square \square \square \square / \square \square \square \} & \mapsto & \overbrace{\dots}^{v \text{ te fragment}} \square \square \{ \square \square / \square \square \square \square / \square \square \square \} \\ \overbrace{\dots \square \square}^{v \text{ te}} \{ \square \square / \square \square \square \square / \square \square \square \} & \mapsto & \overbrace{\dots}^{v \text{ te fragment}} \square \square \{ \square \square / \square \square \square \square / \square \square \square \} \end{array}$$

Equivalently,  $\square \square \mapsto \square \square$ ,  $\square \square \mapsto \square \square$ .

The second form is used for verbs with endings in  $\{ , , , \}$ ; their □-forms use □.

The contracted schema for prohibition is  $\langle v \text{ te fragment} \rangle \{ \square \square / \square \square \} \{ \square \square / \square \square \square \square / \square \square \square \}$ .

E.g. □□□ □□□□□□ (You must not enter here.)

E.g. □□□ □□□ (You can't eat that!)

E.g. □□□□□□ □□□□□ (You must not use the phone until late at night.)

E.g. □□ □□□□□□□□ (I wasn't allowed to sleep early.)

E.g. □□□□□ (You can't die!)

E.g. □□□□□□ (Do not swim.)

*Side note:*  $\square \square$  is actually a contraction of  $\square \square$ , where  $\square$  is an auxiliary verb meaning “to do accidentally”, and  $\square$  is contracted to  $\square$ , then conjugated into the past tense as  $\square$ . It's got nothing to do with the  $\square \square$  we see in this section, which comes from  $\square \square$ .

Finally, the □□/□□ contractions here are slightly feminine.

### G3.16.2 Requirement (things that must be done)

Requirement is expressed as the negation of prohibition. The <v te> is the one that is negated, and there are three grammatical schemae that can be used. All are correct, and are all used at least in formal writing, so learn them all.

The three long-form grammatical schemae for requirement:

1. <v te-negative>□{□□/□□□□/□□□□}.

E.g. □□□□ □□□□□ (I must go to school everyday.)

E.g. □□□ □□□□□□ (I had to do homework.)

2. <v negative>□{□□/□□□□/□□□□}. This uses the expected consequence conditional (§G3.15.3). The literal meaning is: if you don't do something, the expected consequence is no good. This is the easiest form, and is used even outside of the expected consequence characterisation.

E.g. □□□□ □□□□□ (I must go to school everyday.)

E.g. □□□ □□□□□□ (I had to do homework.)

3. <v conditional-negative>{□□/□□□□/□□□□}. This uses the conditional form (§G3.15.1). For requirement, because the verb is negated, the conditional-negative always contains □□□□.

E.g. □□□□ □□□□□ (I must go to school everyday.)

E.g. □□□ □□□□□□ (I had to do homework.)

In casual speech, however, people default to either the <v negative>□{□□/□□□□/□□□□} or the contractions that follow. When used to express requirement, the expected consequence conditional □ (§G3.15.3) loses the expected consequence nuance (it's used in more situations than what it was originally defined for).

The contractions for expressing requirement involve the following replacements. **Note that the {□□/□□□□/□□□□} is omitted for contracted requirement.**

$$\begin{array}{ll}
 \text{[first schema]} & \overbrace{\dots \square\square\square}^{\text{v te-negative}} \square\{\square\square/\square\square\square\square/\square\square\square\square\} \mapsto \overbrace{\dots\square}^{\text{v negative fragment}} \square\square\square \\
 \text{[second schema]} & \overbrace{\dots \square\square}^{\text{v negative}} \square\{\square\square/\square\square\square\square/\square\square\square\square\} \mapsto \overbrace{\dots \square\square}^{\text{v negative}} \square \\
 \text{[third schema]} & \overbrace{\dots \square\square\square\square}^{\text{v conditional-negative}} \{\square\square/\square\square\square\square/\square\square\square\square\} \mapsto \overbrace{\dots\square}^{\text{v negative fragment}} \square\square
 \end{array}$$

Equivalently, □□□ ↦ □□□□, □□□□ ↦ □□□.

For the first schema contraction, □□□□ is the colloquial form of □□□□, which is an abbreviation of □□□□□□□□. For the third schema contraction, □□□ is the colloquial form of □□□□, which is the conditional-negative form of the verb □□. **In a sense, every verb has two colloquial “requirement” forms: ...□□□□ and ...□□□, based on their negative forms.**

**Note that these contractions cannot be conjugated into the past tense, i.e. “□□□□□□□□”, “□□□□□□□□”, “□□□□□□□□”, “□□□□□□□□” do not exist! [TNSJ]** If you want to mean requirement *in the past*, use any of the three long form schemae above. If you want to mean prohibition, use the one contracted schema in §G3.16.1. If you want to mean not a requirement (i.e. okay to not do), use the one schema in §G3.16.3.

Here are the three contracted grammatical schemae for requirement.

1. <v negative fragment ending in □>□□□.

E.g. □□□□ □ (I must go to school everyday.)

E.g. □□□ □ (I *have* to do homework.)

2. <v negative>□.

E.g. □□□□ □ (I must go to school everyday.)

E.g. □□□ □ (I *have* to do homework.)

3. <v negative fragment ending in □>□□.

E.g. □□□□ □ (I must go to school everyday.)

E.g. □□□ □ (I *have* to do homework.)

(Notice that the homework example has been changed to present tense; the past tense has no contractions.)

Finally, the □□□□ contraction here is slightly feminine.

### G3.16.3 Permission (things that are okay to do or not to do)

The schema for permission is simply <allowed v te>□{□□/□□□/□□□□}. Other permissive enders work too but these three are the most common. □□□□ is the negative form of □□, meaning to mind. For <v te>□□□, the □ may be dropped in casual speech.

E.g. □□□□□ [ ] □□ (You can go ahead and it it all.; “Even if you eat it all, it’s good, you know.”)

E.g. □□□□□□□ [ ] □□ (You don’t have to eat it all.)

E.g. □□□□□ [ ] ? (Can I go home already?)

E.g. □□□□□□□□□ [ ] □ (Can I take a quick look at this?)

E.g. □□□□□ □□□ (It’s okay if you drink it all.)

E.g. □□□□□ □□ (You can drink it all, I don’t mind.)

## G3.17 Desires, invitation and suggestions

This section concerns the expression of direct desires and discreet suggestions.

### G3.17.1 Desiderative form

*Takoboto and most sources simply call this the □ form, but desiderative, meaning expressing a desire to, is more descriptive.*

The conjugation rule is simple: <stem>□□. This transforms the verb into an □-adjective (in terms of form), but still retaining the behaviour of verbs to use verb particles □□□□ (§G2.9). Its form conjugate like □-adjectives: (present-positive desiderative), (present-negative desiderative), (past-positive desiderative), (past-negative desiderative).

**Note that □□ does not have a desiderative form: inanimate objects cannot desire anything. □□’s desiderative form is □□□.**

The desiderative form can only be used from the first person, because you cannot read other people’s mind and express what they want to do. To refer to other people’s desires, use direct or

indirect quotations (???). Questions about other people's desires are permitted because we are not making presumptions.

E.g. □□□□□ □ (I want to be together forever.)

E.g. □□ □□□ (What do you want to do?)

E.g. □□ □□□ (Do you want to play with dog?)

E.g. □□□□ □ (I want to go to a hot spring.)

E.g. □□□□ □□ (You don't want to eat cake?)

E.g. □□□□□□□□□ (I didn't want to eat, but I became wanting to eat.)

E.g. □□ □ (I became not wanting to eat.; to parse this, split it as □□□|□□|□□□□: eat + negative desire + became.)

### G3.17.2 Auxiliary adjective

The □<nn>□□□□ construct means to want <nn>. To express that we want a verb <v> done, or that we want the listener to do <v>, we use the auxiliary adjective □□□. This auxiliary usage is written in □□ alone.

The auxiliary adjective □□□ is actually rarely used in practice, since there are other more appropriate ways to make requests (???).

E.g. □□□□□□□□□□□□ (I want a big stuffed doll!; □□□□□: stuffed toy)

E.g. □□ □□□...□ (I want it all eaten but...; This does not say "I want to eat it all": that would be □□□□□□□□□)

E.g. □□□ □□□ (I want the room cleaned up, you know.)

### G3.17.3 Volitional form: invitation ○ / /

"Volitional" means "relating to the use of one's will". The volitional form is used to express that the speaker is setting out to do something. In simpler terms, it expresses the idea of invitation, and translates to "Let's/Shall we" in English. Refer to §GA.1 for a full table of conjugations. The volitional conjugations for the two exception verbs are best memorised, there's no simple rule explanation (□□□□□□□).

Both casual and polite volitional forms exist, and the polite form must come at the end of the sentence.

Note that the volitional form only has one tense: starting from the present, looking into the future. It cannot be used with a past tense verb like "□□□□□".

E.g. □□□□□ □□ (What shall we do today?)

E.g. □□□□□ □□ (What shall we do today? (polite))

E.g. □□□□□□□ □ (Let's go to the theme park!)

E.g. □□□□□□□ □ (Let's go to the theme park! (polite))

E.g. □□□□□ □□□□□□ □ (What shall we eat tomorrow? Let's eat curry!)

E.g. □□□□□ □□□□□□ □ (What shall we eat tomorrow? Let's eat curry! (polite))



Suggestions are expressed by suffixing □□□□ to the conditional form (□; §G3.15.1) or the past conditional □□ (§G3.15.2). In English, the literal translation is “If you do <v>, how is it?” and the natural translation is “How about doing <v>?”

E.g. □□□ □□□□ (How about going to the bank?)

We first came across relative clauses in §G2.10.1, where they are used as noun modifiers using the schema <relative verb clause><nn>.

### G3.18.1 Direct quotation ...

E.g. □□□□□ □□ □ (“Cold”, said Alice.)

E.g. 田中 さん 寒い (‘Cold’, said Alice to Tanaka)

E.g. □□□□□□□□ □□□□ □□□□□ (It is that I heard from the teacher “there is no class today”...)

Also known as interpreted quotation, indirect quotation quotes *along the lines* of what the speaker actually said. Thoughts and considerations are often expressed as indirect quotes, with the verbs □□ and □□□ respectively. The □ particle is used here too, **except that unconjugated nouns and □-adjective state-of-being must be explicitly declared with □.**

In the following examples, the indirect quotation is underlined>.

When  $\square$  is used to mean “what”, it is read as  $\square\square$ ; when it is used to mean “how many”, it is read as  $\square\square$ . ([NHK])

E.g. □□□□□□□□ □□□□ (I heard from the teacher that there is no class today.; Note the absence of direct quotation marks.)

E.g. ○○○○○○○○    ○○○○○○○○○○○○ (I thought about setting out to eating curry but didn't have time to eat.; **DO NOT** confuse ○○○ and ○○: the former is the past-negative of ○○, and the latter is the past tense of ○○.)

E.g. □□□□□□□□ □(Now, I'm considering where to set out to go.; this is an example of the question marker in indirect quotations, §G3.4.4)

E.g. 何々 (What did he say this is?; **Here, the explicit state-of-being assertion 何 is compulsory!**)

E.g. 何 (What did he say?)

E.g. 何々 (He asked what this is.)

E.g. 何 (I heard that he is a high school student, but I can't believe it.)

The casual version of the 何 particle is . Specifically, <quote>何</v> can be shortened to <quote>何</p>
</div>

E.g. 何 (I heard you don't have time now, is that true?)

E.g. 何 (I heard you don't have time now, is that true?)

The following are examples of contextual guessing in action. **The omitted verb is assumed to be 何 by default.**

E.g. 何 (You **said** you don't have time now, is that true?)

E.g. 何 (Tomoko **said** that she's going overseas next year.)

E.g. 何 (I already **told** you I have no money.)

E.g. 何 (Huh? What did you **say**?)

### G3.18.3 as a replacement for topic particle

何 can be used to talk about practically anything, not just as the informal form of the quotation marker 何. It is used everywhere in casual speech, usually to bring up a topic.

E.g. 何 (About tomorrow, I hear that it's going to rain.; first 何 is a replacement for 何, second 何 contains the hidden verb "to hear". **A bit weird. I wouldn't use the trailing 何 like this; I'll just omit it.**)

E.g. 何 (Alice is a very good person, right?; 何[何] is the [formal] conjectural form of 何.)

## G3.19 Definitions and descriptions with the abstract / (and slang)

何 means to say, and when used in the abstract way, is written as 何. It can be used with the 何 particle to define, describe and to refer to something itself.

### G3.19.1 Definition

何 has a second meaning, "to call/name". However, since nothing is actually said, it is common to write it in 何 only (also ok to write it in 何).

E.g. 何 (What do you call this in Japanese?; 何 here means to call/name)

E.g. 何 (I am called Alice.; 何 here means to call/name)

In the following examples, the <called> <thing> schema is used.

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E.g. 魚魚魚魚 魚魚魚魚 魚魚魚魚魚魚魚魚魚魚(What is this fish referred to as? It's known as Tai.)<sup>4</sup>

E.g. 魚魚 魚魚魚魚魚魚魚魚魚魚魚魚魚魚 (Do you know where the department store called “Lumine” is?)

E.g. 魚魚魚魚魚魚魚魚friend魚 魚魚魚魚 (The meaning of “tomodachi” in English is “friend”).

### G3.19.2 Referring to relative clause { / and { / / / } { / } and }

When a relative clause is encapsulated with 魚魚, it must be followed by a verb. Sometimes, we want to simply refer to the relative clause in a bigger complex sentence, and in this case the 魚 verb serves as a generic verb (it can but in this usage it doesn't mean that you're saying the quote). The schema <quote>魚魚{魚/魚} is a very common construction.

E.g. 魚魚魚魚魚魚 { / }魚魚魚魚魚魚 (The most interesting thing was that the main character was the criminal.)

E.g. 魚魚魚魚魚魚 { / }魚魚 (It is true that Japanese people are weak to alcohol?)

E.g. 魚魚 { / }魚魚魚魚 (Was it a lie that you are single?)

E.g. 魚魚 { / }魚魚魚魚魚魚魚魚 { / }魚魚 (Reboot means to restart your computer.)

E.g. 魚魚魚魚魚魚 魚 魚魚魚魚魚魚魚魚魚魚 魚魚魚魚魚魚 (I heard that Miki-chan broke up with Yousuke. Does that mean Miki-chan doesn't have a boyfriend now? That's right. That's what it means.; **specifically indicates hearsay or conjecture about others' feelings**)

If the relative clause can be inferred from context, it can be replaced with a generic way of doing something, using the pre-noun adjectivals 魚魚魚魚魚魚魚魚魚魚 (and the 魚魚魚魚魚魚魚魚魚魚 forms too).

E.g. 魚魚魚魚 魚魚魚魚魚魚魚魚魚魚 (It's because you always come at times like these that I'm trouble.)

E.g. 魚魚魚魚魚魚魚魚魚魚 (Doing work together with that type of person would be unpleasant, huh?)

E.g. 魚魚魚魚魚魚魚魚魚魚 (I think if you can marry that type of person, you can become happy.)

E.g. 魚魚魚魚魚魚 魚魚 (What do you mean, “I'm not going to university”?)

Finally, 魚 is not only a short form for 魚<v> after quotations. It is also a short form for the generic verb 魚 and any following particles, so <quote>魚魚<particles> can be shortened to <quote>魚. Again, the speaker will hope that the listener can **understand everything from context**.

E.g. 魚魚魚魚 { / }魚魚魚魚 (The studying abroad next year thing, is that Tomoko?)

E.g. 魚魚魚魚 魚魚 (The studying abroad next year thing, is that Tomoko?)

There's a further abbreviation of 魚 to 魚 (and replacement of 魚 with 魚, which is slightly easier to say), **but this only works for the generic verb. For actually said things, this contraction is invalid! This is stepping into the territory of native lazy speak, I'd say don't worry about this too much.**

E.g. 魚魚魚魚魚魚魚魚魚魚 魚魚 (both 魚 replaced 魚魚; the second one could've also replaced the trailing 魚魚)

E.g. 魚魚魚魚魚魚魚魚魚魚 (魚魚 instead of 魚魚 for rephrasing and refining definitions, §G3.19.3)

<sup>4</sup>This example can also be written as 魚魚魚魚魚魚魚魚 (魚魚), but could technically be misconstrued as “About this fish, what does it say?”. Prefer the <called> <thing> schema.

E.g. `明日来` (Miki-chan says she isn't coming tomorrow.; “`明日来`” is wrong!)

### G3.19.3 Rephrasing and refining definitions with connector

The definition expression `□□□ §G3.19.1` can be suffixed with the question marker `□` to add a questioning element, useful for rephrasing or redefining something. This is common in casual speech. As a connector, it tags to the thing that's being rephrased, as in `<to rephrase>□□□ □□<rephrase>`.

E.g. □□□□□□□□□□□□□□□□□□□□ □□ □□ ...{ } (Miki-chan is your girlfriend, right? Um, you might say girlfriend, or friend, or something...)

E.g. 我喜欢酒 (I like alcohol, or rather, I can't live on without it.; 喜欢 is the negative potential form of 要 (meaning to live on). This is tricky to parse. The presence of 不 correctly hints to us that some negative potential form is in use, but it is not the negative potential form of 要 (that would be 不要). The presence of 要 might also wrongly lead us to think 喜欢 is prohibited (that would be 不要喜欢). The correct way to parse is to recognise that 要 must be the 要 form of some 要 verb, which leads to 喜欢. To disassociate from the prohibition 不要, recognise that the 不 particle is missing, which is required by the prohibition schema 不要.)

E.g. 0000000000 000000000000 (Don't think I'll go. Or rather, I can't go because I have no money.)

E.g. □□□□□□□□□□□□□□ (Rather than that, I have to go home already.)

### G3.19.4 Referring to relative clause with annoyance (slang)

The generic verb 𐤀𐤁𐤁 can be shortened to 𐤀. It is harder to say (violates core slang principle of making things easier to say, §G3.24), but it has a hard, hissing sound, so it is used to convey anger. It is masculine. It can sometimes be further shortened to just 𐤀. 𐤀𐤁𐤁 is the 𐤀-from of 𐤀𐤁.

E.g.  (Or rather, why are you here?!)

E.g. 時間がない (Although he's saying he doesn't have time because of homework, I hear he went on a date with Miki-chan.; 時間 → 時間 (stem); 時間: appearance, based on evidence/trustworthy hearsay)

E.g. `○○○○○○○○ ○○○○○○○○○○○○○○` (Yo, tomorrow's the test. Even if I say that, you probably didn't study anyway, huh?; `○○○○` is a contraction of `○○○○○` (from `○○○○○`))

E.g. □□□□□□□□ □□ (Like I said, you're wrong!)

The annoyance can be further emphasised using  $\gamma$ .

E.g. □□□□□□□□ □□ (Like I said, you're wrong!)

**G3.19.5 Referring to relative clause with exasperation / (slang)**

To take annoyance to the next level, the generic verb ㄅㄨˊ ㄉㄜˊ's conditional form ㄅㄨˊ ㄉㄜˊ ㄟ (§G3.15.1) and past conditional form ㄅㄨˊ ㄉㄜˊ ㄟ (§G3.15.2) can be abbreviated to ㄅㄨˊ or ㄉㄜˊ respectively. The (abbreviated) conditionals of ㄅㄨˊ are used to express the exasperation of repeating yourself multiple times, or with someone not listening to you.

E.g. □□□□ □ (I told you I'm going already!)

E.g. `000 000000000000` (Because you're always forgetting.)



## G3.21 Giving and receiving objects and favours

Giving and receiving gifts is a big part of Japanese culture. There are four verbs of interest: 贈る 贈られる 下さる いただく.

The act of giving is associated with the imagery of the gift/favour “going up” to the recipient, and the act of receiving is associated with the imagery of the gift/favour “coming down” from the giver. This leads to the verbs for giving (first person) 贈る (贈る), and giving (second person) 下さる (whose honorific version of 下さる).

### G3.21.1 Giving [as a favour] [ ] [ ] [ ]

There are three verbs for the act of giving, each with their own use.

- 贈る: to give (first person, or third person from giver’s POV). The speaker must use 贈る when the speaker is giving something, and the auxiliary verb <v te>下さる when the speaker is doing someone a **favour**.

E.g. 友達にプレゼントを贈った (first person; I gave present to friend.; the sentence ordering can be mixed up, e.g. 友達にプレゼントを贈った)

E.g. 先生にこれを贈ります (first person; I’ll give this to teacher.)

E.g. 先生にこれを贈ります (third person; The student give this to teacher (looking at it from the giver’s POV).; changing POV to that of recipient warrants a change to 下さる)

E.g. 先生にこれを贈ります (first person; I’ll give you the favour of buying the car./I’ll buy the car for you.)

E.g. 先生にこれを贈ります (first person; I’ll give you the favour of going as your substitute.; 下さる: as a substitute for)

E.g. 先生にこれを贈ります (third person; Friend gave the favour of teaching something good to my dad (looking at it from giver’s POV).; changing POV to that of recipient warrants a change to 下さる)

- 下さる: to give (first person), when the receiver is a pet/animal. This is never used for people, but is included here to point out that 下さる here means “to give” and not “to do” (colloquial).

E.g. 犬に餌を下さる (Did you give the dog food?; 下さる: food for animals)

- いただく: to give (second person, or third person from recipient’s POV). The speaker must use いただく when someone else is giving something to the speaker, or the auxiliary verb <v te>下さる when someone else is doing the speaker a favour.

As the recipient, the speaker uses 下さる to emphasise the action of giving, and いただく to emphasise the action of receiving.

E.g. 先生にプレゼントを下さる (second person; Friend gave present to me.)

E.g. 先生にこれを下さる (second person; Teacher gave this to me.)

E.g. 先生にこれを下さる (second person; Will you give me the favour of buying a car?/Will you buy me a car?)

E.g. 先生にこれを下さる (second person; Will you give me the favour of going as my substitute?/Will you go as my substitute?)

E.g. 先生にこれを下さる (third person; The teacher give this to student (looking at it from the recipient’s POV).; changing POV to that of giver warrants a change to 下さる)

E.g. 我收到了朋友的帮助 (third person; Friend gave the favour of teaching something good to my dad (looking at it from recipient's POV).; changing POV to that of giver warrants a change to 他帮助了我)

To better illustrate the difference between first and second person (我/你), compare the following sentences.

E.g. 你会教我吗 (Teacher, will you be giving the favour of teaching to (anybody *other* than the speaker)?)

E.g. 你会教我吗 (Teacher, will you be giving the favour of teaching to (anybody *including* the speaker)?)

When speaking as the recipient of an action or favour, as a recipient the verb 必须 be used.

E.g. 我收到了朋友的帮助 (I gave the favour of eating it all.; *it's incorrect to use 我 here as "I" am not receiving the favour*)

E.g. 朋友给了我礼物 (Friend gave present to me.; *it's incorrect to use 我 here because "I" am not the giver*)

### G3.21.2 Receiving [as a favour] [ ]

There is only one verb for receiving, 收到. To indicate who the speaker is receiving something from, use the from-marker particle 从. The past form 收到了 is much more commonly used, to indicate that the speaker received something. The auxiliary verb <v te> 为了 is used when the speaker is receiving the favour of someone doing <v te> for their sake.

As the recipient, the speaker uses 收到 to emphasise the action of giving, and 收到 to emphasise the action of receiving.

Important: for 收到, 从 marks the giver! <receiver>从, <giver>{从/给}. The subject is performing the receiving, and the target of receiving is the giver.

E.g. 我收到了朋友的礼物 (I received present from friend.)

E.g. 我收到了朋友的礼物 (I received present from friend.)

E.g. 为了这件事, 我收到了朋友的帮助 (About this, I received the favour from friend of buying this.)

E.g. 我想收到朋友的帮助, 但没有时间, 不可能。 (I wanted to receive the favour of homework checking, but there was no time and it was impossible.; 收到 → 收到 → 收到)

As a non-typical use case, 收到 can be used by the giver speaker if they want to emphasise that they are the one from whom the receiver received something.

E.g. 他收到了那手表 (He received that watch from me.)

### G3.21.3 Soliciting favours (≠ request) with auxiliary verbs }

Not to be confused with making requests (§G3.22)! Asking for favours is softer and less direct: "would you do X for me", while making a request is more direct: "please do X".

The previous sections dealt with expressing the *actual event* of giving a gift or favour. The *solicitation* of a positive favour can be expressed as a question with <v te> 为了 or <v te> 为了 (note the potential form of 为了). Because the speaker is the recipient of the favour, 收到 is not applicable.

□□□□ is used to ask for favours, but when its imperative form is used, it becomes a command □□ □□ (§G3.22.4).

E.g. □□□□□□□□ □ (Will you give me the favour of lending 1000 yen?; □□: to lend)

E.g. □□□□□□□□ □ (Can I receive the favour of you lending 1000 yen?)

The examples include the explicit giver and receiver. They are usually omitted if obvious.

E.g. □□ □ (Will you give me the favour of lending 1000 yen?)

E.g. □□ □ (Can I receive the favour of you lending 1000 yen?)

The request can be made softer by using the negative □□□□□□□□□□ (and their polite forms □□□ □□□□□□□□□□).

E.g. □□□□□□ □ (Won't you be a little quiet?)

E.g. □□ □□ (Can you write this in kanji for me?)

The solicitation of a negative favour can be expressed as a question as <v te-negative>□□□□ or <v te-negative>□□□□□. Basically negate the <v te> and attach □ instead of □, then either □□□□ or □□□□ as before.

E.g. □□ □□ (Can you not eat it all?)

E.g. □□□□ □ (Can you not buy expensive things?)

## G3.22 Making requests (≠ favours)

*Not to be confused with asking for favours (§G3.21.3)! Asking for favours is softer and less direct: “would you do X for me”, while making a request is more direct: “please do X”.*

The following sections discuss four ways to issue requests, in decreasing order of politeness:

□□□□ > □□□□□ > □□□ > imperative form.

### G3.22.1 Honorific requests with

□□□□□ is the most common way of making requests. It is a special conjugation of □□□□, the honorific form of □□□ (§G3.21.1, §G3.21.3). □□□□□ must come at the end of the sentence or relative clause, just like □□□□□.

On its own, □□□/□□□□ can mean “please give me/hand me an object” as a transitive verb, using the schema <object>□□□□□.

E.g. □□ □ (Please give me that.)

E.g. □□ □ (Can you give me that?)

E.g. □□□ □□□□□□□□□□ (Father said, “Please give me that”).

□□□□ can also mean “please do for me” as an auxiliary verb, with the schema <v te>□□□□. Negative requests are made the same way as with solicitation of favours (§G3.21.3), using <v te-negative> □□□□□.

E.g. □□□ □ (Please write it in kanji.)

E.g. □□□□ □ (Please speak slowly.)

E.g. □□□□ □ (Please don't draw graffiti.; □□□: graffiti)



E.g.  $\square\square\square\square$   $\square$  (Please don't come here.)

In casual speech, the  $\square\square\square\square$  is commonly dropped, so the naked te-form (or naked te-negative form) is used for making requests. Potential confusions with  $\square\square$ , which is a short form for the indirect quotation  $\langle\text{quote}\rangle\square\langle\text{v}\rangle$  (§G3.18.2) or the generic verb  $\langle\text{quote}\rangle\square\square\langle\text{particles}\rangle$  (§G3.19.2).

E.g.  $\square\square\square\square$   $\square$  (Please speak in Japanese.)

E.g.  $\square\square\square\square\square$   $\square$  (Please lend me the eraser.;  $\square\square\square\square$ : eraser)

E.g.  $\square\square\square\square\square\square$   $\square$  (Please don't go to a far place.)

### G3.22.2 Casual requests with

$\square\square\square\square$  is  $\square\square\square\square$  (humble language) for the transitive verb “to receive” and the auxiliary verb “please give me/do for me” (as  $\square\square\square\square\square\square/\square\square\square\square\square\square$ ). It is usually written using  $\square\square$  alone. When written in  $\square\square$ , it is used as part of very formal expressions like  $\square\square\square\square\square\square$  ( $\square\square$ : to do (humble)).

The grammatical rules for  $\square\square\square\square$  are exactly the same as  $\square\square\square\square$ , so **it must come at the end of the sentence or relative clause**. The same schemae apply:  $\langle\text{object}\rangle\square\square\square\square\square\square$  and  $\langle\text{v te}\rangle\square\square\square\square\square\square$ .

E.g.  $\square\square\square\square$   $\square$  (Please give me the spoon.)

E.g.  $\square\square\square\square\square\square$   $\square$  (Please write your name here.)

### G3.22.3 Polite firm requests with /

$\square\square\square$  is a special honorific conjugation of  $\square\square$ , and is a soft (polite) yet firm way of issuing a command. Common example usage situations include a mother scolding her child and a teacher wanting a delinquent student to pay attention. The schema is  $\langle\text{v stem}\rangle\square\square\square$ .

E.g.  $\square\square$   $\square$  (Listen well!)

E.g.  $\square\square\square$   $\square$  (Sit here.;  $\square\square$ : to sit)

E.g.  $\square$   $\square$  (Stop!)

In casual speech,  $\square\square$  can be dropped, leaving  $\langle\text{v stem}\rangle\square$ . **Do not confuse this (e.g.  $\square\square\square\square$ ) with the imperative-negative form (e.g.  $\square\square\square\square$ , §G3.22.4), which is  $\langle\text{v dict}\rangle\square$ !**

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square$   $\square$  (There's still a lot, so eat a lot.;  $\square\square\square$  is the contraction of  $\square\square\square\square$ )

E.g.  $\square\square\square\square\square\square\square\square\square\square\square\square$   $\square\square$  (If you think that's fine, then go ahead and do it.;  $\square\square$  is the contraction of  $\square\square\square\square$ )

### G3.22.4 Imperative form

The imperative form is the most direct and is thus rarely used in everyday conversation. It is a coarse type of speech that's only really used in fictional works, or in places where a stern command must be given (e.g. traffic stop signs). Refer to §GA.1 for a full table of conjugations. Here,  $\square\square\square\square$   $\square$  and  $\square\square\square$  are exceptions ( $\square\square\square\square\square\square\square\square$ ).

$\square\square\square\square$  is used to ask for favours (§G3.21.3), but when its imperative form is used, it becomes a command  $\square\square\square\square$ .

E.g.  $\square\square\square$   $\square$  (Do as you please.)

E.g.  $\square\square\square$   $\square$  (Go away!)

E.g.  $\square\square\square\square$  (Keep at it!; imperative form of  $\square\square\square$ )

E.g. 早く酒を持参してください (Hurry up and bring some alcohol.; 早く → 早く → 早く)

E.g. 日本語で話してください (Speak in Japanese.)

E.g. 貸してください (Lend me the eraser.; 貸: eraser)

E.g. 遠くへ行ってください (Don't go to a far place.)

E.g. 止 (Stop (road sign).)

E.g. 止 (Stop!)

E.g. 死 (Die!)

Do not confuse this (e.g. 早く) with the polite firm request contraction 早く (e.g. 早く, §G3.22.3), whose schema is <v stem>!

E.g. 食べ (Don't eat that!)

E.g. 変なことを言わないで (Don't say weird things!)

### G3.23 The number system

Read the supplementary article on [Tofugu](#).

Finally we reach the point in the textbook that talks about the number systems in the Japanese language. There are three counting languages, based on the origins of the words: 和 (Japanese language), 漢 (Chinese origin/Sino-Japanese word), and 洋 (loanword of Western origin).

The 和 counting method is the most common (and most common). However, 4 is most often pronounced as 四 (from 四) to avoid the homophone with 死 (death), 7 is most often pronounced as 七 (from 七) to avoid confusion with 七, and 9 is most often pronounced as 九 to avoid the homophone with 苦 (suffering). Above 10, the reading is almost always 和 and 和.

The 和 counting method (and most common) is exclusively used for small numbers from 1 to 10 (and exceptions like 20 days/-th day, 20 years old, sometimes 30 and 40). The exception is the reading for 4 (四) and 7 (七), which are almost always used regardless of how big or small the number is.

The 洋 counting method follows English pronunciations (and most common) and is most notably used for the 洋 counter (for sets). It is rarely used for pure counting.

It is customary to write large numbers only in numbers as even 和 can become difficult to decipher.

Even though Japanese uses a new word for every  $10^4$  (like Chinese, and instead of the  $10^3$  divide used by English and other languages), when written in numerals, the same  $10^3$  divide is used. E.g. 一万 is written 10,000 or 一万.

#### G3.23.1 Numbers smaller than 1

Zero in Japanese is 零, but more commonly pronounced as either 零 or 零. For reading decimals, we say 点 for the dot, and read each individual number after the decimal point.

E.g. 0.0021 is 二点二一.

For negative numbers, simply say マイナス before the number.

E.g. -29.0021 is 二点二一マイナス二九.

G3.23.2 Dates

Read the main article on [Wikipedia](#).

A date is formally written as YYYY □ MM □ DD □. For instance, at the time of writing, today’s date is □□ □ □□□ □□□□.

The date can alternatively be written using the Japanese regnal (counting up from the monarch’s ascension) calendar, using the format □□ *n* □ (□□: era name). *n* starts as □ in the Gregorian year the era’s emperor ascends to the throne (also known as the □□, “origin year” of era), and counts up to □ the following Gregorian year. For instance, at the time of writing, today’s date is □□□□ □□□□□. The year □□□□ can be abbreviated to R6 as well. Because the final year in a previous era is the same as the first year in the following era, during years of transition there are two ways to refer to that year (e.g. 2019 is both □□31 and □□□).

For the modern eras (starting from 1868), each emperor corresponds to one era. Each emperor inherits their era’s □□ posthumously as <□□>□□, so it is rude to refer to the emperor using the era name! The reigning emperor is to be referred to as □□□□ (“His Majesty the Emperor”) or □□□□ (“current emperor”).

The eras are summarised in Table 11.

Table 11: Modern eras in the Japanese regnal calendar.

Emperor		Abbreviation range		Notable years
□□ Meiji	□□ Mutsuhito	1868□□□□	M1–M45	
□□ Taishō	□□ Yoshihito	1912□□□□□□□□	T1–T15	
□□ Shōwa	□□ Hirohito	1926□□□□□□□□	S1–S64	1945 = □□□□
□□ Heisei	□□ Akihito	1989□□□□□□□□	H1–H31	
□□ Reiwa	□□ Naruhito	2019□□□□□□□□	R1–present (□□□)	2020 = □□□ 2025 = □□□

G3.23.3 Systemic reading changes for counters

Once acquainted with the basic three numbering systems, the next thing is to gain exposure to the various counters (similar to the Chinese language). Pronunciations morph a little based on a largely deterministic set of rules, as shown in Table 12. Detailed examples are in the supplementary PDF.

The known counters □□□□ □□□□□□□□ do not encounter these reading changes.

Table 12: Systemic reading changes of numeric counters. The □□□ row always admits □□, but that pronunciation is rare. <sup>†</sup>Informal pronunciation.

Numeral	/k/	/s/	/t/	/h/	/f/	/p/	/w/	/n/	(rest)
□□	□□□□□□□□	□□□□	□□□□□□	□□□□□□	□	?	□	□□	□□□□□
□	(□□/ɡ/) <sup>□</sup>	(□□/z/) <sup>□</sup>		□□/b/ (□□/p/) <sup>□</sup>	□□/p/				
□□	□□/k/	□□/s/	□□/t/	□□/p/	□□/p/	□□/p/			
□									
□□	(□□/ɡ/) <sup>□</sup>			□□/b/ (□□/p/) <sup>□</sup>	□□/p/		□□□		
□□					□□/p/			□/ɲ/	(□□) <sup>□</sup> □□
□									
□□	□□/k/			□□/p/	□□/p/	□□/p/			
□□									□□□
□□	(□□/k/) <sup>†</sup>	□□/s/	□□/t/	□□/p/	□□/p/	□□/p/			
□□□									□□
□□□	□□□/k/	□□□/s/	□□□/t/	□□□/p/	□□□/p/	□□□/p/	□□□		

Numeral	/k/	/s/	/t/	/h/	/f/	/p/	/w/	/n/	(rest)
一	カ	サ	タ	ハ	フ	?	ワ	ン	その他
二	カ/ク			カ/ク	フ/フ	パ/フ	ワ		
三	(カ/グ) <sup>o</sup>			カ/ブ (カ/プ) <sup>o</sup>	フ/フ		ワ		
四				{カ/ブ (カ/プ) <sup>o</sup>	フ/フ		ワ		

### G3.23.4 Ordinals counters /

Read the discussion on [Reddit](#).

The <sup>o</sup> suffix or <sup>o</sup> prefix can be attached to any of the counting numerals to indicate ordinal position. Note that <sup>o</sup> forces 二 readings of certain counters (notably 一 → 二), as shown by example in §SB.24.

Use of the <sup>o</sup> suffix is preferred when:

- in slightly casual settings
- order is not predetermined or fixed (e.g. rankings)
- order is not significant (e.g. rankings)

Use of the <sup>o</sup> prefix is preferred when:

- in slightly formal settings
- the order is predetermined and fixed (e.g. chapters in a book, episodes of a show, questions in a test)
- the order is significant (e.g. first impression, first bank)

## G3.24 Casual and slang speech

Just like how English slang is designed for communication efficiency (or style), and is pretty wack when compared to proper standard English, Japanese slang is the same. Slang vocabulary is growing with each new generation. Japanese slang is also heavily influenced by local dialects, though most of the content here is suited for the greater 一 area.

In Japanese slang, anything goes and rules that apply to written Japanese are often broken, but you have to break them correctly. This is something that requires real practice with real people in real-world situations. Generally, the fundamental goal of slang is to make things easier to say by reducing mouth movement: many sounds are shortened or slurred together for that purpose.

E.g. 一 二 三 四 五 六 七 八 九 十 (It's boring here, let's go to my place.; 一: boring)

E.g. 一 二 三 四 五 六 七 八 九 十 (Good grief, when are you going to linger in this kind of place until?; 一: to linger/hesitate)

### G3.24.1 Slang sentence ordering

A complete grammatically correct sentence typically ends with a verb. In Japanese slang, this is often bent. In conversations, it's typical to say the first thing that comes up in our thoughts, without thinking about how to structure the whole sentence properly. Often, this first thought is the verb. Once the verb has already out of your mouth, you'd then follow up with an explanation of what you mean: the surrounding context and such.

E.g. 一 (proper; What is that?)

E.g. 一 (slang; What is that?; a contraction of 一)

E.g. 一 (Did you see? That guy?)

E.g. 你有没有吃过它? (Have you eaten it? The ice cream I bought yesterday.)

### G3.24.2 Seeking positive confirmation with 可能 and 也许

可能 is an 可能-adjective that can be used as a question to weakly assert the positive (with a seeking confirmation tone, like the 可能 particle). It expresses the nuance that you're relatively sure but it's still a question. 可能 is its slang contraction, and can be attached to the end of any sentence and any part-of-speech. 可能 is slightly feminine, while 也许 is neutral.

E.g. 他可能是一个领薪人, 他可能做很多加班 (Because he's a salaryman, he probably does a lot of overtime (don't you think?).)

E.g. 可能 (Well, it's probably fine (don't you think?).)

E.g. 可能 (Well, it's probably fine (don't you think?).)

E.g. 可能 (See, as I thought, you have to write the report.)

E.g. 可能 (Since there's nobody, it's probably fine to change here.)

E.g. 可能 (Is Takashi-kun here? Dunno. Ah! See, he's here!)

The questioning, seeking confirmation tone can be strengthened by adding the question particle 吗 ( ), even in informal settings.

E.g. 可能 (There's a karaoke place near the station, right? Yes, it's right next to it.; 可能: immediately/directly, 可能: next to/adjacent)

### G3.24.3 Showing contempt for an action with auxiliary verb 可能

The auxiliary verb 可能 (used as <stem>可能) indicates hatred, contempt or disdain for another's action. This is derogatory and is only used inside of movies, comic books and games.

E.g. 可能 (Losing to a guy like that. Well, what are you going to do?)

E.g. 可能 (You want to fight? If so, then hurry up and come on!; 可能 is the imperative form of 可能)

### G3.24.4 The ruby{ { } mispronunciation and filler word 可能 }

% When used to mean “what”, 可能 can be read as either 可能 or 可能 depending on the word that comes after (e.g. 可能 (what colour) 可能 (how many people)).

可能 means “something” and its correct reading is 可能, but in slang it is often contracted to 可能.

E.g. 可能

Also, 可能 is a filler word like “like...” in English. It has no special meaning, though it may express slight uncertainty about the word that comes immediately after. This filler word is written in 可能 only and has got nothing to do with the word 可能 for “something”.

E.g. 可能 (I guess he's like busy today.)

E.g. 可能 (Like, baths feel really good, huh?)

E.g. 可能 (Mom said she's not coming back until like tomorrow.)

E.g. 可能 (Hey like, does Bob like really like somebody like me?; 可能 particle (§G3.25), 可能 question particle (§G3.25.1)).

### G3.25 More sentence ending particles and gender-specific ones

□□ are casual forms of the □□ particles respectively, which were introduced in §G2.12.

- : a rough casual form of □ (to express seeking and expectation of agreement, like “right?/ isn’t it?” in English), and is preferred when □ sounds too soft or reserved for what you’re trying to say.

E.g. □□□□□□□□ □□□□□□ (You are going to the library now huh? (seeking explanation) Yeah, why?)

E.g. □□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□□□ □ (I studied Japanese a lot, right? But I still don’t get it at all. No problem, you know? Because you’ll become able to understand for sure. If so, it would be good.)

- : a very casual form of □ (to express that you’re informing something new, like “you know...” in English), and is used like the English filler “like...”. It’s not a very sophisticated manner of speech, but it’s over-used and an easy habit to fall into, just like how “like” is over-used in English.

□□ ... □□□□ □ ... □□□□□□□□□□□□□□ □□□ □□□□□□ ... □□□□□□□□ ... (Hey...{} Yeah. This one time...{} Yeah. I went to Disney Land and it was really crowded...{} Uh huh. Couldn’t do anything...{}; □: period of time during, □: to be crowded)

The following three are sentence-ending particles used purely for emphasis and have no further special meaning. They make your statements sound much stronger and gender-specific.

- : feminine emphasis version of □ (to express that you’re informing something new, like “you know...” in English).

E.g. □□□□□□ □ (There is no more time.)

- : masculine/“cool” emphasis versions of □ (to express that you’re informing something new, like “you know...” in English).

E.g. □□□□ □ (Hey, we’re going!)

E.g. □□□□□□□□ □ (With this, it’s over already.)

Note that females can use □/□, and males can use □ too, for coolness or softness respectively.

#### G3.25.1 Question particle and gender-specific ones

The □ (casual □) particle can be combined with the question particle □ to form □□, typically used when the speaker is considering something. □□ is the feminine version of □□.

E.g. □□□□□□ □ (I wonder if it’ll rain today.)

E.g. □□□□□□ □ (I wonder if I can go to a good university.)

E.g. □□□□□□ □ (I wonder if I can go to a good university.)

□□ (only for yes/no question) and □□ (only for open-ended question) are masculine question particles.

E.g. □□□□□□□□ □ (Hey, where are you going?)

E.g. □□□□□□□□□□ □ (Can I call you Saki-chan?)

E.g. □□□□□□□□□□□□ □ (What time were you planning on coming home exactly?)

E.g. 日曜日映画を見たい (I'm going to see a movie on Saturday, want to go together?)

### G3.26 Example conversations

Here are two example conversations to apply what we've learnt in this entire "essential grammar" section.

- 先生、質問してもいいですか? (Kaga-sensei, is it ok to ask you a question?)

もちろんいいですよ。 (Sure.)

Hello! How do you say "Hello" in Japanese?; quotation + conditional form of 言う

そうですね。でも、書くときは「こんにちは」じゃなくて「こんにちわ」; nested quotation + quotation; negative sequence of states

はい。他にいい表現ありますか? (Is that so? Are there any other good expressions?; 他に: other (Do not confuse with 他に!) "Other something good expression, exist?")

はい。覚えておくといいですよ。 (Do remember this too (in preparation for the future). In the morning, everybody says "ohayou". But, to a higher person, please say "ohayou-gozzaimasu".; 覚えて → 覚える → 覚える → 覚える (te-form request of casual form of 覚える))

はい、わかりました。 (Ok, I got it. I'll try not to make that mistake. That was very informative ("it became good study")!)
- 先生、質問してもいいですか? (Oh! It's Alice. Hey, can I ask you a question?)

はい。 (What's up?)

先生、英語を勉強したいので、もし時間があるなら、教えてください。 (I want to learn English, so if you have time, can you teach me? 教えてください is the desiderative form of 教える.)

はい。 (Huh? You're going to study English?)

はい。 (Yeah, I was thinking about trying out studying abroad in America. I attempted going last year too, but I didn't have money.; 勉強 + 勉強: to attempt to go)

はい。 (Really? No problem. When do you want me to teach you?)

いつでもいいですよ。 (Anytime is good.)

はい。 (Then, how about from next Thursday?)

はい。 (Yeah, that's good. Thank you!)

はい。 (Don't shirk on your studies or not come, ok?; 勉強: to laze)

はい。 (I won't do anything like that!)

## G4 Special expressions

This section is named “special expressions” because except the first few subsections, most of the grammar here applies to more specific use-cases. However, this “special expressions” section as a whole is necessary for everyday conversations.

### G4.1 Causative, passive and causative-passive forms

We finally learn the last three major verb conjugations.

#### G4.1.1 Causative form ○{ / }

The causative form of verbs indicate that someone *was made to* perform the verb. It has two senses: making somebody do something, and letting someone to do something. **Disambiguation between the two senses is based on context!**

When the causative form is used with ㅁㅁㅁ/ㅁㅁㅁ, it almost always means to “let someone do”. Otherwise, it usually means “make someone do”.

For detailed conjugation rules, refer to §GA.1. All causative form verbs are ㅁ-verbs. Further conjugations follow ㅁ-verb rules.

When listening, ㅁㅁㅁ is the signal for passive voice, though for ㅁ-verbs there is potential conflict with the potential form.

E.g. ㅁㅁ ㅁ (Made/let someone eat it all.)

E.g. ㅁㅁ ㅁ (Let someone eat it all.)

E.g. ㅁㅁㅁㅁㅁㅁㅁㅁㅁ ㅁ (Teacher made students do lots of homework.)

E.g. ㅁㅁㅁㅁㅁㅁㅁㅁ ㅁ (Teacher let someone ask lots of questions.; ㅁㅁ → ㅁㅁㅁ (causative) → ㅁㅁㅁ ㅁㅁ (to give the favour))

E.g. ㅁㅁㅁㅁㅁ ㅁ (Please let me rest from work today.; ㅁㅁ → ㅁㅁㅁ (causative) → ㅁㅁㅁㅁㅁㅁ (desiderative of causative, “let-do” sense))

E.g. ㅁㅁㅁㅁㅁㅁㅁㅁ ㅁ (That manager often makes people work long hours.; ㅁㅁ (to work) → ㅁㅁ ㅁ (causative))

When *asking* for permission to let someone do something (including letting yourself do something), it’s more common to use the ㅁㅁㅁㅁㅁ grammar §G3.16.3.

E.g. ㅁㅁㅁㅁ ㅁㅁ (Can you let me go to the toilet? (sounds like a prisoner, even in English))

E.g. ㅁㅁㅁㅁ ㅁㅁㅁ (Is it ok to go to the toilet?)

In very rough/casual slang, the causative form may be expressed with the ㅁ-verb ending ㅁ. For detailed conjugation rules, refer to §GA.1. All causative form verbs are ㅁ-verbs. Further conjugations follow ㅁ-verb rules (with ㅁ ending).

E.g. ㅁㅁㅁㅁㅁㅁ ㅁㅁㅁㅁ (Don’t make me say the same thing again and again!)

E.g. ㅁㅁㅁㅁㅁㅁㅁㅁㅁㅁ ㅁㅁㅁㅁㅁㅁ (I’m hungry, so let me eat something.; ㅁㅁ → ㅁㅁㅁ → ㅁㅁㅁㅁㅁㅁ ㅁ → ㅁㅁㅁㅁㅁㅁ (imperative))

#### G4.1.2 Interlude I: passivisation, direct and indirect/adversative passives

Read the supplementary materials on [TFG1] and [TFG2].



*There is no such thing as a “suffering passive”: there is nothing in the language that indicates that someone is suffering from a passive verb. The “suffering” connotation comes from the passive verb indicating that the experiencer has no control over the performed action. (TK)*

Note that parts-of-speech (e.g. object, subject) are purely grammatical (syntactic) roles. An entity being the performer of the action or the receiver of the action’s effects are semantic roles. Semantic roles do not change under passivisation (otherwise the sentence’s meaning changes), whereas grammatical roles may change.

(SL) In English, passivisation can only be applied to a sentence containing a transitive verb. When it occurs, the object is promoted to the subject position, and the subject is demoted to an oblique (a non-required argument).

In Japanese, passivisation is a bit more flexible: intransitive verbs can be passivised too.

We now distinguish between the direct and indirect/adversative passives *in Japanese*.

- **Direct passive (transitive only)**: used to express that the transitive verb was done to someone/something (subject experiencer; marked by □), by someone (origin oblique/optional performer; marked by □). The effect that the action has on the experiencer is very obvious, since the verb is done directly to them (promoted to subject grammatical role). The subject (demoted to an oblique) is often omitted as it’s not important. The Japanese direct passive is equivalent to the English passive.

The semantic performer is the syntactic origin after passivisation and marked by □□. This usage of □ as *origin* rather than destination is very similar to □□□’s usage (§G3.21.2, TFG), since the passive subject is the receiver (experiencer) in the transaction (action).

E.g. □□□□ □ (I was kissed by Picasso.)

E.g. □□□□ □ (A cigarette was smoked.)

- **Indirect passive (both transitive and intransitive)**: used to express that someone (origin performer; marked by □) did a transitive/intransitive verb, involving an optional direct object (only for transitive verbs; marked by □), and it had an effect on someone (experiencer; marked by □/□; TK). There is no equivalent in English. The adversative nuance is not guaranteed, though very likely present in indirect passive sentences.

E.g. □□□□□□□□□□□□□□□□ (I got smoked on (by that man).; TFG1)

In the above example, the passive verb is □□□□, the experiencer is me, and the performer is □□□□□ (marked by origin particle □). The indirect passive emphasises that this act of smoking was done to me, and that I did not have control over it, creating the nuance that the act was a nuisance.

E.g. □□□□□□□□□□□□□□□□□□□□□□□□ (I got smoked on by Brad Pitt right in front of me, and I thought I was going to faint.; □□: loss of consciousness; more natural translation would be “Brad Pitt smoked right in front of me, and I thought I was going to faint.”; TFG1)

In the above example, the indirect passive is used, but the effect may not be adversative depending on the context: I could be fainting from the smoke, or from the fact that it’s Brad Pitt.

Except for a few cases, the indirect passive is always formed with verbs that were intentionally performed by *someone*. The performer of the verb (marked by □) is therefore usually a person.

Only (some) weather-related verbs are acceptable exceptions to this rule, where the performer is a weather-related object. More details in §G4.2.3.

E.g. 本が落ちて頭に当たった (My head was fallen on by a book.; [TFG1]) ~~Unnatural sentence: the performer should not be an object.~~

E.g. 突然、雨が降った (All of a sudden, I was rained on.; 降 is intransitive; [TFG1])

E.g. 彼女がピアノを弾くまで、彼女が隣の学生にまで影響を受けた (Hanako had the student next to her play the piano on her until morning.; a more natural translation is “Hanako was adversely affected by the student next to her playing the piano until morning.”; [Wiki])

For a deeper treatment of the passive voice, refer to the postlude §G4.2).

### G4.1.3 Passive form ○

The passive voice in Japanese is often used in written essays and articles. Read more about passivisation in §G4.1.2.

For detailed conjugation rules, refer to §GA.1. All passive form verbs are 受動形 verbs. Further conjugations follow 受動形 verb rules. ~~Note that for 受動形 verbs and 受動形, the passive form is identical to the potential form (受動形); disambiguation requires context and is otherwise impossible.~~

When listening, 受動形 is the signal for passive voice, though for 受動形 verbs there is potential conflict with the potential form.

In Japanese, the standard SOV sentence schema is <subject> 受動形 <transitive v>, or <performer> 受動形 <experiencer> 受動形 <transitive v> in semantic terms. After passivisation into the **direct passive**, it becomes <performer> 受動形 <experiencer> 受動形 <transitive v passive form>. Notice that the semantic performer is now the syntactic origin (marked by 受動形), and the semantic experiencer is now the syntactic subject (marked by 受動形/受動形). This is very similar to 受動形’s usage of 受動形 as a origin particle (§G3.21.2, [TFG]), since the passive subject is the receiver (experiencer) in the transaction (action).

E.g. 粥が誰かによって食べられた (The porridge was eaten by somebody!)

E.g. 誰かから私に知らされた (I am told by everybody that (I’m/it’s) strange.)

E.g. 光の速を超えることは不可能だ (Exceeding the speed of light is thought to be impossible.)

E.g. この教科書は多くの人によって読まれている (This textbook is being read by a large number of people.)

E.g. 外国人から質問されたが、答えられなかった (I was asked a question by a foreigner, but I couldn’t answer.)

E.g. このパッケージにはすべてが含まれている (Everything is included in this package.; すべて: all, 含む: to contain)

% Because an indirect sentence is more polite in Japanese, the passive voice is used to show a level of politeness above the normal 受動形 form. In a similar sense to how it’s more polite to address someone indirectly, and how it’s more polite to ask negative questions than positive ones (§G3.4.2), the passive form makes the sentence less direct because the subject (now the experiencer) does not directly perform the action. In increasing levels of politeness of expressing “what will you do?”:

1. (active voice) 受動形
2. (active voice, polite) 受動形
3. (passive voice, polite) 受動形
4. (??? voice, honorific, S???) 受動形
5. (??? voice, honorific, less certainty, S???) 受動形

With increasing indirection and politeness, the sentence grows longer and longer.

E.g. <sup>receipt</sup> <sup>receipt</sup> <sup>receipt</sup> <sup>receipt</sup> <sup>receipt</sup> (What about your receipt?)

E.g. <sup>meeting</sup> <sup>meeting</sup> <sup>meeting</sup> <sup>meeting</sup> (Are you going to tomorrow's meeting?; passive voice deliberately used for politeness)

#### G4.1.4 Causative-passive form ○

The causative-passive form is used to express the idea that the action of “making someone do something” was performed to that person, or in short, the idea that someone was made to do something. The verb is first conjugated to the causative then the passive, never the other way round.

For detailed conjugation rules, refer to §GA.1. All passive form verbs are □-verbs. Further conjugations follow □-verb rules.

The causative-passive form is a variant of the passive voice, so the □ particle marks the *origin*, i.e. the performer of the action.

When listening, □○□□□ is the signal for causative-passive voice.

E.g. □□□□□□□□□□□□□□□□ □ (Despite not wanting to eat breakfast, I was made to eat it.)

E.g. □□□□□□□□ □□□□□□ (In Japan, the event of being made to drink is numerous.)

E.g. □□□□□□□□ □ (I was made to wait 2 hours by that guy.)

E.g. <sup>parents</sup> □□□□□□□ □ (I was made to do homework everyday by my parents.; □: parents)

The following shortened causative-passive form only exists for □-verbs with \* \ {□}-ending.

In very rough/casual slang, the shortened causative-passive form (derived from the shortened causative form, §G4.1.1) may be used. This form only exists for □-verbs with the exception of those with a □-ending in dictionary form, because wherever the shortened causative form ends with □□ □, the shortened causative-passive form would have □...□□□□ in it, which is not allowed.

E.g. <sup>stand</sup> □□□□□□ □□□□□□ (The student was made to stand in the hall.; □□: to stand)

E.g. □□□□□□□□ □□□□□□□□□□ (In Japan, the event of being made to drink is numerous.)

E.g. □□□□□□□□ □□□□□□ (I was made to wait 2 hours by that guy.)

## G4.2 Postlude: a deep dive into passivisation in Japanese

Read the article chain starting from [TMJK1].

*This website is a teachers' reference, and I obtained it from a Quora answer. For the interest of time and for the sake of not losing focus on the main task at hand (learning how passivisation works in Japanese), I'll be taking notes after translating the website. I hope that one day I'll be able to read such websites directly without the help of translation. What's holding me back at the moment is lacking a fair bit of grammar knowledge and a lot of vocabulary knowledge...*

### G4.2.1 Introduction into the passive voice ruby{ { | | } }

Read the main article on [TMJK1].

The passive voice (□□□□□□) has multiple interpretations. There are distinct subsets of passive voice (expressions *A* and *B* on TMJK's Venn diagram) that are highly similar. At the beginner level,

where the students' grammar and vocabulary knowledge are very limited, it is not possible to cover the nuances between similar usages. Instead, we'll first study parts of *A* and *B* that are as far away as possible from where they may overlap, such that their differences are more perceivable and gentler to learn. Some beginner-level grammar will be used; such grammar is not meant for natives but is useful for non-native learners.

There are over ten types of passive voice, if we want to pedantically differentiate them all.

#### G4.2.2 Classifications of the passive voice

Read the main article on [\[TMJK2\]](#).

The reason passive voices are difficult for students is that they have to learn so many forms in one day, at one go.

From the  [textbook](#), there are six:

1.  [textbook](#) (I was praised by my boss.;  [textbook](#): to praise (transitive))  
 [textbook](#) (I was requested by my boss to do work.;  [textbook](#): to request/entrust to (transitive))
2.  [textbook](#) (My foot was stepped on by someone.  [textbook](#): to step on (transitive))  
 [textbook](#) (My manga books were thrown away by my mom.;  [textbook](#): to throw away (transitive))
3.  [textbook](#) (The exhibition will be held in Osaka.;  [textbook](#): to open (business) (intransitive))  
 [textbook](#) (An international conference will be held in Osaka.;  [textbook](#): to perform/carry out (transitive))
4.  [textbook](#) (This art museum will be demolished next month.;  [textbook](#): to break/demolish (transitive))  
 [textbook](#) ( [textbook](#): to construct (transitive))
5.  [textbook](#) (Japanese cars are exported to many countries.;  [textbook](#): to export (transitive))  
 [textbook](#) (Washing machines are assembled in this factory.;  [textbook](#): to assemble (transitive))
6.  [textbook](#) (The Tale of Genji (Heian-period classic) was written by Murasaki Shikibu.;  [textbook](#): to write (transitive))  
 [textbook](#) (The telephone was invented by Graham Bell.;  [textbook](#): to invent (transitive))

There are two particles  [textbook](#) and  [textbook](#) associated with the passive voice. To learn them both in one day is asking too much from learners.  [textbook](#) also misses out passive intransitive verbs such as  [textbook](#).

From the  [textbook](#), there are four:

1.  [textbook](#) (I was called by my teacher.;  [textbook](#): to call out to (transitive))  
 [textbook](#) (I was reprimanded by my teacher.;  [textbook](#): to reprimand)
2. (†)  [textbook](#) (I had my camera broken on by my child.;  [textbook](#): to break/demolish (transitive))

- (†) 雨に降られた (I was rained on.; 降る: (of precipitation/ash) to fall (intransitive))
3. 大阪で開かれた (The meeting is held in Osaka.; 開く: to open (business) (intransitive))
- 金沢は小さい京都だ (Kanazawa is said to be a Little Kyoto (small town with historical features reminiscent of Kyoto).; 呼ぶ/定義: to be called/defined (transitive))
4. 源氏物語は紫式部が書いた (The Tale of Genji (Heian-period classic) was written by Murasaki Shikibu.; 書く: to write (transitive))

Here, (†) are examples of the intransitive passive. The 〇〇〇〇〇〇〇〇〇〇 construct (〇〇 → 〇〇〇〇 (passive) → 〇〇〇〇〇〇 (progressive passive) → 〇〇〇〇〇〇 (polite progressive passive)) is very often used in the passive voice (“it is said that...”).

The burden on learners can be significantly reduced by dividing the teaching up into parts. For the six forms in 〇〇〇〇〇〇〇, we can group them into two groups: {1, 2} and {3, 4, 5, 6}. The first two kinds involve emotion, while the last four don’t.

Furthermore, a distinct feature of the Japanese passive voice is the adversative passive interpretation (〇〇〇〇〇). However, whether an action is adversative depends less on the sentence structure, and much more on the meaning of the verb used. [There is therefore nothing inherently in the grammatical rules and syntax that suggest adversativity.](#) The passive voice can be used for *both* positive and negative emotions, even if the passive voice always conveys the idea that the experiencer has no control over the action and its performer.

E.g. 褒められた (non-adversative; I was praised by my teacher.; 褒める: to praise (transitive))

E.g. 叱られた (adversative; I was scolded by my teacher.; 叱る: to scold (transitive))

To start off, fix the experiencer to always be “me”, and fix the sentence structure to be 〇〇〇 <performer>〇<verb passive>〇. The experiencer will change later as we progress further (§G4.2.4).

### G4.2.3 The grammar rules of passives

Read the main articles on [\[TMJK3\]](#) and [\[TMJK4\]](#).

For the sake of ease of understanding, we categorise the passive voice into two broad groups:

- (direct passive group). Broadly speaking, in this group, the subject (suffixed by 〇/〇) has something done to them directly by someone (suffixed by 〇).

Members include:

- ▶ 〇〇〇〇 (direct passive), a.k.a. 〇〇〇〇〇〇〇 (direct target passive) 〇〇〇〇〇〇 (other party passive)

<experiencer>{〇/〇}<performer>〇<v transitive passive>, where <experiencer> IS the promoted object of the corresponding active voice sentence.

- ▶ 〇〇〇〇 (neutral passive)

- (indirect passive group). Broadly speaking, in this group, the subject (suffixed by 〇/〇) has something done to them indirectly by someone (suffixed by 〇).

Members include:

- ▶ 〇〇〇〇 (indirect passive)

<experiencer>{〇/〇}<performer>〇<v transitive passive>, where <experiencer> is NOT the promoted object of any active voice sentence.

- ▶ 受事被动 (adversative passive)

- ▶ 受事被动 (possessive passive)

<experiencer-owner>{□/□}<performer>□<ownee>□<v transitive passive>, where <experiencer> is NOT the promoted object of any active voice sentence.

- ▶ 受事被动 (intransitive passive)

<experiencer>{□/□}<performer>□<v intransitive passive>.

At the end of the day, from this landscape, the syntax is mostly the same.

We now look at the direct, indirect, possessive and indirect passives more closely. Here are their definitions (受事).

1. (direct passive).

<experiencer>{□/□}<performer>□<v transitive passive>, where <experiencer> IS the promoted object of the corresponding active voice sentence.

- There is a corresponding active voice sentence.

[受事] 受事 受事 (Taro punched John.; 受事: to punch (transitive))

[受事] 受事 受事 (John was punched by Taro.; 受事: to punch (transitive))

- Adversative nuance is not guaranteed (depends on the passivised verb).

[受事] 受事 受事 (I was praised by my teacher.; 受事: to praise (transitive))

[受事] 受事 受事 (I was scolded by my teacher.; 受事: to scold (transitive))

- Exists in English.

Because the direct passive is equivalent to the English passive, the direct passive is easy for English speakers to understand.

2. (indirect passive).

When translating indirect passives into English, purposely place the origin at the end of the sentence as “by <origin>”, then the rest of the sentence is usually expressed as “<experiencer> got <v passive> on by <origin>”.

<experiencer>{□/□}<performer>□<v transitive passive>, where <experiencer> is NOT the promoted object of any active voice sentence.

- There is no corresponding active voice sentence.

[受事] 受事 受事 (The person in sitting next to me spoke loudly.; 受事: to speak (transitive))

[受事] 受事 受事 (I was spoken to loudly by the person sitting next to me.; 受事: to speak (transitive))

The passive sentence contains the experiencer semantic role 受事 (syntactic subject). In the closest equivalent active sentence, this subject does not take on the semantic experiencer role (of the verb 受事). Another way to think about this: the semantic experiencer (syntactic subject) in the passive sentence was not promoted from a grammatical object of any active sentence. Therefore, there is no corresponding active sentence.

The *indirect* passive is named as such because 钱包 was not directly affected by verb 偷, only *indirectly* so.

- *Adversative nuance is guaranteed.*

See above point.

- *It is difficult to translate to English.*

The indirectness of the indirect passive has no equivalent in English.

3. (possessive passive). The possessive passive is sometimes grouped together with 钱包, and sometimes considered to be in a category of its own.

<experiencer-owner>{□/□}<performer>□<ownee>□<v transitive passive>, where <experiencer> is NOT the promoted object of any active voice sentence.

E.g. 钱包 被 偷 (My wallet was stolen by a pickpocket.; 偷: pickpocket, 偷: to steal (transitive))

The *possessive* passive is named as such because the direct object (suffixed by □) of the passive verb belongs to the subject (suffixed by □/□).

- *There is no corresponding active voice sentence.*

弟弟 破坏 我的 手机 (My younger brother destroyed my cell phone.; 手机: mobile phone; 破坏: to break/destroy (transitive))

我 得到 我的 手机 被 我的 弟弟 破坏 (I got my cell phone destroyed by my brother.; 破坏: to break/destroy (transitive))

In the possessive passive sentence, the experiencer semantic role is 我 (syntactic subject). In the closest equivalent active sentence, 手机 is merely a label to 我 and does not take on the experiencer semantic role. Therefore, there is no corresponding active sentence.

- *Adversative nuance is not guaranteed (depends on the passivised verb).*

我 觉得 我的 日语 被 田中 先生 批评 (adversative; I got my Japanese disparaged by Tanaka-san.; 批评: to speak ill of/disparage (transitive))

我 觉得 我的 日语 被 田中 先生 表扬 (non-adversative; I got my Japanese praised by Tanaka-san.; 表扬: to praise (transitive))

Some usage pointers.

- When the passive sentence involves body parts of the owner, the direct passive is unnatural.

我 的 脚 被 某人 踩 了 (I got my foot stepped on on me by someone next to me on a fully-booked train.; more natural translation is “My foot was stepped on by someone next to me on a fully-booked train.” 踩: to step on (transitive))

我 的 脚 被 某人 踩 了

- When the passive sentence involves possessions of the owner, the direct passive is also possible.

我 的 电脑 被 田中 先生 弄 坏 了 (I got my computer broken on me by Tanaka-san.; 弄: to break/destroy (transitive))

[oooooooo] ooooooooooooooooooooo (My computer was broken by Tanaka-san.)

- When the passive sentence involves parties related to the owner, the direct passive is also possible.

[oooooooo] ooooooooooooooooooooo (I got my child disparaged on me by his teacher.; 〇〇〇: to speak ill of/disparage (transitive))

[oooooooo] ooooooooooooooooooooo (My child was disparaged by his teacher.)

#### 4. (intransitive passive).

<experiencer>{〇/〇}<performer>〇<v intransitive passive>.

- *There is no corresponding active voice sentence.*

Similar explanation to the other members of the indirect passive group. The experiencer semantic role is present in the intransitive passive (suffixed by 〇/〇), but completely absent in the closest equivalent active sentences: active intransitive verbs only involve a subject (which would be the origin of the passivised intransitive verb, not the experiencer). Therefore, there is no corresponding active sentence.

- *Adversative nuance is not guaranteed.*

[oooooooo] ooooooooooooo (adversative; I had my lover run away on me.; 〇〇〇: to run away (intransitive))

[oooooooo] ooooooooooooo (adversative; I had my child cry on me.; 〇〇: to cry (intransitive))

[oooooooo] ooooooooooooo (adversative; I had the rain fall on me.; 〇〇: (of precipitation/ash) to fall)

[oooooooo] ooooooooooooooooooooo (non-adversative; I got smiled on by a pretty lady, and my heart pounded.; 〇〇〇: to smile (intransitive))

[oooooooo] ooooooooooooo (non-adversative; I got blown on by the wind.; 〇〇: (of the wind) to blow (intransitive))

[oooooooo] ooooooooooooooooooooo (non-adversative; If I get fawned on by her, I will be fairly happy.; 〇〇〇: to fawn on/give lots of attention and praise (intransitive verb))

[oooooooo] ooooooooooooo (non-adversative; I got being pleased on by the teacher.; 〇〇〇: to be delighted (intransitive))

Some usage pointers.

- Among intransitive verbs, non-volitional ones (〇〇〇) are harder and less natural to passivise. A notable exception is 〇〇 for precipitation/ash.

[oooooooo] ooooooooooooo (I had the rain fall on me.; 〇〇: (of precipitation/ash) to fall (intransitive))

[oooooooo] ooooooooooooo (〇〇: to cease/stop/be over (intransitive))

[oooooooo] ooooooooooooo

[oooooooo] ooooooooooooo

[oooooooo] ooooooooooooo

[oooooooo] ooooooooooooo



Even though all these attempted intransitive passive verbs have the adversative nuance, they are nonetheless considered unnatural. (Perhaps for a reason only accessible to higher level learners...)

#### G4.2.4 Indirect passives to convey adversative emotions, and involving a third person subject

Read the main article on [\[TMJK5\]](#).

Indirect passives can be purposefully used to convey negative feelings evoked from an indirect action.

- If the speaker has only a general relationship with  $\square\square\square\square$  or  $\square\square\square\square$ , the speaker state say the following objectively ( $\square\square\square\square\square\square\square\square$ ):

[A10000] 00000000000000 (Ann-san moved abroad.; 0000: to change residence (intransitive))

[B1○○○○] ○○○○○○○○○○○○○○○○○○○ (Tanaka-san gifted Ann-san a bouquet.; ○○: to gift (transitive))

- However, if the speaker likes □□□□ and sees □□□□ as a love rival, then the actions of □□□□ and □□□□ in A1 and B1 would be unpleasant, even if their actions did not *directly* affect the speaker. The speaker would therefore use the *indirect* passive voice to express their feelings.

[A2□□□] □□□□□□□□□□□□□□□□□□□□□□I got Ann-San moved abroad on me, and I feel unbearably lonely.; □□□□: intolerable/unbearable)

[B2000] (<sup>0000</sup><sub>00</sub> <sup>0000</sup><sub>00</sub> <sup>00</sup>) (Despite me thinking of gifting  
a bouquet to Ann-sann, I got Tanaka-san gifting before me on me.; 000: to do/happen  
unintentionally (AUX))

The subject/experiencer in passive sentences is a person, and is most commonly 人. If so, it is often omitted (人 is omitted). If the subject/experiencer is not a human, then it would be something similar to a person, such as an organisation a person belongs to.

In §G4.2.2, we fixed the subject/experiencer to □□□. We now vary this. The subject/experiencer can be a third person/party (□□□□) that is neither the speaker nor the origin/performer of the passivised action. To do this, simply state the third party subject explicitly, suffixed with □/□.

- [C1#□□□□] □□□□□□□□□□ (Tanaka-san had a day off taken on him by the part-timer.; □ □: to take a day off (intransitive))

[D1#□□□□] E.g. □□□□□□□□□□ (Kawaguchi-san got his letter read on him by his friend.; □□: to read (transitive))

However, the above sentences would sound incomplete to the native ear. They are missing the *feelings* of the third party.

(The # here mean “may be acceptable to some readers”; courtesy of SL.)

- [C2□□□□] □□□□□□□□□□ (Tanaka-san had a day off taken on him by the part-timer, and was very troubled.; □□: to take a day off (intransitive))

[D20000] 000000000000 (Kawaguchi-san got his letter read on him by his friend, and he felt embarrassed unintentionally.; 00: to read (transitive), 00: to do/happen unintentionally (AUX))

When the feelings of the aggrieved party is made explicit, the indirect passive flows more naturally.

#### G4.2.5 The three passive voice particles

Read the main articles on [\[TMJK5\]](#), [\[TMJK6\]](#), [\[TMJK7\]](#).

The 𐄂 particle marks the origin/performer of the passive voice. **The origin/performer in the indirect passive group can only be suffixed by 𐄂.**

[𐄂𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂 (I got visited for playing late at night on by my friend.; 𐄂𐄂: to come (intransitive))

In direct passive sentences, three particles are possible: 𐄂𐄂𐄂𐄂𐄂𐄂𐄂. The default particle is still 𐄂, and there are some cases where 𐄂 can't be used, or another particle is more suitable.

Some rules of thumb:

- For passivised verbs that act on people, express the origin's emotion, or have a sense of mobility or direction, both 𐄂𐄂𐄂 can be used to mark the origin/performer.

Examples of verbs expressing emotion: 𐄂𐄂𐄂𐄂𐄂 (to hate) 𐄂𐄂𐄂 (to like) 𐄂𐄂𐄂𐄂𐄂 (to fear) 𐄂𐄂𐄂 (to regret/be stingy) 𐄂𐄂𐄂𐄂𐄂𐄂 (to scorn) 𐄂𐄂𐄂 (to suspect).

Examples of verbs with a sense of mobility or direction: 𐄂𐄂𐄂𐄂 (to invite) 𐄂𐄂𐄂𐄂𐄂 (to invite/tempt), 𐄂𐄂𐄂 (to turn around) 𐄂𐄂𐄂 (to go out and greet).

[𐄂𐄂𐄂] 𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂 (act on people; I was praised by my teacher.; 𐄂𐄂: to praise (transitive)); Both 𐄂𐄂𐄂 are possible, 𐄂𐄂𐄂 is more formal and not used here.)

[𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂 (emotion; Juliet was loved by Romeo.; 𐄂𐄂: to love (transitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂 (emotion; Zhou Enlai is still respected by the Chinese people today.; 𐄂𐄂𐄂: to respect (transitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂 (emotion; Tanaka-san is suspected by the detective.; 𐄂𐄂: to suspect (transitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂𐄂 (mobility/direction; I was called out to by my teacher.; 𐄂𐄂𐄂𐄂: to call out to (expression/intransitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂𐄂 (mobility/direction; Suddenly, I was stopped by my friend.; 𐄂𐄂𐄂𐄂: to call and stop sb/sth (transitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂 (mobility/direction; Because I looked very bad, I was turned around to by everyone.; 𐄂𐄂/𐄂𐄂: appearance, 𐄂𐄂𐄂: to turn around (expression/transitive))

[𐄂𐄂𐄂] 𐄂𐄂𐄂𐄂𐄂𐄂𐄂𐄂{ / } 𐄂𐄂𐄂𐄂𐄂𐄂 (emotion; The contestant Tanaka was warmly welcomed by his teammates.; 𐄂𐄂𐄂: to go out and greet (transitive))

- For passivised verbs that refer to a give-receive transaction, because 𐄂 already marks the receiver, it cannot be used again in the same sentence to mark the origin (giver) in the same transaction. 𐄂𐄂 must be used to mark the origin.

Examples of verbs related to give-receiving: 𐄂𐄂𐄂 (to award) 𐄂𐄂𐄂 (to hand over) 𐄂𐄂𐄂 (to send) 𐄂𐄂𐄂 (to gift) 𐄂𐄂𐄂 (to bestow/give to someone of lower status).

[𐄂𐄂𐄂] 𐄂𐄂𐄂{ } 𐄂𐄂𐄂𐄂𐄂𐄂 (give-receive; The book was passed to the student by the teacher.; 𐄂𐄂𐄂: to hand over (transitive))

[○○○○] ○○○○{ }○○○○○○○○○○ (give-receive; The bouquet was given to Tanaka-san from boss.;  
○○: to gift (transitive))

[○○○○] ○○○○○○○○○○○{ / }○○○○○○○○○○○○ (give-receive; The graduation certificates were  
awarded to the students by the principal.; ○○○: to award (transitive))

[○○○○] ○○○○○○○○○{ / }○○○○○○○○○○ (give-receive; The gold medal was awarded to the  
champion by the Prime Minister.; ○○○: to award (transitive))

If the sentence contains □ to mark the *location* destination of the verb, then □ can still be  
used (because it's a different sense in the same sentence) to mark the origin.

[○○○○] ○○○{ / }○○○○○○○○○○ (I was invited to the Sushi restaurant by teacher.; ○○: to invite  
(transitive))

- For *formal* passivised verbs that refer to a give-receive transaction (same as previous point  
but formal), and for verbs that involve creation of a work, ○○○ is used. As an exception, the  
○○ verb (to punish (transitive)) must use ○○○.

Example verbs related to creation: ○ (to draw)○○○○ (to compose (music))○○○○ (to invent)○  
○○○○ (to discover)○○○○○○ (to write).

[○○○○] ○○○○○○○○○○○{ / }○○○○○○○○○○○○ (give-receive; The graduation certificates were  
awarded to the students by the principal.; ○○○: to award (transitive))

[○○○○] ○○○○○○○○○{ / }○○○○○○○○○○ (give-receive; The gold medal was awarded to the  
champion by the Prime Minister.; ○○○: to award (transitive))

[○○○○] ○○○○○○○○○{ }○○○○○○ (creation; “Fate” was composed by Beethoven.; ○○○: to  
compose (music) (transitive/intransitive))

[○○○○] ○○○○○○○○○○○{ }○○○○○○ (creation; The Tokyo Metropolitan Government Building was  
designed by Mr. Kenzo Tange.; ○○○: to design (transitive))

[○○○○] ○○○○○○○○○○○○○{ }○○○○○○ (creation; The American continent was discovered by  
Columbus.; ○○○: to discover (transitive))

[○○○○] ○○○○○○○{ }○○○○○○ (punish; Mr. Tanaka was punished by the law.; ○○: to punish  
(transitive))

Further exploration of the passive voice will be left to a future date.

## GA Grammar mega summary

### GA.1 Conjugation rules summary

#### GA.1.1 Nouns

Table 13: Noun conjugation rules.

Purpose	Tense	Casual schema	Polite schema
State-of-being	Present-positive	<noun>[□]	<noun>□□□
	Present-negative	<noun>□□□□	<noun>□□□□□□□ <noun>□□□□□□□□
	Past-positive	<noun>□□□	<noun>□□□□
	Past-negative	<noun>□□□□□	<noun>□□□□□□□□ <noun>□□□□□□□□□□
	□-positive	<noun>□	-
	□-negative	<noun>□□□□□	-
	Conditional-positive	<noun>□□□□	-
	Conditional-negative	<noun>□□□□□□	-

In □□□, □□□□□ indicates the past-tense.

As alternative polite forms:

- □□□□□□□ can be replaced with □□□□□□□□□□,
- □□□□□□□□□ can be replaced with □□□□□□□□□□□ .

#### GA.1.2 -adjectives

Table 14: □-adjective conjugation rules.

Purpose	Tense	Casual schema	Polite schema
State-of-being (same as nouns)	Present-positive	<na-adj>[□]	<na-adj>□□□
	Present-negative	<na-adj>□□□□	<na-adj>□□□□□□□ <na-adj>□□□□□□□□
	Past-positive	<na-adj>□□□	<na-adj>□□□□
	Past-negative	<na-adj>□□□□□	<na-adj>□□□□□□□□ <na-adj>□□□□□□□□□□
	□-positive	<noun>□	-
	□-negative	<noun>□□□□□	-
	Conditional-positive	<na-adj>□□□□	-
	Conditional-negative	<na-adj>□□□□□□	-
Noun modifier	Present-positive	<na-adj> <noun>	-
	Present-negative	<na-adj>□□□□<noun>	-
	Past-positive	<na-adj>□□□<noun>	-
	Past-negative	<na-adj>□□□□□<noun>	-
Adverb	-	<na-adj>□	-

#### GA.1.3 -adjectives

All □-adjectives end with □□ that is not part of the □□'s pronunciation.

Table 15: □-adjective conjugation rules.

Purpose	Tense	Casual schema	Polite schema
State-of-being	Present-positive	<i-adj root>□	<i-adj root>□□□□
	Present-negative	<i-adj root> □□	<i-adj root> □□□□□ <i-adj root> □□□□□□
	Past-positive	<i-adj root> □□	<i-adj root> □□□□□
	Past-negative	<i-adj root> □□□□	<i-adj root> □□□□□□□ <i-adj root> □□□□□□□□
	□-positive	<i-adj root> □	-
	□-negative	<i-adj root> □□□	-
	Conditional-positive	<i-adj root>□□□	-
	Conditional-negative	<i-adj root> □□□□	-
Noun modifier	Present-positive	<i-adj root>□<noun>	-
	Present-negative	<i-adj root> □□<noun>	-
	Past-positive	<i-adj root> □□<noun>	-
	Past-negative	<i-adj root> □□□□<noun>	-
Adverb	-	<i-adj root>	-

Exceptions:

**-adjectives ending with** When in any form other than present-positive, the root changes from □□□□ to □□□□.

#### GA.1.4 Verbs

Table 16: Verb conjugation rules.

Class	Tense	Casual schema	Polite schema
□ verb	Present-positive	<*end root>○	<*end root>○ <sup>□□</sup> □□□
	Negative	<* \ {□}-end root>○ <sup>□□</sup> □	<*end root>○ <sup>□□</sup> □□□□
		<□-end root>□ □ □□□	
	Past	<□-end root>□□	<*end root>○ <sup>□□</sup> □□□□
		<□-end root>□□	
		<□-end root>□□	
		<{□, □, □}-end root>□□ <{□, □, □}-end root>□□	
	Past-negative	<* \ {□}-end root>○ <sup>□□</sup> □□□	<*end root>○ <sup>□□</sup> □□□□□□□
		<□-end root>□ □□□ □□□□□	
	(Stem)	-	<*end root>○ <sup>□□</sup>
	Te	<□-end root>□□	-
		<□-end root>□□	
		<□-end root>□□	
		<{□, □, □}-end root>□□ <{□, □, □}-end root>□□	
	Te-negative	<* \ {□}-end root>○ <sup>□□</sup> □□	-
		<□-end root>□ □□ □□□□	
	Progressive (conjugate □□□)	<v te>□□	-

Class	Tense	Casual schema	Polite schema
	Potential (conjugate □□)	<*-end root> <sup>□□</sup> □ ...	<*-end root> <sup>□□</sup> □□□ ...
	Conditional	<*-end root> <sup>□□</sup> □ ... <* \ {□}-end root> <sup>□□</sup> □ □□	- -
	Conditional-negative	<{□}-end root> <sup>□□</sup> □ □□ □□□□	- -
	Desiderative (conjugate i-adj)	<*-end root> <sup>□□</sup> □□ ...	-
	Volitional	<*-end root> <sup>□□</sup> □	<*-end root> <sup>□□</sup> □□□□
	Imperative	<*-end root> <sup>□□</sup> □	-
	Imperative-negative	<*-end root> <sup>□□</sup> □	-
	Causative (conjugate □□ /conjugate □□)	<*-end root> <sup>□□</sup> □□ ... <*-end root> <sup>□□</sup> □ ...	<*-end root> <sup>□□</sup> □□□□ ... <*-end root> <sup>□□</sup> □□□□ ...
	Passive (conjugate □□)	<*-end root> <sup>□□</sup> □□ ...	<*-end root> <sup>□□</sup> □□□□ ...
	Causative-passive (conjugate □□)	<*-end root> <sup>□□</sup> □□□□ ... <* \ {□}-end root> <sup>□□</sup> □□□ ...	<*-end root> <sup>□□</sup> □□□□□□ ... <* \ {□}-end root> <sup>□□</sup> □□□□□ ...
	Dictionary	<□-end root>□	<□-end root>□□□
	Negative	<□-end root>□□	<□-end root>□□□□
	Past	<□-end root>□	<□-end root>□□□□
	Past-negative (Stem)	<□-end root>□□□□ -	<□-end root>□□□□□□ <□-end root>
	Te	<□-end root>□	-
	Te-negative	<□-end root>□□□	-
	Progressive (conjugate □□□)	<v te>□□ ...	<v te>□□□□ ...
	Potential (conjugate □□)	<□-end root>□□□ ...	<□-end root>□□□□□ ...
□ verb	Conditional	<□-end root>□□	-
	Conditional-negative	<□-end root>□□□□	-
	Desiderative (conjugate i-adj)	<□-end root>□□ ...	-
	Volitional	<□-end root>□□	<□-end root>□□□□□
	Imperative	<□-end root>□	-
	Imperative-negative	<□-end root>□□	-
	Causative (conjugate □□ /conjugate □□)	<□-end root>□□□ ... <□-end root>□□ ...	{<□-end root>□□□□□ ... <□-end root>□□□□□ ...
	Passive (conjugate □□)	<□-end root>□□□ ...	<□-end root>□□□□□ ...
	Causative-passive (conjugate □□)	<□-end root>□□□□□ ...	<□-end root>□□□□□□□ ...
exception verb	Dictionary	□□□ □□ <sup>□</sup>	□□□□□ □□□□ <sup>□</sup>
	Negative	□□□□ □□□ <sup>□</sup>	□□□□□□ □□□□□ <sup>□</sup>
	Past	□□□ □□ <sup>□</sup>	□□□□□□ □□□□□ <sup>□</sup>
	Past-negative	□□□□□□ □□□□□ <sup>□</sup>	□□□□□□□□ □□□□□□□□ <sup>□</sup>
	(Stem)	- -	□□ □ <sup>□</sup>

Class	Tense	Casual schema	Polite schema
	Te	□□	□□
	Te-negative	□□□□	□□□□
	Progressive (conjugate □□)	<v te>□□ ...	<v te>□□ ...
	Potential (conjugate □□)	□□□□ ...	□□□□□□ ...
	Conditional	□□□□	□□□□
	Conditional-negative	□□□□□□	□□□□□□
	Desiderative (conjugate i-adj)	□□□□ ...	□□□□ ...
	Volitional	□□□□	□□□□□□
	Imperative	□□□	□□
	Imperative-negative	□□□□	□□□□
	Causative (conjugate □□ /conjugate □□)	□□□□ ... □□□	□□□□□□ ... □□□□□□
	Passive (conjugate □□)	□□□□ ...	□□□□□□ ...
	Causative-passive (conjugate □□)	□□□□□□ ...	□□□□□□□□ ...

Basic rules/observations better expressed via prose:

- All present-negative forms end with □□□□.
- The conditional form for all verbs is the same: change the last sound to  $\bigcirc$  and attach □.
- The conditional-negative forms all end in □□□□□□, which is obtained from replacing □ in □□□□ with □□□. This replacement rule also applies for □-adjectives, replacing the trailing □□□□ for □□□□□□.
- The volitional form for exception verbs kind of follow the rules of □ verbs: drop □ and replace with □□, but additionally there's also a “hint of past tense” in there, explaining the □ sound in □□□.
- The imperative-negative form for all verbs is the same, just attach □ to the dictionary form.

Exceptions:

- □□'s past-positive form is □□□, not “□□□”. Only □□ uses □□□; all other □□ verbs still use □□□.
- □□'s present-negative form is □□, not “□□□□”.
- □□□'s imperative form is □□, not “□□□”.

The following table is a condensed version, showing where the rules come from.

Table 17: Condensed verb conjugation rules. <v negative fragment>/<vnf> refers to <v negative> but dropping the trailing □□□ character; <v past fragment>/<vpf> refers to <v past> but dropping the trailing □□/□□ character.

Class	Tense	Casual schema	Polite schema
□ verb	Present-positive	<*-end root> $\bigcirc$	<stem>□□□
		<* \ {□}-end root> $\bigcirc$ □	
	Negative	<□-end root>□ □	<stem>□□□□
		□□	
	Past	<□-end root>□□	<stem>□□□□
		<□-end root>□□	
		<□-end root>□□	
		<{□, □, □}-end root>□□	

Class	Tense	Casual schema	Polite schema
		<{□, □, □}-end root>□□	
	Past-negative	<v negative fragment>□□□	<stem>□□□□□□
	(Stem)	-	<*-end root>○ <sup>□□</sup>
	Te	<v past fragment>□	-
	Te-negative	<v negative fragment>□□	-
	Progressive (conjugate □□□)	<v te>□□	-
	Potential (conjugate □□)	<*-end root>○ <sup>□□</sup> □ ...	<*-end root>○ <sup>□□</sup> □□□ ...
	Conditional	<*-end root>○ <sup>□□</sup> □	-
	Conditional-negative	<v negative fragment>□□□	-
	Desiderative (conjugate i-adj)	<stem>□□ ...	-
	Volitional	<*-end root>○ <sup>□□</sup> □	<*-end root>○ <sup>□□</sup> □□□□
	Imperative	<*-end root>○ <sup>□□</sup>	-
	Imperative-negative	<v dict>□	-
	Causative (conjugate □□ /conjugate □□)	<*-end root>○ <sup>□□</sup> □□ ... <*-end root>○ <sup>□□</sup> □ ...	<*-end root>○ <sup>□□</sup> □□□□ ... <*-end root>○ <sup>□□</sup> □□□□ ...
	Passive (conjugate □□)	<*-end root>○ <sup>□□</sup> □□ ...	<*-end root>○ <sup>□□</sup> □□□□ ...
	Causative-passive (conjugate □□)	<*-end root>○ <sup>□□</sup> □□□□ ... <* \ {□}-end root>○ <sup>□□</sup> □□□ ...	<*-end root>○ <sup>□□</sup> □□□□□□ ... <* \ {□}-end root>○ <sup>□□</sup> □□□□□□ ...
□ verb	Dictionary	<□-end root>□	<stem>□□□
	Negative	<□-end root>□□	<stem>□□□□
	Past	<□-end root>□	<stem>□□□□
	Past-negative	<v negative fragment>□□□	<stem>□□□□□□
	(Stem)	-	<□-end root>
	Te	<v past fragment>□	-
	Te-negative	<v negative fragment>□□□	-
	Progressive (conjugate □□□)	<v te>□□ ...	<v te>□□□□ ...
	Potential (conjugate □□)	<□-end root>□□□ ...	<□-end root>□□□□□ ...
	Conditional	<□-end root>□□	-
	Conditional-negative	<v negative fragment>□□□	-
	Desiderative (conjugate i-adj)	<stem>□□ ...	-
	Volitional	<□-end root>□□	<□-end root>□□□□□
	Imperative	<□-end root>□	-
	Imperative-negative	<v dict>□	-
	Causative (conjugate □□ /conjugate □□)	<□-end root>□□□ ... <□-end root>□□ ...	{<□-end root>□□□□□ ... <□-end root>□□□□□ ...}
	Passive (conjugate □□)	<□-end root>□□□ ...	<□-end root>□□□□□ ...
	Causative-passive (conjugate □□)	<□-end root>□□□□□ ...	<□-end root>□□□□□□□ ...



Class	Tense	Casual schema	Polite schema
	Dictionary	□□□	□□□□□
	Negative	□□□□	□□□□□□
	Past	□□□	□□□□□□
	Past-negative	□<vnf>□□□	□□□□□□□□
	(Stem)	-	□□
	Te	<vpf>□	<vpf>□
	Te-negative	<vnf>□□	<vnf>□□
	Progressive	<v te>□□	<v te>□□□□
	(conjugate □□□)	...	...
	Potential	□□□□	□□□□□□
	(conjugate □□)	...	...
	Conditional	□□□□	□□□□□□
exception verb	Conditional-negative	<vnf>□□□□	<vnf>□□□□
	Desiderative	□<stem>□□	<stem>□□
	(conjugate i-adj)	...	...
	Volitional	□□□□	□□□□□□□□
	Imperative	□□□	□□□□□□
	Imperative-negative	□□□□	□□□□□□□□
	Causative	□□□□	□□□□□□□□
	(conjugate □□)	...	...
	/conjugate □□)	□□□	□□□□□□□□
	Passive	□□□□	□□□□□□□□
	(conjugate □□)	...	...
	Causative-passive	□□□□□□	□□□□□□□□□□
	(conjugate □□)	...	...

## GA.2 Particle and schema summary

Table 18: All particles seen so far.

Particle	Particle name/purpose	Schemae	Sections
□	introductory topic marker	<main/new topic>□	§G2.2.2 §G2.5
□	inclusive topic marker	<inclusive topic>□	§G2.5
□	subject marker	<subj>□	§G2.5
□	direct object marker	<obj>□<v transitive>	§G2.9
□	location-traversed marker	<location>□<motion v (intransitive OK)>	§G2.9
□	target marker	<target>□[□/□]<v>	§G2.9
□	location-target marker	<location>□[□/□]<v>	§G2.9
□	time-target marker	<time>[□ □/□]<v>	§G2.9
□	direction marker	<direction>□[□/□]<v>	§G2.9
□	context marker	<by-way-of (where/what/how) context>□[□/□]	§G2.9
□□	from-marker	<from>□□	§G2.9
□□	to-marker	<to>□□	§G2.9
□	together-with marker	<nn>□<v>	§G2.10.4
□	noun exclusive listing connector	(<nn>□)*<nn>	§G2.10.4
□□/□	noun vague listing connector	(<nn>{□□/□})*<nn>	§G2.10.4
□	reason vague listing connector	(*) (<reason>□)*<reason>	§G3.7
□□[□□]	adj/verb vague listing marker	(<past adj/v>□□)*<past adj/v>□□□	§G3.8
□	complaining listing marker	{<nn/na-adj>□□/<v>□}*	§G2.10.6

Particle	Particle name/purpose	Schemae	Sections
□	quote marker	□<quote>□□<v> <quote>□<v>	§G2.1, §G3.18.1, §G3.18.2
□□	quote marker (abbreviation)	<quote>□□	§G2.1, §G3.18.1, §G3.18.2
□□	generic verb (abbreviation)	<quote>□□	§G3.19.2
□	generic verb (abbreviation)	□<v>□<sentence>	§G3.19.2
□	label marker	<label nn>□[<labelled nn>]	§G2.10.4
	direction-label marker	<direction>□□[<labelled nn>]	§G2.10.5
	from-label marker	<from>□□□[<labelled nn>]	§G2.10.5
	only-label marker	<only>□□□[<labelled nn>]	§G2.10.5
	quote-label marker	<quote>□□[<labelled nn>]	§G2.10.5
	regarding-label marker	<regarding>□□□□[<labelled nn>]	§G2.10.5
□	subjective label marker	<na-adj label>□[<labelled nn>]	§G2.10.7
(□)	objective label marker	<na-adj label>□<labelled>	§G2.10.7
	mood marker	<nn>□□□	§G2.10.7
□	nominaliser/generic noun	(*) <adj-phrase/v-phrase> {□□,□□}	§G2.10.4
	enthusiastic extraordinary	<positive adj>□□<negative adj>□ <adj>□□□□□□	§G2.10.6
□/□	explanatory ender	(*) <sentence> {□[□/□], □□, □□□}	§G2.10.4
□□/□□	non-causal explanation/reason marker	(*) <reason> {□□/□□} <result> □{□□/□□} <result> (*) <reason> {□[□/□], □□/□□□}	§G3.6.3
□□	direct cause marker	(*) <direct cause>□□<result> □□□<result> (*) <direct cause>□□ [□□]	§G3.6.3
□□□□	just-remembered marker	<v dict>□□□□	§G2.10.4
□□□□□	prohibition marker (slang)	<v dict>□{□□□□/□□□□□□□}	§G2.10.4
□□□□□□□	feeling regret marker (slang)	<v dict>□□□□□□□	§G2.10.4
□	expected consequence marker	(*) <predicate>□<statement>	§G3.15.3
□	seeking agreement ender	<sentence>□	§G2.12
□	presenting new information ender	<sentence>□	§G2.12
□□	despite marker	(*) <despite>□□□<sentence>	§G3.6.4
□□/□	general connector	(*) <s1>{□□/□}<s2>	§G3.6.5
□□□ □□□□	contradiction connector	(*) <s1>{□□/□}<contradicting s2>	§G3.6.5
□	casual question ender	<sentence>□	§G2.10.4
□	polite question ender	<sentence>□	§G3.4.1
	casual binary/sarcastic question ender	<sentence>□	§G3.4.1
	whether-or-not question marker	<positive v>□<negative v>□ <positive v>□□□□	§G3.4.4
□□	But		
□□□	only? approximately? <v te>just (time)?		
□□□	approximately/about/around		
□□	than		
□□	nothing but/no more than		
□□□	while		
□□□□	despite		

Also (see takoboto): □□□□□□

(\*) Important notes:

- For  $\square\square::$ direct cause marker, if a non-conjugated na-adj/noun is used at the end of  $\langle$ direct cause $\rangle$ ,  $\square\square$  must be used instead of  $\square$  for disambiguating with the from-marker (e.g.  $\square\square$   $\square$ ).

For  $\square\square/\square::$ general connector and  $\square\square/\square::$ contradiction connector, if a non-conjugated na-adj/noun is used at the end of  $\langle$ s1 $\rangle$ ,  $\square\square/\square$  must be used instead (e.g.  $\square\square \{\square\square/\square\}$ ).

For  $\square::$ reason vague listing connector, if a non-conjugated na-adj/noun is used at the end of  $\langle$ reason $\rangle$ ,  $\square$  must be used instead (e.g.  $\square\square \square$ ).

- For  $\square::$ nominaliser/generic noun, if a non-conjugated na-adj is used as the  $\langle$ adj-phrase $\rangle$ , the following  $\square$  particle must be used for disambiguating with the label marker (e.g.  $\square\square \square\dots$ ).

For  $\square::$ explanatory ender:

- if a non-conjugated na-adj/noun is used at the end of  $\langle$ sentence $\rangle$ , the following  $\square$  particle must be used for disambiguating with the label marker (e.g.  $\square\square \square\square\square$ ).
- polite form ( $\square\square\square$  for verbs and  $\square\square\square$  for  $\square$ -adjectives) cannot be used; used  $\square\square\square/\square\square\square$  instead.

For  $\square\square::$ non-causal explanation/reason marker, if a non-conjugated na-adj/noun is used at the end of  $\langle$ reason $\rangle$ ,  $\square\square$  is used instead for disambiguating with the label marker (e.g.  $\square\square \square\square$ ).

For  $\square\square::$ despite marker, if a non-conjugated na-adj/noun is used as the end of  $\langle$ despite $\rangle$ , the following  $\square$  particle must be used (e.g.  $\square\square \square\square$ ).

Table 19: Other schemae seen so far.  $\langle$ v te fragment $\rangle$  refers to  $\langle$ v te $\rangle$  but dropping the trailing  $\square\square$  character;  $\langle$ v negative fragment $\rangle$  refers to  $\langle$ v negative $\rangle$  but dropping the trailing  $\square\square$  character.

Schema (short)	Schema name/purpose	Schemae	Sections
$\square\square/\square\square$	to go/come and then do	$\langle$ v stem $\rangle\square\square/\square\square$	<a href="#">§G3.1</a>
$\square\square/\square\square$	to go/come for the purpose of doing	$\langle$ v stem $\rangle\square\square/\square\square$	<a href="#">§G3.1</a>
$\square\square$	resultant state (implicit preparation)	$\langle$ v te $\rangle\square\square$	<a href="#">§G3.10</a>
$\square\square/\square$	completed action (explicit preparation)	$\langle$ v te $\rangle\square\square/\langle$ v te fragment $\rangle\square\square$	<a href="#">§G3.11</a>
$\square\square$	spatial/temporal do and go	$\langle$ v te $\rangle\square\square$	<a href="#">§G3.12</a>
$\square\square$	spatial/temporal do and come	$\langle$ v te $\rangle\square\square$	<a href="#">§G3.12</a>
$\square\square\square\square$	given opportunity to do	$\langle$ v $\rangle\{\square\square/\square\}\square\square\square$	<a href="#">§G3.13.1</a>
$\square\square\square$	potential to exist	$\langle$ nn $\rangle\{\square/\square/etc.\}\square\square\square$	<a href="#">§G3.13.2</a>
$\square\square$	to make become	$\{\langle$ na-adj $\rangle\square\square$ $\langle$ i-adj root $\rangle\square\square\}$	<a href="#">§G3.14</a>
	to decide on	$\langle$ nn $\rangle\square\square$	<a href="#">§G3.14</a>
$\square\square\square\square$	to decide to do	$\langle$ v $\rangle\square\square\square\square$	<a href="#">§G3.14</a>
$\square\square\square\square$	to try to do	$\langle$ v $\rangle\square\square\square\square$	<a href="#">§G3.14</a>
		$\{\langle$ na-adj $\rangle\square\square$ $\langle$ i-adj root $\rangle\square\square$ $\langle$ nn $\rangle\square\square\}$	<a href="#">§G3.14</a>
$\square\square\square\square$	to have been arranged/decided to do	$\langle$ v $\rangle\square\square\square\square$	<a href="#">§G3.14</a>
$\square\square\square\square$	to change state of doing	$\langle$ v $\rangle\square\square\square\square$	<a href="#">§G3.14</a>
	to change state of feasibility	$\langle$ v potential $\rangle\square\square\square\square$	<a href="#">§G3.14</a>
$\square\square[\square]$	contextual conditional	$\langle$ context $\rangle\square\square[\square]\square\langle$ statement $\rangle$	<a href="#">§G3.15.4</a> ; AUX
-	prohibition	$\{\langle$ v te $\rangle\square\{\square\square/\square\square\square/\square\square\square\}$ $\langle$ v te fragment $\rangle\{\square\square/\square\}\{\square\square/\square\square\square/\square\square\square\}$ $\{\langle$ v te-negative $\rangle\square\{\square\square/\square\square\square/\square\square\square\}$ $\langle$ v negative fragment $\rangle\square\square$ $\langle$ v negative $\rangle\square\{\square\square/\square\square\square/\square\square\square\}$ $\langle$ v negative $\rangle\square$	<a href="#">§G3.16.1</a>
-	requirement	$\langle$ v conditional-negative $\rangle\{\square\square/\square\square\square/\square\square\square\}$ $\langle$ v negative fragment $\rangle\square\square$	<a href="#">§G3.16.2</a>
-	permission	$\{\langle$ v te $\rangle\square\{\square\square/\square\square\square/\square\square\square\}$ $\langle$ v te $\rangle\square\square$	<a href="#">§G3.16.3</a>
-	suggestion	$\langle$ v conditional $\rangle/\langle$ v past conditional $\rangle\square\square$	<a href="#">§G3.17.4</a>
$\square\square$	definition connector	$\langle$ definition $\rangle\square\square\langle$ thing $\rangle$	<a href="#">§G3.19.1</a>

Schema (short)	Schema name/purpose	Schemae	Sections
□□□□	re-definition connector	<to be redefined>□□□□<redefinition>	<a href="#">§G3.19.3</a>
□□□{□/□□}	generic verb	<quote>□□□{□/□□}	<a href="#">§G3.19.2</a>
□□□	trialling something	<v te>□□	<a href="#">§G3.20.1</a>
□□□	attempting something	<v volitional>□{□□/<v>}	<a href="#">§G3.20.2</a>
□□□□	giving a favour (first person)	<v te>□□□	<a href="#">§G3.21.1</a>
□□□□	giving a favour (second person)	<v te>□□□	<a href="#">§G3.21.1</a>
□□□□	receiving a favour	<v te>□□□	<a href="#">§G3.21.2</a>
□□□□/□□□□□	soliciting a favour	<v te>{□□□/□□□□}	<a href="#">§G3.21.3</a>
□□□□□□/□	honorific request	{<v te>□□□□□ <v te>}	<a href="#">§G3.22.1</a>
□□□□□□□	casual request	<v te>□□□□□□	<a href="#">§G3.22.2</a>
□□□/□	polite firm request	{<v stem>□□□ <v stem>□}	<a href="#">§G3.22.3</a>



GB.1 I don't know Japanese

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# SA

## SA.1

Some general notes:

- The ㄣ character is rarely used by itself, but suffixed to another character to add the “n” sound.

### SA.1.1 Mnemonics

Table 20: ㄣㄣ mnemonic table. <sup>†</sup>Particle romanisations.

		Hepburn romanisation	Keyboard command	Mnemonic
ㄣ	ㄚ	a	a	“A” shape
ㄣ	ㄚ	i	i	<u>e</u> el
ㄣ	ㄚ	u	u	“u” shape
ㄣ	ㄚ	e	e	<u>e</u> xotic swan
ㄣ	ㄚ	o	o	double “o” shape
ㄣ	ㄚ	ka	ka	ㄣㄣ
ㄣ	ㄚ	ga	ga	
ㄣ	ㄚ	ki	ki	<u>k</u> ey
ㄣㄣ	ㄚㄚ	kya	kya	
ㄣㄣ	ㄚㄚ	kyu	kyu	
ㄣㄣ	ㄚㄚ	kyo	kyo	
ㄣ	ㄚ	gi	gi	
ㄣㄣ	ㄚㄚ	gya	gya	
ㄣㄣ	ㄚㄚ	gyu	gyu	
ㄣㄣ	ㄚㄚ	gyo	gyo	
ㄣ	ㄚ	ku	ku	bird <u>k</u> u-ku
ㄣ	ㄚ	gu	gu	
ㄣ	ㄚ	ke	ke	<u>k</u> elp (loose kelp)
ㄣ	ㄚ	ge	ge	
ㄣ	ㄚ	ko	ko	<u>c</u> o-habiting worms
ㄣ	ㄚ	go	go	
ㄣ	ㄚ	sa	sa	<u>s</u> alsa (two hand stir) / NOT “5”
ㄣ	ㄚ	za	za	
ㄣ	ㄚ	shi	si/shi	<u>s</u> heep; shepherd’s crook
ㄣㄣ	ㄚㄚ	sha	sha	
ㄣㄣ	ㄚㄚ	shu	shu	
ㄣㄣ	ㄚㄚ	sho	sho	
ㄣ	ㄚ	ji	zi/ji	

	Hepburn romanisation	Keyboard command	Mnemonic
□ □	ja	jya/ja	
□ □	ju	jyu/ju	
□ □	jo	jyo/jo	
□	su	su	<u>s</u> wing
□	zu	zu	
□	se	se	□ □ □ □
□	ze	ze	
□	so	so	<u>s</u> oda / “sword” shape
□	zo	zo	
□	ta	ta	“ta” shape
□	da	da	
□	chi	ti/chi	the “5”
□ □	cha	cha	
□ □	chu	chu	
□ □	cho	cho	
□	ji	di	
□ □	ja	dya	
□ □	ju	dya	
□ □	jo	dya	
□	tsu	tu/tsu	<u>t</u> sunami
□	zu	du	
□	te	te	<u>t</u> lescope
□	de	de	
□	to	to	<u>t</u> oe with splinter
□	do	do	
□	na	na	<u>n</u> un praying to cross
□	ni	ni	<u>n</u> eedle
□ □	nya	nya	
□ □	nyu	nyu	
□ □	nyo	nyo	
□	nu	nu	<u>n</u> oodles <b>with tail</b>
□	ne	ne	□ □ ( <u>n</u> eko) <b>with tail</b>
□	no	no	pig <u>n</u> ose
□	ha/wa <sup>†</sup>	ha	“Ha” shape
□	ba	ba	



	Hepburn romanisation	Keyboard command	Mnemonic
□ ☒	pa	pa	
□ ☒	hi	hi	<u>heel</u> / <u>he</u> has a big nose
□□ ☒☒	hya	hya	
□□ ☒☒	hyu	hyu	
□□ ☒☒	hyo	hyo	
□ ☒	bi	bi	
□□ ☒☒	bya	bya	
□□ ☒☒	byu	byu	
□□ ☒☒	byo	byo	
□ ☒	pi	pi	
□□ ☒☒	pya	pya	
□□ ☒☒	pyu	pyu	
□□ ☒☒	pyo	pyo	
□ ☒	fu	hu/fu	Mount <u>Fu</u> ji
□ ☒	bu	bu	
□ ☒	pu	pu	
□ ☒	he/e†	he	<u>head</u> band / Mount St. <u>He</u> lens
□ ☒	be	be	
□ ☒	pe	pe	
□ ☒	ho	ho	mutated santa says <u>ho</u> ho ho
□ ☒	bo	bo	
□ ☒	po	po	
□ ☒	ma	ma	mutated mom with snake tail
□ ☒	mi	mi	<u>me</u> just turned 21
□□ ☒☒	mya	mya	
□□ ☒☒	myu	myu	
□□ ☒☒	myo	myo	
□ ☒	mu	mu	cow says <u>moo</u>
□ ☒	me	me	eye shape <b>without</b> tail
□ ☒	mo	mo	<u>more</u> worms to catch <u>more</u> fish
□ ☒	ya	ya	<u>yacht</u> with anchor down
□ ☒	yu	yu	<u>u</u> -tensils
□ ☒	yo	yo	“yo” shape
□ ☒	ra	ra	<u>rabbit</u>
□ ☒	ri	ri	reeds

		Hepburn romanisation	Keyboard command	Mnemonic
□□	☒☒	rya	rya	
□□	☒☒	ryu	ryu	
□□	☒☒	ryo	ryo	
□	☒	ru	ru	weird <u>rou</u> te <b>with</b> tail
□	☒	re	re	<u>re</u> tching guy kneeled down
□	☒	ro	ro	normal <u>ro</u> ad <b>without</b> tail
□	☒	wa	wa	<u>wa</u> llaby / <u>wa</u> sp
□	☒	wo/o <sup>†</sup>	wo	<u>wo</u> ah the water is cold
□	☒	nn	nn	“n” shape
□	☒	?	la/xa	
□	☒	?	li/xi	
□	☒	?	lu/xu	
□	☒	?	le/xe	
□	☒	?	lo/xo	
□	☒	?	lya/xya	
□	☒	?	lyu/xyu	
□	☒	?	lyo/xyo	
□	☒	+1>	ltu/ltsu/xtsu/repeat >	

SA.2

Some general notes:

- Usage of the □ symbol to denote word boundaries is completely optional.

SA.2.1 Mnemonics

Table 21: □□□ mnemonic table. Some entries were taken from [Wikipedia \(Hepburn Romanisation\)](#) but only the orange and blue ones are taken, since the beige and purple ones are regarded as unofficial (by me).

		Hepburn romanisation	Keyboard command	Mnemonic
□	☒	a	a	“A” shape
□	☒	i	i	<u>e</u> agle perched
□□	☒☒	ye	ye	
□	☒	u	u	same shape as □
□□	☒☒	wi	wi	
□□	☒☒	we	we	
□□	☒☒	wo	uxo	

		Hepburn romanisation	Keyboard command	Mnemonic
□	ㄅ	vu	vu	
□□	ㄅㄅ	va	va	
□□	ㄅㄆ	vi	vi	
□□	ㄅㄇ	vyu	vyu	
□□	ㄅㄏ	ve	ve	
□□	ㄅㄏ	vo	vo	
□	ㄆ	e	e	<u>engineer</u> bar
□	ㄆ	o	o	<u>opera</u> talent (□) singing
□	ㄆ	ka	ka	same shape as □
□	ㄆ	ga	ga	
□	ㄆ	ki	ki	same shape as □
□□	ㄆㄆ	kya	kya	
□□	ㄆㄆ	kyu	kyu	
□□	ㄆㄆ	kyo	kyo	
□	ㄆ	gi	gi	
□□	ㄆㄆ	gya	gya	
□□	ㄆㄆ	gyu	gyu	
□□	ㄆㄆ	gyo	gyo	
□	ㄆ	ku	ku	<u>cook</u> 's hat
□□	ㄆㄆ	kwa	kwa	
□□	ㄆㄆ	kwi	kwi	
□□	ㄆㄆ	kwe	kwe	
□□	ㄆㄆ	kwo	kwo	
□	ㄆ	gu	gu	
□□	ㄆㄆ	gwa	gwa	
□	ㄆ	ke	ke	“k” shape
□	ㄆ	ge	ge	
□	ㄆ	ko	ko	broken □ (CN) / two <u>corners</u>
□	ㄆ	go	go	
□	ㄆ	sa	sa	<u>sardines</u> and <u>salmon</u> (bigger)
□	ㄆ	za	za	
□	ㄆ	shi	si/shi	same direction as □
□□	ㄆㄆ	sha	sha	
□□	ㄆㄆ	shu	shu	
□□	ㄆㄆ	she	she	

		Hepburn romanisation	Keyboard command	Mnemonic
□□	ㄅ	sho	sho	
□	ㄆ	ji	zi/ji	
□□	ㄇ	ja	jya/ja	
□□	ㄏ	ju	jyu/ju	
□□	ㄏ	je	jye/je	
□□	ㄏ	jo	jyo/jo	
□	ㄉ	su	su	<u>s</u> uperman
□	ㄉ	zu	zu	
□	ㄌ	se	se	same shape as □
□	ㄌ	ze	ze	
□	ㄌ	so	so	<u>s</u> ewing needles
□	ㄌ	zo	zo	
□	ㄌ	ta	ta	<u>t</u> idal wave
□	ㄌ	da	da	
□	ㄌ	chi	ti/chi	<u>c</u> heer / ㄌ
□□	ㄌ	cha	cha	
□□	ㄌ	chu	chu	
□□	ㄌ	che	che	
□□	ㄌ	cho	cho	
□	ㄌ	ji	di	
□□	ㄌ	ja	dya	
□□	ㄌ	ju	dyu	
□□	ㄌ	jo	dyo	
□	ㄌ	tsu	tu/tsu	same direction as □
□□	ㄌ	tsa	tsa	<i>Italia</i> “z”
□□	ㄌ	tsi	tsi	<i>Italia</i> “z”
□□	ㄌ	tse	tse	<i>Italia</i> “z”
□□	ㄌ	tso	tso	<i>Italia</i> “z”
□	ㄌ	zu	du	
□	ㄌ	te	te	<u>t</u> elephone pole
□□	ㄌ	ti	texi	“ <i>party</i> ”
□□	ㄌ	tyu	texyu	
□	ㄌ	de	de	
□□	ㄌ	di	dexi	“ <i>candy</i> ”
□□	ㄌ	dyu	dexyu	

		Hepburn romanisation	Keyboard command	Mnemonic
□	☒	to	to	<u>t</u> otem pole
□□	☒☒	tu	to <u>xu</u>	“ <u>t</u> wo”
□	☒	do	do	
□□	☒☒	du	do <u>wu</u>	“ <u>d</u> ew”
□	☒	na	na	<u>n</u> arwhal
□	☒	ni	ni	same shape as □
□□	☒☒	nya	nya	
□□	☒☒	nyu	nyu	
□□	☒☒	nyo	nyo	
□	☒	nu	nu	<u>n</u> oodles with chopsticks
□	☒	ne	ne	<u>n</u> eckerchief
□	☒	no	no	long <u>n</u> ose
□	☒	ha	<u>h</u> a	<sup>□□</sup> □ / □ (CN)
□	☒	ba	ba	
□	☒	pa	pa	
□	☒	hi	hi	smile <u>h</u> ehe
□□	☒☒	hya	hya	
□□	☒☒	hyu	hyu	
□□	☒☒	hyo	hyo	
□	☒	bi	bi	
□□	☒☒	bya	bya	
□□	☒☒	byu	byu	
□□	☒☒	byo	byo	
□	☒	pi	pi	
□□	☒☒	pya	pya	
□□	☒☒	pyu	pyu	
□□	☒☒	pyo	pyo	
□	☒	fu	<u>h</u> u/fu	<u>f</u> lag
□□	☒☒	fa	<u>f</u> a	
□□	☒☒	fi	<u>f</u> i	
□□	☒☒	fyu	<u>f</u> yu	
□□	☒☒	fe	<u>f</u> e	
□□	☒☒	fo	<u>f</u> o	
□	☒	bu	bu	
□	☒	pu	pu	

		Hepburn romanisation	Keyboard command	Mnemonic
□	ㄏ	he	he	same shape as □
□	ㄅ	be	be	
□	ㄆ	pe	pe	
□	ㄏ	ho	ho	<u>h</u> oly cross
□	ㄅ	bo	bo	
□	ㄆ	po	po	
□	ㄏ	ma	ma	<u>m</u> ath angles
□	ㄏ	mi	mi	<u>m</u> issiles
□□	ㄏㄚ	mya	mya	
□□	ㄏㄩ	myu	myu	
□□	ㄏㄩ	myo	myo	
□	ㄏ	mu	mu	cow face, says <u>moo</u>
□	ㄏ	me	me	Arlecchino's eyes (ㄏ)
□	ㄏ	mo	mo	same shape as □
□	ㄚ	ya	ya	same shape as □
□	ㄩ	yu	yu	<u>y</u> -turn
□	ㄩ	yo	yo	<u>y</u> oga pose
□	ㄚ	ra	ra	<u>r</u> aptor
□	ㄚ	ri	ri	reeds
□□	ㄚㄚ	rya	rya	
□□	ㄚㄩ	ryu	ryu	
□□	ㄚㄩ	ryo	ryo	
□	ㄨ	ru	ru	tree <u>r</u> oots
□	ㄨ	re	re	<u>r</u> ed hair / right side of □
□	ㄨ	ro	ro	cyclic <u>r</u> oad
□	ㄨ	wa	wa	<u>w</u> atermelon slice
□	ㄨ	wo	wo	<u>w</u> atmeal bowl
□	ㄢ	nn	nn	N/A
□	ㄢ	?	la/ <u>xa</u>	
□	ㄢ	?	li/ <u>xi</u>	
□	ㄢ	?	lu/ <u>xu</u>	
□	ㄢ	?	le/ <u>xe</u>	
□	ㄢ	?	lo/ <u>xo</u>	
□	ㄢ	?	lya/ <u>xya</u>	
□	ㄢ	?	lyu/ <u>xyu</u>	

Hepburn romanisation			Keyboard command	Mnemonic
□	☒	?	lyo/ <b>xyo</b>	
□	☒	<+1	— <b>key</b>	
□	☒	+1>	ltu/ltsu/ <b>xtsu</b> /repeat >	

SA.3 Summary

Table 22: □□ summary table. †Particle romanisation applies only for □□□.

				Hepburn romanisation	Keyboard command
□	☒	□	☒	a	a
□	☒	□	☒	i	i
		□□	☒☒	ye	ye
□	☒	□	☒	u	u
		□□	☒☒	wi	wi
		□□	☒☒	we	we
		□□	☒☒	wo	uxo
		□	☒	vu	vu
		□□	☒☒	va	va
		□□	☒☒	vi	vi
		□□	☒☒	vyu	vyu
		□□	☒☒	ve	ve
		□□	☒☒	vo	vo
□	☒	□	☒	e	e
□	☒	□	☒	o	o
□	☒	□	☒	ka	ka
□	☒	□	☒	ga	ga
□	☒	□	☒	ki	ki
□□	☒☒	□□	☒☒	kya	kya
□□	☒☒	□□	☒☒	kyu	kyu
□□	☒☒	□□	☒☒	kyo	kyo
□	☒	□	☒	gi	gi
□□	☒☒	□□	☒☒	gya	gya
□□	☒☒	□□	☒☒	gyu	gyu
□□	☒☒	□□	☒☒	gyo	gyo
□	☒	□	☒	ku	ku
		□□	☒☒	kwa	kwa

				Hepburn romanisation	Keyboard command
		□□	☒☒	kwi	kwi
		□□	☒☒	kwe	kwe
		□□	☒☒	kwo	kwo
□	☒	□	☒	gu	gu
		□□	☒☒	gwa	gwa
□	☒	□	☒	ke	ke
□	☒	□	☒	ge	ge
□	☒	□	☒	ko	ko
□	☒	□	☒	go	go
□	☒	□	☒	sa	sa
□	☒	□	☒	za	za
□	☒	□	☒	shi	si/shi
□□	☒☒	□□	☒☒	sha	sha
□□	☒☒	□□	☒☒	shu	shu
		□□	☒☒	she	she
□□	☒☒	□□	☒☒	sho	sho
□	☒	□	☒	ji	zi/ji
□□	☒☒	□□	☒☒	ja	jya/ja
□□	☒☒	□□	☒☒	ju	jyu/ju
		□□	☒☒	je	jye/je
□□	☒☒	□□	☒☒	jo	jyo/jo
□	☒	□	☒	su	su
□	☒	□	☒	zu	zu
□	☒	□	☒	se	se
□	☒	□	☒	ze	ze
□	☒	□	☒	so	so
□	☒	□	☒	zo	zo
□	☒	□	☒	ta	ta
□	☒	□	☒	da	da
□	☒	□	☒	chi	ti/chi
□□	☒☒	□□	☒☒	cha	cha
□□	☒☒	□□	☒☒	chu	chu
		□□	☒☒	che	che
□□	☒☒	□□	☒☒	cho	cho
□	☒	□	☒	ji	di



				Hepburn romanisation	Keyboard command
□□	☒☒	□□	☒☒	ja	dya
□□	☒☒	□□	☒☒	ju	dyu
□□	☒☒	□□	☒☒	jo	dyo
□	☒	□	☒	tsu	tu/tsu
		□□	☒☒	tsa	tsa
		□□	☒☒	tsi	tsi
		□□	☒☒	tse	tse
		□□	☒☒	tso	tso
□	☒	□	☒	zu	du
□	☒	□	☒	te	te
		□□	☒☒	ti	texi
		□□	☒☒	tyu	texyu
□	☒	□	☒	de	de
		□□	☒☒	di	dexi
		□□	☒☒	dyu	dexyu
□	☒	□	☒	to	to
		□□	☒☒	tu	toxu
□	☒	□	☒	do	do
		□□	☒☒	du	dowu
□	☒	□	☒	na	na
□	☒	□	☒	ni	ni
□□	☒☒	□□	☒☒	nya	nya
□□	☒☒	□□	☒☒	nyu	nyu
□□	☒☒	□□	☒☒	nyo	nyo
□	☒	□	☒	nu	nu
□	☒	□	☒	ne	ne
□	☒	□	☒	no	no
□	☒	□	☒	ha	ha
□	☒	□	☒	ba	ba
□	☒	□	☒	pa	pa
□	☒	□	☒	hi	hi
□□	☒☒	□□	☒☒	hya	hya
□□	☒☒	□□	☒☒	hyu	hyu
□□	☒☒	□□	☒☒	hyo	hyo
□	☒	□	☒	bi	bi

				Hepburn romanisation	Keyboard command
□□	☒☒	□□	☒☒	bya	bya
□□	☒☒	□□	☒☒	byu	byu
□□	☒☒	□□	☒☒	byo	byo
□	☒	□	☒	pi	pi
□□	☒☒	□□	☒☒	pya	pya
□□	☒☒	□□	☒☒	pyu	pyu
□□	☒☒	□□	☒☒	pyo	pyo
□	☒	□	☒	fu	hu/fu
		□□	☒☒	fa	fa
		□□	☒☒	fi	fi
		□□	☒☒	fyu	fyu
		□□	☒☒	fe	fe
		□□	☒☒	fo	fo
□	☒	□	☒	bu	bu
□	☒	□	☒	pu	pu
□	☒	□	☒	he	he
□	☒	□	☒	be	be
□	☒	□	☒	pe	pe
□	☒	□	☒	ho	ho
□	☒	□	☒	bo	bo
□	☒	□	☒	po	po
□	☒	□	☒	ma	ma
□	☒	□	☒	mi	mi
□□	☒☒	□□	☒☒	mya	mya
□□	☒☒	□□	☒☒	myu	myu
□□	☒☒	□□	☒☒	myo	myo
□	☒	□	☒	mu	mu
□	☒	□	☒	me	me
□	☒	□	☒	mo	mo
□	☒	□	☒	ya	ya
□	☒	□	☒	yu	yu
□	☒	□	☒	yo	yo
□	☒	□	☒	ra	ra
□	☒	□	☒	ri	ri
□□	☒☒	□□	☒☒	rya	rya

				Hepburn romanisation	Keyboard command
□□	ⓧⓧ	□□	ⓧⓧ	ryu	ryu
□□	ⓧⓧ	□□	ⓧⓧ	ryo	ryo
□	ⓧ	□	ⓧ	ru	ru
□	ⓧ	□	ⓧ	re	re
□	ⓧ	□	ⓧ	ro	ro
□	ⓧ	□	ⓧ	wa	wa
□	ⓧ	□	ⓧ	wo	wo
□	ⓧ	□	ⓧ	nn	nn
□	ⓧ	□	ⓧ	?	la/xa
□	ⓧ	□	ⓧ	?	li/xi
□	ⓧ	□	ⓧ	?	lu/xu
□	ⓧ	□	ⓧ	?	le/xe
□	ⓧ	□	ⓧ	?	lo/xo
□	ⓧ	□	ⓧ	?	lya/xya
□	ⓧ	□	ⓧ	?	lyu/xyu
□	ⓧ	□	ⓧ	?	lyo/xyo
		□	ⓧ	< <sup>+1</sup>	— key
□	ⓧ	□	ⓧ	<sup>+1</sup> >	ltu/ltsu/xtsu/repeat >

## SB Basic nouns

### SB.1 Numbers

Table 23: Basic nouns: numbers.

Name	Meaning	Notes
〇	zero	[NHK] also: 〇〇/ (with 〇〇 numerals)
一	one	
二	two	
三	three	
• 四	four	[HN] 〇 is obsolete; 〇 only when counting up/compound 〇〇/banks
五	five	〇 is obsolete
六	six	〇 is obsolete
• 七	seven	[HN] 〇 is obsolete
八	eight	〇 is obsolete
九	nine	〇 is obsolete
十	ten	
十一	eleven	
十二	twelve	
十三	thirteen	
十四	fourteen	
十五	fifteen	
十六	sixteen	
十七	seventeen	
十八	eighteen	
十九	nineteen	
二十	twenty	
三十	thirty	
四十	fourty	
五十	fifty	
六十	sixty	
七十	seventy	
八十	eighty	
九十	ninety	
一百	hundred	
二百	two hundred	
• 三百	three hundred	
四百	four hundred	
五百	five hundred	
• 六百	six hundred	
七百	seven hundred	
• 八百	eight hundred	
九百	nine hundred	
• 一千	thousand	
二千	two thousand	
• 三千	three thousand	
四千	four thousand	

Name	Meaning	Notes
五 千 / 五千 / 五千 / 五千	five thousand	
六 千 / 六千 / 六千 / 六千	six thousand	
七 千 / 七千 / 七千 / 七千	seven thousand	
• 八 千 / 八千 / 八千 / 八千	eight thousand	
九 千 / 九千 / 九千 / 九千	nine thousand	
十 千 / 十千 / 十千 / 十千	ten thousand	
一 百 千 / 一百千 / 一百千 / 一百千 / 一百千	hundred thousand	
一 千 万 / 一千万 / 一千万 / 一千万 / 一千万	million	
• 一 十 万 / 一十万 / 一十万 / 一十万 / 一十万	ten million	
一 百 万		
一 百 千	hundred million	
一 千 万	trillion	

## SB.2 Counting (generic):

Table 24: Basic nouns: counting (generic).

Name	Meaning	Notes
多少	how many?	多少 (多少)
一 个	one item	
二 个	two items	
三 个	three items	
四 个	four items	
五 个	five items	
六 个	six items	
七 个	seven items	
八 个	eight items	
九 个	nine items	
十 个	ten items	
• 全 部	all/entire/whole/altogether	also an adverb
以 上	and above	SUFFIX, also an expression
以 下	and below/subpar	SUFFIX
下 一	next	

## SB.3 Counting people:

Tofugu: TO READ

Table 25: Basic nouns: counting people.

Name	Meaning	Notes
多少 人	how many people?	
• 一 人	one person; being alone/single	
• 二 人	two people	
三 人	three people	
• 四 人	four people	
五 人	five people	
六 人	six people	
七 人	seven people; former preferred for clarity	Actually, we
• 八 人	don't talk about 八...right? See grammar book when you	[HN1], [HN2]
	get there	

Name	Meaning	Notes
八人	eight people	
九人	nine people	
十人	ten people	
百人	hundred people	
千人	thousand people	
十千人	ten thousand people	
八人	together	

## SB.4 Counting bus/train stations:

Table 26: Basic nouns: counting bus/train stations.

Name	Meaning	Notes
八站	how many stations?	
• 一站	one station	
• 二站	two stations	
三站	three stations	
四站	four stations	
五站	five stations	
六站	six stations	
七站	seven stations	
八站	eight stations	
九站	nine stations	
十站	ten stations	
百站	hundred stations	
千站	thousand stations	
十千站	ten thousand stations	

## SB.5 Counting age:

八 may be used as a simpler substitute for 八 only in handwriting, but note that 八 is technically incorrect as it does not mean age ([HN]).

Table 27: Basic nouns: counting age.

Name	Meaning	Notes
八岁	how old?	
• 八岁以内	less than one year old	e.g. 八岁以内; [NHK]
• 一岁	one year old	
二岁	two year old	
三岁	three years old	
四岁	four years old	
五岁	five years old	
六岁	six years old	
七岁	seven years old	
• 八岁	eight years old	
九岁	nine years old	
• 十岁	ten years old	十岁 also possible?
二十岁/二十	twenty years old	the only exception, to do with coming-of-age
百岁	hundred years old	

Name	Meaning	Notes
千 千	thousand years old	
万 千	ten thousand years old	

## SB.6 Counting thin/flat things:

Tofugu: TO READ

Table 28: Basic nouns: counting thin/flat things.

Name	Meaning	Notes
千 千	how many sheets/thin or flat things?	
千 千	one sheet/thin or flat thing	
千 千	two sheets/thin or flat things	
千 千	three sheets/thin or flat things	
千 千	four sheets/thin or flat things	
千 千	five sheets/thin or flat things	
千 千	six sheets/thin or flat things	
千 千	seven sheets/thin or flat things	
千 千	eight sheets/thin or flat things	
千 千	nine sheets/thin or flat things	
千 千	ten sheets/thin or flat things	
千 千	hundred sheets/thin or flat things	
千 千	thousand sheets/thin or flat things	
千 千	ten thousand sheets/thin or flat things	

## SB.7 Counting thin long things (bottles):

Tofugu: TO READ

bottles/trains/buses/books/films/phone calls

Table 29: Basic nouns: counting thin long things (bottles).

Name	Meaning	Notes
• 千 千	how many thin long things?	
• 千 千	one thin long thing	
• 千 千	two thin long things	
• 千 千	three thin long things	
• 千 千	four thin long things	
• 千 千	five thin long things	
• 千 千	six thin long things	
• 千 千	seven thin long things	
• 千 千	eight thin long things	
• 千 千	nine thin long things	
• 千 千	ten thin long things	千 also possible?
• 千 千	one hundred thin long things	
• 千 千	one thousand thin long things	
• 千 千	ten thousand thin long things	

## SB.8 Counting drinks (cups/glasses):

Table 30: Basic nouns: counting drinks (cups/glasses).

Name	Meaning	Notes
• 〇〇	how many drinks/cups/glasses?	
• 〇〇	one drink/cup/glass	
〇〇	two drinks/cups/glasses	
• 〇〇	three drinks/cups/glasses	
〇〇	four drinks/cups/glasses	
〇〇	five drinks/cups/glasses	
• 〇〇	six drinks/cups/glasses	
〇〇	seven drinks/cups/glasses	
• 〇〇	eight drinks/cups/glasses	
〇〇	nine drinks/cups/glasses	
• 〇〇〇	ten drinks/cups/glasses	〇〇〇〇 also possible?
• 〇〇〇〇	hundred drinks/cups/glasses	
• 〇〇〇〇〇	thousand drinks/cups/glasses	
• 〇〇〇〇〇〇	ten thousand drinks/cups/glasses	

## SB.9 Counting machines/vehicles:

Tofugu: TO READ

Table 31: Basic nouns: counting machines/vehicles.

Name	Meaning	Notes
〇〇	how many machines?	
〇〇	one machine	
〇〇	two machines	
〇〇	three machines	
〇〇	four machines	
〇〇	five machines	
〇〇	six machines	
〇〇	seven machines	
〇〇	eight machines	
〇〇	nine machines	
〇〇〇	ten machines	
〇〇〇〇	hundred machines	
〇〇〇〇〇	thousand machines	
〇〇〇〇〇〇	ten thousand machines	

## SB.10 Counting books:

Tofugu: TO READ

Table 32: Basic nouns: counting books.

Name	Meaning	Notes
〇〇	how many books?	
• 〇〇	one book	
〇〇	two books	
〇〇	three books	
〇〇	four books	
〇〇	five books	
〇〇	six books	



Name	Meaning	Notes
七本书	seven books	
• 八本书	eight books	
九本书	nine books	
• 十本书	ten books	十本书 also possible?
一百本书	hundred books	
一千本书	thousand books	
一万本书	ten thousand books	

## SB.11 Counting clothes:

Table 33: Basic nouns: counting clothes.

Name	Meaning	Notes
几件衣服	how many dresses?	
• 一件衣服	one dress	
二件衣服	two dresses	
三件衣服	three dresses	
四件衣服	four dresses	
五件衣服	five dresses	
六件衣服	six dresses	
七件衣服	seven dresses	
• 八件衣服	eight dresses	
九件衣服	nine dresses	
• 十件衣服	ten dresses	
一百件衣服	hundred dresses	
一千件衣服	thousand dresses	
一万件衣服	ten thousand dresses	

## SB.12 Counting small things:

Tofugu: TO READ

Table 34: Basic nouns: counting small things.

Name	Meaning	Notes
几件小东西	how many small things?	
• 一件小东西	one small thing	
二件小东西	two small things	
三件小东西	three small things	
四件小东西	four small things	
五件小东西	five small things	
• 六件小东西	six small things	
七件小东西	seven small things	
• 八件小东西	eight small things	八 is casual; [HN]
九件小东西	nine small things	
• 十件小东西	ten small things	
• 一百件小东西	hundred small things	
一千件小东西	thousand small things	
一万件小东西	ten thousand small things	
• 个体	individual	e.g. 个体户, like CN's 个体

## SB.13 Counting shoes and socks:

Table 35: Basic nouns: Nouns: counting shoes and socks.

Name	Meaning	Notes
• 〇〇	how many pairs of shoes/socks?	
• 〇〇	one pair of shoes/socks	
〇〇	two pairs of shoes/socks	
〇〇	three pairs of shoes/socks	[HN]
〇〇	four pairs of shoes/socks	
〇〇	five pairs of shoes/socks	
〇〇	six pairs of shoes/socks	
〇〇	seven pairs of shoes/socks	
• 〇〇	eight pairs of shoes/socks	
〇〇	nine pairs of shoes/socks	
• 〇〇〇	ten pairs of shoes/socks	
〇〇〇〇	hundred pairs of shoes/socks	also an organism
〇〇〇〇〇	thousand pairs of shoes/socks	
〇〇〇〇〇〇	ten thousand pairs of shoes/socks	

## SB.14 Counting houses:

UNSURE TERRITORY, exceptions of exceptions popping out!

Table 36: Basic nouns: .

Name	Meaning	Notes
• 〇〇	how many houses?	exception <sup>2</sup> [myg]
• 〇〇	one house	
〇〇	two houses	
• 〇〇	three houses	exception <sup>2</sup> PREFERENCE? [myg]
〇〇	four houses	
〇〇	five houses	
• 〇〇	six houses	
〇〇	seven houses	
• 〇〇 〇〇	eight houses	〇〇 may be casual; [HN]
〇〇	nine houses	
• 〇〇〇	ten houses	
• 〇〇〇〇	hundred houses	
• 〇〇〇〇〇	thousand houses	exception <sup>2</sup> ?
〇〇〇〇〇〇	ten thousand houses	?

## SB.15 Counting floors:

Tofugu: TO READ

Table 37: Basic nouns: counting floors.

Name	Meaning	Notes
• 〇〇/〇〇	which floor?	〇〇 is special and can choose to rendaku, prefer first for uniformity; [myg], [TFG]
• 〇〇	first floor (ground floor)	
〇〇	second floor	

Name	Meaning	Notes
• 第三層 三層/三	third floor	三 is special and can choose to rendaku, prefer first for uniformity; [myg], [TFG]
第四層 四層	fourth floor	
第五層 五層	fifth floor	
• 第六層 六層	sixth floor	三 is informal; [HN]
第七層 七層	seventh floor	
• 第八層 八層/八	eighth floor	
第九層 九層	nine floor	[HN]
• 第十層 十層	tenth floor	
• 第一百層 百層	hundredth floor	
• 一千層 千層	thousandth floor	
• 一萬層 萬層	ten thousandth floor	

## SB.16 Counting locations:

三三  
三三 is sometimes written as 三三.

Table 38: Basic nouns: counting locations.

Name	Meaning	Notes
三三 三三	how many locations?	
• 一三 一三	one location	
二三 二三	two locations	
三三 三三	three locations	
四三 四三	four locations	
五三 五三	five locations	
• 六三 六三	six locations	
七三 七三	seven locations	
八三 八三	eight locations	
九三 九三	nine locations	
• 一三三 一三三	ten locations	
• 一三三三 一三三三	hundred locations	
一三三三三 一三三三三	thousand locations	
一三三三三三 一三三三三三	ten thousand locations	

## SB.17 Counting small animals:

Tofugu: TO READ

Table 39: Basic nouns: counting small animals.

Name	Meaning	Notes
三三 三三	how many small animals?	
• 一三 一三	one small animal	
二三 二三	two small animals	
• 三三 三三	three small animals	
四三 四三	four small animals	
五三 五三	five small animals	
• 六三 六三	six small animals	
七三 七三	seven small animals	
• 八三 八三	eight small animals	

Name	Meaning	Notes
九九 □□	nine small animals	
• 九九 □□□	ten small animals	
• 九九 □□□□	hundred small animals	
• 九九 □□□□□	thousand small animals	
• 九九 □□□□□□	ten thousand small animals	

## SB.18 Counting big animals:

Tofugu: TO READ

Table 40: Basic nouns: counting big animals.

Name	Meaning	Notes
九九 □□	how many big animals?	
• 九九 □□	one big animal	
九九 □□	two big animals	
九九 □□	three big animals	
九九 □□	four big animals	
九九 □□	five big animals	
九九 □□	six big animals	
九九 □□	seven big animals	
• 九九 □□	eight big animals	
九九 □□	nine big animals	
• 九九 □□□	ten big animals	
九九 □□□□	hundred big animals	
九九 □□□□□	thousand big animals	
九九 □□□□□□	ten thousand big animals	

## SB.19 Counting birds and bats:

Read the main article on [Tofugu](#).

% Be careful: many winged animals don't use the 一 counter: flying insects, winged monsters, and flying dinosaurs all use 二 (Table 39) or 三 (Table 40).

All birds are counted with 一 except *very* big birds like ostriches and emus, those use 三 (Table 40).

Table 41: Basic nouns: counting birds and bats.

Name	Meaning	Notes
九九 □□	how many birds/bats?	
九九 □□	one bird/bats	
九九 □□	two birds/bats	
• 九九 □□	three birds/bats	
九九 □□	four birds/bats	
九九 □□	five birds/bats	
九九 □□	six birds/bats	
九九 □□	seven birds/bats	
九九 □□	eight birds/bats	
九九 □□	nine birds/bats	
• 九九 □□□	ten birds/bats	
• 九九 □□□□	hundred birds/bats	

Name	Meaning	Notes
• 千 千 千 千	thousand birds/bats	
• 十 千 千	ten thousand birds/bats	

## SB.20 Counting years:

Tofugu: TO READ

Table 42: Basic nouns: counting years.

Name	Meaning	Notes
千 年	how many years?/which year?	
一 年	one year/first year	
二 年	two years/second year	
三 年	three years/third year	
• 四 年	four years/fourth year	
五 年	five years/fifth year	
六 年	six years/sixth year	
七 年	seven years/seventh year	
八 年	eight years/eighth year	
九 年	nine years/ninth year	
十 年	ten years/tenth year	
百 年	hundred years/hundredth year	
千 年	thousand years/thousandth year	
十 千 年	ten thousand years/ten thousandth year	

## SB.21 Calendar months and days of a week: and

The days of the week are named after the East Asian Seven Luminaries: the sun, the moon, and the five planets visible to the naked eye (Mercury, Venus, Mars, Jupiter, Saturn).

Table 43: Basic nouns: Calendar months and days of a week.

Name	Meaning	Notes
哪 一 月	which month?	
一 月 / 一 月	January	
二 月 / 二 月	February	
三 月 / 三 月	March	
• 四 月 / 四 月	April	
五 月 / 五 月	May	
六 月 / 六 月	June	
• 七 月 / 七 月	July	七 月 / 七 月 is sometimes used for disambiguation; [HN]
八 月 / 八 月	August	
• 九 月 / 九 月	September	
十 月 / 十 月	October	
十 一 月 / 十 一 月	November	
十 二 月 / 十 二 月	December	
哪 一 天	which day of the week?	
日 / 日 / 日	Sunday	Sun
一 / 一 / 一	Monday	Moon
二 / 二 / 二	Tuesday	fire/Mars (火 星)

Name	Meaning	Notes
$\frac{\text{水}}{\text{日}}/\text{水}$	Wednesday	water/Mercury ( $\text{水}$ )
$\frac{\text{木}}{\text{日}}/\text{木}$	Thursday	wood/Jupiter ( $\text{木}$ )
$\frac{\text{金}}{\text{日}}/\text{金}$	Friday	metal/Venus ( $\text{金}$ )
$\frac{\text{土}}{\text{日}}/\text{土}$	Saturday	earth/Saturn ( $\text{土}$ )

SB.22 Counting months: /

Tofugu: TO READ

$\text{月}$  is the  $\text{月}$  reading, so counting uses the  $\text{月}$  counting system.

Table 44: Basic nouns: counting months.

Name	Meaning	Notes
$\text{月}/\text{月}$	how many months?	
• $\text{月}/\text{月}$	one month	$\text{月}$ is semi-archaic; [HN]
$\text{月}/\text{月}$	two months	$\text{月}$ is semi-archaic; [HN]
• $\text{月}/\text{月}$	three months	
• $\text{月}/\text{月}$	four months	
$\text{月}/\text{月}$	five months	
• $\text{月}/\text{月}$	six months	
$\text{月}/\text{月}$	seven months	
• $\text{月}/\text{月}/\text{月}/\text{月}$	eight months	$\text{月}/\text{月}$ may be informal; [HN]
$\text{月}/\text{月}$	nine months	
• $\text{月}/\text{月}$	ten months	
• $\text{月}/\text{月}$	hundred months	
$\text{月}/\text{月}$	thousand months	
$\text{月}/\text{月}$	ten thousand months	

SB.23 Days of the month: / /

Read the main article on Tofugu. Also see Instagram reel.

For calendar days, the  $\text{日}$  counting system ( $\text{日}$ ) is used for {2nd–10th, 14th, 20th, 24th}. All other numbers use standard  $\text{日}$  counting system ( $\text{日}$ ). Furthermore, {17th, 27th} use  $\text{日}$ , and {19th, 29th} use  $\text{日}$ .

For ordinal days (§SB.24), there are two rules. The  $\text{日}/\text{日}/\text{日}$  schema follows the rules of day intervals (§SB.25), so  $\text{日}$  counting system ( $\text{日}$ ) is used for {2nd–10th, 20th} only. Furthermore, {1st–31st, 49th} use the formal readings: {17th, 27th} use  $\text{日}$  ( $\text{日}$  OK for disambiguation) and {19th, 29th, 49th} use  $\text{日}$ . On the other hand, the  $\text{日}/\text{日}$  schema follows these simplified rules: the standard  $\text{日}$  counting system is used for all numbers, and {9th, 19th, 29th, 49th} use  $\text{日}$ .

For day intervals (§SB.25), the  $\text{日}$  counting system ( $\text{日}$ ) is used for {2nd–10th, 20th} only. All other numbers use the standard  $\text{日}$  counting system ( $\text{日}$ ). Furthermore, days intervals in {1–31, 49} days use the formal readings: {17, 27} days use  $\text{日}$  ( $\text{日}$  OK for disambiguation) and {19, 29, 49} days use  $\text{日}$ .

For o’clocks and hour intervals (§SB.26), if the ones place is 4, 7 or 9, then  $\text{日}/\text{日}/\text{日}$  are used, ad infinitum.

Table 45: Basic nouns: calendar days.

Name	Meaning	Notes
哪一天	which day of month/which day?/how many days?	
• 哪一天 / 哪一天	first day of month	哪一天 is sometimes used in business settings; [TFG]
• 哪一天	second day of month	
• 哪一天	third day of month	
• 哪一天	fourth day of month	
• 哪一天	fifth day of month	
• 哪一天	sixth day of month	
• 哪一天	seventh day of month	
• 哪一天	eighth day of month	
• 哪一天	ninth day of month	
• 哪一天	tenth day of month	
• 哪一天	eleventh day of month	
• 哪一天	twelfth day of month	
• 哪一天	thirteenth day of month	
• 哪一天	fourteenth day of month	
• 哪一天	fifteenth day of month	
• 哪一天	sixteenth day of month	
• 哪一天	seventeenth day of month	哪一天 is sometimes used for disambiguation
• 哪一天	eighteenth day of month	
• 哪一天	nineteenth day of month	
• 哪一天	twentieth day of month	
• 哪一天	twenty-first day of month	
• 哪一天	twenty-second day of month	
• 哪一天	twenty-third day of month	
• 哪一天	twenty-fourth day of month	
• 哪一天	twenty-fifth day of month	
• 哪一天	twenty-sixth day of month	
• 哪一天	twenty-seventh day of month	哪一天 is sometimes used for disambiguation
• 哪一天	twenty-eighth day of month	
• 哪一天	twenty-ninth day of month	
• 哪一天	thirtieth of month	
• 哪一天	thirty-first day of month	
哪一天 / 哪一天	forty-ninth day after death	

SB.24 Ordinal days: { / } /

Read the main article on [Tofugu](#).

哪 is casual, 哪 is formal. 哪 is 哪 and follows pronunciations from §SB.25; 哪 is 哪 and forces 哪 to take its 哪 reading.

Table 46: Basic nouns: ordinal days.

Name	Meaning	Notes
哪一天	which day of month/which day?/how many days?	
哪一天	which day?	
哪一天 / 哪一天	first day	
• 哪一天 / 哪一天	second day	

Name	Meaning	Notes
<div>日 日 日 日 日 日 / 日 日</div>	third day	
<div>日 日 日 日 日 日 / 日 日</div>	fourth day	
<div>日 日 日 日 日 日 日 日 / 日 日</div>	fifth day	
<div>• 日 日 日 日 日 日 日 日 / 日 日</div>	sixth day	
<div>• 日 日 日 日 日 日 日 日 / 日 日</div>	seventh day	
<div>• 日 日 日 日 日 日 日 日 / 日 日</div>	eighth day	
<div>• 日 日 日 日 日 日 日 日 日 日 / 日 日</div>	ninth day	
<div>日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	tenth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	eleventh day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twelfth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	thirteenth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	fourteenth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	fifteenth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	sixteenth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	seventeenth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	eighteenth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	nineteenth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twentieth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-first day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-second day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-third day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-fourth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-fifth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-sixth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-seventh day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-eighth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	twenty-ninth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	thirtieth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	thirty-seventh day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	thirty-ninth day	
<div>• 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	forty-ninth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	fifty-ninth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	hundredth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	thousandth day	
<div>日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 日 / 日 日 日</div>	ten thousandth day	

SB.25 Counting days: { / }

Read the main article on [Tofugu](#).

The 日 日 日 日 suffix here means “interval”. While typically dropped in the absence of ambiguity, it is necessary here to distinguish day intervals from days of the month (§SB.23; [WB]).

For formal settings and specifically **days and hours** (with the exception of day of month 日 日), 日 日 is preferred over 日, though the latter may be used for disambiguation with 日.

Table 47: Basic nouns: counting days.

Name	Meaning	Notes
日 日 日 日	which day of month/which day?/how many days?	
日 日 日 日	one day	



Name	Meaning	Notes
• 二日 二日 三日 四日 五日	two days three days four days five days	
• 六日 七日	six days seven days	
• 八日 九日 十日 十一日 十二日 十三日 十四日 十五日 十六日	eight days nine days ten days eleven days twelve days thirteen days fourteen days fifteen days sixteen days	
• 十七日 十八日 十九日 二十日 二十一日 二十二日 二十三日 二十四日 二十五日 二十六日	seventeen days eighteen days nineteen days twenty days twenty-one days twenty-two days twenty-three days twenty-four days twenty-five days twenty-six days	二十日 is sometimes used for disambiguation
• 二十七日 二十八日 二十日 二十九日 三十日 三十一日 三十二日 三十三日 三十四日 三十五日 三十六日	twenty-seven days twenty-eight days twenty-nine days thirty days thirty-seven days thirty-nine days forty-nine days fifty-nine days hundred days thousand days ten thousand days	二十日 is sometimes used for disambiguation

SB.26 Counting o’clocks and hours: and

Tofugu: TO READ

Table 48: Basic nouns: counting o’clocks and hours.

Name	Meaning	Notes
何日 何	which hour (of day)?	
零日 零	zero o’clock (midnight/noon)	
一日 一	one o’clock	
二日 二	two o’clock	

Name	Meaning	Notes
<div><div>三 点</div><div>三 点</div></div>	three o'clock	
<div><div>四 点</div><div>四 点</div></div>	four o'clock	
<div><div>五 点</div><div>五 点</div></div>	five o'clock	
<div><div>六 点</div><div>六 点</div></div>	six o'clock	
<div><div>七 点</div><div>七 点</div></div>	seven o'clock	<div>七 点</div> <div>七 点</div> is sometimes used for disambiguation
<div><div>八 点</div><div>八 点</div></div>	eight o'clock	
<div><div>九 点</div><div>九 点</div></div>	nine o'clock	
<div><div>十 点</div><div>十 点</div></div>	ten o'clock	
<div><div>十 一 点</div><div>十 一 点</div></div>	eleven o'clock	
<div><div>十 二 点</div><div>十 二 点</div></div>	twelve o'clock	
<div><div>十 三 点</div><div>十 三 点</div></div>	thirteen o'clock	
<div><div>十 四 点</div><div>十 四 点</div></div>	fourteen o'clock	
<div><div>十 五 点</div><div>十 五 点</div></div>	fifteen o'clock	
<div><div>十 六 点</div><div>十 六 点</div></div>	sixteen o'clock	
<div><div>十 七 点</div><div>十 七 点</div></div>	seventeen o'clock	<div>十 七 点</div> <div>十 七 点</div> is sometimes used for disambiguation
<div><div>十 八 点</div><div>十 八 点</div></div>	eighteen o'clock	
<div><div>十 九 点</div><div>十 九 点</div></div>	nineteen o'clock	
<div><div>二 十 点</div><div>二 十 点</div></div>	twenty o'clock	
<div><div>二 十 一 点</div><div>二 十 一 点</div></div>	twenty-one o'clock	
<div><div>二 十 二 点</div><div>二 十 二 点</div></div>	twenty-two o'clock	
<div><div>二 十 三 点</div><div>二 十 三 点</div></div>	twenty-three o'clock	
<div><div>二 十 四 点</div><div>二 十 四 点</div></div>	twenty-four o'clock	
<div><div>几 点</div><div>几 点</div></div>	how many hours?	
<div><div>一 点</div><div>一 点</div></div>	one hour	
<div><div>二 点</div><div>二 点</div></div>	two hours	
<div><div>三 点</div><div>三 点</div></div>	three hours	
<div><div>四 点</div><div>四 点</div></div>	four hours	
<div><div>五 点</div><div>五 点</div></div>	five hours	
<div><div>六 点</div><div>六 点</div></div>	six hours	
<div><div>七 点</div><div>七 点</div></div>	seven hours	<div>七 点</div> <div>七 点</div> is sometimes used for disambiguation
<div><div>八 点</div><div>八 点</div></div>	eight hours	
<div><div>九 点</div><div>九 点</div></div>	nine hours	
<div><div>十 点</div><div>十 点</div></div>	ten hours	
<div><div>十 一 点</div><div>十 一 点</div></div>	eleven hours	
<div><div>十 二 点</div><div>十 二 点</div></div>	twelve hours	
<div><div>十 三 点</div><div>十 三 点</div></div>	thirteen hours	
<div><div>十 四 点</div><div>十 四 点</div></div>	fourteen hours	
<div><div>十 五 点</div><div>十 五 点</div></div>	fifteen hours	
<div><div>十 六 点</div><div>十 六 点</div></div>	sixteen hours	
<div><div>十 七 点</div><div>十 七 点</div></div>	seventeen hours	<div>十 七 点</div> <div>十 七 点</div> is sometimes used for disambiguation
<div><div>十 八 点</div><div>十 八 点</div></div>	eighteen hours	
<div><div>十 九 点</div><div>十 九 点</div></div>	nineteen hours	
<div><div>二 十 点</div><div>二 十 点</div></div>	twenty hours	
<div><div>二 十 一 点</div><div>二 十 一 点</div></div>	twenty-one hours	
<div><div>二 十 二 点</div><div>二 十 二 点</div></div>	twenty-two hours	

Name	Meaning	Notes
<div>二十 三 时</div> <div>二十 三 时</div>	twenty-three hours	
<div>二十 四 时</div> <div>二十 四 时</div>	twenty-four hours	
<div>百 时</div> <div>百 时</div>	hundred hours	
<div>千 时</div> <div>千 时</div>	thousand hours	
<div>十 千 时</div> <div>十 千 时</div>	ten thousand hours	

SB.27 Counting minutes:

Read the main article on [Tofugu](#).

Table 49: Basic nouns: counting minutes.

Name	Meaning	Notes
<div>多少 分钟</div> <div>多少 分钟</div>	how many minutes?	
<div>一 分钟</div> <div>一 分钟</div>	one minute	
<div>二 分钟</div> <div>二 分钟</div>	two minutes	
<div>三 分钟</div> <div>三 分钟</div>	three minutes	
<div>四 分钟</div> <div>四 分钟</div>	four minutes	
<div>五 分钟</div> <div>五 分钟</div>	five minutes	
<div>六 分钟</div> <div>六 分钟</div>	six minutes	
<div>七 分钟</div> <div>七 分钟</div>	seven minutes	
<div>八 分钟</div> <div>八 分钟</div>	eight minutes	
<div>九 分钟</div> <div>九 分钟</div>	nine minutes	
<div>十 分钟</div> <div>十 分钟</div>	ten minutes	
<div>十五 分钟</div> <div>十五 分钟</div>	fifteen minutes	
<div>三十 分钟</div> <div>三十 分钟</div>	thirty minutes	
<div>四十五 分钟</div> <div>四十五 分钟</div>	fourty-five minutes	
<div>百 分钟</div> <div>百 分钟</div>	hundred minutes	
<div>千 分钟</div> <div>千 分钟</div>	thousand minutes	
<div>十 千 分钟</div> <div>十 千 分钟</div>	ten thousand minutes	

SB.28 Counting seconds:

Table 50: Basic nouns: counting seconds.

Name	Meaning	Notes
<div>多少 秒</div> <div>多少 秒</div>	how many seconds?	
<div>一 秒</div> <div>一 秒</div>	one second	
<div>二 秒</div> <div>二 秒</div>	two seconds	
<div>三 秒</div> <div>三 秒</div>	three seconds	
<div>四 秒</div> <div>四 秒</div>	four seconds	
<div>五 秒</div> <div>五 秒</div>	five seconds	
<div>六 秒</div> <div>六 秒</div>	six seconds	
<div>七 秒</div> <div>七 秒</div>	seven seconds	
<div>八 秒</div> <div>八 秒</div>	eight seconds	
<div>九 秒</div> <div>九 秒</div>	nine seconds	
<div>十 秒</div> <div>十 秒</div>	ten seconds	
<div>百 秒</div> <div>百 秒</div>	hundred seconds	
<div>千 秒</div> <div>千 秒</div>	thousand seconds	
<div>十 千 秒</div> <div>十 千 秒</div>	ten thousand seconds	

## SB.29 Counting positions:

Table 51: Basic nouns: counting positions.

Name	Meaning	Notes
〇〇〇〇 〇〇	which position?	
〇〇〇〇 〇〇	first position	
〇 〇〇 〇〇	second position	
〇〇〇〇 〇〇	third position	
〇〇〇〇 〇〇	fourth position	
〇 〇〇 〇〇	fifth position	
〇〇〇〇 〇〇	sixth position	
〇〇〇〇 〇〇	seventh position	
〇〇〇〇 〇〇	eighth position	
〇〇〇〇〇 〇〇	ninth position	
〇〇〇〇〇 〇〇〇	tenth position	
〇〇〇〇〇 〇〇〇〇	hundredth position	
〇〇〇〇〇 〇〇〇〇〇	thousandth position	
〇〇〇〇〇〇 〇〇〇	ten thousandth position	

## SB.30 Counting occurrences:

Tofugu: TO READ

Table 52: Basic nouns: counting occurrences.

Name	Meaning	Notes
〇〇〇〇 〇〇	how many times?	
• 〇〇〇〇 〇〇	one time	
〇 〇〇 〇〇	two times	
〇〇〇〇 〇〇	three times	
〇〇〇〇 〇〇	four times	
〇 〇〇 〇〇	five times	
• 〇〇〇〇 〇〇	six times	
〇〇〇〇 〇〇	seven times	
• 〇〇〇〇 〇〇〇〇 〇〇 〇〇	eight times	〇〇〇〇 is probably informal
〇〇〇〇〇 〇〇	nine times	
• 〇〇〇〇〇 〇〇〇	ten times	
• 〇〇〇〇〇 〇〇〇〇	hundred times	
〇〇〇〇 〇〇〇〇〇	thousand times	
〇〇〇〇〇〇 〇〇〇	ten thousand times	

## SB.31 Counting methods/ways/kinds:

Tofugu: TO READ

Table 53: Basic nouns: counting methods/ways/kinds.

Name	Meaning	Notes
〇〇〇〇 〇〇〇	how many methods/ways/kinds?	
• 〇〇〇〇 〇〇〇	one method/way/kind	
〇 〇〇 〇〇〇	two methods/ways/kinds	
〇〇〇〇 〇〇〇	three methods/ways/kinds	
〇〇〇〇 〇〇〇	four methods/ways/kinds	

Name	Meaning	Notes
五 五	five methods/ways/kinds	
六 六	six methods/ways/kinds	
七 七	seven methods/ways/kinds	
• 八 八	eight methods/ways/kinds	八 is probably informal
九 九	nine methods/ways/kinds	
• 十 十	ten methods/ways/kinds	
百 百	hundred methods/ways/kinds	
千 千	thousand methods/ways/kinds	
万 万	ten thousand methods/ways/kinds	

SB.32 Counting shots/hits/punches:

Tofugu: TO READ

Table 54: Basic nouns: counting shots/hits/punches.

Name	Meaning	Notes
• 一 一	how many shots/hits/punches?	
• 二 二	one shot/hit/punch	
三 三	two shots/hits/punches	
• 四 四	three shots/hits/punches	
五 五	four shots/hits/punches	
六 六	five shots/hits/punches	
• 七 七	six shots/hits/punches	
八 八	seven shots/hits/punches	
• 九 九	eight shots/hits/punches	
十 十	nine shots/hits/punches	
• 百 百	ten shots/hits/punches	百 also possible?
• 千 千	one hundred shots/hits/punches	
• 万 万	one thousand shots/hits/punches	
• 十 十	ten thousand shots/hits/punches	

VA Interjections and expressions

VA.1 Greetings

Table 55: Interjections and expressions: greetings. **TO ORGANISE.**

Expression	Meaning	Notes
aaa	good morning	colloquial
aaaa[aaaaa]	good morning	(aaa aaaaa); [polite]
aaaaa	hello/good afternoon/good day	aaa
aaaaa	good evening	aaa
aa[aaa]	good night	
aa	thanks for coming/glad you could make it; thanks for helping	
aaaaaa	nice to meet you/glad to make your acquaintance/how do you do	aa
aaaaaa	(after some time apart) how have you been?/nothing untoward has happened, has it?	polite
aaaaaa/aaaaaa	I look forward to working with you/please remember me/please treat me favourably/please help me	aa aa {aaa/aaa}; polite; also in Table 56
aaaa	I'm home/I'm back	aa
aa[aaa]	welcome home	
aaaa	excuse me/hey	also an adverb
aaaa	hello (on phone)/excuse me (calling out to someone)	aa
aaaa	long time no see	polite
aa	hey! (calling out to someone); hey! (to scold)	
aa	hey, you!/you bastard!/damn you!	derogatory
aaaaaa	please excuse my intrusion/I'm coming in ("I'm intruding")	
aaaa	excuse me/I'm sorry/I'm coming in (I'm being rude)	polite
aaaaaa	just out for a bit; euphemism for toilet break	
aaaa	that's enough for today	also a noun
aa aa	thank you for your hard work/good work/see you/goodbye/goodnight	
aa	see you tomorrow	
aa	bye/see you later	
aa	I'm off/see you later	
aa	I'm off/see you later	
aaaaaa	have a good day/take care/see you (often in response to aaaaa)	aaaaaa
aaaaaa	please excuse my intrusion/I'm leaving ("I intruded")	
aaaa	excuse me/I'm sorry/I'm leaving ("I was rude")	polite
aaaaaa	pardon me for leaving first (before everyone else still present)	
aaaa	welcome	
aaaaaa	welcome	honorific; also in Table 56
aaaaaa	welcome (in shops and restaurants)	
aaaaaa	thank you for waiting/sorry to have kept you waiting	polite
aaaaaa	thank you for the meal (just served); I receive (this meal)	aa
aaaaaa[aaa]	thank you for the meal (consumed)	aaaaa[aaa]; [polite]

VA.2 Exclamations

Read the main article for apologies on CM.

Table 56: Interjections and expressions: exclamations. **TO ORGANISE.**

Expression	Meaning	Notes
aa	yes/that is correct/I'm here/pardon?	
aa	yes/yeah/mhmm	
aaaa	hmm/uh-huh; murmur indicating approval/comprehension	slang
aaa	yes	
aa/aaa/[aaaa/aaaaaa]	that's right/indeed (reference to something that was said/done)	e.g. aaaaaaa; [polite]
aaaa[...]	that's right/indeed/that's it (reference to something that was said/done)	casual
aaaa	oh, yes!/that's it/indeed/I remember	
aaaaaa	now that you mention it/that reminds me/speaking of which	
aa/aaa	hmm/I see	
aa aa	no thanks/I'm good	aa
aaa/aa	no	aa
aaa/aaa	um/well/no	
aa	no/not needed/not allowed	
aaa	no/that's wrong/it's not like that; isn't it?/wasn't it?	
aaaa	skip it/drop it; I've had enough/that's enough	
aaaaaa	no thanks/I will refrain	aaaaaa; aaaaaaa
aaa[aaa]	please	[humble]
aa	please/please do	slang, also a verb
{aaaaaa/aaaaaa}	please do/please take care of	aa aa {aaa/aaa}; polite; also in Table 55
(a/a<nn>)/<v-te>aaaa	please do for me	honorific

Expression	Meaning	Notes
给我	please give me (imperative of 给)	(给); honorific
请进来/请待	please come/go/stay (polite imperative)	also in Table 55
如果你不介意/如果你喜欢/如果你对...感兴趣	if you don't mind/if you like/if you're interested	(如果你不介意); polite
当然!	certainly! (in response to superior/customer)	(当然); polite
做完了/做完了	finished doing/did completely	slang of 做完/做完
请克制	please refrain from	
感觉好	feels good	also an adjective
干杯/干杯	cheers/bottoms-up	also a verb
好吃/厉害/好	delicious/skilled/good	colloquial
嗯/嗯/好/说	um/er/well/say	
好/现在	well/now	also a pronoun
什么/什么 他妈的/该死的	what/what the heck/damn	
你刚才只说(给我)?/什么?/什么?	what did you just say (to me)?/what's that?	
我的 goodness!/好 lord!/ holy cow!	my goodness!/good lord!/holy cow!	
该死的 hell!/ oh great!/ son of a X/ holy mackerel/ oh no!/ holy cow!/ damn!	what the hell/oh great!/son of a X/holy mackerel/oh no!/holy cow!/damn!	
为什么? 为什么? 有什么问题?	why? why not? what's wrong?	
有什么问题?/有什么问题?	what's the matter?/what's wrong?	
<nn>[你/我]发生了什么事	what happened to <nn>?/what have you done with <nn>?	
做什么	what to do	
你会做什么?/做什么 about it?	what would you do?/what to do about it?	
也许/可能 (sentence ender)	perhaps/possibly (sentence ender)	(也许)
它似乎那样; 如果	it seems that; as if	polite
它似乎那样; 如果	it seems that; as if	polite
像那样的事情/类似那样的事情/类似那样的事情/在那样的事情中	something like that/sort of like that/similar to that/in that vein	slang, abbreviation of 像那样的事情
你和我之间的谈话/对话	confidential talk/conversation between you and me	
帮助!	help!	
小心!/小心!/小心!	watch out!/look out!/be careful!	
小心/小心	take care/be careful	(小心)
坚持下去/坚持下去/坚持下去/坚持下去	hang in there/go for it/keep at it/do your best	(坚持下去)
我的 bad/抱歉	my bad/sorry	casual; also an adjective
我的 bad/抱歉 (for past mistake)	my bad/sorry (for past mistake)	casual; also an adjective
对不起/对不起	I'm sorry/excuse me/pardon me	(对不起); casual
对不起/对不起	I'm sorry/excuse me/pardon me	(对不起); semi-formal
请原谅我	please forgive me	(对不起); honorific, semi-formal
请原谅我	please forgive me	(对不起); honorific, formal
{对不起/对不起}	I'm sorry ("I am regretful")	({对不起/对不起}); semi-formal
{对不起/对不起}	I'm sorry ("I am regretful")	({对不起/对不起}); humble, formal
对不起 (esp. in written apology) ("I perform apology")	I'm sorry (esp. in written apology) ("I perform apology")	(对不起); humble, formal
对不起 ("I perform apology")	I'm sorry ("I perform apology")	(对不起); humble, formal
对不起 ("I offer my apology")	I'm sorry ("I offer my apology")	humble, formal
对不起/对不起/对不起	I'm sorry/it's inexcusable ("excuse does not exist")	semi-polite
对不起/对不起/对不起	I'm sorry/it's inexcusable ("excuse does not exist")	polite
对不起/对不起/对不起	excuse me/pardon me/I'm sorry (general/for the inconvenience)	(对不起); [polite]
对不起	excuse me/I'm sorry	also an adjective
对不起	I'm sorry/excuse me/my apologies (general/for the inconvenience)	polite
我们为任何可能造成的不便道歉 (common email/announcement-end greeting) ("I have no excuse for causing you this trouble.")	We apologise for any inconvenience this may cause (common email/announcement-end greeting) ("I have no excuse for causing you this trouble.")	polite, formal
谢谢 (abbreviation)	thanks (abbreviation)	
非常感谢	thank you very much	(非常感谢)
谢谢/谢谢	thanks/thank you	(谢谢/谢谢); [polite]
谢谢 (for past action)	thank you (for past action)	(谢谢); polite
谢谢	thank you	also an adjective
你不用提/不用提/不用提/不用提	you're welcome/don't mention it/not at all/my pleasure	(你不用提)
它并不麻烦/它并不麻烦/它并不麻烦/它并不麻烦	it was no bother at all/not at all/don't mention it	
是我应该说的	it is I who should say so	also in Table 72
别担心/别担心	don't worry about it/nevermind	
别担心/别担心	don't worry about it/forget about it	
没有问题/容易的任务	no problem/easy task	
没有问题/没有问题/没有问题/没有问题	no problem/not an issue/all right	also an adjective
没有问题/没有问题/没有问题/没有问题	no problem/it doesn't matter	
没有问题/没有问题/没有问题/没有问题	no problem/it doesn't matter	
祝贺!/做得好!	congratulations!/well done!	(祝贺/做得好); [polite]
你知道吗?/你思考得太多了吗?	Do you know?/do you think so too?	(你知道吗); also a verb
我知道/我认为如此	I know/I think so too	(我知道); also a verb
似乎/我认为/我猜/我怀疑/我希望; 对吗?/你不赞成?/我认为你说得对!	seems/I think/I guess/I wonder/I hope; right?/don't you agree?/I thought you'd say that!	conjunctural form of copula 是
不明白/不知道	not understanding/not knowing	(不明白); slang
怎么?/我怀疑/我不知道	how about?/I wonder/I don't know	
我看见了/那是对的/确实	I see/that's right/indeed	(我看见了)
是那样的吗? (rhetorical); 我看见了/对/好/OK	is that so? (rhetorical); I see/right/oh/OK	
哦, 对/我看见了/OK/搞定了	oh, right/I see/OK/gotcha	
我得到了/我看见了/我现在知道/所以那是那个原因	I got it/I see/I now know/so that's the reason	(我得到了)

Expression	Meaning	Notes
OK OK	OK/roger	also a noun, verb
OK	alright/looking good/OK	
in that case/that being the case		
no way! really!? unbelievable!		colloquial
my goodness (surprise/wonder)		
by no means/never!/no way!		( <sup>no</sup> ); also a noun
in case of emergency/for a rainy day/in time of need		
absolutely not!/far from it!/impossible!/what a thing to say!/no way!		
like I said/I told you already		also a conjunction
oi! hey! come on!		
hey/listen/look/say		
look! see! hey!		
jeez/come on		
good grief		( <sup>no</sup> )
good grief		slang
what (are you trying to say/do you mean)?		
eh? what? oh?		
huh? eh? what? look! listen!		
oh!/ah!/oh no		feminine
oh my god!/oh my gosh!/you got me!/wow! (surprised/frightened)		
darn it!/oops!/oh dear!/oh no!		
oh!/ah!/oh dear!/dear me!/thank God!		
oh!/ah!/oh dear!/good grief!/dear me!/thank God!		
no way/not a chance		feminine/childish
no way!/never!		
stop messing around!/get real!/screw you!		slang
stop messing around!/get real!/screw you!		slang
fuck you!/don't fuck with me!/don't fuck around!		expletive
fuck you		slang, expletive
stop!/not one step further!		
that's enough!/cut it out!/get a life!		
shape up!/act properly!		
pull yourself together/get a grip/get a hold of yourself/come on		
come on/come now/come along (to urge/encourage others); here goes (indicates resolve); well (indicates uncertainty/hesitation); about that/actually (interrupting someone)		
well/now/then		CONJUNCTION
damn/damn it/shit/crap		( <sup>no</sup> )
you bastard/son of a bitch!		derogatory
damn it/son of a bitch/god damn it		( <sup>no</sup> )
annoying/noisy		colloquial
shut up!/be quiet!		( <sup>no</sup> )
be quiet!		also an adverb
to become hungry/get an empty stomach		
to be thirsty		
that's all		
any more/anymore/any further/any better/any longer (usu. with negative sentence)		
it's not much, but... (when giving a gift)		humble; ( <sup>no</sup> ) [KK]
ding/ping		ONOMATOPEIC manga slang
tlwap/suack (used when winking)		[PX]
there is no use shutting the stable door after the horse has bolted ("squeezing your buttocks after you have farted")		PROVERB
good advice is harsh to the ear		

## VA.3 Sentence builders

Table 57: Interactions and expressions: sentence builders.

Expression	Meaning	Notes
called/named		( <sup>no</sup> )
that is to say/so that means		( <sup>no</sup> )
judging from/on the basis of/from the point of view of		
judging from/on the basis of/from the point of view of		
judging from/on the basis of/from the point of view of		
about/concerning/regarding/as for <about>		( <sup>no</sup> )
concerning/regarding <about>		( <sup>no</sup> )
for more details/further information...		
should do/ought to do		
should do/ought to do		



## VB (nouns)

### VB.1 Meta: Japanese

Table 58: Nouns: meta: Japanese.

Noun	Meaning	Notes
文字	letter/character of an alphabet	
絵文字 ASCII art	emoji; pictorial symbol; ASCII art	
普通名詞	common noun	
同義語	synonym	
同義語	synonym	
準同義語	quasi-synonym (similar meaning but not interchangeable)	
対義語	antonym	
対義語	antonym	
対義語	antonym	
対義語	antonym	
主語	subject	
複合語	compound kanji/idiom	
四文字熟語	four-character compound word (esp. idiomatic)	
形容詞	adjective/□-adjective	
形容動詞	adjectival noun/nominal adjective/quasi-adjective/□-adjective	
前置形容詞	pre-noun adjectival/adnominal adjective	
動詞	verb	
動詞	□-verb	
動詞	□-verb	
他動詞	transitive verb	
自動詞	intransitive verb	
主語	agent/performer of an action	
主動形	active voice	
受動形	passive voice	
受動形	passive form	
直接受動形	direct passive	
間接受動形	indirect passive	
過去形	past tense	
副詞	adverb	
活用	inflection/conjugation	also a verb, also in Table 79
助詞	particle	
接続詞	conjunction	
感動詞	interjection	
丁寧語	polite language (e.g. お願いします)	
敬語	honorific language	
謙語	humble language (e.g. itadaki)	
読み	reading (of a 文字, esp. 読み)	
言い方	phrasing/language/wording/way of saying something	
語彙	word choice	
文語	literary language/words used mainly in writing	
文	sentence; statement (computing)	also in Table 79
文	sentence	also in Table 79
例文	example sentence	

Noun	Meaning	Notes
日本語	Japanese language	
日本語	Japanese word of Chinese origin/Sino-Japanese word	
外来語	loanword in Japanese (esp. those of Western origin)	
語源	etymology/origin/derivation of a word	
◎	“very good”/double circle	
○/◯	“correct”/“good”/circle	
△/△△	not entirely wrong but not entirely right/so-so/average/triangle	
×/××/×××	cross mark/“incorrect”	
〇〇〇〇	sic	(〇〇〇〇)

VB.2 Grammatical

Table 59: Nouns: grammatical.

Noun	Meaning	Notes
物	thing/object	
事	thing/matter	(事)
<to nominalise> 化	nominalising suffix	SUFFIX
<noun> 〇〇 <alias>	<noun>, also known as <alias>, ...	SUFFIX
<advice> 〇〇〇	you should/it’s important to <advice>	SUFFIX

VB.3 Physical

Table 60: Nouns: physical.

Noun	Meaning	Notes
息	sigh	
slap	slap (in the face)	also a verb
爆発	explosion/detonation/blast/blowing up/eruption (also of emotion)	also a verb
移動	movement/transfer/migration/travel	also a verb
行動	taking action/act/conduct/behaviour	also a verb
抱	hug	
運動	exercise/physical training/workout/sports; motion/movement	also a verb
活動	activity/action (of person/animal/organisation/volcano)	
静止	stillness/repose/standing still/dormant (e.g. volcano)	also a verb
動向	movement/motion; trend/development/change/fluctuation	

VB.4 Directions

Read the main articles on JWA and KH.

For the four cardinal directions, the 〇〇〇 readings are 〇〇〇〇〇〇. The corresponding 〇〇〇 readings are 〇〇〇〇〇〇.

〇〇〇〇〇〇〇〇〇 Japan uses EWSN (hence the 〇〇〇〇).

〇〇〇〇〇〇〇〇〇〇 The Western world uses NSEW order.

〇〇〇〇〇〇〇〇〇 China uses ESWN.

When forming the four intercardinal directions and eight secondary intercardinal directions, there is ambiguity in the ordering of constituent cardinals. All permutations are possible, but there are some rules for when to use which:

- When describing something native to Japan, use Japanese ordering.
- When forming international and Western concepts, such as compass directions, use Western ordering (this is standardised by the World Meteorological Organisation). Note that secondary intercardinal directions take the form <cardinal>-<secondary cardinal>.

The readings of the intercardinal and secondary intercardinals are simply the concatenation of the unmodified constituent 読み readings. The only exception is when cardinals describing direction spans come together, in which case *rendaku* occurs, so we have 向き and 向き.

Table 61: Nouns: directions.

Noun	Meaning	Notes
上	up	
下	down	
左	left	
右	right	
左回	left turn	also a verb
右回	right turn	also a verb
前	the way ahead/beyond	also in Table 71
後	back/behind/rear (physical)	[HN]
後	behind (esp. abstract)/after/later	[HN]
中	inside; middle/centre	
中	during/in the middle of/while (something happening)	SUFFIX
東西南北	east, west, south and north (Japanese order)	読み [JWA]
東	east (cardinal direction)	[JWA]
西	west (cardinal direction)	[JWA]
南	south (cardinal direction)	[JWA]
北	north (cardinal direction)	[JWA]
東南	southeast (Japanese ordering)	
西南	southwest (Japanese ordering)	
東北	northeast (Japanese ordering)	
西北	northwest (Japanese ordering)	
東南	southeast (intercardinal direction)	[JWA]
西南	southwest (intercardinal direction)	[JWA]
東北	northeast (intercardinal direction)	[JWA]
西北	northwest (intercardinal direction)	[JWA]
東南	ESE (secondary intercardinal direction)	
西南	SSE (secondary intercardinal direction)	
西南	WSW (secondary intercardinal direction)	
西南	SSW (secondary intercardinal direction)	
東南	ENE (secondary intercardinal direction)	
東南	NNE (secondary intercardinal direction)	
西南	WNW (secondary intercardinal direction)	
西南	NNW (secondary intercardinal direction)	
上	upwards/upbound/ascent	
下	downwards/downbound/descent	
回	return/backwards; return (computing)	
口	entrance/entry	

Noun	Meaning	Notes
<containeer> <sup>〇</sup>	containing <containeer>	SUFFIX
〇〇 〇〇	distance/range/interval; difference/gap (e.g. in opinion); metric (mathematical)	
[〇]〇〇	near/close/beside/vicinity/proximity/besides/while	(〇〇/〇); [honorific]; [goo]
〇〇〇 〇〇〇	detour/roundabout way	
〇〇〇〇 〇〇	entering a store/restaurant; becoming an employee at a store	also a verb
〇 〇 〇〇〇〇	eviction	
〇 〇〇〇 〇〇	the aforementioned	also an expression
〇 〇 〇〇	the following	
〇 〇〇 〇〇	excluding/except for/apart from/other than/besides/in addition to	SUFFIX
〇〇〇〇 〇〇	promotion in rank (of person)	also a verb; [goo]
〇〇〇〇 〇〇	promotion in status (of person/institution)	also a verb; [goo]
〇〇〇〇 〇〇	promotion/advancement (of person)	also a verb; [goo]
〇〇 〇 〇〇〇	upgrade/promotion in status	also a verb
〇〇〇〇〇〇 〇 〇	upgrading/promotion/advancement in grade/class/rank	also a verb; [goo]
〇〇〇〇〇〇 〇 〇 〇〇〇	promotion/appointment to a more senior position	
〇〇〇〇〇〇 〇 〇 〇〇〇	promotion/appointment to a more senior position	
〇〇〇〇 〇〇	demotion/drop in status (of person/institution)	also a verb
〇〇〇〇 〇〇	demotion (of person)	also a verb
〇〇 〇 〇〇〇	status downgrade/demotion	also a verb
〇〇〇〇 〇〇	downgrading/demotion/degradation in grade/class/rank	also a verb
〇〇〇〇〇 〇 〇〇〇〇	demotion to a less senior position	

## VB.5 Navigation

Table 62: Nouns: navigation.

Noun	Meaning	Notes
〇 〇 〇〇〇〇	the act of entering	
〇〇 〇 〇〇	prohibition/ban	
〇〇/BAN	ban (of an online account)	also a verb
〇 〇 〇〇 〇 〇〇〇〇〇〇	on-the-spot/on-site inspection	
〇 〇 〇〇 〇 〇〇〇〇〇〇	no entry/no trespassing/keep out/off-limits	
〇 〇〇〇	stop (road signage)	
〇 〇〇 〇〇	route/line (bus/train/air)	
〇 〇 〇〇	first departure/train/bus (of the day)	
〇 〇 〇〇	first train	(abbreviation of 〇 〇〇〇〇)
〇〇〇〇 〇〇	last departure/train/bus (of the day)	[Wiki]
〇〇 〇 〇〇〇 〇〇〇〇	last train (of the day)	[Wiki]
〇〇〇〇〇〇〇〇 〇 〇〇〇	last train (of the day)	[Wiki]
〇〇〇〇 〇〇	last train/bus (of the day)	(abbreviation of 〇〇〇〇〇〇); [Wiki]
〇〇〇〇 〇〇	last train (of the day)	[Wiki]
〇〇 〇〇	haste/hurry/expedition/speed/dispatch	
〇〇〇〇 〇〇〇	great hurry/great haste/rush	oft. 〇〇〇〇
〇〇〇〇 〇〇	the act of hurrying/rushing to somewhere	also a verb
〇〇〇〇 〇〇	the act of going slowly to somewhere	also a verb
〇 〇〇〇〇〇〇 〇〇〇〇	local train (stops at every station)	

Noun	Meaning	Notes
rapid train	rapid train	
rapid train (abbreviated)	rapid train (abbreviated)	
express train	express train	
express train (abbreviated)	express train (abbreviated)	
limited express train	limited express train	
limited express train (abbreviated)	limited express train (abbreviated)	
limited express train (abbreviated)	limited express train (abbreviated)	

## VB.6 Places

Table 63: Nouns: .

Noun	Meaning	Notes
place/location/spot	place/location/spot	
place/spot/scene/site;	place/spot/scene/site;	( )
place/spot/scene/site; address; district/area/locality; space/room	place/spot/scene/site; address; district/area/locality; space/room	( ); SUFFIX
about to/on the verge of <v>	about to/on the verge of <v>	( )
just finished doing/was just doing/have just done <v>	just finished doing/was just doing/have just done <v>	( )
position (pose/vacancy)	position (pose/vacancy)	
local/actual place (e.g. local timezone)	local/actual place (e.g. local timezone)	
street/neighbourhood	street/neighbourhood	[HN1], [HN2]
street/road/avenue	street/road/avenue	
district of a town/city block	district of a town/city block	
neighbourhood association	neighbourhood association	
(multi-floor) building	(multi-floor) building	
restaurant (esp. Western)	restaurant (esp. Western)	
library	library	
bank	bank	
public park	public park	
highway/expressway	highway/expressway	
highway/expressway (abbreviation)	highway/expressway (abbreviation)	also an adjective
police station	police station	
canteen/cafeteria/dining room/restaurant/eatery	canteen/cafeteria/dining room/restaurant/eatery	
toilet/restroom/lavatory/bathroom	toilet/restroom/lavatory/bathroom	also:
convenience store	convenience store	
rural area/countryside; hometown	rural area/countryside; hometown	
city/urban/municipal/town	city/urban/municipal/town	
door/gate/opening	door/gate/opening	also:
east gate	east gate	
south gate	south gate	
north gate	north gate	
bridge	bridge	
house (physical entity)	house (physical entity)	neutral, [SE]
one's home/house/family/household (of speaker, by default)	one's home/house/family/household (of speaker, by default)	[SE], also a pronoun, [honorific]
room	room	
kitchen	kitchen	also:
stairs/stairway/staircase	stairs/stairway/staircase	

Noun	Meaning	Notes
学校 □□	school	
小学 □□	elementary/primary school	
初中 □□	junior high/middle/lower secondary school	
高中 □□	senior high school	
大学 □□	university/college	
校园 □□	campus	
教室 □□	classroom/lecture room; university department; class/course; school (for specific discipline)	

## VB.7 Vehicles

Table 64: Nouns: vehicles.

Noun	Meaning	Notes
汽车 □	car/vehicle	
救护车 □ □□	ambulance	
火车 □□	train/railway train	
电车 □□	electric train	
车厢 □	train cabin	also in Table 68

## VB.8 Furniture

Table 65: Nouns: furniture.

Noun	Meaning	Notes
椅子 □□	chair/stool	
墙 □	wall/partition	
墙纸 □□	wallpaper/background image	
抱枕 □ □□	body/waifu/husbando pillow	
枕头 □	pillow	SUFFIX
柱子 □	pillar/post; support/prop/mainstay	
锅 □	pan/saucepan; pot; stew/hot pot	
窗 □	window	also: 窗口 (computing)

## VB.9 Organisms

Table 66: Nouns: organisms.

Noun	Meaning	Notes
猫 □	cat	
小猫 □□	kitten	
狗 □	dog; spy/loser	
小狗 □□	puppy	
鱼 □	fish	
人类 □□	human being/humankind	
蜈蚣	centipede	(□□); also a counter for shoes/ socks
小鱼 □□	small fish/small fry	also in Table 74
猫头鹰 □□□□	owl	(□□)
鸟 □	bird; bird meat/fowl/poultry (esp. chicken meat)	
章鱼	octopus	(□□); also in Table 74
鳗鱼	eel (Japanese eel)	

Noun	Meaning	Notes
鴿 鴿	pigeon/dove	
鴿鴿鴿鴿	pigeon/dove	(鴿鴿鴿); children's language
鴨鴨	domestic duck	

## VB.10 Food

Table 67: Nouns: food.

Noun	Meaning	Notes
飯 飯	cooked rice/meal	
飯 飯 飯飯	breakfast	
飯 飯飯	bread/sandwich for breakfast	slang/pun (ha)
飯飯飯 飯 飯	breakfast	
飯 飯 飯飯	lunch	
飯飯飯 飯 飯	lunch/midday meal	
飯 飯 飯飯	dinner	
飯飯飯 飯 飯	evening meal/dinner	
飯飯飯 飯 飯	supper/dinner	
飯飯飯飯	take-out/takeaway food	also a verb
飯 飯 飯飯	take-out/takeaway (food), esp. 飯飯飯飯飯飯飯飯 (please make it a takeaway)	also a verb
飯 飯 飯飯	food	
飯飯 飯 飯 飯	cooking/cuisine/dish	also a verb
肉 肉	meat	
果 果	fruit	
蔬菜 蔬菜	vegetable	also: 蔬菜
水果 水果	fruits and vegetables	
蛋 蛋	eggs/egg/roe	
魚	tuna	(魚)
蝦	prawn/shrimp/lobster	(蝦)
蘋果	apple	(蘋果)
草莓	strawberry	(草莓)
香蕉	banana	
柚子	yuzu fruit	(柚子)
山葵	wasabi/Japanese horseradish	(山葵)
桃 桃	peach	
薰衣草	lavender (flower)	
飲 飲	the act of drinking	
飲 飲 飲飲	beverage	
抹茶 抹茶	matcha, powdered green tea	
軟飲	soft drink (usually fruit-based)/sweet drink/juice	
汁 汁	juice/sap; soup/broth; dipping suace	
咖啡	coffee	(咖啡)
瓷碗 飯 碗 / 飯	porcelain bowl/meat served over rice	
麵	buckwheat/buckwheat noodles	(麵)
[盒]飯	Japanese box lunch	
[湯]飯	dashi (Japanese soup stock made from fish and kelp)	([湯]飯); [polite]
味噌 味噌	miso, fermented soybeans condiment	
味噌湯 味噌	miso soup	

Noun	Meaning	Notes
糖 糖	(hard) candy	
烧烤/烤肉 烤肉	Japanese dish of roasted/grilled meat (similar to KBBQ)	
章鱼小丸子 章鱼小丸子	octopus dumplings/takoyaki	
火锅	hot pot dish where thinly sliced meat is boiled quickly then dipped in sauce	ONOMATOPOEIC
甜点	dessert	
海藻 海藻	edible seaweed	(海藻)
炖菜 炖菜	stew/food cooked in a pot	
炖菜	stew (esp. Japanese cream stew)	also: 炖菜炖菜
面包 面包	bread/sweet pastry	
面包 面包	(rectangular) loaf of bread	
麻辣豆腐 麻辣豆腐	mabo tofu/mapo tofu (spicy Sichuan dish of tofu and minced meat)	

## VB.11 Small objects: stationery

Table 68: Nouns: small objects: stationery.

Noun	Meaning	Notes
书 书	book/document	
秘密/宝藏书 秘密/宝藏书	secret/treasured book	also in Table 74
书 书	book/volume/script	
账本 账本	book/register	
纸 纸	paper	
信 信	letter/mail	
明信片 明信片	postcard	
纸板 纸板	cardboard	
瓦楞纸板 瓦楞纸板	(corrugated) cardboard	
纸箱 纸箱	cardboard box	
箱子 箱子	box/case/chest/crate; package	also in Table 64
笔记 笔记	memo/note	also a verb
笔记本 笔记本	note/notebook/exercise book/laptop computer	also a verb
词典 词典	dictionary	
计算器 计算器	calculator	
算盘 算盘	abacus	算盘 算盘
铅笔 铅笔	pencil	
剃须刀 剃须刀	razor	剃须刀 (剃须刀)

## VB.12 General objects

Table 69: Nouns: small objects: general objects.

Noun	Meaning	Notes
望远镜 望远镜	binoculars/field glasses	
夜视仪 夜视仪	night-vision scope	
望远镜 望远镜	telescope	
包 包	bag/briefcase/basket	(包)
袋子 袋子	bag/sack/pouch	
标签 标签	label/tag	
标志 标志	label/tag; sign/card/plate	



## VB.13 Date

Table 70: Nouns: date.

Noun	Meaning	Notes
□ □□□	(referring to) the date of an event	□<event>□□□□
□□□□ □□	every day	also an adverb, [HN]
□ □ □□	day after day	also an adverb, [HN]
□□□□ □□	weekend	
□□□ □□	the other day/a few days ago	also an adverb
□□□□ □□□	day before yesterday (from now)	also an adverb
□□ □□	yesterday (from now)	also an adverb
□□ □□	today (now)	also an adverb; [goo]
□□□□ □□	today (now)	also an adverb; formal, [goo]
□□ □□	tomorrow (from now)	also an adverb
□□□□ □□□	day after tomorrow (from now)	also an adverb
□□□□□ □□□	two days before (an event)	also an adverb
□□□□ □□	the day before (an event)	also an adverb
□□□□ □□	the day (of an event)	also an adverb
□□□□ □□	the day after (an event)	also an adverb
□□□□□ □□□	two days later (an event)	also an adverb
□□□□□□ □□□	two weeks ago (from now)	also an adverb, [HN]
□□□□□ □□	last week (from now)	also an adverb, [HN]
□□□□□ □□	this week (now)	also an adverb
□□□□□□ □□□	this weekend	
□□□□ □□	next week (from now)	also an adverb, [GC]
□□□□□□ □□□	two weeks later (from now)	
□ □□□ □□	next week (recurring event, e.g. TV)	also an adverb, [GC]
□□□□ □□	the week before (an event)	also an adverb, [HN]
□□□□ □□	the week (of an event)	also an adverb
□□□□ □□	the week after (an event)	also an adverb, [GC]
□□□□□ □□□	two weeks after (an event)	also an adverb, [GC]
□□□□□ □□□	two months ago (from now)	also an adverb
□□□□ □□	last month (from now)	also an adverb
□□□□ □□	this month (now)	also an adverb
□□□□ □□	next month (from now)	also an adverb
□□□ □□	the month before (an event)	also an adverb
□□□□ □□	the month (of an event)	also an adverb
□□□□ □□	the month after (an event)	also an adverb
□□□□□ □□□	two months after (an event)	also an adverb
□□□□ □□□	two years ago (from now)	casual, also an adverb, [goo]
□□□□ □□	last year (from now)	casual, also an adverb, [goo]
□□□□□ □□□	two years ago (from now)	formal, also an adverb, [goo], [HN]
□□□□ □□	last year (from now)	formal, also an adverb, [goo]
□□ □□	this year (from now)	also an adverb
□□□ □□	next year (from now)	also an adverb
□□□□ □□	next year (from now)	formal, also an adverb
□ □□□ □□□	two years later (from now)	also an adverb
□□□□ □□□	two years before (an event)	

Noun	Meaning	Notes
前年 前	the year before (an event)	also an adverb
当年 年	the year (of an event)	also an adverb
后年 年	the year after (an event)	also an adverb
两年后 年	two years after (an event)	also an adverb
四季 季	season (sports/four seasons/TV show/for doing something e.g. ski/examination)	
春 季	spring	
夏 季	summer	
秋 季	autumn	
冬 季	winter	
生日 生日	birthday	

## VB.14 Time

Table 71: Nouns: time.

Noun	Meaning	Notes
时间 时	time (concept)/class period	also: 时间
时间	time (to do something); time-out (sports)	
瞬间 时	moment/instant	
瞬间 时	moment/instant	
一瞬间 时	an instant/moment (duration)	
一瞬间 时	an instant/moment/for an instant	also an adverb
小时 时	hour/o'clock	also: 小时
时间 时	time/hour of day/moment (points to specific instant)	e.g. 北京时间...时
时间 时	(referring to) time of day	
时间 时	important time	also: 时
有时 时	sometimes/occasionally	
现在 时	now/immediately	also an adverb
从今以后 时	from now on (ongoing event)	also an adverb, [goo]
早上 时	morning	also an adverb, [HN]
今天 时	this morning	
上午 时	before noon/ante meridian (a.m.)	also an adverb, [HN]
中午 时	noon	also an adverb
下午 时	afternoon/after noon/post meridian (p.m.)	also an adverb
今天下午 时	this afternoon	
晚上 时	evening/dusk	also an adverb
晚上 时	evening/night	also an adverb, [HN], [goo]
今晚 时	this evening/tonight	
前晚 时	last night/the previous night; the night before (festival, major event, etc.)	
晚上 时	evening/night (slightly formal)	also an adverb, [HN], [goo]
今晚 时	this evening/tonight (slightly formal)	
早上 时	morning sun/rising sun (the event)	[HN]
日出 时	sunrise (the moment it rises)	[HN]
晚上 时	evening sun/setting sun (the event)	[HN]
日落 时	sunset (the moment it sets)	[HN]
旧时 时	olden days	
过去 时	the past	also an adverb

Noun	Meaning	Notes
〇〇〇/[〇〇〇]	after that/afterwards/thereafter	[formal]
〇〇〇〇	and then/after that (from a point in time)	
〇〇〇〇	since then/after that (a familiar past to both speaker and listener)	
〇〇〇〇	up to now/so far	also an expression
〇〇〇〇 〇〇	few days	
〇〇〇〇〇〇 〇〇〇	several day period	
〇〇 〇	first/before/ahead of; previous/prior/former/recent/last	[HN] also in Table 61
〇〇〇	a moment ago/a short while ago/just now/some time ago	slang; [HN]
〇〇〇〇 〇〇	the present	also an adverb
〇〇〇〇 〇〇	recently/lately/these days/nowadays	also an adverb
〇 〇〇〇 〇 〇	on the way/en route; in the middle of/midway/halfway	
〇〇〇〇	from now on/in the future; from here	also an adverb
〇〇〇〇	and then (from a point in time)	
〇〇〇〇	until then; to that extent; the end of it/all there is to it	(〇〇〇〇)
〇 〇〇 〇〇	the future	[goo]
〇〇〇〇〇〇 〇〇	future prospects (people/organisations/countries)	also an adverb, [goo]
〇 〇〇 〇〇	past/after a point in time (e.g. waiting/now)	also in Table 99
〇〇〇〇 〇〇	first/beginning	
〇〇〇〇〇〇 〇〇	last/final	
〇〇 〇 〇〇	end/conclusion/last/final/latest	
〇〇 〇〇〇 〇〇 〇	long time/interval	also an adverb
〇〇〇〇 〇〇	eternity	

## VB.15 Pronouns and question words

Gramatically, pronouns are used in place of nouns and noun phrases. There are question words associated with each counter, see the supplementary PDF.

Regarding the 〇〇〇〇〇〇:

- {〇, 〇, 〇, 〇} times {〇, 〇〇, 〇〇, 〇, 〇〇, 〇〇} are pronouns
- {〇, 〇, 〇, 〇} times {〇, 〇〇} are pre-noun adjectivals
- {〇, 〇, 〇, 〇} times {〇} are adverbs

to read all sub articles [here](#)

Table 72: Nouns: pronouns and question words.

Noun	Meaning	Notes
〇〇 〇	who	
〇〇〇	who; what is your name (〇〇〇[〇]{〇〇〇/〇〇〇〇〇}〇; [extra politeness and distance])	honorific, feminine; [TFG]
〇〇〇[〇]	who	[honorific]
〇〇〇	who	rude
〇〇 〇〇	somebody	
〇〇〇[〇〇]	everybody	〇〇 〇
〇 〇	nobody	
〇〇 〇〇〇	anybody	
〇〇 〇	he/him	also a noun
〇〇〇〇 〇〇	she/her	also a noun

Noun	Meaning	Notes
□□	Mr./Mrs./Ms.	SUFFIX, honorific, familiar
□□ □	Mr./Mrs./Ms. (in letters to inferiors)	SUFFIX, polite
□□□	familiar person	SUFFIX, familiar
□□ □	Mr./male of equal or lower status	SUFFIX
□□ □	Ms./female of equal or lower status	SUFFIX, formal, masculine
□□□/[□□□]	this person (closer to speaker)	equal or higher status; [formal]
□□□/[□□□]	that person (closer to listener)	[formal]
□□□/[□□□]	that person/foreign country (distant)	polite; [formal]
□□□	this person	familiar, derogatory; also an interjection
□□□□	this rascal (jokingly)!/this bastard (expletive)!	(□□□□); derogatory
□□□	that person	familiar, derogatory
□□□	that person	familiar, derogatory
□□□□	that rascal (jokingly)!/this bastard (expletive)!	(□□□□); derogatory
□□	fellow/guy/chap; he/she/him/her	(□□); familiar, derogatory
□□□□	these people	(□□□□); familiar, derogatory
□□□□	those people	(□□□□); familiar, derogatory
□□□□	those people	(□□□□); familiar, derogatory
□□□□ □	I/me	formal, [HN], [SE]
□□□ □	I/me	feminine, less common (□□); feminine, familiar, also a place
□□ □	I/me	slightly formal/distant
□□ □	I/me	(□□); masculine, elderly
□□ □	I/me	masculine, distant
□□□ □□	myself/oneself/yourself/himself/herself/I/me	distant
□□ □	I/me	masculine, familiar
□□□ □□□	we/us	(□□□□)
□□ □□	we/us	(□□□)
□□□	I/me/we/us	
□□□□□/[□□□□□]	I (emphasis, used in opposing reply); it is I who should say so	actually an expression; [formal]
□□□□□□□/□□□□□□□	I (emphasis, used in opposing reply); it is I who should say so	formal
□□□ □□□□□	you/your family/your company	polite
□□□□□	you	(more) polite; [TFG]
□□□□□/[□□□□□]	you (emphasis, used in opposing reply); it is you who should say so	[formal]
□□□□□□□/□□□□□□□	you (emphasis, used in opposing reply); it is you who should say so	formal
□□ □	you	familiar (equal or lower status)
□□□	you	(□□); rude (if spoken)/distant; archaic: □□□□□□□
□□□□/□□	you (plural)	(□□□□)/(□□□); familiar (equal or lower status)
□□□□□	you (plural)	(□□□□□); rude/distant

THOU SHALT NOT CROSS THIS LINE

Noun	Meaning	Notes
你	you	(你); rude, expresses annoyance
你/你们	you	rude
你	you	(你); derogatory, inviting fight
你	you	extremely derogatory, sensitive, inviting fight
你们/你们	you (plural)	(你们)/(你们); rude
什么	what	
什么	what kind/sort of, referring to what was said	(什么); actually a pre-noun adjectival
什么	what kind/sort of	semi-casual; actually a pre-noun adjectival
什么	something	also an interjection
一部分	one part/portion/section	also an adverb
一切	all/everything	also an adverb; [goo]
一切	everything/all/the whole	(一切); also an adverb
什么	nothing	
什么	anything	
哪	which (three or more)	also an interjection
哪	which/what (way)	actually a pre-noun adjectival
一个	one of many/some single one from many	
一个	all/none	
任何	any/whichever	
哪两个	which (two)	[formal]
哪两个/哪两个	one of the two	[formal]
哪两个/哪两个	both/neither	[formal]
哪两个/哪两个	any of the two	[formal]
这/那/那	this one (here, closer to speaker)	[formal]
那/那/那	that one (there, closer to listener)	[formal]
那/那/那	that one (there, distant)	[formal]
这些	these ones (here, closer to speaker)	formal and explanatory
那些	those ones (there, closer to listener)	formal and explanatory
那些	those ones (there, distant)	formal and explanatory
你	passionate reference/something (subjective) speaker feels close to	
你	dispassionate reference/something (objective) speaker maintains a little distance from	
你	(mutual) memory reference/something in speaker's (and listener's) distant memory	
你	hesitant reference/leave it up to listener to interpret	used in gossip
你	when	(你 ≠ 你)
你	sometime	(你)
你	always/never	(你)
你	anytime	(你)
你	now (passionate/subjective)	
你<duration>	<duration> includes present moment (<duration> either past or future)	[TFG]
你	then (dispassionate/objective)	
你	then (distant memory)	

Noun	Meaning	Notes
哪里	where	(哪里)
哪里/[哪里]	where/which way/which direction	[formal of 哪里]
哪里/[哪里/哪里]	where (approximate)	casual, [semi-formal]
哪里/哪里	somewhere	(哪里)
哪里[哪里]	everywhere/nowhere	(哪里)
哪里	anywhere	(哪里)
哪里/哪里/哪里	here (closer to speaker, no comparison nuance)	
哪里/哪里/哪里	there (close to listener, no comparison nuance)	
哪里	there (distant, no comparison nuance)	
哪里/{哪里/[哪里]}	this way/direction (here, closer to speaker) {comparison nuance}	[formal]
哪里/{哪里/[哪里]}	that way/direction (there, closer to listener) {comparison nuance}	[formal]
哪里/{哪里/[哪里]}	that way/direction (there, distant) {comparison nuance}	[formal]
哪里	around here/this approximate area	casual
哪里	around there/that approximate area	casual
哪里	around there/that approximate area (distant)	casual
哪里/哪里	this approximate area/around here	semi-formal
哪里/哪里	that approximate area/around there	semi-formal
为什么	why	(为什么); direct/formal/rude, [HN], [SE]
为什么	why/how/by what means	informal, [HN], [SE]
为什么	why/how/by what means	semi-formal, [HN]
为什么	how/what way/method, referring to an achievement of something	actually a pre-noun adjectival
为什么	why	(为什么); informal, speech, [HN], [SE]
为什么	for some reason	(为什么)
怎么	how/in what way/how about	
怎么	which/what (way)	actually a pre-noun adjectival
怎么/怎么	somehow	also an adverb
怎么/怎么	somehow	(怎么)
怎么	anyhow	

## VB.16 Pre-noun adjectivals

**These are adjectives** that occur directly before nouns. There are > 100 of them. From §G2.10.4, these function as pre-noun noun modifiers. These function similarly to determiners in English.

Table 73: Nouns: pre-noun adjectivals.

Noun	Meaning	Notes
我的	my/our	
哪个	which/what (way)	
这个	this/these (closer to speaker)	
这个<number>	part/number <number>	e.g. 这个
那个	that/those/the (closer to listener)	
那个	that/those/the (distant/mutual memory)	
这些	these (closer to speaker)	(这些); formal and explanatory

Noun	Meaning	Notes
那些	those (closer to listener)	(那些); formal and explanatory
那些	those (distant)	(那些); formal and explanatory
什么	what kind/sort of	semi-casual
这个	this kind/sort of (closer to speaker/passionate reference)	semi-casual
那个	that kind/sort of (closer to listener/dispassionate reference)	semi-casual
那个	that kind/sort of (distant memory/sentimental)	semi-casual
什么	what kind/sort of, referring to what was said	(什么)
这个	this kind/sort of (closer to speaker), referring to what was said	(这个)
那个	that kind/sort of (closer to listener), referring to what was said	(那个)
那个	that kind/sort of (distant), referring to what was said	(那个)
怎么样	how/what way/method, referring to an achievement of something	
这个	this way/method (closer to speaker), referring to an achievement of something	
那个	that way/method (closer to listener), referring to an achievement of something	
那个	that way/method (distant), referring to an achievement of something	
各种	various	(各种)
所谓	the so-called/so to speak	(所谓)
任何	any kind of/whatsoever/whatever	(任何); [HN]
每种	every kind of	[HN]
小	small/little/tiny	
大	big/large/great	
简单	simple/nothing deeper (joke/coincidence)	[HN]
一点点	very little/insignificant/only (e.g. distance/time/occurrence); mere (e.g. child)	(一点点); [HN]
普通	ordinary/average/nothing special	(普通); [HN]
相当	considerable/great/important/significant/a big deal	
真	true/real	
主要	main/principal/important	
最后	last/previous (最后)	also a verb
来	coming/upcoming (来)	[HN]
下一个	next/following (下一个/下一个 etc.)	[HN]

## VB.17 Roles and occupations

Table 74: Nouns: roles and occupations.

Noun	Meaning	Notes
女	female/woman	
女人	woman/girl	
男	make/man	
男人	man/boy	
小孩	child	小孩 may be offensive; [r] also in Table 75
男孩	boy; juvenile/child (legal contexts)	

Noun	Meaning	Notes
小 人 小人	minor; not of age	
成人 成人	adult/grown-up (age); coming of age/becoming an adult	also a verb; [goo]
新 人 新人	new adult (a person in Japan who reaches adulthood at year)	
成人 成人	adult/grown-up (age and maturity)	[goo]
初 人 初人	beginner	
新 人 新人	newcomer	
小 人 小人	junior/younger person	
大 人 大人	seniority/long service	
大 人 大人	senior/superior/elder	
大 人 大人	senior/superior/elder	slang
学 生 学生	student	
小 学 生 小学生	elementary/primary school student	
中 学 生 中学生	junior high/middle school student	
高 中 生 高中生	high school student	
女 高 中 生 女高中生	female high-school student	
男 高 中 生 男高中生	male high-school student	
大 学 生 大学生	university student	
专 家 专家	expert/learned person/PhD Dr.	
教 授 教授	professor	
大 学 长 大学长	university president/chancellor/provost	
初 代 初代	first generation/founder	
总 裁 总裁	company president/manager/director	
部 长 部长	section manager/chief	
店 长 店长	shop manager	
警 长 警长	chief of police	
所 长 所长	head of office/laboratory	
头 目 头目	leader of a group of juvenile delinquents/“boss”	
友 人 友人	friend	
友 人 友人	friend	formal
同 僚 同僚	companion/fellow/friend/mate/comrade/partner/colleague/ coworker; group/company/circle	
对 方 对方	companion/partner/company; other party/addressee; opponent (sports)	
男 友 男友	boyfriend	also a pronoun
女 友 女友	girlfriend	also a pronoun
aspiring <noun> aspiring <noun>	aspiring <noun>/expert in the making	
将 军 将军	general (military, historical)	
名 人 名人	famous person/celebrity/public figure	
医 生 医生	doctor/physician	
警 官 警官	police/police officer/police station	
警 官 警官	police officer	
穷 人 穷人	poor person	
富 人 富人	rich person	
探 险 家 探险家	adventurer	
战 士 战士	soldier/combatant/warrior	
卫 兵 卫兵	soldierguard/sentinel/garrison	
客 人 客人	guest/visitor/customer/client/shopper/audience/tourist/ sightseer/passenger	honorific



Noun	Meaning	Notes
お客様 お客様	guest/visitor/customer/client/shopper/audience/tourist/ sightseer/passenger	honorific
天才 天才 天才 天才	genius/prodify/natural gift	
凡人 凡人	mediocrity/ordinary ability	
美少女 美少女	beautiful girl	
母国語者	native speaker	also an adjective
ファン ファン	being a fan/supporter of; one's favourite (member of idol group/anime/team)	slang
秘書 秘書	(private) secretary	also in Table 68
ニュース ニュース	distributor (news/information/media); online streamer	
紳士 紳士	gentleman	
主婦 主婦	adult/married woman	sensitive if misused on juvenile/unmarried
人 人	person/lady/gentleman	honorific; [HN] also in Table 79
会計士 会計士	accountant	
音楽家 音楽家	musician	
インフォマー インフォマー	informant/informer/contact; information provider (computing)	
国民 国民	national/citizen/native	
外人 外人	foreigner (esp. European)	
外国人 外国人	foreigner/foreign citizen/foreign national/non-Japanese	
赤ちゃん 赤ちゃん	infant/baby (below one year old)	
パイロット パイロット	pilot	
宇宙飛行士 宇宙飛行士	astronaut	
異星人 異星人	alien	
愛 愛	love/affection for; enthusiast of; -phile	
嫌い 嫌い	dislike/hatred/fear	SUFFIX
話者 話者	talkative person; talkativeness	
酒好き 酒好き	person who likes to drink; love/fondness for alcohol	
猫好き 猫好き	cat lover/ailurophile; love for cats	
猫嫌い 猫嫌い	cat hater; dislike of cats	
犬好き 犬好き	dog lover; love for dogs	
犬嫌い 犬嫌い	dog hater; dislike of dogs	
女好き 女好き	woman admirer/lustful man; fondness for women; being attractive to women	
女嫌い 女嫌い	misogynist; misogyny	
男好き 男好き	amorous (expressing sexual desire) woman; being attractive to men	
男嫌い 男嫌い	misandrist; misandry	
質問者 質問者	questioner/interrogator	
芸人 芸人	comedian (esp. TV); entertainer/performer (esp. of traditional art)	
美人 美人	beautiful woman/a beauty	
未成年者 未成年者	minor/underage person	
弱者 弱者	weak person; the weak/vulnerable/disadvantaged	
強者 強者	strong person; the strong/powerful	
役割者 役割者	role model/example	also in Table 79
異常者 異常者	abnormality; pervert	also in Table 79

Noun	Meaning	Notes
offender offender	offender/criminal/culprit	
criminal criminal	criminal/culprit	
old woman	old woman	(老); often offensive
problem child problem	problem child	
idiot/moron/fool	idiot/moron/fool	(傻瓜); also an adjective
fool/idiot/simpleton	fool/idiot/simpleton	(傻瓜); also an adjective
fool/idiot	fool/idiot	(傻瓜)
fool/idiot	fool/idiot	(傻瓜); also in Table 66
bastard/asshole/son of a bitch bastard	bastard/asshole/son of a bitch	slang, derogatory
brat/kid/little devil	brat/kid/little devil	(小鬼); slang
goddamn idiot/moron/nitwit	goddamn idiot/moron/nitwit	(该死的傻瓜); slang, derogatory
piece of shit/son of a bitch piece	piece of shit/son of a bitch	(垃圾); derogatory
stupid brat/son of a bitch stupid	stupid brat/son of a bitch	(该死的傻瓜); derogatory
brute/bastard	brute/bastard	
unimportant person/a nobody	unimportant person/a nobody	also in Table 66
liar	liar	
fat/fatty	fat/fatty	PREFIX
middle-aged man/geezer	middle-aged man/geezer	(中年); familiar; also in Table 75
bald person/baldy; idiot/moron	bald person/baldy; idiot/moron	derogatory
troublemaker/bothersome person/nuisance	troublemaker/bothersome person/nuisance	

## VB.18 Family

Table 75 lists the names in casual/formal manner. We only use casual when referencing our own family members to other people. In all other situations (talking about other people's family, or talking directly to our own family), we use the formal one.

Table 75: Nouns: family.

Noun	Meaning	Notes
married couple/husband and wife wife husband	married couple/husband and wife	[honorific]
parents mother father	parents	[honorific]
mother father	mother	humble/[honorific]
father	father	humble/[honorific]
one's father/pops	one's father/pops	(爸爸); familiar; also in Table 74
parent and child	parent and child	
children	children	also in Table 74
twins	twins	
daughter	daughter	[honorific]
son	son	[honorific]
siblings/brothers	siblings/brothers	
brothers/male siblings	brothers/male siblings	
older brother; young man/buddy/fella/lad	older brother; young man/buddy/fella/lad	[honorific]
older brother; one's senior; man older than oneself	older brother; one's senior; man older than oneself	honorific
bro (e.g. 哥哥)	bro (e.g. 哥哥)	SUFFIX slang
younger brother	younger brother	[honorific]

Noun	Meaning	Notes
姐妹 姐妹	sisters	
姊妹 姊妹	sisters/female siblings	
姐/[姐姐]	older sister; young lady/miss/ma'am/older girl	[honorific]
妹妹 妹 [妹妹]	younger sister	[honorific]

## VB.19 Body parts

Table 76: Nouns: body parts.

Noun	Meaning	Notes
身体 身体	the body/the flesh/one's physique	also: 肉体
头发 头发	hair (on the head)	also: 髮
秃 秃	baldness; bald head	also in Table 74
金发 金发	blonde/golden hair	
白发/黑发 白发/黑发	white/grey hair	
脸 脸	face; expression/look	
耳朵 耳朵	ear; hearing; ear for music	
嘴 嘴	mouth; opening/hole/gap; gate/door/entrance/exit	
喉咙 喉咙	throat; singing voice	
微笑 微笑	smile/smiling face	
笑 笑	laugh/laughter	
笑 笑	sneer	
嘲笑 嘲笑	scornful laughter/ridicule/derision/sneer	also a verb
打哈欠 打哈欠	yawn/yawning	(打哈欠)
吻 吻	kiss	also a verb
轻吻 轻吻	light smooch/smacking sound	ONOMATOPOEIC also a verb, adverb
吻 吻	kiss	ONOMATOPOEIC also a verb, adverb
亲吻 亲吻	loud kiss/smooch; squirting/gushing	ONOMATOPOEIC also an adverb
呼吸 呼吸	breathing/respiration	also a verb
胸 胸	chest/breast; mind/feelings	
胸部 胸部	boobs/breasts	slang/children's language
心 心	heart	also: 心脏
血 血	blood	
拳头 拳头	tightly clenched fist	
肚子 肚子	abdomen/belly/stomach; womb; one's mind/real intentions/ true motive	
肚子 肚子	belly/abdomen/stomach	polite
孩子 孩子	child one is expecting	
上半身 上半身	upper half of the body	
下半身 下半身	lower half of the body, nether parts	
屁股 屁股	ass/buttocks	(屁股); slang
屁股 屁股	bottom/buttocks	[polite]
尾巴 尾巴	tail of an animal	
放屁 放屁	fart/gas/wind	
身高 身高	body height	
身长 身长	body length (of animal)	

Noun	Meaning	Notes
重量 リキョウ	body weight	
破音 ハイン	breaking of voice	
羽 ハ	feather/down	
翼 トビ	wing	

## VB.20 Clothing

Table 77: Nouns: clothing.

Noun	Meaning	Notes
衣服 イクボク	clothes (esp. Western)/clothing/dress/costume/suit/outfit	
制服 セツフク	uniform	
シャツ	singlet/inner shirt/buttoned shirt	
T シャツ	T-shirt (outer shirt)	
雨衣 ウイ	raincoat	(雨衣)
洋服 ヨウボク	Western-style clothes	
和服 ワフク	Japanese clothes	
着物 モノ	kimono/Japanese traditional full-length clothing	
浴衣 ユイ	yukata/light cotton kimono worn in summer or as bathrobe	
短褲 タンコウ	shorts	
褲 コウ	pants/trousers	
褲衩 コウカ	underpants/panties/swimming trunks/women's trousers	
鞋 セウ	shoe/shoes/boots/footwear	
裸 ハダカ	stark/completely naked/nude	

## VB.21 Emotions

Table 78: Nouns: emotions.

Noun	Meaning	Notes
感覺 カンカク	feeling/sensation/mood/state of mind	[goo]
好感覺 コカンカク	good feeling	
不感覺 フカンカク	unpleasant feeling	
隨意 ズイ	casual	technically an expression
心情 シンジョウ	mood/humour	
心情 シンジョウ	mood/feeling	[goo]
感覺 カンカク	feeling/sense/impression	
好感覺 コカンカク	pleasant feeling/good vibes	
情況 ケイキョウ	situation/mood/room (esp. 情況)	also in Table 101
感情 カンギ	emotion/feeling/feelings/sentiment	
內心 リョウシン	one's inner voice/what one really thinks	
寒 サムイ	shiver/tremble/quiver (e.g. cold/fear/rage)	
緊張 キョウキョウ	nervousness/stress/tension/strain; tension (between countries/groups)	also a verb
煩惱 ボンノウ	troubles/worry/sorrows/anguish/agony	
煩惱 ボンノウ	worry/anxiety/uneasiness/fear	also a verb
後悔 コウカイ	regret/repentance/remorse	also a verb
反省 コウシツ	reflection/introspection; regret/repentance/remorse/being sorry	also a verb
鬥志 トウシ	fighting spirit/motivation/effort	

Noun	Meaning	Notes
鼓励 鼓励	encouragement/spurring/cheering	also a verb
吹捧 吹捧	boast/bragging	also a verb
努力 努力	effort/exertion/endeavour/hard work/striving	also a verb
竭尽全力 竭尽全力	one's utmost, all of one's strength/energy/efforts	
保留 保留	reserve/constraint/hesitation/tact/thoughtfulness; refraining/declining	also a verb
考虑 考虑	consideration/concern/attention/thoughtfulness/care/trouble	also a verb
感动 感动	being emotionally deeply moved/excited/inspired (internal emotions)	also a verb; [goo]
感动 感动	deep emotion/impression/inspiration (stronger; with observable behaviour)	also a verb; [goo]
兴奋 兴奋	excitement/stimulation/agitation/arousal	also a verb
性兴奋 性兴奋	sexual arousal/excitation	
眼泪 眼泪	tears	
LOL/哈哈 LOL/哈哈	LOL/haha	slang
LOL/哈哈 LOL/哈哈	LOL/haha	slang; also in Table 101
享受 享受	enjoyment/pleasure/amusement/delight/joy/fun	
兴趣 兴趣	interest (in something)	
偶像 偶像	{someone/being} in love with an idol/actor	
吹 吹	blowing one's top/losing it/flipping out	slang
孤独 孤独	aloneness/loneliness/solitude	
幸福 幸福	happiness	also an adjective
不幸 不幸	unhappy/sorrowful/misfortunate/disastrous; bereavement/death (usu. of relative)	[HN]
不幸 不幸	unhappiness/misfortune/ill luck	also an adjective; [HN]
安全感 安全感	sense of security	
不安 不安	anxiety/uneasiness/insecurity	also an adjective

## VB.22 Production

Table 79: Nouns: production.

Noun	Meaning	Notes
方向 方向	direction/way/side/area (in particular direction); type/category; one side of comparison; square length	[HN]
方法 方法	method	SUFFIX [HN] also in Table 74
方式 方式	way/method/means towards a goal	[goo]
方法 方法	(a well-reasoned) way/method/process/procedure	[goo]
工具 工具	tool needed for going towards a goal	[goo]
用法 用法	way of using something/how to use something	
用法 用法	usage method/instructions/directions	
用法 用法	usage instructions/directions for usage/how to use something	
拥挤 拥挤	congestion/crowd/jam; confusion/disorder	also a verb
括号 括号	(opening) bracket/parenthesis	(开); [SE]
括号 括号	closing bracket/parenthesis	(闭); [SE]
准备 准备	preparation/arrangements/setup	also a verb
计划 计划	plan/intention; assumption/belief/thought; estimation	(估)
开始 开始	origin/beginning	

Noun	Meaning	Notes
開始 開頭	start/commencement/beginning/initiation	slightly formal, also a verb, <span>[HN]</span>
開始 開始	start/beginning	also a verb
開始 開始	departure/setting off	also a verb
開始 開始	kick-start/put into effect (activity/machine/policy)	also a verb
開始 開始	startup/booting up/activation/launch	also a verb
製作 製作	the making/production/components of	
修正 修正	amendment/correction/revision/modification/alteration/ retouching/update/fix	also a verb
變化 變化	change/variation/alteration/mutation/transfiguration	also a verb, in Table 58
變化 變化	state of transformation	also in Table 74
進化 進化	evolution/progress/development/improvement	also a verb
展開 展開	development/evolution/progression/unfolding/plot twist; expansion (physical/mathematics)	also a verb
替換 替換	(the act of) replacement	
交換 交換	(the act of) exchange	
替換 替換	(the act of) replacement of interior contents	
交換 交換	(the act of) exchange of interior contents	
不變	remaining unchanged/in the same state	( <sup>〇〇</sup> □)
<v past>閉	with/while <v past> (e.g. eyes closed/lights on/standing/ alive)	(<v past> <sup>〇〇</sup> □)
結束 結束	end/ending/conclusion; it's over	
終結 終結	end/close/termination	slightly formal, also a verb, <span>[HN]</span>
完成 完成	completion/perfection/accomplishment	also a verb
結果 結果	result/outcome/consequence	
突破 突破	breakthrough/overcoming a difficulty; exceeding/rising above	also a verb
[〇]公開 公開	[formal] announcement/unveiling/introduction/debut	
公開 公開	announcement/unveiling/introduction; boast	also a verb
收入 收入	revenue (organisation)	<span>[goo]</span>
利潤 利潤	profit (organisation)	<span>[goo]</span>
利益 利益	profit; benefit/advantage/interests	<span>[goo]</span>
盈利 盈利	profit	informal; <span>[goo]</span>
原作 原作	original work	
樣本 樣本	sample/specimen	also in Table 74
文字 文字	text/composition/writing	also in Table 58
寫作 寫作	writing/composotion/essay/article/passage/prose	also in Table 58
摘要 摘要	summary/aggregation	
談話 談話	speech/talk/conversation/topic/subject	
口語 口語	casual/informal speech/language	slang ( <sup>〇〇</sup> □ □)
聊天 聊天	chat/chatter/talk	( <sup>〇〇</sup> □ □)
閒聊 閒聊	chatting/idle talk	also a verb
廣播 廣播	broadcast/program/announcement (TV/radio)	also a verb; <span>[HN]</span>
播送 播送	broadcast/distribution/streaming (Internet)	also a verb; <span>[HN]</span>
忠告 忠告	advice	also a verb
笑話 笑話	joke/jest/funny story	
爛笑話 爛笑話	corny joke/bad pun/poor joke	( <sup>〇 〇 〇</sup> (□ □ □))
笑話 笑話	gag/joke	
爛笑話 爛笑話	corny joke/dad joke (“dad gag”)	( <sup>〇〇〇</sup> (□ □ □ □)); slang

Noun	Meaning	Notes
dirty □□	dirty joke; indecent topic/bawdy subject/sex talk	
sound □	sound	
music □□	music	
voice □	voice (literal and abstract); singing/chirping (of bird/insect)	
song □	song/singing	
musical □□	musical performance	also a verb
sight-reading □□	sight-reading (music)	also in Table 82
piece □	piece/composition/song/track	
original □□	original piece/composition/song/track	slang, abbreviation
stroll □□	stroll	
dance □□	dance	
dancing □□□	dancing/jumping for joy	also a verb
movie □□	movie/film/motion picture	
photograph □□	photograph/photo/picture/snapshot	
journal □□	journal/magazine	
story □□	story/tale/fable	also: □□□□
legend □□	legend/folklore	also: □□□□
tradition □□	tradition	also: □□□□□□
myth □□	myth	also: □□
calculation □□	calculation/computation	also a verb
work □□	work/occupation/employment	
errand □□	errand	
retirement □□	retirement (from the workforce)	also a verb
management □□	management/control (act of)	also a verb
membership □□□□□□	membership	
presence □□	presence in register/records; registration/subscription (YouTube)	also a verb; [goo]
enrolment □□	enrolment/admission into a club/society/mailling list	also a verb; [HN]
becoming □□	becoming a member of (e.g. a group/project)	also a verb; [HN]
withdrawal □□	withdrawal/resignation from a club/society/mailling list	also a verb
stolen □□	stolen goods	
imitating □□	imitating/copying/mimicry (usu. as <adj>□□□□)	
automatic □□	automatic operation	
manual □□	manual operation	
marriage □□	marriage proposal	also a verb
marriage □□	marriage	also a verb
adventure □□	adventure/venture; risky venture/attempt	
care □□	care/looking after; recommendation/introduction	also a verb
cleaning □□	cleaning/sweeping/dusting/scrubbing	also a verb; [goo]
cleaning □□	cleaning/clean-up/garbage collection	also a verb, literary; [goo]

## VB.23 Sports

Table 80: Nouns: sports.

Noun	Meaning	Notes
table □□	table tennis/ping-pong	
table □□□□	table tennis/ping-pong	

Noun	Meaning	Notes
羽毛球	badminton	

## VB.24 Consumption

Table 81: Nouns: consumption.

Noun	Meaning	Notes
必要 必要	necessity/need/requirement	
価格 価格	price/cost	
金 金	money	[polite]
円 円	yen (Japanese monetary unit)	
買い物 買い物	the act of shopping/purchased goods	
注文 注文	bill (at a restaurant)	also in Table 93
請求 請求	bill/invoice	
料金 料金	charge/billing (for a service)	also a verb; also in Table 82
試験 試験	examination/test	also: 試験
試 試	trial/attempt/test	
削除 削除	deletion/elimination/erasure	also a verb
電 電	electricity/electric lamp	
無線 無線	radio control(-led vehicle)	
鍵 鍵	lock	also a verb
摂取 摂取	intake/ingestion (salt/sugar/pills/food); absorption/ assimilation (knowledge/culture)	
二 二	second serving	(二回/二回)
遊 遊	play/playing/game; pleasure/pastime/recreation	
カード カード	(Western) playing cards	
じゃんけん じゃんけん	rock-paper-scissors	(じゃんけん)
じゃんけん じゃんけん	rock-paper-scissors (called out before revealing one's hand)	(じゃんけん)じゃんけん
クラブ クラブ	clubs suit	also in Table 92
ハート ハート	hearts suit	
スペード スペード	spades suit	
ダイヤモンド ダイヤモンド	diamonds suit	also in Table 101
タバコ タバコ	tobacco/cigarette/cigar	(タバコ)

## VB.25 Interaction

Table 82: Nouns: interaction.

Noun	Meaning	Notes
いくら いくら	how much (price)	(いくら)
無料 無料	free of charge	
料金 料金	fee-charging/paid/not free	
態度 態度	attitude/manner/behaviour/demeanour/bearing; position/ stance (towards an issue)	
願 願	wish/desire/hope; request/favour	[polite]; also an interjection
援助 援助	aid/assistance/help/support; cheering/rooting for	
申請 申請	written application	SUFFIX
請求 請求	request/application; claim	also a verb; also in Table 81
感謝 感謝	thanks/gratitude/appreciation	also a verb



Noun	Meaning	Notes
感谢 谢谢	great thanks/gratitude/appreciation	also a verb
欣赏 欣赏	appreciation/recognition/praise	also a verb; also in Table 90
感谢 感谢	thanks/gratitude	polite
希望 希望	hope; expectation/wishes	
渴望 渴望	earnest desire/eager hope/yearning	also a verb
绝望 绝望	despair/hopelessness	
交换 交换	exchanging (of letters/conversation); giving and taking (交换 + 交换)	
命令 命令	order/command/decree/directive; instruction/statement (computing)	also a verb
优先 优先	priority/precedence/preference	also a verb
感情 感情	emotional ties/bonds/relationship/connection	
困难 困难	difficulty/hardship/trouble/distress	
麻烦 麻烦	trouble/hardship/difficulty/toil/pains	also a verb
名字 名字	name	
存在 存在	existence/presence	
关系 关系	relationship/connection; participation/involvement/concern; influence/effect	also a verb
联系 联系	connection/relation/relevance	also a verb
第一次 第一次	first sight/meeting	also in Table 79
联系 联系	making contact/communication/call/message	also a verb
联系 联系	contact information (e.g. address/phone number)	
电话 电话	phone/phone call	also a verb
电子邮箱 电子邮箱	email address	
电脑 电脑	personal computer (PC)	
笔记本电脑 笔记本电脑	laptop computer (“notebook personal computer”)	
回答 回答	reply/answer/response	also a verb
承认 承认	confession (of a crime/wrongdoing/romantic feelings)	also a verb; [goo]
承认 承认	confession/admission (when questioned)	also a verb; [goo]
承认 承认	confession/admission (when questioned)	also a verb; [goo]
逮捕 逮捕	arrest/capture	also a verb
机会 机会	chance/opportunity	also: 机会
情况 情况	case/occasion/situation/circumstances	
事件 事件	event/accident/case/plot/trouble/scandal	
事故 事故	accident/incident/trouble	

## VB.26 Society and culture

Table 83: Nouns: society and culture.

Noun	Meaning	Notes
经济 经济	economy	
地理 地理	geography	
历史 历史	history	
政治 政治	politics/government	
政府 政府	government/administration/ministry	
商业 商业	business/trade/operations	
公司 公司	company/corporation/firm; one's workplace	

Noun	Meaning	Notes
国际	international	
亚洲	Asia	also: 亚细亚
中国	China	
日本	Japan	pronunciation: no consensus
日本/日本	Japan	pronunciation: no consensus
韩国	Korea	
新加坡	Singapore	
英国	United Kingdom/Britain	
美国	America/USA	also: 米国
外国	foreign/abroad/overseas	
外国	foreign/imported	
语言	language	
母语	mother tongue/native language	
母语	mother tongue/native language/language of one's country	
汉语	Chinese language	
日语	Japanese language	
韩语	Korean language	
英语	English language	
和平	peace/harmony	
平等	equality/impartiality	also an adjective
文化	culture/civilisation	
动画	animation/anime	

## VB.27 Health

Table 84: Nouns: health.

Noun	Meaning	Notes
生命	life/life force; most important thing/core	
生活	life/existence; one's working life/career; life/life force	
生命	one's life	
理由	reason for living/purpose in life	(理由)
意识	consciousness	also a verb
unconscious	unconsciousness; the unconscious	also an adjective
mind	mind/spirit/soul/heart; attitude/mentality	
mental	mental anguish/distress;	
mental	mental illness/psychosis	
physical	physical condition/state of health	
health	health/vigour	also an adjective
health	health	also an adjective
sweat	sweat/perspiration	
cold	cold sweat	
tiredness	tiredness/fatigue	
fatigue	fatigue/weariness/exhaustion/tiredness	also a verb
empty	empty stomach/hunger	
full	full stomach	also an adverb
illness	illness/disease/sickness	also an adjective
pain	pain/agoniesuffering/distress/torment	
pain	pain/ache/soreness/grief/distress	

Noun	Meaning	Notes
痛 □□	pain/anguish/distress/suffering/hardship	
急性 □□	acute (illness)	
慢性 □□	chronic (illness)	
感冒 □□	common cold/flu/influenza/inflammatory respiratory system illness (generic)	
痰 □□	phlegm/sputum	(痰)
安全 □□	safety/security	also an adjective
危险 □□	danger/hazard/risk	also an adjective
紧急 □□	emergency	also an adjective
意外 □□□	the unexpected/emergency	(意外); also an interjection
一氧化碳中毒 □□□□□□	carbon monoxide poisoning	
医院 □□	hospital/clinic/doctor's office/doctor's surgery/infirmery	
休息 □□	rest/vacation	
午休 □□	afternoon nap	
空闲 □□	free time/time off/leisure	also an adjective
梦 □□	dream	
噩梦 □□	nightmare	
洗澡 □□	bath/bathtub/bathroom/bathhouse; bathing	
晒太阳 □□□	sunbathing/basking in the sun	also a verb
柚子浴 □□□	yuzu bath/hot citron bath	(柚子浴)
春游 □□□	spring break/vacation	
暑假 □□□	summer vacation	
秋假 □□□	autumn break/vacation	also: 秋假
寒假 □□□	winter vacation	
中秋节 □□□	Japanese equivalent of CN's mid-autumn festival (中秋节)	
节日 □□	festival	
困倦 □□	sleepiness/drowsiness	
睡袋 □□	sleeping bag	

## VB.28 Disasters

Table 85: Nouns: disasters.

Noun	Meaning	Notes
地震 □□	earthquake	
台风 □□	typhoon	

## VB.29 Colours

Read the main article on [CTA](#).

Only four colours were recognised as basic colours in ancient Japan: red, blue, white, black. Blue and green used to be both referred to as 青.

Colours are often used as labels, together with the 色 particle.

Table 86: Nouns: colours.

Noun	Meaning	Notes
红 □[□]	red (1, 0, 0)	also: 红色
橙 □[□]	orange (1, 0.64, 0)	also: 橙色

Noun	Meaning	Notes
黄 [黄]	yellow (1, 1, 0)/amber (1, 0.75, 0) (midpoint of yellow and orange)	also: 橙黄
米色	beige	
黄绿	yellow-green	
绿 [绿]	green (0, 1, 0)	also: 翠绿
深绿	dark green	
蓝	blue (0, 0, 1); green when used in compound words (fruits/plants/traffic lights)	also: 靛蓝
深蓝	dark/navy blue	
茶绿	tea green/soft yellow-green	
浅蓝	blue (0, 0, 1)	
浅蓝	light blue	
深蓝	navy/dark blue	also: 靛蓝/靛青
紫 [紫]	purple (0.5, 0, 0.5)/violet (0.5, 0, 1)	also: 紫罗兰
白	white (1, 1, 1); innocent; blank (space)	
白	white (1, 1, 1)	
灰	grey	also: 灰色/灰白
黑	black (0, 0, 0); guilty	
黑	black (0, 0, 0)	
粉	pink	also: 粉红
棕 [棕]	brown	also: 咖啡
红棕	reddish brown	
浅棕	light/pale brown	
深棕	deep brown	
橄榄	dark/olive brown	(橄榄)
银 [银]	silver	also: 银白
金 [金]	gold	also: 金黄
彩虹	rainbow-coloured	
七色	seven/prismatic colours (of the rainbow)	
黑白	monochrome; black and white; good and evil/right and wrong	[WDC]
黑白	black and white; good and evil/right and wrong	[WDC]
黑白电视	black-and-white television	
红叶	leaves turning red in autumn; autumn colours; autumn leaves (“red leaf”)	also a verb
黄叶	leaves turning yellow in autumn; autumn colours; autumn leaves (“yellow leaf”)	also a verb

## VB.30 Shapes

Table 87: Nouns: shapes.

Noun	Meaning	Notes
圆	circle	
圆	round (shape/repetition)	
三角	triangle	[HN]
十字	cross	
心形	heart shape	
心形模	heart shape (mold)	
重叠	overlapping/multilayered/doubled (e.g. of flower petals)	[goo], [Wiki]

## VB.31 Agreeability

Table 88: Nouns: agreeability.

Noun	Meaning	Notes
𠄎 𠄎 𠄎𠄎𠄎	likes and dislikes/preferences; pickiness/choosiness/fussiness (esp. food)	
𠄎𠄎 𠄎𠄎	approval/agreement/support	also a verb
𠄎𠄎 𠄎𠄎	objection/opposition/resistance/dissent	also a verb
𠄎 𠄎 𠄎𠄎𠄎𠄎	splendour/magnificence/beauty	
𠄎𠄎𠄎𠄎 𠄎 𠄎	first class/top-ranking	
𠄎𠄎𠄎	something unthinkable/unexpected/outrageous/offensive	abbreviation of 𠄎𠄎𠄎𠄎𠄎
𠄎𠄎 𠄎 𠄎	right and wrong/good and evil	

## VB.32 Appearance and style

Table 89: Nouns: appearance and style.

Noun	Meaning	Notes
𠄎𠄎𠄎 𠄎 𠄎𠄎𠄎 𠄎 𠄎𠄎	good-looking/handsome/cool guy beautiful girl	(𠄎𠄎)
𠄎𠄎 𠄎𠄎	distinguishing feature	[goo]
𠄎𠄎 𠄎 𠄎	strong point/forte/merit/strength	
𠄎𠄎 𠄎 𠄎	superior feature	[goo]
𠄎 𠄎𠄎 𠄎 𠄎	charm/attraction/appeal	
𠄎 𠄎	charm/appeal/uniqueness/attractiveness	also in Table 98
𠄎𠄎𠄎 𠄎 𠄎	charm/attractiveness; courtesy	
𠄎 𠄎 𠄎	smell/scent/flavour/mood	
𠄎 𠄎 𠄎	odour/stench	
𠄎 𠄎𠄎	thin/slim/skinny; barren/infertile/sterile	from 𠄎𠄎
𠄎 𠄎𠄎	plump/fat/chubby	from 𠄎𠄎
𠄎 𠄎 𠄎[𠄎]𠄎𠄎	old/aged (person)	[HN]

## VB.33 Ability

Table 90: Nouns: ability.

Noun	Meaning	Notes
𠄎𠄎𠄎 𠄎 𠄎	ability	
𠄎𠄎 𠄎	force/strength/power	
𠄎𠄎𠄎 𠄎 𠄎	territory/domain/expertise; field/area/region	
𠄎𠄎 𠄎 𠄎	experience	
𠄎𠄎 𠄎 𠄎	independence/self-reliance	also a verb
𠄎 𠄎𠄎 𠄎𠄎	potentiality/likelihood/possibility/chance	
𠄎𠄎 𠄎 𠄎	coincidence/chance/accident	also an adverb
𠄎𠄎 𠄎 𠄎	inevitability/necessity	
𠄎 𠄎 𠄎	reception/popularity/reputation	
𠄎𠄎 𠄎 𠄎 𠄎	rating/valuation/appraisal/evaluation/assessment	also a verb; also in Table 82
𠄎𠄎𠄎 𠄎 𠄎 𠄎	reevaluation/reassessment/reappraisal/reevaluation	also a verb
𠄎𠄎𠄎 𠄎 𠄎 𠄎	high rating/good reputation	
𠄎𠄎𠄎 𠄎 𠄎 𠄎	low rating/bad reputation	
𠄎 𠄎𠄎	success/hit	

Noun	Meaning	Notes
成功 成功	success/achievement	also a verb
失败 失败	failure/mistake/blunder	also a verb

## VB.34 Personalities

Table 91: Nouns: personalities.

Noun	Meaning	Notes
人气 人气	popularity/public favour	
人气王 人气王	high popularity/public favour	
无名 无名	anonymous/nameless; not famous	
硬汉 硬汉	person of firm character/stable person/gutsy person	
自信 自信	self-confidence	
冷面笑匠 冷面笑匠	normally cold but at some prompt suddenly lovestruck/hot-cold personality type (冷面 + 笑匠)	slang
冷若冰霜 冷若冰霜	acting indifferent while lovestruck (冷 + 冰霜)	
痴情 痴情	person with an unhealthy romantic obsession (痴 + 情)	

## VB.35 Education and correctness

Table 92: Nouns: education and correctness.

Noun	Meaning	Notes
教育 教育	education/training/upbringing	
课程 课程	lesson/class/teaching/instruction	
学习 学习	study/diligence/hard work	also a verb
练习 练习	practice/train/drill	also a verb
自学 自学	self-study	also a verb
教程 教程	study/learning/tutorial	
学习方法 学习方法	way of learning/studying/mastering	
教材 教材	teaching materials	
问题 问题	question/enquiry	also a verb
问题 问题	problem/question	
作业 作业	homework/assignment	
谜 谜	riddle/puzzle/enigma/mystery	
谜题 谜题	riddle/puzzle/enigma	(谜)
答案 答案	answer/reply/response	
解释 解释	explanation	also a verb
理由 理由	reason/cause; meaning	
理由 理由	reason	
原因 原因	cause	
正确答案 正确答案	correct answer/interpretation/decision/judgment	
理解 理解	understanding/comprehension/agreement	also an interjection, verb
理解 理解	understanding/comprehension/appreciation; sympathy	also a verb
类似 类似	similar/same/identical/equal/uniform/equivalent	
差不多 差不多	approximately the same	actually an expression
一样 一样	same/similar/just like/equal	
差别 差别	difference/distinction/discrepancy/miss (nuance: wrong)	[HN], [SE]
区别 区别	distinction/difference/discrimination (nuance: another)	[SE]

Noun	Meaning	Notes
错误 错误	incorrect answer/solution/interpretation	
错误 错误	mistake/error/errata/blunder; accident/mishap	
错误 错误	mistake/error/blunder; accident/mishap	
错误 错误	misunderstanding (objective concept)	also a verb; [goo]
错误 错误	erroneous assumption/thought illusion/misunderstanding/ mistaken idea	also a verb; [goo]
错误 错误	mistaken idea/misconception (“thoughts different”)	also a verb; [goo]
错误 错误	imprudence/mistaken idea that is a misbehaviour (used disapprovingly in criticism)	[goo]
活动 活动	club/extracurricular activities	
活动 活动	club/extracurricular activities (abbreviation)	
活动 活动	club/extracurricular activities	
活动 活动	club; nightclub; sports club; golf club	(活动); also in Table 81
活动 活动	school trip/field trip/excursion/outing	

## VB.36 Academic fields

Table 93: Nouns: academic fields.

Noun	Meaning	Notes
数学 数学	mathematics	
科学 科学	science	also: 科学
地理 地理	geography	
历史 历史	history	
经济 经济	economics	
会计 会计	accounting/finance	also in Table 81
工程 工程	engineering	
计算机科学 计算机科学	computer science	also: 计算机科学
信息工程 信息工程	information engineering	

## VB.37 Knowledge, truth and reality

Table 94: Nouns: knowledge, truth and reality.

Noun	Meaning	Notes
思想 思想	thought	
信息 信息	information/news/intelligence	
消息 消息	news from someone; someone’s whereabouts/movements	
消息 消息	news; notice/notification	
消息 消息	notice/notification	polite
信息 信息	provision of information	
情况 情况	state of affairs/situation/circumstances (neutral, broader usage)	[HN1], [HN2]
情况 情况	immediate situation/present state of affairs (usually negative)	[HN1], [HN2]
情况 情况	circumstances/conditions/matters (used to explain context/ decision/event)	[HN]
知识 知识	knowledge/information	
意义 意义	meaning/sense/significance	
基础 基础	fundamentals/the ABCs of	
已知 已知	the known/established	
未知 未知	the unknown	

Noun	Meaning	Notes
知識 ちしき	knowledge/awareness; acceptance/consent/compliance/ acknowledgement	also a verb
知識 ちしき	knowledge/awareness	honorific
断念 だんねん	rejection/refusal/declination; permission/consent; notification/notice	
断念 だんねん	rejection/refusal/declination; announcement/notice	polite
起源 きげん	origin/source/history/derivation	also a verb
真実 まこと	genuine article/real deal	
真実 まこと	truth	[HN1], [HN2]
事実 じじつ	fact	[HN]
現実 げんじつ	reality	[HN]
現実 げんじつ	actuality/in practice (compared to expectation/theory) (usu. as 理想 or 理想)	[HN]
理想 りしやう	ideal/ideals	
公的 こうてき	official	
偽物 ぎぶつ	fake article/forgery/counterfeit/imitation	
嘘 うそ	lie/fib/falsehood	also an interjection
非公式 ひこうしき	unofficial	
妄想 まうそう	delusion; wild/ridiculous/baseless fantasy	
一般 いぱん	general/universal/ordinary/average/common	
普通 ふつう	ordinary/common/usual	(口); also an adverb
通常 とくじょう	usual/ordinary/normal/regular/general/common	also an adverb
日常 にじちやう	usual/normal/everyday/habitual/ordinary	also an adverb
観察 くわんさつ	observation/survey/watching	also a verb
研究 くわんぐう	research/study/investigation	
捜査 さうさ	hunt/exploration/investigation/search/lookup	also a verb
実験 じくけん	experiment/experimentation	also a verb
分析 ぶんし	analysis	also a verb
報告 ほうこく	report/information	also a verb
証明 しやうめい	proof/testimony	also a verb
確認 かくにん	confirmation/verification/validation/check	also a verb
発見 はっけん	discovery/detection/finding	also a verb
発明 はつめい	invention	also a verb
決定 けつぎ	decision (clear)	also a verb; [goo]
決定 けつぎ	{informal/internal/unofficial} {decision/offer (e.g. job)}	also a verb; [goo]
最終 さいしゅう	formal/official final decision	[goo]
未定 みてい	not decided/not yet fixed/undecided/pending/TBC	also an adjective; [goo]
既定 きてい	predetermined/prescribed/designated/fixed in advance	[goo]
provisional てんてい	provisional/tentative decision	[goo]
先立 さきだて	plans/arrangement/decision made in advance	[goo]
既定 きてい	decided/established/fixed/prearranged/predetermined	[goo]
決定 けつぎ	decision (strong)	also a verb; [goo]
決定 けつぎ	decision	also a verb; [goo]
判断 かんだん	judgment	also a verb; [goo]
判断 かんだん	judgment	literary [goo]
verdict けつぎ	verdict/ruling/judgment (of judge/referee)	also a verb
断言 だんげん	assertion/declaration/conclusion	also a verb; [goo]
隠 かく	hidden/concealed/unknown/crypto-	PREFIX



Noun	Meaning	Notes
覆盖 □□	covering up/concealment/hiding/suppression	also a verb
秘密 □□	secret (in/out-group, personal level)	[HN]
秘密 □□	secret (official/corporate/country)	childish; [HN]
秘密 □□□	secret/secretcy	also a verb
确实 □□	sure/certain/confident; reliable/trustworthy/accurate/correct/ exact	also an adverb
信任 □□	trust/confidence/reputation (past)	also a verb; [SE]
信任 □□	trust/confidence/reliance/faith (future)	also a verb; [SE]
怀疑 □□	doubt/question/uncertainty/skepticism/suspicion/distrust	

## VB.38 Courtesy

Table 95: Nouns: courtesy.

Noun	Meaning	Notes
□□	good/advantage/benefit/welfare; sake/purpose/objective/aim	(□); also an adverb
□□□□	etiquette/politeness/courtesy/good manners	
□□ □□	foul/abusive language	
□□ □□	discourtesy/impoliteness	also a □-adjective
□□ □□	rudeness/discourtesy/insolence (stronger)	also a □-adjective
□□ □□	disregarding/ignoring	also a verb
□□ □□	trouble/bother (when there's too much to do)	[HN]
□□ □□	trouble/bother/annoyance/nuisance/inconvenience (to other people)	[HN]
□□ □□□	waiting time/latency/queuing time	
□□ □□	fastest	

## VB.39 Conflict and resolution

Table 96: Nouns: conflict and resolution.

Noun	Meaning	Notes
□□ □□	tactics/strategy; military operation	
□□ □□	decisive battle/deciding match	also a verb
□ □□	attack/assault/offence	
□□ □□	war	
□□ □□	battler/fight/combat	
□□ □□	great war/battle; world war (abbreviation)	
□□□□ □□□□	world war	
□□□□□□ □□□□□□	World War I	
□□□□□□ □□□□□□	World War II	
□□ □□□□□□	waiting to see one's opponent's move/playing a waiting game	
□□ □□	waiting to see one's opponent's move before making your move (disallowed in games); holding back until the last minute	also a verb
□ □□ □□□	win/victory (personal)	
□□ □□	win/victory (larger scale)	also a verb
□ □□ □□	loss/defeat (personal)	
□□ □□	loss/defeat (larger scale)	also a verb
□□ □□	complete defeat/destruction/annihilation/failure	also a verb

Noun	Meaning	Notes
〇〇〇〇	injustice/unfairness/wrongdoing/dishonestly/illegality/fraud	also an adjective
〇〇	threat	
〇〇 〇	quarrel/brawl/fight/squabble/scuffle/argument	also a verb
〇	dispute/quarrel/disagreement	
〇〇〇〇	patience/endurance/bearing with something (usu. 〇〇〇〇〇〇〇〇 “cannot stand”)	
〇〇 〇〇	apology/excuse	
〇〇〇〇	apology	also a verb
〇〇〇〇	pardon/forgiveness; giving someone a break	also a verb
〇〇〇〇	vigilance/caution/alertness/precaution/being on guard	also a verb
〇〇	responsibility/duty/obligation	
〇〇〇〇	duty/responsibility	
〇〇 〇	mission/task/role/duty/function/office	
<label>〇〇〇	<label>’s fault; consequence of <label>	(〇〇)
〇〇〇〇	promise/agreement/arrangement/contract/pact; appointment/date	also a verb
〇〇〇〇	crime/offence	
〇〇〇〇	interrogation/questioning	also a verb
〇〇	punishment/penalty	also a verb
〇 〇〇	suicide	also a verb

## VB.40 Weapons

Table 97: Nouns: weapons.

Noun	Meaning	Notes
〇 〇	weapon/arms/ordnance	
〇〇〇	blade/sword	
〇〇〇	sword (esp. Japanese single-edged)	
〇〇	sword (esp. double-edged); blade; bayonet	

## VB.41 Taste and texture

Table 98: Nouns: taste and texture.

Noun	Meaning	Notes
〇〇	(common/table) salt	
〇〇	flavour/taste (literal/abstract (e.g. victory))	also in Table 89
〇〇〇〇	springy texture/elastic	
〇〇〇〇〇〇	shaking like a jelly/jellylike	

## VB.42 Amounts and sizes

Table 99: Nouns: amounts and sizes.

Noun	Meaning	Notes
〇〇	prefix for forming ordinal numbers	PREFIX
〇〇〇	too much/over- (e.g. eating)	SUFFIX, also in Table 71
〇〇	super-/ultra-/hyper-/extreme	PREFIX
〇〇〇〇	trivial/insignificant; worthless/not worth bothering with/ useless/good-for-nothing	(〇〇〇)

Noun	Meaning	Notes
最小 最小	smallest/minimum	
最大 最大	biggest/maximum	
最少 最少	fewest/least/smallest number of/minimum	
最多 最多	most (numerous)/largest number of/maximum	
全部 全部	whole/entirety	[goo]
部分 部分	portion/section/part	
一半 一半	half	also an adverb
百点 百点	hundred points/perfect mark	
个案 个案	case-by-case/separate/individual	
个人 个人	individual/personal/private person	
全体 全体	all members/everyone	also an adverb

## VB.43 Creatures and divinity

Table 100: Nouns: creatures and divinity.

Noun	Meaning	Notes
神 神	god/deity/divinity/spirit	
女神 女神	goddess/female deity	
天 天	heaven; God; sky	
天使 天使	angel	
魔鬼 魔鬼	devil/demon	
幽灵 幽灵	ghost/spectre/apparition/phantom	
幽灵 幽灵	ghost/apparition/phantom/spectre/demon/monster/goblin/ youkai	
幽灵 幽灵	phantom/vision/illusion	
怪物 怪物	monster	
魔 魔	demon/ogre/oni	
变化 变化	taking on another form/disguising oneself (esp. by spirits/ foxes/raccoon dogs in folklore)	(𪛗)
鬼 鬼	ghost; goblin/monster/demon	(𪛗)
怪物 怪物	monster/goblin	
天 天	heaven	
地 地	hell	
神社 神社	shrine maiden	[YJ]
神主 神主	chief priest (Shinto)	
封印 封印	seal stamp at shrines and temples	
咒 咒	charm/amulet/talisman	
阿弥陀佛 阿弥陀佛	hail Amitabha Buddha	

## VB.44 Nature

Table 101: Nouns: nature.

Noun	Meaning	Notes
草 草	grass/weed/herb	also in Table 78
花 花	flower/blossom/bloom/petal	
樱花 樱花	cherry tree/cherry blossom	
山樱 山樱	mountain cherry	
满开 满开	full bloom (esp. of cherry blossom)	also a verb

Noun	Meaning	Notes
竹	bamboo	
竹林	bamboo forest	
木	tree/shrub/bush; wood/timber	
林	woods/forest/grove; bunch/cluster/collection of something	
森	forest	
森林	forest woods	
山	mountain/hill	
山脈	mountains/hills	
沙漠	desert	
石	stone (small); jewel/precious stone; flint (in a lighter)	
石	rock/boulder (large)	
石	raw/unpolished ore/gemstone	
石	gem/jewel/precious stone	
鑽石[鑽石]	diamond	also in Table 81
空氣	air/atmosphere	also in Table 78
天	the sky	
藍天	blue sky	
風	wind/breeze/draught	
雲	cloud	
黑雲	dark clouds	
黑雲	dark clouds; threatening signs/ominous indications	
雷雲	thundercloud	
霧	mist; haze (esp. in Spring)	(霧)
海	sea/ocean	
光	light	
陽光	sunlight/sunshine/sunbeams	
月光	moonlight/moonbeam	
fireworks	fireworks	
水	water	
瀑布	waterfall	
天氣	weather	
雨	rain	
雨	rain shower in late autumn/early winter; seasonal rain	
雨	seasonal rain/rain in late autumn–early winter	
雪	snow	
彩虹	rainbow	
元素	element (chemical/classical (e.g. earth/water/air/fire))	
氫	hydrogen	
碳	carbon	
氧	oxygen	
一氧化碳	carbon monoxide	
二氧化碳	carbon dioxide	
火	flame/blaze; passion/flames (of intense emotion)	
雷	lightning/thunder/thunderbolt; god of thunder/lightning	

## VB.45 Cosmic

Read the main article on [SM](#). Read the differences between cosmic rocks at [AMS](#).

Table 102: Nouns: cosmic.

Noun	Meaning	Notes
星 □	star (excluding the Sun); planet (excluding the Earth); heavenly body	
星 座 □□	constellation; astrological/zodiac sign	
彗星 □□	comet (frozen gas/ice/dust)	
流星 □□	meteor/shooting star (light emitted from meteoroid/asteroid as it enters Earth's atmosphere)	
太阳系 □□□	the solar system	
太阳 □□	the Sun	
日 □	the Sun	
日 出 □□□	the Sun	children's language
月 □	the Moon	
月亮 □□□	the Moon	children's language
赏月 □□	moon viewing (eighth lunar month)	
日食 □□	solar eclipse (sun is eclipsed (blocked) by the moon)	
日 全 食 □□□□	total solar eclipse	
日 偏 食 □□□□	partial solar eclipse	
月食 □□	lunar eclipse (moon is eclipsed (blocked) by the Earth)	
月 偏 食 □□□□	partial lunar eclipse	
水星 □□	Mercury	
金星 □□	Venus (yellowish)	
地 球 □□	the Earth	
火 星 □□	Mars (reddish)	
木星 □□	Jupiter (wood colour)	
土 星 □□	Saturn (earth colour)	
天王星 □□□	Uranus (sky/light blue, sky king)	
海王星 □□□	Neptune (sea/mid blue, sea king)	
冥王星 □□□	Pluto (♄: dark)	
宇宙 □□	universe/cosmos/space	
世界 □□	the world/the universe/society	
另 一 个 世 界 □□□□	another world (esp. fiction)/parallel universe	
星 系 □□	galaxy	
星 系 群 □□□	galactic system	
星 系 群 名 称 □□□[□□]	the Milky Way (galaxy name)	
命运 □□	fate/destiny	

## VB.46 Physical units

Table 103: Nouns: physical units.

Noun	Meaning	Notes
页/□	page	
点/□	point	
百分/□	percent	
埃米 □□□□□□	angstrom ( $1 \text{ \AA} = 1 \cdot 10^{-10} \text{ m}$ )	
微米 □□□□/□	micron (micrometre)	
米 □□□□/□	metre	
英寸 □□□/□	inch	
英尺 □□□□/□	feet (1 ft = 12 in)	

Noun	Meaning	Notes
yard/yard	yard (1 yd = 3 ft = 36 in)	
kilometre/kilometre	kilometre	
mile/mile	mile (1 mi = 1760 yd = 5280 ft)	
nautical mile/nautical mile	nautical mile (1 nmi = 1852 m)	
square metre/square metre	square metre	
hectare/hectare	hectare (1 ha = 10 000 m <sup>2</sup> = 0.01 km <sup>2</sup> )	
square kilometre/square kilometre	square kilometre (1 km <sup>2</sup> = 1 000 000 m <sup>2</sup> )	
acre/acre	acre (1 ac = 4840 sq yd = 43560 sq ft = $\frac{1}{640}$ sq mile)	
hertz/hertz	hertz (1 Hz = 1 s <sup>-1</sup> )	
knot/knot	knot (1 kt = 1 nmi h <sup>-1</sup> )	
mach/mach	mach (multiple of speed of sound)	
gram/gram	gram	
kilogram/kilogram	kilogram	
ton/ton	ton	
cubic centimetre/cubic centimetre	cubic centimetre	
litre/litre	litre (1 L = 1 000 cm <sup>3</sup> = 0.001 m <sup>3</sup> )	
gallon/gallon	gallon (there's a US one and a UK one..., both $\lesssim$ 5 L)	
cubic metre/cubic metre	cubic metre	
joule/joule	joule (1 J = 1 kg m <sup>2</sup> s <sup>-2</sup> ; $W = F \cdot s$ ; $F = ma$ )	
calorie/calorie	calorie ( $\approx$ 4.184 J)	
megaton/megaton	megaton (TNT equivalent)	
kilowatt hour/kilowatt hour	kilowatt hour (kWh)	
watt/watt	watt (1 W = 1 J s <sup>-1</sup> ; $P = \frac{E}{t}$ )	
kilowatt/kilowatt	kilowatt	
ampere/ampere	ampere	
coulomb/coulomb	coulomb (1 C = 1 A s <sup>-1</sup> )	
volt/volt	volt (1 V = 1 J C <sup>-1</sup> ; $V = \frac{E}{Q}$ )	
ohm/ohm	ohm (1 $\Omega$ = 1 V A <sup>-1</sup> ; $R = \frac{V}{I}$ )	
farad/farad	farad (capacitance; 1 F = 1 C V <sup>-1</sup> )	
Celsius/Celsius	Celsius/centigrade	also: centigrade
degrees Celsius/degrees Celsius	degrees Celsius	also: centigrade
Japanese yen/Japanese yen	Japanese yen	
cents/cents	cents	
dollar/dollar	dollar	
Chinese yuan/Chinese yuan	Chinese yuan	
giga-/giga-	giga-	
mega-/mega-	mega-	
kilo-/kilo-	kilo-	
deci-/deci-	deci-	
centi-/centi-	centi-	
milli-/milli-	milli-	
micro-/micro-	micro-	
nano-/nano-	nano-	
pico-/pico-	pico-	
alpha/alpha	alpha	
beta/beta	beta	
gamma/gamma	gamma	

## VB.47 Hygiene

Table 104: Nouns: hygiene.

Noun	Meaning	Notes
糞/糞	poop	
糞	feces/excrement/dung/damned/blasted/stupid	(糞)
糞/糞	trash/rubbish/garbage/refuse	(糞)

## VB.48 Common names

Table 105: Nouns: common names.

Noun	Meaning	Notes
鈴木 鈴木	Suzuki (last name)	
田中 田中	Tanaka (last name)	
山田 山田	Yamada (last name)	
加賀 加賀	Kaga (last name)	
一平 一平	Ichirou (first name)	
直子 直子	Naoko (first name)	
美子 美子	Mie (first name)	
明日香 明日香	Tomoko (first name; female)	
大輔 大輔	Yousuke (first name; male)	

## VB.49 Character names

Table 106: Nouns: character names.

Noun	Meaning	Notes
胡 胡	Hu Tao	(胡)
神無川 神無川	Kamisato Ayaka	
八重子 八重子	Yae Miko	

## VC (adjectives)

### VC.1 Emotions

Table 107: Adjectives: emotions.

Adjective		Meaning	Notes
<sup>00000</sup> 000	□	moving/touching/stirring	
<sup>00</sup> 000	□	happy/glad/delighted	
<sup>00</sup> 000	□	fun/enjoyable/happy	
<sup>0</sup> 000	□	desired/wanted	
<v te>000	□	I want you to do <v>/I want <v> done	AUX
0000	□	eager/enthusiastic/excited/spirited/energetic	( <sup>0000</sup> )
0000	□	happy/auspicious/joyous	( <sup>0000</sup> ); also in Table 115
00000	□	for congratulations/worthy of celebration/auspicious (occasion/ending/etc.)	( <sup>0000</sup> ); polite; also in Table 115
<sup>0000</sup> 00	□	important/significant; precious/cherished/beloved	also an verb, adverb
<sup>00</sup> 000	□	lovely/dear/beloved/darling/dearest	
<sup>0</sup> 000	□	precious/dear/valuable	also in Table 112
<sup>00</sup> 000	□	sad/miserable	
<sup>0</sup> 00000	□	embarrassed/ashamed/humiliated	
<sup>00</sup> 0000	□	nostalgic/fondly-remembered/missed	
<sup>00</sup> 000	□	lonely	
<sup>0</sup> 0000	□	remorseful/sorry/apologetic/conscience-stricken	also an interjection, also in Table 112
<sup>0 00</sup> 000	□	feel bad/sorry/regretful/regret	also in Table 113
<sup>000 0</sup> 0000	□	uninterested in/having no interested in	
<sup>0</sup> 000	□	regrettable/disappointing/unfortunate/a pity	also in Table 112
<sup>0000</sup> 00	□	regrettable/unfortunate/disappointing/vexing	
<sup>00</sup> 000	□	frustrated/annoyed/bitterly disappointed (over failure/ injustice)	
<sup>000</sup> 0000	□	envious/jealous; enviable (position)	
<sup>00</sup> 000	□	psychologically painful/distressing/stressful; difficult/ struggling (circumstances)	
000	□	painful/heart-breaking/difficult (emotionally); tough/hard/ harsh (situations)	( <sup>00</sup> ≠ <sup>00</sup> )
<sup>00</sup> 00	□	painful/sore; [cringy/embarrasing]	[slang]
<sup>00</sup> 0000	□	tense/strained/“smelling of gunpowder”	also in Table 120
<sup>00</sup> 00	□	sleepy/drowsy	
<sup>0000</sup> 00	□	relieved	
<sup>000</sup> 000	□	pleasantly warm	
<sup>00</sup> 00	□	hot	
<sup>00</sup> 00	□	cold (weather)	also in Table 113
<sup>0 00</sup> 000	□	chilly/a little cold	
<sup>00</sup> 00	□	hot (to the touch); emotionally passionate/zealous/ enthusiastic; hot-tempered	also in Table 113
<sup>00</sup> 000	□	cold/chilly/icy/freezing (to the touch); emotionally cold/ unfriendly/distant	
0000	□	cold/unsympathetic/heartless/unfriendly	
<sup>00</sup> 00	□	distant/alooof/estranged	also in Table 114
<sup>000 00</sup> 00000	□	ungenerous/poor in spirit/with no great feelings	



## VC.2 Production

Table 108: Adjectives: production.

Adjective	Meaning	Notes
自動 自動	□ automatic	

## VC.3 Consumption

Table 109: Adjectives: consumption.

Adjective	Meaning	Notes
簡単 簡単	□ easy to use	(簡単)
簡単 簡単	□ easy to see	(簡単)
簡単 簡単	□ easy to read/legible	(簡単)
簡単 簡単	□ easy to drink/swallow	(簡単)
簡単 簡単	□ easy to understand	(簡単)
簡単 簡単	□ easy to learn/remember	(簡単)
簡単 簡単	□ comfortable/convenient to live in (of a neighbourhood)	(簡単)

## VC.4 Health

Table 110: Adjectives: health.

Adjective	Meaning	Notes
大丈夫 大丈夫	□ alright/problem-free/without fear	
健康 健康	□ healthy/fit; wholesome	also a noun
意識 意識	□ unconscious/involuntary/unintentional	
精神 精神	□ mental/spiritual/emotional	
健康 健康	□ lively/well/in good health	
健康 健康	□ all right/fine/OK	slang; also in Table 115
健康 健康	□ illness/disease/sickness	
健康 健康	□ anxious/uneasy/insecure	also a noun
健康 健康	□ free/available/not busy/unoccupied/idle	also a noun; [JS]
健康 健康	□ busy/occupied/hectic	
健康 健康	□ very busy	
健康 健康	□ happy/blessed	also a noun
健康 健康	□ unhappy/sorrowful/misfortunate/disastrous (short term/long term)	[HN]
健康 健康	□ unhappy/misfortunate/unlucky (long term)	also a noun; [HN]

## VC.5 Colours

Read the main article on [CTA](#).

Only four colours were recognised as basic colours in ancient Japan: red, blue, white, black. Blue and green used to be both referred to as 青.

Table 111: Adjectives: colours.

Adjective	Meaning	Notes
赤 赤	□ red	
青 青	□ blue; green (for fruits/vegetables/traffic lights); inexperienced	
黒 黒	□ black	also in Table 112
白 白	□ white	

Adjective	Meaning	Notes
<sup>0 00</sup> □□□	□ yellow	“□□” is invalid
<sup>0000</sup> □□□	□ brown	“□□” is invalid
<sup>0000</sup> □□□□	□ brownish	

## VC.6 Agreeability

Table 112: Adjectives: agreeability.

Adjective	Meaning	Notes
□□	□ non-existent/not being there	(□□)
<sup>0</sup> □□/□□/□□	□ good/nice/agreeable/OK	[MK]
□□□□	□ good/OK/all right/fine/very well/will do/may/can	(□□□); honorific
<sup>0 0</sup> □□□□□	□ pleasant/good feeling	also an expression
<sup>0000</sup> □□	□ nice/splendid/lovely/wonderful/fine	also in Table 121
□□□	□ amazing/great/wonderful/terrific	(□□)
<sup>0 0</sup> □□□□□	□ wonderful/splendid/magnificent	
<sup>0 00</sup> □□	□ lovely/wonderful/fantastic/superb/nice/cool	
<sup>00</sup> □□	□ excellent/remarkable	also in Table 113
□□□	□ terrific/amazing/cool (“damn!”)	colloquial, slang; also: □□□
<sup>0</sup> □□□	□ too good for/deserving better	also in Table 107
<sup>0000</sup> □□□□	□ unobjectionable	also an expression
<sup>00</sup> □□	□ bad/poor/undesirable/at fault (says served)	also an interjection, [goo]
□□□	□ bad taste/unpleasant/awful/problematic/unfavourable (says server)	[goo]
<sup>0</sup> □□□□	□ awkward/embarrassing/uneasy	
□□/□□	□ not good/hopeless; cannot/not allowed	□□ is informal, [HN]
<sup>00</sup> □	□ reluctant/disagreeable	
□□□□□	□ unpleasant/disagreeable/nasty	(□□□□)
<sup>0 00</sup> □□	□ unpleasant/displeasing/discomforting	
<sup>0 0 00</sup> □□□□□	□ disgusting/gross/revolting/unpleasant/bad feeling	
□□□	□ disgusting/gross (abbreviation)	slang
<sup>0 00000</sup> □ □□□	□ weird/disgusting/sickening	
□□□□	□ gross/disgusting/sickening (abbreviation of □□□□□)	slang; also: □□□□
□□□	□ awful/crazy/unhinged (“damn!”)	colloquial, slang; also: □□□
<sup>00 0</sup> □□□□	□ cursed/damned/accursed	
□□□□□	□ unthinkable/ridiculous/absurd	(□□□□□); also in Table 114
□□□□□□	□ unthinkable/unexpected/absurd/outrageous/preposterous/terrible	also an interjection
<sup>0</sup> □□	□ likeable/favourite	
<sup>00 0</sup> □□□	□ strongly liked/loved	
<sup>000 0 00</sup> □ □□□	□ very interesting/of great interest	
<sup>00</sup> □□	□ disliked/hated	
<sup>0000</sup> □□□	□ strongly disliked/hated	
<sup>0000</sup> □□	□ safe/secure	also a noun
□□□	□ acceptable/fine/OK; in time (for)	
<sup>00</sup> □□	□ scary/frightening/eerie/dreadful	
<sup>00</sup> □□□□	□ dreadful/terrifying/frightening/terrible; startling/surprising	
<sup>0 00</sup> □□	□ dangerous/hazardous	also a noun; [HN]
<sup>00</sup> □□□	□ dangerous/risky	also an interjection; [HN]

Adjective	Meaning	Notes
危险	□ dangerous/risky (“damn!”)	colloquial, slang; also: 危险
最好	□□□ best/finest; highest/maximum	
最好	□ best/ideal	
高级	□ high class/calibre	
最差	□□□ worst/awful/nasty/disgusting; lowest/minimum	
最差	□ worst (e.g. situation)	
低级	□ low class/calibre; vulgar/cheap	
邪恶	□ evil/wicked	
无可推诿	□ inexcusable/unjustifiable/unpardonable	(无可推诿); also an interjection, also in Table 107
自然	□ natural/obvious/common/ordinary/the norm	
理所当然	□ natural/reasonable/obvious	(理所当然)
自然	□ natural/right/proper/just/appropriate	also an adverb
适当	□ appropriate/suitable/befitting/proportionate	also a verb, adverb; also in Table 121
<v past>最好	□ had better <v past>	(最好)
<v neg>最好	□ had better not <v>	(最好)
无可奈何	□ there’s no other way/can’t be helped; hopeless/annoying/troublesome/awful	
无可奈何	□ there’s no other way/can’t be helped; hopeless/annoying/troublesome/awful	
<nn/adj/v te>□	□ cannot help but <nn/adj/v te>	
<nn/adj/v te>□	□ cannot help but <nn/adj/v te>	
<nn/adj/v te>□	□ it’s no use <nn/adj/v te>/useless/no good/insufficient/not enough	
<nn/adj/v te>□	□ it’s no use <nn/adj/v te>/useless/no good/insufficient/not enough	
无可奈何	□ cannot help/hold back/suppress (laughing/feeling sympathy/tears/anger/etc.)	

## VC.7 Appearance and style

Table 113: Adjectives: appearance and style.

Adjective	Meaning	Notes
<adj/v stem>□	□ having the appearance of/seeming that	AUX
<nn>□□/□	□ <nn> -ish/-like	SUFFIX
<nn/v>□□	□ -like/sort of/similar to/resembling	SUFFIX
<...>□□	□ seeming/appearing <...> (judgment based on evidence/reason/trustworthy hearsay)	AUX
<nn/adv/adj stem>□□	□ <nn/adv/adj stem> -ish/typical of/becoming of/appropriate for/worthy of	SUFFIX
□□□/□□□□	□ this kind (closer to speaker)	(□□□□)
□□□□/□□□□	□ this kind (closer to speaker)	(□□□□); formal
□□□□/□□□□	□ this kind (closer to listener)	(□□□□)
□□□□/□□□□	□ this kind (closer to listener)	(□□□□); formal
□□□□/□□□□	□ this kind (distant)	(□□□□)
□□□□/□□□□	□ this kind (distant)	(□□□□); formal
□□□□	□ cute/adorable/charming/lovely/pretty	

Adjective	Meaning	Notes
□□□□ □□□□/□□□□	□ lovely/sweet/pretty/cure/adorable	
□□□□ □□	□ cool/attractive/stylish	(□□□□/□□□□)
□□□□ □□□□	□ pretty/beautiful	
□□□□ □□□□	□ beautiful/pretty/lovely/sweet/pure (heart/friendship)	
□□□□ □□□□	□ charming/fascinating/attractive	
□□□□ □□	□ neat and clean/tidy/trim	
□□□□ □□	□ impressive/praiseworthy/splendid/handsome/well-rounded	
□□□□ □□□□	□ tall (of a person)	
□□□□ □□	□ perfect/complete/flawless	
□□□□ □□	□ perfect/complete	
□□□□ □□	□ unattractive/ugly/unstylish/uncool	
□□□□ □□	□ ugly/unattractive/unsightly/disgraceful/dishonourable	
□□□□ □□□□	□ short (of a person)	
□□□□ □□□□	□ manly/masculine	
□□□□ □□□□	□ womanly/feminine/ladylike	
□□□□	□ muscular/brawny	also an adverb
□□□□ □□	□ fair-skinned/ light-complexioned	
□□□□ □□	□ dark-skinned	
□□□□ □□	□ clean/tidy	(□□□)
□□□□ □□	□ fresh	
□□□□ □□	□ dirty/filthy/messy/untidy/vulgar	
□□□□□□ □□	□ disorderly/chaotic/messy	also an adverb
□□□□ □□	□ smelly/stinking	also in Table 112
<nn/adj/v>□□	□ smelling of/appearing like	SUFFIX
□□□□	□ holey/full of holes/dents	
□□□□ □□	□ interesting/fascinating/funny/entertaining	
□□□□ □□	□ interesting/fascinating/funny/intriguing	slang
□□□□ □□	□ rare/uncommon/unusual/curious/new/fine/precious	
□□□□ □□	□ hot topic/of interest	also in Table 107
□□□□□□ □□	□ dull/uninteresting/boring/tedious; insignificant/worthless; useless/pointless/disappointing	(□□□□)
□□□□ □□	□ lame/uncool	slang
□□□□ □□	□ lame/corny (joke)	also in Table 107
□□□□ □□	□ wealthy/rich/affluent/well-off	
□□□□ □□	□ rich/abundant/plentiful/ample	[TGG]
□□□□ □□	□ poor/poverty-stricken	[goo]
□□□□ □□	□ lacking inner richness/poor/needy	[TGG] [goo]
□□□□ □□	□ shortage/scarce/limited/meagre	[TGG] [goo]
□□□□ □□	□ respected/great/famous/celebrated/distinguished	also in Table 112
□□□□□□ □□	□ pitiful/pathetic	(□□□□/□□□□)
□□□□ □□	□ pitiful/unfortunate/poor/miserable	also in Table 107
□□□□ □□	□ new/novel/recent/latest/modern	
□□□□ □□	□ young/youthful; immature	[HN]
□□□□ □□	□ old/antiquated/old-fashioned (of things, not people)	
□□□□ □□	□ peculiar/unique/characteristic	[HN]
□□□□ □□	□ characteristic/their own/unique/original/local	[HN]

Adjective	Meaning	Notes
区々々々 区々	distinguishing/ distinctive/ characteristic	
区々 区々	区 exclusive/characteristic/peculiar	[HN]
区々 区々	区 inherent/characteristic/peculiar	[HN]
区々 区々	区 normal/ordinary/regular/usual/common	also an adverb
区々 区々	区 general/popular/common/typical	
区々 区々	区 special/particular/extraordinary/exceptional	also an adverb, [goo]
区々 区々	区 special/particular/peculiar/unique	[goo]

## VC.8 Ability

Table 114: Adjectives: ability.

Adjective	Meaning	Notes
区々 区々 区々	区 skilful/good	(区々)
区々 区々	区 skilful/proficient/adept	
区々 区々	区 capable/competent/efficient	
区々 区々	区 strong/dependable; competent/skilled; rigid/solid	
区々 区々	区 detailed/full	
区々 区々	区 knowledgeable/well-informed/familiar about	
区々 区々	区 fluent (in a language)	
区々 区々	区 fluent (speaking a foreign language)	also an adverb
区々 区々	区 native	also a noun
区々 区々	区 mighty/powerful	
区々 区々	区 talented/gifted/prodigious/virtuoso/masterful	
区々 区々	区 bright/intelligent/clever/smart	
区々 区々	区 wise/clever/smart	
区々 区々	区 unskilful/poor/awkward	
区々 区々	区 unskilled/clumsy/lousy/poor/awkward/shitty	(区々); derogatory
区々 区々	区 clumsy/unreliable	slang: 区々
区々 区々	区 not very good at	
区々 区々	区 incapable/incompetent/inefficient	
区々 区々	区 weak/frail/tender; unskilled	
区々 区々	区 ignorant/ill-informed/unfamiliar about	also in Table 107
区々 区々	区 puniness; youth	
区々 区々	区 slow/weak-headed/dumb	
区々 区々	区 stupid/foolish/ridiculous	(区々)
区々 区々	区 absurd/foolish/stupid/ludicrous/preposterous/laughable/ ridiculous	
区々 区々	区 foolish/idiotic/simplistic	(区々)
区々 区々	区 forgetful	
[区]区々	区 easy	(区々)
<v masu>区々	区 easy to/likely to/have a tendency to <v masu>	(区々); SUFFIX
区々 区々	区 easy/simple	
区々 区々	区 simple/convenience/simplified	slightly formal [S]
区々 区々	区 difficult/troublesome/impossible (euphemism)	
区々 区々	区 difficult/challenging	also an adverb, also in Table 121
区々 区々	区 impossible/no way/unreasonable	

Adjective	Meaning	Notes
不可能	□ impossible	(不可能); also in Table 112
讨厌	□ troublesome/bothersome/tiresome	(讨厌)
讨厌	□ troublesome/bothersome	(讨厌); slang
不可否认	□ undeniable/cannot deny	

## VC.9 Personalities

Table 115: Adjectives: personalities.

Adjective	Meaning	Notes
和蔼	□ kind/affectionate/gentle (character)	speech: [HN]
慷慨	□ kind/generous/gentle (action)	formal: [HN]
友好	□ friendly/familiar/intimate	
和蔼	□ amiable/affable/likeable	
友好	□ friendly/amiable/affable/sociable/loving company; (of animals) talking kindly to people	
坦率	□ frank/upfront/candid/direct/honest (about one's feelings/thoughts)	
残酷	□ cruel/heartless/harsh/very bad/awful	(残酷)
残酷	□ cruel/brutal/ruthless/merciless/inhumane	
安静	□ quiet/silent/calm/peaceful	
沉着	□ composed/calm/serene	
平和	□ peaceful/gentle/calm/mild/quiet	
放松	□ relaxed/familiar/friendly	
冷静	□ cool/calm/composed/unconcerned/nonchalant/unmoved/indifferent	also in Table 110
吵闹	□ noisy/boisterous	
吵闹	□ noisy/loud; annoying/persistent	(吵闹)
吵闹	□ noisy/loud	slang
认真	□ serious/sober/earnest/grave	
hardworking, lazy...		
疯狂	□ crazy/eccentric	(疯狂); also in Table 117
急躁	□ hasty/rash/impatient/quick-tempered	
谨慎	□ careful/cautious/prudent	
粗心	□ careless/rash/hasty/imprudent	
不负责任	□ irresponsible/perfunctory/careless	also an adverb, also in Table 121
不在乎	□ not caring/not giving a damn	
不在乎	□ not giving a damn/not caring a bit	idiomatic
有名	□ famous	
简单	□ simple/uncomplicated; simple-minded/naive	
[简单]	□ naive/too good-natured/gullible/foolish/simple	([简单]); also in Table 107
轻信	□ gullible/naive	(轻信)
复杂	□ complex/complicated/intricate; mixed (feelings)	
脆弱	□ susceptible/vulnerable/prone to	(脆弱)
敏感	□ sensitive/susceptible	(敏感); also: 敏感
易激动	□ excitable	(易激动)
容易厌倦	□ easily bored/fickle/quick to lose interest	(容易厌倦)

Adjective	Meaning	Notes
<sup>00</sup> □□□□	□ easily fatigued	<sup>00 00</sup> (□□□□)

## VC.10 Education and correctness

Table 116: Adjectives: education and correctness.

Adjective	Meaning	Notes
<sup>00</sup> □□□	□ right/correct; proper/lawful	

## VC.11 Knowledge, truth and reality

Table 117: Adjectives: knowledge, truth and reality.

Adjective	Meaning	Notes
<sup>00</sup> □□□	□ obvious/clear/evident/definite	[HN]
<sup>0 00</sup> □□	□ unknown/unidentified/obscure/ambiguous/uncertain/unclear	[HN]
<sup>0</sup> □□□□	□ unknown/strange	
<sup>00</sup> □□□□□	□ ambiguous/equivocal/misleading/easy mixed up/confusing	
<sup>0000</sup> □□	□ clear/precise/definite/distinct	[HN]
<sup>0 0000</sup> □□□	□ inaccurate/indistinct/imprecise/unclear/indecisive	[HN]
<sup>0000</sup> □□	□ vague/ambiguous	[HN]
<sup>00</sup> □□	□ certain/sure/definite; reliable/trustworthy/accurate/correct	
<sup>0 00</sup> □□□	□ uncertain/unclear/indefinite	
<sup>0000</sup> □□	□ real/true/genuine/authentic	[HN]
<sup>00000</sup> □□	□ normal	
□□/□□	□ serious/not joking	abbreviation
□□	□ serious/earnest/honest/real/legit	slang
□□□□□□□	□ plausible/believable/seemingly true/reasonable	<sup>000</sup> (□□□□□)
□□□□	□ laughable/ridiculous/strange/weird/suspicious	<sup>00</sup> (□□□□); also in Table 115
<sup>00</sup> □□□	□ suspicious/dubious/dodgy; ominous (weather)	
<sup>00</sup> □	□ strange/odd/peculiar/weird/eccentric/funny/suspicious/fishy; unexpected	
<sup>00</sup> □□	□ suspicious/shady/evil	also in Table 111
<sup>00</sup> □□	□ suspicious	also in Table 113
<sup>0 0000</sup> □□	□ abnormal/strange	
<sup>0 0000</sup> □□	□ extreme/great/extraordinary/unusual	also a noun
<sup>0 0 0</sup> □□□	□ strange/mysterious	
<sup>00</sup> □□□□□□	□ unbelievable/incredible	
<sup>00000</sup> □□	□ honest/frank/candid	also an adverb
<sup>00000</sup> □□	□ equal/impartial	also a noun
untruthful		
unequal		

## VC.12 Courtesy

Table 118: Adjectives: courtesy.

Adjective	Meaning	Notes
<sup>0000</sup> [□]□□	□ polite/courteous/civil; conscientious/thorough/careful	[honorific]
<sup>0000</sup> □□	□ discourteous/impolite	also a noun

Adjective	Meaning	Notes
𠄎𠄎 𠄎𠄎	𠄎 rude/discourteous/insolent (stronger)	also a noun
𠄎𠄎 𠄎𠄎 𠄎𠄎𠄎𠄎 𠄎𠄎𠄎𠄎 𠄎𠄎	𠄎 fast 𠄎 high-speed/rapid/express 𠄎 rapid (progress) 𠄎 early/too early	also a noun
𠄎𠄎 𠄎𠄎 𠄎𠄎	𠄎 slow/late (in the day)/late (behind time) 𠄎 slow/sluggish/laggy	also in Table 121

## VC.13 Conflict and resolution

Table 119: Adjectives: conflict and resolution.

Adjective	Meaning	Notes
𠄎𠄎 𠄎𠄎	𠄎 unjust/unfair/dishonest/illegal	also a noun

## VC.14 Taste and texture

Read the main article for the five basic flavours on [CTA](#).

More [here](#)

Table 120: Adjectives: taste and texture.

Adjective	Meaning	Notes
𠄎𠄎𠄎𠄎 𠄎𠄎𠄎	𠄎 good-tasting/delicious/tasty 𠄎 delicious	𠄎 (𠄎𠄎𠄎𠄎) (𠄎𠄎𠄎/𠄎𠄎 <a href="#">[SKJnKKS]</a> )
𠄎𠄎𠄎/𠄎𠄎𠄎/𠄎𠄎𠄎	expressive delicious/skilled/good	colloquial
𠄎 𠄎𠄎𠄎𠄎 𠄎𠄎 𠄎𠄎 𠄎𠄎 𠄎𠄎 𠄎𠄎𠄎𠄎	𠄎 sour 𠄎 sweet 𠄎 bitter 𠄎 spicy 𠄎 salty	
𠄎𠄎𠄎𠄎	𠄎 soft/fluffy/spongy	ONOMATOPOEIC also an adverb
𠄎𠄎 𠄎𠄎𠄎𠄎	𠄎 smelling burnt/scorched	also in Table 107

## VC.15 Amounts and sizes

Table 121: Adjectives: amounts and sizes.

Adjective	Meaning	Notes
𠄎𠄎𠄎 𠄎𠄎𠄎𠄎	𠄎 huge/big/gargantuan 𠄎 big/large/great	slang
𠄎𠄎𠄎	𠄎 vast (in numbers)/to a great extent	𠄎 (𠄎𠄎)
𠄎𠄎𠄎 𠄎𠄎𠄎𠄎	𠄎 already enough (expressing wish for something to end), see 𠄎𠄎 𠄎𠄎𠄎𠄎	also an adverb, also in Table 115
𠄎𠄎 𠄎𠄎 𠄎𠄎𠄎𠄎 𠄎𠄎	𠄎 large/great/huge/major/important/serious/severe 𠄎 considerable/substantial	PREFIX
𠄎𠄎 𠄎𠄎𠄎	𠄎 small/little/tiny	
𠄎𠄎𠄎𠄎𠄎	𠄎 small/little/tiny	𠄎 (𠄎𠄎𠄎𠄎); slang
𠄎𠄎𠄎𠄎𠄎	𠄎 tiny/wee	𠄎 (𠄎𠄎𠄎𠄎𠄎); slang
𠄎𠄎 𠄎𠄎 𠄎𠄎	𠄎 high/tall; expensive 𠄎 low/short	



Adjective	Meaning	Notes
便宜 □□	□ cheap	
深 □□	□ deep; profound; dense/thick; close (relationship); intense/strong; late	
浅 □□	□ shallow/superficial; slight (wound); light (sleep); pale (colour); inadequate (knowledge); early/young (e.g. night/season)	
无关 □□□□	□ unrelated/irrelevant	
重 □□	□ heavy (weight/feeling)	also in Table 118
轻 □□	□ light (weight/feeling)	also in Table 118
厚 □□	□ thick (diameter); deep/sonorous (of voice)	[HN]
薄 □□	□ thin/slender (diameter); thin/sparse (of voice)	[HN]
瘦 □□□	□ slim	
厚 □□	□ thick (sheets/strength)	[HN]
薄 □□	□ thin (sheets/strength)	[HN]
短 □□	□ short/brief (length) (spacial/temporal/detail)	
长 □□	□ long (length) (spacial/temporal)	
永恒 □□□□	□ everlasting/permanent/very long/many years of	
近 □□	□ near (distance) (spacial/temporal/relationship/similarity)	
远 □□	□ far (distance) (spacial/temporal/relationship/similarity)	
宽 □□	□ wide/spacious/vast	
窄 □□	□ narrow/confined/cramped	
大量 □□	□ massive quantity	[HN]
多 □□	□ many/large quantity of (esp. countable); frequent	[GMN]
多 □□	□ much/large amount of (esp. uncountable)	[HN], [GMN], [gool]
足够 □□	□ enough/sufficient/plenty/adequate/satisfactory	also an adverb
很多 □□□□	□ a lot/lots/plenty/much/a great deal; enough/too much	(□□); also an adverb: [gool]
满 □□□□	□ full/filled/overflowing	(□□); also a noun and adverb: [gool]
各种 □□	□ various/all sorts of	slang: □□□□ (Table 73)
必要 □□	□ essential/necessary	also a noun
不必要 □□□□	□ unnecessary/not needed	
不必要 □□□□	□ unnecessary/needless	
不必要 □□	□ unnecessary/unneeded	
足够 □□	□ not needing any more (“I’m fine/no thank you”)/sufficient/enough	also in Table 112
不用 □□	□ disused/unused	
少量 □□	□ small quantity	
少 □□□	□ few/a little/scarce/insufficient; seldom	
长 □□□	□ long (time that has passed)/old (story)	
长 □□□□	□ long time (since the last time)	
严重 □□	□ serious/severe/grave (of a crisis)	
严重 □□	□ serious/severe/critical (punishment/illness)	also in Table 118
不严重 □□	□ non-serious/minor/unimportant/trivial (punishment/illness)	also in Table 118
严重 □□	□ serious/dreadful/terrible	also an adverb, also in Table 114

## VC.16 Change

Table 122: Adjectives: change.

Adjective	Meaning	Notes

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Adjective	Meaning	Notes
<sup>0</sup> □□□□□	□    constant/invariant	

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## VD (verbs)

### VD.1 Physical

Table 123: Verbs: physical.

Transitive				Intransitive			
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
<sup>0</sup> ○○○	□	to move/shift/stir/budge/change position; to inspire/mobilise/deploy		<sup>0</sup> ○○	□	to move; to stir/shift/shake/swing; to be influenced	
<sup>0+acc</sup> ○○○○	E	to move/transfer/migrate		<sup>0+acc</sup> ○○○○	E	to move/travel	
-				<sup>0+acc</sup> ○○○○	E	to exercise/train/workout/do sports	
-				<sup>0+acc</sup> ○○○○	E	to be active (of person/organisation/animal/volcano/etc.)	
-				<sup>0+acc</sup> ○○○○	E	to be still/still/dormant (e.g. volcano)	
-				<sup>0+acc</sup> ○○○○	E	to act/take action	
<sup>0</sup> ○○○	□	to stop/turn off; to park; to suppress/hold (cough/tears/breath); to relieve (pain)		<sup>0</sup> ○○○	□	to stop moving/come to a stop/be stopped/perch on (of birds)	
<sup>0</sup> ○○	□	to point; to identify/indicate/point out		-			
<sup>0</sup> ○○	□	to touch/feel (intentional)	[gool]	<sup>0</sup> ○○	□	to touch (intentional)	[gool]
O □ S ○○○○	□	to touch O using S (unintentional) ???	[gool]	<sup>0</sup> ○○○	□	to touch/feel (unintentional); to touch/refer to a subject	[gool]
□				<sup>0</sup> ○○○	E	to be close to/in contact (abstract; information/geographical border)	[gool]
<sup>0</sup> ○○	□	to embrace/hug/hold in one's arms (e.g. baby)		-			
○○○○○	□	to embrace closely/hug someone close/hold someone tight	( <sup>0</sup> ○○○○○)	-			
○○○○○	E	to hug		○○○○○	E	to hug	
<sup>0</sup> ○○	□	to bite/chew		-			
<sup>0</sup> ○○	□	to hold (in hand)/take/carry/possess; hold meeting		-			
<sup>0</sup> ○○○	□	to pin down/hold in place/hold steady		-			
-				<sup>0</sup> ○○	□	to sit/squat	
<sup>0</sup> ○○○	□	to sit down/take a seat; to rest against (□-marked)		-			
<sup>0</sup> ○○○○○	□	to sit down/take a seat		-			
<sup>0</sup> ○○○○○	□	to lay down		<sup>0</sup> ○○○○○	□	to lie down/stretch out	
<sup>0</sup> ○○○	□	to turn over/lay face down; to point/cast down (gaze/head)	also in Table 133	<sup>0</sup> ○○○	□	to lie flat on the ground	
<sup>0</sup> ○○	□	to leave behind	also in Table 127	<sup>0</sup> ○○	□	to remain/be left behind	also in Table 127
<sup>0</sup> ○○	□	to press/push/exert pressure on; to stamp (seal)		-			
<sup>0</sup> ○○○	□	to hit/put on/hold against; to apply (patch/eye-mask)	[HN]	<sup>0</sup> ○○○	□	to be hit/strike (e.g. a target/lottery/by an ailment)	
<sup>0</sup> ○○	□	to hit/strike/beat/punch (strong)	[gool] [HN]	<sup>0</sup> ○○○	□	to be struck/beaten (strong)	
<sup>0</sup> ○○	□	to (repeatedly) strike/hit/slap/tap/pat/clap (hands); to attack/criticise/flare an idea	also in Table 127; [gool]	-			
<sup>0</sup> ○○	□	to strike/hit/beat/punch someone	[gool]	-			
<sup>0</sup> ○○	□	to hit someone; strike/beat (stronger)	(○○); [gool] [HN]	□			
○○○○○	□	to hit someone's head/crash into	(○○○○); [HN]	○○○○○	□	to bump/crash into (large objects)	[HN]
○○○○○○○○	E	to viciously beat up/hit and kick repeatedly	slang	-			
○○○○○○○○○	E	to severely beat up (emphatic)	slang	-			
○○○	□	to strike (with stick/whip); to hit/punch/kick/beat		-			
○○○○○	E	to slap (esp. in the face)		-			
<sup>0</sup> ○○	□	to pierce/stab/prick/thrust	also in Table 128	<sup>0</sup> ○○○	□	to pierce/get lodged/get stuck into	
<sup>0</sup> ○○	□	to shoot (gun/person/beam)		-			
<sup>0+acc</sup> ○○○○	E	to pass/go/penetrate/pierce through (of bullet/arrow)		<sup>0+acc</sup> ○○○○	E	to pass/go/penetrate/pierce through (bullet/arrow)	
<sup>0</sup> ○○○	□	to let leak out (water/light/secret/information)		<sup>0</sup> ○○○	□	to leak out/escape/shine through	[HN]
<sup>0</sup> ○○○	□	to expose/disclose/reveal/give away (secret)	slang	<sup>0</sup> ○○○	□	to leaked out/be exposed/be found out (of a secret/lie/improper behaviour)	slightly casual, [HN]
<v stem>○○○	□	to forget to do <v stem>	SUFFIX	-			
<sup>0</sup> ○○○○	!	to turn one's head towards; to think back/reminisce/reflect on		<sup>0</sup> ○○○○	!	to turn around/look back	
<sup>0</sup> ○○	□	to expel from mouth (breathe/spit/vomit)	[gool]	-			
<sup>0</sup> ○○	□	to sigh; to tell a lie; to use foul language (all other cases, use ○○)	(○○); [HN]	-			
<sup>0</sup> ○○○○○	□	to tell a lie		-			
<sup>0</sup> ○○	□	to blow air through pursed lips	[gool]	-			
○○○	□	to expose to (sun/danger; □-suffixed); to rinse/soak (vegetables)	(○○)	-			
○○○	□	to doxx/make someone's private information public	slang	-			
-				<sup>0+acc</sup> ○○○○○	E	to sunbathe/bask in the sun	
-				<sup>0+acc</sup> ○○○○○	E	to explode/detonate/blast/blow up/erupt; to outburst/explode/erupt (emotion)	

### VD.2 Directions

Table 124: Verbs: directions.

Transitive				Intransitive			
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
-				<sup>0</sup> ○○	□	to go/move through/proceed/reach (information/phase)	
-				<v te>○○○○	□	{to <v te> and go (spatial) to <v te> gradually/progressively into the future (temporal)}	<sup>0</sup> (○○); AUX, [formal]
<sup>0</sup> ○○○○○	□	to take/bring/carry something along		-			
<sup>0</sup> ○○○	□	to advance/move forward	also in Table 134	<sup>0</sup> ○○	□	to advance/go forward	also in Table 134
-				<sup>0+acc</sup> ○○○○○	E	to hurry/rush to somewhere	
-				<sup>0+acc</sup> ○○○○○	E	to go slowly to somewhere	
<sup>0</sup> ○○	□	to hurry (someone to do)/rush/hasten/urge/push/make something happen sooner (oft. causative ○○○○)		<sup>0</sup> ○○	□	to hurry/rush	
-				<sup>0</sup> ○○	□	to hurry/rush	
<sup>0+acc</sup> ○○○	□	to aim at/for/to do/to become		-			
-				<sup>0</sup> ○○	□	to leave/go away; to pass/elapse (e.g. seasons)	also an adjective
-				<sup>0</sup> ○○	E	to come/approach/arrive	
-				<sup>0+acc</sup> ○○○○○	E	to come out/emerge	
-				<sup>0</sup> ○○○	□	to come	honorific; also in Table 128

Transitive				Intransitive			
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
-				<v te> 〇〇〇	E	{to <v te> and come back (spatial); to <v te> up to the present (temporal)}	(〇〇); AUX; [SE1], [SE2]
〇 〇〇〇〇	〇	to take/bring/carry something over		-			
〇 〇〇	〇	to separate/part/divide/keep apart		〇 〇〇〇	〇	to be separated/apart/distant/disconnected; to leave/go away	also in Table 127
-				〇 〇〇〇	〇	to go against/oppose/defy	
〇 〇〇	〇	to send back/home (animate)	[HN]	〇 〇	!	to return/go back/go home (animate)	[HN]
〇 〇〇	〇	to send back to origin (grandeur scale)	[HN], [KRS]	〇 〇	!	to return back to origin (grandeur scale)	[HN], [KRS]
〇 〇〇	〇	to return/put something back (inanimate)	[HN]	〇 〇	!	to return/go back (inanimate)	[HN]
〇 〇〇〇	〇	to spend/pass/lead (time/life); to overdo (esp. alcohol consumption)		〇 〇〇〇	〇	to pass through/by; to pass (time/life); to have expired	
〇				〇 〇〇	〇	to ascend/go up/go upwards (focus on process)	[gool]
〇				〇 〇	〇	to go to a higher place	[gool]
〇				〇 〇	〇	to rise (sun); be promoted in rank	[gool]
〇 〇〇〇	〇	to raise; to do up (one's hair); to fly (kite)/launch (fireworks); to land (a boat); to show someone in/away; to enrol (school)		〇 〇〇	〇	to rise (focus on destination); to enter (from outside); to enrol/promote (school); to come ashore; to lift (rain); to spoil/die (e.g. battery)	[gool] [HK]
〇 〇 〇〇〇〇	〇	to elevate/raise/lift up		-			
〇 〇〇〇	〇	to pick up passenger/load goods		〇 〇	〇	to board/embark	
〇 〇	〇	to pick up (item); book a taxi		-			
〇 〇〇	〇	to make upright/wake up	[gool]	〇 〇〇	〇	to rise/wake up; to occur (esp. unfavourable incidents)	
〇 〇〇	〇	to hang up/let hang/suspend from/hoist/raise (e.g. coat/painting)	(〇〇)	〇 〇〇	〇	to hang	(〇〇)
〇 〇〇〇〇	〇	to hang on the wall	〇 〇 (〇〇〇〇)	〇 〇〇〇〇	〇	to hang on the wall	(〇〇〇〇)
〇 〇	〇	to make a decision/draw a conclusion (of 〇〇〇〇〇〇〇〇〇〇)		〇 〇	〇	to descend/go down/go downwards (focus on process)	
〇 〇〇	〇	to take down/bring down/lower (generic, destination often mentioned)	[gool]	〇 〇〇	〇	to go to a lower place	
〇				〇 〇	〇	to set (sun); be sunken/submerged	
〇 〇〇	〇	to bring down/lower (hinged or small movement)	[gool]	〇 〇〇	〇	to go downwards/step backwards (focus on destination)	[HN]
〇 〇〇	〇	to drop off passenger/unload goods; out		〇 〇〇	〇	to alight/disembark	
〇 〇〇	〇	to drop/let fall; be defeated/rejected; download/copy		〇 〇	〇	to fall/drop/collapse/crash (focus on fall); be defeated/fail	[HN]
〇 〇	〇	to knock down/turn on its side/recline	also in Table 135	〇 〇〇	〇	to fall/collapse (focus on ground); to fold/go bankrupt (organisation)	also in Table 135; [HN]
〇 〇	〇	to exclude/remove (esp. something unnecessary); esp. 〇〇〇 (aside from/excluding)	[gool]	-			
〇 〇〇	〇	to put/move out of the way	[gool] [HN]	〇 〇	〇	to step aside/move out of the way/make way	(〇〇); [HN]
〇 〇〇	〇	to put/move out of the way (wider usage as auxiliary)	[HN]	〇 〇	〇	to step aside/move out of the way/make way (wider usage as auxiliary)	(〇〇); [HN]
〇 〇〇	〇	to remove/move out of the way	(〇〇)	-			
〇 〇〇〇〇	〇	to physically push aside	(〇〇〇〇)	-			
-				〇 〇〇〇	〇	to evict/evacuate/be displaced	
-				〇 〇〇	E	to make a left turn	
-				〇 〇〇	E	to make a right turn	
〇 〇	〇	to put back/return/revert state/turn back (clock hand)		〇 〇	〇	to turn back/return/go back	
-				〇 〇	〇	to fall (rain/snow/ash); to beam down (sunlight/moonlight/luck/misfortune)	
〇 〇〇	〇	to put in/bring in/let in/insert/install (software)		〇 〇	!	to enter/arrive/join/get into/fit into	[HN]
-				〇 〇〇	!	to trespass/intrude/interfere/pry/delve deeper	
<stem> 〇 〇	〇	to go/put into; to completely become; to do thoroughly/sufficiently; to remain (seated/silent)		-			
〇 〇〇〇	〇	to insert/put/thrust/plug in; to shine/stream in (light)	SUFFIX	-			
-				〇 〇〇〇	E	to enter a store/restaurant; to become an employee at a store	
〇 〇	〇	to take out/get out/publish/send (letter)/produce	CN 〇〇	〇 〇	〇	to exit/leave/come out/flow/appear/answer (phone/door)	incl. CN 〇〇 usages
〇 〇 〇〇	〇	to take out/pick out; to retrieve/recover		-			
<v stem> 〇 〇	〇	to begin to <v stem>; to <v stem> out (e.g. jump out, carry out)	SUFFIX	-			
〇 〇 〇〇	〇	to expel/drive/chase out		-			
〇 〇	〇	to pull out/extract/unplug; omit/skip/pass		〇 〇	〇	to come out/fall out/be extracted; be omitted/missing	
〇 〇 〇〇	〇	to slip out/sneak away/break free		〇 〇	〇	to slip out/steal out	
〇 〇 〇〇	〇	to pick/single/select out		〇			
〇 〇	〇	to decrease		〇 〇	!	to decrease	
〇 〇	〇	to increase		〇 〇	〇	to increase	
-				〇 〇〇	E	to correspond/be equivalent (in meaning/function); to be proportionate to; to be worthy/deserving of	
〇 〇〇	〇	to open (business/general; revealing vacant space)	[TFG]	〇 〇	〇	to open (business/general; revealing vacant space)	[gool] [HN] [TFG]
〇 〇	〇	to open (focus on non-linear unfolding movement)	[gool] [HN] [TFG]	〇 〇	〇	to open (focus on non-linear unfolding movement)	[gool] [HN] [TFG]
-				〇 〇	〇	to unfold (figurative/formal; view/development/path forward)	[TFG]
〇 〇	〇	to clear/empty out/make space; leave/be temporarily away		-			
-				〇 〇	〇	to dawn/begin (day/new year); leave schedule free/make time for	
〇 〇	〇	to close/shut (business/general/non-linear folding)	[gool] [SE]	〇 〇	〇	to close/shut (business/general/non-linear folding)	[gool] [SE]
〇 〇	〇	to close/shut (focus on linear movement)	[gool] [SE]	〇 〇	〇	to close/shut (focus on linear movement)	[SE]
-				〇 〇	E	to be promoted/rise in rank (of person)	[gool]
-				〇 〇	E	to be promoted in status (of person/institution)	[gool]
-				〇 〇	E	to be promoted/advance (of person)	[gool]
〇 〇 〇〇〇	E	to promote/upgrade to (G-marked)		-			
-				〇 〇 〇	E	to upgrade/promote/advance in grade/class/rank	[gool]
-				〇 〇	E	to be demoted/drop in rank (of person/institution)	
-				〇 〇	E	to be demoted (of person)	
〇 〇 〇〇	E	to demote/downgrade to (G-marked)		-			
-				〇 〇	E	to downgrade/demote/degrade in grade/class/rank	
〇 〇 〇	E	to breathe		〇 〇 〇	E	to breathe/respire	

## VD.3 Clothing

TO READ TO READ TO READ TO READ

Table 125: Verbs: clothing.

Transitive			Intransitive		
Action	Cat. Meaning	Notes	Action	Cat. Meaning	Notes
穿 穿					
穿	□ to put on (head)/be covered with/shoulder responsibility	(穿); [LG]	-		
穿	□ to wear/put on (glasses/coat)	(穿)	-		
穿 穿	□ to wear/put on glasses	(穿); (穿)	-		
穿	□ to wear (upper body)	[LG]	-		
{穿 穿}	□ to put on (lower body: pants, skirt, shoes)	[LG]	-		
穿	□ to take off/undress (head/upper body/lower body)	[LG]	-		
穿 穿	□ to change one's clothes		穿 穿	□ to change one's clothes	

## VD.4 Emotions

Table 126: Verbs: emotions.

Transitive			Intransitive		
Action	Cat. Meaning	Notes	Action	Cat. Meaning	Notes
想	□ to think/feel (heart-felt nuance)	-	-		
想	□ to feel/experience	-	-		
想	□ to perceive/sense	-	-		
-			想	E to feel (as if; usu. after 想/想); to feel like doing (usu. negative)	
想	□ to be delighted/pleased by; to congratulate; to welcome (proposal/advice)		想	□ to be delighted/glad/pleased/rejoice	
-			想	□ to laugh; to smile; to sneer/ridicule	[good]
-			想	□ to smile	[good]
-			想 想	E to grin/smirk	
想 想	E to scorn/ridicule/sneer at		-		
-			想 想 想	E to bring someone happiness/make someone happy	
?			想	□ to shiver/quiver/tremble (e.g. cold/fear/rage)	
-			想 想	E to be nervous/stressed/tense	
想 想	E to worry/fear about		-		
-			想	□ to feel nervous/afraid/self-conscious; [to be startled/surprised/shocked/frightened/spooked]	[slang]
想 想	□ to worry/trouble/torment/burden/harass		想	□ to be worried/troubled	
-			想 想 想	E to be restless/nervous/uneasy/in a fidget	ONOMATOPOEIC
-			想 想 想	E to be irritated/annoyed; to fret/worry/be on the edge; to be impatient/lose patience	ONOMATOPOEIC
想 想	E to regret/repent		想 想	E to be regretful/remorseful	
想 想	E to reflect/introspect; to regret/repent		-		
-			想 想 想	E to be prickly/standoffish/cold/alooof	also an adverb
-			想 想 想	E to feel sick/queasy/nauseated/disgusted	also an adverb
想 想	□ to be proud of (neutral connotation)	[HN]	-		
想	□ to be proud of/take pride in (neutral connotation)		-		
想 想	E to boast of (negative connotation)	[HN]	-		
想 想	E to encourage/spur on/cheer on		-		
想 想	□ to encourage/cheer on/cheer up		-		
想 想 想	□ to cheer on/raise a shout to someone (G-marked)	(想 想 想)	想 想 想	□ to fire/psych/motivate oneself up; to give it one's all	-
-			想 想 想	to put in effort/exert/endeavour/strive to work/try too hard	-
想 想	□ to stifle (yawn/smile/laugh/etc.)	-	-		
想 想 想	□ to stifle a laugh	-	-		
想 想	□ to restrain/control (emotions); to keep within limits (spending)	-	-		
想 想	E to refrain from (esp. 想)		想 想	E to hold back/reserve/constrain/restrain oneself	
想 想	E to be considerate/thoughtful of		想 想	E to have consideration/thoughtfulness for (G-marked)	
想 想	E to earnestly desire/eagerly hope/long/yearn for (usu. progressive)		-		
-			想 想	E to despair/feel hopeless	
-			想 想 想	E to be emotionally deeply moved/excited/inspired (internal emotions)	[good]
-			想 想 想	E to be emotionally deeply moved/impressed/inspired (stronger; with observable behavioural change)	[good]
-			想 想 想	E to be excited/stimulated/agitated/aroused	
想 想	□ to wound/injure/hurt someone's feelings		想 想	□ to be wounded/injured/hurt (feelings)	
-			想	□ to cry	
-			想	□ to shed tears/be moved to tears	
想 想	E to sympathise	also in Table 132	-		
想 想	□ to anger/offend/provoke	(esp. 想 想)	想	□ to get angry/lose one's temper; to scold/tell someone off	
-			想 想 想	□ to become enraged/lose it/flip out/blow one's top	slang
-			想	□ to snap/flip/get angry/lose one's temper	(想)
想 想	E to be jealous of (something)		想 想	E to be jealous (of (G-marked person))	
-			想 想	□ to calm down/compose oneself/relax; to settle down (location/job)	
-			想 想 想	E to be surprised/frightened/startled	
想 想	□ to startle/frighten/scare	also in Table 135	-		
想 想 想	E to cherish/treasure	also an adjective, adverb	-		
想 想	E to love		-		
想 想	□ to enjoy/take pleasure in/have a good time/have fun (also used in wishes)		-		
想 想 想	E to look forward to		-		
-			想 想 想	E to beat fast (heart)/throb/pound/palpitate	also an adverb
-			想 想 想	E to be excited/thrilled/nervous	also an adverb

## VD.5 Production

Table 127: Verbs: production.

Transitive				Intransitive			
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
𠂇	□	to make/prepare (food)/grow (agriculture)/cultivate (people)	[gool]	-			
𠂇	□	to construct (large-scale buildings, manufacturing)	[gool]	-			
𠂇	□	to create/compose (artistic)/start a business	[gool]	-			
𠂇	□	to pour/splash/throw into (liquid); to sprinkle onto (powder/spice)	(𠂇)	-			
𠂇	□	to salt/sprinkle salt on	(𠂇)	-			
𠂇	□	to affix/attach/join/apply; to assign; to tail/watch	(𠂇); also in Table 125	𠂇	□	to come with/be provided/attached; to stain/scar/dye	
𠂇	□	to connect/link together; to tie/chain/restrain	(𠂇); also in Table 129	𠂇	□	to be tied/connected/linked/chained to; to be related to	(𠂇)
-				𠂇	□	to be related by blood (usu. as progressive 𠂇)	(𠂇)
𠂇	□	to affix a label/tag	(𠂇)	-			
𠂇	□	to add/include/sum (objects/people/concepts); to increase (heat/influence/speed)		𠂇	□	to participate/be added to (objects/people/concepts); to increase (heat/influence/speed)	
𠂇	□	to add on/supplement/append		-			
𠂇	□	to add (arithmetic)	also: 𠂇 [SE]	-			
𠂇	□	to subtract (arithmetic)	also: 𠂇 [SE]	-			
𠂇	□	to multiply (arithmetic)	(𠂇) [SE]	-			
𠂇	□	to divide (arithmetic)	[SE]	-			
𠂇	□	to start/begin/initiate	[HN]	𠂇	□	to start/begin	[HN]
𠂇	E	to start/begin		𠂇	E	to start/begin	
𠂇	E	to start/commence/begin/initiate	slightly formal, [HN]	𠂇	E	to start/commence/begin/initiate	slightly formal, [HN]
-				𠂇	E	to depart/leave/set off	
𠂇	E	kick-start/put into effect (activity/feeling/machine/policy)		𠂇	E	to kick-start into effect (activity/feeling/machine/policy)	
𠂇	E	to startup/boot up/activate		𠂇	E	to startup/boot up/activate	
𠂇	E	to prepare/arrange/get ready/setup		-			
𠂇	E	to manage/control (e.g. business)		-			
𠂇	□	to leave undone; to be left over/remain	also in Table 123	𠂇	□	to be left undone; to be left over/remaining	also in Table 123
𠂇	□	to continue		𠂇	□	to continue	
<v stem>𠂇	□	to continue <v stem>	AUX	𠂇	□	to continue (for a long time); to come next (TV)	
-				𠂇	□	to stop/cease/be over	
𠂇	□	to stop/end/quit/cancel/abandon/refrain	(𠂇)	𠂇	□	to stop/cease/be over	
𠂇	□	to resign/retire/quit a job		-			
𠂇	□	to give up/resign/abandon		-			
-				𠂇	□	to quit/give up	also in Table 124
-				𠂇	E	to put an end to/get over with/quit something someone's been stuck doing	
<stem>𠂇	□	to stop in the midst of	SUFFIX	-			
𠂇	□	to finish	[HN]	𠂇	□	to end/finish	[HN]
𠂇	E	to end/close/terminate	slightly formal, [HN]	𠂇	E	to end/close/terminate	slightly formal, [HN]
<v stem>𠂇	□	to finish <v stem>	AUX	-			
𠂇	E	to complete/finish		-			
-				𠂇	E	to break through/overcome; to exceed	
𠂇	E	to announce/unveil/introduce; to boast		-			
-				𠂇	E	to retire (from the workforce)	
𠂇	E	to be entered into a register/to register/subscribe (YouTube)	[gool]	𠂇	E	to enrol/admit into a club/society/mailling list	[HN]
-				𠂇	E	to join a group/project	[HN]
-				𠂇	E	to withdraw/resign from a club/society/mailling list	
𠂇	□	to write		𠂇			
𠂇	□	to draw/paint		𠂇			
𠂇	□	to imagine; to depict (abstract concept)		𠂇			
𠂇	□	to rewrite		-			
𠂇	E	to note		-			
𠂇	□	to say; to name/call		-			
𠂇	□	to start saying		-			
𠂇	□	to stop saying midway	(𠂇)	-			
𠂇	□	to talk/speak		-			
-				𠂇	□	to whisper/murmur; to spread rumour (oft. passive progressive)	(𠂇)
-				𠂇	□	to chat/chatter/talk	(𠂇)
𠂇	□	to call out to; to name/call; to summon (e.g. doctor)		-			
𠂇	E	to broadcast/be on air (TV/radio)	[HN]	-			
𠂇	E	to broadcast/stream (Internet)	[HN]	-			
-				𠂇	E	to chat/idle talk	
𠂇	E	to advise		-			
𠂇	□	to say/express/offer/extend (greetings/congratulations/apologies, etc.)	humble, also in Table 129	-			
-				𠂇	□	to be silent/say nothing	
𠂇	□	to sing		𠂇	□	to sing	
𠂇	E	to perform/play (music/instrument)		-			
𠂇	□	to play (drum)	also in Table 123	-			
-				𠂇	□	to dance (a hopping dance)	
-				𠂇	E	to dance for joy	
-				𠂇	□	to walk	
-				𠂇	E	to walk leisurely/aimlessly	ONOMATOPOEIC, also an adverb
-				𠂇	E	to take a stroll	
-				𠂇	□	to run; drive (vehicle); flash (lightning); wind (road)	
-				𠂇	□	to start running/break into a run	
𠂇	□	to chase/run after/pursue		-			
𠂇	□	to chase/run after/pursue	(𠂇)	-			
𠂇	□	to corner/go hard/push/force someone into doing; to herd/drive/chase ("chase into")		-			
-				𠂇	to be pressed		

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
					Notes
-			□	□	to catch up with (chase/relationships) ("chase and attach")
-			□	□	to swim/weave through a crowd
-			E	□	to be congested/crowded/jammed
-			□	□	to be crowded/packed/congested
-			□	□	to become less crowded/thin out; to get empty
-	□	to miss/fail to catch (more physical); to set free/let go/release (physical)	□	□	to flee/escape/get away/avoid (danger/responsibility)
-	□	to miss/fail to catch (more abstract); to put out of reach (abstract)	□	□	to escape
<v stem>□	□	to fail to <v stem>			
□	□	to try and catch but fail	-		
E	□	to miss/deviate from (abstract only; chance/right track)	-		
□	□	to avoid (physical/situation/question/responsibility)	-		
□	□	to take (notes/break/time)/obtain/pass/obtain	□	□	to come off (button/handle/lid)
□	□	to have/take/consume (a meal/vitamins)			
□	□	to steal/plagiarise	-		
□	□	to obtain/get/procure/win/secure	□	□	to obtain/get one's hands on
□	□	to take a photograph	□	□	to be taken (photograph)
□	□	to record an audio or video	□	□	to be recorded/caught on tape (audio or video)
□	□	to catch an object/capture an animal	□	□	to be caught (object)/captured (animal)
□	□	to adopt (method/proposal); to collect/gather (flowers/plants)	□	□	to be collected/gathered (flowers/plants)
□	□	to pick/pluck (flowers); to nip/snip/cut/trim	□	□	to pick up (with chopsticks/tweezers)/pinch/hold
□	□	to pick/pluck by twisting from a tree	-		
□	□	to collect/assemble/gather (collectibles/people/information)	□	□	to assemble/gather/collect
□	E	to calculate/compute	-		
□	□	to protect/guard/defend	-		
□	□	to look after (-marked)	-		
□	□	to cut/open (sealed); turn off (lights/appliance); hang up; (conversation); shuffle/discard (cards/tiles); punch (ticket)	□	□	to break/snap; run out/stop working/expire; be disconnected; be shuffled (cards/tiles); run out (stock); break up
<v stem>□	□	to be able to do <v stem> completely			
□	□	to tear/rip (paper/cloth); to break through (defences); to surpass (record)	□	□	to break/collapse/be torn/worn out/ruined
□	□	to break/destroy/demolish; to wreck/ruin/spoil/damage/destroy (e.g. dreams)	□	□	to break/fall apart/collapse/be broken/destroyed/damaged; to stop working
-	□		□	□	to be torn off/come off
□	□	to repair/correct (mistake/habit)/restore/tidy up (hair/make-up)/fix	□	□	to return to normal/be restored/repaired/improved/corrected
□	□	to cure/heal	□	□	to recover/be cured/healed
<v stem>□	□	to redo <v stem>	-		
□	E	to care/look after; to put up a good word for/recommend/introduce	-		
□	□	to warm/heat up moderately	□	□	to warm oneself up
□	E	to heat to high temperature; to get excited/fired up	-		
□	□	to cool from room temperature/chill/refrigerate (any object); to calm down/regain composure/relax	□	□	to be cooled (more than usual/purposefully from room temperature) (any subject)
□	□	to cool from high temperature to room temperature (of liquid/food/heat); to dampen (feelings/atmosphere/interest)	□	□	to cool down/become cold (naturally) (liquid/food/heat)
□	□	to wash/cleanse/rinse	-		
□	E	to clean/sweep/dust/scrub	-		
□	E	to clean/clean-up/garbage collect	-		
□	□	to sweep/brush/clean	-		
□	□	to brush/dust/wipe off (e.g. dust/dirt)	-		
-			E	□	to propose (marriage)
-			E	□	to get/be married
-			□	□	to bloom/flower/blossom
-			E	□	to be in full bloom (esp. of cherry blossom)

## VD.6 Consumption

Table 128: Verbs: consumption.

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
					Notes
□	□	to use (something/person/idea/means/method)	-		
□	□	to use (slightly abstract); to evaluate and use (person); to adopt (idea)	-		
□	□	to spend/expand/use (time/money)	□	□	to take/require (time/money)
□	□	to spend time (on doing something)	□	□	to take/require time
E	□	to charge/bill (for a service)	-		
□	□	to pay (money/bill)	-		
□	□	to leave idle (resources)	-		
□	□	to leave idle (resources)	-		
-			□	□	to lie idle (resources)
-			□	□	to lie idle (resources)
-			□	□	to run out/be reduced to zero/not occur anymore
□	□	to see/observe	□	□	to be seen/visible
□	□	to glimpse/glance at	-		
<v te>□	□	to try <v te> and see (what happens)	-		
□	□	to attempt/try and see if it's possible	-		
□	□	to attempt/put to the test and confirm truth/goodness	-		
□	□	to find/discover/detect	□	□	to be found/discovered

Transitive			Intransitive				
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
□□□	□	to expose/disclose/leak a secret	colloquial	□□□	□	to be exposed/found out/leak a secret	
□□□□	□	to experiment	[gool]	-			
□□	□	to read/recite/pronounce/decipher		-			
□□□□	□	to read out (computing)		-			
□□□□	□	to leave half-read	□ □ (□□□□)	-			
□□	□	to hear		□□□□	□	to be heard/audible	
□□	□	to listen attentively (music)		□			
□□	□	to smoke (cigarettes); to breathe in/inhale; to soak up/absorb (sponge); to kiss		-			
□□□□□□□	□	to smoke a cigarette		-			
□ □ □□□□	□	to inhale/breathe in; to soak up/absorb (sponge); to suck in (allure)		-			
-				□□□□	E	to kiss (D-marked)	
-				□□□□□	E	to lightly kiss/smooch	slang, ONOMATOPOEIC
-				□□□□□	E	to kiss	slang, ONOMATOPOEIC
□□□	□	to eat		-			
□□	□	to eat (masculine); to bite/sting (insects); to consume (resources)	also in Table 135	-			
□□	□	to sting/bite (insects)	also in Table 123	-			
□□□□□□	□	to overeat		-			
□□□□	□	to taste/experience/savour/relish (literal/abstract (e.g. victory))		-			
-				<adj>□□□□	E	to taste like/of	
□□□□□□□□□□	E	to take-out/takeaway food		-			
□□ □ □□□□	□	to take home/take out (food)		-			
□□□□□□	E	to intake/ingest (salt/sugar/pills/food); to absorb/assimilate (knowledge/culture)		-			
□ □ □□	□	to drink/swallow/take medicine		-			
□□	□	to gulp/swallow whole		-			
-				□□□□ □□□□	E	to toast/drink/drink one's glass dry (in honour of/celebration)	
□□□	□	to turn on/switch on/light up (appliance/fire)	□ (□□□)	□□	□	to come on/ignite/be turned on/lit (appliance/fire)	□ (□□)
□ □ □□	□	to erase/delete/rid; turn off/extinguish (appliance/fire)		□ □□ □□□	□	to disappear/vanish; go out/be turned off/extinguished (appliance/fire)	
-				□□□□	□	to disappear (e.g. pain/dream)	□ (□□□□); also in Table 133
□□□□□	E	to delete/erase/eliminate		-			
□□	□	to play					
□□□	□	to let someone play; to entertain/amuse someone		-			
□□□□□	□	to let someone play; to entertain/amuse someone		-			
-				□□□□	□	to joke/make fun of	
□□	□	to buy		-			
□□□□□□	E	to lock		-			
□□□	□	to secure (lock)	□ (□□□)	□□□	□	to be fastened (lock)	□ (□□□)
□□□□□□	□	to lock up (e.g. door)	□ (□□□□□)	□□□□□□	□	to become locked/be locked	□ (□□□□□)

## VD.7 Interaction

Table 129: Verbs: interaction.

Transitive			Intransitive				
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning	Notes
-				□□	□	to exist/have (inanimate)	<sup>+</sup> (□□)
-				□□	□	to exist (animate)	<sup>+</sup> (□□)
-				<v te>□□□	□	progressive state of action/being	<sup>+</sup> (□□); AUX
-				<adj/v stem>□□□	□	to be excessive/too much	<sup>+</sup> (□□□); SUFFIX
?				□□	E	to do	
?				{□/□}<nn> <sup>++</sup> □□□□□	□	to do	AUX humble, also in Table 127
?				<nn>□□□	E	to decide on (e.g. ordering from menu)	
?				<adj>□□□	E	to make become	
?				<v>□□□□□	E	to decide to <v>	
?				<v>□□□□□□□	E	to decide to make it a rule/practice to <v>	
?				<v>□□□□□□	E	to try to make sure that <v>	
□□	□	to do/play/send/put; to give (to animal)	(□□/□□); slang				
□□□□□	□	to have a go/try and do	(□□□□□)	□□□□□	□	to take a chance with something	<sup>+</sup> (□□□□□)
?				□□□□□□	E	to do/push through by force	
□□□	□	to dedicate/offer/devote/sacrifice		-			% technically there is a □□ but I think nobody really uses that so...
□□□	□	to finish/stop/close/shut down/put away	<sup>++</sup> (□□□)	-			
<v te>□□□	□	to do completely	<sup>++</sup> (□□□); AUX	-			
<v te>□□□	□	to do accidentally	<sup>++</sup> (□□□); AUX	-			
{<vtf>□□□ <vtf>□□□}	□	to do completely	AUX	-			
{<vtf>□□□ <vtf>□□□}	□	to do accidentally	AUX	-			
-				□□	□	to become/get/attain/reach/turn into/be completed	usu. □□□□□□
?				□<noun>□□□	□	to do <noun>	AUX, honorific
?				□<v stem>□□□	□	to do <v stem>	AUX, honorific
?				<v>□□□□□	□	to arrange/decide so that <v>	
?				<v>□□□□□□	□	to come to be that/start to <v> (focus on change state)	
?				□□□□	□	to become better/improve	<sup>+</sup> (□□□□)
□□	□	to leave behind/put/place		-			
<v te>□□□	□	to do <v te> in advance in preparation for something		-			
□□	□	to choose/select		-			
□□□□	E	to precede/take priority/be preferred		□□□□	E	to take precedence/priority over others	

% technically there is a □□ but I think nobody really uses that so..



Transitive				Intransitive		
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning
-				□□□□	□	to be good enough/make do
-				□□	□	to need/want
□□□□□□	E	to request/ask for a favour/wish	polite	-		
□□	□	to request/ask/beg; to entrust to; to rely on		-		
□□□□□	E	to request/apply for; to demand/claim (e.g. luggage, damages)	also in Table 128	-		
□□□□	□	to entrust/leave to someone (G-suffixed)	[HNI]	-		
□□□□□	E	to order/command		-		
-				<nn>□□□□	E	concerning/relating/regarding <nn>
-				□□□□	E	to be related/connected to (human relationships); to participate in/be involved/concerned with
-				□□□□	E	to be related/connected to (abstract/general)
-				□□	□	to meet/encounter
-				□□	□	to meet/encounter (close friends/romantic)
-				□□	□	to have an undesired meeting/experience/accident
-				□□□	□	to come into existence; to make/get friend/partner
□□	□	to invite; to ask someone to do/take someone along to (G-marked)		-		
□□□	□	to treat someone to something (e.g. a meal/drink)	(□□)	-		
-				□□□	□	to answer/reply
-				□□□□	E	to reply/answer/response
□□	□	to wait		□□	□	to wait
□□□□□□	□	to wait expectantly/in anticipation		□□□□□□	□	to wait expectantly/in anticipation
□□□□□□	E	to do together/unite/mix				
[<with list>□] □□□□□	□	to rendezvous/join/meet together/get married with	htc			
-				□□□	□	to stand out/be conspicuous
-				□□□□	□	to be unusual/abnormal/strange/odd/peculiar/weird/different
-				□□□□□□	□	to be unusual/uncommon/peculiar/eccentric/different
□□	□	to send/dispatch/forward/transmit/ship/remit/pass; to see someone off/bid farewell; to affix (□□□□)		-		
□□	□	to gift (a present)		-		
□□□□	□	to send out/forward; to show a person out		-		
□□□	□	to receive/get; to be struck by (e.g. winds/waves/sunlight)		-		
□□□□	□	to receive/accept/take/eat/drink	(□□); humble	□□□□□	□	to be able to receive/accept/eat/drink
<V te>□□□□	□	to receive (humble of □□□)	humble	-		
□□□	□	to be well-received/become popular		-		
□□□	□	to help/assist/aid; to contribute to		-		
□□□□	□	to save/rescue/spare/help		□□□	□	to be saved/rescued/escape harm/survive/helped
□□	□	to save/rescue from/help out of		-		
□□□□	E	to aid/assist/help/support; to cheer/root for		-		
□□□□	E	to thank		□□□□	E	to be grateful/thankful
□□□□□	E	to greatly thank		□□□□□	E	to be greatly grateful/thankful
□□□□	E	to appreciate/recognise/acknowledge/praise	also in Table 131	-		
□				(□)□□□□	E	to pay attention/remind/caution
				All WOSURU family		
□□□□	E	to make contact/communicate/call/message		-		
□				□□□□	E	to call (phone call)
□□□□	□	to make (a call)	□(□□)	□□□	□	to get/receive (a call)
□□□□□□	□	to telephone/make a call	□□□□□□	□□□	□	to get/receive (a call)
□□□	□	to transfer phone call/connect with (G-marked)	also in Table 127	-		
□□□□□	E	to confess to a crime/wrongdoing	[gool]	□□□□	E	to confess one's romantic feelings
□□□□	E	to confess/admit (when questioned)	[gool]	-		
□□□□	E	to confess (when questioned)	[gool]	-		
□□□□	E	to arrest/capture		-		
□□□□□	E	to note down		-		
				□□	□	to be sticky/adhesive

## VD.8 Health

Table 130: Verbs: health.

Transitive				Intransitive		
Action	Cat.	Meaning	Notes	Action	Cat.	Meaning
-				□□	□	to be hungry
-				□□	□	to be thirsty; to thirst/crave for (□□□□)
□□□□	□	to perspire/sweat	(□□□□)	-		
-				□□□□	□	to become tired/fatigued/exhausted (physical/mental); to become worn out (object overuse)
-				□□□□	E	to be fatigued/exhausted/tired
-				□□□□□	□	to become tired/exhausted/weary (physical); to become worn out (object overuse)
-				□□□	□	to be exhausted
-				□□□□	□	to fall ill/sick
□□	□	to scratch (e.g. mosquito bite); to perspire	□(□□)	-		
-				□□	□	to lie down/go to bed/sleep
-				□□	□	to sleep; to rest in peace (euphemism)
-				□□	□	to take a day off/be absent; to rest/have a break
□□□□	□	to wound/injure/hurt someone's feelings	□□□□	□□□	□	to be wounded/get injured/get hurt feelings
□□□	□	to hurt/injure/cause pain	□□□	□□	□	to hurt/ache/feel a pain
□□□	□	to harm/damage; to spoil	□□□	□□	□	to be injured/damaged; to be spoiled (food)
□□	□	to give birth/bear (a child)/lay (eggs); to produce/yield (e.g. interest/returns)		□□□□	□	to be born

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
𐀀𐀁𐀂𐀃			𐀀𐀁	𐀀	to live/come to life/make a living
𐀀𐀁	𐀀	a lot!			
𐀀𐀁𐀂	𐀀	a lot!			

## VD.9 Ability

Table 131: Verbs: ability.

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
-			𐀀𐀁𐀂𐀃	𐀀	to be possible/conceivable/likely/probable
-			𐀀𐀁	𐀀	to be able to do
𐀀𐀁𐀂𐀃	E	to deal with skilfully/handle well	-		
-			𐀀𐀁	𐀀	to look/taste good; to be good at (esp. food); to go well
-			𐀀𐀁𐀂𐀃	E	to be independent/self-reliant
-			𐀀𐀁𐀂𐀃	E	to have trouble/difficulty
𐀀𐀁𐀂𐀃	E	to rate/appraise/evaluate/assess	-		
-			𐀀𐀁𐀂𐀃	E	to succeed
-			𐀀𐀁𐀂𐀃	E	to fail
-			𐀀𐀁	𐀀	to pass an exam

## VD.10 Education and correctness

**MATH**

Table 132: Verbs: education and correctness.

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
𐀀𐀁		to ask/enquire	𐀀		
𐀀𐀁𐀂𐀃	E	to ask a question	𐀀𐀁𐀂𐀃	E	to ask a question
𐀀𐀁	𐀀	to teach/inform	-		
𐀀𐀁	𐀀	to be taught/learn/take lessons in	-		
𐀀𐀁𐀂𐀃	E	to explain/describe	-		
𐀀𐀁	𐀀	to take lessons/learn/be trained (under a teacher)	-		
𐀀𐀁𐀂𐀃	E	to practise/train/drill	-		
𐀀𐀁𐀂𐀃	E	to study	𐀀𐀁𐀂𐀃	E	to work hard
𐀀𐀁𐀂𐀃	E	to self-study	-		
-			𐀀𐀁𐀂𐀃	𐀀	to persevere/keep at it/hang on/do one's best
-			𐀀𐀁	𐀀	to understand/comprehend
𐀀𐀁𐀂𐀃	E	to understand/agree	-		
𐀀𐀁𐀂𐀃	E	to understand	-		
𐀀𐀁	𐀀	to make a mistake	𐀀𐀁	𐀀	to differ/be different; to be wrong/mistaken
𐀀𐀁𐀂𐀃	𐀀	to make a mistake in/commit an error/do incorrectly	𐀀𐀁𐀂𐀃	𐀀	to be mistaken/incorrect/wrong (oft. as past/progressive)
-			𐀀𐀁	𐀀	to differ/disagree/vary/diverge (of opinions)
𐀀𐀁𐀂𐀃	E	to have a misunderstanding about	𐀀𐀁𐀂𐀃	E	to have a misunderstanding
-			𐀀𐀁𐀂𐀃	E	to erroneously assume/live in an illusion/be mistaken
-			𐀀𐀁𐀂𐀃	E	to be mistaken/have a misconception

## VD.11 Knowledge, truth and reality

Table 133: Verbs: knowledge, truth and reality.

Transitive			Intransitive		
Action	Cat.	Meaning	Action	Cat.	Meaning
𐀀𐀁	𐀀	to think/believe/judge/imagine/recall/feel	-		
𐀀𐀁	𐀀	to consider/think over/reflect on	-		
𐀀𐀁𐀂𐀃	E	to know/be aware; to accept/consent/comply/acknowledge	-		
𐀀𐀁	𐀀	to believe/trust/have faith in	-		
𐀀𐀁𐀂𐀃	E	to trust (information/source; past)	-		
𐀀𐀁𐀂𐀃	E	to trust (a person/organisation; future)	-		
𐀀𐀁	𐀀	to doubt/distrust/be suspicious of	-		
-			𐀀𐀁𐀂𐀃𐀄𐀅𐀆	E	to clear (e.g. fog/confusion); to be clear/definite (sight/knowledge)
𐀀𐀁	𐀀	to hide/conceal	𐀀𐀁	𐀀	to hide/conceal oneself/take cover; to be hidden by/disappear behind; to be unknown/undiscovered
𐀀𐀁𐀂𐀃	E	to keep a secret	-		
𐀀𐀁	𐀀	to conceal (secret)/place in hiding (in ambush)	-		
𐀀𐀁𐀂𐀃	E	to cover up/conceal/hide/suppress	-		
-			𐀀𐀁𐀂𐀃	𐀀	to be lost/missing
-			𐀀𐀁	𐀀	to notice/realise/sense (internal/somewhat nuance)
-			𐀀𐀁𐀂𐀃	𐀀	to notice/realise/sense; regain consciousness
𐀀𐀁	I	to know/be familiar with	𐀀𐀁	𐀀	to be known/understood/discovered
𐀀𐀁	𐀀	to remember/memorise/learn by heart	-		
𐀀𐀁𐀂𐀃	𐀀	to recall/remember/recollect	-		
𐀀𐀁𐀂𐀃	E	to become aware of	-		
𐀀𐀁	𐀀	to forget	-		
-			𐀀𐀁𐀂𐀃	E	to originate from (G-marked)
𐀀𐀁	𐀀	to look up/search/investigate/examine	-		
𐀀𐀁𐀂𐀃	E	to observe/survey/watch	-		
𐀀𐀁	𐀀	to search/look/hunt for (something desired)	-		

Transitive			Intransitive		
Action	Cat. Meaning	Notes	Action	Cat. Meaning	Notes
□□	□ to search/look/hunt for (something lost)		-		
□□□□	E to hunt/explore/investigate/search/lookup		-		
□□□□	E to analyse		-		
□□	□ to infer/deduce/gather/conjecture/surmise from	also in Table 135	-		
□□□□	E to report (information)		-		
□□□□	E to prove/testify		-		
□□□□	E to confirm/verify/validate/check		-		
□□□□	E to discover/detect/find		-		
□□□□	E to invent		-		
□□□□	E to decide (strong)	[gool]	-		
□□□□	E to decide	[gool]	-		
□□□□	E to judge	[gool]	-		
□□□□	E to make a verdict/ruling (of judges/referees)	[gool]	-		
□□□□	E to assert/declare/conclude	[gool]	-		
□□□□	E to unofficially decide/offer (e.g. job)		□□□□	E to unofficially decide/offer (e.g. job)	
□□	□ to feel around/grope/search/find for; to investigate/probe/spy/sound out; to explore (parts unknown)		-		

## VD.12 Courtesy

Table 134: Verbs: courtesy.

Transitive			Intransitive		
Action	Cat. Meaning	Notes	Action	Cat. Meaning	Notes
□□□□	E to disregard/ignore		-		
-			□□□□	□ to be/make it in time for	also in Table 129
□□□	□ to delay/postpone/slow down/retard		□□□	□ to be late/delayed/overdue/slow	
-			□□□	□ to fall behind others (race/studies)	
□□□	□ to set a clock forwards in time	also in Table 124	□□	□ to be fast (of a clock)	also in Table 124
□□□	□ to cause/burden/impose (inconvenience/trouble)	(□□□)	-		
□□□□□□	□ to annoy/inconvenience/trouble/cause trouble	(□□□□□□)	-		
□□□□□□	□ to inconvenience/trouble	(□□□□□□)	-		

## VD.13 Conflict and resolution

Table 135: Verbs: conflict and resolution.

Transitive			Intransitive		
Action	Cat. Meaning	Notes	Action	Cat. Meaning	Notes
-			□□	to compete/contest/contend	
-			□□	□ to win (personal)	
-			□□□□	E to win (larger scale)	
□□□	□ to attack/assault/assail		-		
-			□□	□ to fight against/resist/oppose	
□□	□ to kill/defeat/beat/overthrow	also in Table 124	□□□	□ to be killed (person)/fall (organisation)	also in Table 124; [HN]
□□□	□ to defeat	[HN]	□□□	□ to lose (personal)/succumb to/give in to	
□□	□ to defeat/beat	[HN]	□□□	□ to lose/be defeated/beaten/unsuccessful	
-			□□□□	E to lose (larger scale)	
□□	□ to outdo/defeat	also in Table 128	-		
□□□□	E to completely destroy/annihilate/wipe out		□□□□	E to be totally defeated/completely fail	
□□	□ to trick/cheat/deceive		-		
□□□□□	E to make fun of/look down on/make light of		-		
□□□□□	E to wait to see one's opponent's move before making your move (disallowed in games); to hold back until the last minute		-		
□□	□ to err/make a mistake in; to mislead/misguide/lead astray		□□	□ to be mistaken/wrong/incorrect	
-			□□□□	E to quarrel/brawl/fight/squabble/scuffle/argue	
□□	□ to threaten/menace	[gool]	-		
□□□	□ to threaten/menace	[gool] also in Table 126	-		
□□□	□ to blame/condemn/critise/reproach		-		
□□	□ to apologise		-		
□□□□	E to apologise		-		
□□□□	E to pardon/forgive; to give someone a break		-		
□□	□ to allow/approve; forgive/excuse		-		
-			□□	□ to mind/care about/be concerned about/have a regard for (□-marked)	
□□□□	E (negative nuance) to mind/care/worry about something		□□□□	E (negative nuance) to mind/care/worry about something	
-			□□□□	E to approve of/agree with/support (□-marked)	
□□	□ to recommend/endorse/nominate/support/back	also in Table 133	-		
□□	□ to refuse/decline		-		
-			□□□□□□	E I decline/refuse/reject/do not accept	polite
-			□□□□□	□ to be careful of/pay attention to/take care of (□-marked)	(□□□□□)
□□□□	E to be cautious of/be on guard against		□□□□	E to object/oppose/disagree with/resist (□-marked)	
-			-		
□□/□□[□]	□ to forbid/ban/prohibit	some zuri verb black magic	-		
□□□□□□	E to block (user/website); to obstruct		-		
□□□□	E to ban (an online account)	slang	-		
□□□□	E to promise/make an agreement		-		
□□	□ to keep/uphold/abide by/follow (promise/rules)	also in Table 127	-		
□□	□ to break/violate (silence/promise/rules)	also in Table 127	-		
□□□□	□ to arrest/catch/capture/seize/restrain		-		

Transitive			Intransitive		
Action	Cat.	Meaning	Notes	Action	Cat. Meaning
𐀀𐀁𐀂𐀃	E	to interrogate/question		-	
𐀀𐀁𐀂𐀃	E	to punish/penalise		-	
𐀀𐀁	𐀀	to kill; to suppress/destroy/stifle (talent/feelings/yawn/laugh)		-	
𐀀𐀁𐀂𐀃	𐀀	to beat to death; to kill (emphatic)		-	
-				𐀀𐀁𐀂𐀃	E to suicide

VD.14 Change

Table 136: Verbs: change.

Transitive			Intransitive		
Action	Cat.	Meaning	Notes	Action	Cat. Meaning
-				𐀀𐀁𐀂𐀃	E to change/vary/mutate/transition/transform/be altered/transfigured; inflect/conjugate (grammar)
-				𐀀𐀁𐀂𐀃	E to evolve/advance/progress/develop/improve
𐀀𐀁𐀂𐀃	E	to develop/evolve/progress/unfold/plot twist; to expand (physical/mathematical)		𐀀𐀁𐀂𐀃	E to develop/evolve/progress/unfold/plot twist; to expand (physical/mathematical)
𐀀𐀁𐀂𐀃	E	to amend/correct/revise/modify/alter/retouch/update/fix		-	
𐀀𐀁𐀂𐀃	𐀀	to alter/transform/convert/vary/change		𐀀𐀁𐀂𐀃	𐀀 to transform/change; to move to (new place)
𐀀𐀁𐀂𐀃	𐀀	to exchange		𐀀𐀁𐀂𐀃	𐀀 to switch/be exchanged/change places
𐀀𐀁𐀂𐀃	𐀀	to replace		𐀀𐀁𐀂𐀃	𐀀 to relieve/replace
𐀀𐀁𐀂𐀃	𐀀	to substitute		𐀀𐀁𐀂𐀃	𐀀 to substitute/hand over (telephone)
𐀀𐀁𐀂𐀃	𐀀	to alter/transform/convert/vary/change		-	
𐀀𐀁𐀂𐀃	𐀀	to replace		-	
𐀀𐀁𐀂𐀃	𐀀	to exchange		-	
𐀀𐀁𐀂𐀃	𐀀	to replace (widest usage; “take and replace”)	𐀀𐀁𐀂𐀃	-	
𐀀𐀁𐀂𐀃	𐀀	to replace (only interior contents; “enter and replace”)	𐀀𐀁𐀂𐀃	-	
𐀀𐀁𐀂𐀃	𐀀	to replace (can replace to different location; “(re)attach and replace”)	𐀀𐀁𐀂𐀃	-	
𐀀𐀁𐀂𐀃	𐀀	to exchange		-	
-				𐀀𐀁𐀂𐀃	E to break voice
-				𐀀𐀁𐀂𐀃	𐀀 to lose weight/become thin; to become impoverished/infertile/barren (soil)
-				𐀀𐀁𐀂𐀃	𐀀 to put on weight/grow fat
-				𐀀𐀁𐀂𐀃	𐀀 to lose hair/become bald
-				𐀀𐀁𐀂𐀃	E to turn red (of leaves, in autumn)
-				𐀀𐀁𐀂𐀃	E to turn yellow (of leaves, in autumn)

SUFFIXES AND AUXES

## VE (adverbs and conjunctions)

### VE.1 Grammatical

Table 137: Verbs: grammatical.

Adverb	Meaning	Notes
〇〇〇	for example/for instance	
〇〇〇	in short/in other words	(〇〇〇)
〇〇	firstly	(〇〇)
〇〇〇〇〇	first of all/right away	also in Tables Table 140, Table 145
〇〇〇	secondly/next/subsequently	also a CONJUNCTION
{C 〇〇〇 E {[C 〇〇〇〇 E]}	therefore (to speaker, E is a natural consequence of C; strong expression of speaker's attitude)	{CONJUNCTION also an expression; [MCJ] {[polite]}
C 〇〇〇 E	(objective 〇) therefore (general cause-and-effect; E must have certainly happened (either past or now))	CONJUNCTION [goo], [MCJ]
C 〇〇〇 E	(objective 〇) therefore (C is problem/situation, E is action taken to solve/improve/advance)	CONJUNCTION [goo], [MCJ]
C 〇〇〇 E	thereupon (E happens <i>immediately</i> after C)	CONJUNCTION [MCJ]
〇〇〇〇〇	for this very reason/this is exactly why	technically an expression
〇〇〇	however/but	CONJUNCTION
〇〇	only/merely/just/simply; but/however/nonetheless	also an noun
〇〇〇	but/however/provided that	(〇〇)
〇〇〇	for the sake of; because of/as a result of	(〇〇); CONJUNCTION
〇〇〇〇	by the way/incidentally/in passing	(〇〇〇)
〇〇〇〇	meaning/called/said	(〇〇〇〇) slang of 〇〇〇
<that>〇〇〇〇〇〇	it does not mean that/I don't mean that	(〇〇〇〇〇); technically an expression
<that>〇〇〇〇〇〇	it does not mean that/I don't mean that	(〇〇〇〇〇); technically an expression
〇〇	if/in case/supposing	(〇〇)
〇〇〇	and/and then/thus/and now/and finally	CONJUNCTION

### VE.2 Directions

Table 138: Verbs: directions.

Adverb	Meaning	Notes
〇〇〇〇	straight (ahead)/directly (destination)/uprightly/erectly	(〇〇〇〇)

### VE.3 Intensity modifiers

Table 139: Verbs: intensity modifiers.

Adverb	Meaning	Notes
〇〇〇<negative>	not at all	
〇〇〇<negative>	not at all/simply cannot	
〇〇〇<negative>	not very	(〇〇); slightly formal [HN1], [HN2]
〇〇<negative>	not particularly (nuance: not interested)	slightly informal, can be rude; [HN1], [HN2]
〇〇	somewhat/slightly/a little	

Adverb	Meaning	Notes
一点点	a bit/slightly/somewhat/quite; just a minute	
一点点	small degree/small amount (one step)	
相当	quite/considerably/pretty	
相当	very/considerably/fairly/quite/rather	(相当)
相当	considerably/rather/quite/fairly/pretty	also an adjective, verb
相当	reasonably/fairly/all right/moderate	ONOMATOPOEIC, also in Table 148
相当	considerably/quite/rather/pretty enough (wanting something to end)	also an adjective
相当	large/big/great/severe	PREFIX. htc; technically 大-adj/noun
相当	very/immensely/awfully	(相当)
相当	really/truly/entirely/completely/perfectly; indeed	also a noun
相当	surprisingly/very/extremely/fairly/quite/considerably/awfully/terribly	
相当	very/greatly/terribly/awfully	also an adjective
相当	very/extremely	
相当	very/exceedingly/awfully	
相当	extremely/very/really/super/so	slang
相当	incredibly/really/super/so	also an adjective
相当	especially/particularly/extraordinarily/exceptionally	also an adjective
相当	extremely/very	e.g. 相当
相当	partly/partially	
相当	entirely/wholly/altogether	also a noun; [goo]
相当	wholly/entirely	[goo]
相当	entirely/completely/wholly	(相当)
相当	a lot/lots/plenty/much/a great deal; enough/too much	(相当); also an adjective
相当	fully/as much as possible; a lot/many; all of	(相当); also a noun and adjective
相当	plentifully/with excess/amply/abundantly/copiously/generously/fully/a lot	ONOMATOPOEIC
相当	best/most	
相当	purposely/deliberately/intentionally	
相当	coincidentally/by chance/unexpectedly/accidentally	also a noun
相当	possibly/perhaps/by some chance	(相当)
相当	maybe/perhaps/by some chance	(相当)
相当	perhaps/possibly/maybe/by any chance/if I'm not mistaken	(相当)
相当	if I'm not mistaken/if I remember correctly	also a noun
相当	probably/perhaps	
相当	probably/most likely/almost certainly	(相当)
相当	certainly/for sure/indeed/really	
相当	(what) the heck/(why) in the world/(who) on earth (emphatic question prefix)	

## VE.4 Time

Table 140: Verbs: time.

Adverb	Meaning	Notes
相当	momentarily/for an instant	

Adverb	Meaning	Notes
天天 天天	all day long/throughout the day	note 天
年年 年年	everlastingly/forever/for many years to come	
年年	eternally/indefinitely/endlessly/forever/for a long time	(年年)
突然 突然	suddenly/abruptly/unexpectedly; swiftly/rapidly/quickly/ hastily/hurriedly; sharply/steeply (slope/bend)	
附近	immediately/at once/right away; soon; easily; right near/ nearby	(附近)
立刻	immediately/at once/right away/instantly	(立刻)
现在 现在	immediately/at once/right now	(现在)
立刻	immediately/without delay/hurriedly/quickly	
早 早	early/soon/quickly/swiftly/rapidly	
立刻	soon/it's about time/any time now (expresses impatience)	
晚 晚	late/slowly	
慢慢	slowly/unhurriedly/without haste/leisurely	ONOMATOPOEIC
渐渐	gradually/little by little/more and more/increasingly	(渐渐)
还	not yet/still	(还)
已经	already; not any more/longer; again/another	again/another: used with counting 1
最后	finally/at last	
现在 现在	now/at this stage (when it is already much too late)	
立刻	at a glance/by accident	ONOMATOPOEIC
最初 最初	originally/primarily	
最初	originally/from the start/from the onset	(最初)
早 早	previously/before/earlier/formerly/recently; beforehand/in advance	
现在 现在 现在	at present/currently/so far/for now/for the time being	
现在 现在	at present/currently/so far/for now/for the time being	slang, abbreviation
暂时	tentatively/for now/for the time being	also in Tables Table 137, Table 145
相当 相当	for quite some time/a long time	also a noun
整个 整个 整个	the whole time/continuously; much (more); (by) far	
经常	continuously/continually/continued/without a break	
经常	frequently/often	(经常); also in Table 141
总是	always	(总是)
以后	from now on/in the future; from here	also a noun

## VE.5 Attitude

Table 141: Verbs: attitude.

Adverb	Meaning	Notes
随意	(walking) leisurely/aimlessly	ONOMATOPOEIC, also a verb
随意	without reservation/freely	
安静	calmly/quietly/gently/peacefully	also an expression
认真	diligently/seriously/earnestly; properly/perfectly/exactly/ regularly; quickly	ONOMATOPOEIC
认真	properly/well/sufficiently/hard/fully (working)	also in Table 148
清楚	clearly/plainly (clarity in sight/knowledge) (usu. 清清楚楚)	also a verb
仔细	carefully/with great care	also an adjective, verb
详细	in detail/fully/at length	

Adverb	Meaning	Notes
□□□□	properly/well/suitably; please do	(□□□)
□□□□ □□□□	properly/well/suitably; please do	(□□□); slang
<...>□□□□	just like/as though one were <...>	(□□□)
□□	nicely/properly/well/skilfully	(□□); also in Table 140
□□□□ □□	absolutely/definitely/unconditionally	
□□□□<...>□□	by all means/of course do <...>	(□□□)
□□ □□□□□□	to one's heart's content	also a noun
□□□ □□□	normally/ordinarily/usually/generally/commonly	
□□□□ □□	usually/ordinarily/normally/regularly/generally/commonly	also a noun
□□□ □□	usually/normally/generally/habitually/always	also a noun
□□□□ □□	generally/on the whole/mostly/almost/nearly/approximately/ roughly/about	
□□□□	almost/nearly/mostly/practically/virtually/basically/just about	(□□□), also in Table 121
□□□□ □□□ □□□/□□□	really/truly	
□□□□ □□	honestly/frankly	also an adjective
□□ □□	separately/additionally/extra	
□□□□	aloof/cold/unfriendly/standoffish	ONOMATOPOEIC also a verb; also in Table 147
□□□□	flirting/philandering/being lovestruck/fawning	ONOMATOPOEIC

## VE.6 Emotions

Table 142: Verbs: emotions.

Adverb	Meaning	Notes
□□□ □□□	with pleasure/gladly/willingly/certainly	
□□□□	thump-thump/bang-bang/pit-a-pat/pitter-patter	ONOMATOPOEIC also a verb
□□□□	to be excited/thrilled/nervous	ONOMATOPOEIC also a verb
□□□	with a pitter-patter/heart-wrining/tightening of one's chest caused by powerful feelings (e.g. parting); □□□□□□□□□□	ONOMATOPOEIC
□□□□	feeling sick/queasy/nauseated/disgusted	also a verb
□□□□	restlessly/nervously/uneasily/in a fidget	ONOMATOPOEIC also a verb
□□□□	grinningly/smirkingly	ONOMATOPOEIC also a verb
□□□□ □□□□□	unfortunately/regrettably	technically an expression

## VE.7 Appearance and style

Table 143: Verbs: appearance and style.

Adverb	Meaning	Notes
□□	in this way (closer to speaker)	
□□	in that way (closer to listener)	also an interjection
□□	in that way (distant)	
□□□□□□	approximately in this way (closer to speaker)	(□□□□□)
□□□□□□	approximately in that way (closer to listener)	(□□□□□)
□□□□□□	approximately in that way (distant)	(□□□□□)
□□□□	glittering/sparkling/glistening/twinkling	ONOMATOPOEIC
□□□□□□	hopping/skipping/lightly and repeatedly jumping	ONOMATOPOEIC
□□□	with a smooch/light smacking sound	ONOMATOPOEIC



Adverb	Meaning	Notes
□□□□	kissing loudly/smooching; squirting/gushing	ONOMATOPOEIC
□□□□□□	with small quick steps/toddling	ONOMATOPOEIC
□□□□□□	mumbling incomprehensibly/mutteringly/murmuringly	ONOMATOPOEIC

## VE.8 Interaction

Table 144: Verbs: interaction.

Adverb	Meaning	Notes
□□ □□□□□□	for the first time in a while/after a long time	
□□□□ □□	together/at the same time; identical	
<with>□□□□<verb>	together with	
□□□	please/if you would/would you mind (sentence starter)	polite; also a pronoun
□□□	please/by all means/certainly/of course/go ahead/feel free to; here you are (passing something)	
□□ □□	certainly/without fail/by all means	
□□□□	certainly/by all means	(□□□□)
□□□ □□	necessarily/certainly/without fail	

## VE.9 Knowledge, truth and reality

Table 145: Verbs: knowledge, truth and reality.

Adverb	Meaning	Notes
□□ □□	to be honest/frankly/to tell you the truth	
□□□□ □□□□	in fact/actually/in reality/to tell the truth (as opposed to expectation)	
□□□□ □□□□	actually/really/truly/in practice (as opposed to expectation)	
□□□□	as expected/sure enough; in any case/after all/in the end	
□□□□ □□□□	as expected/sure enough; in any case/after all/in the end	
□□□□ □□	naturally/rightly/deservedly/justly	also an adjective
□□□□	just as you'd expect from	(□□□)
□□□□	as one would expect/naturally/indeed	(□□□□)
□□□□	of course/certainly/naturally/definitely	(□□□□)
□□□□	anyway/in any case	(□□□□)
□□□□□□ □□□□□□	anyway	also in Tables Table 137, Table 140

## VE.10 Ability

Table 146: Verbs: ability.

Adverb	Meaning	Notes
□□□□	fluently (speaking a foreign language)	also an adjective

## VE.11 Taste and texture

Table 147: Verbs: taste and texture.

Adverb	Meaning	Notes
□□□□	licking/lapping up; gobbling up	
□□□□	lightly/buoyantly	ONOMATOPOEIC, also an adjective

Adverb	Meaning	Notes
□□□	thickly/viscously/stickily/creamily	ONOMATOPOEIC
□□□	thick/muddy/gooeey (of liquid)	ONOMATOPOEIC
□□□□	squishy/springy/bouncy (chubby when used on person)	ONOMATOPOEIC
□□□□	hard/crunchy (of muscles, when used on person)	ONOMATOPOEIC
□□□□	muscular/brawny	slang
□□□□	spiky (hairstyle); sticking up straight (e.g. plant stems)	ONOMATOPOEIC also in Table 141

## VE.12 Amounts and sizes

Table 148: Verbs: amounts and sizes.

Adverb	Meaning	Notes
□□□□	to what extent/amount	
□□□□	to this extent/amount	
□□□□	to that extent/amount	
□□□□	to that extent/amount (distant memory)	
□□□□	how far/to what extent/up to what point	
□□□□<nn/adj>	how long/how far/how much	(□□□)
□□ □□	many/much/plenty/a lot	
□□□	some more/even more/longer/further	
□□ □□	less than/under/below (esp. ○□□□)	SUFFIX
□□□□<negative>	hardly/barely/scarcely/little	(□□□), also in Table 141
□□□□	just barely/only just/at the very limit/at the last moment	(□□□□)
□□□□ □□	half	also a noun
□□□□ □□	sufficiently/fully/thoroughly/well/perfectly	also an adjective
□□	almost/roughly/approximately/about/around	
□□□□	approximately/about/or so	also in Table 139
□□□□	large majority/proportion; most/almost all of	(□□□), also in Table 141
□□□□	tightly/closely; exactly/precisely; perfectly suited/in an ideal manner	
□□□□	firmly/securely/tightly (holding on); strongly/solidly/sturdily (built)	also in Table 141
□□ □□□	for the first time	
□□	again/once again/another time/some other time; also; on the other hand	(□□)
□□□□ □□□□	one more time/once again	
□□□□	one more time/once again	slang, abbreviation
<v te>□□□<...>	only after <v te> is it/do you <...>	
□□□□ □□	all members/everyone	also a noun

## VE.13 Onomatopoeia

Table 149: Verbs: general onomatopoeia.

Adverb	Meaning	Notes
□□□□	ding-dong (doorbell/intercom)	ONOMATOPOEIC
□□□□	ding ding ding!/correct!/right answer!	ONOMATOPOEIC, slang