

# 文法 Grammar

## 1 Potential Verbs

We use the potential verb to say that someone “can,” or “has the ability to,” do something, or that something is “possible.”

We make potential verbs using the rules listed below:

*ru*-verbs: Drop the final *-ru* and add *-rareru*.

見る (*mi-ru*) → 見られる (*mi-rareru*)

*u*-verbs: Drop the final *-u* and add *-eru*.

行く ( <i>ik-u</i> )	→	行ける ( <i>ik-eru</i> )	待つ	→	待てる
話す	→	話せる	読む	→	読める
買う	→	買える	死ぬ	→	死ねる
泳ぐ	→	泳げる	取る	→	取れる
遊ぶ	→	遊べる			

irregular verbs:

くる → こられる      する → できる

You may note that the potential forms of *ru*-verbs are considerably longer than those of the *u*-verbs, which happen to end in the *hiragana* る. (Compare 見られる and 取れる in the above list.) There actually are shorter, alternative potential forms of *ru*-verbs and the irregular verb くる, which are made by adding the suffix *-reru*, instead of *-rareru*. These *ra*-less forms are gaining popularity especially among young speakers, but are considered slightly substandard.

		potential forms	ra-less potential forms
<i>ru</i> -verbs:	出る	出られる	出れる
	見る	見られる	見れる
irregular verb:	くる	こられる	これる

Potential verbs themselves conjugate as regular *ru*-verbs.

私は日本語が話せます。

I can speak Japanese.

私は泳げないんです。

(The truth is) I cannot swim.

雨が降ったので、海に行けませんでした。

We could not go to the beach, because it rained.

The table below summarizes the conjugation pattern of potential verbs.<sup>1</sup>

	short forms		long forms	
	affirmative	negative	affirmative	negative
present	見られる	見られない	見られます	見られません
past	見られた	見られなかった	見られました	見られませんでした
te-form	見られて			

Those verbs that take the particle を can take either を or が when they have been made into the potential. できる, the potential counterpart of the verb する, is somewhat special, and takes が almost all the time. All particles other than を remain the same when the verb is turned into the potential.

verbs with を :

漢字を読む → 漢字が読める or 漢字を読める

する—できる :

仕事をする → 仕事ができる (仕事をできる is considered substandard.)

verbs with particles other than を :

山に登る → 山に登れる (No particle change involved.)

## 2 ～し

To give the reason for something, we can use the conjunction から.

(reason) から、(situation)。

<sup>1</sup> You can also express the idea of “can do” using a more complex construction: verb dictionary form + ことができる. This construction is found mostly in the written language. The negative version of the sentence will be dictionary form + ことができない.

メアリーさんはギターを弾くことができます。 (Compare: ギターが弾けます)

Mary can play the guitar.

このアパートでは犬や猫を飼うことができません。 (Compare: 犬や猫が飼えません)

You cannot keep dogs and cats in this apartment.

Q：どうしてパーティーに来ないんですか。

*Why aren't you coming to the party?*

A：あした試験があるから、今日は勉強しなきゃいけないです。

*I have to study today, because there will be an exam tomorrow.*

When you want to mention not just one but two (or more) reasons, you can use し in place of から. し usually follows a predicate in the short form.

(reason<sub>1</sub>) し、(reason<sub>2</sub>) し、(situation)。

日本語はおもしろいし、先生はいいし、私は日本語の授業が大好きです。

*I really like my Japanese class, because Japanese language is interesting, and our teacher is good.*

友だちが遊びに来たし、彼と電話で話したし、きのうはとてもいい日でした。

*Yesterday was a great day—a friend came by, and I talked with my boyfriend on the phone.*

Q：国に帰りたいですか。

*Do you want to go back home?*

A：いいえ、日本の生活は楽しいし、いい友だちがいるし、帰りたくないです。

*No. Life here in Japan is good, and I have good friends here. So I don't want to go back.*

You can use just one し clause, implying that it is not the only reason for the situation.

物価が安いし、この町の生活は楽です。

*Life in this city is an easygoing one. Things are inexpensive, for one thing.*

Sometimes the し clauses follow the description of the situation explained.

山下先生はいい先生です。教えるのが上手だし、親切だし。

*Professor Yamashita is a great teacher. He is good at teaching, and he is kind.*

Note that し follows the short forms.<sup>2</sup> In present tense sentences, this means that だ appears with な-adjectives and nouns, but not with い-adjectives.

い-adjectives: おもしろいし

な-adjectives: 好きだし

noun + です: 学生だし

### 3 ~そうです (It looks like . . .)

We add そうです to い- and な-adjective bases to say that something “seemingly” has those properties.<sup>3</sup> When we say ~そうです, we are guessing what something is like on the basis of our impressions.

To form ~そうです sentences with い-adjectives, you drop the final い; with な-adjectives, you just drop な. The only exception is with the い-adjective いい, which will be changed to よさ before そう.

このりんごはおいしそうです。

*This apple looks delicious.*

あしたは天気がよさそうです。

*It looks like the weather will be fine tomorrow.*

メアリーさんは元気そうでした。

*It looked like Mary was fine.*

い -adjectives:	おいしい	→ おいしそうです
(exception)	いい	→ よさそうです
な -adjectives:	元気(な)	→ 元気そうです

You can use そうです with negative adjectives too. The negative ending ない is changed to なさ before そう.<sup>4</sup>

この本は難しくなさそうです。

*This book does not look difficult.*

ともこさんはテニスが上手じゃなさそうです。

*It does not look like Tomoko is good at tennis.*

<sup>2</sup> In the very polite speech style, し can also follow the long forms, just like another reason connective から, which may follow long forms (as we learned in Lesson 6) as well as short forms (see Lesson 9).

私は来年も日本語を勉強します。日本が好きですし、日本語はおもしろいです。  
I will study Japanese next year, too. I like Japan, and what is more, the Japanese language is interesting.

<sup>3</sup> You can also use そうです with a verb stem to describe your impression or guess.

このセーターは家で洗えそうです。 (With 洗える, the potential form of 洗う.)  
*It looks like this sweater is washable at home.*

The impression you express may be an event about to happen.

雨が降りそうです。 It looks like it will rain.

<sup>4</sup> You can also put the negative on そうです instead of an adjective and say:

この本は難しそうじゃないです。  
ともこさんはテニスが上手そうじゃないです。

You can use the adjective + そう combination to qualify a noun. そう is a な-adjective, thus we say そうな before a noun.

暖かそうなセーターを着ています。  
あたた  
き

*She is wearing a warm-looking sweater.*

In many そうです sentences, the guesswork is done on the basis of visual impressions. It is wrong, however, to assume that そう is linked only to the visual medium. We use そうです when we lack conclusive evidence. (For example, we say an apple is おいしそう before we have had the chance to taste it. Once we have tasted it, we say おいしい.) With an adjective for which visual evidence is crucial, such as きれいな, we do not use そう and say that something is きれいそう, if it looks pretty; we already have enough evidence to conclude that it is pretty.

## 4 ～てみる

You can use the *te*-form of a verb plus the helping verb みる to express the idea of “doing something tentatively,” or “trying something.” You are not sure what the outcome of your action will be, but do it and see what effect it might have.

漢字がわからなかつたので、日本人の友だちに聞いてみました。  
かんじ  
にほんじん  
とも  
き

*I did not know the kanji, so I tried asking a Japanese friend of mine.*

友だちがあの店のケーキはおいしいと言つていましたから、今度食べてみます。  
とも  
みせ  
い

*My friends say that the cake at the shop is good. I will have a piece one of these days (and see if it really lives up to its reputation).*

みる comes from the verb 見る, and conjugates as a regular *ru*-verb. Unlike the main verb 見る, however, ～てみる is always written in hiragana.

## 5 なら

A statement of the form “noun A なら predicate X” says that the predicate X *applies only to* A and is not more generally valid. The main ideas of a なら sentence, in other words, are contrast (as in Situation 1) and limitation (as in Situation 2).

## Situation 1

Q : ブラジルに行ったことがありますか。

*Have you ever been to Brazil?*

A : チリなら行ったことがあります、ブラジルは行ったことありません。<sup>5</sup>

*I've been to Chile, but never to Brazil.*

## Situation 2

Q : 日本語がわかりますか。

*Do you understand Japanese?*

A : ひらがなならわかります。

*If it is (written) in hiragana, yes.*

なら introduces a sentence that says something “positive” about the item that is contrasted. In the first situation above, なら puts Chile in a positive light, and in contrast with Brazil, which the question was originally about. In the second situation, a smaller part, namely *hiragana*, is brought up and contrasted with a larger area, namely, the language as a whole.

## 6

## 一週間に三回

いっしゅうかん さんかい

You can describe the frequency of events over a period of time by using the following framework.

(period) に (frequency)

(frequency) per (period)

私は一週間に三回髪を洗います。

わたし いっしゅうかん さんかいかみ あら

*I shampoo three times a week.*

私は一か月に一回家族に電話をかけます。

わたし いつ げつ いっかい かぞく でんわ

*I call my family once a month.*

父は一年に二回旅行します。

ちち いちねん に かいりょこう

*My father goes on a trip twice a year.*

<sup>5</sup> You can optionally keep the particle に before なら in this example. Particles such as に, で, and から may, but do not have to, intervene between the noun and なら, while は, が, and を never go with なら.

# 文 法 G r a m m a r

## I ほしい

ほしい means “(I) want (something).” It is an い-adjective and conjugates as such. The object of desire is usually followed by the particle が. In negative sentences, the particle は is also used.

いい漢字の辞書がほしいです。  
かんじ じしょ

*I want a good kanji dictionary.*

子供の時、ゴジラのおもちゃがほしかったです。  
こども とき

*When I was young, I wanted a toy Godzilla.*

お金はあまりほしくないです。  
かね

*I don't have much desire for money.*

(私は) Xが ほしい	I want X.
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ほしい is similar to たい (I want to do . . .), which we studied in Lesson 11, in that its use is primarily limited to the first person, the speaker. These words are called “private predicates,” and they refer to the inner sensations which are known only to the person feeling them. Everyone else needs to rely on observations and guesses when they want to claim that “person X wants such and such.” Japanese grammar, ever demanding that everything be stated in explicit terms, therefore calls for an extra device for sentences with private predicates as applied to the second or third person.<sup>1</sup>

You can quote the people who say they are feeling these sensations.

ロバートさんはパソコンがほしいと言っています。

*Robert says he wants a computer.*

You can make clear that you are only making a guess.

<sup>1</sup> Among the words we have learned so far, かなしい (sad), うれしい (glad), and いたい (painful) are private predicates. The observations we make about ほしい below apply to these words as well.

きょうこさんはクラシックの CD がほしくないでしょう。

*Probably Kyoko does not want a CD of classical music.*

Or you can use the special construction which says that you are making an observation of a person feeling a private-predicate **sensation**. In Lesson 11, we learned the verb たがる, which replaces たい.

ともこさんは英語を習いたがっています。

*(I understand that) Tomoko wants to study English.*

ほしい too has a special verb counterpart, ほしがる. It conjugates as an *u*-verb and is usually used in the form ほしがっている, to describe an observation that the speaker currently thinks holds true. Unlike ほしい, the particle after the object of desire is を.

トムさんは友だちをほしがっています。

*(I understand that) Tom wants a friend.*

## 2 ~かもしれません

We have already learned the expression でしょう in Lesson 12, with which we can say that a given state of affairs is probable or likely. The new sentence-final expression かもしれません, and its short form counterpart かもしれない, are much like でしょう, and mean that something is a “possibility.” You can use かもしれません when you are not sure what is really the case but are willing to make a guess.

かもしれません is placed after the short forms of predicates, in the affirmative and in the negative, in the present as well as the past tense.

あしたは雨が降るかもしれません。

*It may rain tomorrow.*

田中さんより、鈴木さんのほうが背が高いかもしれません。

*Suzuki is perhaps taller than Tanaka.*

あしたは天気がよくないかもしれません。

*The weather may not be good tomorrow.*

トムさんは、子供の時、いじわるだったかもしれません。

*Tom may have been a bully when he was a kid.*

Just like でしょう, かもしれません goes directly after a noun or a な-adjective in the present tense affirmative sentences. In other words, だ is dropped in these sentences.

トムさんはカナダ人だ。  
Tom is a Canadian.

→ トムさんはカナダ人かもしません。

Tom might be a Canadian.

山下先生は犬がきらいだ。  
Professor Yamashita is not fond of

→ 山下先生は犬がきらいかもしません。

dogs.  
It is possible that Professor Yamashita is not fond of dogs.

Present tense, affirmative

verbs:

行く

い-adjectives:

寒い

な-adjectives:

元気

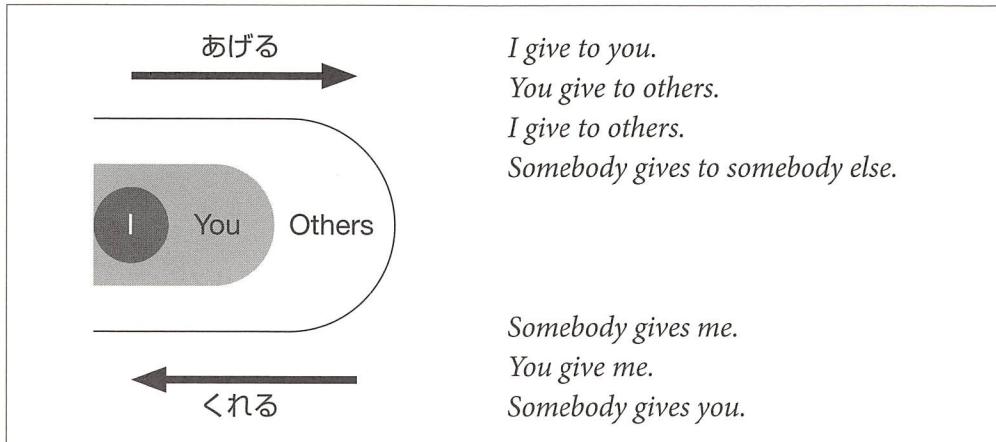
noun + です:

学生

かもしません

### 3 あげる/くれる/もらう

Japanese has two verbs for giving. The choice between the pair depends on the direction of the transaction. Imagine a set of concentric spheres of relative psychological distances, with me at the center, you next to me, and all the others on the edge. When a thing moves *away* from the center, the transaction is described in terms of the verb あげる. When a thing moves *toward* the center, the verb we use is くれる.



With both あげる and くれる, the giver is the subject of the sentence, and is accompanied by the particle は or が. The recipient is accompanied by the particle に.

私はその女人に花をあげます。  
わたし おんな ひと はな

I will give the woman flowers.

その女人は男人に時計をあげました。<sup>2</sup>  
おんな ひと おとこ ひと とけい

The woman gave the man a watch.

両親が（私に）新しい車をくれるかもしれません。  
りょうしん わたし あたら くるま

My parents may give me a new car.

(giver) は / が (recipient) に	あげる くれる	(giver) gives to (recipient)
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Transactions that are described with the verb くれる can also be described in terms of “receiving” or もらう. With もらう, it is the recipient that is the subject of the sentence, with は or が, and the giver is accompanied by the particle に or から.

私は姉に／姉から古い辞書をもらいました。  
わたし あね あね ふる じしょ

I received an old dictionary from my big sister.

(recipient) は / が (giver) に / から もらう <sup>3</sup>	(recipient) receives from (giver)
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Compare the above もらう sentence with the くれる version below, noting the particle switch.

姉が私に古い辞書をくれました。  
あね わたし ふる じしょ

My big sister gave me an old dictionary.

<sup>2</sup> When a transaction takes place between two people other than yourself, as in this example, the verb to use is normally あげる. くれる is possible only in limited contexts in which you think you yourself have benefited because somebody very close to you has received something. It should be relatively easy for you to identify yourself with a member of your immediate family or a very good friend, for example.

大統領が妹に手紙をくれました。 The President gave my little sister a letter.

<sup>3</sup> もらう is like くれる and implies that you identify yourself more closely with the recipient than with the giver. Thus it is wrong to use もらう if you receive from *me*, for example. (It is one indication that nobody can be detached from their ego.)

× (あなたは) 私から手紙をもらいましたか。 Did you receive a letter from me?

You can use もらう for third-party transactions if you can assume the perspective of the recipient.

妹は大統領に手紙をもらいました。 My little sister received a letter from the President.

## 4 ~たらどうですか

たらどうですか after a verb conveys advice or recommendation. The initial た in たらどうですか stands for the same ending as in the past tense short form of a verb in the affirmative. In casual speech, たらどうですか may be shortened to たらどう or たら.

もっと勉強したらどうですか。

べんきょう

Why don't you study harder?

薬を飲んだらどうですか。

くすり

How about taking some medicine?

たらどうですか may sometimes have a critical tone, criticizing the person for not having performed the activity already. It is, therefore, safer not to use it unless you have been tapped for consultation.

Also, the pattern is not to be used for extending invitations. If, for example, you want to tell your friend to come visit, you do not want to use たらどうですか, but should use ませんか.

うちに来ませんか。

Why don't you come to my place?

Compare: × うちに来たらどうですか。

## 5 number + も / number + しか + negative

Let us recall the basic structure for expressing numbers in Japanese.

noun { が を }	+ number
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私のうちには猫が三匹います。

わたし ねこ さんびき

There are three cats in our house.

かさを三本買いました。

さんぽん か

We bought three umbrellas.

You can add も to the number word, when you want to say "as many as."

私の母は猫を三匹も飼っています。

わたし はは ねこ さんびき か

My mother owns three, count them, three cats.

きのうのパーティーには学生が二十人も来ました。  
がくせい にじゅうにん も

As many as twenty students showed up at the party yesterday.

You can add しか to the number word, and turn the predicate into the negative when you want to say “as few as” or “only.”

私は日本語の辞書を一冊しか持っていないません。  
わたくし にほんご じしょ いっさつ も

I have only one Japanese dictionary.

この会社にはパソコンが二台しかありません。  
かいしゃ にたい

There are only two computers in this company.

## 表現ノート……2

### Expression Notes 2

**The use of short forms in casual speech** ▶ The dialogues in this lesson contain many examples of short forms as they are used in informal, casual spoken Japanese. Let us examine some of the lines from the Dialogue section.

開けてもいい? This is a question that simply asks for a yes or a no. These types of questions hardly ever have the question particle か at the end. The rising intonation alone marks them as questions.

わあ and へえ You say わあ when you find something exciting. It is like the English “wow!” We saw this interjection of enthusiasm in Lesson 5. You say へえ when you hear something amusing, hard to believe, or mildly surprising: “Oh, is that right?”

こんなのがほしかったんだ。 んだ is the explanation modality, the short form counterpart of んです. Female speakers have the choice between the gender-neutral んだ and the more feminine の in closing an explanation sentence.

メアリーが編んだの? Many question sentences in casual spoken Japanese end in の, which is the short form counterpart of the explanation modality んです. As are questions ending in んですか, most の questions are fishing for detailed explanations as a response. They are gender-neutral.

着てみて。 The *te*-form of a verb is used as a request. More politely, you of course would want to say ~てください。

# 文法 Grammar

## 1 Volitional Form

The volitional form of a verb is a less formal, more casual equivalent of ましょう. You can use it to suggest a plan to a close friend, for example.

*ru*-verbs: Drop the final *-ru* and add *-yoo*.

食べる (tabe-ru) → 食べよう (tabe-yoo)

*u*-verbs: Drop the final *-u* and add *-oo*.

行く (ik-u)	→	行こう (ik-oo)	待つ	→	待とう
話す	→	話そう	読む	→	読もう
買う	→	買おう	死ぬ	→	死のう
泳ぐ	→	泳ごう	取る	→	取ろう
遊ぶ	→	遊ぼう			

irregular verbs:

くる	→	こよう
する	→	しよう

あしたは授業がないから、今晚、どこかに食べに行こう。  
じゅぎょう こんばん た い

We don't have any classes tomorrow. Let's go some place for dinner tonight.

結婚しようよ。

Hey, let's get married!

You can use the volitional plus the question particle か to ask for an opinion in your offer or suggestion.

手伝おうか。

Shall I lend you a hand?

友だちがおもしろいと言っていたから、この映画を見ようか。

Shall we see this film? My friends say it is good.

今度、いつ会おうか。

When shall we meet again?

## 2 Volitional Form + と思っています

We use the volitional form + と思っています to talk about our determinations.

毎日三時間日本語を勉強しようと思っています。  
まいにちさんじかんにほんごべんきょうおも

*I've decided to/I'm going to study Japanese for three hours every day.*

You can also use the volitional + 思います, which suggests that the decision to perform the activity is being made *on the spot* at the time of speaking. 思っています, in contrast, tends to suggest that you have *already decided* to do something.

Situation 1

Q : 一万円あげましょ。何に使いますか。

*I will give you 10,000 yen. What will you use it for?*

A : 漢字の辞書を買おうと思ひます。

*I will buy a kanji dictionary. (decision made on the spot)*

Situation 2

Q : 両親から一万円もらったんですか。何に使うんですか。

*You got 10,000 yen from your parents? What are you going to use it for?*

A : 漢字の辞書を買おうと思ひます。

*I am going to buy a kanji dictionary. (decision already made)*

Note that verbs in volitional forms and verbs in the present tense convey different ideas when they are used with 思います or 思っています. When you use volitionals, you are talking about your intention. When you use the present tense, you are talking about your prediction.

日本の会社で働くと思ひます。

*I will/intend to work for a Japanese company.*

日本の会社で働くと思ひます。

*I think they/I will be working for a Japanese company.*

### 3 ~ておく

The *te*-form of a verb plus the helping verb おく describes an action performed *in preparation for something*. ておく is often shortened to とく in speech.

あした試験があるので、今晚勉強しておきます。  
しけん こんばんべんきょう

Since there will be an exam tomorrow, I will study (for it) tonight.

友だちが来るから、部屋を掃除しておかなきゃいけません。  
とも く ゆうや そうじ

I have to clean the room, because my friends are coming.

ホテルを予約しとくね。  
よ やく

I will make a hotel reservation in advance.

### 4 Using Sentences to Qualify Nouns

In the phrase おもしろい本, the い-adjective おもしろい qualifies the noun 本 and tells us what kind of book it is. You can also use sentences to qualify nouns. The sentences that are used as qualifiers of nouns are shown in the boxes below.

1. きのう買った	本	the book	that I bought yesterday
2. 彼がくれた	本	the book	my boyfriend gave me
3. つくえの上にある	本	the book	that is on the table
4. 日本で買えない	本	the book	that you can't buy in Japan

Qualifier sentences in these examples tell us what kind of book we are talking about, just like adjectives. The verbs used in such qualifier sentences are in their short forms, either in the present (as in examples 3 and 4) or the past tense (1 and 2), and either in the affirmative (1-3) or in the negative (4). When the subject of the verb—that is to say, the person performing the activity—appears inside a qualifier sentence, as in example 2 above, it is accompanied by the particle が, and not は.

You can use a noun with a qualifier sentence just like any other noun. In other words, a “qualifier sentence + noun” combination is just like one big noun phrase. You can put it anywhere in a sentence that has a noun.

これは **去年の誕生日に彼女がくれた** 本です。 (cf. これは**本**です。)  
 きょねん たんじょう び かのじょ ほん  
 This is a book that my girlfriend gave me on my birthday last year.

父が **村上春樹が書いた** 本をくれました。 (cf. 父が**本**をくれました。)  
 ちち むらかみはる き か ほん  
 My father gave me a book that Haruki Murakami wrote.

**私が一番感動した** 映画は「生きる」です。 (cf. 映画は「生きる」です。)  
 わたし いちばんかんどう えいが い  
 The movie I was touched by the most is "To Live."

## Culture Note

### 日本の宿 Japanese Accommodations

There are different types of accommodations in Japan, such as ホテル (hotels), 旅館 (Japanese-style inns), 民宿 (Japanese-style guest houses), and ペンション (Western-style guest houses).

ホテル in Japan offer western-style facilities similar to those found in Europe and the United States. There are also inexpensive hotels called “ビジネスホテル,” which have only small rooms but suffice for those who just need a good night’s rest.



写真提供：アバーグホテル



旅館, which offer Japanese-style rooms with a 畳 floor, are the best choice if you wish to experience the uniqueness of Japan—the architecture, lifestyle, traditions, and culture. Guests change into a 浴衣 (Japanese cotton robe) and sleep on a 布団 mattress. Most 旅館 have gender-separated communal baths, which are sometimes fed by an 温泉 (hot spring). Some even have a smaller bath that can be reserved for private use. The accommodation fee is charged per person for each night, and includes dinner and breakfast. Usually both meals are Japanese style and feature regional and seasonal specialties.

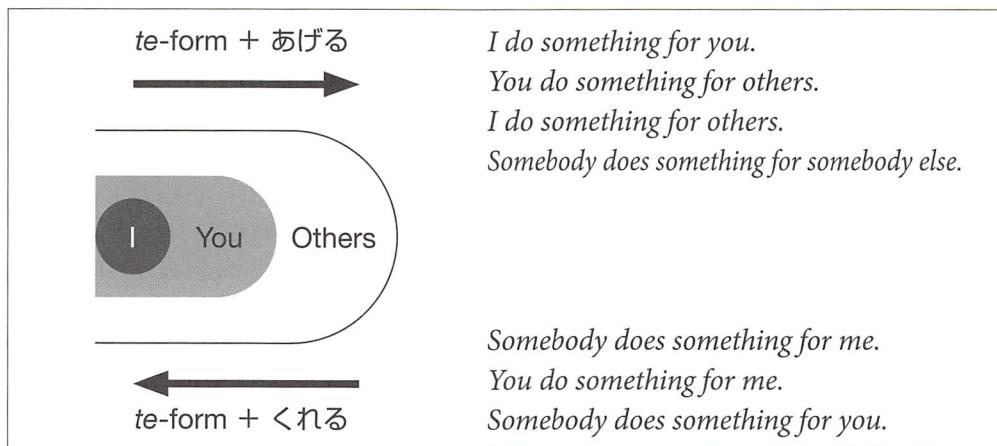


Your cheaper options are 民宿 and ペンション. These are usually owned and run by a family, and offer a homelike atmosphere. The overnight charge includes two meals. In 民宿, guests are expected to lay out their bedding (布団) at night. ペンション are furnished with beds.

# 文法 Grammar

## 1 ~てあげる/くれる/もらう

We learned in Lesson 14 that the verbs あげる, くれる, and もらう describe transactions of things. Here we will learn the use of these words as helping verbs. When these verbs follow the *te-form* of a verb, they describe the giving and receiving of services.



We use the *te-form* + あげる when we do something for the sake of others, or somebody does something for somebody else. The addition of the helping verb あげる does not change the basic meaning of the sentences, but puts focus on the fact that the actions were performed “on demand” or “as a favor.”<sup>1</sup>

私は妹にお金を貸してあげました。

*I (generously) lent my sister money (to help her out of her destitute conditions).*

cf. 私は妹にお金を貸しました。 [an objective statement]

<sup>1</sup> Note that in あげる sentences the nouns referring to the beneficiaries are accompanied by whatever particle the main verb calls for. 貸す goes with the particle に, while 連れていく goes with を. These particles are retained in the あげる sentences.

When you want to add the idea of “doing somebody a favor” to a verb which does not have the place for the beneficiary, you can use ～のために.

私はともこさんのために買い物に行きました。  
I went shopping for Tomoko.

cf. 私は買い物に行きました。

きょうこさんはトムさんを駅に連れていってあげました。

Kyoko (*kindly*) took Tom to the station (*because he would be lost if left all by himself*).

cf. きょうこさんはトムさんを駅に連れていきました。[an objective statement]

We use くれる when somebody does something for us.<sup>2</sup>

友だちが宿題を手伝ってくれます。

A friend helps me with my homework (*for which I am grateful*).

親せきがクッキーを送ってくれました。

A relative sent me cookies. (*I should be so lucky*.)

We use the *te-form* + もらう to say that we get, persuade, or arrange for, somebody to do something for us. In other words, we “receive” somebody’s favor. The person performing the action for us is accompanied by the particle に.<sup>3</sup>

私は友だちに宿題を手伝ってもらいました。

I got a friend of mine to help me with my homework.

Compare the last sentence with the くれる version below. They describe more or less the same event, but the subjects are different. In もらう sentences, the subject is the beneficiary. In くれる sentences, the subject is the benefactor.

友だちが宿題を手伝ってくれました。

A friend of mine helped me with my homework.

<sup>2</sup> The beneficiary is almost always understood to be the speaker in くれる sentences. Therefore it usually does not figure grammatically. If you have to explicitly state who received the benefit, you can follow the same strategies employed in あげる sentences. That is, if the main verb has the place for the person receiving the benefit, keep the particle that goes with it. The verb 連れていく calls for を, while 教える calls for に, for example.

きょうこさんが私を駅に連れていってくれました。 (Compare: 私を駅に連れていく)

Kyoko took me to the station.

たけしさんが私に漢字を教えてくれました。 (Compare: 私に漢字を教える)

Takeshi taught me that kanji.

If the main verb does not have the place for the person, use のために. 掃除する is one such verb.

けんさんが私のために部屋を掃除してくれました。

Ken cleaned the room for me.

<sup>3</sup> Sometimes, a もらう sentence simply acknowledges a person’s goodwill in doing something for us. For example, you can say the following, even if you had not actively asked for any assistance. (The sentence is of course okay with the “get somebody to do” reading.)

私は知らない人に漢字を読んでもらいました。

I am glad that a stranger read the kanji for me.

## 2 ~ていただけませんか

We will learn three new ways to make a request. They differ in the degrees of politeness shown to the person you are asking.

～て	いただけませんか	(polite)
	くれませんか	
	くれない?	(casual)

We use the *te*-form of a verb + いただけませんか to make a polite request.<sup>4</sup> This is more appropriate than ください when you request a favor from a nonpeer or from a stranger.

ちょっと手伝っていただけませんか。

Would you lend me a hand?

The *te*-form + くれませんか is a request which is roughly equal in the degree of politeness to ください. くれませんか of course comes from the verb くれる. This is probably the form most appropriate in the host-family context.

ちょっと待ってくれませんか。

Will you wait for a second?

You can use the *te*-form + くれない, or the *te*-form by itself, to ask for a favor in a very casual way. This is good for speaking with members of your peer group.

それ取ってくれない? or それ取って。

Pick that thing up (and pass it to me), will you?

<sup>4</sup> いただけませんか comes from いただける, the potential verb, which in turn comes from いただく, “to receive (something or a favor) from somebody higher up.” We also have くださいませんか, which comes from the verb くださる, “somebody higher up gives me (something or a favor).” ください is historically a truncation of くださいませんか.

The variants of the いただけませんか pattern are listed in what is felt by most native speakers to be the order of decreasing politeness. In addition to these, each verb can be used in the affirmative as well as in the negative.

~ていただけませんか (いただける, the potential verb for いただく)

~てくださいませんか (くださる)

~てもらえませんか (もらえる, the potential verb for もらう)

~てくれませんか (くれる)

~てもらえない? (もらえる, in the short form)

~てくれない? (くれる, in the short form)

### 3 ~といい

You can use the present tense short form + といいですね (polite)/といいね (casual) to say that you hope something nice happens. When you say といいですね or といいね, you are wishing for the good luck of somebody other than yourself.

いいアルバイトが見つかるといいですね。

*I hope you find a good part-time job.*

雨が降らないといいね。

*I hope it doesn't rain.*

To say what you hope for, for your own good, you can use といいんですが (polite) or といいんだけど (casual). These endings show the speaker's attitude is more tentative and make the sentence sound more modest.<sup>5</sup>

試験がやさしいといいんですが。

*I am hoping that the exam is easy.*

八時の電車に乗れるといいんだけど。

*I hope I can catch the eight o'clock train.*

(short, present)	と	<table border="0"> <tr> <td>いいですね / いいね。</td><td rowspan="2">I hope ... (for you/them)</td></tr> <tr> <td>いいんですが / いいんだけど。</td></tr> </table>	いいですね / いいね。	I hope ... (for you/them)	いいんですが / いいんだけど。
いいですね / いいね。	I hope ... (for you/them)				
いいんですが / いいんだけど。					
		I hope ... (for myself)			

Note that all these といい sentences mean that you are hoping that something nice *happens*. This means that these patterns cannot be used in cases where you hope to do something nice, which is under your control. In such cases, you can usually turn the verb into the potential form.

大学に行けるといいんですが。

*I am hoping to go to college. = I am hoping that I can go to college.*

Compare: × 大学に行くといいんですが。

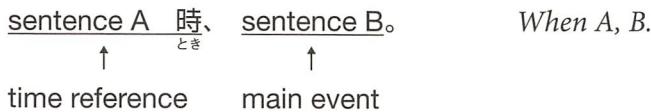
<sup>5</sup> If I hope that *you* do something *for me*, that is, if I want to make an indirect request, we use てくれる before といいんですが, as in:

スーさんが来てくれるといいんですが。 Sue, I hope you will come.

## 4

～時  
とき

We use the word 時 to describe *when* something happens or happened.



The sentence A always ends with a short form, either in the present tense or the past tense. You can decide which tense to use in A by doing a simple thought experiment. Place yourself at the time the main event B takes place, and imagine how you would describe the event in A. If A is current or yet to happen, use the present tense in A. If A has already taken place, use the past tense.<sup>6</sup>

**The present tense in A** If, at the time the main event B takes place, A is current or is still “in the future,” use the present tense in A.

チベットに行く時、ビザを取ります。

I will get the visa issued when I go to Tibet.

going to Tibet

A: \_\_\_\_\_ +

チベットに行く時

B: \_\_\_\_\_ +

ビザを取ります。

having the visa issued



Note that as long as the event A occurs after the event B, the clause A gets the present tense (行く), irrespective of the tense in clause B (取ります or 取りました). In the example below, the whole sequence of events has been shifted to the past: at the time you applied for the visa (=B), the departure (=A) was yet to be realized. The temporal order between the two events is exactly the same as in the example above, hence the present tense of 行く. Note especially that we use the present tense in A, even if the two events took place in the past.

チベットに行く時、ビザを取りました。

I had the visa issued when I was going to go to Tibet.

<sup>6</sup> The grammar of the 時 temporal clauses in reality has more twists and quirks than are shown here, but this should be a good enough start.

Observe more examples of this tense combination.

寝る時、コンタクトを取ります。  
ね とき と

*I take out the contact lenses when I go to sleep.*

(You take out the lenses [=B], and then go to bed [=A].)

出かける時、ドアにかぎをかけました。  
で とき と

*I locked the door when I went out.*

(You locked the door [=B], and then went out [=A].)

Clause A also gets the present tense, when the state of A holds when the event B takes place.<sup>7</sup>

さびしい時、友だちに電話します。  
とき とも てんわ

*I call up friends when I am lonely.*

feeling lonely

A: \_\_\_\_\_ | さびしい時  
B: \_\_\_\_\_ | 友だちに電話します。  
make phone calls



Note that な-adjectives get な, and nouns get の before 時.

寒い時、頭が痛くなります。  
さむ とき あたま いた

*I get a headache when it is cold.*

<sup>7</sup> If A is a verbal idea (action) and describes an ongoing event during which B takes or took place, the verb in A is in the ている form. In the example below, the phone call event (=B) occurs in the middle of TV viewing (=A).

テレビを見ている時、友だちから電話がありました。

*A phone call came when I was watching TV.*

watching TV  
A: \_\_\_\_\_ | \_\_\_\_\_ | テレビを見ている時  
B: \_\_\_\_\_ | 友だちから電話がありました。  
phone call



Note in this connection that it is wrong to use the following sentence pattern, because 行っている does not describe an ongoing event but is a description of the result of “going,” that is, *being* in a faraway place after going (see Lesson 7).

× 沖縄に行っている時、飛行機に乗りました。

*I went by plane when I was going to Okinawa.*

元気な時、公園を走ります。  
げんき とき こうえん はし

I jog in the park when I feel fit.

犬が病気の時、病院に連れていきました。  
いぬ びょうき とき びょういん つ

I took the dog to a vet when it was sick.

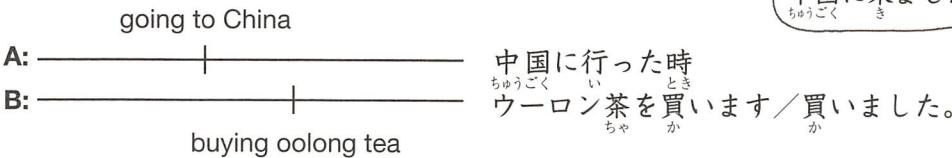
**The past tense in A** If, at the time of the main event B, A is already “in the past,” use the past tense in A. Note that we use the past tense even when the two events are yet to take place; it is the order of the two that matters. In the example below, you will have already arrived in China (=A) at the time you buy tea (=B).

中国に行った時、ウーロン茶を買います。  
ちゅうごく い とき ちゃ か

I will buy oolong tea when I go to China.

中国に行った時、ウーロン茶を買いました。  
ちゅうごく い とき ちゃ か

I bought oolong tea when I went to China.



疲れた時、ゆっくりお風呂に入ります。  
つか とき ふろ はい

I take a long bath when I have gotten tired.

(You get tired [=A], and then take a bath [=B].)

宿題を忘れた時、泣いてしまいました。  
しゅくだい わす とき な

I cried when I had forgotten to bring the homework.

(You found out about the homework [=A] and then cried [=B].)

## 5 ~てすみませんでした

You use the *te*-form of a verb to describe the things you have done that you want to apologize for.

汚い言葉を使って、すみませんでした。  
きたな ことば つか

I am sorry for using foul language.

デートの約束を忘れて、ごめん。  
やくそく わす

Sorry that I stood you up.

When you want to apologize for something you have failed to do, you use ~なくて, the short, negative *te*-form of a verb. (To derive the form, first turn the verb into the short, negative ~ない, and then replace the last い with くて.)

宿題を持ってこなくて、すみませんでした。  
しゅくたい も

*I am sorry for not bringing in the homework.*

もっと早く言わなくて、ごめん。  
はや い

*Sorry that I did not tell you earlier*

## 表現ノート.....4

### Expression Notes 4

このぐらいの大きさです▶You can turn an い-adjective into a noun by replacing the last い with さ. Thus from 大きい おおきい you can get 大きさ おおきさ (size). Similarly, やさしさ (kindness), さびしさ (loneliness), and so forth. Some な-adjectives too can be turned into nouns by replacing な with さ, as in 便利さ べんり (convenience).

おごる▶おごる is mainly used among friends. ごちそうする is a polite alternative for おごる. Use ごちそうする instead when the person who will treat, or treated, you to a meal is a superior, such as a teacher or a business associate. ごちそうする refers to “invite for a meal” as well as “pay for a meal.”

佐藤さんが昼ご飯をごちそうしてくれました。  
さとう ひる はん  
Mr. Sato treated me to lunch.

週末友だちを呼んで晩ご飯をごちそうしました。  
しゅうまつとも よる はん  
I invited friends for dinner this weekend.

# 文法 Grammar

## 1 ～そうです (I hear)

In Lesson 13, we discussed the sentence-final expression そうです, which means “seemingly.” Here we will study another sentence-final そうです, which presents a “hearsay report.” The two そうです differ not only in their semantics, but also in the forms of predicates they are attached to.

You can add the そうです of a report to a sentence ending in the short form.<sup>1</sup>

If you heard someone say:

「日本語の授業は楽しいです。」  
にほんごじゅぎょうたの  
“Our Japanese class is fun.”

「先生はとても親切です。」  
せんせいしんせつ  
“Our professor is very kind.”

「今日は授業がありませんでした。」  
きょうじゅぎょう  
“We did not have a class today.”

You can report it as:

→ 日本語の授業は楽しいそうです。  
にほんごじゅぎょうたの  
I have heard that their Japanese class is fun.

→ 先生はとても親切だそうです。  
せんせいしんせつ  
I have heard that their professor is very kind.

→ その日は授業がなかったそうです。  
ひじゅぎょう  
I've heard that they didn't have a class that day.

When we use そうです, the reported speech retains the tense and the polarity of the original utterance. We simply turn the predicates into their short forms. (Thus です after a な-adjective or a noun changes to だ, while です after an い-adjective is left out.) Compare the paradigms of the two そうです.

		I hear that ...	It looks like ...
verbs:	話す →	話す <u>そうです</u>	— <sup>2</sup>
い-adjectives:	さびしい →	さびしい <u>そうです</u>	さびしそうです
な-adjectives:	好きだ →	好きだ <u>そうです</u>	好きそうです
noun + です:	学生だ →	学生だ <u>そうです</u>	—

You can also use そうです to report on things that you have come to know via people, printed matter or a broadcast. To specify the information source, you can preface a sentence with

<sup>1</sup> The そうです of report is robustly invariant. The only forms commonly used are そうです and the more casual そうだ. We do not use the negative そうじゃないです, and the past tense version そうでした.

<sup>2</sup> See the footnote on そうです in Lesson 13.

the phrase ~によると, as in トムさんによると (according to Tom), 新聞によると (according to the newspaper report), and 天気予報によると (according to the weather forecast).

天気予報によると、台風が来るそうです。

*According to the weather forecast, a typhoon is approaching.*

## 2 ～って

In informal speech, you can add って at the end of a sentence, instead of そうです, to quote what you have heard. って is the informal variant of the quotation particle と and follows the short forms in much the same way as と言っていました and そうです.<sup>3</sup>

Thus, when your friend Mary says,

「今日は忙しいです。あした、試験があるんです。」

you can report it as:

メアリーさん、今日は忙しいって。あした、試験があるんだって。

*Mary says she's busy today. She says she has an exam tomorrow.*

You can also use って in place of the quotation particle と before verbs like 言う.

あきらさんは何て言つた?<sup>4</sup>

チョコレートを食べすぎたって言つた。

*What did Akira say?*

*He said he ate too much chocolate.*

## 3 ～たら

たら is one of the several words in Japanese that refer to conditional (*if*) dependence.<sup>5</sup> When we say “A たら B,” we mean that “B is valid, contingent on the fulfillment of A.” That is to say, the event, action, or situation in B is realized if and when the condition A is met.

日本に行つたら、着物を買います。

*I will buy kimono if and when I go to Japan.*

<sup>3</sup> って and と can also follow the long forms, and indeed sentence final particles like か, ね, and よ, if your intent is to quote verbatim, preserving the style and tone of the original utterance.

<sup>4</sup> って changes to て after ん.

<sup>5</sup> We learned one use of this word in Lesson 14: たらどうですか used in recommending an activity to the listener. たらどうですか literally translates as “how is it if?”

The initial た in たら comes from the short form past tense endings of predicates.

		affirmative	negative
verbs:	読む よむ	→ 読んだら よんだら	読まなかつたら よまなかつたら
い-adjectives:	やさしい	→ やさしかつたら やすしかつたら	やさしくなかつたら やすしくなかつたら
な-adjectives:	静かだ しずかだ	→ 静かだつたら しずかだつたら	静かじやなかつたら しずかじやなかつたら
noun + です :	休みだ やす	→ 休みだつたら やすだつたら	休みじやなかつたら やすじやなかつたら

Sometimes, the clause before たら describes a *possible* condition and the clause after it the consequence which *then* follows. Whether or not the condition is actually met is largely an open issue with this set of sentences. It may be fairly likely, as in the first example, or very unlikely, as in the last.

天気がよかつたら、散歩に行きます。  
てんき よかつたら さんぽ 行きます。

We will go for a walk, if the weather is fine.

山下先生に会つたら、そのことを聞こうと思います。  
やましたせんせい あ こと き おも

I will ask about it, if I see Professor Yamashita.

日本人だったら、この言葉を知っているでしょう。  
にほんじん ことば し

If somebody is a Japanese person, then they will probably know this word.

宝くじに当たつたら、アムネスティにお金を送ります。  
たから あ かね おく

I would send money to Amnesty International, if I should win the lottery.

Note that when you say “A たら B,” you cannot express a sequence of events in which B occurs before A; B can only take place at the time A comes true or later. You cannot therefore use たら to describe an “if” sentence like the following. (“B” = this weekend, which comes before “A” = next week.)

✗ 来週試験があつたら、今度の週末は勉強したほうがいいですよ。  
らいしゅう しけん こんど しゅうまつ べんきょう

*It will be better for you to study this weekend, if you have an exam next week.*

Sometimes, the たら clause describes a very *probable* condition, and the second clause describes the event that will take place *as soon as* the situation is realized. With this type of sentence, たら simply arranges future events and activities in a temporal sequence.

今晚、うちに帰つたら、電話します。  
こんばん かえ でんわ

*I will call you when I get home tonight.*

宿題が終わったら、遊びに行きましょう。  
しゅくだい お あそ い

*Let's go out and have some fun once we are done with the homework.*

Note that the very same sentences could be interpreted in this way or in the way shown earlier. The difference lies not in the sentences themselves, but in the different ways the real world could possibly be. If you expect to be home tonight in all likelihood, the first sentence here describes what you will do *when* you get home. If, on the other hand, you are not certain whether you will be home tonight, the same たら sentence describes what you will do *if* you get home.<sup>6</sup>

Finally, the たら clause can describe a condition that is unreal and contrary to fact. With this type sentence, you express a purely hypothetical condition and its probable result.

私が猫だったら、一日中寝ているでしょう。  
わたし ねこ いちにちじゅう ね

*If I were a cat, I would be asleep all day long.*

お金があったら、車を買うんですけど。  
かね くるま か

*If I had money, I would buy a car.*

#### 4 ~なくてもいいです

To describe what you *do not need to* do, take a negative sentence in the short form, drop the final い of ない, and add くともいいです. なくて is the negative *te-form*, which we studied in the last lesson.<sup>7</sup>

靴を脱がないでください。

*You do not need to take off your shoes.*

プレゼントは高くなくでいいです。

*The present does not need to be anything expensive.*

～ない → ～なくてもいいです	does not need to ...
-----------------	----------------------

<sup>6</sup> Throughout the uses of the たら conditional clauses discussed here, one thing remains constant: A たら B can only describe a conditional dependency that holds *naturally* between A and B. You cannot describe with たら an “if” dependency of the “B even if A” type, where B holds *in spite of* A.

✗ あなたが結婚したかったら、私は結婚しません。

*I will not marry you even if you want to.*

<sup>7</sup> You can omit も in なくでいい and say なくでいい, which makes it slightly more casual.

## 5 ~みたいです

みたいです follows a noun and expresses the idea that something or somebody *resembles* the thing or the person described by the noun. The resemblance noted is usually in terms of external characteristics, but not necessarily so.<sup>8</sup>

私の父はカーネルおじさんみたいです。  
わたし ちち

*My dad looks/acts like Colonel Sanders, the KFC founder.*

(*Has a portly figure? Has a white goatee? Stands on the street 24/7?*)

あの人はゴリラみたいです。  
ひと

*That person over there is like a gorilla.*

(*Sturdily built? Thumps his chest often? Good at climbing trees?*)

みたいです can also follow a verb<sup>9</sup> and expresses the idea that something “appears to be the case.” It can follow the short form of the present tense and the past tense, both in the affirmative and in the negative.

雨が降ったみたいです。  
あめ ふ

*It looks like it has rained.*

あの人はおなかがすいているみたいです。  
ひと

*It looks like that person is hungry.*

あの人はきのうの夜寝なかったみたいです。  
ひと よるね

*It looks like that person did not sleep last night.*

先生はあした学校に来ないみたいです。  
せんせい がっこう こ

*It looks like the professor is not coming to school tomorrow.*

verb + みたいです	<i>It looks like ...</i>
--------------	--------------------------

<sup>8</sup> You can use みたいです about yourself, when you are not clear about the situation you are in.

財布を忘れたみたいです。

*It looks like I have left my wallet at home.*

<sup>9</sup> みたいです can in fact follow adjectives too, but it is far more common to use そうです with adjectives. See Lesson 13 for the adjective base + そうです construction.

## 6 ~前に/～てから

You can use the present tense short form and 前に まえ to describe the event *before* which something happens.

verb A (short present) + 前に verb B      *B before A.*

國に帰る前に、もう一度東京に行きます。  
くに かえ まえ いちど とうきょう い

*I will go to Tokyo one more time before I go back home.*

日本に来る前に、一学期日本語を勉強しました。  
にほん く まえ いちがっさ にほんご べんきょう

*I studied Japanese for one semester before I came to Japan.*

The verb that precedes 前に まえ is always in the present tense, whether the tense of the overall sentence is in the present tense (as in the first example above) or in the past tense (as in the second).

To describe an event after which another thing happens, you can use the *te-form* of a verb + から.<sup>10</sup>

verb A + てから verb B      *A, and then B./ B after A.*

勉強してから、友だちに手紙を書きました。  
べんきょう とも てがみ か

*I studied and then wrote letters to my friends.*

けんさんが来てから、食べましょう。

*Why don't we (start) eat(ing) after Ken has arrived.*

<sup>10</sup> An “A てから B” sentence can also describe the state of B that has held true *since* the event A.

猫が死んでから、とてもさびしいです。

*I have been feeling very lonely since my cat died.*

# 文法 Grammar

## 1 Transitivity Pairs

Some verbs describe situations in which human beings act on things. For example, I *open* the door, you *turn on* the TV, and they *break* the computer. Such verbs are called “transitive verbs.” Some other verbs describe changes that things or people undergo. For example, the door *opens*, the TV *goes on*, and the computer *breaks down*. These latter verbs are called “intransitive verbs.”

While most verbs are loners and do not have a counterpart of the opposite transitivity, some important verbs come in pairs.

	Transitive	Intransitive	
開ける あ	<i>open something</i>	開く あ	<i>something opens</i>
閉める し	<i>close something</i>	閉まる し	<i>something closes</i>
入れる い	<i>put something in</i>	入る はい	<i>something goes inside</i>
出す だ	<i>take something out</i>	出る で	<i>something goes out</i>
つける た	<i>turn something on</i>	つく で	<i>something goes on</i>
消す け	<i>turn something off; extinguish something</i>	消える き	<i>something goes off</i>
壊す こわ	<i>break something</i>	壊れる こわ	<i>something breaks</i>
汚す よご	<i>make something dirty</i>	汚れる よご	<i>something becomes dirty</i>
落とす お	<i>drop something</i>	落ちる お	<i>something drops</i>
沸かす わ	<i>boil water</i>	沸く わ	<i>water boils</i>

Transitive verbs call for both the subject (agent) and the object (the thing that is worked on). Intransitive verbs call only for the subject (the thing or the person that goes through the change).

たけしさんが電気をつけました。

Takeshi turned the light on.

電気がつきました。

The light went on.

たけしさんがお湯を沸かしました。

Takeshi boiled the water.

お湯が沸きました。

The water boiled.

Transitive verbs describe activities, while intransitive verbs describe changes. They behave differently when they are followed by the helping verb ている. Let us first recall that activity verbs (話す, for example) + ている refer to actions in progress, while change verbs (結婚する, for example) + ている refer to the states resulting from the change, as we learned in Lesson 7.

スーさんは今、電話でお母さんと話しています。 (activity, action in progress)  
 Sue is talking on the phone with her mother right now.

山下先生は結婚しています。 (change, result state)  
 Professor Yamashita is married.

Similarly, when followed by ている, transitive verbs refer to actions in progress, while intransitive verbs refer to states that hold after the change takes place.

ロバートさんは窓を開けています。  
 Robert is opening the windows.

ドアが開いています。

Doors are open./ There's an open door.

ともこさんは電気を消しています。  
 Tomoko is turning the light off.

テレビは消えています。

The TV set is off.

ゴジラが町を壊しています。  
 There goes Godzilla, destroying the city.

このパソコンは壊れています。

This computer is broken.

## 2 ～てしまう

The *te-form* of a verb + しまう has two meanings, which at first might appear rather incongruous. In the first instance, しまう indicates that one “carries out with determination” a plan described by the verb. It typically involves bringing something to a culmination point. You, in other words, do something completely, or finish doing something, or have something done.

本を読んでしまいました。  
 I read the book completely./ I finished reading the book.

The second meaning of しまう is “lack of premeditation or control over how things turn out.” This often comes with the sense of regret; something regrettable happens, or you do something which you did not intend to.<sup>1</sup>

電車の中にかばんを忘れてしました。  
でんしゃなかわす

*I inadvertently left my bag on the train.*

宿題を忘れたので、先生は怒ってしました。  
しゅくだいわすせんせいおこ

*To my horror and sorrow, my professor got angry, because I had forgotten my homework.*

Both nuanced meanings focus on the discrepancy between what we intend and what the world is like when it is left on its own. A しまう sentence may be ambiguous between the two meanings. How a given しまう sentence should be interpreted depends on the assumptions the speaker has when uttering it. For example, the “finished reading” sentence above can be read as meaning “regrettably” just as easily if you read the book although you had not planned to, or knowing that it was wrong but unable to resist the temptation.

In speech, ~てしまう and ~でしまう are often contracted to ~ちゃう and ~じやう, respectively.

宿題をなくしちゃった。  
しゅくだい

*I lost my homework!*

食べてしましました	→	食べちゃいました
食べてしまった	→	食べちゃった
飲んでしまいました	→	飲んじやいました
飲んでしまった	→	飲んじやった

### 3 ~と

The present tense short form of a predicate + と means whenever the situation described by the predicate holds, another thing happens. In most と sentences, the first clause describes the cause, and the second the effect.

<sup>1</sup> Since しまう goes with the verbal *te*-form, which is affirmative, it only gives us sentences meaning that something regrettable does or did happen. In other words, we cannot express negated ideas with しまう such as “regrettably, x did not take place” or “unfortunately, I did not do x.”

私はその人と話すと元気になる。  
わたし ひと はな げんき

Whenever I talk with that person, I feel uplifted.

道が込んでいると時間がかかる。  
みち こ じかん

Whenever the streets are crowded, it takes longer to get there.

clause A と clause B。 Whenever A happens, B happens too.  
(short, present)

Sometimes, a と sentence describes a cause-effect relationship between specific events.

メアリーさんが国に帰るとさびしくなります。  
くに かえ

If Mary goes back home, we will be sad and lonely.

While the clause that comes before と is always in the present tense, the second clause can be in the present or in the past tense.

私は子供の時、冬になるとかぜをひきました。

When I was young, whenever winter arrived, I caught a cold.

The event described by the second clause must follow the event described in the first half of the sentence. Thus it is wrong to say:

× 私はその人と話すと喫茶店に行きます。

Whenever I talk with that person, we go to a coffee shop.

If you want an adjective idea in the second clause, it is usually expressed as a change. It is very common therefore to find in the second clause an い-adjective base + くなる, and a な-adjective base + になる (see Lesson 10 for adjective + なる).

秋になると木が赤くなります。

Whenever fall arrives, trees turn red.

夜になると町が静かになります。

Whenever night comes, the town becomes quiet.

## 4 ～ながら

You can connect two verbs with ながら to say that the two actions are performed at the same time. ながら follows a verb stem. The second verb, which goes after ながら, can be in any form.

私はいつも音楽を聞きながら日本語を勉強します。  
わたし おんがく き にほんご べんきょう  
I always study Japanese while listening to music.

たけしさんは歌を歌いながら洗濯をしています。  
うた うた せんたく  
Takeshi is doing laundry singing a song.

アルバイトをしながら学校に行くのは大変です。  
がっこう い たいへん  
It is not easy to go to school working part-time.

Note that the two verbs that flank ながら must be two actions performed by the same person. ながら, in other words, cannot describe an action performed while another person does something.

## 5 ～ばよかったです

ばよかったです means *I wish I had done* or *I should have done* something. You can use it to describe an alternative course of action you, to your great regret, did not take.

あの時、「愛している」と言えばよかったです。  
とき あい  
I wish I had told her that I loved her.

彼女と別れなければよかったです。  
かのじょ わか  
I should not have broken up with her.

All verbs can regularly be turned into a ばよかったです sentence with no exception or irregularity. You form the ば-form on the basis of the present tense short forms.

Verbs in the affirmative: Drop the final -u and add -eba.

食べる (tabe-ru)	→	食べれば (tabe-r-eba)
行く (ik-u)	→	行けば (ik-eba)
待つ	→	待てば
買う	→	買えば
する	→	すれば
くる	→	くれば

Verbs in the negative: Drop the final い and add ければ.

食べない	→	食べなければ
行かない	→	行かなければ
待たない	→	待たなければ
買わない	→	買わなければ
しない	→	しなければ
こない	→	こなければ

We will learn about the ば-forms used in broader contexts in Lesson 22.

## 表現ノート……5

### Expression Notes 5

**おかげ**▶Nounのおかげ(で) is used to express gratitude to something or someone when things turn out as desired.

友だちが書いてくれた地図のおかげで道に迷わなかった。  
Thanks to the map my friend drew, I didn't get lost.

先生：卒業おめでとう。 *Congratulations on your graduation.*

学生：先生のおかげです。 *I owe it to you, Professor.*

The expression おかげさまで (lit., Thanks to you) is the proper response when asked 元気ですか。

A : 元気ですか。 *How are you?*

B : ええ、おかげさまで。 *I'm fine, thanks to you.*

おかげさまで is also used to show appreciation for the addressee's help/support/concern.

A : 仕事に慣れましたか。

*Have you gotten used to the job?*

B : ええ、おかげさまで、だいぶ慣れました。

*Yes, I have gotten used to it mostly. Thank you for your concern.*

# 文法 Grammar

## 1 Honorific Verbs

We use special verbs to describe the actions of people whom you respect. These special verbs are called honorific verbs, because they bestow honor on, or exalt, the person performing the activities.

	honorific verbs	irregular conjugations
いる		
行く		
来る		
見る	いらっしゃる	いらっしゃいます
言う	ご覧になる	
する	おっしゃる	おっしゃいます
食べる	なさる	なさいます
飲む	召し上がる	
くれる	くださる	くださいます
寝る	お休みになる	
~ている	~ていらっしゃる	~ていらっしゃいます

All the honorific verbs listed above are *u*-verbs, but some of them have irregular conjugations. The long forms of いらっしゃる, おっしゃる, なさる, くださる, and ~ていらっしゃる end with います, instead of the expected ります.

When we use an honorific verb instead of a normal verb, we will have sentences which mean that somebody graciously does something. (Thus we never use these verbs to describe our own actions.) We use them when we talk about what is done by (1) somebody higher up in the social hierarchy, or (2) somebody whom you do not know very well, especially when addressing them directly.

先生は今日学校にいらっしゃいません。 cf. 行きません／来ません／いません  
 The professor will (graciously) not go to/come to/be at the school. (three-way ambiguous)

何を召し上がりますか。  
 What will you (graciously) eat/drink?

cf. 食べますか／飲みますか

田中さんのお母さんがこの本をくださいました。  
 たなか かあ ほん  
*Ms. Tanaka's mother (graciously) gave me this book.*

cf. くれました

先生は自分で料理なさるそうです。  
 せんせい じぶん りょうり  
*I hear that the professor (graciously) cooks for himself.*

cf. 料理するそうです

心配なさらないでください。  
 しんぱい さらない  
*Please don't (graciously) worry.*

cf. 心配しないでください

先生はテレビをご覧になっています。  
 せんせい らん  
*The professor is (graciously) watching TV.*

cf. 見ています

For the activities for which we lack special honorific verbs, we add the respect factor as follows:

(1) Using ていらっしゃいます instead of ています, if the sentence has the helping verb ている.

先生は電話で話していらっしゃいます。  
 せんせい でんわ はな  
*The professor is (graciously) talking on the phone.*

(< 話しています)

先生は疲れていらっしゃるみたいです。  
 せんせい つか  
*It appears that the professor is (graciously) tired.*

(< 疲れているみたいです)

(2) Flanking a verb stem with お and になる, in most other cases.<sup>1</sup>

お + verb stem + になる

先生はもうお帰りになりました。  
 せんせい かえ  
*The professor has already (graciously) gone home.*

(< 帰りました)

<sup>1</sup> As the examples show, you can turn most combinations of a verb and a post-predicate expression into the honorific style by simply turning the verb into the honorific form. Post-predicate expressions, such as ことがあります and ください, remain unchanged. This rule also applies to expressions like てもいい and ではない, and to the potential verbs. It is, however, not considered in good taste to talk about what an "honorable" person can or cannot do, and may or must not do.

ている is exceptional in being a post-predicate that regularly undergoes the honorific style shift. Special honorific verbs generally take priority over ていらっしゃる, as seen in the ご覧になってます example above, but forms like 見ていらっしゃります are also considered acceptable.

この雑誌をお読みになったことがありますか。 (< 読んだことがありますか)  
 Have you ever (graciously) read this magazine?

どうぞお使いになってください。 (< 使ってください)  
 Please (graciously) use it.

## 2 Giving Respectful Advice

You may hear the form “お + verb stem + ください” in public address announcements and in the speech of store attendants.

切符をお取りください。 (< 取る)  
 Please take a ticket.

説明をお読みください。 (< 読む)  
 Please read the instruction.

Although such sentences end with ください, it is better to consider that they are (courteously phrased) commands, rather than requests. When somebody tells you お～ください, you are being encouraged to perform the actions *for your own good*. Thus if I want somebody to pass the salt *for me* it is wrong to say:

✗ 塩をお取りください。  
 Please take the salt (and pass it to me).

You should say instead: 塩を取っていただけませんか。

With most する compound verbs, for example, the prefix ご is used instead of お. Note also the examples with special honorific verbs below.

ご注意ください。 (< 注意する)  
 Please watch out.

ご覧ください。 (< ご覧になる < 見る)  
 Please look.

お召し上がりください。 (< 召し上がる < 食べる)  
 Please help yourself.

お休みください。 (< お休みになる < 寝る)  
 Please have a good rest.

### 3 ~てくれてありがとう

When you want to express gratitude to someone and if you want to refer specifically to the action you are grateful for in doing so, you can use the *te-form* + くれてありがとう.<sup>2</sup>

verb *te-form* + くれてありがとう

*Thank you for doing...*

手伝ってくれてありがとう。  
てつだ

*Thank you for helping me out.*

If you are thanking someone who needs to be talked to with the honorific language, such as when you and the person are not close or when the person ranks higher than you in any of the social hierarchies, you should say “*te-form* + くださってありがとうございます。”

推薦状を書いてくださってありがとうございます。

*Thank you for writing a letter of recommendation for me.*

### 4 ~てよかったです

*Te-form* + よかった means “I’m glad that such and such is/was the case.” If you want to mention something in the negative in the part before よかった, you can use the negative *te-form* なくて.

～てよかったです

*I am glad that...*

日本語を勉強してよかったです。

*I’m glad that I have studied Japanese.*

メアリーさんが元気になってよかったです。

*I’m glad that Mary got well.*

きのうのパーティーに行かなくてよかったです。

*I’m glad that I did not go to the party yesterday.*

<sup>2</sup> You can use this pattern to say “thank you for being such-and-such a person,” by using でいる instead of です.  
いい友だちでいてくれてありがとうございます。 *Thank you for being a good friend.*

## 5 ~はずです

You can say something is “supposed to be the case,” by adding はずです to a sentence ending in the short form.

～はずです	<i>It is supposed to be the case ...</i>
-------	--

今日は日曜日だから、銀行は閉まっているはずです。  
きょう にちようび ぎんこう し

*Banks must be closed, because today is a Sunday.*

きのうメアリーさんはどこにも行かなかったはずです。<sup>3</sup>

*I believe that Mary did not go anywhere yesterday.*

A はずです sentence is a statement about what you believe is true or likely, though you lack conclusive evidence. It is used when situations surrounding the case and/or our common sense point naturally to such a belief. はずです cannot be used in a situation in which you are “supposed” to do something because of duty, responsibility, or law.

You can turn はずです into the past tense to describe something that was supposed to have been the case but which actually turned out otherwise. The part that precedes はずでした is in the present tense.

先週電話をもらうはずでしたが、電話がありませんでした。

*I was supposed to receive a phone call last week, but I did not.*

You can use はずです with adjectives and nouns as well as with verbs.

い-adjectives:	おもしろいはずです
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な-adjectives:	元気なはずです
---------------	---------

nouns:	日本人のはずです
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<sup>3</sup> You see in this example that verbs in the negative can come before はずです. You may also hear another type of negative, はずがありません and はずがない, which means that something is inconceivable.

あの人がうそをつくはずがありません。

*I cannot imagine that the person would tell a lie.*

# 文 法 G r a m m a r

## I

## Extra-modest Expressions

In the last lesson, we learned the special expressions to be used when we want to show respect to another person. Here we will learn to *talk modestly of our own actions*. We use the verbs below when we want to sound modest and respectful in our speech, to show an extra amount of deference to the listener. These verbs are almost always used in long forms, because the purpose of using them is to be polite to the person you are talking to. Having one of these verbs is like ending a sentence with words like *sir* or *ma'am*.

extra-modest expressions		
いる	おります	(おる)
行く	参ります	(参る)
来る	まい	まい
言う	申します	(申す)
する	もう いたします	もう (いたす)
食べる	いただきます	(いただく)
飲む	ございます	(ござる)
ある	～てあります	(～ておる)
～ている	～でございます	(～でござる)
～です		

You can use these verbs instead of the normal ones on very formal occasions, for example, when you introduce yourself at a job interview. (They are typically used with the more stilted first-person word 私, rather than the normal 私.)

私は来年も日本におります。  
わたくし らいねん にほん

cf. います

I will be in Japan next year, too, sir/ma'am.

私は今年の六月に大学を卒業いたしました。  
わたくし ことし ろくがつ だいがく そつきょう

cf. 卒業しました  
そつきょう

I graduated from college this June, sir/ma'am.

私は一年間日本語を勉強しております。  
わたくし いちねんかん にほんご べんきょう

cf. 勉強しています  
べんきょう

I have been studying Japanese for a year.

私は日本の文化に興味がござります。  
わたくし にほんぶんか きょうみ

cf. あります

I am interested in the Japanese culture.

You can also use these expressions to talk modestly about your own family or about the company you work for. Extra-modest expressions are frequently used by people in business when they talk to customers. Thus you hear many extra-modest sentences like the examples below, in public address announcements (as in the first example), and in the speech of shop clerks (as in the second).

電車が参ります。

でんしゃ

まい

*A train is pulling in.*

cf. 来ます

き

お手洗いは二階でございます。

てあら

にかい

*The bathroom is on the second floor.*

cf. です

ございます and でございます are very stylized and you rarely hear them outside formal business-related situations.

Because the effect of the extra-modest expressions is to put the subject in a modest light, you cannot use them to describe the actions performed by the person you are talking to or by somebody who is not in your group. Therefore, it is wrong to say:

✗ 先生はあした学校に参りますか。

せんせい がっこう まい

*Are you coming to school tomorrow, Professor?*

## 2

## Humble Expressions

When you do something out of respect for somebody, you can sometimes describe your action using a verb in the humble pattern “お + verb stem + する.” (Not all verbs are used this way, so you may want to use only the ones you have actually heard used.) You can speak of “humbly” meeting, lending to, or borrowing from someone, for example.

お + stem + する

*I (humbly) do ...*

私はきのう先生にお会いしました。

わたし

せんせい あ

*I (humbly) met my professor yesterday.*

私は先生に本をお貸しするつもりです。

わたし

せんせい ほん か

*I intend to (humbly) lend my professor a book.*

私は先生に辞書をお借りしました。

わたし

せんせい じしょ か

*I borrowed a dictionary from my professor (and feel very obliged).*

する compound verbs do not follow this pattern. Instead they simply have the prefix ご or お, such as ご紹介する, ご案内する, ご説明する, and お電話する.

もらう and あげる have special replacement verbs:

もらう → いただく

私は先生にこの本をいたしました。

わたし せんせい ほん  
I (humbly) received this book from my professor.

私は先生に漢字を教えていただきました。

わたし せんせい かんじ おし  
I (humbly) had my professor teach me kanji.

あげる → さしあげる<sup>1</sup>

私は先生に花をさしあげます。

わたし せんせい はな  
I will (humbly) give my professor flowers.

うかがう is a verb with which you can portray yourself as humble in the actions of visiting and asking questions:

私は先生のお宅にうかがいました。

わたし せんせい たく  
I (humbly) visited my professor's house.

私は先生にテストについてうかがいました。

わたし せんせい  
I (humbly) asked my professor about the exam.

The subjects in the above examples are all “I,” and “I” humbly performs these actions in deference to the person that is underlined.<sup>2</sup> The difference between this pattern and the extra-modest expressions that we studied earlier lies here: the extra-modest expressions show respect to the listeners you are talking to, while the humble pattern shows respect to someone

<sup>1</sup> We do not endorse the use of さしあげる with the *te*-form of a verb in the sense of “humbly doing something for somebody,” because many people object to this type of sentence. They argue that the idea that you are doing a service for somebody is ultimately an insolent belief and that trying to talk humbly about it is a rather unconvincing facade. Such speakers prefer instead to use the “お + stem + する” pattern.

Instead of: 私は先生に地図を見せてさしあげました。

Use: 私は先生に地図をお見せしました。 I (humbly) showed a map to my professor.

<sup>2</sup> You can also talk about one of “your people,” such as a member of your family or another worker at the company you work for, humbly performing an action in deference to somebody outside the group.

私の父はお客様にお茶をおいれました。

わたし ちち きゃく ちゃ  
My father (humbly) served the guest tea.

私の母は大統領に手紙をいたしました。

わたし はは だいとうりょう てがみ  
My mother (humbly) received a letter from the President.

that appears in the event you are describing. This of course does not preclude the possibility of you humbly performing an action for the person you are talking to.<sup>3</sup> For example,

(私はあなたを) 駅までお送りします。 I will (humbly) walk you to the station.

Let us summarize the three types of “respect language” we have learned in the last two lessons. The up arrow and the down arrow indicate the person whose profile is raised or lowered, respectively, by the use of the respect element in the sentence.

1. **Honorific expressions** exalt the subject of the sentence.

先生が↑ いらっしゃいました／お帰りになりました。  
せんせい かえ  
My professor has (graciously) arrived/left.

2. **Extra-modest expressions** talk modestly of what you do.

私は↓ メアリー・ハートと申します。 (person listening to you ↑)  
わたし もう  
My name is Mary Hart.

3. **Humble expressions** demote the subject and raise the profile of another person.

私は↓ 先生に↑ 本をお返しました。  
わたし せんせい ほん かえ  
I (humbly) returned the book to my professor.

### 3 ~ないで

If you do something without doing something else, the missed action can be mentioned as ~ない (the short negative present) plus で. Note that the present tense form ~ない is used for both the present and past actions.

verb + ないで      *without doing x*

きのうの夜は、寝ないで、勉強しました。  
よる ね べんきょう  
Last night, I studied without getting any sleep.

辞書を使わないで、新聞を読みます。  
じしょ つか しんぶん よ  
I read a newspaper without using dictionaries.

<sup>3</sup> Sometimes we can use a humble expression to describe a situation where we do something for the person we are talking to, meaning “for you,” “instead of you,” and “saving you trouble.”

テレビをおつけしましょう。 Let me (humbly) turn on the TV (for you).

## 4 Questions within Larger Sentences

You can include a question as a part of a longer sentence and express ideas such as “I don’t know when the test is” and “I don’t remember whether Mary came to the party.”

Quoted question clauses are shown in the boxes in the examples below. Quoted questions are in short forms. Note (1) that the clause ends with the question particle か when it contains a question word like だれ and なに, as in the first two examples, and (2) that it ends with かどうか when it does not contain such a question word, as in the third example.<sup>4</sup>

山下先生はきのう何を食べたか覚えていません。  
やましたせんせい なに た おぼ

Professor Yamashita does not remember what he ate yesterday.

メアリーさんがどこに住んでいるか知っていますか。

Do you know where Mary lives?

週末、旅行に行くかどうか決めましょう。

Let’s decide whether we will go on a trip this weekend.

Question-word question か Yes/no question かどうか	わかりません, 知っています, etc.
--	----------------------

The present tense short form だ which is used with a な-adjective or a noun at the end of the clause is usually dropped.<sup>5</sup>

だれが一番上手だかわかりません。

I do not know who is the best.

あの人が学生だかどうかわかりません。

I do not know if that person is a student.

<sup>4</sup> Many people use か instead of かどうか in their speech for questions of this second type as well.

<sup>5</sup> Explanatory んです sentences can also be quoted. When a んですか question is quoted, だ (the short form counterpart of です) is dropped, and ん is changed to の.

Direct question: どうしてメアリーさんは来なかつたんですか。

Quoted question: どうしてメアリーさんが來なかつたのかわかりません。

We often use the particle **が** on the subject within a quoted sentence where **は** is expected. Thus corresponding to the direct question たけしさんは何を食べましたか, we say:

私はたけしさんが何を食べたか知っています。  
わたし なに た し  
*I know what Takeshi ate.*

## 5 name という item

When you want to talk about a person or a thing that goes by a certain name, but if you believe the person you are talking to is not familiar with it, you can use the following pattern.

(name) という (item)      (item) called “(name)”

ポチ という 犬 (を飼っていました。)      (*I used to have*) a dog called “Pochi.”

「花」 という 歌 (を知っていますか。)      (*Do you know*) a song called “Hana”?

## 6 ~やすい/~にくい

You can describe something that is “easy-to-do” by adding the adjective-forming suffix やすい to a verb stem. A verb stem + やすい conjugates like an い-adjective.<sup>6</sup>

使う → 使いやすい      この電子辞書は使いやすいです。  
つか つか てんしじしょ つか  
*This electronic dictionary is easy to use.*

読む → 読みやすい      この本は読みやすかったです。  
よ よ ほん よ  
*This book was easy to read.*

If something is “hard-to-do,” you can use another い-adjective-forming suffix **にくい** with a verb stem.

食べる → 食べにくい      骨が多いので、魚は食べにくいです。  
た た ほね おお さかな た  
*Fish are hard to eat, because they have many bones.*

<sup>6</sup> Note that やすい as a separate word means “cheap” and not “easy.” “Easy” is やさしい.

Sometimes, the subject of a ~やすい／にくい sentence is a place (where it is easy/difficult to do something in), a tool (easy/difficult to do something with), and so forth.

この町はとても住みやすいです。  
まち す

*This town is quite livable.*

このグラスは飲みにくいです。  
の

*This glass is hard to drink from.*

～やすい and ～にくい tend to focus on the psychological ease or difficulty of doing something when you use them with verbs describing actions. It is therefore odd to use やすい or にくい when the difficulty is defined in terms of a physical or statistical *success rate*. Thus compare:

漢字は覚えにくい。  
かんじ おぼ

*Kanji is hard to memorize. (= I have kanji anxieties)*

漢字を覚えるのは難しい。  
かんじ おぼ むずか

*It is hard to memorize kanji. (= too complicated, too many)*

この雑誌は買いたくない。  
ざっし か

*It is embarrassing to buy this magazine. (= you are unwilling)*

この雑誌を買うのは難しい。  
ざっし か むずか

*This magazine is hard to buy. (= small circulation; hard to come by)*

# 文法 Grammar

## 1 Passive Sentences

When you are inconvenienced by something somebody else has done, you can express your dissatisfaction using the passive sentence. Suppose, for example, that you were bothered by your friend's unauthorized use of your car. Compare (a) the objective description of the event and (b) the passive version, which makes clear how you feel about it:

- (a) 友だちが 車を 使いました。 *A friend of mine used my car.*  
 (b) 私は 友だちに 車を 使われました。 *I had my car used by a friend of mine  
(and I am mad/sad about it).*

As you can see from the above example, the basic makeup of a passive sentence is like the following examples.

私は 友だちに 車を使われました。  
 (victim) は (villain) に (evil act)  
*I had my car used by a friend.*

The “victim” is affected by an event. Marked with the particle は or が.  
 The “villain” performs an action which causes the suffering. Marked with に.  
 The “evil act” is described with the passive form of a verb.

Let us first examine what the passive form of a verb looks like.

*ru*-verbs: Drop the final *-ru* and add *-rare-ru*.

食べる → 食べられる

*u*-verbs: Drop the final *-u* and add *-are-ru*.

行く	→	行かれる	話す	→	話される
待つ	→	待たれる	死ぬ	→	死なれる
読む	→	読まれる	取る	→	取られる
泳ぐ	→	泳がれる	遊び	→	遊ばれる
買う	→	買われる			

irregular verbs:

くる → こられる

する → される

You may have noticed that the passive forms of *ru*-verbs and the irregular くる is the same as the potential verbs (see Lesson 13), but the passive form of an *u*-verb looks different from the potential verb: for the verb 読む, the passive is 読まれる, while the potential is 読める.

Passive forms of verbs themselves conjugate as regular *ru*-verbs.

読まる		short forms		long forms	
	よ	affirmative	negative	affirmative	negative
present	読まる	読まれる	読まれない	読れます	読まれません
past	読まれた	読まれた	読まれなかつた	読されました	読まれませんでした
te-form	読まれて	よ			

Let us now turn to the ways in which these forms are used in sentences. In most passive sentences, the “victim” has been unfavorably affected by the “villain’s” act. They may be unfavorably affected in various ways, such as being angry, embarrassed, sad, and hurt.<sup>2</sup>

私は となりの人に たばこを 吸われました。

I was annoyed with the person sitting next to me for smoking.

たけしさんは メアリーさんに よく 笑われます。

Takeshi is often laughed at by Mary.

山下先生は だれかに パスワードを 盗まれた そうです。

I hear that Professor Yamashita had his password stolen by someone.

Compare the inadvertent/unfavorable focus of a passive sentence with the intended/favorable focus of a てもらう sentence (see Lesson 16).

<sup>1</sup> With the verbs that end with the hiragana う, we see a “w” intervening, just as in the negative short forms.

<sup>2</sup> Since the passive only applies to a verb, you cannot express your suffering from an adjectival situation. Thus you can say 私は雨に降られました (I was annoyed by the fact that it rained/I was rained on), because 降る is a verb, but you cannot use the passive to say something like “I was annoyed by the fact that the weather was bad,” because 悪い (bad) is an adjective. You cannot express your suffering from somebody failing to do something either, because you cannot add the passive suffix to an already negated verb. Therefore you cannot use the passive to say things like “Professor Yamashita was annoyed because students did not come to his class.”

私は 友だちに 日記を 読まれました。  
わたしともにっきてよ

*I was annoyed with a friend of mine for reading my diary.*

私は 友だちに 手紙を 読んでもらいました。  
わたしともてがみよ

*I had a friend of mine read the letter for me.*

Finally, we note that some passive sentences are not perceptibly unfavorable.

私は その人に デートに 誘われました。  
わたしひとさそ

*I was asked out by that person for a date.*

私は 兄に 友だちに 紹介されました。  
わたしあにともしうかい

*I was introduced by my big brother to a friend of his.*

私は 友だちに パーティーに 呼ばれました。  
わたしともよ

*I was invited by a friend to a party.*

その人は みんなに 尊敬されています。  
ひとそんけい

*That person is looked up to by most everyone.*

When someone says these, they probably do not mean that they were inconvenienced by how things have turned out. There are relatively few verbs that come out neutral in their meaning when they are turned into the passive form.<sup>3</sup>

## 2 ～てある

You can use the *te*-form of a verb + the helping verb ある to characterize a situation that *has been brought about on purpose* by somebody who remains unnamed in the sentence.

<sup>3</sup> There is another type of passive sentence, with non-human subjects, which naturally lacks the implication that the inanimate, nonsentient subjects are inconvenienced. The passive sentences of this type are found more commonly in the written language than in the spoken language. The type of passive sentences we learn in this lesson is called “affective passive,” while the other type presented in this footnote is called “direct passive.”

ここに公園が作られます。

*A park will be built here.*

この絵はピカソによってかかれました。

*The picture was drawn by Picasso.*

南アフリカでワールドカップが開かれました。

*The World Cup was held in South Africa.*

As you can see in the second example above, the human agent of the actions in such sentences is followed by によって instead of に.

寒いので、ヒーターがつけてあります。  
さむ

*The heater is on, because it is cold.*

(= *The heater was turned on and has been kept that way.*)

テーブルの上に本が置いてあります。  
うえ ほん お

*A book is on the table.*

(= *The book was put on the table and it has remained there ever since.*)

You can say ~てあります if somebody, possibly yourself, performed an action on purpose earlier, which can be described in terms of ~ておきました ("do something by way of preparation," see Lesson 15), and if the result of that action can still be observed at this moment. Note that ~てあります describes a current state, hence the present tense.

レストランの予約がしてあります。 is the result of 予約をしておきました。  
よやく よやく

*A restaurant reservation has been made.*

(I) *made a reservation in advance.*

パンが買ってあります。 is the result of パンを買っておきました。  
か

*Bread has been bought (and is ready).*

(I) *bought bread (for future use).*

As you can see from the above examples, てある normally assigns the particle が (or は) to the noun, which is usually marked with を. てある almost exclusively goes with a transitive verb.

Compare also てある sentences with ている sentences that describe current states. ている goes with intransitive verbs, in contrast with てある.

窓が閉めてあります。 (閉める = transitive)

*The window has been kept closed.*

窓が閉まっています。 (閉まる = intransitive)

*The window is closed.*

These sentences describe the same situation: the window is closed. The two sentences, however, differ in their connotations. With the transitive てある sentence, the current state of the window is the result of a human action; somebody closed it and kept it that way. With the intransitive ている sentence, there is no such clear implication of human intervention. The window is closed, but this may or may not be the result of somebody closing it.

## 3

～間に  
あいだ

You can use the pattern “A 間に B” when the event B takes place *in the middle of* another event A. Most often, the containing event A is described with the continuous ている. The verb A is in the present tense, even when the clause A describes a situation in the past.

お風呂に入っている間に電話がありました。  
ふろはいあいだでんわ

*There was a phone call while I was taking a bath.*

きのうの夜、寝ている間に地震がありました。  
よるねあいだじしん

*There was an earthquake while I was asleep last night.*

両親が日本にいる間に京都に連れていきたいです。  
りょうしんにほんあいだきょうとつ

*I want to take my parents to Kyoto while they are in Japan.*

A (ている) 間に B

B takes place, while A.

The “A” above can be a noun as well:

留守の間に友だちがきました。  
るすあいだともき

*A friend came while I was out.*

The event B must be of short duration and properly contained within the bounds of activity A. If B extends *throughout* the time when A occurs, we use 間 instead of 間に.

ルームメートがメールを書いていた間、私は本を読んで待ちました。  
かあいだわたしほんよま

*I waited, reading a book, while my roommate was writing an e-mail.*

## 4

## adjective + する

We learned in Lesson 10 how to say “become,” as in 寒くなる (become cold/colder) and 上手になる (become good/better at doing X). Here we learn to use adjectives together with the irregular verb する, which in combination with adjectives means “to make.”

冷たい → 冷たくする  
つめつめ

簡単な → 簡単にする  
かんたんな

*to make something cold / colder*  
*to make something simple / simpler*

この間の試験は難しすぎたので、次の試験はやさしくしてください。  
 この間の試験は 難しすぎたので、次の試験は やさしくして ください。  
 あいだ しけん むずか つぎ しけん

Please make the next exam easier, because the last one was too difficult.

みんなで世界をよくしましょう。（よく ← いい, irregular adjective）  
 みんなで 世界を よく しま しょう。  
 せかい よく

Let's join our forces and make the world a better place.

部屋をきれいにしました。  
 部屋を きれいに しました。  
 へや きれい しました

I made the room clean.

髪をボブ・マーリーみたいにしたいです。  
 髪を ボブ・マーリー みたいに したい です。  
 かみ ぼぶ・マーリー みたいに したい です

I want to make my hair like Bob Marley's.

Note also the following idiomatic use of this pattern:

静かにする make it quiet → keep quiet

静かにしてください。  
 しずかに して ください。

Please be quiet!

## 5 ～てほしい

When you want somebody to do something, you can describe your wish by using the *te-form* of a verb and the adjective ほしい. The person the wish is directed to is marked with the particle に.

私は 病気の友だちに 元気になってほしいです。

I want my sick friend to get well.

私は ルームメートに 宿題を手伝ってほしかったです。

I wanted my roommate to help me with my homework.

(私は) person に verb te-form ほしい	I want (person) to do ...
--------------------------------	---------------------------

When you want to say you don't want them to do something, you can negate ほしい and say ～てほしくないです or negate the verb and say ～ないでほしいです.

私は お父さんに 昔の話をしてもほしくないです。

I don't want my father to talk about the good old times.

私は ホストファミリーに 英語で話さないでほしいです。

I don't want my host family to speak in English.

Let us now summarize the three words for “want”:<sup>4</sup>

たい	(Lesson 11)	verb stem + たい	I want to do ...
----	-------------	----------------	------------------

私はベトナムに行きたいです。  
わたし い  
I want to go to Vietnam.

ほしい	(Lesson 14)	noun が ほしい	I want something.
-----	-------------	------------	-------------------

私はいい辞書がほしいです。  
わたし じしょ  
I want a good dictionary.

てほしい	(this lesson)	verb te-form + ほしい	I want somebody to do ...
------	---------------	--------------------	---------------------------

私は弟に電話をしてほしいです。  
わたし おとうと でんわ  
I want my little brother to call me.

## 表現ノート……7

Expression Notes 7

バイトでためたお金もないです▶ないです is the alternative negative form of the verb ある. The standard negative form of ある is ありません, while the sub-standard alternative form is built up of the short form negative ない plus the politeness marker です.

More generally, you may hear the long form alternative negative verbs made up of short form negative plus です.

	standard	alternative
present	見えません	見えないです
past	見えませんでした	見えなかつたです

<sup>4</sup> These are all private predicates, and used only for the speaker’s wishes. When you want to describe the emotions of people other than the speaker, the predicate needs to be changed as in the examples below (see Lessons 11 and 14 for details).

先生は 学生に たくさん勉強してほしいと言っています。  
せんせい がくせい べんきょう  
Our professors say they want their students to study a lot.

先生は 学生に たくさん勉強してほしがっています。  
せんせい がくせい べんきょう  
Our professors (are acting in a way that suggests that they) want their students to study a lot.

# 文法 Grammar

## 1 Causative Sentences

In this lesson, we learn yet another verb derivation called the “causative form.” When you use the causative form of a verb, you can describe who *makes* someone do something, and who *lets* someone do something.

You can derive the causative form of a verb this way:

*ru*-verbs: Drop the final *-ru* and add *-sase-ru*

食べる → 食べさせる

*u*-verbs: Drop the final *-u* and add *-ase-ru*.<sup>1</sup>

行く → 行かせる

話す → 話させる

待つ → 待たせる

死ぬ → 死なせる

読む → 読ませる

取る → 取らせる

泳ぐ → 泳がせる

遊ぶ → 遊ばせる

買う → 買わせる

irregular verbs:

くる → こさせる

する → させる

As you may have noticed already, the causative derivation is quite similar to the passive derivation, which we studied in the last lesson.

The basic structure of a causative sentence is like the following:

先生は 学生に 会話を覚えさせました。  
 (director) (cast) (action)

*The professor made the students memorize the dialogue.*

The “director” decides what is allowed and what is to be done. Marked with は or が.

The “cast” performs the action. Usually goes with に.<sup>2</sup>

The “action” is described with a causative form of a verb.

Let us first be clear about the two meanings of the causative form. Any causative verb can be interpreted either with the “make somebody do” reading or with the “let somebody do” reading. Thus you cannot tell simply from the sentences below in isolation whether they describe an authoritarian parent (forcing the children to eat what they do not want) or a doting parent (allowing the children to have what they want). Only our general knowledge about the parents and the linguistic context of the sentence solve the issue.

お父さんは 子供に 野菜を 食べさせました。  
とう こども やさい た

*The father made/let his child eat vegetables.*

お母さんは 子供に 本を 読ませました。  
かあ こども ほん よ

*The mother made/let her child read the book.*

If the helping verb あげる, てくれる, or もらう follows a causative verb, you can assume in almost all cases that it is a “let” causative (see Lesson 16 for those helping verbs).

先生は 私に 英語を 話させてくれませんでした。  
せんせい わたし えいご はな

*The professor did not allow me to speak in English.*

私は 自分の子供に 好きなことをさせてあげるつもりです。  
わたし じぶん こども す

*I think I will let my children do what they love.*

You can use the causative + てください to ask for permission to do something and to volunteer to do something.

<sup>1</sup> With the verbs that end with the hiragana う, we see a “w” intervening, just as in the negative short forms and the passive forms.

<sup>2</sup> There are cases in which the cast gets を instead.

(1) When the caused action is a reflex, such as crying and laughing:

私は その子供を 泣かせてしましました。  
わたし こども な

*I accidentally made the child cry.*

アレンさんは おもしろい映画を作って みんなを 笑わせました。  
えいが つく わら

*Mr. Allen made funny movies and made everyone laugh.*

(2) When the verb that is turned into the causative originally did not call for を:

In the first two examples below, the verbs 行く and 座る do not take the particle を, and therefore を is up for grabs for marking the cast in the causative sentences. In the last example, in contrast, 読む already calls for を, and therefore を is not available for marking the cast in the causative.

先生は 私を トイレに行かせました。  
せんせい わたし い

その人は 私を そこに座らせました。  
その人 わたし すわ

× 両親は 私を 本を読ませました。  
りょうしん わたし ほん よ

*The professor made me go to the bathroom.*

*That person made me sit there.*

*My parents made me read books.*

私にこの仕事をやらせてください。  
わたし しごと  
Please let me do this job.

(director) は (cast) に causative verb (director) makes/lets (cast) do ...
(director) は (cast) に causative verb + てあげる / てくれる (director) lets (cast) do ...
causative verb + てください please let me do ...

## 2 verb stem + なさい

The verb stem + なさい is a command. なさい has a strong implication that you are “talking down” to somebody, or that you think you are more mature, know better, and should be obeyed. なさい, therefore, is appropriate for parents to use toward their children or for teachers toward their students. You also often see なさい in exam instructions.

うちに毎日電話しなさい。  
まいにちでんわ

*Call home every day.*

かっこの中に単語を入れなさい。  
なか たんご い

*Fill in the blanks with a word.*

文句を言うのをやめなさい。  
もんく い

*Stop complaining.*

You see in the last example above that you can express the idea of the negative “don’t do . . .” using a verb followed by のを and やめなさい, which comes from the verb やめる.

## 3 ~ば

“Clause A ば clause B” is a conditional statement “if A, then B.” We have already seen an instance of this construction in Lesson 18, namely, the ば-form in the pattern ばよかったです (I wish I had done . . . ).

Let us first review the conjugation rule of the verb ば-form.<sup>3</sup>

<sup>3</sup> We will focus on the verb ば-form in this lesson, but ば also goes with い-adjectives and negative predicates in general:

おもしろい → おもしろければ  
おもしろくない → おもしろくななければ

元気じゃない → 元気じゃなければ  
学生じゃない → 学生じゃなければ

With な-adjectives and nouns in the affirmative, だ either becomes なら (see Lesson 13) or あれば:

静かだ → 静かなら or 静かであれば

先生だ → 先生なら or 先生あれば

Verbs in the affirmative:

Drop the final *-u* and add *-eba*.

食べる → 食べれば				
行く → 行けば	た	ま	ま	か
する → すれば	い			
くる → くれば				

Verbs in the negative:

Drop the final *i* and add *ければ*.

行かない → 行かなければ	い
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In an “A ば B” sentence, the “A” part describes the condition, *provided that* the consequence described in “B” will follow.

車があれば、いろいろな所に行けます。

If you have a car, you can go to various places.

かぎをかけておけば、どろぼうに入られません。

If you lock the doors and windows, you won't have your apartment broken into.

大家さんに言わなければ、わかりませんよ。

If you do not tell the landlord, he will never find that out.

You usually use the “A ば B” pattern when the condition “A” guarantees a *good result* in “B.” Therefore, the sentence (i) below is natural, while the sentence (ii), though not impossible, sounds rather odd.<sup>4</sup>

(i) 走れば、電車に間に合います。  
If I run, I will be able to catch the train.

(ii) ?? 歩けば、電車に遅れます。  
If I walk, I will be late for the train.

<sup>4</sup> You can express the idea in (ii) more appropriately with たら: 歩いたら、電車に遅れます. You may also note that (ii) is not totally ungrammatical. Embedded in a larger sentence that overtly cancels the “good result” implication, for example, (ii) improves significantly in acceptability:

歩けば電車に遅れるのはわかっていました。

I knew that I would be late for the train if I walked.

Because of this “good result” implication, “A ば B” is often used to advise “A.” Sometimes the part “B” contains vacuous generic expressions like 大丈夫です or いいんです.

この薬を飲めば大丈夫です。

You will be okay, if you take this medicine.

先生に聞けばいいんです。

All you have to do is ask the teacher. (If you ask, everything will be fine.)

## 4 ～のに

のに connects two facts, A and B, which hold in spite of the expectation that if A is the case, B is not to be the case. “A のに B” therefore means “A, but contrary to expectations, B, too” or “B, despite the fact A.”

この会社はお金があるのに、給料は安いです。

This company is rich, but its workers' salaries are low.

家にいるのに、電話に出ない。

She is home but does not answer the phone.

The predicate in the part A is in the short form. When A ends with a な-adjective or with a noun + です, it appears as な, just like in the explanatory んです construction.

田中さんは親切なのに、山田さんは田中さんがきらいです。

Ms. Tanaka is nice, but Ms. Yamada does not like her.

大きい問題なのに、あの人はだれにも相談しません。

It is a big issue, but he does not consult with anybody.

Because のに connects two facts, you cannot have non-factual sentences, like requests, and suggestions in the B clause:

✗ 日本語が少し難しいのに、これを読んでください。

Compare: 日本語が少し難しいですが、これを読んでください。

This Japanese is a little difficult, but please read it.

✗ あまりおいしそうじゃないのに、ここで食べましょう。

Compare: あまりおいしそうじゃないけど、ここで食べましょう。

The food does not look very promising, but let's eat here.

## 5 ~のような/～のように

“Noun A の よ う な noun B” means “a B like/similar to A.” When you say “A の よ う な B,” the “B” has the same quality or appearance as A, or A is an example of B.<sup>5</sup>

私は鎌倉の よ う な 町が好きです。  
わたくし かまくら まち す

*I like towns like Kamakura.*

私はウンサン・スーの一 よ う な 人になりたいです。  
わたくし ひと

*I want to be a person like Aung San Suu Kyi, the Burmese democracy leader.*

You use “noun A の よ う に” when you want to describe an action which is “done in the same way as A” or a characteristic “which is comparable to A.”

メアリーさんは魚の よ う に 上 手 に 泳 げ ます。  
さかな じょうす およ

*Mary can swim very well, just like a fish.*

アントニオさんは孫悟空の よ う に 強 い です。  
そんごくう つよ

*Antonio is strong like Son Goku.*

この町は夜の墓場の よ う に 静 か で す。  
まち よる はかば しず

*This town is as quiet as a graveyard at night.*

<sup>5</sup> みたい, which we learned in Lesson 17, can be used in the same way as ~の よ う な + noun, and ~の よ う に + verb/adjective. Note that の does not come between the preceding noun and みたい.

あの人はマザー・テレサ み た い な 人 で す。  
ひと ひと

*She is a person just like Mother Teresa.*

あの人は壊れたレコード み た い に 同 じ こ と を 言 い ま す。  
ひと こわ ひと おな

*She says the same thing over and over again, just like a broken vinyl record.*

# 文法 Grammar

## 1 Causative-passive Sentences

“Causative-passive” sentences are the passive version of causative sentences. You can use causative-passive sentences when you want to say that you were made to do, or harassed or talked into doing, something that you did not want to.

(下手だから歌いたくなかったのに) 歌を歌わされました。

(I didn't want to sing because I'm not a good singer, but) I was forced to sing.

(きらいだから食べたくないんですが、いつも) 肉を食べさせられます。

(I don't want to eat it because I don't like meat, but) I am (always) made to eat meat.

You make the causative-passive forms this way:

1. *ru*-verbs: Drop *-ru* and add *-sase-rare-ru*.

食べる → 食べさせられる

2. *u*-verbs that end with *す*: Drop *-u* and add *-ase-rare-ru*.

話す → 話させられる

3. all the other *u*-verbs: Drop *-u* and add *-asare-ru*.

書く → 書かされる	立つ → 立たされる
読む → 読まされる	撮る → 撮らされる
泳ぐ → 泳がされる	遊ぶ → 遊ばされる
買う → 買わされる	

4. irregular verbs:

する → させられる

くる → こさせられる

In the table above, you must have noticed that the causative-passive morphology in Groups 1, 2, and 4 is indeed the combination of the causative and the passive forms: *-(s)ase-rare*. In Group 3, however, the causative-passive suffix *-asare* is shorter than the sum of the causative (*-ase*) and the passive (*-rare*) suffixes.<sup>1</sup>

<sup>1</sup> The more transparently combinative *aserare* form, such as 書かせられる, are indeed grammatical, but causative-passive verbs of the *asare* form, such as 書かされる, are much more common.

The basic makeup of a causative-passive sentence is like this:

私は 彼女に 車を洗わされました。  
 わたし かのじょ くるま あら  
 (puppet) は (puppet master) に (action)  
*I was tricked by my girlfriend into washing her car.*

The “puppet” is forced into performing an action. Marked with は or が.

The “puppet master” wields power over, and manipulates, the puppet.

The particle is に.

The “action” forced upon the puppet is described with a causative-passive verb.

If you compare a causative-passive sentence with a causative sentence, you notice that the actors are switched between the two:

Causative-passive:	<b>私は 友だちに 宿題を手伝わされました。</b>
	<i>I was forced by my friend into helping him with his homework.</i>
Causative:	<b>友だちは 私に 宿題を手伝わせました。</b>
	<i>My friend made me help him with his homework.</i>

Compare a causative-passive sentence with a plain, noncausative nonpassive sentence. These two types of sentences have the same subject. You add the “puppet master” role to a plain sentence and make the verb longer, and you get a causative-passive sentence.

Causative-passive: ゆみは お母さんに 勉強させられました。  
 カア べんきょう  
*Yumi was ordered by her mother to study.*

Plain: ゆみは ————— 勉強しました。  
 ベンキョウ  
*Yumi studied.*

## 2 ~ても

“A ても B” is “B, even if A.” That is, B is still true in case of A (so is certainly true if A is not the case). Compare ても sentences with たら sentences, which have a more straightforward “if-then” meaning:

雨が降っても、ピクニックに行きます。  
あめ ふ い

I will go on a picnic even if it rains.

雨が降ったら、ピクニックに行きません。  
あめ ふ い

I will not go on a picnic if it rains.

暑くても、エアコンをつけません。  
あつ

I will not turn on the air conditioner, even if it is hot.

暑かったら、エアコンをつけます。  
あつ

I will turn on the air conditioner, if it is hot.

子供でも、わかります。  
こども

Even a child will get it. (You will be able to understand it, even if you are a child.)

子供だったら、わかりません。  
こども

If you are a child, you will not get it.

You can form a ても clause by adding も to the verb or adjective *te*-form. With な-adjectives and nouns, you have でも. Note that verb たら and ても forms look very much like each other, but adjective たら and ても forms look quite distinct.

Compare:			
verbs:	買う → 買っても	買ったら	か
い-adjectives:	悲しい → 悲しくても (× 悲しかっても)	悲しかったら	かな
な-adjectives:	元気(な) → 元気でも (× 元気だっても)	元気だったら	げんき
nouns:	学生 → 学生でも (× 学生だっても)	学生だったら	がくせい

You can also form a negative ても clause, based on the short form negative.

Compare:			
verbs:	買わない → 買わなくとも	買わなかったら	か
い-adjectives:	悲しくない → 悲しくなくとも	悲しくなかったら	かな
な-adjectives:	元気じゃない → 元気じゃなくとも	元気じゃなかったら	げんき
nouns:	学生じゃない → 学生じゃなくとも	学生じゃなかったら	がくせい

The ても clause itself does not have tense. It can be followed either by a present tense clause (as in the above examples), or by a past tense clause.

私は、雨が降っていても、毎日、授業に行きました。  
わたし あめ ふまいにち じゅぎょう い  
*I went to class every day, even if it rained.*

日本語の授業が難しくても、取ったでしょう。  
にほんご じゅぎょう むずかと  
*I would have taken the Japanese class, even if it could have been difficult.*

### 3 ~ことにする

ことにする means “decide to do . . .” It follows the short form present tense of a verb. You can use a negated verb, too.

車を買うことにしました。  
くるま か  
*We have decided to buy a car.*

あの人がかいそだから、あまり文句を言わないことにします。  
ひと もんくい  
*I will not make too many complaints. I am feeling sorry for him already.*

We sometimes use the volitional form of this construction, such as 行くことにしよう, instead of the simple volitional form of a verb, 行こう, in suggesting an activity. ことにしよう has the additional implication that the suggestion is being made after a deliberation.

今年の夏はベトナムに行くことにしよう。  
ことし なつ い  
*Let's take the plunge. Let's go to Vietnam this summer.*

ことにしている means “do something as a regular practice,” that is, you have made up your mind that you should do something and have stuck to that determination.

毎日十一時に寝ることにしています。  
まいにちじゅういちじ ね  
*I make it a rule to go to bed at eleven every night.*

絶対にお酒を飲まないことにしています。  
ぜうたい さけ の  
*I have made this firm decision not to drink and have strictly followed it.*

~ことにする

*decide to do . . .*

~ことにしている

*do . . . as a regular practice*

## 4 ~まで

A まで means “till A.” The A in “A まで B” is the description of the change that coincides with or causes the end of B. The A, therefore, is usually a verb of the “change” kind (see Lesson 7). The verb in A is always in the present tense and in the affirmative.

晴れるまで、喫茶店でコーヒーを飲みながら、待ちます。

I will wait in the coffee shop, drinking coffee, till it clears up.

日本語が上手になるまで、国に帰りません。

I will not go back to my country, till I become fluent in Japanese.

When the subject of A is different from the subject of B, the former is marked with the particle が rather than は.

赤ちゃんが寝るまで、(私は) 歌を歌ってあげます。

I will sing a lullaby till the baby falls asleep.

You can use “A まで B” in a sentence describing a situation in the past. Note that the verb in A is in the present tense nonetheless.

日本の生活に慣れるまで、大変でした。

It was tough until I got used to living in Japan.

## 5 ~方

The noun-forming suffix 方 follows the stem of a verb and means “the way in which the action is performed” or “how to do . . .”

泳ぐ → 泳ぎ方      how to swim

考える → 考え方      the way people think

Nouns that are marked with other particles when they go with a verb are marked with の before ~方.

漢字を読む かんじをよむ	→ 漢字の読み方 かんじのよいかた	how to read the kanji; pronunciation
はしを使う つかう	→ はしの使い方 つかのかた	how to use chopsticks
空港に行く くうこうい	→ 空港の行き方 <sup>2</sup> くうこうのいのかた	how to go to the airport
お風呂に入る ふろいる	→ お風呂の入り方 ふろのいりかた	how to take a bath

With compound する verbs, such as 勉強する, we have:

日本語を勉強する にほんごべんきょう	→ 日本語の勉強のし方 にほんごべんきょうかた
ホテルを予約する ょやく	→ ホテルの予約のし方 よやくかた

～方 is a noun and is followed by particles like は and を.

たけしさんのスパゲッティの食べ方はおもしろいです。  
The way in which Takeshi eats spaghetti is interesting.

すみません。この漢字の書き方を教えていただけませんか。

Excuse me, can you tell me how to write this kanji?

<sup>2</sup> The goal of movement, normally marked with に, can be marked with the combination of particles への. Therefore we also say 空港への行き方 (how to get to the airport).