

Chapter 1: What Made Modern Japan?

Text 1.1 Geography

1855年2月7日、日本とロシアとの間で「日魯通好条約」が調印され、択捉島とウルップ島の間に国境が確認されました。それ以降も、択捉島、国後島、色丹島及び歯舞群島からなる北方四島は、一度も他国の領土となったことがない、日本固有の領土です。しかし、1945年に北方四島がソ連に占領されて以降、今日に至るまでソ連・ロシアによる不法占拠が続いています。政府は、北方四島の帰属の問題を解決してロシアとの間で平和条約を締結するという基本方針に基づき、ロシアとの間で強い意思をもって交渉をおこなっています。

Sourced from the homepage of the Japanese Ministry of Foreign Affairs,
<https://www.mofa.go.jp/mofaj/area/hoppo/index.html> (accessed 19 December 2022)

Translation of Text 1.1 (p. 6 in JLinU)

On 7 February 1855, Japan and Russia signed the Treaty of Amity, confirming the border between Etorofu Island and Uruppu Island. The Four Northern Islands—Etorofu, Kunashiri, Shikotan, and the Habomai Archipelago—have historically been part of Japan. However, they were occupied by the Soviet Union in 1945, and this illegal occupation continues to this day. Based on its policy of resolving the issue of sovereignty over the Four Northern Islands and concluding a peace treaty with Russia, the Japanese government remains firmly committed to negotiations with Russia.

Text 1.2 Use of Men's Register by Young Women (p. 11 in JLinU)

1978年11月7日、NHKの朝の番組「奥さんといごいっしょに」では、古い世代の人間がその番組を見たら、かなり動転するようなことが話題になった。「ぼく女の子」というテーマであった。実は私もその番組の片隅にいたのである。事の次第は次のようなことであった。最近の東京の中学あたりでは、女の子が「あたし」という一人称を使わないで、「ぼく」というそうである。…出演の依頼があった時、私は動揺をいささかも感じなかったと言えば嘘である。いい加減勇ましい私も「ぼく」とは一切言わないから、やはりその傾向が東京では固定化しつつあるということを聞いたときは、なんとも言えない複雑な気持ちになった。

(寿岳 Jugaku 1979: 78)

Text 1.2

On 7 November, 1978, NHK's (Nippon Hōsō Kyōkai) morning programme, 'Okusan to Goissho ni' (literally, 'With the Housewives'), featured a topic that likely upset the older generation. The theme of the programme was 'I am a Girl' (using the first-person pronoun used by boys). I was invited as a guest. The programme discussed the fact that in secondary/junior high schools in Tokyo, girls were now abandoning the feminine first-person pronoun *atashi* for the masculine *boku*. It would be a lie to say that I had not been upset by this phenomenon when I was asked to participate in the programme. Even I, who have always prided myself on being courageous, would never say *boku*, so when I heard that this trend was becoming firmly established in Tokyo, I was left with an indescribably complicated feeling.

番組の片隅にいる, which literally means 'to be at the edge of the programme', is not easy to translate into English, but it is considered an expression of humility. The reason for using this humble expression is that the person who wrote the passage above did not play a central role in the programme to which she was invited, because she had mixed feelings about the topic, as stated in the final sentence of the passage. See Chapter 15 for the usage of humble honorifics.

Text 1.3 ちょっこら男 (p. 15 in JLinU)

This text is the beginning of a folktale entitled 「ちょっこら男」 which can be translated as ‘A quick man’.

The key word ちょっこら *chokkora* corresponds to ちょっと, すぐに or 簡単に in standard Japanese, which can be translated variously such as ‘brief, briefly, easy, easily, fast’. The words in bold and a different font are features of Fukushima dialect.

昔、ある村^{むら}に若い男^{わか おとこ}があつたど、そして、こんなどこさいだつてえ嫁^{よめ}さまも貰^{もら}わんにがらつて、どごがの部落^{ぶらく}さいんべつて、ほかの部落^{ぶらく}さ行つたんだど、ほして、ちょっこら部落^{ぶらく}さ行つて、ちょっこら嫁^{よめ}さんめつけちまつたど、ほで村^{そんちやう}長^{ちやう}さんはあの野郎^{やろう}、ちょっこら来^きてちょっこら嫁^{よめ}さんもらつたつて笑^{わら}つてたんだと。そのうち子供^{こども}がうまれたがら、あんまりちょっこらちょっこらしてんもんだから、子供の名^なまえを「ちょこつら」と付けたんだど、ほしたら、ちょっこら死^しんじまつたんだど。(小林 Kobayashi 1986: 53)

(小林 Kobayashi 1986: 53)

方言	標準語	方言	標準語	方言	標準語
ど	丁寧表現	いんぺ	いきましょう	と	丁寧表現
さ	に	ほして	そして	がら	から、の で
いだつ てえ	いても	ちょっこら	ちょっと	してん	してた
にがら つて	ないので	めつけちま つた	見つけてしま つた	ほしたら	そしたら

どごが	どこか	ほで	それで	死んじま った	死んでし まった
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Text 1.3 in Standard Japanese

昔、ある村に若い男がいました。こんなところにいてもお嫁さんに出会えないので、どこかの部落に行きなさいと（いわれて）ほかの部落に行きました。そうすると、ちょっと部落に行って、簡単にお嫁さんを見つけてしまいました。それで、村長さんはその若造、ちょっと村に来てすぐにお嫁さんをもらったんだと笑っていました。そのうち、子供が生まれたので、あまりにすべてがうまく行ったので、子供の名前を「ちょっくら」と名付けました。そうすると（残念なことに）、その子供は簡単に死んでしまいました。

Translation of Text 1.3

Once upon a time, there was a young man who lived in a village. Because he did not find a wife in the village, he went to another. His visit to this village was brief but he found a wife easily. The village chief smiled at this young man who had found a bride so quickly. Soon they had a baby. Because everything went so smoothly, they named the baby *Chokkora*. The child died soon afterwards.

Chapter 2 Sound structure

Translation of Text 2.1 (p. 28 in LinU)

On the way home from school, someone's mobile phone started ringing on the bus. It sounded like an alarm clock. The boy sitting in front of me hurriedly searched his bag, then put the phone to his ear and started talking. The windows were fogged up because of the heating, and I could not see the scenery outside. I idly looked around the bus, indulging in random thoughts. One of the other passengers was an old lady holding a shopping bag across the aisle. She looked at the boy talking on the phone with a hint of annoyance. I had mixed feelings. Using a mobile phone in a vehicle or in a store may be annoying, but I wished I could have been in his situation.

Translation of Text 2.8 (p. 39 in JLinU)

Nippon-kōru ('Japan Calls') Echoing in the Stadium: A Miracle Happened During a Deadly Match.

Translation of Text 2.9 (p. 40 in JLinU)

In Foreign Countries, It Is a Frozen Food: Exports of Japan's *Natto* Are Growing

Natto or fermented soybean enjoys a unique place in Japanese cuisine. One may imagine that this sticky food is served only at domestic tables. Surprisingly, exports have been growing.



Commentary on Activity 1 (p. 20 in JLinU)

The table below summarizes word pairs with distinguishable phonemes.

Word Pairs with Distinguishable Phonemes

Word pairs		Distinguishable phonemes
時 /toki/ ‘time’	都市/tosi/ ‘city’	/k/ versus /s/
森 /mori/ ‘woods, forest’	餅 /moti/ ‘Japanese rice cake’	/r/ versus /t/
土器 /doki/ ‘earthenware’	軒 /noki/ ‘eaves’	/d/ versus /n/
月/tuki/ ‘moon’	敵 /teki/ ‘enemy’	/u/ versus /e/
赤 /aka/ ‘red’	秋 /aki/ ‘autumn’	/a/ versus /i/



Commentary on Activity 3 (p. 28 in JLinU)

First, consider compounds comprising two elements. Two compounds undergo SV:

目覚時計 *mezamashidokē* (/t/ → /d/) (“alarm clock”) (line 1) and 買い物袋

kaimono-bukuro (/h/ → /b/) (“shopping bag”) (line 6). However, 下校途中 *gekō-*

tochū (“on the way home”) (line 1) does not undergo SV because its second

element 途中 is Sino-Japanese.

As noted, SV does not occur frequently. Despite the presence of many complex words in this passage, the second elements of these compounds are either non-native Japanese or suffixes. In compounds consisting of two Chinese characters, the initial consonant of the second character remains voiceless. The absence of SV in 下校 *gekō* (line 1), 乗客 *jōkyaku* (line 5), 一方 *ippō* (line 9), and 状況 *jōkyō* (line 9) is due to the fact that they are all Sino-Japanese words.



Commentary on Activity 4 (p. 31 in JLinU)

The table below summarizes the occurrences of morphologically complex verbs falling under Patterns II, III, IV and V.

The Occurrence of Morphologically Complex Verbs

Line	Example	Phonological representation	Sound change pattern
1	鳴り出した	naridas-i-ta	II
2	座って	suwaQ-te	V
2-3	探った	saguQ-ta	V
5	見回した	mimawas-i-ta	II

5–6	はさんで	hasaN-de	IV
9	そういった	iQ-ta	V
10	抱いて	ida-i-te	III



Commentary on Activity 5 (p. 31 in JLiU)

Progressive assimilation is evident in 買い物袋 *kaimono-bukuro* (“shopping bag”) (line 6), where the initial consonant /h/ of the second element (袋 /hukuro/) is voiced due to the influence of the preceding element (買い /kai/). This process also accounts for vowel lengthening: in ような *yōna* (line 2), the vowel /o/ is lengthened due to the influence of the preceding /u/. The same rule applies to そ う /so:/ (line 7).

Regressive assimilation is illustrated by the realisation of /s/ as [s] before /a/ in はさんで (line 5–6) and as [ɕ] before /i/ in しれない (line 9), respectively.

Vowel devoicing, a form of voiceless assimilation, occurs in 話 *hanashi* (line 6), where /i/ is devoiced in word-final position following voiceless consonants: /hanasi/ → [hanaɕi].

Assimilation involving a change in **place of articulation** is demonstrated in the gemination process (p. 20 in JLiU), exemplified by 一方 *ippō* /i.Q.po:/ (line 9). Here, the /tʃ/ component of 一 /ichi/ changes, and concurrently /h/ is realized as /p/

when 方 *hō* combines with the numeral 一 (“one”). (When 方 is combined with 二, the sound change does not occur.)



Commentary to Activity 6 (p. 34 in JLinU)

Below are the solutions for Activity 6. The count of morae is represented using Arabic numerals.

下校 3 バス 2 音 2 風景 4 空想 4 乗客 4 おばさん 4 顔 2 車内 3



Quiz for Chapter 2

1. What is the major difference between speech sounds and physical sounds?
2. What are the two methods of articulating speech sounds in phonetics?
3. What is progressive assimilation?
4. What is regressive assimilation?
5. Why do people use ニッポン, rather than ニホン, when cheering at football matches?

Chapter 3 Word Classes

Translation of Text 3.1 (p. 55–6 in JLinU)

① Once upon a time, there were an old man and an old woman living in a small village.

② They had no children.

③ One day, when an old woman went to the river to do the washing, something came floating down from upstream.

④ The old woman said, ‘Oh, there is something floating. It’s very red and beautiful’.

When she looked at it, she saw that it was a small red pouch.

⑤ As she kept looking, she could see a blue pouch floating behind it.

⑥ The old woman turned her head and called out, ‘Red pouch, come this way. Blue pouch, go over there’.

⑦ And then, the red pouch floated towards her.

⑧ When the old woman picked it up and opened it, she found an appetizing red peach inside.

⑨ The old woman took the peach home and said, “Let’s eat it together when the old man gets back,” and placed it as an offering before the Buddha.

⑩ After a while, the old man returned, saying, “Obāsan (talking to his wife), I’m home! It’s so hot today—I’m terribly thirsty.”

⑪ The old woman said, “Perfect timing. I picked up a delicious-looking peach from the river,” and took it down from the altar.

- ⑫ And when the old man and the old woman were about to cut the peach, it opened by itself and a little boy was born from inside.
- ⑬ The old man and the old woman were surprised, but said, ‘He was born from a peach, so let’s name him Momotaro.’ (*Momo* means ‘peach’ in Japanese and *Tarō* is a common name for boys.)
- ⑭ ‘We had no children, so the god of the mountain gave us one.’ They repeatedly said, ‘We are grateful’ and were overjoyed.
- ⑮ So they named him Momotaro and raised him with love.
- ⑯ Momotaro grew up quickly and became a fine boy.
- ⑰ And he became an intelligent child helping his father (= おじいさん) with mountain work or helping his mother (おばあさん) to mill rice. He was also willing to do jobs that other people disliked.



Commentary on Activity 1 (p. 54–5 in JLinU)

List of abbreviations: 助：助詞; 連体：連体詞; 名：名詞; 数：数詞; 形名：形式名詞; 動：動詞; 助動：助動詞; 感動：感動詞; 判定：判定詞; い形：い形容詞; な形：な形容詞; 副：副詞; 擬：擬語; 接：接統詞; 指示：指示詞.

Analysis of Text 3.1

①	昔	むかし	ある	ところ	に	おじいさん	と	おばあさん	が	あり	まし	た
	名	名	連体	名	助	名詞	助	名詞	助	動詞	助動	助動

②	お じ い さ ん	と	お ば あ さ ん	に	は	子 ど も	が	い	ま せ	ん	で し	た
	名 詞	助	名 詞	助	助	名 詞	助	動	助 動	助 動	助 動	助 動

③	あ る	と き	お ば あ さ ん	が	川	へ	せ ん た く	に	行 く	と	川 上	の	ほ う
	連 体	形 名	名	助	名	助	名	助	動	助	名	助	名

か ら	何 か	が	流 れ	て	き	ま し	た
助	名	助	動	助	動	助 動	助 動

④	お ば あ さ ん	が	あ れ あ れ	何 か	流 れ	て	き た	ず い ぶ ん	赤 く	て	き れ い な	も ん	だ	な
	名	助	感 動	名	動	助	動	副	い 形	助	な 形	名	判 定	助

と	み	て	い る	と	そ れ	は	赤 い	小 さ な	巾 着	で し	た
助	動	助	動	助	指 示	助	い 形	連 体 ¹	名	助	助

⑤	な お	見	て	い る	と	そ の	う し ろ	か ら	青 い	巾 着	も	流 れ	て	き	ま す
	副	動	助	動 詞	助	指 示	名	助	い 形	名	助	動	助	動	助 動

¹ The semantics of 小さな are the same as those of 小さい. The latter is classified as an adjective, but the former serves as an adjective only when followed by a noun. Another word, 大きな, behaves in the same way as 小さな. Another property is that these adjectives do not conjugate, meaning that they do not serve as predicates. Because of this restricted property assigned to them, these ‘adjectives’ are classified as 連体詞 (Chapter 3, Section 3.7) rather than 形容詞 (Chapter 3, Section 3.4).

⑥	お ば あ さ ん	は	そ ち ら	の	ほ う	へ	顔	を	む け	て	赤 い	も の	は
	名	助	指示	助	形 名	助	名	助	動	助	い 形	形 名	助

こ っ ち	へ	こ い	青 い	も の	は	あ っ ち	へ	い け	と	よ び	まし	た
指示	助	動	い 形	形 名	助	指示	助	動	助	動	助 動	助 動

⑦	す と	赤 い	巾 着	は	プ ン カ プ ン カ	と	こ ち ら	の	ほ う	へ	流 れ	て	き	ま し	た
	接 続	い 形 容	名	助	擬	助	指 示	助	形 名	助	動	助	動	助	助 動

⑧	お ば あ さ ん	が	赤 い	巾 着	を	ひ ろ い あ げ	て	み る	と	赤 く	て	お い し	そ う な	桃
	名	助	い 形	名	助	動	動	動	助	い 形	助	い 形	助 動	名

が	は い っ	て	い	ま し	た
助	動	助	動	助 動	助 動

⑨	お ば あ さん	は	そ の	桃	を	家	に	持 っ	て	帰 り	お じ い さん
	名	助	指 示	名	助	名	助	動	助	動	名

が	帰 っ	て	き	た	ら	ふ た り	で	食 べ	ま し ょ	う	と	い っ	て	仏 さ ま	へ	あ げ
助	動	助	動	助 動	助 動	名	助	動	助 動	助 動	助	動	助	名	助	動

て	お き	ま し	た
助	動	助 動	助 動

⑩	しばらく	する	と	おじいさん	が	ばあさん	や	いま	帰っ	た	よ	今日	は	暑い
	副	動	助	名	助	名	助	名	動	助動	助	名	助	い形

なあ	のど	が	カラカラ	だ	と	いっ	て	帰っ	て	き	まし	た
助	名	助	擬	助動	助	動	助	動	助	動	助動	助動

⑪	お ば あ さ ん	は	ち ょ う ど	よ か っ	た	川	か ら	お い し	そ う な	桃	を	ひ ろ っ	て	き た	ん	だ
	名	助	副	い 形	助 動	名	助	い 形 容	助 動	名	助	動	助	動	助	判 定

よ	と	言 っ	て	仏 さ ま	か ら	桃	を	お ろ し	まし	た
助	助	動	助	名	助	名	助	動	助 動	助 動

⑫	そ し て	お じ い さ ん	と	ふ た り	で	桃	を	き ろ	う	と	す る	と	桃	が
	接	名	助	数	助	名	助	動	助 動	助	動	助	名	助

ひ と り	で	に	わ れ	て	中	か ら	小 さ な	男 の 子	が	生 ま れ	ま し	た
数	助	助	動	助	名	助	連 体	名	助	動	助 動	助 動

⑬	お じ い さ ん	と	お ば あ さ ん	は	び っ く り	し	ま し	た	が	桃	か ら	生 ま れ	た	の	だ
	名	助	名	助	名	動	助 動	助 動	助	名	助	動	助 動	助	判 定

か ら	桃 太 郎	と	い う	名 前	を	つ け	よ う
接	名	助	動	名	助	動	助 動

⑭	わ し ら	に	は	子 ど も	が	い	な い	か ら	山	の	神 さ ま	が	さ ず け	て	く れ	た	ん	だ	よ
	名	助	助	名	助	動	助 動	助 動	名	助	名	助	動	助	動	助 動	助	判 定	助

あ り が た い	あ り が た い	と	い っ	て	お お よ ろ こ び	し	ま し	た
感 動	感 動	助	動	助	名	動	助 動	助 動

⑮	そして	桃太郎	と	名	を	つけ	て	かわいがっ	て	育て	まし	た
	接	名	助	名	助	動	助	動	助	動	助動	助動

⑯	桃太郎	は	みるみる	うち	に	ズンズン	大きく	なっ	て	立派な	男の子	に	なり	まし	た
	名	助	副	名	助	擬	形容	動	助	な形	名	助	動	助動	助動

⑰	そ し て	お じ い さ ん	の	山 仕 事	を	手 伝 っ	た り	お ば あ さ ん	の	米 搗 こめつ ぎ	を	手 伝 っ	た り	人
	接	名	助	名	助	動	助	名	助	名	助	動	助	名

の	嫌 が る	仕 事	で	も	進 ん	で	や る	知 恵	の	あ る	子 ど も	に	な り	ま し	た
助	動	名	助	助	動	助	動	名	助	動	名	助	動	助 動	助 動

Translation of Text 3.2 (p. 57 in JLinU)

- ① Once upon a time, there lived an old man and an old woman in a small village (literally, ‘a certain place’).
- ② Every day, the old man went to the mountains to cut wood, and the old woman went to the river to do the laundry.
- ③ One day, the old man found an injured sparrow on the mountain.
- ④ The old man took the sparrow home and loved it as if it were his child.
- ⑤ However, the old woman was greedy and rarely fed the sparrow as she thought it was a waste to feed it.
- ⑥ One day, the old man said to the old woman, ‘Give the sparrow something to eat’, and then he went to the mountain.
- ⑦ The old woman replied, ‘Yes, I understand, I understand’, but she didn’t give anything to the sparrow.
- ⑧ The old woman thought that today was a good day for laundry and starching. And she cooked the starch in a pan and went to the river to do the laundry.
- ⑨ The sparrow was so hungry that it licked the starch that the old woman had prepared. It licked once, twice, and licked it all up.
- ⑩ Then the old woman came home. When she saw the empty pan, she got angry ... She cut off the sparrow’s tongue with scissors and threw it out.
- ⑪ The sparrow cried out, ‘Painful, painful’, and flew away in tears.



Commentary on Activity 2 (p. 56 in JLinU)

Analysis of Text 3.2

①	昔	むかし	ある	ところ	に	おじいさん	と	おばあさん	が	い	まし	た
	名	名	連体	名	助	名	助	名	助	動	助動	助動

②	おじいさん	は	毎日	山	へ	木	を	切り	に	行き	おばあさん	は	川	へ
	名	助	名	名	助	名	助	動	助	動	名	助	名	助

せんたく	に	行き	まし	た
名	助	動	助動	助動

③	ある	日	お じ い さ ん	は	山	で	け が	を	し た	す ず め	を	見 つ け	ま し	た
	連 体	名	名	助	名	助	名	助	動	名	助	動	助 動	助 動

④	お じ い さ ん	は	そ の	す ず め	を	家	に	つ れ	て	帰 っ	て	自 分	の	子
	名	助	指 示	名	助	名	助	動	助	動	助	名	助	名

の	よ う に	か わ い が っ	て	い	ま し	た
助	助 動	動	助	動	助 動	助 動

⑤	けれども	おばあさん	は	欲ばり	で	すずめ	を	たべ	させ	る	の	は	もったいない	と
	接続	名	助	名	助	名	助	動	助動	助動	助	助	い形	助

いっ	て	めったに	えさ	を	やり	ませ	ん	でし	た
動	助	副	名	助	動	助動	助動	助動	助動

⑥	ある	日	おじいさん	は	ばあさん	ばあさん	すずめ	に	何か	食わ	し	て	やっ	て
	連体	名	名	助	名	名	名	助	名	動	助動	助	動	助

く れ	と	い っ	て	山	へ	で か け	て	い き	ま し	た
動	助	動	助	名	助	動	助	動	助 動	助 動

⑦	お ば あ さ ん	は	あ あ	わ か っ	た	わ か っ	た	と	こ た え	ま し	た	が	や っ ぱ り	す ず め	に	何
	名	助	感 動	動	助 動	動	助 動	助	動	助 動	助 動	助	副	名	助	名

も	や り	ま せ	ん	で し	た
助	動	助 動	助 動	助 動	助 動

⑧	お ば あ さ ん	は	今 日	は	い い	日 和	だ	か ら	せ ん た く	を	し	て	糊 つ け	を	し	よ う
	名	助	名	助	い 形	名	判 定	接 続	名	助	動	助	名	助	動	助 動

と	思 っ	て	な べ	で	糊	を	に	て	そ れ か ら	川	へ	せ ん た く	に	い き	ま し	た
助	動	助	名	助	名	助	動	助	接 続	名	助	名	助	動	助 動	助 動

⑨	す ず め	は	腹	が	へ っ	て	腹	が	へ っ	て	た ま ら な く	な り	お ば あ さ ん	が	に
	名	助	名	助	動	助	名	助	動	助	い 形	助 動	名	助	動

て	おい	た	糊	を	ひとくち	なめ	ふたくち	なめ	とうとう	全部	なめ	て	しまい ²	まし	た
助	動	助動	名	助	名	動	名	動	副	名	動	助	動	助動	助動

⑩	そこ	へ	おばあさん	が	帰っ	て	き	まし	た	おばあさん	は	からっぽ	の	なべ	を
	指示	助	名	助	動	助	動	助動	助動	名	助	名	助	名	助

見る	と	腹	を	たて	て	すずめ	の	舌	を	はさみ	で	ちよん切っ	て	おいだし	て	しまい
動	助	名	助	動	助	名	助	名	助	名	助	動	助	動	助	動

² More precisely, this word should be classified as 補助動詞 *hojo-dōshi* in that it serves to supplement the meaning of the main verb ('licking the starch'). It adds two semantic elements: the completion of licking the starch and the regret associated with having licked the starch completely.

まし	た
助動	助動

⑪	す ず め	は	い た い	い た い	と	な き	な が ら	飛 ん	で	い き	まし	た
	名	助	い 形 ・ 感 動	い 形 ・ 感 動	助	動	助	動	助	動	助動	助動

Translation of Text 3.3 (p. 58 in JLinU)

- ① The main aim of this book is to survey the 1,300-year history of Japanese thought and see where we are today.
- ② When we Japanese evaluate our own culture and history, we care too much about what foreigners think about us, or we are too confident that what we already have is the best. This way, we have often changed our opinions from one pole to the other.
- ③ This in itself is not necessarily a bad thing, but if we think about why such fluctuation occurs, I think the reason is that we ourselves have not properly learned the history of thought cultivated by Japan.
- ④ The proposed duration of 1,300 years comes from the fact that Japan's oldest history book, the *Kojiki*, was compiled in 712, and the oldest collection of *waka* poetry, the *Manyoshu*, was completed in the 700s. It was thus around the eighth century that Japanese people's fine feelings and legends were first recorded in writing densely packed with meaning.



Commentary on Activity 3 (p. 58 in JLinU)

Analysis of Text 3.3

The following table presents the word classes of each word. The sentences tend to be longer than in folktales.

Analysis of Text 3.3

①	日本	の	思想	一三〇〇年	の	歴史	を	ざっと	眺め渡し	て	私たち	が	今	どの	ような	状況
	名	助	名	名	助	名	助	副	動	助	代	助	名	指示	助動	名

に	いる	の	か	を	確認する	と	いう	の	が	この	本	の	大きな	狙い	です
助	動	助	助	助	動	助	動	助	助	指示	名	助	連体	名	判定

②	私たち	日本人	が	自国	の	文化	や	歴史	を	評価する	とき	に	外国人	の	目
	名	名	助	名	助	名	助	名	助	動	名	助	名	助	名

を	気にし	すぎ	たり	自分たち	の	もつ	て	いる	もの	は	最高だ	と	自信	を	持ちすぎ	たり	と
助	動	助動	助	名	助	動	助	動	名	助	判定	助	名	助	動	助	助

一方	の	極	から	一方	の	極	へ	行っ	たり	来	たり	する
名	助	名	助	名	助	名	助	動	助	動	助	動

と	いう	こと	が	たびたび	行わ	れ	て	き	まし	た
助	動	形名	助	副	動	助動	助	動	助動	助動

③	それ	自体	は	必ずしも	悪い	こと	では	あり	ません	が	とはいえ	その	ような	現象	は	どうして	起き
	指示	名	助	副	い形	名	助	動	助動	助	接	指示	助動	名	助	疑問詞 ³	動

³ This form of word is not included in our twelve classes.

て	しまう	の	か	と	考 え る	と	私 た ち	自 身	が	日 本	と	い う	国	が	培 っ	て	き
助	動	助	助	助	動	助	名	名	助	名	助	動	名	助	動	助	動

た	思 想	の	歴 史	を	き ち ん と	学 ん	で	い	な い	か ら	で は ₄	な い	か	と	お も う	の	で す
助 動	名	助	名	助	副	動	助	動	助 動	接	助	助 動	助	助	動	助	助 動

④	一 三 〇 〇	年	と	し た	の	は	日 本	最 古	の	歴 史 書	で	あ る	古 事 記	が	編 纂	さ	れ	た	の
	名	名	助	動	助	助	名	名	助	名	助	動	名	助	名	動	助 動	助 動	助

が	七 一 二	年	同 じ く	最 古	の	和 歌 集	で	あ る	万 葉 集	が	成 立 し た	の	も	七 〇 〇	年 代	が	中 心
助	名	名	接	名	助	名	助	動	名	助	動	助	助	名	名	助	名

で	あ る	こ と	か ら	日 本 人	の	感 覚	や	伝 説	が	凝 縮	さ	れ	た	も の	が	文 字	に
助	動	形 名	助	名	助	名	助	名	助	名	動	助 動	助 動	形 名	助	名	助

な っ	て	記 録	さ	れ た	の	が	八	世 紀	ご ろ	と	し	て	そ こ	か ら	数 え	て	約
動	助	名	動	助 動	助	助	名	名	名	助	動	助	指 示	助	動	助	名

一 三 〇 〇	年	と	い う	こ と	で す
名	名	助	動	形 名	判 定



Quiz for Chapter 3

1. Define *word class*.
2. How many word classes were introduced in this chapter?
3. Which word classes are unique to Japanese? (There are more than one.)
4. What type of mimetic word does *ときとき* in *胸がときときする* belong to?
5. What is the difference between *判定詞* and *な-形容詞*?

Chapter 4 Vocabulary

Translation of Text 4.1 (p. 62 in JLinU)

When I joined the company, foreign-affiliated firms were still rare in Japan. You might assume I was fluent in English, but in fact I could barely speak it. I only began learning after joining Microsoft and going on a business trip to Seattle. Typically, someone in my position might introduce English-learning materials by saying, “This is how I learned to speak English,” but that is not the purpose of this book. On the contrary, based on my own experience, I want to argue that studying English is pointless.

Today in Japan, English is being promoted in the name of globalization—some companies have adopted it as an official language, and it has been made a compulsory subject from elementary school. But if both education and business are conducted in English, and Japan becomes an English-speaking country, will that really lead to a brighter future?

Translation of Text 4.3 (p. 79 in JLinU)

Cool Delivery (a Japanese delivery service) that a friend of mine sent me from Kyoto arrived. It was a hot and humid day in Tokyo, and the delivery man was sweating profusely.

“Please put this in the fridge immediately,” the delivery man said as he handed over the package. I appreciate this kind of courteous service—it reflects Japan’s culture of attention to detail.

According to the label, the contents were tomatoes. More than ten ripe tomatoes from a street vendor in Kamigamo, Kyoto, were neatly arranged in a box. They were packed tightly into a square box, almost as if they were smiling up at me. Whether you read their name from the top or from the bottom, or one side or the other, it says ‘tomato’!

There were so many tomatoes—really, a whole lot of them! I decided to put them in the fridge right away. Since they were already ripe, I divided them into several plastic bags and stored them in the refrigerator.

Translation of Text 4.4 (p. 80 in JLinU)

How have you been? Weren't you exhausted? Thank you for meeting me during your busy stay [in Japan]. I was also delighted to receive your postcard—it was very considerate and truly reflects your thoughtfulness. Have you found a personal computer that you like? It feels like fate when I think about how we've met both in England and in Japan. When I look at someone like you, who has made her own way, I'm deeply impressed—so much so that I can't help wondering whether the path I've chosen has truly been the best one.

Translation of Text 4.5 (p. 82–3 in JLinU)

One day, as he passed by a temple, Kanadeko Hachiro found himself dissatisfied with his training as a warrior, when he saw a man striking a large bell with his bare fist. The bell rang out—gōn, gangan, gangan... The man's name was Iwahari Iwakichi.

.. ..

As Kanadeko Hachiro and Iwahari Iwakichi walked along, something like a mountain was moving toward them from the opposite side of the road... It came closer and closer. But when they looked closely, it wasn't a mountain at all—it was a man, carrying on his back a great ladder over five meters long, with bundles of firewood tied all over it, lumbering along, step by heavy step. The man's name was Hachigen-Dohyō.

.. ..

The three of them were waiting for the monster to arrive when it eventually became midnight. A sudden shower began to pour down heavily—zā zā, zā zā.

Thunder rumbled—goro goro, goro goro—and just when a sharp 'pin' sounded, it was followed by a deep, drum-like den den den, deresukoden, den den den, deresukoden.

Just as the sound reached the front of the house, the door burst open with a clatter, and a monster came barging in.

'Old woman! You in there?' it said.



Commentary on Activity 1 (p. 62 in JLinU)

The number of expressions (segmented into meaningful units) using *kanji* is 56. The numbers in parentheses indicate that some expressions occur more than once. While words with a *kun* reading are used 15 times, words with an on reading are used 40 times. There is one instance of a hybrid reading.

A useful clue for identifying the two readings is that *kun* readings are often, but not always, accompanied by hiragana that complete the meaning of the word. For example, 覚えた *oboeta* has the kanji component 覚 *obo*, supplemented by えた.

Kun reading : 珍しかった, 思われる, 話せなかった, 覚えた, 私, 話せる, 流れる, 伝えたい, 今, 名, 勧められている, 行なう, 果たし, 明るい, 持っている (15)

On reading : 入社, 当時, 外資系, 企業, 自体, 日本, 時代, 英語 (9), 堪能, 実は, 出張, 普通, 教材, 紹介, 意図, 逆に, 自分, 体験, 勉強, 無意味, 日本, 社内, 公用語, 小学校 (2), 必修, 教育 (2), 英語圏, 国, 本当, 未来 (40)

Hybrid : グローバル化



Commentary on Activity 3 (p. 69 in JLinU)

Words	Native Japanese	Meaning	Sino-Japanese	Meaning
1 風車	かざぐるま	pinwheel	ふうしゃ	windmill
2 色紙	いろがみ	coloured folding paper	しきし	Square piece of fancy paper (for writing a message on)
3 人気	ひとけ	presence of human	にんき	popularity
4 細目	ほそめ	tight-fitting	さいもく	particulars
5 訳	わけ	reason	やく	translation
6 干物	ほしもの	drying laundry	ひもの	dried fish
7 最中	もなか	Japanese wafer-like	さいちゅう	in the middle of ~

		cake filled with bean paste		
8 市場	いちば	market (food)	しじょう	market (finance)
9 一月	ひとつき	one month	いちがつ	January
10 二月	ふたつき	two months	にがつ	February
11 外面	そとずら	appearance, exterior	がいめん	the outside, the exterior
12 寒気	さむけ	chilliness	かんき	cold weather/wave
13 見物	みもの	sight, attraction, spectacle	けんぶつ	sightseeing



Commentary on Activity 4 (p. 78 in JLinU)

The following is a suggested answer to Activity 4. This passage contains four hybrids.

- SJ and NJ: 反対側 *hantai-gawa* ‘opposite side’ (line 9) ; 勢揃い *sē-zoroi* ‘fully lined up’ (line 8)
- FL and NJ: ビニール袋 *binīru-bukuro* ‘plastic bag’ (line 12)
- FJ and SL: クール便 *kūru-bin* ‘cool delivery service’ (line 1)

Recall the lesson on sequential voicing (Chapter 2, section 2.3.4). The three examples here have undergone sequential voicing, as the first consonant of the second element has become voiced (/k/ becomes /g/; /s/ becomes /z/; /p/ becomes /b/ in 反対側, 勢揃い, ビニール袋, respectively).



Quiz for Chapter 4

1. What are the three vocabulary strata in Japanese?
2. Why are terms for body parts and the activities of eating and drinking typically expressed in native Japanese?
3. Why do some Sino-Chinese words have multiple readings? For example, 外 can be read as *gai* (外国) and *ge* (外科).
4. In which century did foreign loanwords first begin to enter Japan?
5. Is there a difference in usage between おっちゃん and おじさん? (Text 4.11)

Chapter 5 Writing System

Translation of Text 5.1 (p. 90 in JLinU)

Translation:

This textbook was created as a step-by-step learning guide aimed at intermediate and advanced learners who will be able to understand all ‘the *kanji* for common use’ (常用漢字).

Translation of Text 5.2 (p. 92 in JLinU)

In addition, instead of needlessly increasing the number of *kanji*, this textbook sets a clear goal: to acquire the “*kanji* for common use” through a series of concrete steps. “The *kanji* for common use” refers to the list of characters established by the Ministry of Education, Culture, Sports, Science and Technology, which serves as the standard for written modern Japanese in official documents, newspapers, magazines, and books. If you have mastered all the “*kanji* for common use,” you will be well equipped to read the majority of *kanji* found in Japanese texts and understand their meanings.

Translation of Text 5.3 (p. 95 in JLinU)

Sandals that fit these criteria may make your feet feel a little heavy. So if you choose black sandals, I suggest leaving your wrists or neck exposed, as this will contrast nicely with the dark colour. If you prefer not to expose these areas, try choosing sandals in natural or brighter colours. Materials like soft leather or fabric, and elastic with just the right tension, provide a good fit and make them easy to wear.

Translation of Text 5.4 (p. 95 in JLinU)

... Thin, stylish socks for pumps are also neatly displayed in the store ... I appeared on NHK’s ‘Asaichi’ (‘First in the Morning’) programme, which featured socks, and as I mentioned there, I’m definitely in the ‘accent-colour socks’ camp. I keep my outfits fairly subdued and either let just a pop of sock colour peek out, or I wear socks that pick up one of the colours already in my clothes.

Translation of Text 5.5 (p. 96 in JLinU)

For example, it is not clear whether it was pronounced ‘sha shu she sho ja ji ju je jo’ or ‘sa si su she so’.

Translation of Text 5.6 (p. 97 in JLinU)

From the time my son turned one year old, I took him to and picked him up from daycare. As he grew older, however, he stopped listening to me and became more difficult to handle. I was frustrated at times by this.

Translation of Text 5.7 (p. 97–8 in JLinU)

A team of researchers on labour problems have examined the reports on all cases of overwork recognized as work-related accidents in the past, and have found twenty-six physical and mental symptoms of the deceased ...

① Abnormal sweating, such as cold sweats or excessive sweating

② Severe pain in the shoulders or back

③ Sensation of the face being flushed or hot

.....

⑳ Getting angry or irritated easily for trifling matters

Translation of Text 5.8 (p. 98 in JLinU)

A “wrap bus” (a literal translation of ラッピングバス) featuring cherries on its exterior has been operating on the Yamagata Expressway, the Tohoku Expressway, and local roads in Yamagata Prefecture since late April. The prefectural government designed it to attract visitors for the upcoming cherry season, as the region is increasingly recognized as Japan’s top cherry producer ... A wrap film featuring images of fully ripe cherries is applied to the sides and rear of the bus, prominently displaying the catchphrase ‘Cherry Prefecture Yamagata.’

Translation of Text 5.9 (p. 100 in JLinU)

The major role of the will is to determine how to apportion inheritance and how to divide property. An additional note (attached to the will) should ideally be brief. If the person who writes a note wants to leave a message to each family member, it is recommended that she or he does so by way of a letter or an ‘ending note’ (literal translation of エンディングノート), separate from the will.

Translation of Text 5.10 (p. 102 in JLinU)

On 9 September, the World Meteorological Organization (WMO) released a report showing a 70 per cent probability that, by 2024, some months will be 1.5°C warmer than pre-industrial levels ... The WMO's newly released report, *United in Science*, is a comprehensive climate change assessment published in collaboration with various UN agencies. This is the second edition of the report, following the first published in 2019. This year's report drew on input from the Intergovernmental Panel on Climate Change (IPCC), the United Nations Environment Programme (UNEP), the Intergovernmental Oceanographic Commission (IOC) of UNESCO, the Global Carbon Project (GCP), and the UK Met Office.

Translation of Text 5.11 (p. 103 in JLinU)

On 4 May, the men's 5,000 metres was held at the "Golden Games in Nobeoka" in Nobeoka City, Japan. He recorded a time of 13:10.69, the second-fastest in Japanese history, and also met the qualifying standard (参加標準) (13:13.50) for this summer's World Championships in Oregon, USA. When asked how he felt in an interview afterwards, he was speechless for about 20 seconds. He wiped away his tears, took a deep breath, and said, 'Last year, I was deeply frustrated that I couldn't compete in the Tokyo Olympics, which had been my goal'.

Translation of Text 5.12 (p. 104 in JLinU)

Japan has the third-largest gender wage gap among the 38 member countries of the Organisation for Economic Co-operation and Development (OECD). The Japanese government's new objective is built around four pillars, one of which is the 'economic independence of women'. One of the pillars incorporates the concept of 'men's active participation in the home and local community.'

Translation of Text 5.13 (p. 105 in JLinU)

- ① 21 June 2022 The U23 (under 23) Asian Cup soccer final was held in Tashkent on the 19th, and Saudi Arabia beat Uzbekistan 2-0 and won the championship for the first time.
- ② 30 May 2023 Red Bull's Max Verstappen (Netherlands) won his fourth victory of the season with a pole position.
- ③ 12 June 2022 As of 8:00 pm on the 12th, 13,394 new people were confirmed to be infected with the new coronavirus in Japan. This was 1,714 fewer than a week before

(the 5th), and it was the 29th consecutive day that the number had fallen from the same day of the previous week.

④ 12 June 2022 Students will also learn about Geographic Information System (GIS), which analyses and controls interrelated data such as population density, elevation and facilities on the electronic maps.

⑤ 12 June 2022 While looking at the liquid crystal display (LCD) monitor, you can cross the road by stomping your feet. You can also cross the road by wearing a goggle-type display which allows you to experience virtual reality (VR), for which you need to manipulate the button in front of you.

⑥ 12 June 2022 Of course I had high hopes (for wind power generation). In Europe, wind power generation is central. In the last ten years, solar power has expanded exponentially (in Japan), but unfortunately wind power has not grown much.

⑦ 12 June 2022 It's hard to carry a huge blade (feather) to the top of the mountain.

⑧ 12 June 2022 The show demonstrated to the audience how VIPs are guarded by the security section of the Prefectural Police Headquarters or how traffic riot police are trained to use white police motorcycles. Citizens watching the show took photos and clapped hands. (Fukuchi Kētārō)

⑨ 14 June 2022 South Korean Defence Minister Lee Jong-Seop delivered a speech in Singapore on the 12th, saying, 'Besides the normalization of security cooperation between South Korea and Japan, ... we intend to have a sincere dialogue with Japan'.

⑩ 29 Sept 2021 The representative case is a special nursing home for the elderly (特養) which accepts elderly people with a nursing care level of 3 or higher. There is a long waiting list and many people cannot be accepted immediately ... Another type of nursing home is that categorized as a health care facility (老健), whose job is to take care of those who will be able to return home or to give support to those who live at home. Along with nursing and medical care, the facility offers physiotherapy.

Translation of Text 5.14 (p. 106 in JLinU)

In view of the World Trade Organization (WTO) ministerial meeting starting on the 12th in Geneva, Switzerland, the volunteer member countries/regions issued a joint statement showing their solidarity with Ukraine.

Translation of Text 5.15 (p. 107–8 in JLinU)

(We now turn to) the Carpenters —.

On the album, this song (“Yesterday Once More”) appears as the first track on the B-side and is repeated at the end as well.

... This song, in particular, was often requested by my 69-year-old mother. She really liked dancing when she was young, apparently. I think Karen Carpenter’s voice—so relaxed and flowing, but with a bit of shyness in it—may have reminded her of her youth in the chaotic years after the war.

A 63-year-old man from Fukuoka said, “When I was struggling with English conversation skills, I started listening to it (“Sing”) because I was told its pronunciation is beautiful and that listening to the song is a very good way to improve listening comprehension. ‘I could listen to it happily because I liked it, but that was the limit of my listening comprehension skills’...

Translation of Text 5.16 (p. 108 in JLinU)

—As a child, did you ever have a conversation like this: “Have you ever made bread?” “Yeah.” “Whoa—you ate underwear?!” Don’t you remember sharing a laugh over that? By changing word boundaries, sentences or phrases can take on completely different meanings—a phenomenon known as *ginata-yomi* (ぎなた読み). *I Made Bread* (*Kokudoshu*) is a popular book whose theme is the traditional wordplay game.

The key point in Text 5.16 is that ‘I made bread’ in Japanese can be misread as “I ate underwear” if the initial syllable of the verb (つくった) is attached to the noun (ぱん), leaving the remaining part, くった (‘ate’), behind.



Commentary on Activity 1 (p. 91 in JLinU)

The suggested answer is summarized in the tables below. Three additional notions are included in the table: 接続詞 *setsuzokushi*, 名詞化 *meishika*, and 判定詞 *hanteishi*. 接続詞 is translated as “conjunction” in English, and we have already encountered this category (Chapter 3). 名詞化 refers to a process in which a word belonging to a category other than nouns is nominalised. 判定詞 (Chapter 3)

functions to link two elements, and its role resembles that of the copula in English. For example, *am* in *I am a doctor* is a copula in English, linking the subject (*I*) and a predicative complement (*a doctor*) (Matthews 2014: 83).

Take note of *について*, a complex expression consisting of the particle *に*, the particle *て*, and *つい*, which is derived from the verb *就く*. In Japanese grammar, it is classified as *連語 rengo* (“connected word”), translated as ‘phrasal particle’ (Kaiser et al. 2013: 91), on the grounds that it shares functional properties with case particles.

The First Sentence

Content words			Grammatical words	
漢字	ひらがな	送り仮名	助詞	助動詞
	また			
漠然			と	
習得漢字			を	
増		やし	て	
	い	く	のでは	
	な	く		
常用漢字				
	すべて		の	
理解			と	
	い	う		
到達目標			を	
明確			に	
	し			
	その			
目標達成			の	
	ため		の	
手順			を	
具体的			に	
呈示				
	し		て	
	い			ます

The Second Sentence

	Content words		Grammatical words				
漢字	ひらがな	送り仮名	助詞	接続詞	助動詞	名詞化	判定詞
常用漢字			と				
	い	う	のは				
文部科学 省			によ り				
制定	さ				れた		
漢字表			で				
公文書							
新聞							
雑誌							
書籍			など				
現代日本 語			を				
書		き					
表		す					
時			の				
基準			と				
	さ				れ		
			て				
	い	る					
						もの	
							です

The Third Sentence

	Content words		Grammatical words			
漢字	ひらがな	送り仮名	助詞	接続詞	助動詞	名詞化
常用漢字			が			
	すべて					
理解					できれ	
			ば			
日本語			で			
書		か			れた	
文章			に			
現		れる				
漢字			の			
	ほぼ					
	すべて		につい て			
	その					
読		み	や			
意味			が			
推測					できる	
			と			
	い	う				
						こと
			に			
	な	り			ます	



Commentary to Activity 6 (p. 105 in JLinU)

The parentheses used in the ten excerpts are ascribed to eight different functions, primarily providing supplementary information for the preceding element. However, the nature of this supplementary information varies depending on the context.

First, when the meaning of a word may be unclear to the reader, parentheses (①, ②, ③) provide clarification. For instance, in ① the meaning of U-23 is given, in ② the city's location is clarified, and in ③ the temporal reference “one week before” is specified as 5 June 2022.

Second, parentheses may provide an abbreviated English expression (④). The term 地理情報システム *chiri-jōhō-shisutemu*, the Japanese translation of “geographic information systems,” is abbreviated as GIS.

Third, parentheses may contain the Japanese equivalent of an English term. In article ⑤, VR is translated as 仮想現実 *kasō-genjitsu*, without giving the full English form “virtual reality.”

Fourth, parentheses may supply missing information (⑥). For example, when an interviewee (a politician) makes a potentially ambiguous statement, the journalist inserts the adverbial 日本では *nihon dewa* (“in Japan”) to clarify the contrast between Europe and Japan.

Fifth, parentheses may provide a transliteration of an English word pronounced in a Japanese manner. For instance, the English word blade [bleɪd] is realised as [buɾe:do] in Japanese (⑦).

Sixth, parentheses may indicate the source of information, such as the author of an article or a journalist affiliated with a newspaper company (⑧).

Seventh, when a word may be unfamiliar to Japanese readers, its reading is provided in parentheses (⑨). The first example indicates how to read a Korean name. Although Japan and Korea share the use of Chinese characters in personal names, their readings differ across the two languages. The second example presents the reading of a Japanese word that does not belong to 常用漢字 *jōyō-kanji* (“kanji for general use”).

Eighth, if a shortened form (特養 *tokuyō*; 老健 *rōken*) is more commonly used in society than its full form (特別養護老人ホーム *tokubetsu-yōgo-rōjin-hōmu*; 介護老人保健施設 *kaigo-rōjin-hoken-shisetsu*, respectively), this is indicated in parentheses as an alternative form (⑩). Both terms refer to care facilities for the elderly: the former corresponds to a special nursing home (for those requiring intensive care), while the latter refers to a nursing care facility (for patients who may return home after rehabilitation such as physiotherapy).



Commentary to Activity 7 (p. 106 in JLiU)

In the first example (①), the symbol “・” denotes a whole-part relationship, with Switzerland representing the whole (country) and Geneva a part (city within it). In the second example (②), the symbol “・” indicates that 加盟国 *kamē-koku* (“member country”) and 地域 *chi-iki* (“region/area”) are two alternatives. That is,

those who agreed with the joint statement against Russia’s unlawful invasion of Ukraine are classified either as member countries or as regions/areas.



Activity 8 - sample answer (p. 107 in JLinU)

Table 5.9 incorporates the functions of examples in Texts 5.15 and 5.16. However, the table remains incomplete. Your task is to search other articles which contain the symbols not fulfilled by their functions in Table 5.9. The functions of the symbols in Table 5.9 may vary depending on their usage and context. As indicated, some symbols, such as ふたえかぎ『 』, serve two semantically distinct functions depending on their usage.

Table 5.9 New Version of Table 5.8

Symbols	Readings	Functions
～	なみせん	• shortening of the title ③ • prolongation of a vowel (exclamation) ⑧
『 』	ふたえかぎ	• direct speech ④ • the title of a book ⑩
< >	ひとえかっこ	
《 》	ふたえかっこ	
【 】	すみ付きかっこ	
？	疑問符	• asking a question ⑦
！	感嘆符	• expressing emotion ①⑨
？！	疑問符と感嘆符	
“ ”	二重引用符	
=	つなぎ	
—	ダッシュ	
——	ぼうせん	• expressing the lingering emotion ②

		•beginning the first sentence ⑥
.....	てんてん	•expressing regret or hesitation ⑤
:	コロン	



Quiz for Chapter 5

1. What are the three major writing systems that Japanese used in Japanese?
2. When ‘cherry’ is written as さくらんぼ and サクランボ in a newspaper article, what information does this convey to the reader?
3. When English words enter the Japanese lexicon in present-day Japan, which writing system is typically used?
4. How is ‘United Nations’ written in Japanese newspaper articles?
5. What is the basic functional difference between Chinese numerals (一, 二, 三) and Arabic numerals (1, 2, 3) in Japanese newspapers?

Chapter 6 Word Structure

Translation of Text 6.1 (p. 112 in JLinU)

Soon after setting off on my bicycle, I stopped at a convenience store on the other side of the road to dispose of my empty lunch box. I waited for the pedestrian signal to turn green before crossing National Route 4. Then, on my right, I saw a road sign indicating the direction south, the route I had taken to get here. It read: ‘Tokyo 67 km, Ueno 64 km, Kasukabe 36 km’. I briefly considered going home. After tossing the empty box into the bin at the convenience store and refilling my plastic bottle at the water supply in the car park, I crossed the pedestrian crossing and resumed my journey north, keeping to the left as required.

Translation of Text 6.2 (p. 117 in JLinU)

The first point is that remuneration for nursing care has always been low, and working conditions for care workers are extremely poor... The quality of care in Japan is second to none internationally. We must create a system that allows those who provide this high level of care to work with pride. In order to make the most of this asset and create a society where people can live out their retirement with peace of mind, we must not allow any further deterioration of the long-term care insurance system.

Translation of Text 6.3 (p. 123 in JLinU)

“Where do you find time for yourself? “Finding time”? Oh, I see. For me, it’s the library. How about you?” “I go to a dumping site—just an empty lot in my neighbourhood with discarded electrical appliances. It’s a place where no one goes, so it’s very relaxing.”

Translation of Text 6.4 (p. 124 in JLinU)

- 1 The more the classroom becomes noisy and joyful, the more detached the space around me becomes and the feeling of isolation increases.
- 2 I often visited the library during my lunch break.
- 3 When I arrive in front of my house, I take the key to the front door out of my pocket.
- 4 As I listened to Ms Harada’s explanations, I remembered that he (the person I had just met) had blocked his phone number when making calls.
- 5 When the boy hung up the phone, the driver spoke through the microphone.

- 6 The words I muttered in my mind reached him over the temporal distance of sixty minutes and the spatial distance of half the length of the Japanese archipelago.
- 7 The melody of the incoming call ringtone was exactly the same as I had imagined.
- 8 I have often been in touch with Ms Harada and asked her about it, but she said she has not yet received a bill.
- 9 She talked to me about life at the university and the joys and sorrows of living on her own.

Translations of Examples (13)–(32) in Section 6.6 (pp. 126–31) 126– in JLinU)

- (13) The TV screen presents a scene which is nothing but an everyday scene inside a building.
- (14) Shinya turned on the TV, which was his reflex response to the [earthquake] alarms ringing for abnormalities throughout the building.
- (15) Shinya swallowed a sigh. (p. 126)
- (16) Shinya squeezed so hard that he thought his heart would stop.
- (17) He knows all so well that such a thing will never come true.
- (18) Shinya got up from the pipe chair.
- (19) Nobita walked across the golden floor and picked up a ring from a treasure chest. (p. 127)
- (20) The whole building began to sway like a pendulum.
- (21) Shinya turned away from the window and started walking down the office corridor again.
- (22) The entire building continues to sway from side to side like a pendulum.
- (23) I received many calls on my mobile phone from my father and mother. I tried calling back but couldn't get through because of bad network connection. (p. 128)
- (24) The student sat facing the invigilator.
- (25) When confronted with the reality that there is a nuclear power plant in Fukushima, something he was not even aware of in the past, he now didn't know how to face it.
- (26) We both looked at each other.
- (27) Although Shinya was almost crushed, he managed to change trains and headed to the station in Itabashi Ward.

- (28) The cupboard doors are open, the bowls and plates are lying on the floor, and the pieces are scattered around. (p. 129)
- (29) Shinya handed the company employees dried bread, cup noodles and blankets which were stockpiled for emergency use.
- (30) Suppressing the indescribable feeling of anxiety arising in him, Shinya silently stared at the TV. (p. 130)
- (31) Although Shinya was almost crushed, he managed to change trains and headed to the station in Itabashi Ward.
- (32) My elder sister took her two-year-old child with her and moved to her husband's parents' home in Kansai. (p. 131)



Commentary on Activity 1 (p. 112 in JLinU)

Line	Examples	Reading	Core part
1	反対側	はんたいがわ	側
2	国道 4 号線	こくどうよんごうせん	4 号線
2	歩行者信号	ほこうしゃしんごう	信号
3	案内標識	あんないひょうしき	標識
5	ごみ箱	ごみばこ	箱
5	駐車場	ちゅうしゃじょう	場
6	ペットボトル	ぺっとぼとる	ボトル
6	横断歩道	おうだんほどう	歩道
6-7	左側通行	ひだりがわつうこう	通行

All compounds (except for 駐車場) consist of two independent words, and the meaning of each compound reflects the meanings of its two parts. These parts exhibit the same structural relationship (Pattern 4): the first element modifies, or provides further specification for, the second element.

One item, 駐車場, requires special attention because its second element, 場 *jō*, cannot stand alone with the same reading (×私は場を探しています ‘I am looking for a place (to park my car)’). In this respect, the compound appears problematic. However, 場 can function independently when read as *ba* (e.g. その場に居合わせた ‘I happened to be present there’) (Kitahara 2021: 1292), where it carries the meaning ‘place’.

The preservation of this semantic core is due to the fact that 場 is an ideographic element that contributes a relatively stable meaning to compounds. It combines with other characters or words to denote locations where specific activities take place, such as parking, sports, or ceremonies (e.g. 駐機場 *chūki-jō* ‘aircraft parking area’, 運動場 *undō-jō* ‘sports field’, 試験場 *shikenjō* ‘examination venue’, 式場 *shikijō* ‘ceremonial hall’, 劇場 *gekijō* ‘theatre’). Despite its limited independence as a free-standing lexical item, its stable semantic contribution (‘place’) makes it the core element of compounds such as 駐車場.



Commentary on Activity 2 (p. 116 in JLinU)

Text 6.2 below highlights nominal compounds with numerical notations. There are seventeen noun compounds in total. The table below Text 6.2 summarizes the distribution of compounds found in this passage. Four patterns (P1, P3, P5, and P6) in Section 6.4 are not instantiated in Text 6.2.

Some notes are in order for ⑧ 日本 and ⑭ 社会. These are classified as P2 (E1 and E2 are parallel). The original meaning of 日本 is ‘the origin of the sun’ (日), as seen from a Chinese perspective, with Japan understood as the place where the sun rises (本). In this interpretation, the notions of ‘sun’ and ‘place of sunrise’ are treated as parallel elements. Similarly, in 社会, E1 社 originally refers to a “shrine,” while E2 会 means ‘gathering’ or ‘meeting’. In ancient Japanese society, a shrine functioned as a central communal space that naturally attracted gatherings. The combination of these two concepts is thus interpreted as parallel, similar to 水泳.

The three examples ⑫ 老後, ⑮ 以上, and ⑰ 改悪 exhibit a different process, namely E2 modifying E1, a pattern not included in the set of patterns in Section 6.4. For instance, in 老後, 後 refers to a period following old age (老), yielding the meaning ‘life after old age or retirement’. In 以上, E2 (上) indicates a position above or beyond the reference point (以). In 改悪, E2 (悪) specifies the nature of the change (改), unfortunately in a negative direction. In these cases, E2 provides additional specification of E1, making its meaning more precise. Finally, ⑯ 介護保険制度 is a compound consisting of three elements (E1, E2, and E3), in which a two-step modification structure is observed: E2 modifies E3, and E1 modifies E2.

Pattern	Classifications	Examples
P2	E1 parallels E2	③ ⑥ ⑦ ⑧ ⑩ ⑭
P4	E1 modifies E2	①② ④ ⑤ ⑨ ⑬⑯
P7	E2 acts on E1	⑪

Text 6.2’

1 つ目に①介護報酬が②初期から低く③設定され、④介護ワーカーの⑤労働条件が著しく⑥劣悪な⑦状況におかれていることです。．．．⑧日本のケアの質は、国際的に見てひけをとりません。これを支える⑨介護現場の人たちが誇りをもって働ける⑩制度にしなくては。この⑪財産を生かし、⑫老後を⑬安心して過ごせる⑭社会を迎えるためにはこれ⑮以上の⑯介護保険制度の⑰改悪を許してはなりません



Commentary on Activity 3 (p. 123–124 in JLinU)

The following table presents answers to the task in Activity 3. “Com” indicates compound and “Af” indicates affix. “Pf” and “Sf” in parentheses stand for prefix and suffix (shaded grey), respectively.

Sentence	Word	Reading	Compound and/or affix	Meaning
①	教室	きょうしつ	Com	classroom
	楽しげ	たのしげ	Af(Sf)	cheerfulness
	孤独感	こどくかん	Com+Af(Sf)	solitude, isolation
	増大	ぞうだい	Com	increase, augmentation
②	昼休み	ひるやすみ	Com	lunch time
	図書館	としょかん	Com+Af(Sf)	library
③	到着	とうちゃく	Com	arrival
④	説明	せつめい	Com	explanation
	非通知	ひつうち	Af(Pf)+Com	absence of notification
⑤	電話	でんわ	Com	telephone
	運転手	うんてんしゅ	Com+Af(Sf)	driver
⑥	言葉	ことば	Com	words
	時間	じかん	Com	time
	空間的	くうかんてき	Com+Af(Sf)	spacious
⑦	想像	そうぞう	Com	imagination
	着信	ちゃくしん	Com	arrival of message
⑧	彼女	かのじょ	Com	she (third person singular)
	請求書	せいきゅうしょ	Com+Af(Sf)	bill
⑨	一人暮らし	ひとりぐらし	Com	living alone
	悲喜	ひき	Com	sadness and happiness

When words are classified as “Com+Af,” they involve two processes. Consider ② 図書館 *toshokan* (“library”). It can be divided into two meaningful parts, 図書 and 館. The first part can be further analysed into two characters, 図 (“drawn materials”) and 書 (“written materials”), which combine to mean “books.” The second element 館 (“large building,” such as a library, cinema, or museum) is then attached. Since 図書 can stand alone but 館 cannot (with the same meaning), this is an instance of both compounding and affixation.

In the case of ④ 非通知 *hi-tsūchi* (“absence of notification”), the order is reversed; that is, it represents “Af(Pf)+Com.” The prefix 非 carries the semantics of negation, modifying 通知 (“notification”).

⑨ 悲喜 *hiki* consists of two characters with opposite meanings. William McClure (2000: 81–104) provides an extensive list of prefixes and suffixes, which interested readers may consult. The suffixes 館 and 書 refer to a large building (e.g. library, embassy, gymnasium) and to a written or printed text, respectively.

A word of caution is in order. 館, when read as やかた (“mansion of a noble family”), can stand alone, but its meaning changes. The sense of “large public building” is only available when 館 co-occurs with other elements (e.g. 映画館 “cinema,” 博物館 “museum”).

The process observed in ① 教室 differs. While 教 cannot stand alone in its Sino-Japanese form (like 館), it can function independently when read as おしえる (with *okurigana*), maintaining the semantics of “teaching” (unlike 館). As for the second element 室 (“room”), it cannot stand alone in usage (×私は室にいた “I was in the

room”), but it still conveys the meaning “room” independently at a semantic level. In other words, native speakers recognize the meaning of 室 even in isolation.

Furthermore, 室 is a productive ideographic element used to designate different types of rooms (e.g. 病室 *byōshitsu* “hospital room,” 和室 *washitsu* “Japanese-style room”), maintaining its core meaning. This property contrasts with affixes such as 手, 書, 的, and 館, whose meanings are derived through the process of affixation. For example, 手 does not denote a profession as an independent word, making it a clear case of an affix.

In conclusion, 館 functions as a suffix, whereas 教室 is best analysed as a compound.



Quiz for Chapter 6

1. What is the difference between affixation and compounding?
2. Which affixes are not written in *kanji*? Give examples.
3. What are the characteristics of nominal compound in Japanese? Give examples.
4. What are the characteristics of verbal compound in Japanese? Give examples.
5. Does the compound 消え去る have a core element?

Chapter 7 Word Meaning

Translation of Text 7.1 (p. 135 in JLinU)

I watch speeches by political candidates and try to understand how their personal experiences relate to the stories they tell. I learn what the key issues in the election are. I also observe how the audience reacts to the speeches, and I sometimes approach people to ask for their opinions.

Translation of Text 7.2 (p. 136 in JLinU)

Because of our defeat in the war, our savings and stocks became worthless. We lost our land and our home. My father, who worked for the South Manchuria Railway, lost his job. We sold clothes, furniture, watches, and my father's camera to buy food and relieve our hunger.

Translation of Text 7.3 (p. 136 in JLinU)

I am not a military expert. But the reason I can speak on military matters is that Ukraine has been engaged in hybrid warfare ever since Russia unilaterally annexed Crimea in 2014. I have also been trying to understand what modern warfare might look like in the future.

Translation of Text 7.4 (p. 136 in JLinU)

Art journalist Makoto Murata (67), who had been Mr Ikeda's drinking companion for 40 years and is currently the principal of an art school at the same institution, said, "Mr Ikeda, who has recently passed away, had inspiration, could handle calculations, and was able to gain the understanding of government agencies and the general public in order to advance his ideas..." Murata revealed.

Translation of Text 7.5 (p. 139 in JLinU)

An earthquake in eastern Afghanistan in the early hours of 22 May violently shook mountain villages as people slept. Fragile houses made of mud and stone collapsed, and many sleeping residents were trapped beneath the rubble or unable to escape. These factors may have increased the losses. Sayed Muhammad, 65,

from the hard-hit eastern province of Paktika, was sleeping in his home when he felt a tremor around 1:30 a.m. and woke up startled. ‘I have never experienced an earthquake as strong as this in my life. The shaking lasted almost a minute,’ he said’. His house did not collapse, but that of a friend who lived near the epicentre did. The man suffered injuries to his arms and legs and lost his wife and five children.

Translation of Text 7.6 (p. 140 in JLinU)

A colleague who was transferred from Tokyo to Osaka told me that he feels uneasy on commuter trains. He often finds six—or sometimes even five—people occupying a seven-person seat (シート). He first wondered whether people in Kansai dislike physical contact with others, but then realized that many Tokyo trains have partitioned seats (座席) that prevent passengers from taking up too much space. If a seat is designed for seven passengers, seven people are expected to sit in it. It may be an exaggeration to describe this as an issue of “discipline versus freedom,” but there is clearly a difference between the Kanto and Kansai regions in attitudes toward seating (座席). JR East (Japan Railways East) began introducing partitioned seats (座席) in 1992. New trains even have hand grips for elderly passengers between the seats, meaning that seating positions are effectively determined twice—by the partitions and by the grips. JR West trains still have flat bench-style seating (ベンチシート).

Translation of Text 7.7 (p. 141 in JLinU)

This is not the case with Kintetsu Railway. The limited express trains with reserved seating (座席), whether running between Osaka Namba and Kintetsu Nara or between Kintetsu Nara and Kyoto, are not given nicknames. The names “Aoniyoshi” and “Shimakaze” are used as nicknames only for limited express trains equipped with innovative special carriages.

For this reason, ‘Aoniyoshi’ requires an additional fee for its special carriages on top of the regular limited express fare. In addition to twin-seat (シート) and salon-seat (シート) carriages, part of a twin-seat (シート) carriage is used as a library. It is surprising that passengers can read books about the railway line while sitting on sofas. The longest journey lasts only 1 hour and 28 minutes. Are all these services not rather excessive in luxury?

Translation of Text 7.8 (p. 143 in JLinU)

Mr Nishimura said, ‘In today’s world, when suicides are happening all the time, cats are a comfort to the heart. I wish people could live with cats; it would help them live with less stress’. This is not to say that he expects cats to “give him a hand” (i.e. help him because he is extremely busy), but rather that he receives orders even from outside the prefecture.

Translation of Text 7.9 (p. 143 in JLinU)

Nursing-care taxis occupy an intermediate role between ambulances and ordinary taxis... ‘I want to support people in the community and help those in need,’ Aimi-san said.

Translation of Text 7.10 (p. 143 in JLinU)

‘The ‘cooperation money’ is just barely tolerable’, says the 40-year-old owner of a monjayaki restaurant in Tokyo’s Chiyoda Ward. If she complies with the request, she would probably lose around 2 million yen a month in labour costs for nearly 15 employees, as well as rent for the shop, which opens in the evening. The ‘cooperation money’ fund is insufficient.

Translation of Text 7.11 (p.143 in JLinU)

They vote in every election. While Nozomi wants to speak up and represent the younger generation, Yōsuke explains with a smile that he feels obliged to vote, but doesn’t expect much from it.

Translation of Text 7.12 (p. 147 in JLinU)

In 1945, at the age of 13, I experienced Japan’s defeat in the war in Dalian, Manchuria (northeast China). An estimated 1.5 million Japanese risked their lives to be repatriated from Manchuria, in mainland China. I was one of them, but the repatriation ships did not arrive immediately. Some time after the defeat, officers from the Eight Routes Army (Chinese Communist Army) came to our house. They told us in fluent Japanese that they were going to confiscate our house on the orders of the occupying authorities, and asked us to move by a specified date to a building (建物) they had prepared for us. Our family was forced out of our home

(家) and housed in an old hospital building (建物) built by the Russians during the Meiji era. We were allocated a single room for the whole family, and lived there in cramped conditions for about a year.

Translation of Text 7.13 (p. 148 in JLinU)

There is a paid-parking a few minutes from the JR-Yokohama Station. Last summer one car remained parked there for nearly a month. The bonnet was dented and the headlights were broken. There were patches of paper on the windows.

Translation of Text 7.14 (p. 149 in JLinU)

A new train carriage, the second generation of Iyonada Monogatari, JR Shikoku's sightseeing train, ... is scheduled to begin operation on 2 April. The train's exterior features metallic paint for the first time, which shines beautifully in the setting sun. In Carriage 3, the "Fiore Suite," there are private compartments seating two to eight passengers. Carriages 1 and 2 are equipped with the same type of rooms, but feature paired seats that are more spacious than those of the first generation. Each seat is equipped with a USB socket and Wi-Fi connectivity. Some of the lighting is lantern-style, inspired by tangerines—Ehime's specialty—and the ceiling lights can be switched to orange, inspired by the setting sun.

Translation of Text 7.16 (p. 151 in JLinU)

The average maximum temperature in Shibetsu in early June is 15 degrees Celsius, but this year there have been cold days of around 10 degrees Celsius, and the season for summer flowers also seems to be late.

Translation of Text 7.17 (p. 151 in JLinU)

The forty-three children cheered as they took a cold shower and then went into the swimming pool.

Translation of Text 7.18 (p. 151 in JLinU)

Mr Mitani moved to a vacant house near his farm so that he could work on the farm in the cool early mornings of summer. He has been cooking for himself since April.

Translation of Text 7.19 (p. 153 in JLinU)

A 72-year-old self-employed man chased after a moped and said to the rider, ‘I know you’ve been drinking’. ‘What’s wrong with it?’ The rider became defiant and tried to ride away. The 72-year-old man reluctantly pulled the key out of the moped. ... The intoxicated man left the moped in a bicycle parking area and started walking away. The 72-year-old followed him and noted the address of the house the man entered. He then called 110 (the police emergency number).



Quiz for Chapter 7

1. What are the six lexical relations?
2. What are the three subtypes of antonymy?
3. How is hypernymy-hyponymy relationship distinguished from meronymy?
4. What can ‘meaning components’ reveal?
5. Which lexical relations discussed in this chapter frequently occur in newspaper articles?

Chapter 8 Sentence Structure 1

Translation of Text 8.1 (p. 158 in JLinU)

The final match of the 69th Spring Tohoku District High School Baseball Tournament was held on the 13th at Azuma Baseball Stadium in Fukushima Prefecture, and Seko Gakuin came from behind to defeat Tohoku (Miyagi Prefecture) 4–3. The team won the championship for the fourth time since 2018.



Seko Gakuin defeated the ace pitcher—who had attracted attention from professional teams—and won the championship for the first time in four years.

Translation of Text 8.2 (p. 159 in JLinU)

Even that day, they struggled against Ito’s fastball, but in the seventh inning the batting lineup came alive. They scored a run on a sacrifice fly to cut the deficit, and still had runners on second and third with two outs. Miyoshi, gripping the bat shorter, came through with a timely hit to tie the game. The next batter, Ryunosuke Yamasa (third-year student), also choked up on the bat and drove a fastball back into play. Yamasa said, “Pitcher Ito also has a powerful high fastball like Yamato’s, so I decided to lay off the lower pitches and swing at the high ones.”

Translation of Text 8.3 (p. 167 in JLinU)

The English language first arrived in Japan in 1600 AD. More than 400 years have passed since then, and we are now entering an era of unprecedented tension in the history of English language reception in Japan... People say that it is a problem that Japanese people do not speak English. They argue that if this situation continues, Japan will not be able to survive in the international community. But what level of proficiency actually counts as ‘speaking English’?... First of all, how should we use English, and in what situations? These issues should be discussed as a matter of urgency. Unfortunately, Japan’s current policy on the English language is not well thought out.

Translation of Text 8.5 (pp. 174–5 in JLinU)

After finishing her evening shift, Yoko puts a coat over her white uniform, takes off her hat, and heads for the car park. She is beautiful.

Yoko: (stops suddenly, surprised, and looks ahead.)

Kenichi: (standing in the distance) ‘Long time no see’.

Yoko: (Chuckling nervously) ‘What?’

Minoru: ‘I haven’t seen you for a long time’ (standing beside Yōko).

Yoko: ‘Ah’.

Yoshio: ‘I haven’t seen you for a while’ (standing beside her).

Yoko: ‘Ah’ (after a moment’s thought) ‘Harue——?’

Yoshio: ‘She seems OK.’

Yoko: ‘Does she——’.

Kenichi: ‘So, we came here.’

Minoru: ‘The three of us finally got together.’

Yoshio: ‘Then, we decided to come and see you.’

Kenichi: ‘Are you tired?’

Yoko: ‘I’m fine, but are you OK? It’s getting late (walking towards the car)? You have to work tomorrow, right?’

Yoshio: ‘Yes, but——’.

Minoru: ‘We haven’t seen each other in quite a long time.’

Yoko: ‘Yes, that’s true.’

Yoshio: ‘It would be a real pity to leave now.’

Kenichi: ‘We might not see each other again for a year or two.’

Yoko: ‘True’.

Yoshio: ‘Let’s just spend a little time together now (lit. ‘see your face’).’

Minoru: ‘I’m glad to see you.’

Yoko: ‘I have a car over there (pointing ahead). Did you come by car (to Minoru)?’

Minoru: ‘Yes, in his car (pointing to Kenichi).’

Kenichi: ‘It’s parked right next to the main gate.’

Yoko: (walking towards the car) ‘What shall we do? Do you want to get into my car, or Kenichi’s?’

Yoshio: ‘Shall we go somewhere?’

Yoko: ‘If we part ways now.’

Kenichi: 'Aren't you tired?'

Minoru: "It all depends on where we go."

Yoko: 'Would you mind coming to my place? I'm in my white uniform. It's too much trouble to change.'

Yoshio: 'Is that all right?'

Yōko: 'No problem. It's the first time we've seen each other in years.'

Translation of Text 8.6 (pp. 181–2 in JLinU)

Here are the stories of four women. Today, as I read these stories written many years ago over and over again, I am deeply moved by the fact that the history of human society continues to progress. I am also struck by the dignity and authenticity of human life.

The lives of all four women serve as a microcosm of history, allowing us to comprehend the greatness of the nineteenth century and the meaning of the present century, which is growing increasingly intelligent through experience. No matter how distinguished your personality may be, it is impossible for you to live outside the framework of the historical progression of human society.

However, the quality that can be considered an excellent personality always responds truthfully and forcefully to the currents of history, and even amid contradiction and division—like Florence and Maria—they remain invaluable to future generations, bringing value to history that cannot be ignored. These women were shaped by history; however, some of the new forces that will shape tomorrow's history are undoubtedly being generated by them.



Quiz for Chapter 8

1. Which particle marks the topic?
2. What is the main function of the topic?
3. Which particle expresses reciprocity?
4. Which linguistic operations characterize spoken Japanese?
5. Which of the following phrases below is an example of noun modification?
 - a) 親切な日本人, b) 働き者の日本人, c) 海外で働く日本人

Chapter 9 Sentence Structure 2

Translation of Text 9.1 (p. 186 in JLinU)

After leaving the small station, I deliberately walked slowly, relying on the map my mother had given me. The drizzle dampened my hair, which clung to my cheeks. Even with a tightly wrapped scarf and a woollen cardigan, I still felt cold. Although it was past mid-April, there had not been a single warm day that year.

I set my suitcase down by the side of the road and searched for my folding umbrella. I couldn't find it among the tightly packed clothes and cosmetics. As I rummaged through the case, tissues I had stuffed inside spilled out and scattered across the pavement.

...

After showing me to my room, the old lady served me Japanese tea. She then helped me unpack the cardboard boxes that had arrived ahead of me, put on a wash, and prepared both a meal and a bath.

Text 9.2 Verbs under discussion in Text 9.1

小さな駅を①出てから、母に持たされた地図を頼りにわざとゆっくり②歩いた。霧雨で髪の毛がしっとりと③ぬれ、頬に④張り付く。マフラーをきつく⑤巻いて、冬物の毛糸のカーディガンを⑥着ていても、まだ肌寒かった。四月も半ばを⑦過ぎたのに、今年は一度も暖かい日がない。道端でボストンバックを⑧下して折りたたみ傘を⑨探したが、ぎゅうぎゅうに詰めた服や化粧品に⑩まぎれて、傘は⑪見つからなかった。中を⑫ひっかきまわした拍子に、最後に入るだけ詰めてきたポケットティッシュが歩道に⑬散らばった。... 部屋に⑭案内してから、おばあさんはわたしにお茶を⑮だし、先に届いていたダンボールの荷物を⑯ほどくのを⑰手伝ったり、洗濯機を⑱回したり、ごはんを⑲作ったり、風呂を⑳わかしたりした。

Translation of Text 9.3 (p. 188 in JLinU)

From the bus heading towards the city hall, I can see many detached houses that look as though they have just been built. The sun is shining brightly, and it looks as though it is going to be another hot day.

Translation of Text 9.5 (p. 189 in JLinU)

While our business was closed, we received state subsidies but had to pay more tax than we had expected.

Translation of Text 9.6 (p. 190 in JLinU)

On my mother's map (a map she had drawn), each alley is described in detail, as if it were copied from an atlas ... The route is also explained in sentences in excessive detail.

Whatever she thinks of me, she is worried about me. I feel embarrassed. She seems to think I am a naïve child who becomes lonely and sentimental when alone, despite the fact that I am already twenty.

Translation of Text 9.9 (p.193 in JLinU)

I didn't want to make people who experienced the 2011 earthquake feel uncomfortable, so I tried to learn more about the history of Kesen-numa (a city in Miyagi Prefecture that was badly affected by the tsunami), where I was born and brought up, and about the kind of people who built the city. I depicted the city carefully, observing it and listening anew to its people.

Translation of Text 9.10 (p. 193 in JLinU)

If one of the many roles parents play for their children is to teach them to be independent and able to live on their own, my mother genuinely did make me who I am today.

Translation of Text 9.11 (p. 194 in JLinU)

Parents don't really have to do much. As long as their child is safe, that's what counts. The important thing is to help them feel at ease.

Translation of Text 9.13 (p. 195 in JLinU)

In ancient China, there was a terrible period that is unthinkable today. There is an expression, 'Funsho-Kōju', which means that books containing material inconvenient to the state were burned and Confucian scholars who opposed this were buried alive.

In Japan too, in the era of militarism before the enactment of the Japanese Constitution, there were frequent incidents in which educational freedom was taken away by the power of the state. For example, a university professor who attempted to teach liberalism in his class was dismissed by the Ministry of Education.

Translation of Text 9.14 (pp. 200–1 in JLinU)

He glanced around the ticket gate, and when our eyes met, he smiled. “Oh—there’s Yamato-kun...” Yamato-kun hurried out of the ticket gate, came to a stop in front of me, and said, “Hanabi, you came to see me.”

...

For dinner, the table at home was full of Japanese dishes made by Aiko-san. Yamato-kun had prepared gifts for the people he knew.

...

“Thank you... I’m very happy...”

Yamato-kun remembered me in this way and picked up a large stuffed animal. I hugged the penguin tightly.

“Hey, you’re showing off your closeness. I’m jealous!”

...

“Then that’s perfect! Yamato-kun, would you do me a favour?”

Aiko-san leaned forward.

“Would you like to work part-time at the Sanchome Café? To tell you the truth, Saki-chan can hardly come this summer because of her group assignment at art university. Hanabi and Tina-chan are both preparing for entrance exams. I was going to look for someone who could work for me. Ryouma-kun will come only on Saturdays. How about a part-time job with a proper salary?”

“I’ve thought about helping out at the café, so I’d be happy to do it, but I wouldn’t need a salary. I’m forever indebted to you, Aiko-san,” Yamato-kun answered firmly.

“No, that wouldn’t be right. You’re giving up your precious time, and in order for us all to feel at ease, please accept wages for your work. All right?”

Aiko-san also spoke firmly, not giving an inch.

Translation of Text 9.15 (pp. 211–2 in JLinU)

The TV screen installed in the small room projects scenes inside the building, nothing out of the ordinary ... The man next to me, who was staring at the security camera, let out a small “Ah”. After Shinya exits the security room, he follows the patrol procedure and walks along the path illuminated by a torch ...

The only thing illuminating the corridor is the dim green light signalling the emergency stairs. Only the sound of footsteps echoes in the quiet space ... The workplace where he had worked six months ago was always lively and filled with children’s laughter. As he

walks down the quiet corridor, the hustle and bustle of his days as a childcare worker suddenly comes back to him.

While checking that the door is locked, he goes up the stairs relying on the light of his torch ... Tonight is going like any other night. The old Shinya would naturally have thought so. But he is different now.

His hands are sweaty, and he breaks into a heavy sweat from his forehead ... As he watches lockers in the security room fall over, Shinya feels something very strange that he has never experienced before ...

“Big tsunami information?” While Shinya is confused by the unfamiliar phrase, Tanaka bursts into the room out of breath ... Shinya moves as if compelled by an external force. He checks the operational status of the elevator and whether anyone is trapped in the building. After patrolling the entire building for any abnormalities, he returns to the security room. He realizes that he has received numerous messages from his parents on his mobile phone. He tries calling them back but cannot get through, probably because the network is badly damaged.



Commentary on Activity 3 (p. 211 in JLinU)

The following table presents sample answers to Activity 3.

No.	Example	Function	Resembling example
①	映し出されている	durative	(37)
②	見つめていた	progressive	(35) (36)
③	進んでいく	directional	(53) (54)
④	照らし出していた	durative	(37)
⑤	勤めていた	habitual	(46)
⑥	溢れていた	state	(30) (31)
⑦	歩いている	progressive	(35) (36)
⑧	保育士をしていた	habitual	(46)
⑨	蘇ってくる	beginning	(59)
⑩	上がっていった	directional	(53) (54)
⑪	過ぎていく	disappearance	(58)
⑫	考えていた	progressive	(35) (36)

⑬	出てきた	appearance/beginning	(57) (59)
⑭	倒れていく	end	(60)
⑮	戸惑っている	state	(33) (34)
⑯	飛び込んできた	appearance	(57)
⑰	閉じ込められている	durative	(37)
⑱	戻ってくる	appearance	(57)
⑲	来ている	resultative	(42)
⑳	書け直してみた	making an attempt	(64)



Quiz for Chapter 9

1. How are intransitive, transitive and ditransitive verbs defined?
2. What is the defining feature of ‘change-of-state’ verbs such as 建つ?
3. Name two types of passive verb and give an example of each.
4. How is the causative-passive form constructed?
5. What is the most basic difference between ていく and てくる?

Chapter 10 Pragmatics 1



Activity 5 (p. 244 in JLinU)

Complete the following table, summarizing the order-request forms discussed in Section 10.5 (JLinU, pp. 233–43).

Table 10.2

No.	Text	Examples	Formality	Speaker	Addressee	Force encoded
1	35	にげろ	informal	male	male/female	imperative order
2	37	がんばれ		male	wind	offer support
3	38	とってこい				
4	39	生きな	informal	human	animal	positive order
5	40	むちゃくちゃいうな				negative order
6	43	しらべなさい		parent		
7	44	かして				request
8	45	そだっておくれ			child	wish
9	46	てつだってくれ				
10	47	おぼえてごらん			tree	teaching how to read letters
11	48	おぼえてらっしゃい		mother		
12	49	こうふんしないで				
13	50	やめてください	formal : first encounter	tree	tree	formal request
14	52	植えちゃいけません		parent		
15	53	おきてきちゃだめ				proposal: negative request
16	54	帰すんだよ				
17	55	いうこときけないの	informal	mother		

18	56	だいにしろよ	informal	male	male and female friends	assertive request among friends
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Commentary to Activity 5 (p. 244 in JLinU)

Table 10.2 Summary of Order/Request Forms

No.	Text	Examples	Formality	Speaker	Addressee	Force encoded
1	35	にげろ	informal	male	male/female	imperative order
2	37	がんばれ	informal	male	wind	offer support
3	38	とってこい	informal	male	wind	friendly order
4	39	生きな	informal	human	animal	positive order
5	40	むちゃくちゃいうな	Informal	male	male	negative order
6	43	しらべなさい	informal	parent	child	polite request
7	44	かして	informal	male	male	request
8	45	そだっておくれ	Informal	grand mother	child	wish
9	46	てつだってくれ	informal	male	male	request
10	47	おぼえてごらん	informal	male	tree	teaching how to read letters
11	48	おぼえてらっしゃい	informal	mother	child	determined request
12	49	こうふんしないで	informal	male	male	request to comfort the addressee
13	50	やめてください	formal: first encounter	tree	tree	formal request
14	52	植えちゃいけません	informal	mother	child	request with pedagogical tone
15	53	おきてきちゃだめ	informal	grand son	grand mother	proposal: negative request
16	54	帰すんだよ	informal	male	male	request: moral instruction
17	55	いうこときけないの	informal	mother	child	request with authoritarian tone
18	56	だいじにしろよ	informal	male	male and female friends	assertive request among friends



Quiz for Chapter 10

1. What is the difference between semantics and pragmatics?
2. Which forms in n Japanese are used to provide ‘explanation’?
3. Which form is used to express hearsay in Japanese?
4. How are らしい and みたい differentiated?
5. In the context of Doraemon, what order/imperative forms are frequently used by parents to their children?

Chapter 11 Pragmatics 2

Translation of Text 11.5 (p. 248 in JLinU)

The younger brother aimed at the lantern's flame with the last ball, as he had been taught, and hit it with a bang. At that moment, the woman screamed, and the area went completely dark.

Translation of Text 11.6 (p. 249 in JLinU)

It was only a week ago. Totto-chan's mother had been sent for by her form tutor*, who came straight to the point.

"Your daughter disrupts my whole class. I must ask you to take her to another school." The beautiful young teacher sighed and repeated, "I'm really troubled."

* A form tutor is the British equivalent of a homeroom teacher in the United States. In Japan, pupils in primary schools, as in the setting depicted in Text 11.6, are assigned to a class, and each class has a form tutor (担任の先生). This tutor is responsible for dealing with ethical matters concerning the pupils in addition to their learning. A form tutor may therefore visit a pupil's home or discuss a pupil's general performance at school with their parents.

Translation of Text 11.8 (pp. 251–2 in JLinU)

One morning, it was hard to wake up. The curtains were closed. I had a sad premonition when I noticed this ...

Suddenly, I heard a kitten meowing. Like a child who has lost its parents, it was pacing around the house, letting out a voice that was a mixture of bewilderment and anxiety. Hearing the kitten's sad calls, I realized that she (= Yukimura) was no longer here. The kitten could not find Yukimura and was searching for her in vain. For the kitten, today was the first time it had truly been separated from its owner.

I sat on a chair. It was the table where Yukimura listened to the radio in the middle of the night. There, I quietly thought about her for a long time. I knew that a day like today would come. I also expected to be struck by an intense sense of loss. I knew all about that. So, it is just a return to the beginning. As I had originally planned, the window can be closed completely and the room can be locked, and I can be alone in a box-like room. Then nothing as sad as today will happen again.

...

She was killed ... Thinking about it almost breaks my heart. I had always been thinking about it. I wish I could have shared the rest of my life with her. If it brought her back to life, I would not mind dying. If I could see her and the kitten happy, I would not wish for anything more.

It took me quite a while to notice an unfamiliar envelope on the table.

The sender was Saki Yukimura. With trembling fingers, I opened the envelope. Inside there was a photograph and a sheet of writing paper. I am in the photo with the kitten. I am lying with the kitten, sleeping with a very happy face. In this photo, I look more peaceful than I have ever looked in my whole life. No such happy face exists in the mirror. This (my happy face) was generated through a special filter inside her eyes.

Translation of Text 11.9 (p. 255 in JLinU)

It has been almost two years since the southern part of Karafuto Island became part of Japan.

...

The man thrust his notebook into his breast pocket and turned to face Yayomanekufu.

“Kindaichi.”

It was an unfamiliar word even for Yayomanekufu, who was proficient in Japanese.

...

Karafuto was rapidly becoming “Japanese”. There are already more Japanese people living there than indigenous people ... Japanese language, culture, and customs have slowly but steadily shaped the island. In the summer of the forty-second year of the Meiji period (1909), two years after he became vice president, people of all ages gathered in front of a brand-new Japanese-style building on the edge of Tonnaicha village.

...

Initially, Yayomanekufu thought about rebuilding the boarding school that had been lost in the war. The Karafuto Agency of Japan announced its intention to establish a school as soon as possible, and they decided to wait, but the plans did not progress smoothly after that.

Translation of Text 11.10 (pp. 256–7 in JLinU)

If I return by bicycle, it will take three days, but if I take a train, I can return in just ten hours ... I hurried to the station. I bought a ticket at the minimum fare, and when I was going through the ticket gate, the station staff stopped me and told me that my bicycle could not be taken as hand baggage as it was.

I hurriedly went to a convenience store, bought packing tape and a bin bag. I removed the wheels, tied them to the frame, and wrapped everything up ...

After converting it into hand luggage, I pushed through the crowd and hurried to the platform. It was easy to ride the machine, but it was hard to carry a disassembled machine on my shoulder, even for a short distance. I barely made it onto a three-car train that left at 8:08. I leaned the disassembled bicycle against the partition wall behind the driver's seat at the front of the first carriage.

Translation of Text 11.11 (p. 258 in JLinU)

Ayako: "Otōchan" ("father" – form of address).

Minoru: "What's up?"

Ayako (appearing from the room with a smile): "After all, we are the happiest."

Minoru: "Happy?"

Ayako: "Iwata-san's family doesn't seem to be doing very well. Yoko-san and Nakategawa-san are both single, and Harue-san has committed suicide."

Minoru: "That's life."

Ayako: "We are the only ones doing well."

Minoru: "You really take things easy, don't you?"

Ayako: "Are you cheating on me?"

Minoru: "No, no, I'm not."

Translation of Text 11.12 (pp. 258–9 in JLinU)

There was a group of people talking with serious expressions, and I listened carefully. They were debating the final episode of the TV drama in which she appeared. I felt as though I were in the wrong place, and I asked Uchiyama-kun (Mr Uchiyama):

"Can I go and smoke outside?"

Then the people around me all looked at me at once. Everyone looked at me accusingly.

"Are you going to shake hands with that smoking hand?" said Uchiyama-kun angrily.

Translation of Text 11.13 (p. 259 in JLinU)

“The reason the watch you designed has been selling well recently is that, in the final scene of the film, a woman wears a watch that looks exactly like it.” For this reason, girls who saw the film bought it, and it seems that those who bought it are satisfied with its elegant design.

Translation of Text 11.18 (p. 265 in JLinU)

“What are you doing?”

Because she didn’t want to waste time, she continued scooping as she replied, “I dropped my purse.”

“I see,” said the headmaster, and walked away. His hands were clasped behind his back, as was his habit when he took a stroll.

Time passed and she still had not found the purse. The foul-smelling pile was growing higher and higher. The headmaster came by again. “Have you found it?” he asked.

Translation of Text 11.19 (p. 266 in JLinU)

“Do you remember last year’s bus accident?”

“Yes. I heard it was a horrific accident,” I replied.

Last year, a trip was organized by the town association. Two towns joined, and the trip was to a hot spring. The bus driver had a psychological problem, and the bus fell off a cliff, taking all the passengers with it. This fact became clear when many passengers contacted their families using their mobile phones. The accident caused a stir. I also saw it on TV and worried that my relatives or friends might have been on the bus. I also felt a sense of regret in various ways.

“My mother was supposed to join the trip too, but she didn’t feel like going, so my father finally decided to go alone. She had a sixth sense and told him not to go. He didn’t believe what she said, went on the trip, and died.”

“That’s so sad.”

“She has been lying in bed in shock.”

Translation of Text 11.24 (pp. 273–5 in JLinU)

The reason I feel sad about girls growing older over the years may be that I have to admit that the dreams I had as a boy have lost their power. In some ways, the death of a dream may be even sadder than the end of an actual life. (pp. 73–74)

...

She was a beautiful girl. At least in my eyes at that time, she appeared to be an extremely beautiful girl ... Her jet-black hair was long, her legs were slim, and she smelled nice. At that time I was strongly attracted to her. My heart beat fast and hard. I couldn't breathe properly, and all the sounds around me faded away, as if I had sunk to the bottom of a swimming pool, and I could only hear a bell ringing faintly deep inside my ears, while everything else disappeared. It was as if someone were hurriedly informing me of something important ... That was the only time I saw that girl ... Did she vanish somewhere like smoke? (pp. 75–76)

...

The first time I met and talked to her (Sayoko's) brother was in late autumn of 1965. That Sunday, I went to her house to pick her up. Most of the time, under the pretext of studying together at the library, we were actually going on dates outside. That's why I had a set of what looked like study materials in my shoulder bag. It was like a poor alibi invented by a novice criminal. (p. 90)

...

It was her (Sayoko's) brother. He was a little taller than me and rather fat. He was the kind of fatness seen in an athlete who has not exercised for some time. His body fat looked somehow temporary, as though he had unintentionally gained weight in certain areas ... His hair was dishevelled, as if he had just woken up. It was stiff and sticking out vigorously here and there ... He stared at me for a while, narrowing his eyes as if dazzled. (pp. 90–91)

...

I knew I would have broken up with her sooner or later. Nevertheless, I fondly recall the years I spent with her. She was my first girlfriend and I liked her ... But it pains me to say this now, after all this time: in the end, she never rang the special bell deep within my ears.

...

My girlfriend's brother said, "Akutagawa's novel *Haguruma* (Spinning Gears), which you read to me some time ago, mentions a story about pilots. As they breathe in the air at high altitude, they gradually become unable to tolerate the air on the ground ... Something like this came up, didn't it? It's called airplane sickness"



Quiz for Chapter 11

1. How are これ, それ and あれ differentiated?
2. What is the difference between anaphoric and cataphoric reference?
3. What is the difference between co-text and context?
4. What is the most appropriate translation of バカ (ばか) in English?
5. How is metaphor distinguished from personification?

Chapter 12 Discourse 1

Translation of Text 12.2 (p. 280 in JLinU)

Spinach quiche

<Ingredients> (28cm tart tin)

1 pie crust 200ml milk 4 eggs 80g bacon 1 pack *shimeji* (Japanese mushrooms) 1/2 onion

150g bunch of spinach 2 tablespoon Parmesan cheese salt and pepper to taste

<How to make it>

- ① Mix the eggs, milk and Parmesan cheese with salt and pepper in a bowl. Add the spinach.
- ② Preparation: Cut the ingredients into appropriate sizes. Slice the onion thinly. Boil the spinach lightly and allow it to cool.
- ③ Fry the bacon, onion and *shimeji* in a frying pan. When they have cooled, add them to the bowl with the eggs, milk, etc. and mix well.
- ④ Bake the two pie crusts in the oven at 200 degrees for about twenty-five minutes, and it's ready.
- ⑤ Stretch out the pie crust, lay it in the tart tin and prick them with a fork. Pour the ingredients over the sheets.

Translation of Text 12.5 (p. 283 in JLinU)

I went fishing with my father on Saturday. We left home at 5 o'clock in the morning, so I was very sleepy. Mum stayed at home. Where did I go fishing? To the sea. My father said, "It would take two hours by car," and we were indeed in the car for about two hours. The sea was far away.

When we reached the sea, I was surprised at how clean the water was. I was excited at the prospect of catching big fish. My father taught me how to put bait on a hook, and I started fishing. Several times fish ate the bait, but I could not catch them.

When I gave up and was about to leave, my rod bent sharply. I hurriedly grabbed it, but I couldn't catch anything. "Let's give up for today and go home," my father said. So we left the sea.

Although I hadn't caught any fish, I enjoyed being by the sea.

Translation of Text 12.6 (pp. 285–6 in JLinU)

Once upon a time, there lived a hungry mother crab.

She was searching for food every day.

One day, she found a large rice ball. When she was about to eat it with delight, a teasing monkey came by and tried to steal it from her forcefully.

“Stop, it's mine!”

The crab tried to hold on to the rice ball. Then the monkey took out persimmon seeds that he had been hiding and said:

“Let's exchange the rice ball for these seeds. If you plant them, a big persimmon tree will grow, and a large number of sweet persimmons will grow.”

Then he took the rice ball by force and ate it immediately.

Because the crab was hungry, she planted the seeds in the ground and watered them every day.

“Grow quickly, persimmon seeds! I will surely cut you with my pincers if you don't.”

Then small buds came out of the ground, stretched rapidly, and grew into a big tree.

It did not take long before the persimmon tree was full of sweet and delicious fruit.

But the crab could not climb the tree.

As she struggled, the teasing monkey came back again.

“I'll take them for you.”

The monkey climbed up the tree and began eating the fruit.

Because the crab was hungry, she asked the monkey to give her some. However, the monkey ate all the sweet ones.

“Dear Monkey, please give me one!”

When the mother crab cried and pleaded, the monkey threw a hard blue persimmon at her. It hit the crab hard, and she died.

At that moment, however, the mother crab gave birth to three healthy children.

Translation of Text 12.7 (pp. 290–1 in JLinU)

If Umeda had announced the dissolution of the engagement at that time, would both sides have settled peacefully?

Umeda and I both knew how to treat each other as lovers. That's why we praised her, who was a modest and honest office clerk, and we also felt, in some way, inferior to her. We had absolutely no idea that she had a hidden side beneath her outward appearance. In fact, today Akiko is a respectable housewife. She takes care of interiors, always prepares homemade snacks for her children, who have atopic dermatitis, cleans every room, and handles everything from designing the house to planning loan repayments. There is probably nothing she does not take care of.

If Akiko, ten years ago, had confessed the secret that she had another man... Hiroko felt a slight dizziness and blurted out in a panic:

"I'm sorry, I've stayed too long. I need to run an errand."

"Oh, it's fine. The children will be back soon. I would like you to meet them."

"Yes, but I'll visit you again another time."

...

As she left Umeda's house and headed for the main street where one can catch a taxi, she longed to see him. She wanted to talk about what she had just heard regarding the secret of Akiko's past.

...

As she walked, a telephone booth ahead caught her eye. She had learned Umeda's work phone number by heart and still remembered it. Nevertheless, Hiroko passed the phone booth. She also did not raise her hand to stop an empty taxi on the main street.

She simply continued walking. Which telephone booth would she stop at? Or would she change her mind and stop a taxi and tell the driver the address of her apartment? Hiroko could not predict what she would do in a few minutes. She still loved Umeda. That feeling had been revived by Akiko's confession. However, she did not want her husband, Takemura, to be sad in any way. She cared about him so much that she could not bear to make him sad.

Nevertheless, with a sense of desperate longing, the sensation of Umeda's cold, damp hands rose vividly in Hiroko's mind. Her hand holding a beige bag also became slightly damp, and, exposed to the late-October wind, her fingertips grew cold.

Translation of Text 12.8 (pp. 294–5 in JLinU)

I sent the doctor away and, as soon as I returned to my mother's room, my mother released herself from the obligation to continue living. She seemed to have used up all her energy. Lower buccal breathing stopped. I did not panic. I called the doctor who had just left on his mobile phone. Almost seven years after the onset of the disease, my mother died.

...

With her chin bound with a white bandage, my mother lay there. After the bandage was gently removed, the agony disappeared from her countenance, returning to the face of my mother when I was a child and people said, "Fuyuko's mother is beautiful." The face had been distorted by lower buccal breathing, but it was now settled, and the cheeks were plump partly due to the cotton placed beneath them. The corners of her mouth rose as if she were smiling slightly, and the nasolabial folds had disappeared. In fact, my mother had a good skin tone due to the high-calorie liquid. "Mum, you almost look like you did in your forties," said the daughter, now approaching her mid-sixties, speaking to her mother.

...

From the CDs stacked beside the bed, I pulled out one by Enya and inserted it into the stereo. A familiar song immediately began to flow into the room, which was filled with the scent of roses ... I bent down and covered the contours of my mother's face with both hands. Sliding my palms inward, I cradled her cheeks. They were cold. I realized how cold the human body becomes.



Quiz for Chapter 12

1. What is the difference between text and discourse?
2. What is the difference between coherence and cohesion?
3. What is a typical example of a procedural text?
4. How can けれど and けれども be differentiated?
5. What are the two forms used to link clauses in Japanese?

Chapter 13 Discourse 2

Translation of Text 13.1 (p. 299 in JLinU)

Once upon a time, an old man and an old woman lived in a village (あるところ literally means “a certain place”). They got along quite well. One day, the old man went to the mountains to collect firewood, while the old woman went to the river to wash clothes. Then, a small white casket and a small black casket floated down from upstream. The old woman said, “Come to me, white casket; go away, black casket,” and took the white casket home with her.

Translation of Text 13.2 (p. 300 in JLinU)

“Tell me why.”

Asako Mizusawa asked as she poured hot water into a pot of jasmine tea.

“Why?”

Fumito Tsuchiya looked up and placed the magazine he was reading on the table.

Then she asked again:

“Why did you buy me flowers?”

Letting out a small breath, Fumito said, “They were beautiful.”

Translation of Text 13.3 (pp. 301–2 in JLinU)

“What should I do?”

Yuko Kida, who was reading a paperback book lying on her stomach, suddenly rolled onto her back and let out a sound that could be mistaken for a sigh.

“What?” asked Midori Shinzawa, her hand pausing over the word processor.

“Ms Hamlet in the 1990s is wondering whether to continue living like this or go back to her hometown.”

“Oh, it’s that again,” Midori replied curtly.

“Always the same response... Your reaction is unkind for a roommate.”

Yuko got up and tossed the paperback at Midori. Midori caught it one-handed and threw it back to Yuko.

...

Midori opened the fridge and took out a can of beer. In exchange, she dropped two 100-yen coins into a pig-shaped money box.

“Midori, one for me too.”

Yuko said it loudly, as if she were in a hurry, and ran to her room.

Midori took another can of beer from the fridge she had just closed and placed it on the dining table. That was where Yuko would usually sit.

“Daytime beer is Sunday’s greatest luxury.”

When she fetched two 100-yen coins from her room, that was what Yuko would say as she sat down at the table. Midori sat across from where Yuko’s beer had been placed and pulled the ring pull. Yuko hurried back from her room and did exactly what Midori had expected. Then she also pulled her ring pull and swallowed her beer, making a sound in her throat.

Translation of Text 13.4 (p. 303 in JLinU)

The Emperor is the symbol of Japan and of the unity of the Japanese people, and this position is based on the consensus of the Japanese people, who hold sovereignty over the country.

Translation of Text 13.5 (p. 303 in JLinU)

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) will begin providing support from the next school year to help children with exceptional talents, known as ‘gifted’ (ギフテッド) students, lead a smooth school life.

Translation of Text 13.6 (p. 303 in JLinU)

Why does war occur, and how can it be prevented? We have been discussing this topic repeatedly. “Is that enough?” asks political scientist Yasuaki Chijiwa. He argues that we should deepen our thinking about how wars end.

Text 13.7 (p. 304 in JLinU)

One day, the old man (おじいさん) told Pochi (his dog), “I am going to the mountains today, so wait for me with the old woman (おばあさん).” Pochi said, “I want to go to the mountains.” Even when the old man said to Pochi, “The mountains are too far for you to go,” Pochi insisted on accompanying him. The old man said to Pochi, “There’s nothing I can do, so I shall take you with me,” and set out with him.

Text 13.8 (pp. 305–6 in JLinU)

“Can I talk to you?”

As soon as he moved to another seat, the woman asked. She did not look at Hayato. She was looking at the glass she had brought with her.

Hayato did not know how to respond. He was just looking at her ...

He wondered how old she was. Just as he was thinking this, the woman turned her face towards him.

“Thirty-two years old, single, programmer.”

Her well-formed lips said this. The woman, with thick eyebrows and a strong will, seemed to smile slightly.

“I am forty-three years old, I have a wife and a son. I’m a businessman.”

Hayato introduced himself as if he had been drawn into doing so. The woman continued, this time with a clear smile.

“I’m staying at this hotel tonight, and I’ve just started drinking Four Roses with water.” ...

“Are you wondering what kind of woman I am?”

The woman asked. She seemed to be one step ahead of Hayato.

“Well, no,”

Hayato blurted out vaguely. Then, after a pause, he continued.

“I’m just wondering if I can say something clever.” ...

He conveyed his honest feelings to her. The woman nodded silently and brought a long glass of gin and tonic to her mouth. ...

Hayato suddenly felt relieved. He explained to her that he wanted to be alone, and that was why he was in the hotel.

“I understand,” the woman muttered, and clinked the ice in her glass.

Translation of Text 13.9 (p. 306 in JLinU)

Last Sunday, Yoko and Saburo went shopping in the city. After shopping, they decided to stop at a restaurant for lunch. Saburo suggested eating at an Italian restaurant. But,

unfortunately, Yoko liked Japanese food but did not like Western food. They ended up going home without having lunch.

Translation of Text 13.10 (p. 306 in JLinU)

Last Sunday, Yoko and Saburo went shopping in the city. Christmas was just around the corner. It was easy to find a gift for their mother, but they had a hard time finding a gift for their father. When they arrived home, it was already past 7 p.m.

Translation of Text 13.11 (p. 307 in JLinU)

I was home alone that day. My wife had gone out to eat Chinese food. Since I do not eat Chinese food at all, whenever she feels like eating it, she asks her close female friends to go out to eat somewhere.

Translation of Text 13.12 (p. 307 in JLinU)

The Japanese government decided to accept the Potsdam Declaration at the Imperial Conference held at noon on the 14th and conveyed this decision to the Allied Powers. However, this was not immediately communicated to the U.S. military bases ...

Translation of Text 13.13 (p. 307 in JLinU)

During the war, the Japanese called the Americans and the British “demons,” and the Americans called the Japanese “yellow monkeys,” and they treated each other like beasts ...

Translation of Text 13.14 (p. 307 in JLinU)

When there are differences in language use between generations and between social classes, the words and expressions used by each generation and each social class are called “social dialects.” Young people’s language is one type of social dialect. In contrast, language differences related to regional variation are called “regional dialects.”

Translation of Text 13.15 (pp. 309–10 in JLinU)

5 June 1945. Mrs Kamei, who was twelve years old, returned to her home in Kobe from the place she had been evacuated to and lived with her parents and elder sister.

“Run and escape quickly,” her father shouted.

Her mother and elder sister prepared to flee to an air-raid shelter, but Kamei thought that an incendiary bomb might fall on the shelter. She hid behind a shelf in the house and covered herself with a blanket. Soon, the sounds of voices outside and running footsteps stopped.

When she heard a crunching sound and jumped out of the house, everything was a sea of fire. B-29 bombers were flying overhead. She ran towards the mountain. When she was unable to run any further, she heard a voice: “Nobu, don’t die.” A young boy from the neighbourhood found her and held her hand. In the sparks of fire, they ran and ran, clinging to each other.

The air-raid shelter she reached was full of people. “Mother!” she called out as she went around looking for her family. When she finally found her mother and the others, they hugged each other.

The bombing was over, but she found many people with serious burns in the ruined houses. “Water, water!” In response to their pleas, she brought wet towels to their lips. People continued giving medical treatment as much as they could, but they died one after another.

A night passed. She found that the entire area had been completely burnt. Her house had also been destroyed. She saw a number of lorries carrying dead bodies towards the temple ...

More than 3,000 people died in the air raids that day. In Kobe, more than 7,000 people were killed in three bombings on 17 March and 11 May.

Despite the high number of casualties, the war did not stop. Her family survived thanks to a small amount of rice they received from a farming village. They made porridge out of the rice. It looked almost like water. After a while, she developed a high fever and diarrhoea. It was typhus. She was bedridden and unable to move even when the air-raid siren sounded. “Nobu, you don’t have to run away anymore. Let us both die,” said her mother, who was taking care of her.

Under the scorching August sun, she got into a handcart that her father had managed to find somewhere and was taken to a large hospital. She remembers a commotion breaking out along the way, and her mother shouting, “What!” She later learned that it was the Jewel Voice Broadcast announcing the end of the war.

Translation of Text 13.16 (pp. 311–2 in JLinU)

The problems with the Unification Church up to the 1990s, including psych scams and mass weddings, are widely known today. If they tried to change the name to avoid bad publicity, one can understand why. Senior officials of that time testified that the Agency for Cultural Affairs initially rejected the request because it would conceal the group’s true nature. When the name change to the “Family Federation for World Peace and Unification” was approved in 2015, what exactly did ministers and bureaucrats decide? While this issue has yet to be clarified, the adverse effects of the change are clear. At the first session of the House of Councillors the day before yesterday, a politician was confronted at a TV microphone and asked about his involvement with the cult. “I was not

aware of the old Unification Church, but I heard that it is a religion that values family.” One wonders whether he was deceived by the new name, or pretending to be deceived. Politicians need votes and campaign manpower. The Church wants politicians to support them. I believe that the result of this alignment of interests is that the number of victims of the cult has continued to grow. Although the problem is serious, Prime Minister Kishida shows no sign of launching a fact-finding survey.

Translation of Text 13.17 (p. 314 in JLinU)

I’m probably the only female student in this secondary school who doesn’t have a mobile phone. Furthermore, I don’t go to karaoke, and I’ve never had photo stickers made. I think to myself that it’s rare to find someone like me these days.

Although mobile phones are prohibited by school rules, everyone has one. Frankly, every time my classmates flaunt their mobile phones in the classroom, I can’t stay calm. Whenever I hear the ringtone of incoming calls in class, I feel left out. When I see everyone talking to that small communication device, I realize once again that I have no friends.

Translation of Text 13.18 (p. 315 in JLinU)

I am not a good talker, and when someone tries to talk to me, I become defensive. When I don’t want to be seen through, I become aloof. Not knowing how to react to what the other person is saying, I smile vaguely and let them down. And the fear of repeating these mistakes keeps me from talking to anyone.

Translation of Text 13.19 (p. 316 in JLinU)

Everyone in the classroom is connected like a web through their mobile phones. I am not included in it. While everyone else is holding hands and laughing happily, I feel like I am the only one outside the circle. I feel like kicking pebbles.

Translation of Text 13.20 (p. 316 in JLinU)

Honestly, I want to have a mobile phone like the other students. But I have no one to talk to. That’s why I don’t try to get one. There’s no one to call me. And while I’m at it, there’s no one who would go to karaoke with me or take purikura with me.

Translation of Text 13.21 (p. 317 in JLinU)

When the last class of the day comes to an end, I am always the first in the class to leave school.

Translation of Text 13.22 (p. 317 in JLinU)

Since entering this high school in the spring, I had not been able to make friends with anyone. In the end, I became a peculiar presence in the classroom, and everyone treated me with caution, as if they were touching a tumour.

Translation of Text 13.23 (p. 317 in JLinU)

During lunch breaks, I often visited the library. There was no place for me in the classroom, and it was the only place in the school that accepted me.

Translation of Text 13.24 (p. 318 in JLinU)

I always enjoyed imagining my own mobile phone. For me, this act of imagination was important.



Quiz for Chapter 13

1. How do 昔話 typically begin?
2. What is the typical discourse structure at the beginning of 昔話?
3. How do journalists use past and present tense in Japanese newspaper articles?
4. How does ellipsis function in Japanese? Which word did we focus on in this chapter?
5. Reconsider Text 13.15 (with the middle section omitted). Many nouns are marked with が (shaded grey). What discourse function do these nouns perform? (See Section 13.1.6.)

Text 13.15

1945年6月5日。12歳だった亀井さんは疎開先から神戸の自宅に戻り、父母や姉と暮らしていた。

「早く逃げろ」父が叫んだ。

母と姉は防空壕に逃げる用意をしたが、亀井さんは「焼夷弾が壕に落ちたら」と考え、自宅の棚のかげに隠れて布団を被った。やがて、外の声や走り回る足音がしなくなった。

バリバリという音がして外に飛び出ると、一面、火の海だった。B29爆撃機が飛来した。

山に向かって、ただただ走った。もう駄目だと思った時、声がした。「のぶちゃん、死んだらあかん」。近所のお兄さんが見つけてくれて、手を握ってくれた。火の粉の中、しがみつきながら走った。

...

この日の空襲で3千人超が亡くなった。神戸では3月17日、5月11日との計3回の爆撃で、7千人超が犠牲になった。

それでも戦争は終わらない。農村に出向いて分けてもらった少しの米を水のようなおかゆにして家族で食べて、しのいだ。しばらくして高熱が出て下痢になった。チフスだった。寝たきりになり、空襲警報が出て動けなくなった。「のぶちゃん、もう逃げなくていいよ。ふたりで死んでいこうね」。看病する母に言われた。

8月の炎天下。父がどこからか工面したリヤカーに乗って、大きな病院に向かった。道中、ざわめきが起きて、母が「えー」と叫んだことは覚えてる。

Chapter 14 Culture and Language 1

Translation of Text 14.3 (pp. 322–3 in JLinU)

Aiko: “Yoshio.”

Yoshio: “What?”

Aiko: “What are you doing?” (whispering)

Yoshio: “What am I doing now? I’m making coffee, *nē-san*.”

Aiko: (so that the person upstairs cannot hear) “That’s not what I’m talking about.”

Yoshio: “What are you talking about?”

Aiko: “On Sunday, you brought her.” (glancing upstairs)

Yoshio: “She can hear you.”

Aiko: “Why did you bring someone else’s wife?”

Yoshio: “Because she finally got pregnant.”

Aiko: “I hope you’re not her partner?”

Yoshio: “Of course not.”

Aiko: “Why do you need to look after her?”

Yoshio: “Because her husband is gone.”

Aiko: “Because she married a foolish man.”

Translation of Text 14.4 (p. 324 in JLinU)

Ayako: “*Otōchan*” (“father” – form of address).

Minoru: “What’s up?”

Ayako (appearing from the room with a smile): “After all, we are the happiest.”

Minoru: “Happy?”

Ayako: “*Iwata-san*’s family doesn’t seem to be doing very well. *Yoko-san* and *Nakategawa-san* are both single, and *Harue-san* has committed suicide.”

Minoru: “That’s life.”

Ayako: “We are the only ones doing well.”

Translation of Text 14.7 (pp. 334–5 in JLinU)

– Yoshio’s Room –

Yoshio: (turning on the light, he has just entered the house and is standing there without taking off his wet coat)

Ayako: (entering) “At times like this, I should go back to my parent’s house, but I got married despite my parents’ disagreement, so I can’t say now that he’s a horrible person. I have nowhere to go—”

Yoshio: “Come in.”

Ayako: “Is that OK? It’s no trouble for you?”

Yoshio: “No problem.”

Ayako: “Thank you. I’m wet. Could I just have some tea—?”

Yoshio: “Close the door, please.”

Ayako: “Yes.” (closes the door)

Yoshio: (looking at her)

Ayako: “My face looks terrible.”

Yoshio: “—”

Ayako: (noticing) “What’s wrong? What’s wrong with you, too?”

Yoshio: “Ah—”

Ayako: “What?”

Yoshio: “I failed.”

Ayako: “What happened?”

Yoshio: “I failed.” (suddenly goes to Ayako and hugs her)

Ayako: (her back against the door) “What’s wrong?”

Yoshio: “Everyone is gone.”

Ayako: “Everyone?”

Yoshio: “I did take good care of my subordinates in my own way. I did the same with the foreigners.”

Ayako: “Yes.”

Yoshio: “Everyone thought I was naïve. They were laughing behind my back.”

Ayako: “—”

Yoshio: “Everyone is gone.”

Ayako: “—”

Yoshio: (suddenly kisses Ayako on the lips)

Ayako: “No.” (turns away)

Yoshio: (controlling himself) “Yeah—”

Ayako: “I am married.”

Yoshio: “Yeah.” (slowly backs away from her)

Ayako: “But—” (looking at Yoshio) “But it’s okay. It doesn’t matter if I’m married.” (she moves towards him and hugs him)

They kiss.

Translation of Text 14.8 (pp. 335–6 in JLinU)

– Yoshio’s Room –

Ayako is kneeling in front of the kotatsu. Yoshio is pouring coffee for her.

Yoshio: “Here you are.” (slides the coffee forward)

Ayako: (nods)

Yoshio: (a soft laugh) “You’re getting more and more down, aren’t you.”

Ayako: (a faint laugh — “fufu” indicates a soft chuckle)

Yoshio: “Try to eat some bread at least.”

Ayako: (nods)

Yoshio: “Let’s cheer up.”

Ayako: (nods)

Yoshio: “Listen, we were both out of control last night. Let’s forget it.”

Ayako: (nods)

Yoshio: “Would that be better?”

Ayako: (nods)

Yoshio: “I know it sounds a bit unfair, but—”

Ayako: “It is fair. I don’t want to ruin my life for just one night.”

Yoshio: “—Yeah.”

Ayako: “I’ll just say I stayed at a business hotel in Shinjuku.”

Yoshio: “OK—”

Ayako: “Do hide it. Do promise me.”

Yoshio: “Yeah.”

Ayako: “After all, I... I love my husband.”

Yoshio: “—Yes.”

Ayako: “But he’s a little selfish, so it’s okay to have this kind of thing sometimes.”

Yoshio: (smiles wryly)

Ayako: “I will keep it as a good memory.”

Yoshio: “—Yeah.”

Ayako: “I’ll hide it for the rest of my life, though—”

Yoshio: “Yeah.”

Translation of Text 14.9 (p. 338 in JLinU)

Yoko: “Why don’t you come to my house? I’m in a white uniform. I don’t want to bother changing clothes.”

Yoshio: “Is that okay?”

Yoko: “It’s okay. It’s been a long time.”

Translation of Text 14.17 (pp. 347–9 in JLinU)

Yoko: “Have I changed that much?”

Minoru: “You haven’t changed.”

Yoshio: “You haven’t changed.”

Ayako: “You are the same.”

Yoko: “How could I not have changed? Oh, come on.” (drinks a glass of sake)

With a wry smile, everyone chuckles and drinks..

Minoru: “But it’s good to have old friends. Even if we haven’t seen each other for a year or three years, we can easily reconnect and understand each other well.”

Kenichi: “Do you know me well?”

Minoru: “You sound bossy. You haven’t changed at all.”

Yoshio: “You’re right.”

Yoko: “You like your job and you’re self-confident.”

Kenichi: “Am I?” (wry smile)

Yoko: “You’re thinking about going home because tomorrow will be a hard day.”

Kenichi: “Stop it.”

Yoko: “I wouldn’t have a moment to spend with my old friends.”

Minoru: “That’s right.”

Yoko: “Have I checked what is planned for tomorrow afternoon?” (imitating Kenichi’s speech)

Kenichi: “Stop it. I’ve had enough.” (wry smile)

Minoru: “I know what’s on your mind.”

Yoko: "Yes, we do."

Yoshio: "Well, our age is, in a way, the busiest period of our lives, since we are learning what to do at work."

Minoru: "You're not that enthusiastic about your job, are you?"

Yoshio: "Not quite."

Minoru: "Are you still the leader of the group?"

Ayako: "Father." (reprimanding Minoru)

Kenichi: "Father." (teasing Minoru)

Minoru: "When we are outside, don't call me Father."

Yoko: "Would you mind?"

Minoru: "I suggest keeping our distance while walking, but she carries children and walks close to me. It doesn't look good."

Kenichi: "You haven't grown up." (taps Minoru)

Minoru: "Have you grown up?"

Yoko: "You think you have, don't you?" (sarcastically)

Kenichi: "You are pretty tough." (wry smile)

Yoshio: "By the way, these days the transport industry is having a hard time recruiting people. I've been working on that all year round."

Minoru: "You do have work to do."

Yoshio: "Yes indeed, there are plenty of jobs, but there are no people."

Minoru: "We have the same problem. Since I was assigned a managerial position, young people are quitting."

Yoko: "Managerial position?"

Minoru: "I am a manager."

Kenichi: "Oh, are you?"

Yoshio: "That's great."

Ayako: "No, everyone was given a managerial position so they would stay with the company."

Minoru: "Don't joke with me."

Kenichi: "I don't think everyone is a manager."

Ayako: "It's true. My husband lacks presence, so he was given the title of manager. He can now write it on his business card."

Minoru: "What would you do if you looked down on your husband's career? She cannot simply congratulate my promotion by saying 'Congratulations'."

Yoko: "A managerial position is amazing."

Ayako: "The company has only eleven employees."

Minoru: "You're drunk." (taking the glass from Ayako) "I told you not to drink."

Yoshio: (taking the glass from Minoru) "Don't take it away from her." (hands it back to Ayako) "I'm finally a section chief."

Yoko: "Oh, you are." (voice of celebration)

Yoshio: "I didn't get here quickly, though—"

Kenichi: "Let's change the subject. It doesn't matter whether you're president or general manager."

Minoru: "You're not the general manager, are you?"

Kenichi: "I'm still just an employee with no rank."

Minoru: "No rank? Why?"



Quiz for Chapter 14

1. Which first-person singular pronouns are used by both genders?
2. Why are there more offensive forms available for men than for women in Japanese?
3. Why do personal pronouns show greater variation in informal speech?
4. Do the speaker's relatives belong to the in-group or the out-group?
5. Imagine you are working at a real estate agency (不動産会社 *fudōsan-gaisha*) in Japan. Your boss is absent when a customer calls asking to speak with him. How would you refer to your boss when informing the customer that he is unavailable?

Chapter 15 Language and Culture 2



Quiz for Chapter 15

1. What are the two forms of 丁寧語 attached to the predicate in Japanese?
2. Is it possible to use 丁寧語 in self-talk? If so, why?
3. What types of 敬語 does Japanese have?
4. Under what conditions is the language used by Japanese youth recognized as ‘young language’?
5. What is the benefit of a ‘role language’ in fiction, according to Minami (2000)?

Chapter 16 Speech, Thought, Translator

Translation of Text 16.1 (pp. 384–5 in JLinU)

That evening, I told my female boss (姉さん *nēsan*, meaning “older sister”) who was fixing her makeup behind the counter:

“Someone has moved into the room across from us.”

She replied without much interest:

“Oh, really?”

She just muttered it. I waited a little and added:

“Nesan, you’d better close the curtains.”

Nesan was applying thick lipstick with a nervous look. As I stared at her in the mirror, our eyes met.

“Can you clear the tables?”

“The room upstairs was empty.”

She closed the lid of her lipstick. She was staring at herself in the mirror.

“Someone has moved in. If you don’t close the curtains, people will see everything.”

“I see.”

She rubbed her lips together and wiped the edge with her fingertips.

There were no customers. Looking at the clock, it had just turned 10 p.m. It is usually the time when several businessmen who have finished working late drop by for a light dinner.

The four-seater table by the window was strewn with empty plates and cups of leftover coffee. When I looked out the window for a moment, I saw an old woman in a nightdress on the first floor of the building across the way closing her storm shutters. Looking up again, I saw that there were lights on in the newcomer’s room. The windows were open, and the lace curtains were swaying. It is imprudent to have lace curtains open with the lights on. Would he show a little consideration if I turned on the light in my room?

When I brought the tableware to the counter, I reported it to my Nesan, who had finished her makeup and was now counting the money in the till. She just replied, “Oh, yes,” without stopping.

After washing all the dishes from the tables, I sat at the window table and stared blankly at the room. After a while, a young man in a red T-shirt suddenly pulled back the curtains and appeared at the window. I caught my breath and turned towards the counter. I could not see his face because the light was behind him.

“Nesan, it looks like it’s a man.”

“So?”

“I just saw him. He’s at the window.”

Nesan leaned over the counter and peeked at him.

“I can’t see into his room.”

“Really?”

“I can’t see from here,” she muttered and continued counting the money.

When I looked back at the room, he was already gone.

“If the neighbour is a man, we have to be a little more cautious. Marimo, don’t wander around naked.”

Her voice sounded as if she was worried about me, but there was no sign of curiosity about the new neighbour.

Translation of Text 16.2 (p. 387 in JLinU)

I don’t know what he looks like. What I can see through the lace curtains is his vague silhouette. I also can’t tell whether he’s crying or laughing. I’m not exactly hoping for a romantic affair through the window, but I wouldn’t mind if he were handsome.

Translation of Text 16.3 (p. 388 in JLinU)

A few days later, I opened my curtains at the sound of cheerful voices and, as I expected, there was a young woman visiting him. As before, there were only lace curtains. Is she making dinner? I can see her moving hurriedly around the room. She ties her long hair at the back and is wearing a skirt. Oh dear... I thought that even after she arrived, things would just stay as they were, but I felt it was far too tasteless to keep watching, so I quickly moved away from the window.

Translation of Text 16.4 (p. 388 in JLinU)

The curtains are swaying. The window is slightly rectangular and filled with fluorescent white light. The voices of several men and women leaking from the television in that room blend into the night air and reach my ears. What on earth are they laughing at?

Texts 16.9 to 16.25 are ‘back translations’ from Japanese to English. Cuff’s (1995) English translations are provided below T1 and T2.

Text 16.9 (p. 392 in JLinU)

T1: It was when I was six years old. In a book about primeval forests called *True Stories*, I saw an amazing picture.

T2 That was a long time ago. I was six years old. I found an amazing picture in a mysterious book about the depths of the forest that no one had ever been to.

Cuff’s translation: Once when I was six years old I saw a magnificent picture in a book called *True Stories of the Virgin Forest*.

Text 16.10 (pp. 392–3 in JLinU)

T1 It was a picture of a large boa trying to swallow a fierce animal.

T2 In the book, titled *True Stories*, there was a picture of a giant snake called a boa trying to swallow a animal.

Cuff’s translation: It showed a boa constrictor swallowing a wild beast.

Text 16.11 (p. 393 in JLinU)

T1 If you reproduce it, here’s what it looks like.

T2 This is a picture of it.

Cuff’s Translation: Here is a copy of the drawing.

Text 16.12 (p. 393 in JLinU)

T1 There was also an explanation in the book: ‘Boas eat an animal without chewing it. Then they can’t move any more, so they sleep for six months to digest the animal.’

T2 The following was also written: ‘The giant snake doesn’t bite the animal, it swallows it whole and then it becomes immobile and sleeps for six months until its food is digested.’

Cuff’s translation: In the book it said: ‘Boa constrictors swallow their prey whole, without chewing. Afterwards they are unable to move, and they digest by going to sleep for six months.’

Text 16.13 (p. 394 in JLinU)

T1 I thought a lot about my adventures in the jungle, and I drew my first picture with coloured pencils.

T2 I was engrossed in thinking about my adventures in the depths of the forest. Then I drew a picture with coloured pencils.

Cuff's translation: This made me think a lot about the adventures of the jungle and, eventually, I succeeded with a coloured pencil in making my first drawing.

Text 16.14 (p. 394 in JLinU)

T1 This is my first drawing.

T2 The result was a great success. I made an amazing picture. This is my first work.

Cuff's translation: My drawing Number One.

Text 16.15 (p. 394 in JLinU)

T1 It was like this.

T2 [no translation]

Cuff's translation: S7 It looked like this:

Text 16.16 (pp. 394–5 in JLinU)

T1 I showed this masterpiece to adults and asked, 'Are you scared of this picture?'

T2 I was proud of showing the picture to adults, and asked, 'Aren't you scared?'

Cuff's translation: I showed my masterpiece to the grown-ups, and asked if my drawing frightened them.

Text 16.17 (p. 395 in JLinU)

T1 Then, the answer was the following: 'Why should a hat be scary?'

T2 The adult replied. 'It's a hat. I'm not scared of that kind of thing.'

Cuff's translation: 'Why would a hat frighten anyone?' they answered.

Text 16.18 (p. 395 in JLinU)

T1 It's not a hat.

T2 It is not a hat in my drawing.

Cuff's translation: My drawing was not of a hat.

Text 16.19 (p. 395 in JLinU)

T1 It is a boa serpent digesting an elephant.

T2 A giant snake has just swallowed an elephant.

Cuff's translation: It was of a boa constrictor digesting an elephant.

Text 16.20 (p. 396 in JLinU)

T1 So I drew a picture that shows the inside of the boa so that adults could understand it.

T2 So I drew the contents of the snake so that adults could understand.

Cuff's translation: So then I drew the inside of the boa constrictor, for the benefit of the grown-ups.

Text 16.21 (p. 396 in JLinU)

T1 Adults always need an explanation.

T2 Adults don't understand anything unless you explain it.

Cuff's translation: S13 (Grown-ups always need explanations.)

Text 16.22 (p. 396 in JLinU)

T1 My second drawing turned out like this.

T2 This is my second drawing.

Cuff's translation: My drawing Number Two looked like this.

Text 16.23 (pp. 396–7 in JLinU)

T1 But the adults said, ‘Put down that drawing of a boa, whether you can see inside or not.’ ‘Study geography, history, arithmetic and grammar instead.’

T2 The adults said: ‘It doesn’t matter whether it is a drawing of the inside or the outside. You’d better stop drawing snakes and study school subjects like geography, history, arithmetic, language.’

Cuff’s translation: The grown-ups now advised me to give up drawing boa constrictors altogether, from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar.

Text 16. 24 (p. 397 in JLinU)

T1 That’s how I, at the age of six, gave up on the wonderful profession of painter.

T2 That’s how, at the age of six, my path to becoming a great painter was abandoned.

Cuff’s translation: So it was that, at the age of six, I gave up a wonderful career as a painter.

Text 16.25 are back translations from Japanese to English. The original English text is provided below T1 and T2.

Text 16. 25 (p. 399 in JLinU)

T1 Alice was sitting on the glassy bank with her sister. Because she had nothing to do, she was getting bored. As her sister was reading a book, she glanced at it once or twice, but there was no picture or conversation in there. ‘What is so interesting about such a book if there is no picture or conversation?’ thought Alice.

T2 Alice was beginning to get bored because she was sitting beside her sister on the bank and doing nothing. Once or twice, Alice looked into the book her sister was reading, but it had neither pictures nor conversations marked by inverted commas, it was full of sentences. ‘What is so interesting about a book with no pictures and no conversations?’ muttered Alice silently.

The original text: Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, “and what is the use of a book,” thought Alice, “without pictures or conversations?”



Quiz for Chapter 16

1. When speech is marked by 括弧, is it considered as direct or indirect speech?
2. Which features of Japanese blur the distinction between direct and indirect speech?
3. In which speech mode can the narrator incorporate their own point of view?
4. In which part of a manga panel can the character's thoughts be expressed?
5. What is meant by the proposition 'translator as author'?