

第2課

だいに か

L E S S O N 2

かいもの Shopping

かいわ Dialogue



I Mary goes to a flea market.

- 1 ^{めありい}メアリー： すみません。これはいくらですか。
Mearii Sumimasen. Kore wa ikura desu ka.
- 2 ^{みせのひと}みせのひと： それはさんぜんえんです。
Mise no hito Sore wa sanzen en desu.
- 3 ^{めありい}メアリー： たかいですね。じゃあ、あのどけいはいくらですか。
Mearii Takai desu ne. Jaa, ano tokee wa ikura desu ka.
- 4 ^{みせのひと}みせのひと： あれはさんぜんごひゃくえんです。
Mise no hito Are wa sanzengohyaku en desu.
- 5 ^{めありい}メアリー： そうですか。あれもたかいですね。
Mearii Soo desu ka. Are mo takai desu ne.
- 6 ^{みせのひと}みせのひと： これはせんはっぴゃくえんですよ。
Mise no hito Kore wa senhappyaku en desu yo.
- 7 ^{めありい}メアリー： じゃあ、そのどけいをください。
Mearii Jaa, sono tokee o kudasai.

* * *

A man finds a wallet on the ground.

- 8 ^{しらないひと}しらないひと： これはだれのさいふですか。
Shiranai hito Kore wa dare no saifu desu ka.
- 9 ^{めありい}メアリー： わたしのさいふです。
Mearii Watashi no saifu desu.
- ありがとうございます。
Arigatoo gozaimasu.



II After shopping, Mary goes to a restaurant.

- 1 ^{うえとれす}ウエートレス： いらっしゃいませ。メニューをどうぞ。
Ueetoresu Irasshaimase. Menyuu o doozo.

- 2 ^{め あり い}メアリー： どうも。これは なんですか。
Mearii Doomo. Kore wa nan desu ka.
- 3 ^{う え え ど れ す}ウエートレス： どれですか。ああ、とんかつです。
Ueetoresu Dore desu ka. Aa, tonkatsu desu.
- 4 ^{め あり い}メアリー： とんかつ？ さかなですか。
Mearii Tonkatsu? Sakana desu ka.
- 5 ^{う え え ど れ す}ウエートレス： いいえ、さかなじゃありません。にくです。おいしいですよ。
Ueetoresu lie, sakana ja arimasen. Niku desu. Oishii desu yo.
- 6 ^{め あり い}メアリー： じゃあ、これをおねがいします。
Mearii Jaa, kore o onegaishimasu.
- * * *
- 7 ^{め あり い}メアリー： すみません、おてあらいはどこですか。
Mearii Sumimasen, otearai wa doko desu ka.
- 8 ^{う え え ど れ す}ウエートレス： あそこです。
Ueetoresu Asoko desu.

I

Mary: Excuse me. How much is this?

Vendor: It is 3,000 yen.

Mary: It's expensive. Well then, how much is that watch?

Vendor: That is 3,500 yen.

Mary: I see. That is expensive, too.

Vendor: This is 1,800 yen.

Mary: Then, I'll take that watch.

* * *

Stranger: Whose wallet is this?

Mary: It's my wallet. Thank you very much.

II

Waitress: Welcome. Here's the menu.

Mary: Thank you. What is this?

Waitress: Which one? Oh, it is *tonkatsu* (pork cutlet).

Mary: *Tonkatsu*? Is it fish?

Waitress: No, it is not fish. It is meat. It is delicious.

Mary: Then, I'll have this.

* * *

Mary: Excuse me. Where is the restroom?

Waitress: It is over there.

た ん ご



V o c a b u l a r y

W o r d s T h a t P o i n t

* これ	kore	this one
* それ	sore	that one
* あれ	are	that one (over there)
* どれ	dore	which one
この	kono	this . . .
* その	sono	that . . .
* あの	ano	that . . . (over there)
どの	dono	which . . .
* あそこ	asoko	over there
* どこ	doko	where
* だれ	dare	who

F o o d

* おいしい	oishii	delicious
* さかな	sakana	fish
* とんかつ	tonkatsu	pork cutlet
* にく	niku	meat
* メニュー	menyuu	menu
めにかう やさい	yasai	vegetable

T h i n g s

えんぴつ	enpitsu	pencil
かさ	kasa	umbrella
かばん	kaban	bag
くつ	kutsu	shoes
* さいふ	saifu	wallet
ジーンズ	jiinzu	jeans
じしょ	jisho	dictionary
じてんしゃ	jitensha	bicycle
しんぶん	shinbun	newspaper
テープ	teepu	tape
* とけい	tokee	watch; clock
トレーナー	torenaa	sweat shirt
とれえなあ		

* Words that appear in the dialogue

ノート の おと	nooto	notebook
ペン	pen	pen
ぼうし	booshi	hat; cap
ほん	hon	book

Places

* おてあらい	otearai	restroom
きっさてん	kissaten	cafe
ぎんこう	ginkoo	bank
としょかん	toshokan	library
ゆうびんきょく	yuubinkyoku	post office

Countries

アメリカ あ の り が	Amerika	U.S.A.
イギリス い き り す	Igirisu	Britain
かんこく	Kankoku	Korea
ちゅうごく	Chuugoku	China

Majors

けいざい	keezai	economics
コンピューター こ ん ぴ ゅ う た あ	konpyuutaa	computer
ビジネス び じ ね す	bijinesu	business
れきし	rekishi	history

Family

おかあさん	okaasan	mother
おとうさん	otoosan	father

Money Matters

* いくら	ikura	how much
* ～えん	... en	... yen
* たかい	takai	expensive

Expressions

* いらっしゃいませ	irasshaimase	Welcome (to our store)
* (～を)おねがいします	(... o) onegaishimasu.	... , please.
* (～を)ください	(... o) kudasai	Please give me ...
* じゃあ	jaa	then ... ; if that is the case, ...
* (～を)どうぞ	(... o) doozo	Here it is.
* どうも	doomo	Thank you.

ぶんぽう Grammar

1 これ それ あれ どれ

What do we do when we want to talk about things that we do not know the names of? We say “this thing,” “that one,” and so forth. In Japanese, we use *kore*, *sore*, and *are*.

これは いくらですか。
Kore wa ikura desu ka.

How much is this?

それは さんぜんえんです。
Sore wa sanzen en desu.

That is 3,000 yen.

Kore refers to a thing that is close to you, the speaker (“this thing here”). *Sore* is something that is close to the person you are talking to (“that thing in front of you”), and *are* refers to a thing that is neither close to the speaker nor the listener (“that one over there”).

あれは わたしの ^{ペン}です。
Are wa watashi no pen desu.



これは わたしの ^{ペン}です。
Kore wa watashi no pen desu.

それは わたしの ^{ペン}です。
Sore wa watashi no pen desu.

There is also an expression *dore* for “which.” Here we will learn to use *dore* in sentences like:

どれですか。
Dore desu ka.

Which one is it (that you are talking about)?

In this lesson, we will not explore the full extent to which the word *dore* can be put to use, because there is a slight complication with question words like *dore*. Question words like *dore* and *nani* cannot be followed by the particle *wa*. Instead, you must use the particle *ga* and say:

どれが あなたの ペンですか。 *Which one is your pen?*
 Dore ga anata no pen desu ka.

2 この/その/あの/どの + noun

If you want to be slightly more specific than *kore*, *sore*, and *are*, you can use *kono*, *sono*, and *ano* together with a noun. (Note here that the *re* series must always stand alone, while the *no* series must always be followed by a noun.) Thus, if you know that the item in your hand is a watch (*tokee*), instead of:

これは いくらですか。 *How much is this?*
 Kore wa ikura desu ka.

you can say:

このとけいは いくらですか。 *How much is this watch?*
 Kono tokee wa ikura desu ka.

Similarly, if you are talking about a watch that is held by the person you are talking to, you can say:

そのとけいは さんぜんえんです。 *That watch is 3,000 yen.*
 Sono tokee wa sanzen en desu.

And if the watch is far from both the speaker and the listener, you can say:

あのとけいは さんぜんごひゃくえんです。 *That watch over there is 3,500 yen.*
 Ano tokee wa sanzengohyaku en desu.

If you already know that one of several watches is 3,500 yen but do not know which, you can say:

どのとけいが さんぜんごひゃくえんですか。 *Which watch is 3,500 yen?*
 Dono tokee ga sanzengohyaku en desu ka.

Since *dono* is a question word, just like *dore* discussed above, we cannot use the particle *wa* with it; we must use *ga*.

To summarize:

これ (は～)	この noun (は～)	close to the person speaking
それ (は～)	その noun (は～)	close to the person listening
あれ (は～)	あの noun (は～)	far from both people
どれ (が～)	どの noun (が～)	unknown

3 だれの noun

In Lesson 1, we learned how to say things like *Mearii san no denwa bangoo* (Mary's phone number) and *Takeshi san no okaasan* (Takeshi's mother). We now learn how to ask who something belongs to. The question word for "who" is *dare*, and for "whose," we simply add the particle *no*.

これは だれの かばんですか。
Kore wa dare no kaban desu ka.

Whose bag is this?

それは スーさんの かばんです。
Sore wa Suu san no kaban desu.

That is Sue's bag.

4 ここ そこ あそこ どこ

We will learn just one more *ko-so-a-do* set in this lesson: *koko*, *soko*, *asoko*, and *doko* are words for places.

ここ	<i>here, near me</i>
そこ	<i>there, near you</i>
あそこ	<i>over there</i>
どこ	<i>where</i>

You can ask for directions by saying:

すみません、ゆうびんきょくは どこですか。 *Excuse me, where is the post office?*
Sumimasen, yuubinkyoku wa doko desu ka.

If you are close by, you can point toward the post office and say:

(ゆうびんきょくは) あそこです。 *(The post office is) right over there.*
(Yuubinkyoku wa) asoko desu.

We will learn how to give more specific directions in Lesson 4.

5 noun も

In Lesson 1, we learned how to say “Item A is this, item B is that.” We now learn how to say “Item A is this, and item B is this, too.”

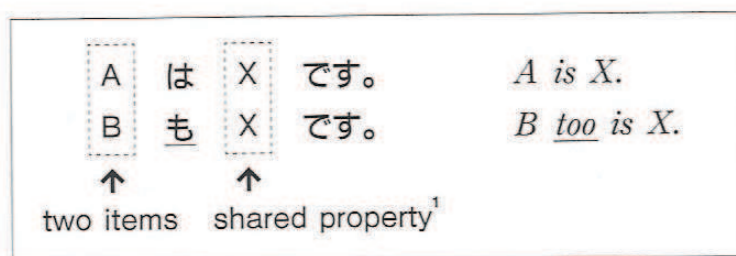
たけしさんは にほんじんです。
Takeshi san wa nihonjin desu.

Takeshi is a Japanese person.

みちこさんも にほんじんです。
Michiko san mo nihonjin desu.

Michiko is Japanese, too.

Note that these two sentences are almost identical in shape. This is natural, as they both claim that a certain person is Japanese. The second sentence, however, is different from the first in that we do not find the particle *wa* in it. We have *mo* instead. *Mo* is a particle that indicates that that item, *too*, has the given property. One thing that you should watch out for is exactly where the particle is placed. In English, the word “too” can be placed after the sentence as a whole, as in the example above. Not so in Japanese. In the above example, *mo* must directly follow *Michiko san*.



6 noun じゃありません

To negate a statement of the form *X wa Y desu*, where *Y* is a noun, you replace *desu* with *ja arimasen*.²

やまださんは がくせいじゃありません。 *Mr. Yamada is not a student.*
Yamada san wa gakusee ja arimasen.

¹We cannot use *mo* to describe a situation like the following: Our friend, Pat, has dual citizenship; Pat is a Japanese, but at the same time, she is an American. To describe the second half of this situation, we cannot say, *Patto mo amerikajin desu*, because the sentence would mean that Pat, in addition to somebody that has been mentioned, is an American. Neither can we say, *Patto wa amerikajin mo desu*. (Japanese speakers would say, *Patto wa amerikajin demo arimasu*.)

²In the dialogues, there are two sentences that end with *desu*, which call for special attention: *Are mo takai desu ne* (That one too is expensive), and *Oishii desu yo* (It is delicious). These sentences cannot be negated by replacing *desu* with *ja arimasen*, because *takai* and *oishii* are not nouns. *Are mo takai ja arimasen* and *oishii ja arimasen* are therefore not grammatical. Instead, one would have to say *takaku arimasen* and *oishiku arimasen*. We will learn about the conjugation pattern of adjectives in Lesson 5.

Ja in ja arimasen is a contraction of *dewa*. In written Japanese, the uncontracted form is more common; thus, the above sentence more likely appears in writing as *Yamada san wa gakusee dewa arimasen*.

affirmative:	(Xは) Yです。	<i>X is Y.</i>
negative:	(Xは) Y <u>じゃ</u> ありません。	<i>X is not Y.</i>

7 ~ね/~よ

Statements often end with the tags *ne* or *yo*, depending on the way the speaker views the interaction with the listener. If the speaker is seeking the listener's confirmation or agreement to what has been said, then *ne* ("right?") could be added.

^{りい}リーさんの せんもんは ぶんがくですね。 *Ms. Lee, your major is literature, right?*
Rii san no senmon wa bungaku desu ne.

これは にくじゃありませんね。 *This is not meat, is it?*
Kore wa niku ja arimasen ne.

Another particle, *yo* ("I tell you"), is added to a statement if the speaker wants to assure the listener of what has been said. With *yo* added, a statement becomes an authoritative decree.

どんかつは さかなじゃありませんよ。
Tonkatsu wa sakana ja arimasen yo.
Let me assure you. "Tonkatsu" is not fish.

^{すみす}スミスさんは ^{いぎりす}イギリスじんですよ。
Sumisu san wa igirisujin desu yo.
(In case you're wondering,) Mr. Smith is British.

表現ノート

ひょうげん

Expression Notes 3

(～を)ください ▶ (. . . o) *kudasai* is “Please give me X.” You can use it to request (concrete) items in general.

(～を)おねがいします ▶ (. . . o) *onegaishimasu* too is a request for item X. When used to ask for a concrete object, (. . . o) *onegaishimasu* sounds slightly more upscale than (. . . o) *kudasai*. It is heard often when ordering food at a restaurant (“I will have . . .”). (. . . o) *onegaishimasu* can also be used to ask for “abstract objects,” such as repairs, explanations, and understanding.

(～を)どうぞ ▶ (. . . o) *doozo* is used when an offer is made with respect to item X. In the dialogue, the restaurant attendant uses it when she is about to hand the menu to the customer. It may also be used when a person is waiting for you to come forth with item X; a telephone operator, asking for your name, would probably say *Onamae o doozo*. (*O* is a politeness marker. Therefore *onamae* is “your honorable name.”)

On the pronunciation of number words ▶ Note that the words for 300, 600, 800, 3,000 and 8,000 involve sound changes. “Counters” whose first sound is *h*, like *hyaku* (hundred), generally change shape after 3, 6, and 8. Some counters that begin with *s*, like *sen* (thousand), change shape after 3 and 8. Refer to the table at the end of the volume.

Big numbers ▶ In addition to the digit markers for tens (*juu*), hundreds (*hyaku*), and thousands (*sen*), which are found in Western languages as well, Japanese uses the marker for tens of thousands (*man*). Thus 20,000, for example, is *niman* (=2×10,000), rather than *nijuusen* (=20×1,000). While the next unit marker in Western languages is one million, Japanese describes that number as 100×10,000, that is, *hyakuman*.

More complicated numbers can be considered the sums of smaller numbers, as in the following examples.

234,567	=	23×10,000	にじゅうさんまん	(nijuusanman)
		4×1,000	よんせん	(yonsen)
		5×100	ごひゃく	(gohyaku)
		6×10	ろくじゅう	(rokujuu)
		7	なな	(nana)

れんしゅう P r a c t i c e


I すうじ (Numbers)



100	ひやく hyaku	1,000	せん sen	10,000	いちまん ichiman
200	にひやく nihyaku	2,000	にせん nisen	20,000	にまん niman
300	さんびやく sanbyaku	3,000	さんぜん sanzen	30,000	さんまん sanman
400	よんひやく yonhyaku	4,000	よんせん yonsen	40,000	よんまん yonman
500	ごひやく gohyaku	5,000	ごせん gosen	50,000	ごまん goman
600	ろっぴやく roppyaku	6,000	ろくせん rokusen	60,000	ろくまん rokuman
700	ななひやく nanahyaku	7,000	ななせん nanasen	70,000	ななまん nanaman
800	はっぴやく happyaku	8,000	はっせん hassen	80,000	はちまん hachiman
900	きゅうひやく kyuuhyaku	9,000	きゅうせん kyuusen	90,000	きゅうまん kyuuman

A. Read the following numbers. 

- (a) 34 (b) 67 (c) 83 (d) 99 (e) 125
 (f) 515 (g) 603 (h) 850 (i) 1,300 (j) 3,400
 (k) 8,900 (l) 35,000 (m) 64,500 (n) 92,340

B. Look at the pictures and answer how much the things are. 

Example: Q: ペンはいくらですか。
 Pen wa ikura desu ka.

A: はちじゅうえんです。
 Hachijuu en desu.

Ex. ^{ペン}ペン



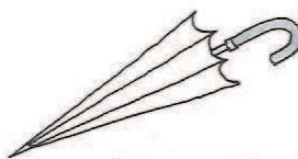
¥80

(1) えんぴつ



¥50

(2) かさ



¥1,000

(3) しんぶん



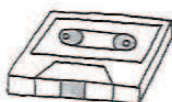
¥110

(4) ほん



¥1,500

(5) ^{テープ}テープ



¥600

(6) くつ



¥3,500

(7) とけい



¥10,000

(8) かばん



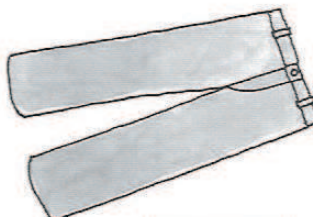
¥20,000

(9) じしょ



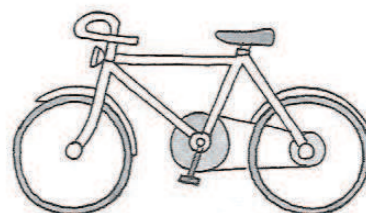
¥8,000

(10) ^{ジーンズ}ジーンズ



¥9,000

(11) じてんしゃ



¥25,000

(12) ^{ノート}ノート



¥450

(13) ぼうし

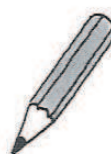


¥2,800

C. Pair Work—One of you looks at picture A and the other looks at picture B (p. 50). (Don't look at the other picture.) Find out the price of all items.

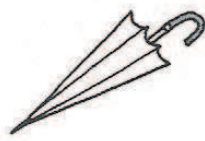
Example: A : えんぴつは いくらですか。
Enpitsu wa ikura desu ka.

B : ひゃくえんです。
Hyaku en desu.

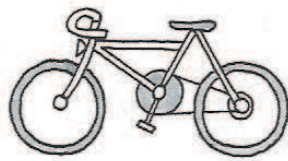


¥

Picture A



¥1,200



¥36,000



¥10,000



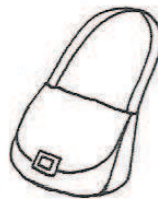
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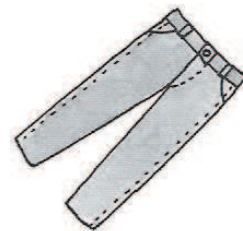
¥



¥



¥8,000



¥

Ⅱ これは 何ですか

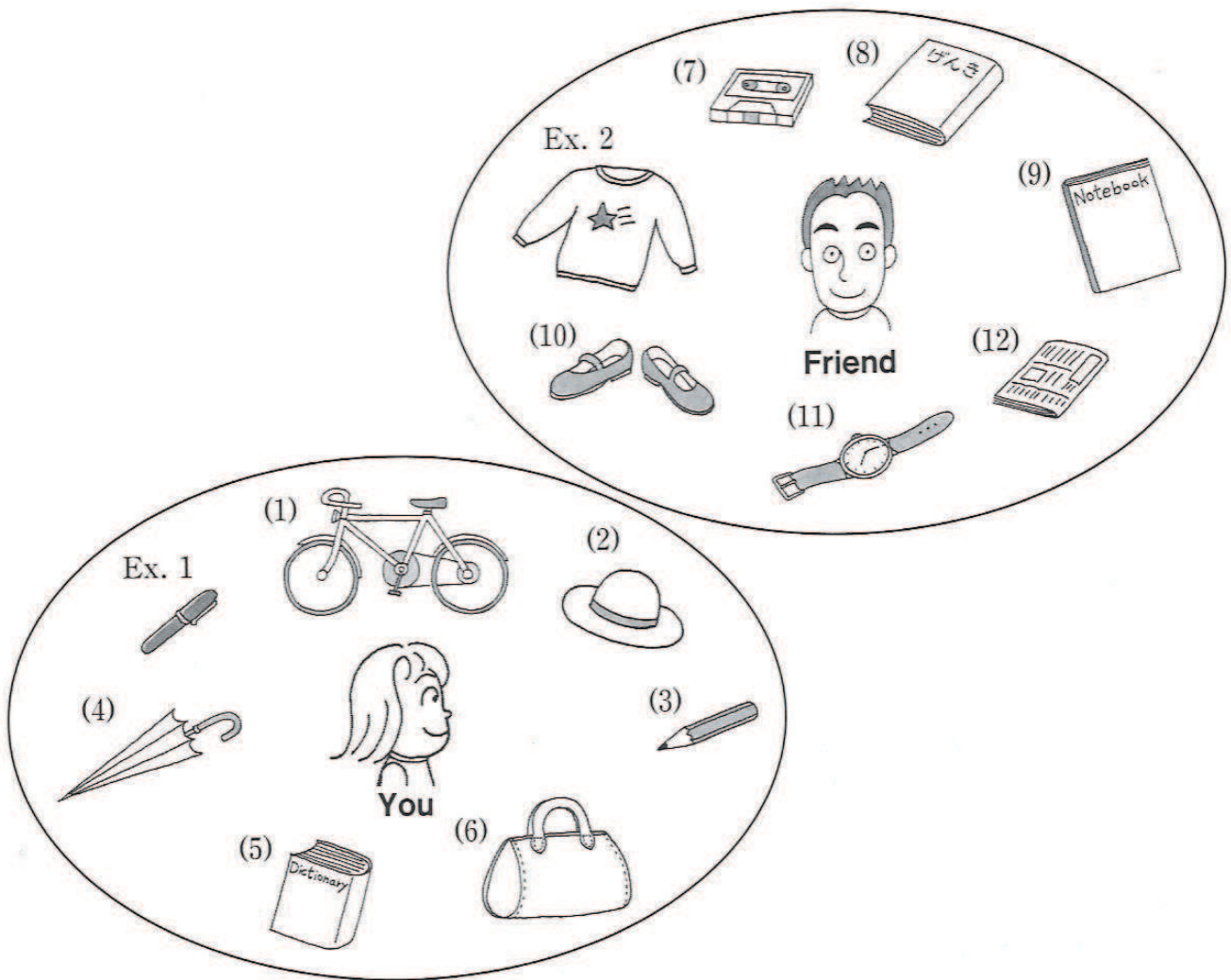
A. Items (1) through (6) are near you, and items (7) through (12) are near your friend. Your friend asks what these things are. Answer the questions. Pay attention to *kore* (*kore*) and *sore* (*sore*). (例)

Example 1: Your friend : *sore wa nan desu ka.*
 Sore wa nan desu ka.

You : *kore wa pen desu.*
 Kore wa pen desu.

Example 2: Your friend : *kore wa nan desu ka.*
 Kore wa nan desu ka.

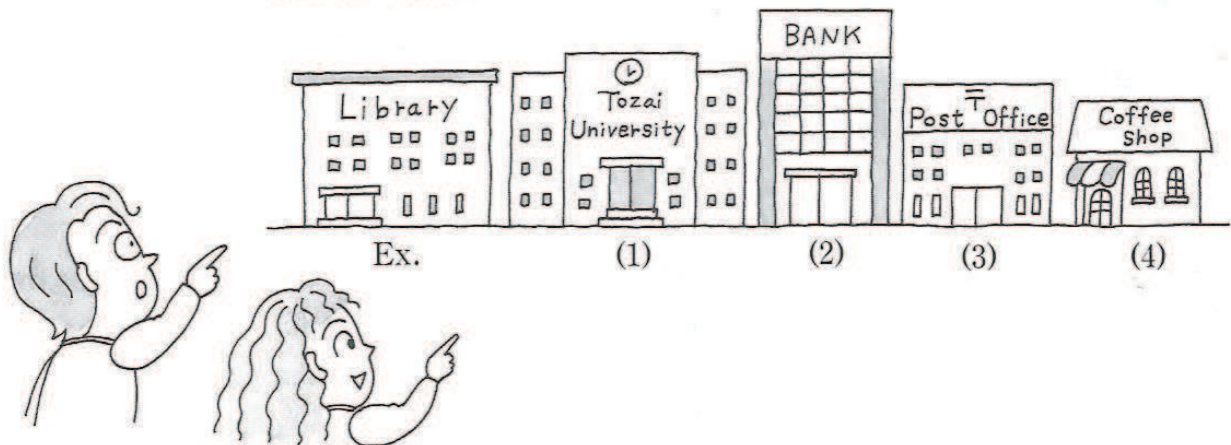
You : *sore wa toreenaa desu.*
 Sore wa toreenaa desu.



B. Look at the picture and tell what each building is. 🗣️

Example: Q : あれは なんですか。
Are wa nan desu ka.

A : あれは としょかんです。
Are wa toshokan desu.



- C. Pair Work—Point out five things in the classroom and ask your partner what they are using *これ (kore)*, *それ (sore)*, or *あれ (are)*. Refer to the picture on p. 53 for the vocabulary.

Example 1:

A : あれは なんですか。
Are wa nan desu ka.
B : あれは とけいです。
Are wa tokee desu.

Example 2:

A : それは なんですか。
Sore wa nan desu ka.
B : これは ^{ペン}ペンです。
Kore wa pen desu.

- D. Pair Work—One of you looks at card A and the other looks at card B (p. 51). Ask and answer questions to find out the price of each item. Use *この (kono)*, *その (sono)*, or *あの (ano)* appropriately.

Example: Customer : このほんは いくらですか。
Kono hon wa ikura desu ka.

Store attendant : にせんひゃくえんです。
Nisen hyaku en desu.

Card A

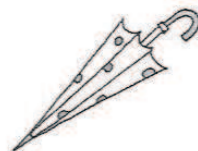
Part I. You are a store attendant. Tell the customer how much each item is.

Part II. You are a customer. Ask for the prices of items (1)-(5).

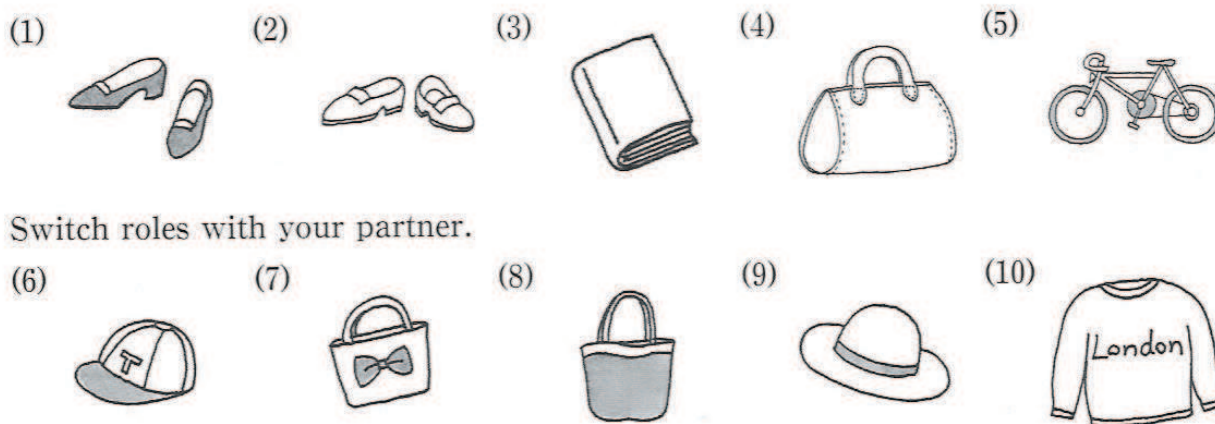
Ⅲ これは だれの かさですか

Pair Work—Point at each item below (picture A) and ask whose it is. Your partner will refer to the picture B (p. 52) and tell you who it belongs to.

Example: A : これは だれの かさですか。
 Kore wa dare no kasa desu ka.
 B : メアリーさんの かさです。
 Mearii san no kasa desu.




Picture A



Switch roles with your partner.

Ⅳ やまださんも にほんじんです

Look at the pictures below and describe each picture. 

Example:

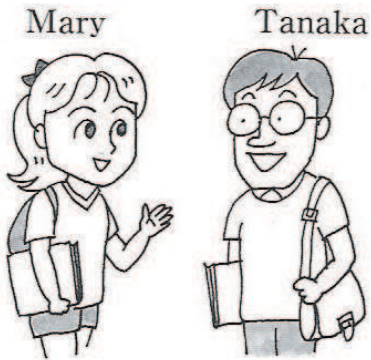
おとうさんは にほんじんです。
 Otoosan wa nihonjin desu.

おかあさんも にほんじんです。
 Okaasan mo nihonjin desu.

Ex. Japanese
 Father Mother



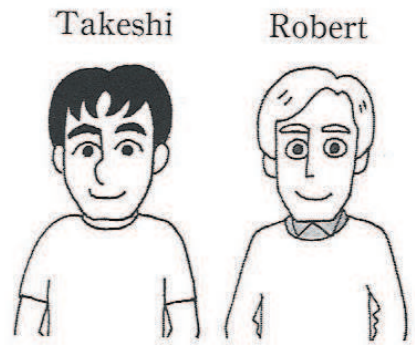
(1) second year



(2) ¥5,800



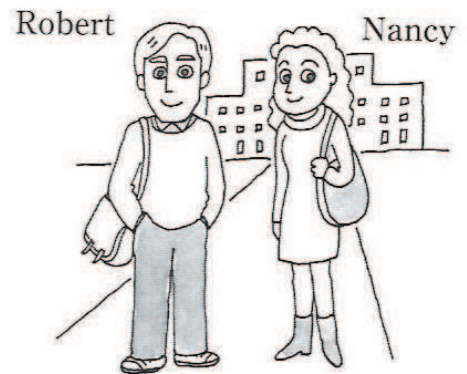
(3) 22-years old

(4) とけい
tokee

(5) vegetable



(6) U. of London students



㉮ ^{めありい}メアリーさんは ^{にほんじん}にほんじゃありません

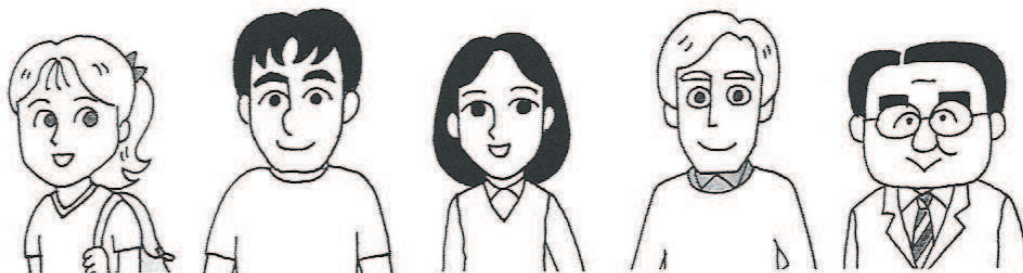
A. Look at the chart on the next page and answer the questions. (㉮)

Example: Q: ^{めありい}メアリーさんは ^{にほんじん}にほんですか。
Mearii san wa nihonjin desu ka.

A: いいえ、^{にほんじん}にほんじゃありません。 ^{あめりか}アメリカじんです。
lie, nihonjin ja arimasen. Amerikajin desu.

1. たけしさんは ^{ちゅうごくじん}ちゅうごくじんですか。
Takeshi san wa chuugokujin desu ka.
2. ^{ろばあと}ロバートさんは ^{あめりか}アメリカじんですか。
Robaato san wa amerikajin desu ka.
3. やましたせんせいは ^{かんこくじん}かんこくじんですか。
Yamashita sensee wa kankokujin desu ka.
4. ^{ろばあと}ロバートさんの ^{せんもん}せんもんは ^{にほんご}にほんごですか。
Robaato san no senmon wa nihongo desu ka.
5. ^{すう}スーさんの ^{せんもん}せんもんは ^{けいざい}けいざいですか。
Suu san no senmon wa keezai desu ka.
6. たけしさんは ^{どうぎだいがく}どうぎだいがくの ^{がくせい}がくせいですか。
Takeshi san wa Toozai daigaku no gakusee desu ka.

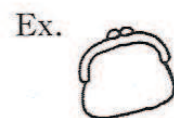
7. ^{めありい}メアリーさんは ^{ろんどん}ロンドン^{だいがく}だいがくの ^{がくせい}がくせいですか。
Mearii san wa Rondon daigaku no gakusee desu ka.
8. たけしさんは ^{にねんせい}にねんせいですか。
Takeshi san wa ninensee desu ka.
9. ^{すう}スーさんは ^{いちねんせい}いちねんせいですか。
Suu san wa ichinensee desu ka.
10. ^{ろばあと}ロバートさんは ^{よねんせい}よねんせいですか。
Robaato san wa yonensee desu ka.



	Hart, Mary	きむらたけし Kimura Takeshi	Kim, Sue	Smith, Robert	やましたせんせい Yamashita sensee
Nationality	American	Japanese	Korean	British	Japanese
School	U. of Arizona	Tozai Univ.	Seoul Univ.	U. of London	Tozai Univ.
Major	Japanese	history	computer	business	(Japanese teacher)
Year	2nd year	4th year	3rd year	4th year	

B. Pair Work—Ask your partner whose belongings items (1) through (7) are. Your partner will refer to the picture on the next page and answer the questions.

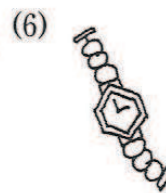
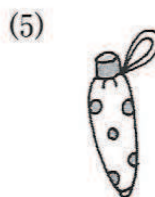
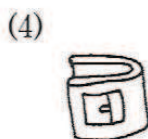
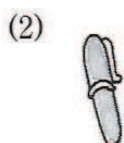
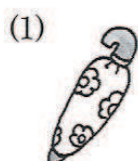
Example: A : これは ^{めありい}メアリーさんの ^{さいふ}さいふですか。
Kore wa Mearii san no saifu desu ka.

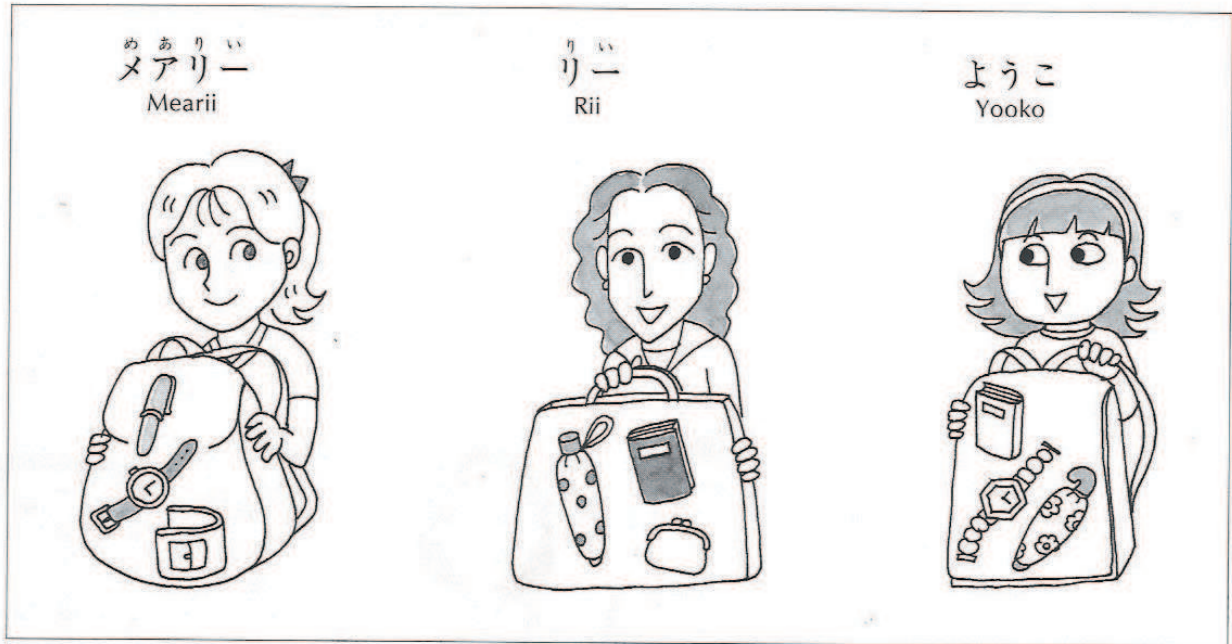


B : いいえ、^{めありい}メアリーさんの ^{さいふ}さいふじゃありません。
Iie, Mearii san no saifu ja arimasen.

A : これは ^{りい}リーさんの ^{さいふ}さいふですか。
Kore wa Rii san no saifu desu ka.

B : ええ、^{りい}リーさんの ^{さいふ}さいふです。
Ee, Rii san no saifu desu.





Ⅶ まとめの れんしゅう (Review Exercises)

- A. Role Play—One student is a store attendant. The other is a customer. Use Dialogue I as a model.



B. Role Play—One student is a waiter/waitress. The other student goes to a restaurant. Look at the menu below and order some food or drink, using Dialogue II as a model.

メニュー

ていしょく



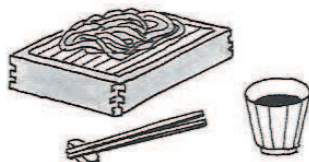
すばげってい
スパゲッティ



かれえ
カレー



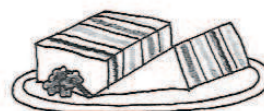
そば



うどん



さんごいっち
サンドイッチ



あいすくりいむ
アイスクリーム



らあめん
ラーメン



はんばあがあ
ハンバーガー



こおひい
コーヒー



こおら
コーラ



さらだ
サラダ



じゅうす
ジュース



みるく
ミルク



こうちゃ
こうちゃ



Pair Work I C.

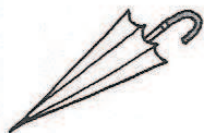
Example: A : えんぴつは いくらですか。
 Enpitsu wa ikura desu ka.

B : ひゃくえんです。
 Hyaku en desu.



¥100

Picture B



¥



¥



¥



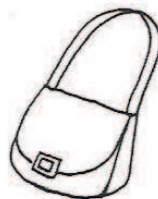
¥3,700



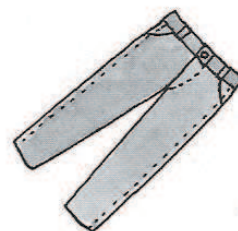
¥4,500



¥9,000



¥



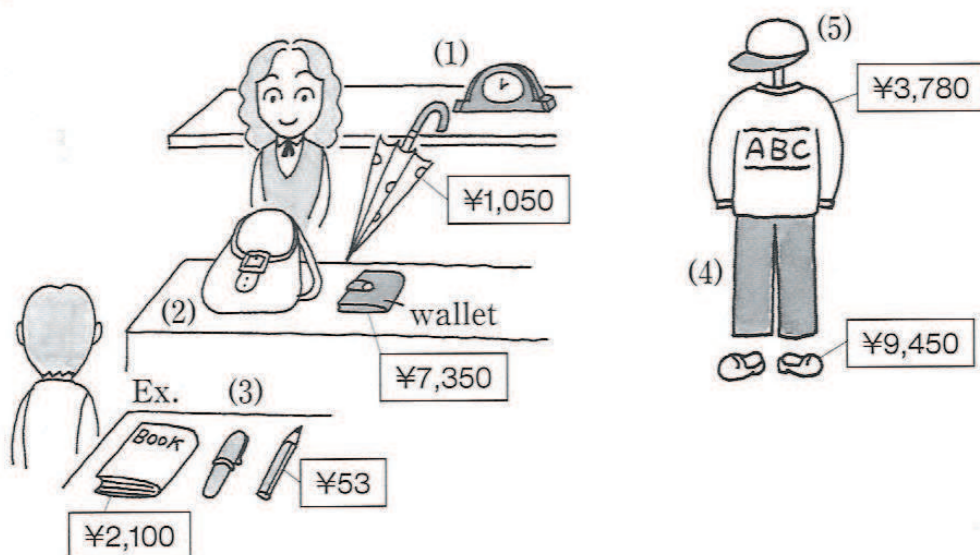
¥7,000

Pair Work Ⅱ D.

Example: Customer: このほんは いくらですか。
Kono hon wa ikura desu ka.

Store attendant: にせんひゃくえんです。
Nisen hyaku en desu.

Card B



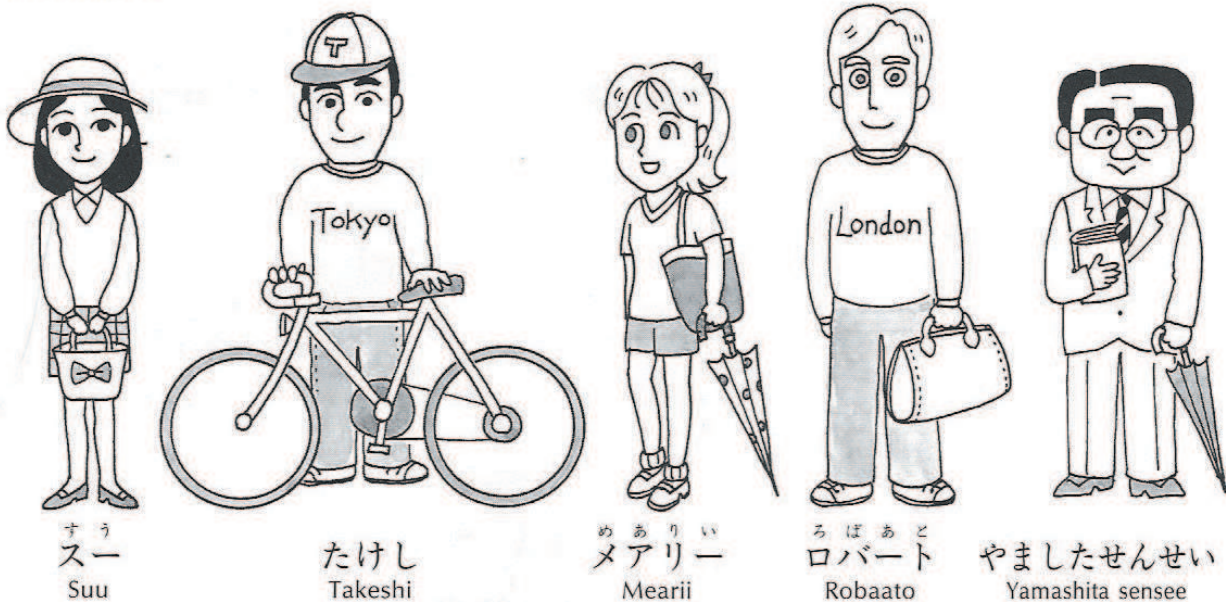
Part I. You are a customer. Ask for the price of items (1)-(5).

Part II. You are a store attendant. Tell the customer how much each item is.

Pair Work Ⅲ

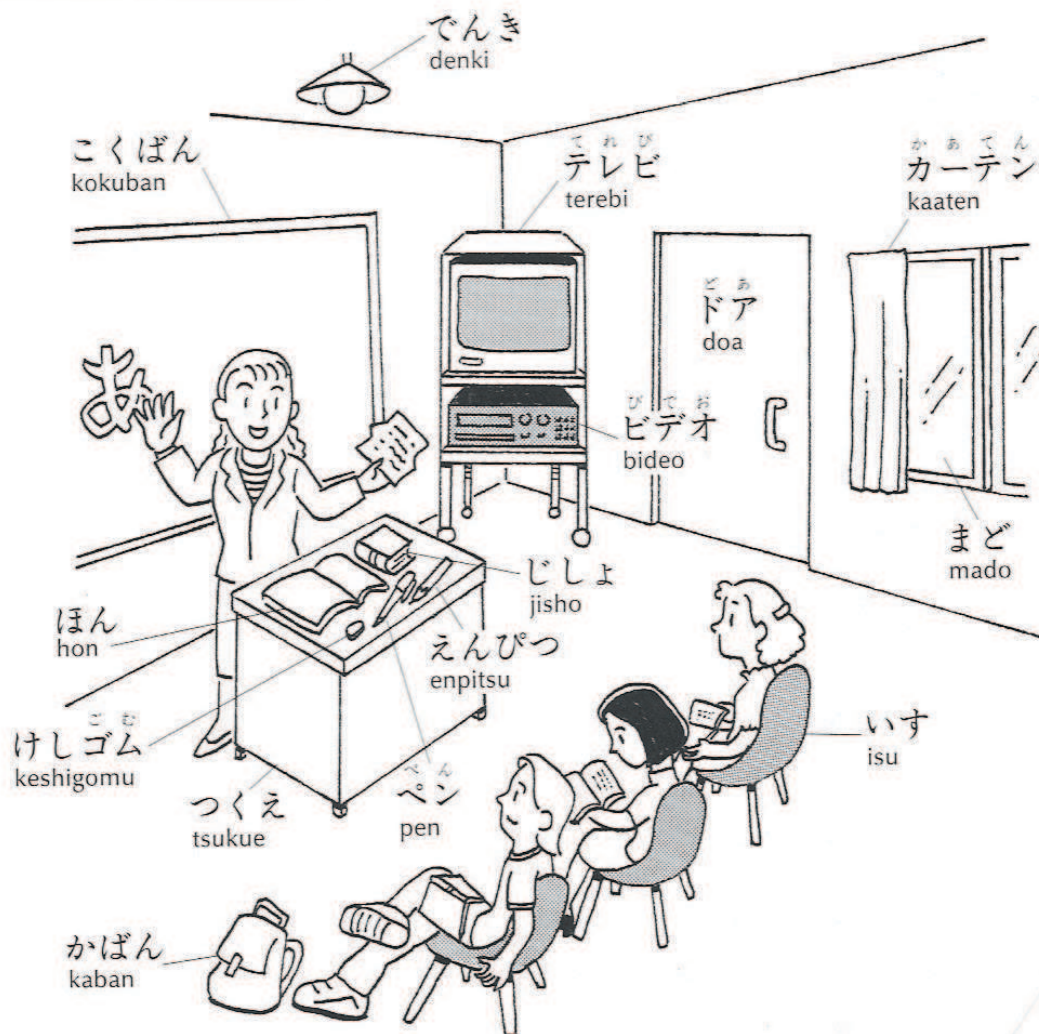
Example: A : これは だれの かさですか。
 Kore wa dare no kasa desu ka.
 B : ^{めありい}メアリーさんの かさです。
 Mearii san no kasa desu.

Picture B



きょうしつ

In the Classroom



Useful Expressions

わかりました。—— I understand./I understood.
Wakarimashita.

わかりません。—— I don't understand./I don't know.
Wakarimasen.

ゆっくり ってください。—— Please speak slowly.
Yukkuri itte kudasai.

もういちど ってください。—— Please say it again.
Moo ichido itte kudasai.

ちょっと ってください。—— Please wait.
Chotto matte kudasai.