

第8課 | E S S O N8

バーベキュー—Barbecue

会話 Dialogue

① At school.

- 1 みちこ： たけしさん、あしたみんなでバーベキューをしませんか。
- 2 たけし： いいですね。だれが来ますか。
- 3 みちこ： スーさんとロバートさんが来ます。メアリーさんも来ると思っています。
- 4 たけし： けんさんは？
- 5 みちこ： けんさんはアルバイトがあると言っています。
- 6 たけし： 残念ですね。何か持っていくでしょうか。
- 7 みちこ： 何もいらないと思います。

② Robert is cooking at the barbecue.

- 1 みちこ： 上手ですね。ロバートさんは料理するのが好きですか。
- 2 ロバート： ええ、よく家で作ります。
- 3 みちこ： 何か手伝いましょうか。
- 4 ロバート： じゃあ、トマトを切ってください。
- 5 ロバート： 始めましょうか。
- 6 みちこ： あっ、まだ飲まないでください。
- 7 メアリー： 遅くなってすみません。
- 8 みんな： じゃあ、乾杯！

①

Michiko: Takeshi, would you like to have a barbecue party tomorrow?
 Takeshi: That's nice. Who will come?
 Michiko: Sue and Robert will come. I think Mary will come, too.
 Takeshi: How about Ken?
 Michiko: Ken said he had a part-time job.
 Takeshi: Too bad. Shall I bring something?
 Michiko: I think nothing is needed.

②

Michiko: You are good (at cooking). Do you like cooking, Robert?
 Robert: Yes, I often cook at home.
 Michiko: Shall I help you with something?
 Robert: Well then, cut the tomatoes, please.
 *
 Robert: Shall we start?
 Michiko: Don't drink yet. Mary said that she would come.
 Mary: I'm sorry for being late.
 Everyone: Well then . . . Cheers!



単語



Vocabulary

Nouns

あきって

あめ

かいしやいん

カメラ

カラオケ

くうき

けさ

こんげつ

しごと

だいがくせい

デイスコ

てんきよほう

ところ

* トマト

なつ

* なにか

パーティー

* バーベキュー

はし

ふゆ

ホームステイ

まいしゅう

らいげつ

な - adjectives

* じょうず(な)

へた(な)

ゆうめい(な)

U - verbs

あめがふる

あらう

* いう

the day after tomorrow

rain

office worker

camera

karaoke

air

this morning

this month

job; work; occupation

college student

disco

weather forecast

place

tomato

summer

something

party

barbecue

chopsticks

winter

homestay; living with a local

family

every week

next month

skillful; good at... (〜が)

clumsy; poor at... (〜が)

famous

it rains

to wash

to say

* Words that appear in the dialogue

* いる

* おそくなる

* おもう

* きる

* つくる

* もっていく

Ru - verbs

じろじろみる

* はじめる

Irregular Verbs

うんてんする

せんたくする

そうじする

* りょうりする

to need (〜が)

to be late (for...)

to think (〜に)

to cut

to make

to take (something)

じろじろ見る

to stare (at...)

to begin (〜を)

to drive (〜を)

to do laundry

to clean

to cook

Adverbs and Other Expressions

ううん

うん

* かんばい

* ざんねん(ですね)

* まだ + negative

* みんなで

uh-uh; no

uh-huh; yes

Cheers! (a toast)

That's too bad.

not... yet

all (of the people) together

文法 Grammar

I Short Forms

In this and the next lesson, we will learn a new paradigm of conjugation, which we will call "short forms." Before we start worrying about their meaning and how they are used, let us first see what they look like. It should be obvious why they are called short forms. We will list the already familiar "long forms" to the right in the table below.

| Present tense, affirmative | short forms | long forms |
|----------------------------|--|------------------|
| verbs: | 読む ^a かawaii ^a | 読みます かawaiiです |
| い-adjectives: | 静かだ ^b | 静かです |
| な-adjectives: | 学生だ ^c | 学生です |
| noun + です: | | |
| Present tense, negative | short forms | long forms |
| verbs: | 読まない ^d | 読みません |
| い-adjectives: | かawaiiくない ^d | かawaiiくありません |
| な-adjectives: | 静かじゃない ^d | 静かじゃありません |
| noun + です: | 学生じゃない ^d | 学生じゃありません |

The following rules summarize how short forms are constructed.

- Verbs and い-adjectives in the affirmative (a above)
 - same as their dictionary forms
- な-adjectives and noun + です in the affirmative (b above)
 - replace です with だ
- い- and な-adjectives and noun + です in the negative (d above)
 - replace ありません with ない

¹Various names have been given to this paradigm. They include "plain forms," "informal forms," and "direct style." Long forms, on the other hand, are often called "polite forms," "formal forms," and "distal style."

As noted in Lesson 5, the adjective いい is irregular. Its negative short form is よくない.

Verbs in the negative need to be analyzed in more detail, because る, む, and irregular verbs conjugate differently.

| Negative short forms of verbs (c above) | |
|---|---------------------|
| ru-verbs: Take the final る off and add ない. | |
| 食べる | → 食べない |
| u-verbs: Take the final -u off and add -anai. | |
| 書く | → 書かない |
| 話す | → 話さない |
| 待つ | → 待たない |
| 死ぬ | → 死なない |
| 読む | → 読まない |
| irregular verbs: | |
| する | → しない |
| ある | → ない ⁽¹⁾ |
| 作る | → 作らない |
| 泳ぐ | → 泳がない |
| 呼ぶ | → 呼ばない |
| 買う | → 買わない |
| こない ⁽²⁾ | |

With verbs in the negative, the following three points are worth noting.

- (1) The negative short forms of verbs that end with the hiragana う are ~わない instead of ~あない.
- (2) The vowel changes with the irregular verb くる.
- (3) The verb ある in the negative is ない.

2 Uses of Short Forms

We now turn to discussion of how we utilize short forms. In this lesson, we will learn to use the short forms in the following four contexts:

- In represented, or quoted, speech ("I think . . .," "She said . . .")
- In casual conversations, as signs of intimacy
- In making negative requests ("Please don't . . .") (See 3 on p. 157.)

²This suggests that the bases of verbs like 買う and 会う actually end with the consonant *w*. This consonant remains dormant when the base is followed by the vowel *i*, thus we have 買います, where *w* is lacking, but it surfaces with the vowel *a* following, 買わない. This mystery consonant also explains why the *te*-form of such a verb has the small つ, just like verbs whose bases obviously end with a consonant, such as くる and 待つ.

- In expressing ideas like “I like doing...” or “I am good at doing...”

(See 4 below.)

Quotations To quote a person's utterances or thoughts, you use a clause ending with a predicate in the short form, plus *と言っていました* (They said “...”), *と思います* (I think that...), and so forth. *と* is a quotation particle, which does the job of both the English word “that” in indirect quotation and of quotation marks (“ ”) in direct quotation.



スーさんは、あした試験があると言っていました。⁴

Sue said that there would be an exam tomorrow.

(私は) たけしさんはマリーさんが好きだと思っいます。⁴

I think Takeshi likes Mary.

Casual conversations Two people who are close friends or family members speak with short forms at the end of sentences, using them as a sign of intimacy. The use of long forms, in contrast, tends to imply the speaker's intention to “keep a proper distance” from the listener. Short forms, then, are like talking on a first name basis, while long forms are like using “Mr.” and “Ms.”

It may not be easy to decide when it is appropriate to switch to short forms. First of all, Japanese speakers are often very conscious of seniority. A year's difference in age may in many cases totally preclude the possibility of establishing a truly “equal” relationship.

³Note that the present tense in Sue's original utterance is preserved in Mary's report.

⁴To say that you *don't think* something is the case, it is more common in Japanese to say *it like~ない* and *と思っいます* (I think that something is *not* the case) than *~と思っいません* (I don't think). Therefore: (私は) マリーさんはたけしさんが好きじゃなっと思っいます。
I don't think Mary likes Takeshi. (= I think Mary doesn't like Takeshi.)

Second, license to use short forms is not mutual; senior partners may feel perfectly justified in using short forms while expecting their junior partners to continue addressing them with long forms. Thus if somebody who is older, say, your Japanese language professor, talks to you using short forms, they would be greatly surprised if you should return the favor.

Here are a few observations on the grammar of short forms as they are used in casual conversations.

- In the casual conversational use of short forms, question sentences do not end with the question particle *か*, but with rising intonation alone.
- The *だ* ending of な-adjectives and noun + *です* constructions (b in the previous section) is usually dropped.

In casual conversations, *はい* and *いいえ* are often replaced by the less formal *うん* and *うん*.

3 ~ないでください

To request that someone refrain from doing something, one can use a negative verbal short form plus *でください*.

ここで写真を撮らないでください。

Please don't take pictures here.

negative short form + *てください* Please don't...

4 verbのが好きです

Short forms are used in constructions where verbs and adjectives are to be treated as nouns. Thus *私は〜が好きです* / *〜が大好きです* / *〜が大好きです* can, besides describing your preference for items denoted by nouns, such as *猫*, also describe your preference for activities, such as swimming, drinking coffee, and studying Japanese. Add *の* to a verbal short form to express the idea of “doing x.”

(私は) 日本語を勉強するのが好きです。

I like studying the Japanese language.

(私は) 部屋を掃除するのが好きです。

I don't like cleaning my room.

“To be good/bad at doing something” is ~が上手です (is good at ...) and ~が下手です (is bad at ...).

ロバートさんは料理を作るのが上手です。
Robert is good at cooking meals.

たけしさんは英語を話すのが下手です。
Takeshi is not a good speaker of English.

| | |
|-----------------------------|------------------------|
| 好きな ぎらい | like doing ... |
| 上手 下手 | doesn't like doing ... |
| person は activity (verb) のが | is good at doing ... |
| | is poor at doing ... |

です。

It is a common mistake to use the *te*-form of a verb in such contexts, misled by the association between ~ている and the verb in the *-ing* form in English.

× たけしさんは英語を話してが下手です。

5 が

Consider what ロバートさんは沖繩に行きました means. This sentence of course is about Robert and describes what he did. It is likely to be uttered when the topic of Robert has already been breached. Grammatically speaking, (1) the noun ロバート stands as the subject in relation to the verb 行く (he was the person who performed the going), and (2) the noun is, per the function of the particle は, presented as the topic of the sentence (as *for* Robert, he went to Okinawa).

What if we both know that somebody went to Okinawa recently, and I know that it was Robert, but *you* don't. I will say:

ロバートさんが沖繩に行きました。
ROBERT went to Okinawa.

⁵To describe one's skills or lack thereof, we also often use a different set of expressions, namely, ~がとくいです (is comfortable with ...) and ~がたがたです (is uncomfortable with ...).
私は日本語を話すのがとくいです。 I am good at/comfortable with speaking Japanese.

This sentence means that Robert went to Okinawa, which in English would be uttered with an extra emphasis on the name Robert. His identity is the new piece of information provided by this sentence. It is one of the functions of the particle が to (1) present the subject of a sentence in a way such that (2) the noun will “fill in the blank on the information sheet.”

The “blank on the information sheet” is a question word like だれ and 何. The above sentence will fill in the blank left out by:

だれが沖繩に行きましたか。 Compare: × だれは沖繩に行きましたか。
Who went to Okinawa? *Who* is the subject of the sentence.

As we learned in Lesson 2, a question word that is the subject of a sentence is never followed by the particle は, but always by the particle が. As we have seen, a noun that will provide the answer to such a question is also followed by the particle が.

どのクラスがおもしろいですか。

Which class is (the most) interesting?

日本語のクラスがおもしろいです。
Japanese class is.

(このクラスで) だれがめがねをかけていますか。

Who wears glasses (in this class)?

山下先生がめがねをかけています。
Professor Yamashita does.

6 何か and 何も

The word for “something” is 何か, and the word for “anything” in negative sentences is 何も.

| | | |
|----------------------|---------------|--------------------|
| “Some” and “any” in: | 何か | something |
| positive statements | 何か | anything? |
| questions | 何も + negative | not . . . anything |
| negative statements | | |

These two words are used in places where the particles は, が, and を are expected. In these contexts, they are used on their own, without the help of particles. We will learn in Lesson 10 what to do in cases where particles other than these are expected.

猫が何か持っていました。
The cat has brought something.

猫は何か食べましたか。
Did the cat eat anything?

いいえ、猫は何も食べませんでした。
No, the cat did not eat anything.

表現ノート

Expression Notes

～する ▶ Most irregular verbs are compounds of nouns and the verb する. If you have learned an irregular verb, therefore, you have also learned a noun.

verbs
勉強する
to study

nouns
勉強
study

料理する
to cook

ex. 日本語の勉強は楽しいです。
Japanese language study is fun.
ex. ロバートさんの料理はおいしいです。
Robert's cooking is good.

Some of these nouns can be used as the "object" of the verb する.

私は日本語の勉強をしました。
I studied Japanese.

Compare: 私は日本語を勉強しました。

たけしさんは部屋の掃除をしました。
Takeishi cleaned his room.

Compare: たけしさんは部屋を掃除しました。

練習 Practice

① Short Forms

A. Change the affirmatives into negatives. (例)

Example: かく → かかない

- 1. みる 2. あげる 3. すむ 4. かける
- 5. はく 6. はじめる 7. つくる 8. せんたくする
- 9. あらう 10. くる 11. わすれる 12. ある
- 13. おもう 14. もっていく 15. はいる 16. かえる
- 17. あめがふる

B. Change the affirmatives into negatives. (例)

Example: たかい → たかくない
げんきだ → げんきじゃない
がくせいだ → がくせいじゃない

- 1. ゆうめいだ 2. あめだ 3. いそがしい 4. かわいい
- 5. みじかい 6. しんせつだ 7. やすい 8. きれいだ
- 9. たいへんだ 10. いい 11. かつこいい 12. すきだ
- 13. きらいだ

① Informal Speech

A. Answer the following questions in informal speech, first in the affirmative, then in the negative. (例)

Example: Q: よく魚を食べる?

A: うん、食べる。/ ううん、食べない。

- 1. 今日、勉強する? 2. 今日、友だちに会う?
- 3. よくお茶を飲む? 4. よく電車に乗る?
- 5. 毎日、日本語を話す? 6. 毎日、テレビを見る?

- 7. あした、大学に来る？
- 8. 今日、宿題がある？
- 9. 自転車を持っている？
- 10. 来週、デイスコに行く？
- 11. 母週、部屋を掃除する？
- 12. 毎日、洗濯する？

B. Answer the following questions in informal speech, first in the affirmative, then in the negative. (例)

- Example: Q: 元気が？
 A: うん、元気。／ううん、元気がやない。
- 1. ひま？
 - 2. 忙しい？
 - 3. 日本語のクラスはおもしろい？
 - 4. 日本語のクラスは難しい？
 - 5. この教科書はいい？
 - 6. 先生は上手？
 - 7. 料理が上手？
 - 8. お風呂が好き？
 - 9. スポーツがきらい？
 - 10. 今日は月曜日？

III 日本人だと思えます

A. Make a guess about Mary, using ~と(思)います。(例)

Example: good at Japanese → メアリーさんは日本語が上手だと思えます。



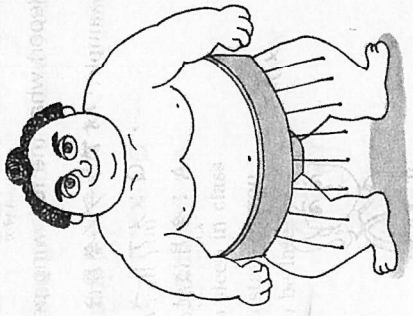
- 1. often cooks
- 2. drives a car
- 3. doesn't smoke
- 4. listens to a Japanese language tape every day
- 5. doesn't go home late at night
- 6. doesn't drink alcohol much
- 7. often goes to see movies
- 8. not married
- 9. likes Takeshi
- 10. busy
- 11. a good student
- 12. not tall
- 13. not scary
- 14. not quiet
- 15. not a freshman

B. Make a guess about the person or place below and answer the following questions.

Example: Q: この人は日本人ですか。
 A: ええ、日本人だと思えます。
 いいえ、日本人じゃないと思えます。

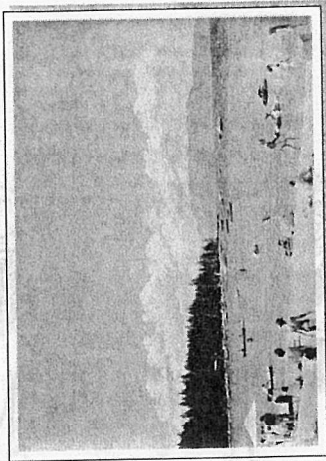
A Picture A

- 1. この人は会社員ですか。
- 2. 有名ですか。
- 3. ひまですか。
- 4. 頭がいいですか。
- 5. 背が高いですか。
- 6. 忙しいですか。
- 7. 結婚していますか。
- 8. お金をたくさん持っていますか。
- 9. よく食べますか。
- 10. よくスポーツをしますか。
- 11. フランス語を話しますか。



B Picture B

- 1. ここは日本ですか。
- 2. 有名な所ですか。
- 3. 空気がきれいですか。
- 4. 暑いですか。
- 5. 冬は寒いですか。
- 6. 人がたくさん住んでいますか。
- 7. ここの人人はよく泳ぎますか。
- 8. よく仕事をしますか。
- 9. 夏によく雨が降りますか。



C. Make a guess about the following things, using ~と(思)います。

- 1. the weather tomorrow
- 2. the next test
- 3. what your classmates will do tomorrow

Ⅳ メアリーさんは忙しいと言っていました

A. Report what the following people said, using ~と言っていました。(例)

Example: メアリー / 今月は忙しいです。

→ Q: メアリーさんは何と言っていましたか。

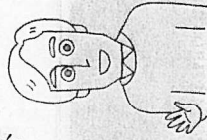
A: 今月は忙しいと言っていました。

メアリー



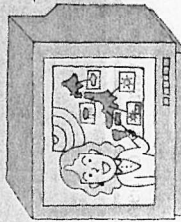
EX. 今月は忙しいです。
 1. 来月もひまじやありません。
 2. あしたは買い物します。
 3. 京都に住んでいます。

ロバート



4. ホームステイをしています。
 5. お父さんは親切です。
 6. お母さんは料理が上手です。
 7. お兄さんは大学生です。
 8. 家族は英語を話しません。

天気予報



9. あしたはいい天気です。
 10. あしたは寒くありません。
 11. あさっては雨が降ります。
 12. あさっては寒いです。

B. Pair Work—Ask your partner the following questions. Take notes and report to the class later, using ~と言っていました。

- 週末は何をしますか。
- 日本はどうですか。
- 日本の友だち／日本の家族はどんな人ですか。
- どんな人が好きですか。

Ⅴ 食べないでください

What would you say when you want someone...

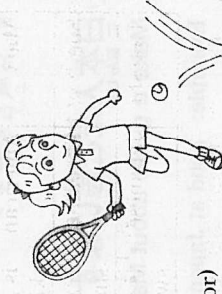
Example: not to look at your photo → 写真を見ないでください。

- not to speak English
- not to call you
- not to come to your house
- not to go
- not to smoke
- not to sleep in class
- not to forget
- not to stare at you
- not to start the class yet
- not to be late
- not to erase the blackboard yet (こくばん)

Ⅵ 勉強するのが好きですか

A. Tell what Mary is good/poor at, using 上手です or 下手です。(例)

Example: tennis (good)



→ メアリーさんはテニスが上手です。
 swimming (poor)

→ メアリーさんは泳ぐのが下手です。

- French (good)
- video games (poor)
- cooking (good)
- making sushi (poor)
- speaking Japanese (good)
- taking pictures (good)
- driving a car (good)
- eating with chopsticks (good) (はしで)
- writing love letters (good) (ラブレター)

B. Pair Work—Ask if your partner likes to do the following activities.

Example: studying

→ A: 勉強するのが好きですか。

B: はい、好きです / 大好きです。

いいえ、きらいです / 大嫌いです。



- eating
- sleeping
- singing
- doing shopping
- playing sports
- studying Japanese
- doing cleaning
- doing laundry
- cooking
- taking a bath
- driving a car
- washing a car

* If you neither like it nor dislike it, you can use 好きでもきらいでもありません。

Ⅶ だれがイギリス人ですか

A. Use the table below and answer the questions. (問)

Example: Q: だれがイギリス人ですか。 → Robert is British.

A: ロバートさんがイギリス人です。

- だれが韓国人ですか。
- だれが料理をするのが上手ですか。
- だれがいつも (always) 食堂で食べますか。
- だれがデートをしましたか。
- だれが犬が好きですか。

| | | | | | |
|----------|----------|---------------------|--------------------------|------------------------------|-------------------|
| Robert | British | is good at cooking | cooks often | went to Okinawa last weekend | doesn't like cats |
| Mary | American | is good at skiing | does not cook | had a date last weekend | likes dogs |
| Sue | Korean | is good at singing | cooks sometimes | went to Tokyo last weekend | likes cats |
| Takeishi | Japanese | is good at swimming | always eats at cafeteria | had a date last weekend | doesn't like cats |

B. Pair Work—Use the table above and ask your partner questions with **だれか**.

Ⅷ 週末、何もませんでした

A. You went to a party but did nothing there. Make sentences using the cues. (問)

Example: パーティーに行きましたが、(eat) → パーティーに行きましたが、何も食べませんでした。

- パーティーに行きましたが、(drink)
- カラオケがありましたか、(sing)
- テレビがありましたか、(watch)
- カメラを持っていましたが、(take)
- ゆみさんに会いましたが、(talk)
- パーティーに行きましたが、(do)

B. Answer the following questions.

Example: Q: きのうの晚ごはんは何か作りましたか。

A: はい、スパゲッティ (spaghetti) を作りました。いいえ、何も作りませんでした。

- けさ、何か食べましたか。
- きのう、何か買いましたか。
- きのう、テレビで (on TV) 何か見ましたか。
- 今、何かありますか。
- 週末、何かしますか。
- 週末、何か勉強しますか。

Ⅸ まとめの練習

A. Interview one of your classmates about any future plans and report to the class.

Example: スーさんは来年ソウルへ行くと言っていました。

B. Pair Work/Group Work—You are planning a party. Decide on the following points and fill in the chart.

| | | | | | |
|-------------|----|----|----|----|----|
| いつですか | OS | ST | ST | ST | ST |
| どこですか | OS | ST | ST | ST | ST |
| どんなパーティーですか | OS | ST | ST | ST | ST |
| 何を持っていくですか | OS | ST | ST | ST | ST |
| だれが来ますか | OS | ST | ST | ST | ST |

C. Class Activity—Find someone who . . .

1. likes to study Japanese _____
2. hates to do cleaning _____
3. likes to sing _____
4. is poor at driving _____
5. whose mother is good at cooking _____

D. Pair Work—A and B are making plans for a one-day trip with two other friends C and D. A knows C's schedule and B knows D's schedule. Play the roles of A and B. Discuss your own and your friend's schedules using ~と言っていました, and find out which days all four of you are available.

Example: A : 十六日はひまですか。
じゅうろくにち
 B : いいえ、買い物に行きます。十八日は、どうですか。
かひもの じゅうはちにち
 A : 私は、何もみません。でも、Cさんが映画を見に行くと言っていました。
わたし なにも みません でも Cさん が 映画 を 見 に 行 く と 言 っ て い ま し た。
 B : そうですか。じゃあ.....
そう です か。 じゃあ.....

Student A Work—Use the table above and ask your partner to find out who is available.

A's schedule

| | | | | | | |
|-----------------------------|--------|----|----|-------|------|---------------|
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 週末、おしゃべり | もしまでして | | | study | quiz | party |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| You work to a part-time job | | | | | | part-time job |

C told A that he would . . .
 18th: go to see a movie
 24th: meet friends
 26th: go to Osaka to have fun

Student B

B's schedule

| | | | | | | |
|----------|------|----|----|----|----|--------|
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| shopping | work | | | | | tennis |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | work |

D told B that she would . . .
 19th: do a part-time job
 27th: go to eat Japanese cuisine
 28th: go to Kyoto to see temples