

Introduction to Japanese Language and Culture - II
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Lecture: 40
Haru ni naru to sakurta ga saku
春になると桜がさく
When it is Spring Cherry Blossoms will bloom

Konnichiwa minasan/こんにちは みなさん(FL) and welcome to the class in the second lecture series on Introduction to Japanese Language and Culture. So, in our last class we learned about *koto*/こと;(FL) how to use *koto*/こと(FL) with verbs, with adjectives and with nouns? With that last week we also did a very sweet story in Japanese *ahiru no ko*/アヒルの子(FL).

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In fact *minikui ahiru no ko*/見にくい アヒルの子(FL) and how the *ahiru*/アヒル(FL) changes into a swan? So, through that story we also learned new forms and how it can help us improve our spoken skills in Japanese? I also told you last time that we are going to do conditionals in this class. So, well let us see which conditional we have here today for you. Before that I want you to listen to this *kaiwa*/会話(FL) and see how much you understand without my explanation? So, well let us see.

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says, this person says, *tanin* / たにん *says and tanin* / 他人 (FL) could be anybody, person 1, person 2, person 3; *tanin* / 他人 (FL) 1, *tanin* / たにん (FL) 2 and *tanin* / 他人 (FL) 3. *Mira* just says *arigatou* / ありがとう (FL) and she moves away and she goes to the *kippu uriba* / 切符 売り場 (FL) and over there (FL). Now what happens over there? sShe goes and she tries to sort of put a coin inside and try to get the *kippu* / 切符 (FL) but everything is in Japanese and she cannot understand.

So, well she immediately goes to the *eki*-(FL)-*in* / 駅員, *eki* / 駅 (FL) means station and *in* / 員 (FL) means and employee of the station, like you have done *tenin* / 店員, *depa-to-in* / デパート員, *kaisha-in* / 会社員 (FL). So, in a similar manner *eki-in* / 駅員, a-(FL) *in* / 員 - employee of that company or that place, so, she goes there and she says, -(FL) now this is very, very polite. So, *sumimasen* / すみません (FL) because she is asking for a favour, *chotto* / ちょっと (FL) I am unable to understand how to use the machine? *Kikai* / きかい (FL) is machine and *tsukaikata* / 使い方 (FL) way of using the machine, because I do not understand, *oshiete itadakemasen ka* / 教えて いただけませんか (FL) and the spelling over here is a little incorrect it is just *oshiete* / 教えて (FL) because it is a group 2 verb *oshieru* / おしえる, *oshiete itadakemasen ka* / 教えて いただけませんか? (FL). Now you have done *ageru* / あげる (FL) and *morau* / もらう (FL). So, what is the polite for *ageru* / あげる (FL) and polite for *morau* / もらう? *Morau* / もらう (FL) is *itadaku* / いただく (FL). So so, please will you tell and I will receive this favour from you that is the meaning. So, *eki-in* / 駅員 (FL) says *douzo, koko ni okane o irete, kono botton o osu to kippu ga dete kimasu* / どうぞ、ここに お金 を 入れて、この ボットン を 押すと 切符 が 出て 来ます (FL). So, he says come over here please *douzo, koko ni okane o irete* / どうぞ、ここに お金 を 入れて、(FL) over here please put the coin; *ireru* / 入れる (FL) group 2 again.

So, you have a single *t*; (FL) so (FL) *botton* / ボットン is button *o osu to* / を 押すと; So, *osu* / おす (FL) is to press if you press this button then, in that case *kippu ga dete kimasu* / 切符 が 出て 来ます; *kippu* / 切符 (FL) is going to come out. Now if you remember we did *te kimasu* / て 来ます (FL) last time isn't it is not it, *te iku* / て いく in our last lesson in *ahiru no ko* / アヒルの子 (FL). So, when somebody goes away from the speaker, then it is *te iku* / て いく (FL). So so, in a continuous state, continued state of change *iku* / 行く (FL). In a similar manner, when someone or something comes close to the speaker from somewhere then it is *te kuru* / て くる; *kippu ga dete* / 切符 が 出て, verb in *te form plus kimasu* / 来ます (FL).

So, if you have this machine over here put your money here and immediately you will have the *kippu* / 切符 (FL) coming out from here, So, it comes out that is the meaning. Now you have done one phrase also with this *itte kimasu* / 行って 来ます, they must (FL) with this one if you remember *itte kimasu* / 行って 来ます, (FL) I will go and come and then *itte irasshai* / 行って いらっしやい; *irasshai* / いらっしやい (FL) if you remember is also polite for *iku* / 行く (FL). So, *itte irasshai* / 行って いらっしやい, (FL) I will go on come back, so, a change of state; continuous change of state like this.

So, well we are going to do all this in detail once again over here, I hope you could follow some of it try to use it in a similar situation.

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会話

ミラ: すみません、切符 売り場 は どこ ですか？

人: あそこ です。

ミラ: ありがとう。。。。

(きっぷ うりば で).....

ミラ: すみません、ちょっと (機械) の 使い方が
わからない から おしえて いただけませんか？

駅いん: ここ に お金を 入れて、この ボタンを
押すと 切符 が 出 ます。

ミラ: どうも ありがとう。。。。

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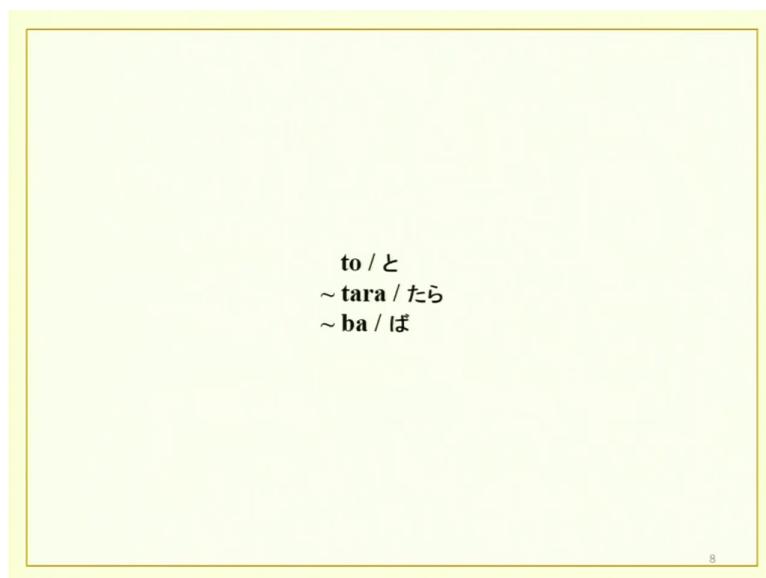
Now you have keep over here *kippu* / 切符, *uriba* / 売り場 (FL). Now *kippu* / 切符 (FL) is a common kanji that you should know this is *kiru* / 切る (FL) which is to cut and keep *kippu* / 切符 (FL) is like this 1, 2, 3; 1, 2, 3, then I +, 2 and like this *kippu* / 切符 (FL). So, you do not have to write the kanji, you can just remember and recognize. Then there is *uriba* / 売り場, *urimasu* / 売ります (FL) you have done remember doing *urimasu* / 売ります (FL) this is small and this is big if you can see it over here clearly it is given and then 2 legs over here *uri* / 売り (FL) and then *ba* / 場, *ba* / 場 (FL) is place.

It looks very, very complicated I am drawing with the pen here in this manner. So, it becomes a little unstable and not proportionate but well you can make it again over here like this *nichi* / 日 (FL) and then you have this and like *uchi* / 家 (FL) over here. So, *ba* / 場 meaning (FL)

place *tokoro* / 所, *uriba* / 売り場 place where it is sold. Then *kikai* / 機械 / きかい (FL) of course is there but *kikai* (FL) you do not do because it is very very difficult and it is not even in your course.

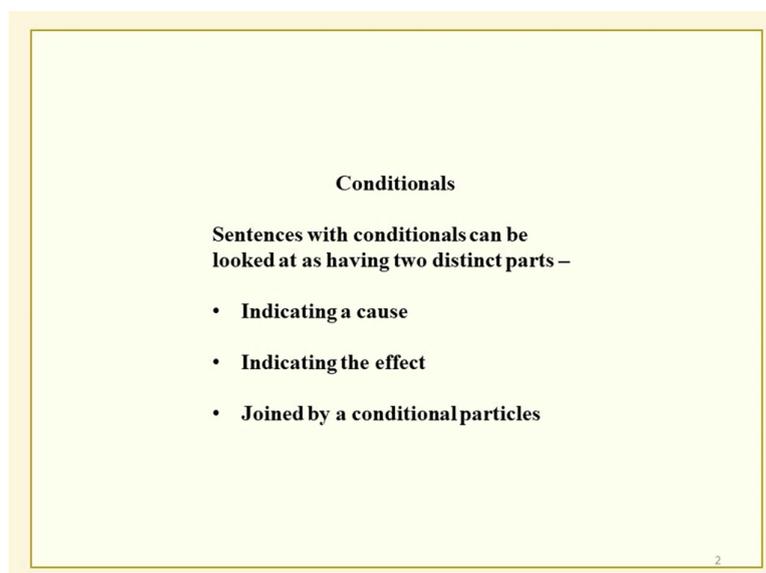
Tsukaikata / 使い方 (FL) we did last time like this and then *tsukai* / 使い (FL) and *kata* / 方 (FL) like this *tsukai* / 使い and *kata* / 方, *tsukaikata* / 使い方, *okane* / お金, *kippu* / 切符 and *deru* / 出る (FL) you have 2 *yama*'s (FL) over here which is *deru* / 出る (FL). So, do the kanji's and recognize them. *Osu* / 押す (FL) is another kanji which you can do it is a simple kanji like this and simple cut it so *osu* / 押す (FL) to press.

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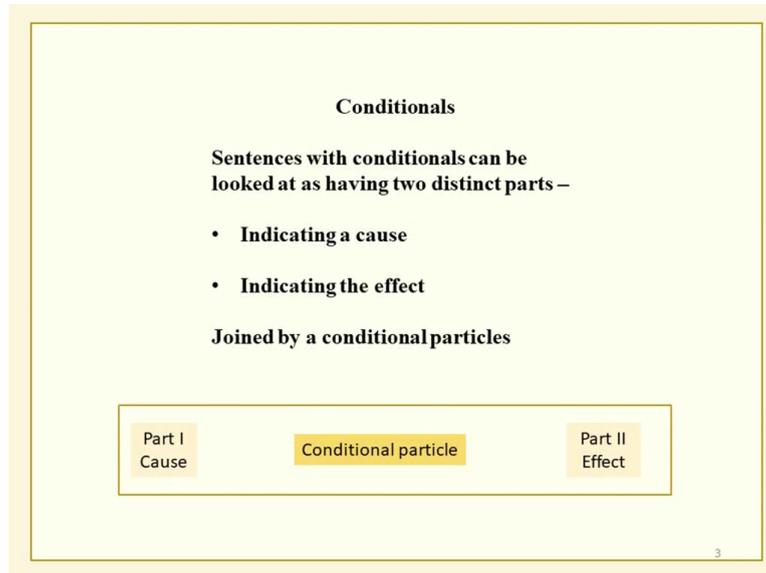
So, we are going to do these 3 conditionals *to* / と, *tara* / たら (FL) and *ba* / ば (FL).

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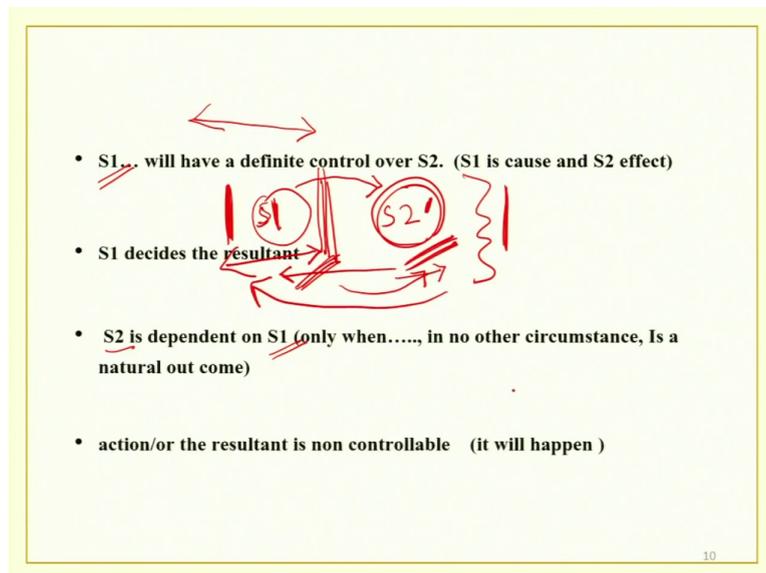
Now what are conditionals? Well you can understand from the word itself that in such sentences there is always a condition attached. Whatever is being said or whatever happens.

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One part of the sentence is dependent on the other that is there is a cause and there is an effect. So, something will happen first and then there will be something else.

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Now see over here for example if we have 2 sentences say, sentence 1 and sentence 2 as I have written over here. So, if there is a condition then, what is going to happen? The first part of the sentence or the first sentence you could say controls sentence; 2 how does it control? There is a cause over here for this effect whatever happens over here is totally dependent on S 1 which is the sentence 1 first part of the sentence.

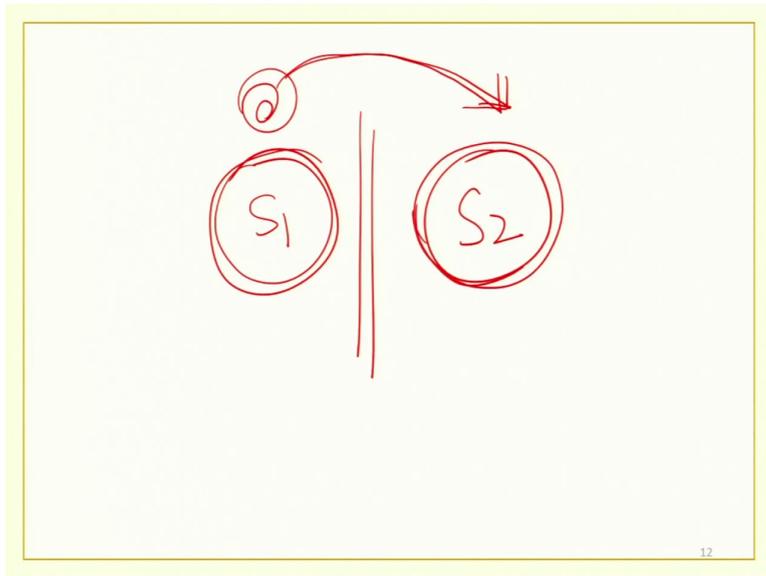
This is the cause this is the reason why something is happening over here in sentence 2. We can also say that sentence one now decides what happens over here in sentence 2; as sentence one is the cause over here for the result then sentence one decides the resultant, the final outcome of sentence 2. Now once we say this then we can also say that sentence 2 is completely dependent on sentence one meaning that if sentence 1 does not happen.

Say whatever is happening over here in the first part of the sentence does not happen, then this part will not take place at all. For example if I say that if I do not come to class there is going to be no class because I am the one who is teaching over here. And if I do not come then well there is going to be no Japanese class at all. So, the Japanese class is totally dependent on my coming is not it or I could say that it is also dependent on the students coming I can come over here.

But if the students do not come then we again cannot have a Japanese class. So, this part is totally dependent on this one that is S2 is dependent on S1. Now we can also say that the resultant or the effect is completely dependent on S1 and is non-controllable in certain situations there are certain things which happen naturally are a natural outcome of something which happens regularly over a period of time.

So, now we can also say that at a certain period, at a certain given time something is going to happen and the outcome or the resultant or the effect is going to be a natural thing, it has to happen it can only happen. If this situation is there then this will happen. So, this is used for generally natural occurrences and then a conditional is used. So, the conditional that we are going to do today is somewhat like that. So, let us see what it is?:-

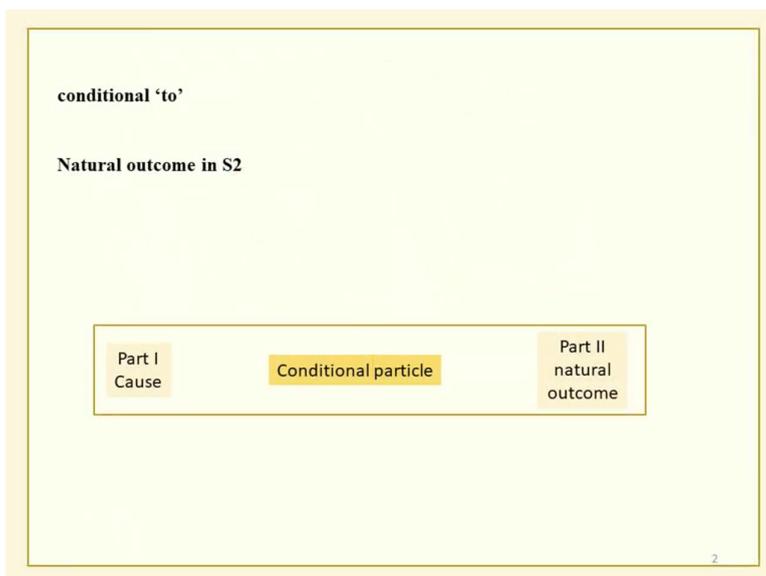
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So, now I will just tell you once again, I just explained it to you there as well. So, sentence 1 sentence 2 whatever happens here, the conditional that we are going to do today for that this is a natural outcome; this is how it is going to happen all the time. If this situation is there then only this outcome can be there nothing else, there can be no other thing the conditional that we are going to do we use it very often in our speech and conversation.

So, try to remember the do's and do not's and how it is to be used I have tried to explain it in the simplest manner I could.

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Now you also have to remember with these conditional words that they are used depending on the situation and condition. So, we are going to do *to* / と (FL) over here today.

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as 'and'N1 to N2 To N3..... (to) particle

- Mira to Rao to Neha wa Toukyou daigaku no gakusei desu.
ミラ と ラオ と ネハ は 東大 の 学生 です。 $A + B + C$ は
- Ke-ki to chokore-to to okashi ga suki desu.
ケーキ と チョコレート と おかし が 好き です。

as a quotation marker in 'to omoimasu'..... I think

- Watashi wa rainen no kokusai kaigi ni ikanai/iku to omoimasu.
私は 来年 の 国際会議 に 行かない と 思います。

as 'with' together with you

- Watashi wa anata to issho ni ryokou ni ikitai.
私は あなた と 一緒に 旅行 に 行きたい。
- Watashi ha tanaka san to isshoni ikimasen.
私は 田中さん と 一緒に いきません。

wa
は
(ha)

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And you have done ~~to~~ particle *to*/と earlier in different ways, one of them is as 'and' for example; so, A plus B plus C; *A to B to C wa*. So, we are talking about these 3. So, particle *wa*/は; incidentally *Toukyou daigaku*/東京 大学 is *Toudai*/東大 also referred to as *Toudai*/東大. So, anybody says *Toudai*/東大, remember that it is *Toukyou daigaku*/東京 大学. So, one way is 'and', = it could be anyone *watashi*/私 or anyone so, used as 'and', = Now you have also used it as *to omoimasu*/と 思います as quotation marker.

Omoimasu/思います is I think and to put whatever comes over here before *to omoimasu*/と 思います to put it in quotes. We use *to*/と, for example; = this is how it is, *to omoimasu*/と 思います, I do not think I am going for the International Conference next year. So, we have done this as well you can frame as many sentences as you want I have given you enough examples earlier. Now the other *to*/と though that we have done is = 'with' = and how have we done that? = I want to go with you, together with you; *anata to issho ni*/あなた と 一緒に; Then, *ha* is written in the script so, it is *ha* which is *wa* used as particle *wa* in Roman we write *wa*. So, this is just a misprint. So, somebody is saying XYZ may be *Mira san* that I do not want to go with *Tanaka san*. So, we have done this *to*/と also. Now today we will use it as 'if' or 'when' to show condition. So, let us see how it is used from some example sentences.

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If A occurs ... then ... B will occur too

Spring when Hanami = April - May

Haru ni naru to sakura ga sakimasu / 春になる と 桜が 咲きます。

Undou o shinai to futorimasu / 運動を しない と ふとります。

Otona da to waribiki ga arimasen / 大人 だ と 割引が ありません。

Aki ni naru to ki ga akaku narimasu / 秋に なる と 木が 赤くなります。

Particle *to* / と, is A occurs, (FL) over here then B will occur too. So, it is a natural resultant, natural occurrence that if this happens this is also going to happen. *Sakura* / さくら (FL) is the pink flower which is viewed during *hanami* / 花見 (FL) time, the flower viewing Festival of Japan very, very famous in the month of April or May. So, *haru* / 春 (FL) is spring, spring *ni* / に, *ni* / に (FL) for time because spring is a specific time. So, (FL) when it is *haru* / 春; (FL) when it is spring, then what is going to happen? *Sakura* / 桜 (FL) is going to bloom- (FL). So, *sakura* / さくら (FL) will not *sakimasu* / さきます (FL) in *aki* / 秋 (FL) during *aki* / あき or during *fuyu* / 冬, (FL) or during (FL):

When is it going to happen? When it is *ataataikai* / あたたかい; (FL) when it is *haru* / 春 (FL)? So, only under this circumstance is *sakura* / さくら (FL) going to *sakimasu* / 咲きます, (FL) particle *to* / と (FL) it is a natural occurrence it will happen you cannot stop it. Now another thing which we all say, well if you just keep eating and sitting at home and not doing anything, no exercise; what is going to happen? You are going to become fat or maybe even sick. So, what is the natural outcome? Most of the time maybe it does not happen but most of the time this has not happened as yet.

We are just speculating that if this happens, then, this is the outcome. In this case it will always happen like that, in this case most of the time it will maybe sometime it may not. So if you are an adult, then you are not getting any *waribiki* / わりびき, *waribiki* / わりびき is discount. So, you are not getting any discount; if you are a student then you will get a discount. It turns red, so, even this is a natural thing that during *aki* / 秋, during autumn

every time the leaves become red or the tree turns red which is it looks red. Now what can you see from the sentences?

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Action is for the future.

- whatever comes before 'to' will always be in present tense.
- what follows 'to' can be in present or past tense. ||

Haru ni naru to sakura ga sakimasu.

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As the action is for the future that is action has not taken place as yet, then you will see that whatever comes before *to*/~~と though~~ will always be in present tense *aki ni naru to*/~~秋になる と, (FL)~~ when it is *aki*/~~秋, (FL)~~ when it is autumn. So, the action has not taken place. So, then in that case whatever comes before *to*/~~と though~~ is always in present tense. Then what follows *to*/~~と though~~ can be in present or can be in past tense also.

Now this is a little confusing, how do we do that? Over here it is very clear *haru ni naru to sakura ga sakimasu*/~~春になると桜が咲きます (FL)~~. So, present that okay it is going to bloom but over here I am also saying it is past tense. So, how does that happen?=-

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Kodomo no toki watashi wa yoku kaze o hikimashita. *(cold / wind)*
 子供 の とき わたしは よく かぜ を 引きました。

Kodomo no toki fuyu ni yoku kaze o hikimashita. *(winter)*
 子供 の とき 冬に よく かぜ を 引きました。

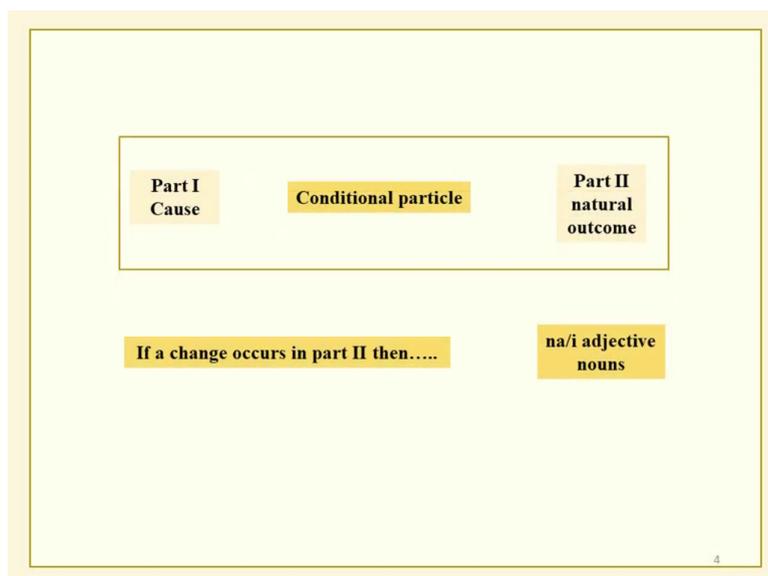
Kodomo no toki fuyu ni naru to kaze o hikimashita.
 子供 の とき 冬 に なる と よく かぜ を 引きました。

Now you can look at these sentences we often use this I am sure some point you have used it in either English or in your mother tongue, ~~(FL)~~ simple sentence that I would often catch a cold when I was a child or as a child I would many times, lot of times catch a cold; *kaze* / かぜ ~~(FL)~~ is cold and *kaze* / かぜ ~~(FL)~~ is otherwise wind also. Because it is with *hikimasu* / 引きます ~~(FL)~~ we understand that it is cold. Now ~~(FL)~~ so, this is a normal statement that as a child I would many times catch a cold.

No, specific time is mentioned just as a child, *yoku kaze o hikimashita* / よく かぜ を 引きました, ~~(FL)~~ over here he says as a child *fuyu ni kaze o yoku hikimashita* / 冬にかぜをよく引きました, ~~(FL)~~ that is during winter. So, winter time was more, the moment it would be winter I would immediately get a cold. I would maybe get cold earlier as well but winter time definitely *yoku kaze o hikimashita* / よく かぜ を 引きました, ~~(FL)~~ most of the time or lots of times, many times I would have *kaze* / かぜ, ~~(FL)~~ I would be running to the doctor or my parents would be worried or if some of you have children well you will be running around.

Now look at this one; ~~(FL)~~ once it would be for *fuyu* / 冬, you I would get a cold. So, this is how you will use it in past tense also maybe you may not be able to use it that easily at the moment but well you can keep it somewhere at the back of your mind anytime someone says that in front of you, well you will understand what it means. Now if some change is to be shown in the second part of the sentence.

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That is so far we have just said that if such a situation is there then this is the resultant. Now if you want to show the resultant or maybe whatever was there in the first sentence, it has changed to something else, then you will have to use an adjective or *na(FL)* adjective or a noun. So, let us see how that is done.

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The slide provides three examples of conditional sentences with handwritten annotations:

- Example 1:** To show change in S2 - 'i' adj, N / na adj. ku naru / ni naru. Fuyu ni naru to samuku narimasu / (yuki ga furimasu). 冬になる と 寒くなります / (雪が降ります).
- Example 2:** Hito no mae ni hanasu to hoppe ga akaku narimasu. 人の前に話す と ほっぺが赤くなります. *akaji haru ko*
- Example 3:** Aki ni naru to ki ga akaku narimasu. 秋になると木が赤くなります. (Accompanied by two photos of autumn trees)

You have already learned that it is just, that it is coming as a conditional also over here. So, well let us see to show change in sentence 2 with *i(FL)* adjective, *na(FL)* adjective or noun for *i(FL)* adjective we use *ku naru* / *く なる(FL)* and with *na(FL)* adjective we use *ni naru* / *に なる(FL)* we have done it as *naru* / *なる(FL)* earlier. So, now let us see, when it becomes cold or when it is winter; then what happens? It becomes cold, this is a natural outcome, natural thing that the moment it is winter time, then it becomes cold the weather changes and it is cold.

Now over here if you look at this one, ~~(FL)~~ this is a statement; that what happens during winter in cold places the moment it is winter; then *yuki* / 雪 (FL) or snow starts falling so that is a natural outcome. Now, ~~(FL)~~ what happens; when you talk in front of a lot of people ~~Unknown P~~people; what generally happens with most of us? There are a lot of people where this does not affect them at all but there are a lot of people who get affected by this.

The first time or the second time once you get used to it then you are all right as is given over here, what happens? Generally you feel a little embarrassed, you are a little shy, you are hesitant. So, you are all red in the face and you do not know what to do is not it. So, *hoppe* / ほっぺ (FL) that is your cheeks; *hoppe ga* / ほっぺ が or *face ga akaku narimasu* / が 赤く なります; *akai* / 赤い (FL) is the word over here, *akai* / 赤い (FL) and remove the *i* / い eye and put *ku* / く (FL) and *naruru* / なる, *akaku naruru* / 赤く なる (FL) it becomes red. So, there is a change when you talk in front of people, unknown ~~P~~people; then this is what happens sometimes.

Then, *aki ni naru* / 秋 に なる (FL) ~~to~~, when it is *aki* / 秋, *ki ga akaku narimasu* / 木 が 赤く なります (FL). So, over here you can see in Japan in cold places generally, when it is autumn then the weather changes and the trees become all shades of red and brown and it looks very pretty and sometimes the trees even turn yellow that is the leaves turn yellow and this is a picture of Tokyo University and you have these beautiful trees and the leaves during winter they all turn yellow. So, and you can also see some on the road ~~(FL)~~.

(Refer Slide Time: 27:20)

Watashi wa okaasan to hanasu ^{with} ^{where} to genki ni narimasu. 元気
 私は お母さんと 話す と 元気 に なります。

Yoru ni naru ^{shite} to machi wa shizuka nigiya ni narimasu. 町
 よる に なる と 町 は 静か / にぎやか に なります。

Mira san wa ii sensei ni narimasu. 町
 ミラさん は いい 先生 に なります。

So, by this you show change. Then, if you are using *nami* (FL) adjective or noun then obviously *ni* / に (FL) will come we have done this earlier with *narimasu* / なります (FL). (FL) So, *okaasan to* over here with an *okaasan* / お母さん and *okaasan to hanasu to* / お母さんと話す (FL) over here is when, So, when I talk with or to my *okaasan genki ni narimasu* / お母さん 元気に なります (FL) I feel very nice, I get all the energy from there. Then, (FL) once it is night time (FL). So, it becomes very quiet; (FL) it becomes very lively or you can say *yoru ni naru to shita machi* / 夜になると下町, *shita machi* / 下町 (FL) is the downtown area where you especially have your offices, then *shizuka ni narimasu* / しずかになります (FL) it becomes very, very quiet.

So, *ni naru* / になる (FL) is what is important with *na* (FL) adjectives and nouns. Over here also *genki* / 元気 (FL) is a *na* (FL) adjective. The kanji for *genki* / 元気 (FL) is simple like this over here and then this, this and a cross *genki* / 元気, *machi* / 町 (FL) over here is like this a simple kanji *okaasan* / お母さん and *watashi* / 私 (FL) is already there, *hanasu* / 話す (FL) you know. Then, (FL) she is already a teacher good teacher and then *narimasu* / なります (FL) is for the future; (FL) I am looking at here observing here see in future she is going to become teacher *ni naru* / になる (FL).

(Refer Slide Time: 29:45)

Giving directions -

Massugu iku **to** hidari ni yuubinkyoku/ginkou/ ga arimasu. ||
 まっすぐ いくと 左に 郵便局 が あります。

Kousoku douro ni yuki ga **aru to** abunai desu yo. ||
 高速道路に 雪 が あると 危ないですよ。

Jidousha no taiya ga **furui to** abunai desu yo.
 自動車の タイヤ が 古いと あぶないですよ。

Sensei ni **kiku to** sugu wakaru / 先生に 聞くと すぐ わかる。 || →

Now *to* / と (FL) can also be used to give directions; how? (FL) we have seen that with the taxi driver if you remember when you give instructions to the taxi driver *massugu itte kudasai* / まっすぐ行ってください (FL) or *massugu hyaku meta iku to eki ga arimasu* / まっすぐ早くメタ行くと駅があります (FL) in that manner you can use it to give directions. Then this is a little different from giving directions. (FL) So, this is a statement,

where a general statement not by anybody especially just a general statement that *kousoku douro* / こうそく どうろ (FL) means Highway *ni* / に if you have *yuki* / 雪 (FL) then it is very, very *abunai* / あぶない, *abunai* / あぶない (FL) is dangerous. (FL) Then if your *kuruma* / 車 (FL) tires are old then it is very dangerous; the car could break down or you could land with a flat tire anytime. So, you have to be careful. So, *furui to* / 古い と (FL) with adjectives *abunai yo* / あぶない よ (FL). Then, (FL) so, maybe two students are talking can you tell me this I do not know this one what are we supposed to do with this, how do I make a sentence with this and somebody says *sensei ni kiku to* / 先生 に 聞くと, any (FL) if you ask (FL) if you ask *sensei* / 先生 (FL) then immediately you will know.

So, this is how you will use *to* / と (FL) as a conditional. So, sentence one is telling you about the effect here. If this is happening then this is happening. So, now what can you observe from the sentences that we did just now.

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When do we use 'to/と'?

- A natural consequence or outcome of some thing
- Operation of machines and electrical appliances
- When giving directions.

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Well when do we use *to* / と? (FL) One a natural consequence or outcome of something of an action or an activity. Naturally something happens or naturally something is incorrect or correct for that matter. It could be operating a machine or electrical appliances you can use *to* / と (FL) for example, *Boton o osu to heya ga akaruku narimasu* / ボタン を 押すと 部屋 が 明るく なります. (FL) So, if you press the button then it becomes nice and bright; if you press the button then the machine starts moving.

So, for electrical appliances you can use or when giving directions as I just told you earlier. So, these are the 3 places you can use particle *to* / と (FL).

(Refer Slide Time: 32:50)

Haru ni naru to pikunikku e ikimashou.
春に なる と ピクニック へ いきましょう。 X suggestion

Gakkou ga hayaku owaru to uchi ni kite kudasai.
学校 が 早く 終わる と 家 に きて ください。 X request

Gakkou ga hayaku owaru to uchi ni kimasen ka?
学校 が 早く 終わる と 家 に きませんか? X invitation

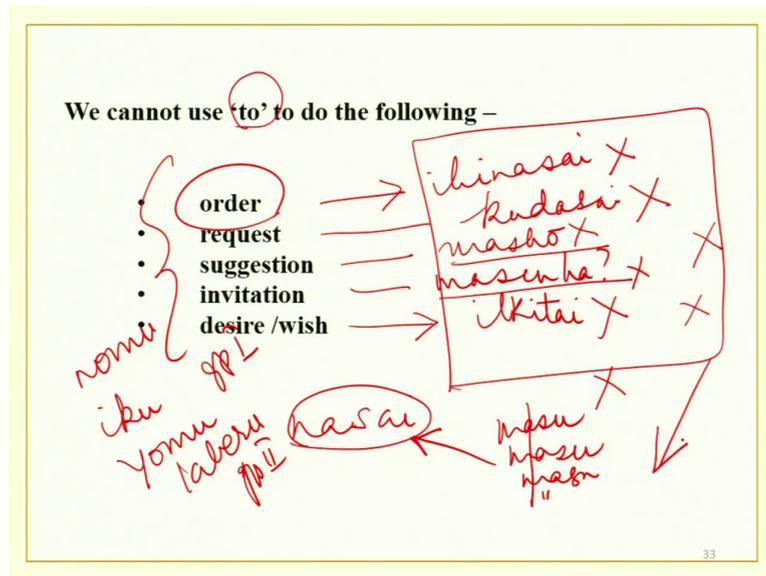
Gakkou ga hayaku owaru to doubutsu-en e ikitai desu.
学校 が 早く 終わる と 動物園 へ 行きたい です。 X desire

Now there are certain rules and those you have to keep in mind when using *to*/と (FL) where to use *to*/と (FL) and where not to use *to*/と (FL). So, first we will do where not to use; ~~(FL) which is~~ this is a statement all-right but this is a suggestion. So, for suggestions we cannot use though why? Because what is the natural outcome that something else will happen picnic you can go anytime, ~~-haru ni naru pikunikku e ikimashou/春に なる ピクニックへ 行きましょう(FL)~~. Then ~~(FL)~~ So, this is a request again you cannot use it for request, that please ~~(FL)~~ finishes very early in that case what is the outcome that you come home?

No you cannot this is an incorrect sentence, grammatically also it is incorrect. Then, ~~(FL)~~ you are asking somebody inviting somebody over, for invitations, for request, for suggestion you cannot use *to*/と (FL) as a conditional. This is not a condition that; ~~(FL)~~ no there is another conditional which you can use over here not *to*/と, *to*/と (FL) will be incorrect. ~~(FL)~~ Now again your desire with *to*/と (FL) we can show natural outcome.

If you just remember that much then it will be easy for you to use particle *to*/と (FL) as a conditional; that generally the outcome is natural, only this can happen and nothing else, only this effect is going to be there nothing else so, in that manner use particle *to*/と (FL) as a conditional.

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Now see your desire you saw *ikitai* / 行きたい (FL) cannot use it, invitation *masen ka* / ませんか (FL) cannot use it, suggestion *mashou* / ましょう, *ikimashou* / 行きましょう cannot use it, (FL) request *kudasai* / ください (FL) cannot use it, order *ikinasai* / 行きなさい (FL) cannot use it, *gakkou ga hayaku owaru to ikinasai* / 学校が早く終わるといきなさい; *gakkou ga hayaku owaru to uchi e kite kudasai* / 学校が早く終わると家へ来てください; *gakkou ga hayaku owaru to pikunikku ni ikimashou* / 学校が早く終わるとピクニックに行きましょう; *gakkou ga hayaku owaru to uchi ni kimasen ka* / 学校が早く終わると家に来ませんか? *Gakkou ga hayaku owaru to dokoka e ikitai* / 学校が早く終わるとどこかへ行きたい; (FL) all these will not be used that is in this situation you will not use particle *to* / と (FL). There is another conditional which we will do later that you can use. Now order is new over here. So, *ikinasai* / 行きなさい, *iku* / 行く, *yomu* / 読む, *nomu* / 飲む, *taberu* / 食べる (FL) no more group 2, these are G group 1, what are we going to do? *Tabemasu* / 食べます (FL) remove the *masu* / ます s form and put *nasai* / なさい; *tabemasu* / 食べます, *nomimasu* / のみます, *yomimasu* / よみます (FL) all of it *ikimasu* / いきます (FL) remove the *masu* / ます s and put *nasai* / なさい, *ikinasai* / 行きなさい, *yominasai* / 読みなさい, *tabenasai* / たべなさい and *nominasai* / のみなさい (FL). It is an order coming from top to bottom that is from people senior to you it can be used. But you cannot use on the other hand with your seniors.

(Refer Slide Time: 37:03)

V nasai - a command or an order

iku いく	ikimasu 行きます	ikinasai 行きなさい
nomu 飲む	nomimasu 飲みます	nomonasai 飲みなさい
yomu 読む	yomimasu 読みます	yominasai 読みなさい
taberu 食べる	tabemasu 食べます	tabenasai 食べなさい
hanasu 話す	hanashimasu 話します	hanashinasai 話しなさい

3

Please remember that with *nasai* / なさい (PL) form.

(Refer Slide Time: 37:12)

Kata (方) *method / way*

V + kata is a suffix and means 'way or method of doing an action.'

V stem + kata

- ~~aruki~~ + kata / あるきかた
- hanashi + kata / はなしかた
- warai + kata / わらいかた
- tabe + kata / たべかた

kanojo no kotoba no tsukai kata wa totemo jouzu desu

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So, now there is a sentence in the, (PL) what does it mean? Well *kata* / かつた (PL) you know is method or way it is a suffix meaning it comes after the verb way or method it is given over here. So, way of doing a certain action so, what do you do? (PL). So, *masu* / ます is to be removed and *kata* / かつた (PL) is to be that is all that needs to be done and meaning changes; *arukikata* / あるきかた (PL) way of walking, way of talking, way of laughing and way of eating.

So, *kanojo no hanashi kata wa totemo teinei desu* / 彼女の話し方はとてもていねい
です; *kanojo no kotoba no tsukai kata wa totemo jouzu desu* / 彼女の言葉の使い方はとても上手です; (PL) so, she is very good with her words the way she uses her

words it is exceptionally good she is very *jouzu* / 上手 (FL) at it. So, this is how you will use *kata* / かた (FL) I have done it earlier I am just doing it again. So, that it stays with you, use it for anything you want during conversation the forms that I give are generally for conversation easy to use, easy to remember when you are doing conversation.

(Refer Slide Time: 38:56)

Futari no **waraikata** wa okashi deshou.
二人の **わらいかた** は ちょっと おかし でしょう。

Mariko san no **hanashikata** wa **teinei** desu.
まりこさんの **はなしかた** は 丁寧 です。

Kare no tabekata wa chotto ne...
かれの 食べ方 は ちょっと...ね...

So, from sentences you can practice now you can look at this. So, they are all laughing in a very funny manner; ~~(FL)~~ so, rising intonation, it is very, very strange they are laughing maybe loudly or maybe rolling on the floor. So, it is very *polite*, (FL) it is very, very polite and respectful *hanashikata* / 話し方 (FL) the way she talks the way she expresses herself this. So, the way he is eating is not very nice probably so, somebody comments; ~~(FL)~~ *hen* is the word but well you do not say that generally nobody comments like this.

But; well just to tell you how *kata* / かた (FL) is used, I am just giving you these sentences. ~~(FL)~~ It is very, very stylish; *kanojo no kanji no kakikata wa totemo jouzu desu* / 彼女の漢字の書き方はとても上手です (FL). So, the way she writes kanji is very good. So, you can use *kata* / かた (FL) like this in your sentences.

(Refer Slide Time: 40:26)



So, there is a small *kaiwa*/会話(FL) here, listen to the *kaiwa*/会話(FL) and there are a few things which I will tell you after the *kaiwa*/会話(FL).

(Refer Slide Time: 41:06)

A: Sumimasen, kono kikai no tsukai kata oshiete kuremasen ka?
すみません、この 機会 の 使い方 を 教えてくださいませんか？

B: Gomennasai, kore no tsukaikata wa Rao san shika wakaranai node Rao san ni kiite ne / kiite kudasai.
ごめんなさい、これの 使い方は ラオさん しか 分からない ので ラオさん に 聞いて ね / 聞いてください。

A: Rao san wa doko desu ka? / ラオさん は どこ ですか？

B: Tonari no heya desu / 隣の 部屋 だ と思います。

A: Sumimasen kedo, Rao san wa soko ni imasen.
すみません、けど ラオさん は そこ に いません。

B: Aa, sou. Ja jimushitsu ni iru kamoshirenai.
ああ、そう。じゃ、事務室 に いる かもしれない。

A: Arigatou. Itte mimasu / ありがとう。行ってみます。



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So, (FL) over there (FL) will not please tell me how to use this machine over here? Rao(FL) only (FL) knows so, please ask him or if he says *kiite ne*/聞いて に, then it is a very, very informal conversation or maybe somebody older to a *A saon* is talking to him (FL). So, *A san*(FL) comes back after looking in the next room and he says, (FL) I am extremely sorry but *Rao san*;(FL) maybe he is in the gym.- *jimushitsu*/じむしつ. So, I will just go check and see. So, this is a simple *kaiwa*/会話(FL) I think most of it is *shika*/しか and *kamoshiremasen*/かもしれない(FL) we will do.

(Refer Slide Time: 42:23)

Kono kanji no **yomikata** o oshiete kuremasen ka?
この 漢字 の 読み方 を 教えてくださいませんか?

(Sumimasen,) kono kanji no **yomikata** mo wakarimasen.
すみません、この 漢字 の 読み方 も わかりません。

Tanaka san no **hanashi kata** wa **amari** wakaranai.
田中さんの 話し方 は あまり わからない。

Tanaka san no **hanashi kata** wa **yoku** wakaranai.
田中さんの 話し方 は よく わからない。

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So, will you please tell me very, very humbly he is saying. So, kanji is like this *uru* / 売る (FL) we did just now remember we did *uru* / 売る (FL). So, it comes in *yomi* / 読み (FL) also *yomikata* / よみかた (FL) is like this. Now there is another kanji *oshieru* / 教える (FL) 1 2 3 like this *kodomo* / 子供 (FL) and then what do you do like this, *oshieru* / おしえる (FL) which means to teach. Then, (FL) I also do not know the *yomikata* / 読み方 (FL) of this kanji. So, kanji very, very simple like this make a *kuchi* / 口 (FL) make these 2 lines cut it over here and then this and *ji* / 時 (FL) is like this kanji, *kan* / 間 (FL) is this and *ji* / 時 is (FL) Chinese characters (FL).

So, he is saying *sumimasen* / すみません, (FL) I am sorry I am unable to read this one as well. (FL) I am unable to understand his *hanashikata* / 話し方 (FL) the way he talks maybe he talks in an accent and he is unable to understand the gentleman who is saying this. (FL) So, over here I am unable to even get what he is trying to say is, *amari wakaranai* / あまり わからない well towards the negative, (FL) meaning broadly both are same using different adverbs *amari* / あまり (FL) and *yoku* / よく the degree changes, (FL) softening this sentence a little I am unable to understand, *yoku wakaranai* / よく わからない (FL) direct that I do not understand what he is saying.

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Exercise -



Look at the picture and make sentences using *hoshii* and *tai* form -

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So, I have this exercise for you there are a lot of pictures look at the pictures and use *hoshii* / *ほしい* (FL) and *tai* / *たい* (FL) form and make sentences.

(Refer Slide Time: 44:41)

Exercise -

Match column A with column B using 'to' -

<p>Column A</p> <p>Haru ni naru 春になる</p> <p>Fuyu ni naru 冬になる</p> <p>Denki o tsukeru 電気をつける</p> <p>Kikai no botan o osu 機械のボタンをおす</p> <p>Kurai tokoro ni hon o yomu 暗い所で本を読む</p> <p>Kazoku kara denwa ga konai 家族から電話が来ない</p> <p>Mainichi osake o nomu 毎日お酒を飲む</p>	<p>Column B</p> <p>kanashiku naru 悲しくなる</p> <p>me ga waruku naru 目が悪くなる</p> <p>kikai ga ugoku 機械がうごく</p> <p>kanashikunaru 悲しくなる</p> <p>sakura ga saku 桜が咲く</p> <p>yuki ga furu 雪が降る</p> <p>akaruku naru 明るくなる</p>
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And also you have *naru* / *なる* (FL) or *ni naru* / *になる* (FL) try to match column A with column B. there is lots more to talk about and tell you [here](#). There is *shika* / *しか* (FL) there is *kamoshirenai* / *かもしれない* (FL) because we have very little time left now. So, I will take this to the next class. In the next class also we are going to do conditionals two other conditionals which are very very important *tara* / *たら* (FL) and *ba* / *ば* (FL) one of them you have done earlier.

You have no idea that you have done but you have done it, you have covered it, you use it in your sentences and the remaining one we will do in our next class. There is lot of kanji also to

be done. So, welcome prepared do this *to* / と (~~FL~~) form and come prepared for your next till then *arigatou gozaimashita* / ありがとうございます. *Mata aimashou* / また会いましょう (~~FL~~).