

Ellen Wants Purple Ramen: Creative Storytelling to Increase Japanese Fluency

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Eren wa Murasaki no Raamen ga Hoshii

エレンはむらさきのラーメンがほしい

エレンは紫のラーメンが欲しい

By Rebecca Clippard

クリッパード・レベッカによって書かれた

Dedication

For my loving family who suffered
good-naturedly through my every stumbling block.

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Abstract

Since 2003, Middle Tennessee State University's Center for Accelerated Language Acquisition (CALA) has been providing successful language classes in Spanish, German, French, Tamil, Latin, Chinese, and Arabic, and it now has a Japanese class. I utilized research from Total Physical Response (TPR), Comprehensible Input (CI), and Teaching Proficiency through Reading and Storytelling (TPRS). The language-acquisition theories contrast with the more popular notion that successful language learning is best done by the younger age groups. Taking the research into account, I wrote an easy-reader novella in Japanese to expand acquisition for language learners. The novella also strengthens the teaching materials I have already created for CALA's Japanese language classes. My goal is for the novella to be used by all language levels to reinforce listening, reading, writing, and speaking skills.

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Background

In June of 2015, I attended the Center for Accelerated Language Acquisition's (CALA) Teaching Workshop to learn about alternative teaching tools and methods. Because my goal is to be a language teacher, I was inspired to do more research and ultimately taught four Japanese language classes for CALA during the summers of 2016 and 2017. I had begun studying Japanese in high school, so I had the advantage of a strong background in Japanese. Since Japanese had never been taught at CALA, my goal was to discover whether CALA's teaching methods and tools were more effective than the methods used in my language classes. MTSU's Center for Accelerated Language Acquisition is an opportunity for people of all ages to learn a foreign language as well as for me to utilize and master engaging teaching methods.

Since 2003, CALA has been providing successful language classes in Spanish, German, French, Tamil, Latin, Chinese, and Arabic. In 2014, the *International Journal of Foreign Language Teachers* published the results of nationally standardized testing of students in Spanish, French, and German. CALA classes proved that, “on average, CALA/DCS participants had significantly higher scores per hour of instruction (1.25 points/hour) when compared to high school students with a year (~180 hours) of Spanish” (Roberts 1). The results are similar to my own experiences teaching Japanese CALA classes — that the pacing and order differ from the format of the Japanese language textbook volume 1 and 2 of *Genki: An Integrated Course in Elementary Japanese*. The grammatical structures and number and choice of vocabulary words are

very different from a CALA class. Whereas a CALA focuses on a narrow, deep approach, ordinary classrooms generally have a wider, more shallow approach to language learning. In a non-CALA class, more grammar and vocabulary may be required for tests, but there might be little class time spent on them, or students may be expected to memorize what is not covered in class.

To create my own CALA Japanese language classes, I utilized research from notable professor of psychology at San Jose University, Dr. James J. Asher, whose numerous studies on language-learning research are published in *Learning Another Language Through Action*. He proposed the concept of Total Physical Response, or TPR. Asher argues that learning a second language should be done in the same way that a child learns his/her first language—kinetically, through movements, sounds, and concrete objects. Asher’s research showed that the determining factor in successful language acquisition was not age but rather how comprehensible the language was made. His research showed that “the more accurately one guessed the meaning of a word, the more rapidly one learned vocabulary items, the more one retained, and the more flexible the person was in learning other tasks (i.e., understanding sentences)” (Asher 1-8).

This language-acquisition theory contrasts with the more popular notion that successful language learning is best done by children. Rather than rote memorization, he posits that games and activities in which the student can accurately guess a correct term, will have better results. This means that the first vocabulary words should always be concrete nouns such as “the girl,” “the boy,” or “the pizza,” and verbs such as “eat,” “walk,” or “dance” should be acted out without need of translation so as to be better

assimilated into muscle, and therefore long-term, memory. The emphasis is on how humans do not learn a language consciously by discussing grammar in the native language, but rather by unconsciously acquiring it through body movement and repetition of meaningful, interesting, and contextual sounds.

Language-acquisition research has also shown that the very simple but significant premise of Comprehensible Input (CI) creates a more effective acquiring environment. Comprehensible Input means that the instructor ensures every word and grammatical structure is understood by the students. Stephen Krashen compared grammar and vocabulary memorization (defined as “conscious learning”) with Comprehensible Input and states that the latter “results in language acquisition, subconscious tacit competence. Conscious language learning (‘knowing about’ language) is limited in function... Consciously learned grammar is, in a sense, ‘heavy’; the brain can carry and use it only with great difficulty” (4-5). For this reason, Krashen supports a more Comprehensible Input-based curriculum in which the teacher does not overwhelm the students with too much new information. By providing small chunks and asking numerous questions, the information is properly processed into long-term memory. Instead of moving to new material, the teacher uses processing activities, which may include games, songs, and personalized questions, and contextualized stories that pertain directly to students’ lives and their immediate environment. The goal of the activities is to incorporate the four main language-learning skills (reading, writing, listening, and speaking).

Krashen argues that Comprehensible Input is crucial in language acquisition because lack of comprehension negatively impacts learning abilities; increased stress

results in an increased negative effect on learning ability. Therefore, if there is no comprehension, there will be an increase in stress, and this will have a negative effect on learning ability. Over eight years, CALA tested Spanish Session 1 learners and found that even “without exposure to explicit instruction or learning about the language, but, rather, implicit instructions with constant, meaningful, and varied comprehensible input, participants demonstrated their acquisition of the target language” (Roberts 8) and showed that CALA students “were far superior in gains per hour” (1), thus corroborating Krashen’s Comprehensible Input theory.

TPR and CI’s most critical concepts are also applied to Teaching Proficiency through Reading and Storytelling, or TPRS. When students have acquired a sufficient amount of concrete vocabulary, the next step is to add abstract concepts. Blaine Ray agrees with Krashen and Asher that:

Language acquisition is not a conscious process. It is something that happens to a person. It happens when one understands messages. Learning to speak a language comes from hearing it. Reading helps a person advance in learning the language and structures, but generally fluency comes from hearing. (7)

This means that TPRS stories are not only read, but also spoken aloud, and the teacher asks multiple levels of questions using the concept of “circling.” Circling means that several different tiers of questions are asked. The yes/no is the most basic level of questioning, followed by an either/or question. The top level of questioning involves more specific question words such as “who,” “what,” “when,” or “why.” Stories are circled not only for acquiring new vocabulary but also for repetition and increased

comprehension. For example, if the class is having trouble with a particular vocabulary word, asking contextual questions allows the students to gain more repetitions and thus “acquire the language in the limited number of hours we have in class” (29).

Taking all the above research into account, it should be noted that Japanese is very different from many of the Western languages. Reading in Japanese requires understanding of three distinct alphabets: hiragana (ひらがな), katakana (カタカナ), and kanji (漢字). Arguably, there is a fourth Japanese alphabet called rōmaji (ro-maji), but it is not so much an alphabet as a transliteration. Instead of using Japanese characters for a word, students will spell it with the Roman alphabet. This is used mostly for beginner students of Japanese or to teach English language phonetics. My summer CALA Japanese class, for example, uses rōmaji because time constraints prevent me from teaching the Japanese alphabets. Hiragana and katakana are both syllabic-based forms and require the memorization of roughly 46 distinct characters (92 if one adds the characters from both hiragana and katakana together) that have little in common with English.

For the adult learner, extended use of the third alphabet becomes problematic due, in part, because kanji “are adopted from morphographic Chinese characters and a single kanji is used to express one or more meanings and has several different readings. Due to these characteristics, kanji are especially difficult to acquire for learners whose first language (L1) is alphabet-based” (Kubota 143). While speaking another language uses essentially universal human anatomy, reading and writing are much more difficult. Despite the increased challenges of Japanese, the aforementioned research of Dr. Asher,

Krashen, and others show a clear connection between simultaneously seeing and hearing the words and more advanced language acquisition. For my own class, I utilized all this research, and ultimately, I created unique Japanese teaching materials for my summer classes. The one integral part I was lacking was an extended narrative in Japanese that would incorporate all the TPR, TPRS, and CI done in the class. A novella is CALA's most successful form of extended narration.

I wrote an easy-reader novella in Japanese to deepen and expand acquisition for language learners. This novella also strengthens the teaching materials I have already created for CALA's Japanese language classes. My goal is for the Japanese novella to be used by all language levels to reinforce listening, reading, writing, and speaking skills. CALA has a precedent for using language novellas in the classroom; however, none of them had ever been designed for a Japanese CALA class.

Blaine Ray, the founder of TPRS, has co-written a few novellas that have been translated into languages including Spanish, French, and German. The story changes for each language, depending on relevance and language acquisition needs. For example, in *Pobre Ana* in the Spanish version, Anna goes to Chile, but in the French version she goes to Belgium. I did not simply translate the *Pobre Ana* story verbatim. Japanese is too different from the Spanish CALA class curriculum. *Pobre Ana* does have a few details that I incorporated. For example, setting the story in a country where it is spoken means that I can include cultural details that may encourage an informed interest in Japan and its culture. Given the words and simple grammar taught in CALA's first two Japanese classes, the novella's basic plot revolves around a girl named Ellen who goes to Japan

because she wants to find purple ramen. On her quest, she encounters interesting characters with their own problems and goals.

I wrote the novella utilizing the grammar taught in Part One and Two of the Japanese classes. Certain grammatical structures were taught at certain times during the course, and to write unfamiliar complex sentences too early could cause students unnecessary frustration. Because the CALA Japanese classes will use only chapters one and two of the novella, this thesis project focuses on the initial chapters. Great care was taken to only incorporate vocabulary and grammatical structures that were taught in the two week-long classes. The rest of the novella includes tentative vocabulary and grammar that I could include in future Japanese CALA classes. For example, a set of concrete, common nouns and verbs (such as “mother,” “father,” “friend,” “to use,” “to study,” and “to smile”) were important additions. Taking into account the daunting Japanese writing systems, the novella comes in versions of rōmaji and hiragana. In order not to exclude the academic community, I also included an English translation. The project provides an interactive way for those interested in Japanese to get their start.

Writing Process

I took inspiration from Japanese popular culture, Blaine's *Poor Anna*, and especially from my ten months studying abroad while living with a Japanese family. I named the protagonist Ellen because it translates well into Japanese and has a personal connection. Ellen is my middle name and gives me a deeper familiarity with my main character. The writing process was such that I often wrote and edited a single chapter before moving on. Though plot driven, I focused on the repetition of new vocabulary and grammar. I kept the language simple so as not to overwhelm the audience. The story had to be silly enough that it would create new repetitions of previously-mentioned concrete and abstract vocabulary but engaging enough that an audience would not be frustrated by lack of understanding. The character Yuki was a later addition in order to create more repetitions for the verb "iru" ("to have" or "to be") and in order to be able to introduce "shitte iru" and "shirimasen" ("to know" and "to not know"), which follow unique rules. I further expanded Yuki's role in order to give Ellen more motivation than just looking for purple ramen, which worked out well when I introduced past tenses in chapter four.

Chapters one and two will be used in CALA Part One and Two of Japanese. I could have stopped after two chapters, but I enjoyed the potential lessons each chapter brought. What could I teach if the CALA classes extended beyond just parts one and two? A crucial idea for language learning is "scaffolding," in which each grammatical structure builds on one another. For example, many foreign languages teach present tense before past tense and the word "I" before the phrase "I am." For Japanese, I had to consider

which grammatical structures would be needed to teach more complex forms. There was a precedent in the *Genki* volumes, but I found myself deviating in a much different direction. For example, I introduced the informal present tense earlier, and only towards the end of the novella did I increasingly use the formal “masu” tenses. I used the informal tenses because they are shorter and easier to distinguish from one another for new learners.

In addition, other complex grammatical structures rely on slight deviations from informal past tense. Teaching the informal ones earlier allowed me to introduce complicated concepts much more quickly. Introducing the more formal structures, the ones that are suggested for everyday conversation with strangers, acquaintances, and (especially in the case of the language learner) teachers was a challenge. I slowly incorporated them in the characters’ dialogues as a way to acclimate the student, with the idea that I would be introducing them through TPR and TPRS in a later class.

I hope to create more CALA classes from the novella, but I also want to do more for self-study students. I want to add an audio component of the story. In the next section, I advise students to have a native speaker read the story out loud, but not everyone has access to a person fluent in Japanese. An audio version would be a way around this problem. My plan is to publish the novella and audio online this summer. I would maintain the rōmaji-hiragana-English story order, but the vocabulary tables would be replaced with a comprehensive English-Japanese and Japanese-English dictionaries at the back of the novel.

Advice for Readers

For those students who want to learn Japanese, I would advise you to familiarize yourself with *hiragana* and *katakana*. You should read the *rōmaji* story version first, and only use the English translation if you do not understand. Once you feel comfortable and can answer the comprehension questions, move on to the Japanese version. When you feel confident in your ability, try reading the story out loud. You should add emotions and not worry about making a mistake. When you are ready, answer the comprehension questions in Japanese. The next step is to have a native speaker read the story out loud and ask you the comprehension questions. By doing the above activities, your reading, writing, listening, and speaking skills will improve.

Dai Isshou (Chapter One): Rōmaji Version

Table 1: Dai Isshou no Tango (Chapter One Vocabulary)

えいご (eigo)	にほんご (nihongo)
Because	～から (kara)
Blue	あおい (aoi)
English	えいご (eigo)
Godzilla	ゴジラ (Gojira)
Hello	こんにちは (konnichi wa)
Japanese	にほんご (nihongo)
Purple	むらさきの (murasaki no)
Store	みせ (mise)
To Need	がひつよう (ga hitsuyou)
To Say	という (to iu)
Why	どうして (doushite)

**As well as any vocabulary from Week One of CALA's Japanese class

Onna ga iru. Onna no namae wa Eren. Nihon ni, Eren ga iru. Nihon ni, Tokyo ga aru.
Tokyo de, Eren wa raamen ga hoshii. Murasaki no raamen ga hoshii. Eren wa murasaki
no raamen ga hoshii. Tokyo de, Eren wa murasaki no raamen ga hoshii.

Mondai ga aru! Eren wa raamen ga nai. Eren wa murasaki no raamen ga nai. Eren wa
naku. Eren wa aruku. Eren wa hayaku aruku. Tokyo de, Eren wa aruku.

Tokyo ni, raamen no mise ga aru. Eren wa mise ni iku. Eren wa mise ni hayaku iku.
Mise ni yukkuri to ikanai. Raamen no mise ni, mondai ga aru! Murasaki no raamen ga
nai! Zannen! Eren wa murasaki no raamen ga hoshii.

Raamen no mise ni wa sushi ga aru. Eren wa sushi ga hoshikunai. Eren wa sushi wo toranai.

Tokyo ni, otoko ga iru. Otoko no namae wa Chiisai Gojira [Godzilla]. Chiisai Gojira wa Chiisai. Tokyo de, Chiisai Gojira wa odoru. Chiisai Gojira wa raamen ga hoshii. Chiisai Gojira wa aoi raamen ga hoshii. Murasaki no raamen ga hoshikunai.

Eren wa hayaku aruku. Eren wa yukkuri to aruku. Eren wa arukanai. Chiisai Gojira wa odoranai. Eren wa Chiisai Gojira to suwaru.

Eren wa “Konnichi wa! Watashi no namae wa Eren. Anata no namae wa nani?” to iu.

Chiisai Godzilla wa “Konnichi wa! Watashi no namae wa Chiisai Godzilla. Yoroshiku!” to iu.

Eren wa “Yoroshiku! Onna ga iru? Onna no namae wa Yuki. Tokyo ni, Yuki ga iru?” to iu.

Chiisai Gojira wa “Onna ga inai. Tokyo ni, Yuki ga inai,” to iu.

Zannen! Eren wa kanashii. Eren wa sushi ga hoshii. Doushite Eren wa sushi go hoshii? -- mise ni raamen ga nai kara. Chiisai Gojira wa sushi ga hoshii?

Eren wa “Sushi ga hoshii?” to iu.

“Chiisai Gojira wa “Hai! Sushi ga hoshii!” to iu.

Eren wa raamen no mise ni iku. Eren wa Chiisai Gojira to raamen no mise ni iku. Raamen no mise de, eren wa sushi wo toru. Eren wa sushi wo ageru. Eren wa Chiisai Gojira ni sushi wo ageru. Chiisai Gojira wa sushi wo toru.

Chiisai Gojira wa “Arigatou,” to iu.

Eren wa “Doutashimashite!” to iu.

Chiisai Gojira wa sushi wo taberu. Eren wa tatsu. Chiisai Gojira wa tatsu. Eren to
Chiisai Gojira wa raamen ga hoshii. Eren wa Chiisai Gojira to aruku. Tokyo de, aruku. Ii
ne!

Dai Ni Shou (Chapter Two): Rōmaji Version

Table 2: Dai Ni Shou no Tango (Chapter Two Vocabulary)

えいご (eigo)	にほんご (nihongo)
Good Morning	おはようございます (ohayou gozaimasu)
I Do Not Understand	が わからない (ga wakaranai)

**As well as any vocabulary from Week Two of CALA's Japanese class

Tokyo de, Eren wa mise ni iku. Eren wa Chiisai Gojira to raamen no mise ni iku. Eren wa murasaki no raamen ga hoshii. Chiisai Gojira wa aoi raamen ga hoshii. Eren to Chiisai Gojira wa raamen wo tabetai.

Raamen no mise ni iku. Mondai ga aru! Okane ga nai! Okane ga hitsuyou! Doushite okane ga hitsuyou? -- Raamen wo tabetai kara. Chiisai Gojira wa okane ga hitsuyou. Eren wa okane ga hitsuyou.

Raamen no mise ni ookii sushi ga aru. Raamen no mise ni Chiisai sushi ga aru. Yokunai! Doushite raamen no mise ni raamen ga nai? Wakaranai

Eren wa ookii sushi wo toritai. Chiisai Gojira wa sushi wo toritakunai. Chiisai sushi wo toritakunai. Ookii sushi wo toritakunai. Chiisai Gojira wa naku. Hayaku naku. Eren wa nakanai.

Eren wa Chiisai Gojira wo naguritai. Doushite Eren wa Chiisai Gojira wo naguritai? -- Chiisai Gojira wa naku kara. Eren wa Chiisai Gojira to naguranai. Eren wa sushi wo toritai. Eren wa raamen no mise no sushi wo toritai. Demo sushi wo toranai. Chiisai sushi wo toranai. Ookii sushi wo toranai. Doushite sushi wo toranai? -- okane ga nai kara.

Tokyo de, Eren wa Chiisai Gojira to aruku. Yukkuri to aruku. Tokyo ni, dare ga iru?
Tokyo ni, kitsune ga iru. Tokyo ni, kuroi kitsune ga iru. Kuroi Kitsune wa okane ga aru.
Chiisai Gojira wa nakanai. Chiisai Gojira wa warau.

Chiisai Gojira wa “Konnichi wa, Kuroi Kitsune!” to iu.

Kuroi Kitsune wa “Konnichi wa, Chiisai Gojira!” to iu.

Eren wa “Konnichi wa, Kuroi Kitsune! Yoroshiku! Onna ga iru? Onna no namae wa
Yuki. Tokyo ni, yuki ga iru?” to iu.

Kuroi Kitsune wa “Onna ga inai. Tokyo ni Yuki ga inai,” to iu.

Yokunai! Zannen! Eren wa kanashii. Demo nakanai. Eren wa raamen ga hoshii.

Okane ga hitsuyou. Takusan okane ga hitsuyou. Okane de sushi wo kaitai.

Eren wa “Watashi wa okane de sushi wo kaitai,” to iu.

Kuroi Kitsune wa okane wo agetai. Kuroi Kitsune wa Eren ni okane wo agetai. Demo
Kuroi Kitsune wa okane ga hitsuyou. Doushite okane ga hitsuyou? -- akai raamen wo
kaitai kara.

Sugoi! Eren wa warau. Doushite Eren wa warau? -- Eren wa murasaki no raamen ga
hoshii kara. Chiisai Gojira wa aoi raamen ga hoshii kara. Kuroi Kitsune wa akai raamen
ga hoshii kara. Ii ne!

Raamen no mise ni iku. Raamen no mise ni, sushi ga aru. Doushite raamen no mise ni
sushi ga aru? Wakaranai.

Sushi wo kau. Okane de sushi wo kau. Kuroi Kitsune no okane de sushi wo kau.

Eren, Chiisai Gojira, Kuroi Kitsune wa sushi wo taberu. Warau! Eren to Kuroi Kitsune wa ookii sushi wo taberu. Chiisai Gojira wa chiisai sushi wo taberu. Kuroi Kitsune wa Eren, Chiisai Gojira to arukitai.

Kuroi Kitsune wa “Eren to arukitai. Chiisai Gojira to arukitai,” to iu.

Eren to Chiisai Gojira wa “hai!” to iu!

Eren wa Chiisai Gojira to Kuroi Kitsune de raamen no mise ni iku. Ii ne!

Dai San Shou (Chapter Three): Rōmaji Version

Table 3: Dai San Shou no Tango (Chapter Three Vocabulary)

えいご (eigo)	にほんご (nihongo)	Te-Form
Also / Too	も (mo)	_____
Excuse Me	すみませんでした (sumimasen deshita)	_____
Food	たべもの (tabemono)	_____
He / Him	かれ (kare)	_____
Man	おとこの人 (otoko no hito)	_____
Nice To Meet You	よろしくおねがいします (yoroshiku onegaishimasu)	_____
Please Do ~	~てください (~te kudasai)	_____
Sad	かなしい (kanashii)	_____
She / Her	かのじょ (kanojo)	_____
They	かれら (karera)	_____
To Exit	をでる (wo deru)	でて (dete)
To Get Out Of (A Car)	をおりる (wo oriru)	おりて (orite)
To Go Inside	にはいる (ni hairu)	はいて (haitte)
To Search For	をさがす (wo sagasu)	さがして (sagashite)
To Wait	まつ (matsu)	まって (matte)
What Is It?	なんですか (nan desu ka)	_____
Woman	おんなの人 (onna no hito)	_____

Raamen no mise wa doko? Mise ga nai. Raamen no mise ga nai. Tokyo ni, tabemono no mise ga aru. Ookii tabemono no mise ga aru.

Eren wa Kuroi Kitsune wo oriru. Kanojo wa tabemono no mise ni hairu. Eren wa Kuroi Kitsune wo orite, tabemono no mise ni hairu.

Chiisai Gojira wa Kuroi Kitsune wo oriru. Kare wa tabemono no mise ni hairanai. Chiisai Gojira wa Kuroi Kitsune wo orite, tabemono no mise ni hairanai.

Chiisai Gojira to Kuroi Kitsune wa matte. Karera wa matte. Eren wa tabemono no mise ni hairu. Kanojo wa murasaki no raamen wo sagasu. Chiisai Gojira wa aoi raamen wo sagasu. Kuroi Kitsune wa akai raamen wo sagasu. Tokyo ni, karera wa raamen wo sagasu.

Mise ni, onna no hito ga iru. Onna no hito no namae wa Momo. Momo wa tabemono wo kaitai. Kanojo wa takusan tabemono wo kaitai. Eren mo mise ni iru.

Eren wa “Sumimasen. Watashi no namae wa Eren. Yoroshiku onegaishimasu. Raamen wo kaitai” to iu.

Momo wa “Konnichi wa, Eren. Watashi no namae wa Momo. Yoroshiku onegaishimasu,” to iu. Momo wa hanashitakunai. Kanojo wa Eren to hanashitakunai.

Eren wa “Matte kudasai, matte kudasai!” to iu.

Momo wa arukanai. Momo wa matsu. Kanojo wa matte, “Nan desu ka? Hanashite kudasai. Hayaku hanashite kudasai,” to iu.

Eren wa “Onna no hito ga iru? Onno no hito no namae wa Yuki. Tokyo ni Yuki ga iru?” yukkuri to iu.

Momo wa “Onna no hito ga inai. Tokyo ni Yuki ga inai. Mise wo dete kudasai,” to iu.

Eren wa “Mise ni raamen ga aru?” to iu.

Momo wa “Iie, raamen ga nai. Mise wo dete kudasai,” to iu.

Yokunai! Zannen! Momo wa hanashitakunai. Kanojo wa mise wo hayaku deru.

Eren wa mise wo sagasu. Murasaki no raamen ga nai. Akai raamen ga nai. Aoi raamen ga nai. Tabemono no mise ni raamen ga nai. Eren wa naitai. Demo kanojo wa nakanai. Eren wa mise wo deru. Kanojo wa mise wo hayaku deru.

Kanojo wa “Raamen ga mise ni nai. Murasaki no raamen ga nai. Akai raamen ga nai. Aoi raamen ga nai,” to iu.

Yokunai! Mondai ga aru! Raamen ga hoshii! Chiisai Gojira wa naku. Kare wa yukkuri to naku. Chiisai Gojira wa yukkuri to naite, tabemono no mise wo naguru. Yukkuri to naite, tabemono no mise wo hayaku naguru. Kuroi Kitsune mo naku. Kuroi Kitsune wa naite, naguru. Karera wa mise wo nagutte, naku.

Totemo kanashii! Kuroi Kitsune wa kanashii. Chiisai Gojira wa kanashii. Eren mo kanashii.

Eren mo kanashii. Demo kanojo wa matsu. Kanojo wa matte, “matte kudasai” to iu. Kuroi Kitsune to Chiisai Gojira wa tabemono no mise wo naguranai. Karera wa naite, suwaru.

Eren wa “Tokyo ni, ii raamen no mise ga nai. Osaka ni ikitai” to itte, Kuroi Kitsune wo oriru.

Chiisai Gojira wa “hai!” to itte, Kuroi Kitsune wo oriru.

Kuroi Kitsune wa “hai!” to itte, hayaku aruite, Osaka ni iku.

Dai Yon Shou (Chapter Four): Rōmaji Version

Table 4: Dai Yon Shou no Tango (Chapter Four Vocabulary)

えいご (eigo)	にほんご (nihongo)	Positive Present Tense	Positive Past Tense
America	アメリカ (amerika)	アメリカだ (amerika da)	アメリカだった (amerika datta)
Delicious	おいしい (oishii)	おいしい (oishii)	おいしかった (oishikatta)
Did Not Buy	かわなかつた (kawanakatta)	—————	—————
Everyday	まいにち (mainichi)	—————	—————
France	フランス (furansu)	フランスだ (furansu da)	フランスだった (furansu datta)
Friends	ともだち (tomodachi)	ともだちだ (tomodachi da)	ともだちだった (tomodachi datta)
Happy	うれしい (ureshii)	うれしい (ureshii)	うれしかった (ureshikatta)
Next Day	つぎのひ (tsugi no hi)	—————	—————
Now	いま (ima)	—————	—————
Parents	りょうしん (ryoushin)	りょうしんだ (ryoushin da)	りょうしんだった (ryoushin datta)
Restaurant	レストラン (resutoran)	レストランだ (resutoran da)	レストランだった (resutoran datta)
Sad	かなしい (kanashii)	かなしい (kanashii)	かなしかった (kanashikatta)
They (Woman)	かのじょら (kanojora)	かのじょらだ (kanajo da)	かのじょらだった (kanajo datta)
Ticket	チケット (chiketto)	チケットだ (chiketto da)	チケットだった (chiketto datta)
To Get Out Of (A Car)	をおりる (wo oriru)	おりる (oriru)	をおりた (wo orita)

えいご (eigo)	にほんご (nihongo)	Positive Present Tense	Positive Past Tense
To Go Inside	にはいる (ni hairu)	はいる (hairu)	はいった (haitta)
To Live	にすむ (ni sumu)	すむ (sumu)	すんでいた (sundeita)
To Make	をつくる (wo tsukuru)	つくる (tsukuru)	つくった (tsukutta)
To Search For	をさがす (wo sagasu)	さがす (sagasu)	さがした (sagashita)
To Wait	まつ (matsu)	まつ (matsu)	まった (matta)
To Want	がほしい (ga hoshii)	ほしい (hoshii)	ほしかった (hoshikatta)
Together With	いっしょに (issho ni)	—————	—————
Was Not There	いなかった (inakatta)	—————	—————

Ima, Eren ga Nihon ni iru. Kanojo wa Nihon ni sumu. Uchi ni sumu. Chiisai uchi ni sumu.

Eren wa Amerika ni sunde ita. Eren wa ryoushin to Amerika ni sunde ita. Amerika ni tomodachi ga ita. Tomodachi no namae wa Yuki datta. Yuku wa chiisai uchi ni sunde ita. Yuki wa ryoushin to chiisai uchi ni sunde ita.

Eren wa tomodachi to raamen wo tsukutta. Eren wa Yuki to raamen wo tsukutta. Kanojotachi wa murasaki no raamen wo tsukutta. Ii ne! Kanojora wa ureshikatta. Kanojora wa sugoku ureshikatta! Tomodachi no namae wa Yuki.

Ima, Eren wa murasaki no raamen wo sagasu. Doushite Eren wa murasaki no raamen wo sagasu? Tomodachi wa oishii murasaki no raamen wo tsukutta kara. Yuki wa sugoku oishii murasaki no raamen wo tsukutta kara.

Eren wa oishii murasaki no raamen wo tabetta. Kanojo wa Yuki to oishii murasaki no raamen wo tabeta. Issho ni raamen wo tsukutta. Mainichi issho ni oishii raamen wo tsukutta.

Eren wa “Murasaki no raamen wa oishii” to itta.

Yuki wa “Hai, murasaki no raamen wa sugoku oishii” to iu. Yuki wa naita.

Yokunai! Yuki wa naita! Doushite Yuki wa naita?

Eren wa “Doushite naku?” to itta.

Yuki wa “Kanashii kara. Doushite kanashii? Amerika ni sumanai. Nihon ni sumu. Ryoushin to Nihon ni sumu. Ikitakunai. Demo ryoushin to uchi ni sumu,” to iu.

Eren wa raamen wo tabete, waraita. Kanojo wa raamen wo tabete, waraite, “Demo ni nihon ni sumu. Nihon ni sumanai. Mondai ga nai!” to itta.

Yuki wa “Mondai ga aru! Watashi wa Nihon ni sumu! Ookii mondai ga aru!” to itta.

Eren wa “Nani!?” to itta. Kanojo wa suwatte, naite, murasaki no raamen wo tabeta.

Tsugi no hi, Yuki no uchi ni itta. Demo tomodachi ga inakatta. Yuki ga inakatta. Yuki wa doko? Eren wa makudonarudo ni itta. Makudonarudo ni, Yuki wo sagashita. Demo Yuki ga inakatta.

Eren wa sutaabakkusu ni itta. Kanojo wa sutaabakkusu ni tomodachi wo sagashita. Demo Yuki wa inakatta.

Yokunai! Yuki wa Nihon ni itta! Eren wa kanashikatta. Eren wa totemo kanashikatta.
Kanojo wa naita.

Eren wa “Watashi wa kanashii! Tomodachi wo sagashitai!” to itta.

Naite, raamen wo tabeta. Demo shiroi raamen wo tabeta. Doushite shiroi raamen wo tabeta? Murasaki no raamen ga nakatta kara.

Naite, shiroi sushi wo tabeta. Raamen ga hoshikatta. Murasaki no raamen ga hoshikatta. Kanojo wa tomodachi ga hoshikatta. Yuki ga hoshikatta.

Eren wa tatta.

Eren wa “Nakanai! Nakitakunai! Yuki wo sagashitai! Murasaki no raamen ga hoshii!” to itta.

Eren wa chiketto wo katta. Eren wa hikouki no chiketto wo katta. Eren wa Nihon no hikouki no chiketto wo katta. Kanojo wa Amerika no chiketto wo kawanakatta. Kanojo wa Furansu no hikouki no chiketto wo kawanakatta.

Eren wa Nihon ni itta. Eren wa hikouki no chiketto wo katte, Nihon ni itta. Eren wa Yuki wo sagashitai! Eren wa murasaki no raamen mo sagashitai!

Dai Go Shou (Chapter Five): Rōmaji Version

Table 5: Dai Go Shou no Tango (Chapter Five Vocabulary)

えいご (eigo)	にほんご (nihongo)
[Polite Noun/Adj Ending]	です (desu)
[To Indicate a Question]	か (ka)
Excuse Me	すみませんでした (sumimasen deshita)
From	から (kara)
Green	ミドリ の (midori no)
How Are You?	おげんき ですか (o genki desu ka)
Not A [Noun]	～じゃない (janai)
Not At All	ぜんぜん (zenzen)
Panda	パンダ (panda)
Poor [unfortunate situation]	ざんえん な (zannen na)
Question	しつもん (shitsumon)
Sleepy	ねむい (nemui)
There Is	があります (ga arimasu)
To Be Surprised	びっくりした (bikkurishita)
To Know	しています (shitte imasu)
To Like ~	～が すき (ga suki)
To Not Know	しりません (shirimasen)
To Not Like ~	～が すき じゃない (ga suki janai)
To Sleep	ねむ (nemu)
Until / To	まで (made)

Kuroi Kitsune wa Tokyo kara iku. Kuroi Kitsune wa Tokyo kara Osaka made iku.
Kuroi Kitsune wa Tokyo kara Osaka made hayaku iku. Eren wa Chiisai Gojira to Tokyo
kara Osaka made iku. Karera wa Kuroi Kitsune de Tokyo kara Osaka made iku.

Osaka wa ookii! Osaka wa totemo ookii!

Eren wa “Osaka wa chiisakunai desu” to iu.

Chiisai Gojira wa “Tokyo mo chiisakunai desu. Demo Osaka wa Tokyo janai desu” to
iu.

Eren wa Kuroi Kitsune wo orite, “Hai, Osaka wa Tokyo janai desu,” to iu.

Kuroi Kitsune wa iwanai. Kare wa zenzen iwanai. Tokyo kara Osaka made hayaku
itta. Ima, Kuroi Kitsune wa nemui. Kuroi Kitsune wa totemo nemui. Yokunai! Zannen na
Kuroi Kitsune! Zannen na Kuroi Kitsune wa nemutai.

Osaka ni, takusan raamen no mise ga aru. Sugoi! Ii ne! Eren wa raamen ga suki!
Kanojo wa murasaki no raamen ga suki! Akai raamen ga suki janai. Kuroi Kitsune wa
akai raamen ga suki. Demo kare wa murasaki no raamen ga suki janai. Chiisai Gojira wa
aoi raamen ga suki. Demo kare wa akai raamen ga suki janai. Chiisai Gojira mo murasaki
no raamen ga suki janai.

Osaka no raamen no mise ni murasaki no raamen ga nai. Osaka ni mo, aoi raamen ga
nai. Osaka ni mo, akai raamen ga nai.

Kuroi Kitsune wa “Osaka ga suki janai desu,” to iu.

Eren wa “Watashi mo,” to iu.

Chiisai Gojira mo “Watashi mo,” to iu.

Panda wa “watashi mo. Ookii machi ga suki janai desu. Demo raamen ga suki desu,”
to iu.

Eren, Chiisai Gojira, Kuroi Kitsune wa iwanai. Karera wa zenzen iwanai. Doushite
karera wa zenzen iwanai? Karera wa bikkurishita kara. Osaka ni panda ga iru. Karera wa
bikkurishita. Karera wa totemo bikkurishita!

Eren wa “Sumimasen deshita. Watashi wa bikkurishita. Anata no namae wa nan desu
ka?” to iu.

Panda wa “Watashi no namae wa Midori no Panda desu. Gojira no namae wa nan
desu ka?” to iu.

Chiisai Gojira wa “Watashi no namae wa Chiisai Gojira desu. O genki desu ka?” to
iu.

Midori no Panda wa “Genki desu. O genki desu ka,” to iu.

Chiisai Gojira wa “Watashi wa genki desu. Demo watashi wa bikkurishita! Panda wa
midori desu ka?” to kiku.

Midori no Panda wa “Hai, watashi wa midori desu. Akai panda janai desu. Aoi panda
janai desu. Watashi no namae wa Midori no Panda desu. Yoroshiku onegaishimasu,” to
iu.

Eren wa shitsumon ga aru. Kanojo wa shitsumon ga aru. Eren wa “Yoroshiku
onegaishimasu. Sumimasen deshita. Shitsumon ga arimasu,” to iu.

Midori no Panda wa “Hai, Eren no shitsumon wa nan desu ka?” to kiku.

Eren wa “Watashi no shitsumon wa onna no hito wo shitte imasu ka? Onna no hito no namae wa Yuki desu. Yuki wo shitte imasu ka? Midori no Panda wa Yuki wo shitte imasu ka?” to kiku.

Midori no Panda wa “Onna no hito wo shirimasen. Yuki wo shirimasen. Yuki ga zenzen shirimasen,” to iu.

Zannen! Midori no Panda wa Yuki wo shirimasen. Eren wa Yuki wo shitte imasu. Demo Midori no Panda wa Yuki wo shirimasen. Eren wa kanashii! Demo Eren wa nakanai.

Midori no Panda wa “Sumimasen deshita. Demo ima uchi ni ikitai desu,” to iu.

Eren wa “Watashi mo ikitai,” to iu.

Chiisai Gojira mo “Watashi mo ikitai” to iu.

Kuroi Kitsune wa “Nemutai!” to iu. Zannen! Zannen na Kuroi Kitsune! Kuroi Kitsune wa nemutai. Zannen na Kuroi Kitsune wa nemutai.

Karera wa Midori no Panda no uchi ni iku. Demo karara wa Kuroi Kitsune de ikanai. Issho ni aruku.

Dai Roku Shou (Chapter Six): Rōmaji Version

Table 6: Dai Roku Shou no Tango (Chapter Six Vocabulary)

えいご (eigo)	にほんご (nihongo)
Dinner	ばんごはん (bangohan)
Family	かぞく (kazoku)
Father	おとうさん (otousan)
Happy	しあわせな (shiwase na)
Homework	しゅくだい (shukudai)
How Do You Do? [first meeting]	はじめまして (hajime mashite)
In The Room	へやのなか(heya no naka)
Mother	おかあさん (okaasan)
Older Brother	おにいさん (oniisan)
Room	へや (heya)
Television	テレビ (terebi)
Thank You For ~	~てくれてありがとう (~te kurete arigatou)
To Be Hungry	おなかがすいた (onaka ga suite)
To Be Short	せがひくい (se ga hikui)
To Be Tall	せがたかい (se ga takai)
To Cook	りょうりする (ryouri suru)
To Do Homework	しゅくだいをする (shukudai wo suru)
To Watch / Look	をみる (wo miru)

Eren wa Midori no Panda no uchi ni iku. Kuroi Kitsune wa Midori no Panda no uchi ni iku. Chiisai Gojira wa Midori no Panda no uchi ni iku. Karera wa midori no panda no uchi ni iku. Karera wa kitsune de Midori no Panda no uchi ni ikanai.

Sugoi! Midori no Panda no uchi wa ookii. Midori no Panda no uchi wa totemo ookii. Eren, Midori no Panda, Kuroi Kitsune wa Midori no Panda no uchi no hairu. Karera wa Midori no Panda no uchi ni hairu.

Midori no Panda no uchi ni kazoku ga iru. Midori no Panda no uchi ni Midori no Panda no kazoku ga iru. Okaasan ga iru. Otousan ga iru. Oniisan ga iru. Sugoi! Kazoku ga iru! shiawase na kazoku ga iru! Totemo shiawase na kazoku ga iru!

Uchi no naka de Midori no Panda no okaasan wa se ga takai. Okaasan wa se ga hikukunai. Okaasan wa se ga takai. Demo Midori no Panda no otousan wa se ga hikui. Otousan wa se ga takakunai. Se ga hikui. Midori no Panda no oniisan mo se ga hikui.

Eren wa “Hajime mashite. Watashi no namae wa Eren desu. Yoroshiku onegaishimasu. Onna no hito wo shitte imasu ka? Onna no hito no namae wa Yuki desu. Yuki wo shitte imasu ka?” to kiku.

Karera wa “Yoroshiku onegaishimasu. Demo Yuki wo shirimasen,” to iu. Eren wa kanashii. Demo Midori no Panda no kazoku ga suki.

Midori no Panda no otousan wa Kuroi Kitsune ni “Watashi wa onaka ga suite. Bangohanwo tsukuritai desu. Oishii bangohan wo tsukuritai desu. Ryouri wo shite kudasai. Oishii ryouri wo shite kudasai,” to iu.

Yokunai! Zannen na Kuroi Kitsune. Nemutai. Demo tabetai. Doushite tabetai? Onaka ga suite kara. Otousan mo onaka ga suite.

Kuroi Kitsune wa “Watashi wa onaka ga suite. Ryouri wo suru. Issho ni ryouri wo shitai,” to iu. Kare wa Midori no Panda no otousan to ryouri wo suru. Issho ni ryouri wo suru. Bangohan wo tsukuru. Oishii bangohan wo tsukuru.

Midori no Panda no oniisan wa shukudai wo suru. Oniisan wa takusan shukudai ga aru. Kare wa Chiisai Gojira wo miru. Kare wa Chiisai Gojira ni “watashi no shukudai wo shite kudasai. Watashi to watashi no shukudai wo shite kudasai,” to iu.

Chiisai Gojira wa Eren wo miru. Chiisai Gojira wa Eren wo hayaku miru. Eren wa Chiisai Gojira wo minai. Yokunai! Zannen na Chiisai Gojira! Kare wa kanashii! Doushite kare wa kanashii? Shukudai wo shitakunai kara.

Chiisai Gojira wa oniisan wo miru. “Hai” to iu. Suwate, Oniisan to shukudai wo suru.

Eren wa Midori no Panda no okaasan wa terebi wo miru. Karera wa terebi wo miru. Chiisai Gojira wa oniisan to shukudai wo suru. Kuroi Kitsune wa otousan to ryouri wo suru. Karera wa oishii bangohan wo tsukuru.

Kuroi Kitsune wa “Watashi tachi wa ryouri wo shita! Oishii bangohan wo tabete kudasai,” to iu.

Midori no Panda wa “Onaka ga suite! Ryouri wo shite kurete arigatou gozaimashita,” to iu.

Midori no Panda no otousan to Kuroi Kitsune wa “Doutashimashite!” to iu.

Eren wa “Watashi mo onaka ga suite. Oishii bangohan wo tsukutte kurete arigatou gozaimashita,” to iu.

Kuroi Kitsune wa “Doutashimashite!” to iu.

Midori no Panda no otousan mo “Douitashimashite!” to iu.

Oniisan wa Chiisai Gojira ni “watashi no shukudai wo shite kurete arigatou gozaimashita,” to iu.

Chiisai Gojira wa “...Douitashimashite!” to iu.

Karera wa issyo ni oishii bangohan wo taberu.

Dai Nana Shou (Chapter Seven): Rōmaji Version

Table 7: Dai Nana Shou no Tango (Chapter Seven Vocabulary)

えいご (eigo)	にほんご (nihongo)	Positive Ta-Form
Convenience Store	コンビニ (konbini)	_____
Doing Right Now	~ている (~te iru)	_____
Fun	たのしい (tanoshii)	_____
Ice Cream	アイスクリーム (aisukuriimu)	_____
Let's Go!	いきましょう (ikimashou)	_____
Nice	やさしい (yasashii)	_____
Station	えき (eki)	_____
To Ask	きく (kiku)	きいた (kiita)
To Go and Buy	かいに行く (kai ni iku)	かいにいった (kai ni itta)
To Go and Eat	たべに行く (tabe ni iku)	たべにいった (tabe ni itta)
To Wake Up	おきる (okiru)	おきた (okita)
Today	きょう (kyou)	_____
Train	でんしゃ (densha)	_____
What Are You Doing?	なにをしている (nani wo shite iru)	_____
Yesterday	きのう (kinou)	_____

Tsugi no hi, Eren wa okiru. Tsugi no hi, Eren wa hayaku okiru. Kinou wa tanoshikatta. Kinou wa totemo tanoshikatta. Demo kyou ni mo tanoshii. Kyou ni mo totemo tanoshii. Chiisai Gojira wa okiru. Midori no Panda mo okiru. Kuroi Kitsune mo

okiru. Ima, Kuroi Kitsune wa tsukarete inai. Sugoi! Kare wa tsukarete inai! Tsukarete inai
Kuroi Kitsune wa okiru.

Midori no Panda wa heya no naka de aruku.

Eren wa Midori no Panda ni “Ryoushin wa nani wo shite iru?” to iu.

Midori no Panda wa “Watashi no ryoushin wa nete iru. Kinou wa tanoshikatta. Karera
wa tsukarete iru” to iu. Midori no Panda wa heya no naka de aruku. Kare wa heya de
hayaku sagasu.

Kuroi Kitsune wa “nani wo shite iru?” to kiku.

Midori no Panda wa “Watashi wa tabemono wo sagashite iru. Uchi ni tabemono ga
nai. Kinou, Watashi no uchi de tabemono wo tabeta kara” to iu.

Yokunai! Mondai ga aru! Uchi ni tabemono ga nai! Kinou, karera wa tabemono wo
tabeta.

Chiisai Gojira wa “Mondai ga aru! Onaka ga suita kara!” to iu.

Karera wa Midori no Panda ni “Watashi mo” to iu.

Midori no Panda wa “Watashi mo onaka ga suita. Tabemono wo tabetai desu. Ima,
Watashi wa tabemono wo kai ni iku. Oishii tabemono wo konbini ni kai ni iku.” Sugoi!
Midori no Panda wa yasashii. Kare wa totemo yasashii. Kare wa konbini ni tabemono wo
kai ni iku.

Eren wa “Watashi wa ikitai desu! Watashi wa tabemono wo kai ni ikitai desu!” to iu.

Midori no Panda wa “Ikimashou!” to iu.

Kuroi Kitsune wa ““Watashi mo ikitai desu! Watashi mo tabemono wo kai ni ikitai
desu!” to iu.

Midori no Panda wa “Ikimashou...” to iu.

Chiisai Gojira wa “Matte kudasai! “Watashi mo tabemono wo kai ni ikitai desu!

Watashi mo oishii tabemono wo kai ni ikitai desu!” to iu.

Midori no Panda wa “Ikimashou!!” to iu.

Karera wa ureshii. Karera wa uchi wo dete, michi ni aruku. Karera wa konbini ni tabemono wo kai ni iku.

Chiisai Gojira wa “Konbini ni tabemono kai ni ikitai desu. Demo onaka ga suita.

Tabemono wo tabe ni ikitai desu. Resutoran ni tabemono wo tabe ni ikitai desu,” to iu.

Karera wa arukanai.

Karera wa “Hai, ikimashou! Ikimashou! Resutoran ni tabemono wo kai ni ikimashou!” to iu.

Karera wa resutoran ni tabemono wo tabe ni iku. Karera wa makudonarudo ni tabemono wo tabe ni iku. Kuroi Kitsune wa makudonarudo ni aisukuriimu wo kai ni iku. Midori no Panda to Eren wa hanbaagaa wo kai ni iku. Chiisai Gojira wa makudonarudo ni ookii koughii wo kai ni iku.

Midori no Panda wa Kuroi Kitsune ni “Nani wo shite iru?” to kiku.

Kuroi Kitsune wa “Watashi wa aisukuriimu wo tabete iru. Nani wo shite iru?” to iu.

Midori no Panda wa “Watashi wa hanbaagaa wo tabete iru” to iu.

Eren wa “Watashi wa hanbaagaa ga suki! Oishikatta desu! Ima, raamen wo kaitai desu. Raamen wo kai ni ikitai desu. Raamen no mise wa doko desu ka?” to iu.

Kuroi Kitsune wa “Watashi mo raamen wo kaitai desu. Akai raamen wo kai ni ikitai desu,” to iu.

Chiisai Gojira wa “Watashi mo! Aoi raamen wo kai ni ikitai desu,” to iu.

Midori no Panda wa “Densha no eki ni raamen no mise ga aru. Densha no eki ni ookii raamen no mise ga aru. Densha no eki ni murasaki no raamen wo sagashi ni iku. Densha no eki ni akai raamen wo sagashi ni iku. Densha no eki ni aoi raamen wo sagashi ni iku,” to iu.

Karera wa “Hai! Densha no eki ni raamen wo sagashi ni iku. Ikimashou!” to iu.

Dai Hasshou (Chapter Eight): Rōmaji Version

Table 8: Dai Hasshou no Tango (Chapter Eight Vocabulary)

えいご (eigo)	にほんご (nihongo)	Postive Polite Form	Negative Polite Form
To Worry	しんぱいする (shinpai suru)	しんぱいします (shinpai shimasu)	しんぱいしません (shinpai shimasen)
Map	ちず (chizu)	ちずです (chizu desu)	ちずじゃないです (chizu janai desu)
Station	えき (eki)	えきです (eki desu)	えきじゃないです (eki janai desu)
Train	でんしゃ (densha)	でんしゃです (densha desu)	でんしゃじゃない です (densha janai desu)
Seems Delicious	おいし そう (oishi sou)	おいし そうです (oishi sou desu)	—————
Seems Fun	たのし そう (tanoshi sou)	たのし そうです (tanoshi sou desu)	—————
Restaurant	レストラン (resutoran)	レストランです (resutoran desu)	レストラン じゃな い です (resutoran janai desu)
[To Indicate a Question]	か (ka)	ですか (desu ka)	—————
Can Do It	—————	できます (dekimasu)	—————
Cannot Do It	—————	—————	できません (dekimasen)
Color	いろ (iro)	いろです (iro desu)	いろ じゃない です (iro janai desu)
With A Smile	えがお で (egao de)	—————	—————

えいご (eigo)	にほんご (nihongo)	Postive Polite Form	Negative Polite Form
Quietly	しずかに (shizuka ni)	_____	_____

Eren, Kuroi Kitsune, Midori no Panda, Chisai Gojira wa eki ni ikimasu. Karera wa densha no eki ni ikimasu. Kuruma de densha no eki ni ikimasu. Kiiro no kuruma de densha no eki ni ikimasu. Akai kuruma de eki ni ikimasen. Aoi kuruma de eki ni ikimasen.

Sugoi desu ne! Densha no eki wa ooki sou desu. Karera wa eki wo mimasu. Kowai desu.

Eren wa “Densha no eki wa ookii desu. Kowa sou desu. Shinpai shimasu,” to itte imasu. Ellen wa shinpai shimasu. Zannen na Eren desu ne!

Midori no Panda wa “Watashi wa shinpai shimasen. Eki no naka ni chizu ga arimasu kara,” to itte imasu. Sugoi desu ne! Eki no naka ni chizu ga arimasu.

Doushite eki ni imasu ka? Doushite densha no eki ni imasu ka? Raamen ga sagashitai desu kara. Eren wa murasaki no raamen ga sagashitai desu. Kuroi Panda wa akai raamen ga hoshii desu. Chisai Gojira wa aoi raamen ga hoshii desu.

Densha no eki wa ooki sou desu. Densha no eki wa totemo ooki sou desu. Densha no eki wa ookii desu. Densha no eki wa totemo ookii desu. Densha no eki ni raamen ga arimasu. Ikimashou!

Karera wa eki ni hairimasu. Chizu wa doko desu ka? Mite kudasai! Chizu ga arimasu! Karera wa chizu wo mimasu. Karera wa chisai chizu wo mimasu. Yokunai! Mondai ga

arimasu! Takusan resutoran ga arimasu! Densha no eki ni takusan raamen no resutoran ga arimasu.

Kuroi Kitsune wa “Chizu wo mite kudasai! Takusan raamen no resutoran ga arimasu. Dekimasen. Zenzen dekimasen!” to itte imasu. Zannen desu ne! Dekimasen! Zenzen dekimasen! Kuroi Kitsune wa nakimasu. Kuroi Kitsune wa shizuka ni nakimasu. Karera wa shizuka ni nakimasu. Chisai Gojira mo nakimasu. Chisai Gojira mo shizuka ni nakimasu. Midori no Panda wa nakimasen. Midori no Panda wa karera wo mimasu.

Midori no Panda wa Eren ni “nani wo shite imasu ka?” to kikimasu.

Eren wa “Watashi wa wakarimasen. Demo karera wa naite imasu Shizuka ni naite imasu,” to itte imasu. Eren, Midori no Panda wa naite iru Chisai Gojira wo mimasu. Karera wa naite iru Kuroi Kitsune wo mimasu. Egao de mimasu.

Eren wa chizu wo mimasu. “Dekimasu!” to itte imasu.

Chisai Gojira wa nakimasen. Egao de waraimasu. Egao de “Dekimasu ka?” to kikimasu.

Eren wa “Chizu wo mite kudasai! Raamen no resutoran ni ikitai desu. Raamen no resutoran no namae wa nan desu ka? Namae wa ‘Raamen no Iro’ desu. Raamen wa oishi sou desu,” to itte imasu.

Midori no Panda wa nakimasen. Waraimasu. Egao de waraimasu. Ima, shinpai shimasen.

Midori no Panda wa shizuka ni “Resutoran ni ikimashou!” to itte imasu.

Karera wa waraimasu. Egao de waraimasu. “Ureshii desu! Shinpai shimasen! Ikimashou!” to itte imasu.

Karera wa raamen no resutoran ni ikimasu. Eren wa machimasu. Kanojo wa chizu wo mimasu. Chizu wo mite, waraimasu. Chizu wo mite, egao de waraimasu.

Eren wa resutoran ni ikimasu. Eren wa raamen no resutoran ni ikimasu. Arukimasu. Densha no eki no naka de, arukimasu. Raamen no resutoran no namae wa 'Ramen no Iro' desu. Takusan iro ga arimasu ka? Takusan raamen no iro ga imasu ka? Mada wakarimasen.

Eren wa raamen no resutoran ni hairimasu. Eren wa 'Raamen no Iro' ni hairimasu. Eren wa waraimasen. Egao de waraimasen. Eren wa arukimasen. Resutoran de tachimasu.

Chisai Gojira wa "Nan desu ka? Doushite anata wa arukimasen desu ka?" to kikimasu.

Chisai Gojira wa Eren wo mimasu. Kanojo wa bikkuri shimashita. Chisai Gojira wa bikkurishita Eren wo mimasu. Resutoran de Eren wa mimasu. Onna no hito wo mimasu.

Onna no hito wo egao de mimasu.

Eren wa "Yuki?" to kikimasu.

Onna no hito wa "Eren?" to kikimasu.

だいいっしょう

おんながいる。おんなのなまえはエレン。にほんに、エレンはいる。
にほんに、とうきょうがある。とうきょうで、エレンはラーメンがほし
い。むらさきのラーメンがほしい。エレンはむらさきのラーメンがほし
い。とうきょうで、エレンはむらさきのラーメンがほしい。

もんだいがある!エレンはラーメンがない。エレンはむらさきのラーメ
ンがない。エレンはなく。エレンはあるく。エレンははやくあるく。とう
きょうで、エレンはあるく。

とうきょうに、ラーメンのみせがある。エレンはみせに行く。エレン
はみせにはやくいく。みせにゆっくりといかない。ラーメンのみせに、
もんだいがある!むらさきのラーメンがない!ざんねん!エレンはむらさきの
ラーメンがほしい。

ラーメンのみせにはすしがある。エレンはすしがほしくない。エレン
はすしをとらない。

とうきょうに、おとこがいる。おとこのなまえはチイサイゴジラ。チイ
サイゴジラはちいさい。とうきょうで、チイサイゴジラはおどる。チイサイ
ゴジラはラーメンがほしい。チイサイゴジラはあおいラーメンがほしい。
むらさきのラーメンがほしくない。

エレンははやくあるく。エレンはゆつくりとあるく。エレンはあるかない。チイサイゴジラはおどらない。エレンはチイサイゴジラとすわる。

エレンは“こんにちは!わたしのなまえはエレン。あなたのなまえはなに?”という。

チイサイゴジラは“こんにちは!わたしのなまえはチイサイゴジラ。よろしく!”という。

エレンは“よろしく!おんながいる?おんなのなまえはゆき。とうきょうに、ゆきがいる?”という。

チイサイゴジラは“おんながいない。とうきょうに、ゆきがない、”という。

ざんねん!エレンはかなしい。エレンはすしがほしい。どうしてエレンはすしごほしい?--みせにラーメンがないから。チイサイゴジラはすしがほしい?

エレンは“すしがほしい?”という。

“チイサイゴジラは“はい!すしがほしい!”という。

エレンはラーメンのみせに行く。エレンはチイサイゴジラとラーメンのみせに行く。ラーメンのみせで、エレンはすしをとる。エレンはすしをあげる。エレンはチイサイゴジラにすしをあげる。チイサイゴジラはすしをとる。

チイサイゴジラは“ありがとう,”という。

エレンは“どういたしまして!”という。

チイサイゴジラはすしを食べる。エレンはたつ。チイサイゴジラはたつ。エレンとチイサイゴジラはラーメンがほしい。エレンはチイサイゴジラとあるく。とうきょうで、あるく。いいね!

だいにしょう

とうきょうで、エレンはみせに行く。エレンはチイサイゴジラとラーメンのみせに行く。エレンはむらさきのラーメンがほしい。チイサイゴジラはあおいラーメンがほしい。エレンとチイサイゴジラはラーメンを食べたい。

ラーメンのみせに行く。もんだいがある!おかねがない!おかねがひつよう!どうしておかねがひつよう?--ラーメンを食べたいから。チイサイゴジラはおかねがひつよう。エレンはおかねがひつよう。

ラーメンのみせにおおきいすしがある。ラーメンのみせにちいさいすしがある。よくない!どうしてラーメンのみせにラーメンがない?わからない。

エレンはおおきいすしをとりたい。チイサイゴジラはすしをとりたくない。ちいさいすしをとりたくない。おおきいすしをとりたくない。チイサイゴジラはなく。はやくなく。エレンはなかない。

エレンはチイサイゴジラをなぐりたい。どうしてエレンはチイサイゴジラをなぐりたい?--チイサイゴジラはなくから。エレンはチイサイゴジラとなぐらない。エレンはすしをとりたい。エレンはラーメンのみせのすし

をとりたい。でもすしをとらない。ちいさいすしをとらない。おおきいすしをとらない。どうしてすしをとらない?--おかねがないから。

とうきょうで、エレンはチイサイゴジラとあるく。ゆつくりとあるく。とうきょうに、だれがいる?とうきょうに、きつねがいる。とうきょうに、クロイキツネがいる。クロイキツネはおかねがある。チイサイゴジラはなかない。チイサイゴジラはわらう。

チイサイゴジラは“こんにちは、クロイキツネ!”という。

クロイキツネは“こんにちは、チイサイゴジラ!”という。

エレンは“こんにちは、クロイキツネ!よろしく!おんながいる?おんなのなまえはゆき。とうきょうに、ゆきがいる?”という。

クロイキツネは“おんながいない。とうきょうにゆきがない,”という

よくない!ざんねん!エレンはかなしい。でもなかない。エレンはラーメンがほしい。おかねがひつよう。たくさんおかねがひつよう。おかねですしをかいたい。

エレンは“わたしはおかねですしをかいたい,”という。

クロイキツネはおかねをあげたい。クロイキツネはエレンにおかねをあげたい。でもクロイキツネはおかねがひつよう。どうしておかねがひつよう?--あかいラーメンをかいたいから。

すごい! エレンはわらう。 どうしてエレンはわらう? -- エレンはむらさきのラーメンがほしいから。 チイサイゴジラはあおいラーメンがほしいから。 クロイキツネはあかいラーメンがほしいから。 いいね!

ラーメンのみせに行く。 ラーメンのみせに、すしがある。 どうしてラーメンのみせにすしがある? わからない。

すしをかう。 おかねですしをかう。 クロイキツネのおかねですしをかう。

エレン, チイサイゴジラ, クロイキツネはすしをたべる。 わらう! エレンとクロイキツネはおおきいすしをたべる。 チイサイゴジラはちいさいすしをたべる。 クロイキツネはエレン, チイサイゴジラとあるきたい。

クロイキツネは“エレンとあるきたい。 チイサイゴジラとあるきたい,” という。

エレンとチイサイゴジラは“はい!” という!

エレンはチイサイゴジラとクロイキツネでラーメンのみせに行く。 いいね!

だいさんしょう

ラーメンのみせはどこ?みせがない。ラーメンのみせがない。とうきょうに、たべもののみせがある。おおきいたべもののみせがある。

エレンはクロイキツネをおりる。かのじょはたべもののみせにはいる。エレンはクロイキツネをおりて、たべもののみせにはいる。

チイサイゴジラはクロイキツネをおりる。かれはたべもののみせにはいない。チイサイゴジラはクロイキツネをおりて、たべもののみせにはいない。

チイサイゴジラとクロイキツネはまって。かれらはまって。エレンはたべもののみせにはいる。かのじょはむらさきのラーメンをさがす。チイサイゴジラはあおいラーメンをさがす。クロイキツネはあかいラーメンをさがす。とうきょうで、かれらはラーメンをさがす。

みせに、おんなのひとがいる。おんなのひとのなまえはもも。ももはたべものをかいたい。かのじょはたくさんたべものをかいたい。エレンもみせにいる。

エレンは“すみません。わたしのなまえはエレン。よろしくおねがいします。ラーメンをかいたい”という。

ももは“こんにちは、エレン。わたしのなまえはもも。よろしくおねがいます。”という。ももははなしたくない。かのじよはエレンとはなしたくない。

エレンは“まってください、まってください!”という。

ももはあるかない。ももはまつ。かのじよはまって、“なんですか?はなしてください。はやくはなしてください。”という。

エレンは“おんなのひとがいる?おんなのひとのなまえはゆき。とうきょうにゆきがいる?”ゆっくりという。

ももは“おんなのひとがいない。とうきょうにゆきがない。みせをでてください。”という。

エレンは“みせにラーメンがある?”という。

ももは“いいえ、ラーメンがない。みせをでてください。”という。

よくない!ざんねん!ももははなしたくない。かのじよはみせをはやくでる。

エレンはみせをさがす。むらさきのラーメンがない。あかいラーメンがない。あおいラーメンがない。たべもののみせにラーメンがない。エレンはなりたい。でもかのじよはなかない。エレンはみせをでる。かのじよはみせをはやくでる。

かのじょは“ラーメンがみせにない。むらさきのラーメンがない。あかいラーメンがない。あおいラーメンがない,”という。

よくない!もんだいがある!ラーメンがほしい!チイサイゴジラはなく。かれはゆっくりとなく。チイサイゴジラはゆっくりとないで、たべもののみせをなぐる。ゆっくりとないで、たべもののみせをはやくなぐる。クロイキツネもなく。クロイキツネはないで、なぐる。かれらはみせをなぐつて、なく。

とてもかなしい!クロイキツネはかなしい。チイサイゴジラはかなしい。エレンもかなしい。

エレンもかなしい。でもかのじょはまつ。かのじょはまって、“まってください”という。クロイキツネとチイサイゴジラはたべもののみせをなぐらない。かれらはないで、すわる。

エレンは“とうきょうに、いいラーメンのみせがない。おおさかにいきたい”とって、クロイキツネをおりる。

チイサイゴジラは“はい!”とって、クロイキツネをおりる。

クロイキツネは“はい!”とって、はやくあるいて、おおさかにいく。

だいよんしょう

いま、エレンがにほんにいる。かのじょはにほんにすむ。うちにすむ。
ちいさいうちにすむ。

エレンはアメリカにすんでいた。エレンはりょうしんとアメリカにす
んでいた。アメリカにともだちがいた。ともだちのなまえはゆきだった。
ゆきはちいさいうちにすんでいた。ゆきはりょうしんとちいさいうちに
すんでいた。

エレンはともだちとラーメンをつくった。エレンはゆきとラーメンを
つくった。かのじょたちはむらさきのラーメンをつくった。いいね!かの
じょらはうれしかった。かのじょらはすごくうれしかった!ともだちのなま
えはゆき。

いま、エレンはむらさきのラーメンをさがす。どうしてエレンはむらさ
きのラーメンをさがす?ともだちはおいしいむらさきのラーメンをつくっ
たから。ゆきはすごくおいしいむらさきのラーメンをつくったから。

エレンはおいしいむらさきのラーメンをたべた。かのじょはゆきとお
いしいむらさきのラーメンをたべた。いっしょにラーメンをつくった。
まいにちいっしょにおいしいラーメンをつくった。

エレンは“むらさきのラーメンはおいしい”といった。

ゆきは“はい,むらさきのラーメンはすごくおいしい”という。ゆきはな
いた。よくない!ゆきはないた!どうしてゆきはないた?

エレンは“どうしてなく?”と聞いた。

ゆきは“かなしいから。 どうしてかなしい?アメリカにすまない。にほん
にすむ。 りょうしんとにほんにすむ。 いきたくない。 でもりょうしんとう
ちにすむ,”という。

エレンはラーメンをたべて,わらいた。かのじよはラーメンをたべて,わ
らいて,“でもにほんにすむ。にほんにすまない。もんだいがない!”といっ
た。

ゆきは“もんだいがある!わたしはにほんにすむ!おおきいもんだいがあ
る!”と聞いた。

エレンは“なに!?”と聞いた。かのじよはすわって,ないて,むらさきのラー
メンをたべた。

すぎのひ,ゆきのうちにいった。でもともだちがいなかった。ゆきが
いなかった。ゆきはどこ?エレンはマクドナルドにいった。マクドナルド
に,ゆきをさがした。でもゆきがいなかった。

エレンはスターバックスにいった。かのじよはスターバックスにともだ
ちをさがした。でもゆきはいなかった。

よくない! ゆきはにほんにいった! エレンはかなしかった。エレンはとてもかなしかった。かのじよはないた。

エレンは“わたしはかなしい! ともだちをさがしたい!” といった。

ないて、ラーメンをたべた。でもしろいラーメンをたべた。どうしてしろいラーメンをたべた? むらさきのラーメンがなかったから。

ないて、しろいすしをたべた。ラーメンがほしかった。むらさきのラーメンがほしかった。かのじよはともだちがほしかった。ゆきがほしかった。

エレンはたった。

エレンは“なかない! なきたくない! ゆきをさがしたい! むらさきのラーメンがほしい!” といった。

エレンはチケットをかった。エレンはひこうきのチケットをかった。エレンはにほんのひこうきのチケットをかった。かのじよはアメリカのチケットをかわなかつた。かのじよはフランスのひこうきのチケットをかわなかつた。

エレンはにほんにいった。エレンはひこうきのチケットをかって、にほんにいった。エレンはゆきをさがしたい! エレンはむらさきのラーメンもさがしたい!

だいごしょう

クロイキツネはとうきょうからいく。クロイキツネはとうきょうからおおさかまでいく。クロイキツネはとうきょうからおおさかまではやくいく。エレンはチイサイゴジラととうきょうからおおさかまでいく。かれらはクロイキツネでとうきょうからおおさかまでいく。

おおさかはおおきい! おおさかはとてもおおきい!

エレンは“おおさかはちいさくないです”という。

チイサイゴジラは“とうきょうもちいさくないです。でもおおさかはとうきょうじゃないです”という。

エレンはクロイキツネをおりて、“はい、おおさかはとうきょうじゃないです,”という。

クロイキツネはいわない。かれはぜんぜんいわない。とうきょうからおおさかまではやくいった。いま、クロイキツネはねむい。クロイキツネはともねむい。よくない! ざんねんなクロイキツネ! ざんねんなクロイキツネはねむたい。

おおさかに、たくさんラーメンの mise がある。すごい! いいね! エレンはラーメンがすき! かのじょはむらさきのラーメンがすき! あかいラーメンがすきじゃない。クロイキツネはあかいラーメンがすき。でもかれはむらさ

きのラーメンがすきじゃない。チイサイゴジラはあおいラーメンがすき。
でもかれはあかいラーメンがすきじゃない。チイサイゴジラもむらさきの
ラーメンがすきじゃない。

おおさかのラーメンのみせにむらさきのラーメンがない。おおさかに
も、あおいラーメンがない。おおさかにも、あかいラーメンがない。

クロイキツネは“おおさかがすきじゃないです,”という。

エレンは“わたしも,”という。

チイサイゴジラも“わたしも,”という。

ぱんだは“わたしも。おおきいまちがすきじゃないです。でもラーメン
がすきです,”という。

エレン、チイサイゴジラ、クロイキツネはいわない。かれらはぜんぜんいわ
ない。どうしてかれらはぜんぜんいわない?かれらはびっくりしたから。お
おさかにぱんだがいる。かれらはびっくりした。かれらはとてもびっくり
した!

エレンは“すみませんでした。わたしはびっくりした。あなたのなまえ
はなんですか?”という。

ぱんだは“わたしのなまえはミドリのパンダです。ごじらのなまえは
なんですか?”という。

チイサイゴジラは“わたしのなまえはチイサイゴジラです。おげんきですか?”という。

ミドリのパンダは“げんきです。おげんきですか,”という。

チイサイゴジラは“わたしはげんきです。でもわたしはびっくりした!ぼんだはみどりですか?”ときく。

ミドリのパンダは“はい,わたしはみどりです。あかいぼんだじゃないです。あおいぼんだじゃないです。わたしのなまえはミドリのパンダです。よろしくおねがいます,”という。

エレンはしつもんがある。かのじょはしつもんがある。エレンは“よろしくおねがいます。すみませんでした。しつもんがあります,”という。

ミドリのパンダは“はい,エレンのしつもんはなんですか?”ときく。

エレンは“わたしのしつもんはおんなのひとをしっていますか?おんなのひとのなまえはゆきです。ゆきをしっていますか?ミドリのパンダはゆきをしっていますか?”ときく。

ミドリのパンダは“おんなのひとをしりません。ゆきをしりません。ゆきがぜんぜんしりません,”という。

ざんねん!ミドリのパンダはゆきをしりません。エレンはゆきをしっています。でもミドリのパンダはゆきをしりません。エレンはかなしい!でもエレンはなかない。

ミドリのパンダは“すみませんでした。でもいまうちにいきたいです,”
という。

エレンは“わたしもいきたい,”という。

チイサイゴジラも“わたしもいきたい”という。

クロイキツネは“ねむたい!”という。ざんねん!ざんねんなクロイキツネ!

クロイキツネはねむたい。ざんねんなクロイキツネはねむたい。

かれらはミドリのパンダのうちにいく。でもかららはクロイキツネで
いかない。いっしょにあるく。

だいろくしょう

エレンはミドリのパンダのうちにいく。クロイキツネはミドリのパンダのうちにいく。チイサイゴジラはミドリのパンダのうちにいく。かれらはミドリのパンダのうちにいく。かれらはきつねでミドリのパンダのうちにいかない。

すごい!ミドリのパンダのうちはおおきい。ミドリのパンダのうちはとてもおおきい。エレン,ミドリのパンダ,クロイキツネはミドリのパンダのうちのはいる。かれらはミドリのパンダのうちにはいる。

ミドリのパンダのうちにかぞくがいる。ミドリのパンダのうちにミドリのパンダのかぞくがいる。おかあさんがいる。おとうさんがいる。おにいさんがいる。すごい!かぞくがいる!しあわせなかぞくがいる!とてもしあわせなかぞくがいる!

うちのなかでミドリのパンダのおかあさんはせがたかい。おかあさんはせがひくくない。おかあさんはせがたかい。でもミドリのパンダのおとうさんはせがひくい。おとうさんはせがたかくない。せがひくい。ミドリのパンダのおにいさんもせがひくい。

エレンは“はじめまして。わたしのなまえはエレンです。よろしくおねがいします。おんなのひとをしっていますか?おんなのひとのなまえはゆきです。ゆきをしっていますか?”ときく。

かれらは“よろしくおねがいします。でもゆきをしりません,”という。エレンはかなしい。でもミドリのパンダのかぞくがすき。

ミドリのパンダのおとうさんはクロイキツネに“わたしはおなかがすいた。ぼんごはんをつくりたいです。おいしいぼんごはんをつくりたいです。りょうりをしてください。おいしいりょうりをしてください,”という。

よくない!ざんねんなクロイキツネ。ねむたい。でもたべたい。どうしてたべたい?おなかがすいたから。おとうさんもおなかがすいた。

クロイキツネは“わたしはおなかがすいた。りょうりをする。いっしょにりょうりをしたい,”という。かれはミドリのパンダのおとうさんとりょうりをする。いっしょにりょうりをする。ぼんごはんをつくる。おいしいぼんごはんをつくる。

ミドリのパンダのおにいさんはしゅくだいをする。おにいさんはたくさんしゅくだいがある。かれはチイサイゴジラをみる。かれはチイサイゴジラに“わたしとしゅくだいをしてください。わたしとわたしのしゅくだいをしてください,”という。

チイサイゴジラはエレンをみる。チイサイゴジラはエレンをはやくみる。エレンはチイサイゴジラをみない。よくない! ざんねんなチイサイゴジラ! かれはかなしい! どうしてかれはかなしい? しゅくだいをしたくないから。

チイサイゴジラはおにいさんをみる。“はい”という。すわて、おにいさんとしゅくだいをする。

エレンはミドリのパンダのおかあさんはテレビをみる。かれらはテレビをみる。チイサイゴジラはおにいさんとしゅくだいをする。クロイキツネはおとうさんとりょうりをする。かれらはおいしいばんごはんをつくる。

クロイキツネは“わたしたちはりょうりをした! おいしいばんごはんをたべてください、”という。

ミドリのパンダは“おなかがすいた! りょうりをしてくれてありがとうございます、”という。

ミドリのパンダのおとうさんとクロイキツネは“どういたしまして!”という。

エレンは“わたしもおなかがすいた。おいしいばんごはんをつくってくれてありがとうございます、”という。

クロイキツネは“どういたしまして!”という。

ミドリのパンダのおとうさんも“どういたしまして!”という。

おにいさんはチイサイゴジラに“わたしのしゅくぐだいをしてくれてあり
がとうございました,”という。

チイサイゴジラは“。。。どういたしまして!”という。

かれらはいっしょにおいしいばんごはんをたべる。

だいななしょう

つぎのひ, エレンはおきる。つぎのひ, エレンははやくおきる。きのうはたのしかった。きのうはとてもたのしかった。でもきょうにもたのしい。きょうにもとてもたのしい。チイサイゴジラはおきる。ミドリのパンダもおきる。クロイキツネもおきる。いま, クロイキツネはつかれていない。すごい! かれはつかれていない! つかれていないクロイキツネはおきる。

ミドリのパンダはへやのなかであるく。

エレンはミドリのパンダに“りょうしんはなにをしている?”という。

ミドリのパンダは“わたしのりょうしんはねている。きのうはたのしかった。かれらはつかれている”という。ミドリのパンダはへやのなかであるく。かれはへやではやくさがす。

クロイキツネは“なにをしている?”ときく。

ミドリのパンダは“わたしはたべものをさがしている。うちにたべものがない。きのう, わたしのうちでたべものをたべたから”という。

よくない! もんだいがある! うちにたべものがない! きょう, かれらはたべものをたべた。

チイサイゴジラは“もんだいがある! おなかがすいたから!”という。

かれらはミドリのパンダに“わたしも”という。

ミドリのパンダは“わたしもおなかがすいた。たべものをたべたいです。いま、わたしはたべものをかいにいく。おいしいたべものをコンビニにかいにいく。”すごい!ミドリのパンダはやさしい。かれはとてもやさしい。かれはコンビニにたべものをかいにいく。

エレンは“わたしはいきたいです!わたしはたべものをかいにいきたいです!”という。

ミドリのパンダは“いきましょう!”という。

クロイキツネは“わたしもいきたいです!わたしもたべものをかいにいきたいです!”という。

ミドリのパンダは“いきましょう。。。”という。

チイサイゴジラは“まってください!“わたしもたべものをかいにいきたいです!わたしもおいしいたべものをかいにいきたいです!”という。

ミドリのパンダは“いきましょう!!”という。

かれらはうれしい。かれらはうちをでて、みちにあるく。かれらはコンビニにたべものをかいにいく。

チイサイゴジラは“コンビニにたべものかいにいきたいです。でもおなかがすいた。たべものをたべにいきたいです。レストランにたべものをたべにいきたいです,”という。かれらはあるかない。

かれらは“はい、いきましょう!いきましょう!レストランにたべものをか
いにいきましょう!”という。

かれらはレストランにたべものをたべにいく。かれらはマクドナルド
にたべものをたべにいく。クロイキツネはマクドナルドにアイスクリーム
をかいにいく。ミドリのパンダとエレンはハンバーガーをかいにいく。
チイサイゴジラはマクドナルドにおおきいコーヒーをかいにいく。

ミドリのパンダはクロイキツネに“なにをしている?”ときく。

クロイキツネは“わたしはアイスクリームをたべている。なにをしてい
る?”という。

ミドリのパンダは“わたしはハンバーガーをたべている,”という。

エレンは“わたしはハンバーガーがすき!おいしかったです!いま、ラーメ
ンをかいたいです。ラーメンをかいにいきたいです。ラーメンのみせは
どこですか?”という。

クロイキツネは“わたしもラーメンをかいたいです。あかいラーメンを
かいにいきたいです,”という。

チイサイゴジラは“わたしも!あおいラーメンをかいにいきたいです,”と
いう。

ミドリのパンダは“でんしゃのえきにラーメンのみせがある。でんしゃ
のえきにおおきいラーメンのみせがある。でんしゃのえきにむらさきの

ラーメンをさがしに行く。でんしゃのえきにあかいラーメンをさがしに行く。でんしゃのえきにあおいラーメンをさがしに行く,”という。

かれらは“はい! でんしゃのえきにラーメンをさがしに行く。いきましよう!”という。

だいはっしょう

エレン、クロイキツネ、ミドリのパンダ、チイサイゴジラはえきにいきます。かれらはでんしゃのえきにいけます。くるまででんしゃのえきにいけます。きいろのくるまででんしゃのえきにいけます。あかいくるまでえきにいけません。あおいくるまでえきにいけません。

すごいですね! でんしゃのえきはおおきそうです。かれらはえきをみます。こわいです!

エレンは“でんしゃのえきはおおきいです。こわそうです。しんぱいします,”とっています。エレンはしんぱいします。ざんねんなエレンですね!

ミドリのパンダは“わたしはしんぱいしません。えきのなかにちずがありますから,”とっています。すごいですね! えきのなかにちずがあります。

どうしてえきにいますか? どうしてでんしゃのえきにいますか? ラーメンをさがしたいですから。エレンはむらさきのラーメンをさがしたいです。クロイキツネはあかいラーメンがほしいです。チイサイゴジラはあおいラーメンがほしいです。

でんしゃのえきはおおきそうです。でんしゃのえきはとてもおおき
うです。でんしゃのえきはおおきいです。でんしゃのえきはとてもおおき
いです。でんしゃのえきにラーメンがあります。いきましょう!

かれらはえきにはいります。ちずはどこですか?みてください!ちずが
あります!かれらはちずをみます。かれらはちいさいちずをみます。よく
ない!もんだいがあります!たくさんレストランがあります!でんしゃのえき
にたくさんラーメンのレストランがあります。

クロイキツネは“ちずをみてください!たくさんラーメンのレストランが
あります。できません。ぜんぜんできません!”とっています。ざんねんで
すね!できません!ぜんぜんできません!クロイキツネはなきます。クロイキ
ツネはしずかになきます。かれらはしずかになきます。ちいさいごじらも
なきます。ちいさいごじらもしずかになきます。ミドリのパンダはなきま
せん。ミドリのパンダはかれらをみます。

ミドリのパンダはエレンに“なにをしていますか?”とききます。

エレンは“わたしはわかりません。でもかれらはいっていますしずかに
なっています,”とっています。エレン,ミドリのパンダはなっているちい
さいごじらをみます。かれらはいっているクロイキツネをみます。えがお
でみます。

エレンはちずをみます。“できます!”とっています。

ちいさいごじらはなきません。えがおでわらいます。えがおで“できますか?”とききます。

エレンは“ちずをみてください! ラーメンのレストランに行きたいです。ラーメンのレストランのなまえはなんですか? なまえは‘ラーメンのいろ’です。ラーメンはおいしそうです,”とっています。

ミドリのパンダはなきません。わらいます。えがおでわらいます。いま、しんぱいしません。

ミドリのパンダはずかに“レストランに行きましょう!”とっています。

かれらはわらいます。えがおでわらいます。“うれしいです! しんぱいしません! いきましょう!”とっています。

かれらはラーメンのレストランに行きます。エレンはまちます。かのじょはちずをみます。ちずをみて、わらいます。ちずをみて、えがおでわらいます。

エレンはレストランに行きます。エレンはラーメンのレストランに行きます。あるきます。でんしゃのえきのなかで、あるきます。ラーメンのレストランのなまえは‘ラーメンのいろ’です。たくさんいろがありますか? たくさんラーメンのいろがありますか? まだわかりません。

エレンはラーメンのレストランにはいります。エレンは‘ラーメンのいろ’にはいります。エレンはわらいません。えがおでわらいません。エレンはあるきません。レストランでたちます。

チイサイゴジラは“なんですか? どうしてあなたはあるきませんですか?”とききます。

チイサイゴジラはエレンをみます。かのじょはびっくりしました。チイサイゴジラはびっくりしたエレンをみます。レストランでエレンはみま
す。おんなのひとをみます。

おんなのひとはえがおでみます。

エレンは“ゆき?”とききます。

おんなのひとは“エレン?”とききます。

Dai Isshou (Chapter One): English Version

There is a girl. The girl's name is Ellen. Ellen is in Japan. In Japan, there is Tokyo. In Tokyo, Ellen wants ramen. She wants purple ramen. Ellen wants purple ramen. In Tokyo, Ellen wants purple ramen.

There is a problem! Ellen does not have any ramen. Ellen does not have any purple ramen! Ellen cries! She walks. Ellen walks quickly. In Tokyo, Ellen walks quickly.

In Tokyo, there are ramen stores. Ellen goes to the store. Ellen goes to the store quickly. She does not go to the store slowly. At the ramen store, there is a problem. There is no purple ramen. Oh no! That's too bad! Ellen wants purple ramen.

The ramen store has sushi. Ellen does not want sushi. She does not take the sushi.

In Tokyo, there is a boy. The boy's name is Small Godzilla. Small Godzilla is small. In Tokyo, Small Godzilla dances. Small Godzilla wants ramen. Small Godzilla wants blue ramen. He does not want purple ramen.

Ellen walks quickly. Ellen walks slowly. Ellen does not walk. Small Godzilla does not dance. Ellen sits with Small Godzilla.

“Hello! My name is Ellen. What is your name?” Ellen says.

“Hello! My name is Small Godzilla! Nice to meet you!” Small Godzilla says.

“Nice to meet you! Is there a girl? The girl's name is Yuki? Is Yuki in Tokyo?”

Ellen says.

“There is no girl. There is no Yuki in Tokyo,” Small Godzilla says.

Oh no! Ellen is sad. Ellen wants sushi. Why does Ellen want sushi--Because there is no ramen in the store. Does Small Godzilla want sushi?

“Do you want sushi?” says Ellen.

“Yes! I want sushi!” says Small Godzilla.

Ellen goes to the ramen store. Ellen goes to the ramen store with Small Godzilla.

At the ramen store, Ellen takes sushi. She gives the sushi. Ellen gives Small Godzilla the sushi. Small Godzilla takes the sushi.

“Thank you!” Small Godzilla says.

“You are welcome!” Ellen says

Small Godzilla eats the sushi. Ellen stands. Small Godzilla stands. Ellen and Small Godzilla want ramen. Ellen walks with Small Godzilla. In Tokyo, they walk. How nice!

Dai Ni Shou (Chapter Two): English Version

In Tokyo, Ellen goes to the store. Ellen and Small Godzilla go to the ramen store. Ellen wants purple ramen. Small Godzilla wants blue ramen. Ellen and Small Godzilla want to eat ramen.

They go to the ramen store! There is a problem! They have no money! They need money! Why do they need money? Because they want to buy ramen. Small Godzilla needs money. Ellen needs money. Ellen and Small Godzilla need money.

In the ramen store, there are big sushi. In the store, there are small sushi. Oh no! Why are there no ramen in the ramen store? I do not understand.

Ellen wants to take the big sushi. Small Godzilla does not want to take the sushi. He does not want to take the small sushi. He does not want to take the big sushi. Small Godzilla cries. He cries quickly. Ellen does not cry.

She wants to hit Small Godzilla. Why does she want to hit Small Godzilla? Because he cries. Ellen does not hit Small Godzilla. Ellen wants to take the sushi. Ellen wants to take the ramen store's sushi. But she does not take the sushi. She does not take the small sushi. She does not take the big sushi. Why does she not take the sushi? Because she has no money.

In Tokyo, Ellen and Small Godzilla walk. They walk slowly. Who is in Tokyo? There's a fox in Tokyo. There's a black fox in Tokyo. Black Fox has money. Small Godzilla does not cry. Small Godzilla laughs.

“Hello, Black Fox!” Small Godzilla says.

“Hello, Small Godzilla! Hello, Ellen! Nice to meet you!” Black Fox says.

“Hello, Black Fox! Nice to meet you! Is there a girl? The girl’s name is Yuki. Is Yuki in Tokyo?” Ellen says.

“There is no girl. Yuki is not in Tokyo,” Black Fox says.

Oh no! That’s too bad! Ellen is sad. But she does not cry. Ellen wants ramen. She needs money. She needs a lot of money. She wants to buy sushi with money.

“I want to use money to buy sushi,” Ellen says.

Black Fox wants to give money. Black Fox wants to give Ellen money. Black Fox wants to give Ellen a lot of money. But Black Fox needs the money. He needs a lot of money. Why does he need a lot of money? Because he wants to buy red ramen.

Great! Ellen laughs. Why does Ellen laugh? She laughs because she wants purple ramen and Small Godzilla wants blue ramen and Black Fox wants red ramen. How nice!

They go the ramen store. At the ramen store there is sushi. Why is there no ramen at the ramen store? I do not understand.

They buy sushi. They buy sushi with money. They buy sushi with Black Fox’s money.

Ellen, Small Godzilla, and Black Fox eat sushi. They laugh! Ellen and Black Fox eat big sushi! Small Godzilla eats small sushi. Black Fox wants to walk with them.

“I want to walk with Ellen. I want to walk with Small Godzilla,” Black Fox says.

“Yes!” Small Godzilla and Ellen say!

Ellen and Godzilla go by Black Fox to a ramen store. How nice!

Dai San Shou (Chapter Three): English Version

Where is the ramen shop? There are no ramen stores. There are no sushi stores. In Tokyo, there is a food store. There is a big food store.

Ellen gets off the Black Fox. She goes inside the food store. She gets off the Black Fox and goes inside the food store.

Small Godzilla gets off the Black Fox. He does not go inside the food store. Small Godzilla gets off the Black Fox and does not go inside.

Small Godzilla and Black Fox wait. They wait. Ellen goes in the food store. She searches for purple ramen. Small Godzilla searches for blue ramen. Black Fox searches for red ramen. They search for ramen in Tokyo.

In the food store, there is a woman. The woman's name is Momo. Momo wants to buy food. She wants to buy a lot of food. Ellen is also in the store.

"Excuse me. My name is Ellen. It is nice to meet you. I want to buy ramen," Ellen says.

"Hello, Ellen. My name is Momo" says Momo. She does not want to talk to Ellen. Momo walks quickly. Ellen also walks quickly.

"Please wait, please wait!" Ellen says.

Momo does not walk. Momo waits. She waits and says "What is it? Please speak. Please speak quickly."

"Is there a woman? The woman's name is Yuki. Is Yuki in Tokyo?" Ellen says slowly.

“There is no woman. There is no Yuki in Tokyo. Please exit the store.” says Momo.

“Is there ramen in the store?” Ellen asks.

“No, there is no ramen. Please exit the store,” Momo says.

Oh no! That’s too bad! Momo does not want to talk. In the store, she walks quickly.

Ellen searches in the store. There is no purple ramen in the store. There is no red ramen. There is no blue ramen. There is no ramen in the food store. Ellen wants to cry, but she does not cry. Ellen exits the store. She exits the store quickly.

“There is no ramen in the store. There is no purple ramen, there is no red ramen. There is no blue ramen,” she says.

Oh no! There is a problem! They want ramen! Small Godzilla cries. He cries slowly. He cries slowly and hits the food store. Small Godzilla cries slowly and hits the food store quickly. Black Fox also cries. Black Fox also cries and hits the food store. They hit the food store and cry.

It’s so sad! Black Fox is sad. Small Godzilla is sad! Ellen is also sad.

Ellen is also sad, but she does not cry. She waits. Ellen waits and she says, “Please wait.” Small Godzilla and Black Fox do not hit the food store. They cry and sit down.

“There are no good ramen stores in Tokyo. I want to go to Osaka,” she says, and gets on the Black Fox.

“Yes!” Small Godzilla says, and he gets on the Black Fox.

“Yes! I want to go to Osaka too!” the Black Fox says, and walks quickly, he goes to Osaka.

Dai Yon Shou (Chapter Four): English Version

Right now Ellen is in Japan. She lives in Japan. She lives in a house. She lives in a small house in Japan.

Ellen lived in America. Ellen lived with her parents. In America, there was a friend. Her friend's name was Yuki. Yuki lived in a small house. Yuki lived in a house with her parents. Yuki lived in a small house with her parents.

Ellen made ramen with her friend. Ellen made ramen with Yuki. They made purple ramen. Ellen made ramen with Yuki everyday. Ellen made purple ramen with her friend everyday. How nice! They were happy. They were very happy!

Now, Ellen searches for purple ramen. Ellen searches for purple ramen in Japan. Why does Ellen search for purple ramen? Ellen wants purple ramen because Yuki made delicious purple ramen. Yuki made really delicious purple ramen.

Ellen ate delicious purple ramen. Ellen ate delicious purple ramen with Yuki. They made ramen together. They made ramen together everyday. They made delicious ramen together everyday.

“Purple ramen is delicious,” Ellen said.

“Yes, purple ramen is very delicious!” Yuki said. Yuki cried. Oh no! Yuki cried!

Why did Yuki cry?

“Why do you cry?” Ellen said.

“I cry because I am sad. Why am I sad? Because I will not live in America. I will live in Japan. I will live in Japan with my parents. I do not want to go, but I live with my parents,” Yuki said.

Ellen ate ramen and laughed. She ate ramen, laughed, and said “But you live in America. You do not live in Japan. There is no problem!”

“There is a problem! I will live in Japan! There is a big problem!” Yuki said.

“What?!” Ellen said. She sat, cried, and ate purple ramen.

The next day Ellen went to Yuki’s house. But her friend was not there. Yuki was not there. Where was Yuki? Ellen went to McDonalds. She searched for her friend at McDonald’s. But Yuki was not there.

Ellen went to Starbucks. She searched for Yuki at Starbucks. But her friend was not at Starbucks.

Oh no! Yuki went to Japan! Ellen was sad. Ellen was very sad! She cried. She wanted to find her friend. She cried and ate ramen, but she ate white ramen. Why did she eat white ramen? Because there was no purple ramen.

She cried, she ate white ramen. She wanted ramen. She wanted purple ramen. She wanted a friend. She wanted Yuki. She wanted to make purple ramen together. She wanted to find Yuki.

Ellen stood up.

“I do not cry! I do not want to cry! I want to find Yuki. I want purple ramen!”

Ellen said.

Ellen bought a ticket. Ellen bought a plane ticket. Ellen bought a Japanese plane ticket. She did not buy an American plane ticket. She did not buy a French plane ticket.

Ellen bought a plane ticket and went to Japan. Ellen wants to search for Yuki!

Ellen also wants to eat purple ramen!

Dai Go Shou (Chapter Five): English Version

Black Fox goes from Tokyo. Black Fox goes from Tokyo to Osaka. Black Fox goes from Tokyo to Osaka quickly. Ellen and Small Godzilla go from Tokyo to Osaka. They go from Tokyo to Osaka by Black Fox.

Wow! Osaka is big! Osaka is very big!

“Osaka is not small,” Ellen says.

“Tokyo was also not small. But Osaka is not Tokyo,” Small Godzilla says.

Ellen gets off Black Fox and says “Yes, Osaka is not Tokyo.”

The Black Fox does not speak. He does not say anything at all. He went from Tokyo to Osaka very quickly. Now he is sleepy. He is very sleepy! Oh no! Poor Black Fox! Poor Black Fox wants to sleep.

In Osaka, there are many ramen shops. Yay! Great! Ellen likes ramen! She likes purple ramen! She does not like red ramen. The Black Fox likes red ramen but he does not like purple ramen. Small Godzilla likes blue ramen but he does not like red ramen. He also does not like purple ramen.

In Osaka, the ramen shops do not have purple ramen. Osaka also does not have blue ramen. Osaka also does not have red ramen.

“I do not like Osaka,” Black Fox says.

“Me too,” Ellen says.

“Me too,” Small Godzilla also says.

“Me too. I do not like big cities, but I like ramen,” panda says.

Ellen, Small Godzilla, Black Fox do not speak. They do not say anything at all. Why do they not say anything at all? Because they are surprised. Ellen is surprised. Small Godzilla, Ellen, and Black Fox are surprised. In Osaka, there is a panda. They are surprised. They are very surprised!

“Excuse me, I am surprised! What is your name?” Ellen says.

“My name is Green Panda. What is Godzilla’s name?” Green Panda says.

“My name is Small Godzilla. How are you doing?” Small Godzilla says.

“I am good. How are you?” Green Panda says

“ I am good. But I am very surprised! Are you green?” Small Godzilla asks.

“Yes, I am green! I am not a red panda! I am not a blue panda! My name is Green Panda. It is nice to meet you,” Green Panda says.

Ellen has a question. She has a question. “Excuse me. I have a question,” Ellen says.

“What is Ellen’s question?” Green Panda asks.

“My question is, do you know a woman? The woman’s name is Yuki. Do you know Yuki? Does Green Panda know Yuki?” Ellen asks.

“I do not know a woman. I do not know Yuki. I do not know Yuki at all,” Green Panda says.

That’s too bad! Green Panda does not know Yuki. Ellen knows Yuki. But Green Panda does not know Yuki. Ellen is sad. But Ellen does not cry.

“Excuse me. But I want to go home now,.” Green Panda says.

“I want to go too!” Ellen says.

I want to go too!” Small Godzilla says.

“I want to sleep!” Black Fox says. Oh no! Poor Black Fox! Poor Black Fox wants to sleep.

They go to Green Panda’s house. But they do not go by Black Fox. They walk together.

Dai Roku Shou (Chapter Six): English Version

Ellen goes to Green Panda's house. Black Fox goes to Green Panda's house. Small Godzilla goes to Green Panda's house. They go to Green Panda's house. They do not go to Green Panda's house by fox.

Wow! Green Panda's house is big. Green Panda's house is very big. Ellen, Green Panda, Black Fox, and Small Godzilla go inside Green Panda's house. They go inside Green Panda's house.

In Green Panda's house, there is a family. In Green Panda's house, there is Green Panda's family. There is a Mother. There is a Father. There is an older brother. Great! There is a family! There is a happy family! There is a very happy family!

In the house, Green Panda's mother is tall. The mother is not short. The mother is tall, but Green Panda's Father is short. He is not tall. Green Panda's older brother is also short.

"How do you do. My name is Ellen! Nice to meet you. Do you know a woman? The woman's name is Yuki. Do you know Yuki?" Ellen asks.

"Nice to meet you. We do not know Yuki," they say. Ellen is sad. Ellen is sad, but she likes Green Panda's family.

Green Panda's father says to Black Fox "I am hungry. I want to cook. I want to make a delicious dinner. Please cook dinner. Please cook a delicious dinner with me."

Oh no! Poor Black Fox. He wants to sleep! But he wants to eat! Why does he want to eat. Because he is hungry. The father is also hungry

“I am hungry. I will cook. I want to cook dinner together,” Black Fox says. He and Green Panda’s father cook. They cook together. They make dinner. They make a delicious dinner.

Green Panda’s older brother has homework. The brother has a lot of homework. He looks at Small Godzilla. He says to Small Godzilla, “Please do homework with me. Please do my homework with me.”

Small Godzilla looks at Ellen. Small Godzilla looks at Ellen quickly. Ellen does not look at Small Godzilla. Oh no! Poor Small Godzilla! He is sad! Why is Small Godzilla sad? Because he does not want to do homework.

Small Godzilla looks at the older brother. “Yes,” he says. He sits down. He does homework with the older brother.

Ellen and Green Panda’s mother watch television. They watch television. Small Godzilla and the older brother do homework. Black Fox and the father cook. They make a delicious dinner.

“We cooked! Please eat the delicious dinner,” Black Fox says.

“I am hungry! Thank you for cooking!” Green Panda says.

“You are welcome!” Black Fox and Green Panda’s father say.

“I am also hungry. Thank you for making a delicious dinner,” Ellen says.

“You are welcome!” Black Fox says.

“You are welcome!” Green Panda’s father also says.

The older brother says to Small Godzilla, “Thank you for doing my homework.”

“...You are welcome,” Small Godzilla says.

Small Godzilla, Ellen, Black Fox, the mother, the father, the older brother, and Green Panda eat a delicious dinner. They eat a delicious dinner together.

Dai Nana Shou (Chapter Seven): English Version

The next day, Ellen wakes up. Yesterday was fun. Yesterday was very fun! Yesterday was fun, but today will also be fun. Today will be really fun! Small Godzilla wakes up. Green Panda also wakes up. Black Fox also wakes up. Now, he is not tired! Great! The not tired Black Fox woke up!

Green Panda searches the table, the room, and his bedroom.

“What are your parents doing?” Ellen says to Green Panda.

“My parents are sleeping. Yesterday was fun. They are tired,” Green Panda says. He searches the table, the room, and his bedroom. Green Panda searches the room quickly.

“What are you doing?” Black Fox asks.

“I am searching for food. We do not have any food in the house. We do not have any food because yesterday, we ate the food in my house,” says Green Panda.

Oh no! There’s a problem! There is no food in the house! Yesterday, they ate the food in the house!

“There is a problem! There is a problem because I am hungry!” Small Godzilla says.

“Me too,” they all say to Green Panda.

“I am also hungry. I want to eat food. Now, I will go and buy food. I will go and buy delicious food. I will go and buy delicious food at the konbini,” says Green Panda. Wow! Green Panda is so nice! He will go and buy food at the konbini.

“I want to go!” Ellen says.

“Let’s go,” Green Panda says.

“I want to go too!” says Black Fox.

“Let’s go...” Green Panda says.

“Wait! I also want to go and buy food! I also want to go and buy delicious food at the store!” says Small Godzilla.

“Let’s go!” says Green Panda says.

Everyone is happy. They exit the house and walk down the street. They go to buy food at the konbini.

“I want to buy food at the konbini. But I am really hungry. I want to go and eat food. I want to go and eat food at a restaurant” Small Godzilla says.

They stop walking.

“Yes! Let’s go! Let’s go and eat food at a restaurant!” They say.

They go and eat food at a restaurant. They go and eat food at the McDonald’s. Black Fox goes and buys ice cream at the McDonalds. Green Panda and Ellen go and buy hamburgers. Small Godzilla goes and buys a big coffee at the McDonalds.

“What are you doing?” Green Panda asks Black Fox.

“I am eating ice cream. What are you doing?” Black Fox says.

“I am eating a hamburger,” Green Panda says.

“I like ice cream! It was delicious! Now, I want to buy ramen,” says Ellen. “I want to go and buy purple ramen at a ramen store. Where is the ramen store?”

“I also want to eat ramen. I want to go and buy red ramen,” Black Fox.

“Me too! I want to go and search for blue ramen,” Small Godzilla says.

“There is a ramen store at the train station. There is a big ramen store at the train station. I will go to the train station. I will go to the train station to look for purple ramen. I will go to the train station to look for red ramen. I will go to the train station to look for blue ramen!” Green Panda says.

“Yes! We will go to the train station to search for ramen! Let’s go!” They say.

Dai Hasshou (Chapter Eight): English Version

Ellen, Black Fox, Green Panda, and Small Godzilla go to the train station. They go to the train station by car. Wow! The train station seems so big! They look at the train station. It is scary.

“The train station is so big. It seems scary. I am worried,” Ellen says.

“Do not worry! There is a map in the station,” Green Panda says. Great! There is a map in the train station!

Why are they at the train station? They are at the train station because they want to find ramen. Ellen wants purple ramen. Black Fox wants red ramen. Small Godzilla wants blue ramen. The train station seems big. The train station seems very big. The train station is big. The train station is very big. Green Panda says there is ramen in the train station. Let’s go!

Where is the map? Small Godzilla finds the map! They look at the map. They look at the small map. Oh no! There is a problem! There are many ramen restaurants! There are many ramen restaurants in the train station.

“Look at the map! There are many ramen restaurants! I do not think we can do it!” Black Fox says. Black Fox cries. Black Fox cries quietly. Small Godzilla cries. Small Godzilla also cries quietly. Green Panda looks at them.

“What are they doing?” Green Panda asks.

“I do not understand, but they are crying. They are crying quietly,” Ellen says. Ellen and Green Panda look at the crying Small Godzilla. They look at the crying Black Fox.

Ellen looks at the map. “I think we can do it!” she says.

“You think we can do it?” Small Godzilla asks.

“Look at the map! I want to go to a ramen shop. What is the ramen shop’s name? The name is Color of Ramen. The ramen looks delicious!” Ellen says.

“Let’s go to the restaurant!” Green Panda says quietly.

Small Godzilla and Black Fox do not cry. They smile! “We are happy! Let’s go!” They say.

Ellen looks at the map. She also smiles.

They walk to the ramen shop. They walk to the ramen shop in the train station. The ramen shop’s name is Color of Ramen.

Ellen goes inside the ramen shop. She does not smile. She does not walk. She is standing in the restaurant.

“What is it? Why are you not walking?” Small Godzilla asks.

Small Godzilla looks at Ellen. She is surprised. Small Godzilla looks at a surprised Ellen. She looks at the woman with a smile.

“Yuki?” Ellen asks.

“Ellen? Yuki asks.

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Appendices

Appendix A: Chapter One Comprehension Questions

A. Tango (Vocabulary)

1. Onna ga _____.
2. Eren wa _____ ga hoshii.
3. _____ no namae wa Chiisai Gojira.
4. Chiisai Gojira wa _____ raamen ga hoshii.
5. Otoko wa “Konnichi wa!” _____.
6. Eren wa Tokyo ni _____.
7. Eren wa Chiisai Gojira ni sushi wo _____.
8. Eren wa hayaku _____.
9. Tokyo de, Eren wa _____ no raamen ga hoshii.
10. Eren wa Chiisai Gojira _____ aruku.

B. Bunpou (Grammar)

1. Onna [ga / wa] iru.
2. Eren wa raamen ga [inai / nai].
3. Mise [ni / de] yukkuri to ikanai.
4. Eren wa sushi [wo / to] toranai.
5. Eren [ga / wa] arukanai.
6. Doushite Eren wa sushi ga hoshii? -- mise ni raamen ga [nai / inai] kara.
7. Eren wa “sushi ga hoshii?” [to / ni] iu.
8. Eren wa Chiisai Gojira [ni / de] sushi wo ageru.
9. Chiisai Gojira [wo / wa] taberu.
10. Eren [to / wa] Chiisai Gojira wa raamen ga hoshii.

C. Dokkai (Reading Comprehension)

1. Dare ga iru?

2. Doko de, Eren wa raamen ga hoshii?

3. Doko de, mondai ga aru?

4. Eren wa nani ga hoshii?

5. Otoko no namae wa nani?

6. Dare wa “Sushi ga hoshii” to iu?

7. Doushite Eren wa sushi go hoshii?

8. Eren wa nani wo ageru?

9. Eren wa dare ni sushi wo ageru?

10. Dare wa dare to aruku?

Appendix B: Chapter Two Comprehension Questions

A. *Tango (Vocabulary)*

1. Eren wa _____ to sushi no mise ni iku.
2. Eren to Chiisai Gojira wa raamen wo _____.
3. _____ ga hitsuyou.
4. Chiisai Gojira wa _____ wo toritakunai.
5. Kuroi Kitsune wa “Onna ga _____. Tokyo ni Yuki ga inai,” to iu.
6. _____ de sushi wo kau.
7. Kuroi Kitsune no okane de sushi wo _____.
8. Kuroi Kitsune wa “Eren to arukitai. Chiisai Gojira to arukitai,” to _____.
9. Doushite raamen no mise ni _____ ga aru? Wakaranai.
10. Eren wa Chiisai Gojira to _____ de raamen no mise ni iku

B. *Bunpou (Grammar)*

1. Eren [wa / wo] warau.
2. Eren to Chiisai Gojira wa raamen wo [tabetai / nai].
3. Chiisai Gojira wa okane [wo / ga] hitsuyou.
4. [Doushite / Doko de] okane ga hitsuyou? -- Raamen wo tabetai kara
5. Raamen no mise ni ookii sushi ga [iru / aru].
6. Tokyo de, Eren wa Chiisai Gojira [to / ni] aruku.
7. Okane [de / wa] sushi wo kaitai.
8. Kuroi Kitsune [no / wo] okane de kau.
9. Eren to Chiisai Gojira wa “Hai!” [to iu / iru]
10. Eren wa Chiisai Gojira to Kuroi Kitsune [ni / de] raamen no mise ni iku

C. Dokkai (Reading Comprehension)

1. Dare wa dare to sushi no mise ni iku?

2. Eren wa nani ga hoshii?

3. Dare wa aoi raamen ga hoshii?

4. Doushite okane ga hitsuyou?

5. Donna mise ni iku?

6. Raamen no mise ni nani ga aru?

7. Nani wo toritakunai?

8. Nani ga hitsuyou?

9. Dare to dare wa ookii sushi wo taberu?

10. Dare no okane de sushi wo kau?

Appendix C: CALA Week 1-2 Comprehensive Exam

A. Give the English for the following Japanese.

1. Kitsune: _____
2. Onna: _____
3. Nomu: _____
4. Hai: _____
5. Okane: _____
6. Doko: _____
7. Warau: _____
8. Demo: _____
9. Iku: _____
10. Ookii: _____

B. Give the Japanese for the following English.

1. Sits: _____
2. Why: _____
3. Needs: _____
4. Car: _____
5. Dress: _____
6. Small: _____
7. Quickly: _____
8. Stands: _____
9. Wants: _____
10. Plane: _____

C. Fill in the blank for the following sentences.

1. Onnaga _____.
2. Hikouki _____, Tokyoni iku.
3. Akai kitsune _____ hoshii.
4. Watashi _____ namaewa Sam.
5. Anatawa saifude Pikachu _____ naguru.
6. Kuroi kurumato akai kurumaga _____.
7. Uchini hayaku _____.
8. Ookii kurumaga hoshii - ookii kurumaga _____ kara.
9. Brad Pitt _____ totemo ureshii.
10. Takusan saifu _____ kutsuga aru.
11. Madonna _____ takusan hanbaagaawo taberu.
12. Jack Blackwa Rebecca _____ akai kitsunewo ageru.
13. Rebeccawa akai kitsune _____ toru.
14. Zannen! Kitsunega _____.
15. Sushiwo tabetai! sushiga _____.

D. Listen to the following Japanese and write down what you hear. Each question will be repeated two times.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E. The instructor will read a short story. Listen to the story and answer the following questions in English. You may want to make notes as you listen. The story will be repeated two times.

1. Who was the first character introduced? _____
2. Where did he/she want to go? _____
3. Who did this character meet? _____
4. Where was there a problem? _____
5. Who laughed? _____
6. Who cried? _____
7. Who hit whom? _____
8. Where did the two characters go last? _____
9. Were they both happy at their last location? _____
10. Where were there a lot of shoes? _____

F. Translate the sentences in part D from Japanese into English.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

G. Read the following story and answer the questions in English.

Onnaga iru. Onnano namaewa Ladybug. Ladybugwa akai kurumaga hoshii. Kuroi kurumaga hoshikunai - kuroi kurumaga aru kara. Ladybugwa akai kurumawo yousuru. Ladybugwa Toadsuck, Arkansasni iku. Ladybugwa Toadsuck, Arkansasni yukkuri to iku. Yokunai! Mondaiga aru: Toadsuck, Arkansasni, akai kutsuga aru. Akai kurumaga nai. Ladybugwa naku. Ladybugwa Disneylandni iku. Disneylandni, onnaga iru. Onnano namaewa Minnie Mouse. Ladybugwa Minnie Mouseno uchini iku. Ladybugwa Minnie Mouseto Minnie Mouseno uchini hayaku iku. Minnie Mousewa Ladybugni akai kurumawo ageru. Ladybugwa akai kurumawa toru. Ladybugwa akai kurumato kuroi kurumaga aru. Ladybugwa akai kurumade Paris, Franceni iku. Minnie Mousewa kuroi kurumade Paris, Franceni iku. Ladybugwa warau. Ladybugwa Minnie Mouseto odoru. Totemo ureshii.

1. What did Ladybug want? _____
2. What did Ladybug not want? _____
3. Where did Ladybug go first? _____
4. Ladybug went to Disneyland quickly - true or false? _____
5. Who went to Paris by black car? _____
6. Where was there a problem? _____
7. Why didn't Ladybug want a black car? _____
8. Who went to Paris? _____
9. Who gave who a car? _____
10. Ladybug has a black car - true or false _____

Appendix D: Comprehensive List of CALA Class Vocabulary

Word	English Translation	Placement in MTSU Japanese Class (by level)	Placement in CALA Class (by Week)
Ageru	to give [verb]	3010 (Genki II, Chapter 14)	Week 1
Akai	red [adjective]	2010 (Genki I, Chapter 9)	Week 2
Anata	you [noun]	1020 (Genki I, Chapter 4)	Week 2
Arigatou	thank you [set phrase]	1010 (Genki I, Chapter G)	Week 1
Aru / Nai	there is / is not (nonliving things) [verb]	1020 (Genki I, Chapter 4)	Week 1 and 2
Aruku	to walk [verb]	2020 (Genki I, Chapter 12)	Week 1
Chisai	small [adjective]	1020 (Genki I, Chapter 5)	Week 1
Kouhii	coffee [noun]	1010 (Genki I, Chapter 3)	Week 2
Kokakoura	coca cola [noun]	Not Applicable	Week 2
Dare	who [question word]	1010 (Genki I, Chapter 2)	Week 1
De	of, from, by [particle]	2020 (Genki I, Chapter 10)	Week 1 and 2
Demo	but [conjunction]	1010 (Genki I, Chapter 3)	Week 2
Doko	where [question word]	1010 (Genki I, Chapter 2)	Week 1
Doresu	dress [noun]	Not Applicable	Week 2
Doutashimashite	you are welcome [set phrase]	Not Applicable	Week 1
Doushite	why [question word]	1020 (Genki I, Chapter 4)	Week 2
Ga	used with specific verbs such as hoshii [particle]	1020 (Genki I, Chapter 5), 2010 (Genki I, Chapter 7)	Week 1 and 2
Go	five [number]	2010 (Genki I, Chapter 9)	Week 1
Hachi	eight [number]	2010 (Genki I, Chapter 9)	Week 1
Hai	yes [set phrase]	1010 (Genki I, Chapter 1)	Week 1

Hayaku	quickly [adverb]	2020 (Genki I, Chapter 10)	Week 1
Hikouki	plane [noun]	1020 (Genki I, Chapter 5)	Week 2
Hoshii / Hoshikunai	to want / not want [verb]	3010 (Genki II, Chapter 14)	Week 1 and 2
Ichi	one [number]	2010 (Genki I, Chapter 9)	Week 1
lie	no [set phrase]	1010 (Genki I, Chapter 1)	Week 1
li ne	that's good [set phrase]	1010 (Genki I, Chapter 3)	Week 1
Iku	to go [verb]	1010 (Genki I, Chapter 3)	Week 1
Iru / Inai	there is / is not (living things) [verb]	1020 (Genki I, Chapter 4)	Week 1
Jyuu	ten [number]	2010 (Genki I, Chapter 9)	Week 1
Jyuuichi - Sanjuu (20 words total)	eleven - thirty (20 words total) [numbers]	1010 (Genki I, Chapter 2)	Week 2
Ka	or [particle]	Not Applicable	Week 1
Kachi	win [noun]	Not Applicable	Week 1
Kara	because [particle]	1020 (Genki I, Chapter 6)	Week 2
Kau	to buy [verb]	2020 (Genki I, Chapter 11)	Week 2
Kitsune	fox [noun]	Not Applicable	Week 2
Konnichiwa	good afternoon [set phrase]	1010 (Genki I, Chapter G)	Week 1
Kurasu	class [noun]	1020 (Genki I, Chapter 4)	Week 1
Kuroi	black [adjective]	2010 (Genki I, Chapter 9)	Week 2
Kuruma	car [noun]	2010 (Genki I, Chapter 7)	Week 2
Kutsu	shoes [noun]	1010 (Genki I, Chapter 2)	Week 2
Kyuu	nine [number]	2010 (Genki I, Chapter 9)	Week 1
Mise	shop, store	3010 (Genki II, Chapter 13)	Week 2
Mondai	problem [noun]	Not Applicable	Week 1

Mondai ga aru / Mondai ga nai	there is a problem / there is not a problem [set phrase]	Not Applicable	Week 1 and 2
Naguru	to hit [verb]	3030 (Genki II, Chapter 21)	Week 2
Naku	to cry [verb]	3010 (Genki II, Chapter 13)	Week 1
Namae	name [noun]	1010 (Genki I, Chapter 1)	Week 1
Nani	what [question word]	1010 (Genki I, Chapter 1)	Week 1
Ni	to a place, in a place [particle]	1010 (Genki I, Chapter 3)	Week 1 and 2
Ni	two [number]	2010 (Genki I, Chapter 9)	Week 1
No	indicates possession [particle]	1010 (Genki I, Chapter 1)	Week 1
Odoru	to dance [verb]	2010 (Genki I, Chapter 9)	Week 1
Ohayou	good morning [set phrase]	1010 (Genki I, Chapter G)	Week 1
Okane	money [noun]	1020 (Genki I, Chapter 6)	Week 2
Onna	woman [noun]	2020 (Genki I, Chapter 11)	Week 1
Ookii	big [adjective]	1020 (Genki I, Chapter 5)	Week 1
Orenji	orange color [adjective]	Not Applicable	Week 2
Otoko	man [noun]	2020 (Genki I, Chapter 11)	Week 1
Pinku	pink [adjective]	Not Applicable	Week 2
Ramen	ramen [noun]	Not Applicable	Week 1
Roku	six [number]	2010 (Genki I, Chapter 9)	Week 1
Romanchikkuni	romantically [adverb]	Not Applicable	Week 1
Saifu	wallet [noun]	1010 (Genki I, Chapter 2)	Week 2
San	three [number]	2010 (Genki I, Chapter 9)	Week 1
Sensei	teacher [noun]	1010 (Genki I, Chapter 1)	Week 1

Shi	four [number]	2010 (Genki I, Chapter 9)	Week 1
Shichi	seven [number]	2010 (Genki I, Chapter 9)	Week 1
Soshite	next [particle]	2020 (Genki I, Chapter 11)	Week 2
Sugoi	great [set phrase]	1020 (Genki I, Chapter 5)	Week 1 and 2
Sushi	sushi [noun]	2020 (Genki I, Chapter 10)	Week 1
Suwaru	to sit [verb]	1020 (Genki I, Chapter 6)	Week 1
Taberu	to eat [verb]	1010 (Genki I, Chapter 3)	Week 1
Takusan	many, a lot [adjective]	1020 (Genki I, Chapter 4)	Week 2
Tatsu	to stand [verb]	1020 (Genki I, Chapter 6)	Week 1
to iu	to say [verb]	2010 (Genki I, Chapter 8)	Week 2
Toru	to take [verb]	2020 (Genki I, Chapter 11)	Week 1
Totemo	very [adverb]	1020 (Genki I, Chapter 5)	Week 2
Uchi	house [noun]	1010 (Genki I, Chapter 3)	Week 2
Ureshii / ureshikuniai	happy / not happy [adjective]	3010 (Genki II, Chapter 13)	Week 1 and 2
Wa	is [particle]	1010 (Genki I, Chapter 1)	Week 1
Warau	to laugh [verb]	3020 (Genki II, Chapter 16)	Week 1
Watashi	I [particle]	1010 (Genki I, Chapter 1)	Week 1
Wo	indicates a direct object [particle]	1010 (Genki I, Chapter 3)	Week 1
Yokunai	bad [adjective]	1010 (Genki I, Chapter 3)	Week 2
Yoroshiku	nice to meet you [set phrase]	1010 (Genki I, Chapter G)	Week 1
Yousuru	to need [verb]	Not Applicable	Week 2
Yukkuri to	slowly [adverb]	1020 (Genki I, Chapter 6)	Week 1
Zannen	too bad [set phrase]	2010 (Genki I, Chapter 8)	Week 1 and 2

Appendix E: Comprehensive List of Grammatical Structures for Chapters 1-2

Grammar Structure	Explanation	Placement in MTSU Japanese Class (by level)	Placement in CALA Class (by Week)
U and Ru verbs	the two types of verbs follow different conjugation rules	1010 (Genki I)	Week 1
“No” particle with nouns	indicates possession of nouns	1010 (Genki I, Chapter 1)	Week 1
Particles	indicate sentence structure and placement	1010 (Genki I, Chapter 3)	Week 1
Word order in sentences	subject-Object-Verb is typical but it could also be O-S-V. Verb must come last.	1010 (Genki I, Chapter 3)	Week 1
“Wa” particle	indicates speaker	1010 (Genki I, Chapter 3)	Week 1
Aru and iru	“aru” is a verb used with nonliving things and “iru” is used with living things	1020 (Genki I, Chapter 4)	Week 1
Hoshii	indicates “want” for nouns	3010 (Genki II, Chapter 14)	Week 1
Positive and negative short form	thought considered informal, short form (or dictionary form) of verbs conjugates differently than other forms	2010 (Genki I, Chapter 8)	Week 1
-Ni iku	“to go”	2010 (Genki I, Chapter 7)	Week 1
Takusan	means “a lot” but has specific sentence placement	1020 (Genki I, Chapter 4)	Week 2
“To” particle	indicates “with” or “and” depending on use	1020 (Genki I, Chapter 4)	Week 2

Adjectives	adjectives conjugate in a similar way to verbs	1020 (Genki I, Chapter 5)	Week 2
“Ga” particle	indicates speaker	2010 (Genki I, Chapter 8)	Week 2
-Kara	means “because” but goes at end of explanatory sentence	2010 (Genki I, Chapter 9)	Week 2
-Tai	verb conjugation that indicates “want to”	2020 (Genki I, Chapter 11)	Week 2
“De” particle	indicates “with” or “by” depending on use	2020 (Genki I, Chapter 10)	Week 2
Ageru and particle Ni	“to give” has very specific sentence structure rules	3010 (Genki II, Chapter 14)	Week 2