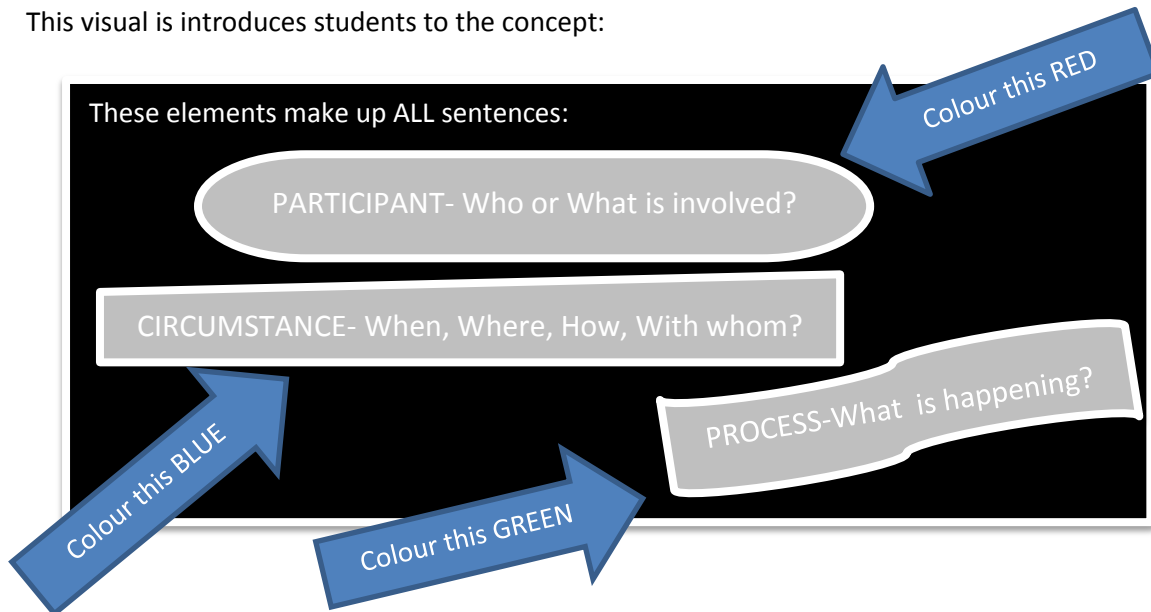


FUNCTIONAL GRAMMAR

A basic explanation for teaching Japanese...how is it useful?

1. This strategy fits in nicely when trying to explain the use of particles and how they help to create meaning in a sentence to students.
2. The comparison of English and Japanese sentence order becomes much clearer using this strategy.

This visual is introduced to students to the concept:



In basic Japanese sentences, the particles generally fall into either PARTICIPANT or CIRCUMSTANCE groups.

PARTICIPANT – Answers the question “WHO or WHAT is involved?”

Particles = **は** (subject marker-who or what is doing the action?)
を (object marker-who or what is having the action done to them?)

CIRCUMSTANCE-Answers the questions “WHEN? WHERE? HOW? (with whom? By what method etc)

Particles= **と** (with a living thing)
で (means of transport) (place of action) (means of action)
に (direction towards) (place of existence) (days of the week)
(time words with numbers in them)
から (from a time) (from a place)
まで (to a time) (to a place)

PROCESS- Answers the question “What is happening?”

At a very basic level in Japanese, these words end in **ます**

All of these times are CIRCUMSTANCES.
TEACHING POINT- sentence order of
general to specific IN TERMS OF TIMES

getsuyoubi kara

kinyoubi made

shichiji ni

asagohan wo

tabemasu

Focus on sentence placement of
PARTICIPANT, and the fact that
を makes it so.

This clearly shows the difference in sentence order, in terms
of a PROCESS

I

eat

breakfast

at 7 o'clock

from Monday

to Friday

Shows that this is a PARTICIPANT, but is not
necessary in a Japanese sentence.
TEACHING POINT-it could be ANYONE as the
participant depending on PRIOR sentences