**HMJ315　Comprehensive Japanese Week 10**

**歌で日本語を学ぶ　ー　１**

**さだまさし　 ー　関白宣言**

**A. Who is Sada Masashi?**

A.1 Go to　your favourite Japanese English online Japanese kanji“reader” tool such as ***hiragana megane*** (<http://www.hiragana.jp/en>) or the ***Rikaichan*** tool if you have it installed on your system (see <http://www.polarcloud.com/rikaichan> for download and installation instructions).

A.2 Go to the Japanese Wikipedia site to read about Sada Masashi:

<http://ja.wikipedia.org/wiki/%E3%81%95%E3%81%A0%E3%81%BE%E3%81%95%E3%81%97>

It should look like this:

A.3 If you are using an installed reader like ***Rikaichan***, you should be able to run the mouse over the kanji and see the pop-up reading. If you are using an online “rubi” reader such as ***hiragana megane***, copy the above URL for the Sada Masashi site and paste it into the hiragana megane box at <http://www.hiragana.jp/en>. That should enable you to see the furigana for the site so that you can read it.

The above site which has had the rubi reader applied to it by ***hiragana megane*** should look like this:

A.4 Okay. So now that you are ready to actually start reading the Wikipedia site, find the answers to the following:

a) What is the kanji of Sada Masashi‘s? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) When and where was he born? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) How many siblings does he have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) What is his ？ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) What are three of his mentioned in the ？

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**B. What is all about?**

B.1 Repeat the steps of 1.1 above but this time use the following URL:

<http://ja.wikipedia.org/wiki/%E9%96%A2%E7%99%BD%E5%AE%A3%E8%A8%80>

If you are using ***hiragana megane***, the site should look like this:

B.2 Find the answers to the following:

a) What does mean? (Note that 関白 in the context of this song comes from )

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b） When was released? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Summarize the gist of the song based on the following description in the ：

結婚をにしたがのにけて「」となるとことをしつつも、のもろさやさ、へのいをのぞかせ、なをしていく、というをコミカルにいげている。

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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**C. Actively Listen to the Song**

C.1 Go to the following YouTube site and watch the live performance of the song:

<http://www.youtube.com/watch?v=lPvfUEbb6nU&feature=related>

If for some reason you can’t access the above site, listen to the sound file uploaded onto MyLo.

C.2 Watch the video again and pause it to read the text and think about the following:

a) Who is 俺（おれ）and who is お前（おまえ）？

b) Can you get the gist of what 俺 is saying to お前？What main form of speech does the speaker 俺 use throughout the song?

c) Why do you think song’s tone becomes quieter and melancholy about 3 minutes into the video?

**D. Make A Vocabulary List for the Song**

* The lyrics of関白宣言 are contained in Appendix I. Note that there are some errors in the “furigana” readings of some kanji. Can you identify them as you listen to the song and read through the lyrics?
* Make a vocabulary list for 関白宣言 or notate the Appendix in sufficient detail for you to refer to in the preparation of a summary translation of parts of the song when required to do so in class.

**E. Think About The Song’s Language & Cultural Elements**

E.1 Consider the tone and language structures of the song and find answers to the following:

a) Can you make sense of any of the prohibitions (e.g. 俺より先に寝ては行けない)and commands (e.g. めしはうまく作れ！) being given by the 亭主関白 to his future bride? List 5 prohibitions and/or commands (in Japanese, with English translations):

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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b) Now, are you able to transform the above into more polite Japanese?

 (e.g. めしはうまく作れ！--🡪 めしはうまく作りなさい！)

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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c) Are you familiar with the 〜ておく form and can you use it?

If not, read the notes in Appendix II.

Find three examples of the use of 〜ておく in 関白宣言：

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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E.2 Consider the cultural and social significance of the song in the context of the era that it was written and performed.

* What does the song tell you about Japanese social expectations of gender roles, marriage etc., division of labour, etc.?
* Do you think it is chauvinistic? How do you feel about its “message” or content?
* Why do you think the songwriter was motivated to write such a provocative song?
* Do you believe the song is now outdated or is the depiction of the 亭主関白

still accurate today?

* Can you find a phrase in Japanese having the opposite meaning to亭主関白?

(i.e. a female domestic dictator)

APPENDIX I

|  |  |  |
| --- | --- | --- |
| ：さだまさし | ：さだまさし | ：さだまさし |

1

おをにもらうに っておきたいがある
かなりきびしいもするが のをいておけ
よりにてはいけない
よりにきてもいけない
めしはくれ 、いつもきれいでいろ
るでわないから

2

れてくれるな：もないに
をれるはずなどないってこと
おにはおにしか できないこともあるから
それはしせずってについてこい

3

おのとのと どちらもじだにしろ
かしこくこなせ たやすいはずだすればいい
のうなくな
それからつまらぬシットはするな
ははしない たぶんしないとう
しないんじゃないかな ま、ちょっとはしておけ

5

がって をとったら
よりにんではいけない
えばわずかでもいい
よりくってはいけない

4

はで てるもので
どちらかがして つくろうものではないはず
おはのへ をててるのだから
るはいとえ これからがおの

6

もいらないのをり
のしずくふたつこぼせ
おのおでいいだったと
がうからずうから

7

れてくれるな のするは
するは おひとり
れてくれるな のするは
するは おただ

APPENDIX II