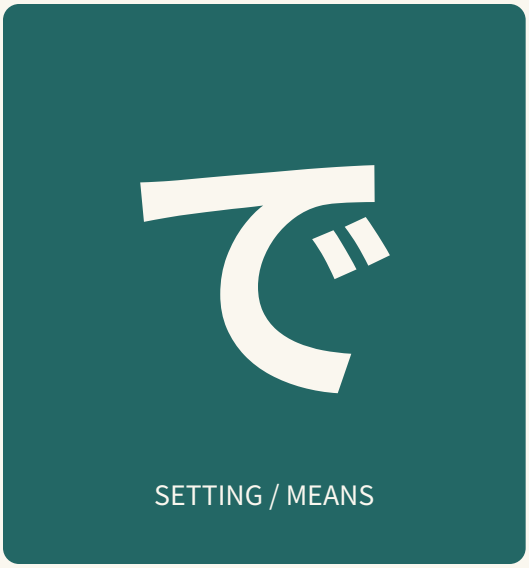
JUNICHIRO JAPANESE

FOCUSED GRAMMAR WORKBOOK / 01



VS



Japanese Particles

The Complete Guide to the Confusing Details

Make the choice. Explain the meaning.
Use it in your own Japanese.

128 tasks **44 focused questions** **English guide**

CORE N4 / N5 REVIEW / SELECTED N3 EXTENSIONS

60 pages / full answer explanations / practical contrasts

REVISED EDITION / v1.2 / 30 OCTOBER 2026

FREE SAMPLE 1/8 / SELECTED ORIGINAL BOOK PAGE 1

What this book solves

You know the basic explanations. You still hesitate when you have to choose. This book helps you identify the noun's role, test the intended meaning, and recognize when a different particle changes the message.

Who it is for

Core reader: a post-beginner around N4 who reads hiragana/katakana and knows basic verb forms. N5 learners can use the foundation lessons with support. Selected boundary cases stretch toward N3. These are approximate teaching levels, not an official JLPT syllabus or score guarantee.

What "complete" means here

A complete learning sequence for this recurring choice: model, contrasts, conversation, varied practice, explained answers, and review. It is not an inventory of every use of に or で. Dialect, classical Japanese, formal にて, and detailed passive/causative grammar are outside the scope.

Choose a route

First pass: lessons 01-03 → Q001-016 → matching answers. Then continue one lesson cluster at a time.

Conversation route: lessons 15-17 → Q097-112. Return to the linked lessons when you cannot explain a choice.

Full route: lessons 01-22 → Q001-112 → final test Q113-128 without notes. Use page 59 to choose what to revisit.

Use the response lines for brief notes and a notebook for longer answers. Most tasks ask for a role explanation as well as a form. No audio files, personal feedback, or interactive form fields are included.

FREE SAMPLE 2/8 / SELECTED ORIGINAL BOOK PAGE 2

Choose a relationship, not a translation

D01 | Why does English “at” fail as a rule?
D02 | Can one picture determine the particle?

Start with the whole message

English “at the station” can describe being there, meeting there, or arriving there. Japanese marks how the station relates to the predicate: location of a person, setting for a meeting, or destination. Translate the relationship before translating the preposition.

A working model, with limits

For this book, sort に into location, endpoint, target, or time anchor. Sort で into event setting, means, cause, or bounded amount. These labels help you ask useful questions; they are not one universal meaning that predicts every expression. Store a verb together with the patterns it permits.

Do not diagnose from physical movement

Sitting, living, waiting, and stopping show why “moving versus not moving” is unreliable. Even the same visible scene can be described as an activity or as a resulting position. First identify the predicate and intended message, then choose the noun’s role.

駅にいます。

I am at the station. Location of a person.

駅で友達を待っています。

I am waiting for a friend at the station. Setting of waiting.

駅に着きました。

I arrived at the station. Endpoint of arrival.

電車で駅に行きます。

I go to the station by train. Means plus destination.

DECISION / Ask: What does this noun contribute to this particular predicate?

駅（えき） station; 待つ（まつ） wait; 着く（つく） arrive; 手段（しゅだん） means

FREE SAMPLE 3/8 / SELECTED ORIGINAL BOOK PAGE 5

When ある means an event happens

D05 | Why is 会議がある different from 机がある?
D06 | Can the same sentence contain time に and place で?

Identify what “exists”

ある can locate an object, but it also announces a scheduled event or reports an occurrence. A desk occupies a position. A meeting takes place at a venue. With an event reading, the venue is normally marked で even though the verb is ある.

Time is a separate relationship

A meeting can be anchored at a clock time with に and located at a venue with で. Do not let the final verb dictate every particle in the sentence. Each noun phrase contributes its own role.

Bound the claim

This contrast concerns an event venue, not every abstract noun before ある. An “issue in this plan,” a person’s appointment, or an item in a schedule may use other constructions. For practical decisions, ask whether the place names where an event is held, or where an object/person is located.

二階に会議室があります。

There is a meeting room on the second floor.

二階で会議があります。

There is a meeting on the second floor.

三時に二階で会議があります。

There is a meeting upstairs at three.

昨日、この町で地震がありました。

An earthquake occurred in this town yesterday.

DECISION / With ある, distinguish an object’s position from an event’s venue.

二階（にかい） second floor; 会議室（かいぎしつ） meeting room; 地震（じしん） earthquake

FREE SAMPLE 4/8 / SELECTED ORIGINAL BOOK PAGE 7

Wait, work, and attend

D09 | Why does waiting take で although I stay there?
D10 | Why do 働く and 勤める take different patterns?

Waiting is an activity

駅で待つ locates the waiting. “I will be at the station” can instead be 駅にいる. You may use either message to arrange a meeting, but the predicates and meanings are different. Duration does not convert 待つ into an existence verb.

Workplace versus employment link

会社で働く presents the company as a setting for work. 会社に勤める expresses employment by that company. A remote employee can work at home while being employed by a company elsewhere. Learn these as distinct relationships, rather than insisting that the English word “work” has one particle.

Attendance has a destination

学校に通う identifies the place attended regularly; 学校で勉強する identifies the study setting. に does not necessarily mean a single journey, and で does not mean a long-lasting situation.

改札の前で待っています。

I am waiting in front of the ticket gates.

家で働いています。

I work at home.

東京の会社に勤めています。

I am employed by a company in Tokyo.

週に二回、日本語学校に通っています。

I attend a Japanese-language school twice a week.

DECISION / Choose the predicate first: 待つ／働く use a setting; 勤める／通う link to an institution.

改札（かいさつ） ticket gates; 働く（はたらく） work; 勤める（つとめる） be employed; 通う（かよう） attend regularly

FREE SAMPLE 5/8 / SELECTED ORIGINAL BOOK PAGE 9

Locate a person or an activity

Q001-008 / Lessons 01-02

Choose に or で unless told otherwise. Give a short reason. Write in a notebook; answers start on page 43.

Q001・Choose Just locate the cat: 庭（ ）猫がいます。

Q002・Choose A reading activity: 図書館（ ）本を読みます。

Q003・Repair Keep “I study at home”: 家に勉強します。

Q004・Translate “My bag is on the desk.” Use 机の上 and あります.

Q005・Explain 家にいます。／家で働いています。 What role does 家 have in each?

Q006・Dialogue A: どこで昼ご飯を食べますか。 B: 食堂（ ）食べます。

Q007・Choose Locate a friend: 友達は駅の前（ ）います。

Q008・Write Write one sentence meaning “I am at school” and one meaning “I sleep at school.”

FREE SAMPLE 6/8 / SELECTED ORIGINAL BOOK PAGE 27

Answers 001-008

Model wording is flexible. Check the requested meaning and the role explanation.

Q001 に → 庭に猫がいます。

いる locates the cat, so 庭 is its location. で would not give the ordinary spatial reading with this predicate. Whether the cat is active or resting does not change this sentence's location relationship.

Q002 で → 図書館で本を読みます。

The library is where reading takes place, not where a book is being located by ある. に would not mark the intended setting with 読む. English "in the library" does not decide the particle.

Q003 家で勉強します。

Replace the place particle with で because 家 gives the study setting. 家に勉強しに行きます would be a possible longer sentence about going somewhere to study, but it would add a journey and change the intended message.

Q004 かばんは机の上にあります。

机の上に locates the bag. 机の上で would instead suggest an activity setting and does not fit ordinary spatial あります here. 机の上にかばんがあります is also acceptable, with a different information order.

Q005 に: location of the person. で: setting of work.

The first answers where someone is; the second answers where working occurs. The same person can be at home in both cases. The difference is the claim made by the predicate, not a difference in the home itself.

Q006 で → 食堂で食べます。

食堂 locates eating, and どこで asks for precisely that setting. The person's presence in the dining hall is a reasonable inference, but the actual predicate 食べる expresses eating, so it takes the activity-setting pattern.

Q007 に → 友達は駅の前にいます。

駅の前 is a spatial expression followed by に with いる. Being temporarily outside the station does not make で the neutral choice; temporary versus permanent is not the deciding contrast in an ordinary presence statement.

Q008 学校にいます。／学校で寝ます。

いる locates a person; 寝る describes sleeping at a setting. Different subjects or polite endings are acceptable if the two meanings remain. A sleeping person may be still, but stillness does not turn 寝る into the spatial verb いる.

FREE SAMPLE 7/8 / SELECTED ORIGINAL BOOK PAGE 43

The decision card

1 / Find the predicate

What is being located, reached, done, completed, or changed? In a longer sentence, connect the noun phrase to its own predicate.

2 / Name the noun's relationship

に / locate or target

Ordinary spatial いる／ある; a destination; an attachment surface; a recipient/person targeted; a selected result.

で / set the scene or conditions

Activity/event venue; tool or medium; material; cause; acting group; set total; comparison domain.

Time / keep the constructions separate

三時に = at three; 三時間で = completion in three hours; 三時間 = time spent; 三日後に = three days later; 金曜までに = by Friday; 今日で = final boundary.

3 / Check the verb-pattern exceptions

に住む／で暮らす; に勤める／で働く; に泊まる／で過ごす; に乗る／で行く. Event ある takes a venue with で. ている does not choose the place particle.

4 / Use your score to choose the next action

Q001-024 → 01-05. Q025-032 → 06, 18-19. Q033-056 → 07-09, 15-16. Q057-072 → 10-12. Q073-088 → 12-14. Q089-096 → 06, 10-11, 18. Q097-104 → 15-16, 20-21. Q105-112 → 17, 19-22. Specifically: Q092 → 10; Q093 → 11; Q095 → 10. For the final check, identify the role in the answer, then revisit the matching lesson.

Before speaking: if both particles work, can I say what each one means? If neither works, do I need を, へ, から, or まで instead?

FREE SAMPLE 8/8 / SELECTED ORIGINAL BOOK PAGE 59