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ii Tomo い

ACTIVITY BOOK • 2ND EDITION

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と
も

2

JAPANESE LANGUAGE

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How to use iiTomo

Let's explore what's in your *iiTomo 2 Second Edition* Activity Book.

Your *iiTomo 2 Second Edition* Activity Book is where you can practise what you have learnt in the Student Book. The activities are designed to help you develop your language skills, including listening, reading, writing and speaking, as well as vocabulary and grammar. They also encourage you to further explore Japanese culture so you can become a successful intercultural communicator.

You will find the following activities in each chapter.

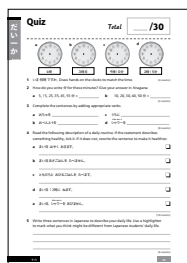
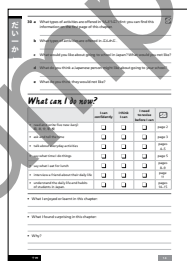
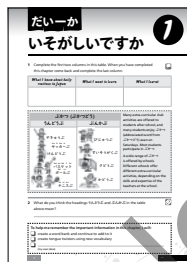
The first activity asks you to fill in a KWL table about the topic you are going to cover. A KWL table asks you to answer questions about what you know, what you want to know and what you have learnt. Before you start work in each chapter, fill in the first two columns of the table. Once you have finished the chapter come back and fill in the third column and reflect on what and how much you have learnt.

The **chapter opening page** provides you with some additional cultural information about Japan and some learning strategies to utilise as you continue through the content.

The **What can I do now?** activity at the end of each chapter gives you the opportunity to check and record your learning progress.









Similarly to your student book, the **Putting it all together** section offers some cumulative activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed.

Finally, the **Quiz** on the last page of each chapter is a fun way to check on your learning before you start the next chapter.



Beside each activity you will find icons that tell you which skills you will be practising.

Icons used in *iiTomo* Activity Book:

-  Listen to Japanese native speakers and practise your comprehension and pronunciation skills.
-  Develop your reading skills and discover different text types.
-  Write your answers in Japanese and translate text from Japanese to English and vice versa. You will have lots of opportunities to practise *hiragana* and *kanji*.
-  Take part in interactions and become a confident Japanese speaker.
-  Develop your intercultural language learning awareness. Observe, notice, explore, compare and record your point of view.
-  Work out Japanese language using deductive and thinking skills.
-  Develop your 21st century skills through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.
-  This icon indicates which page number in the student book the activity you are doing refers to.

Some activities present a combination of icons to show you that you will be using more than one skill.

You will find handy *hiragana* and *kanji* reference charts inside the back covers of this Activity Book and your Student Book.

The *iiTomo 2* student components are:

- **iiTomo 2 Reader+**
- **iiTomo 2 Student Book**
- **iiTomo 2 Activity Book**

We hope you will find your *iiTomo* resources clear, supportive and that they will give you an enjoyable, relevant and rewarding learning experience.






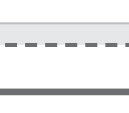




いそがしいですか

- 1 Complete the first two columns in this table. When you have completed this chapter come back and complete the last column.



What I know about daily routines in Japan	What I want to learn	What I learnt

ぶかつ (ぶかつどう)

うんどうぶ	ぶんかぶ
 やきゅうぶ  sa k ka a サッカーぶ  けんどうぶ  ba su ke t to バスケット  bō ru ホールぶ  te ni su テニスぶ	 びじゅつぶ  すいそうがくぶ  さどうぶ  かどうぶ

Many extra-curricular club activities are offered to students after school, and many students enjoy **ぶかつ** (abbreviated word from **ぶかつどう**) even on Saturdays. Most students participate in **ぶかつ**.

A wide range of **ぶかつ** is offered by schools. Different schools offer different extra-curricular activities, depending on the skills and expertise of the teachers at the school.


- 2 What do you think the headings **うんどうぶ** and **ぶんかぶ** in the table above mean?




To help me remember the important information in this chapter, I will:

- ☐ create a word bank and continue to add to it
- ☐ create tongue twisters using new vocabulary
- ☐ _____
(my own idea)

- 3 For each *kanji*, write the English meaning in the space above it and its pronunciation below. Practise writing the *kanji* in the squares. Use the mnemonics space to draw or make notes to help you remember its meaning and/or sound.

	何時					mnemonics
	1時					
	3時					
	4時					

	1時半					mnemonics
	9時半					

	15分					mnemonics
	20分					
	1時5分					
	3時10分					

	学校					mnemonics

	学校					mnemonics

- 4 What time is it? Using the *kanji* 時, 半 and 分, write the time under each clock.



a



b



c



- 5 a 分 (minutes) is pronounced ふん or ぷん depending on the numbers. For the following 'minutes', write "F" for ふん or "P" for ぷん. Then listen carefully to check your answers.



- | | | |
|---------------|----------------|---------------|
| i 10分 _____ | v 40分 _____ | ix 25分 _____ |
| ii 5分 _____ | vi 35分 _____ | x 50分 _____ |
| iii 45分 _____ | vii 20分 _____ | xi 55分 _____ |
| iv 60分 _____ | viii 15分 _____ | xii 30分 _____ |

- b Summarise the rules for ふん and ぷん. Refer to the Got it section on page 12 of your Student Book if you need to!

- 6 Write these *kanji* times in *hiragana*. The *hiragana* in the shaded boxes will reveal a time. Show this time on the alarm clock.



- a 7時 10分

--	--	--	--	--	--	--	--

- b 8時半

--	--	--	--	--

- c 5時

--	--

- d 9時 25分

--	--	--	--	--	--	--	--	--

- e 4時 15分

--	--	--	--	--	--	--	--

- f 1時半

--	--	--	--	--



- 7 Read Emma's story. Has something like this happened to you?



In your notebook, write a story using the *kanji* in this chapter: 時, 半, 分, 学 and 校.
Add other *kanji* you have learnt for bonus marks!

Today I woke up at 8時半. I'd slept in!

I ran to the bus stop to catch my bus. Usually, it only takes 10分 to get to 学校, but this morning it took 15分. A very 大きい truck was holding up the traffic. Just my luck!

I finally got to 学校 at 9時40分, but no one was there. Then I realised that it was 日曜日. That was why 母 was not awake. Oh no!

- 8 Miku is asking Mr Nakayama the time. Complete the speech bubbles with their conversation. Make sure you use *kanji* that you have learnt.



- 9 a Jessica is asking what time it is. Listen to the conversations and circle the correct time or fill in the missing details.



- b Listen again. When Jessica asks the time politely, circle 😊. When she forgets to be polite, circle ☹️.

i 1時 10分
7時 20分
8時 40分
😊 ☹️

ii 2時 5分
12時 15分
10時 25分
😊 ☹️

iii 3時 10分
4時 20分
8時 40分
😊 ☹️

iv _____ 時 _____ 分
😊 ☹️

v _____ 時 _____ 分
😊 ☹️

vi _____ 時 _____ 分
😊 ☹️

- c How could Jessica be more polite?

10 Match the Japanese verbs with their English translations by writing the corresponding letter in the space provided.

- | | |
|---------|------------|
| a おきます | g みます |
| b します | h ききます |
| c たべます | i ならいます |
| d はいります | j よみます |
| e あびます | k べんきょうします |
| f いきます | |

	read		watch
	listen		go
	wake up		get in; enter
	study		learn
	do		have/take (a shower)
	eat		

11 a Select くん or さん for each person.

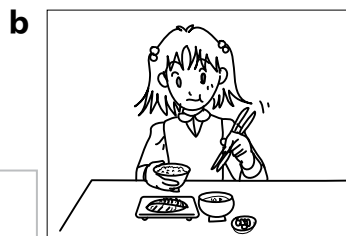
b Then, listen to the interview and tick the activities that each person does.

	Getting up early	Eating breakfast	Club activities	Shower or Bath?
i かな (くん/さん)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii まさお (くん/さん)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii てつや (くん/さん)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c Complete these sentences in Japanese for かな and まさお.

かな _____ と まさお _____ は まい日 _____ 。
そして、_____ を _____ 。

12 Choose the correct caption and write its number next to each image.



- i おふろに はいります。
sha wa a
ii シャワーを あびます。
iii ぶかつを します。
iv あさごはんを たべます。
v 七時に おきます。



13 Complete the sentences using the English clues. The shaded squares are for the particles.



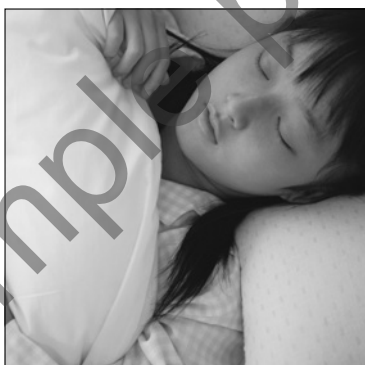
- a** eat breakfast あさごはん
- b** go to school 学校
- c** return home うち
- d** get up early はやく
- e** go to bed early はやく
- f** have a bath お風呂

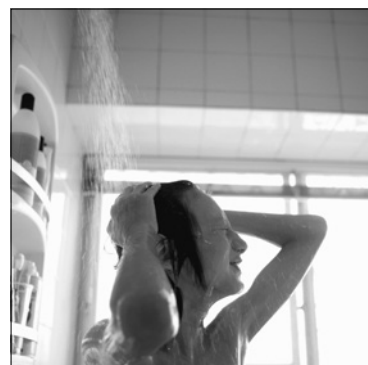
14 a Listen to the students as they talk about their daily routines. Beneath each picture, write the number of the conversation and the time (in English) that each activity is done.



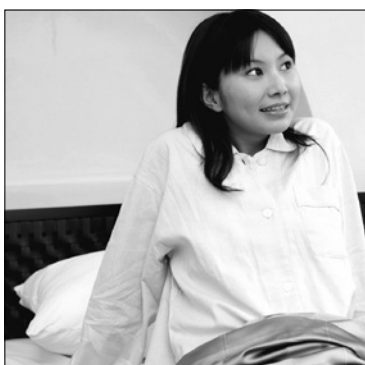
b Listen again to confirm the time. Then, check your answers with a partner.













15 a Add the correct particles for these sentences.

i [Person] [time] [activity] [verb]。

ii [Person] [time] [place] いきます。

b For each picture write a sentence showing how くみ spends her day.

i



ii



iii



iv



v



c How many hours does くみ sleep?

16 Answer the questions in Japanese. Then, role-play the conversation with a partner.

a 何時に おきますか。

b まい日 あさごはんを たべますか。

c 何時に 学校に いきますか。

d 何時に うちへ かえりますか。

e まい日 おふろに はいりますか。シャワーを あびますか。

f はやく ねますか。何時に ねますか。

17 Sing this song to help you learn how to talk about the time in Japanese.



いま 何時? ロックンロール



あさは 6時半に おきます。
7時に シャワーを あびます、あびます。
あさごはんを たべます。
いそがしい。でも、たのしい。
いそがしい。でも、たのしい。
じ、じ、じ、いま 何時?
じ、じ、じ、8時 です。
あー、あー、学校に いきます。

べんきょう! おべんとう!
ともだち! ぶかつ!
じ、じ、じ、いま 何時?
じ、じ、じ、5時 です。
あー、あー、うちに かえります。

18 Read the results of the questionnaire about students' daily life in Japan on page 6 of your Student Book, and answer the questions.



	Japan	My class
a What is the earliest time students get up?	_____	_____
b How many students get up at 8 am?	_____ 人	_____ 人
	_____ %	_____ %
c How many students get up before 7 am?	_____ 人	_____ 人
	_____ %	_____ %
d Why do you think students get up before 7 am?		
Japan: _____		
My class: _____		
e How many students go to bed before 11 pm?	_____ 人	_____ 人
	_____ %	_____ %
f How many students go to bed after 11 pm?	_____ 人	_____ 人
	_____ %	_____ %
g What time do most students return home?	6時半	_____
h Fill in the details for your class and compare this data with the Japanese students' data. Record your findings.	_____	

19 a Listen, and circle 'present' or 'past' according to the verb tense you hear.



- | | | | |
|-------------|------|------------|------|
| i present | past | iv present | past |
| ii present | past | v present | past |
| iii present | past | vi present | past |

b Summarise how to make the past tense.

20 まみ had a very busy 水曜日 last week. Help her to remember her busy day by numbering what she did in the correct order.



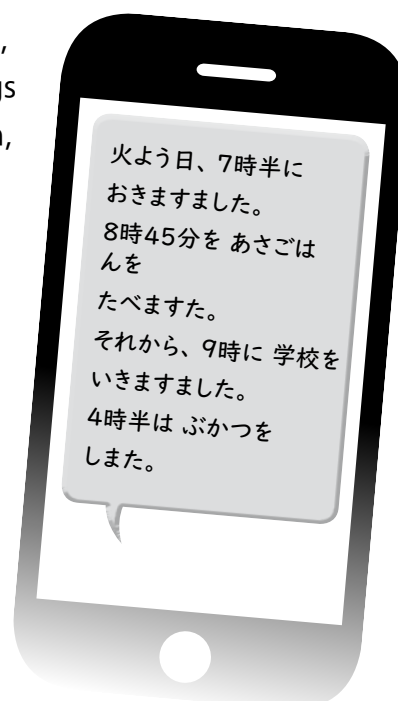
- | | |
|---|---|
| _____ 11時に ねました。 | _____ 4時半に ぶかつを しました。 |
| _____ 6時半に うちに かえりました。 | _____ 10時に ^{te re bi} テレビを みました。 |
| _____ それから、あさごはんを たべました。 | _____ 8時10分に 学校に いきました。 |
| _____ 8時20分に ^{gi ta a} ギターの れんしゅうを しました。 | _____ 7時に おきました。 |

21 Circle the correct particle.



- a わたし(の は) 土曜日(に は) ぶかつ(を に) します。
- b まいこさん(は に) 7時(の に) 学校(の に) いきました。
- c ぼく(に は) ともだち(を と) しゅくだい(の を) しました。
- d 7時(に は) しゅくだい(を の) しました。
- e ともだち(に の) まみさん(は を) からて(は が) 大好きです。

22 When Tim was texting his Japanese friend, he made seven errors with his verb endings and particles. Underline his mistakes. Then, correct them by rewriting the message.



23 a Using the Japanese words given, label these pictures.



きゅうしょく おべんとう おちゃ ぎゅうにゅう おひるごはん

i



ii



iii



iv



b The remaining word, _____, means _____ in English.

24 Using the clues in the photos, complete these sentences.



a

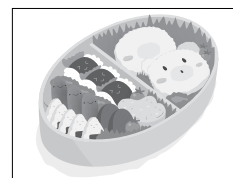


なかむら
中村さんは _____ に

_____ を たべます。

そして、_____ を のみます。

b



たなか
田中くんは _____ に

_____ を たべます。

そして、_____ を のみます。

- 25 a What do you think ^{なか むら} 中村さん and ^{た なか} 田中くん would think about your おひるごはん?



i



ii



- b What do you think they would be surprised by in your lunch?

- c What are the advantages and disadvantages of being provided with school lunch?

- 26 a Read ^{すずき} 鈴木くん's speech on page 10 of your Student Book, and circle true (○) or false (✕) for each statement.



- | | | |
|--|---|---|
| i He gets up at 7.30 every day. | ○ | ✕ |
| ii He does not eat breakfast. | ○ | ✕ |
| iii He plays baseball five days a week. | ○ | ✕ |
| iv He sleeps eight hours every day. | ○ | ✕ |
| v He is a very keen member of the baseball club. | ○ | ✕ |

- b Rewrite the false statements correctly in English.

- c ぶかつ is an abbreviation of ぶかつどう. 'ぶ' means 'club' and 'かつどう' means 'activity'. List two English abbreviations that you find interesting and their meanings. Discuss them with a partner.

- d When ^{すずき} 鈴木くん finishes his speech, he says では、これでおわります。ありがとう ございました。 What gesture or body language would be appropriate as he says this?