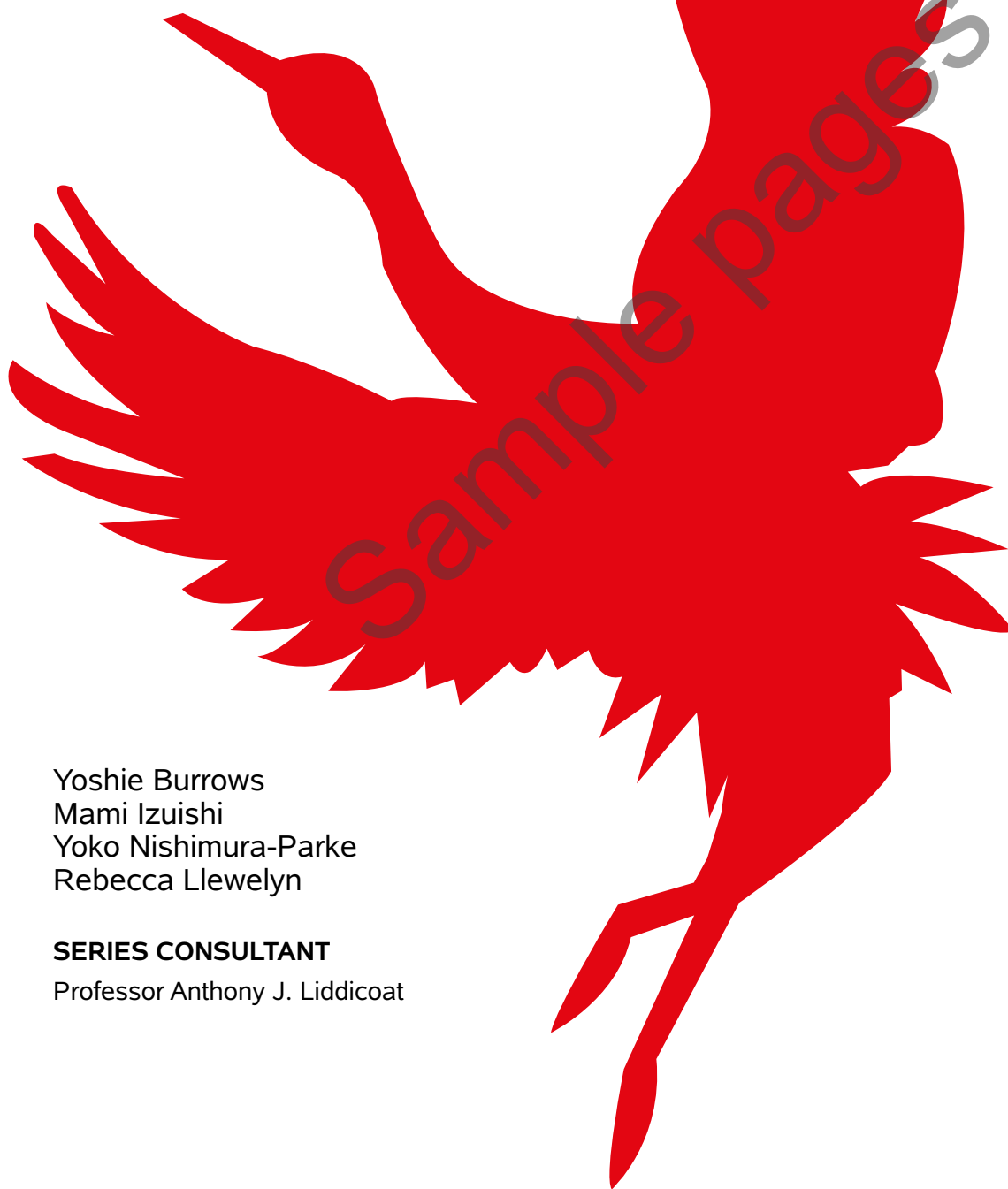


STUDENT BOOK • 2ND EDITION

# ii Tomo

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**SERIES CONSULTANT**

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# iiTomo Second Edition

## Engaging and interactive Japanese language learning for Secondary Years

Clearly aligned to the Australian Curriculum, New South Wales Syllabus, Victorian Curriculum and Western Australian Curriculum, *iiTomo* 1–4 Second Edition offers new components and updated features for a motivating and supportive set of Japanese resources for students and teachers.

### Student Book

A clear layout with improved, scaffolded content and visuals for Years 7–10 that focus on support and engagement and allow flexibility of use.

### Reader+

Reader+ gives you access to the eBook version of your Student Book as well as multimedia content including audio, new grammar animations, new stroke order animations, new videos, interactive games and worksheets.

### Activity Book

Updated engaging activities offer even more differentiated learning opportunities and reinforcement of key skills.

### Teacher Guide

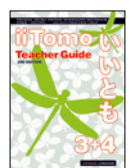
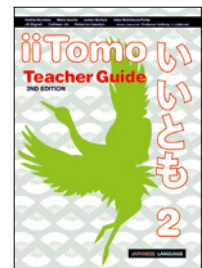
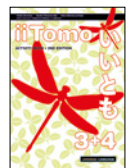
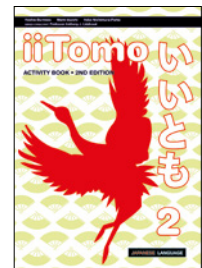
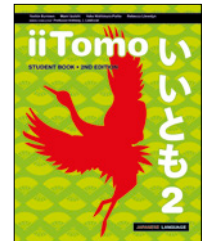
A comprehensive teacher support for beginning, relief and experienced teachers, making lesson preparation and implementation easier and saving you time. At a glance see all the resources linked to a chapter to make planning easier, selecting the right resources to suit your class or individuals. The Teacher Guide also includes clear learning goals, answers to the Student Book and Activity Book, audio scripts and teaching support notes.

### Teacher Reader+ and Audio Download

Access to all of the Student Reader+ content as well as a wealth of teacher materials including tests and associated audio, answers to all tests and worksheets, audio scripts, all of the Activity Book pages with answers ready for projection, weblinks and curriculum grids. Audio downloads are also available for ease of access.



Also available: *iiTomo Senior* Student Book and Reader+ for Years 11 and 12.



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Title	いそがしいですか	学校、がんばろう!	学校のたのしいイベント	カタカナ
Content	Telling the time Daily routines Past events Lunch/extra activities	School year levels Subjects and timetable School life Self-introductions	Calendar months and dates Seasons School events and excursions, transport	Clothes Sport
Communicating	Ask and tell the time Talk about your daily routine Discuss what you do each day Describe what you eat for lunch	Say what year level you are in Talk about your school timetable Discuss the subjects you like and dislike	Talk about seasons, months and dates Discuss an event that you have planned on a certain date Talk about how you go to places Express how you get from one place to another	Read and write names in <i>katakana</i> Ask and say whether you can play a particular sport or not Talk about the clothes you often wear Describe what someone is wearing Talk about your favourite sport and music
Understanding	Making the past tense of verbs Using the particle と to connect nouns Using the particle に with time expressions	How to use negative form after the noun and negative form of な-adjectives The use of particles から 'from' and まで 'until'	Read and write dates of the month Using the particle で with transport The use of から and まで when talking about places Using the particle や when listing many things Using the particle よ at the end of the sentence	Read and write the 46 basic <i>katakana</i> Investigate the Japanese sound system with <i>katakana</i> Read and write some popular names in <i>katakana</i> Learn different ways to say 'to wear'
Particles	と に	から まで	に で から まで や よ	
Katakana & Kanji	時 学 校 半 分	先 生 中 高 年	見 行 食	46 basic katakana
Intercultural and cultural	Discover typical daily routine for students in Japan Find out what Japanese students eat for lunch Learn about club activities offered at schools in Japan Reflect on your own daily life in comparison to what you have learnt about Japan	Reflect on how school life in Japan is different from where you live Learn more about the Japanese school system Investigate subjects studied by students in Japan	Find out about and reflect on Japanese school events Understand the Japanese school calendar and compare it with your own Compare transport that students use in Japan with your own Learn about <i>ninjas</i>	Learn more about the Japanese writing system
Text types	Photo captions Clocks Pie chart Menu Speech Manga	Photo captions Timetable Online chat Self-introduction Manga	Photo captions Calendar Map Poster Profile	Photo captions
Putting it all together	Write a speech about your daily routine Create a video story of your daily routine Class survey on daily routines	Write an introductory blog post	Create a calendar of school events Design a webpage for a school excursion	

Chapter	だい四か 57	だい五か 73	だい六か 85
Title	しゅみは何ですか	どんなキャラクターですか	おまつりとおいおい
Content	Hobbies and sports Holidays Mobile phones	Parts of body describing physical appearance Anime and manga Using <i>katakana</i>	Birthdays and special occasions Festivals Receiving gifts
Communicating	Talk about hobbies Discuss where and how often you do various activities Talk about activities you did and did not do Write a diary entry in Japanese	Talk about people's physical appearance Talk about personality and abilities Talk about your favourite <i>anime</i> and manga characters	Say happy birthday Explain how you celebrate your birthday Talk about what you received on your birthday Discuss what you did on a special occasion
Understanding	Learn frequency words to use when talking about how often you do something Learn how to use the verb ending ~ません でした. Use the particle で after a place word The use of particle に with some verbs Investigate how to call each other within a family	Using the て-form of い-adjectives and な-adjectives Build up a passage using conjunctions effectively	Particles に、から、を Say 'do it together' Using the verb もらいます 'to receive' Using particles から/に、を when constructing sentences about receiving presents Using particle で with みんな to mean 'all together'
Particles	で に		に から を
Kanji	買 休 山 川	目 口 耳 手	
Intercultural and cultural	Evaluate the place of homework during the summer break in Japan Analyse effects in the use of different scripts when referring to the same item	Explore how <i>anime</i> and <i>manga</i> are used in Japanese society Recognise Akihabara as a popular destination for <i>anime</i> and <i>manga</i> fans	Compare how people celebrate their birthdays and festivals in Japan and in Australia Learn about important birthdays in Japan Understand historical meanings of festivals Discover what you can find and buy in Japanese festivals
Text types	Photo captions Poster Picture diary Manga	Photo captions Manga	Photo captions Photo story Manga
Putting it all together	Create a survey about how teenagers spend their free time Write a picture diary about your best holiday	Create a hero or heroine Create a promotional video of yourself to send to a Japanese film company	Write a speech about birthdays in Australia Create a digital advertisement of a local festival

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# How to use *iiTomo*

Let's explore what's in your *iiTomo Second Edition* Student Book, Reader+ and Activity Book.

## Classroom expressions

You can find some useful classroom expressions that your teacher will be using and some you can learn to say on page viii to build on what you learnt in *iiTomo 1*. Have a go at practising these and using them during your Japanese lessons!

## Katakana chapter

In this second edition, you learnt *hiragana* at the start of *iiTomo 1* and were exposed to some *katakana* throughout the chapters. You will find all *katakana* learning in *iiTomo 2* between chapter 3 and chapter 4.

The *katakana* chapter is designed for you to learn all 46 *katakana* (*dakuon/handakuon*). Each page introduces 1–3 lines of *katakana*. The structure of these pages is the same:

- *Katakana* cards show how each character is written (stroke order) and are accompanied with modeling animations in your Reader+ eBook.
- Let's read provides reading practice focusing on carefully selected clothing and sports words.
- *Katakana in action* allows you to use the characters you are learning in context. The language introduced in this section gives you an opportunity to communicate in Japanese using the characters you have learnt. The Student Book will cover grammar points more thoroughly as you progress throughout the chapters; grammar is not the focus of the *katakana* chapter.

The other sections of this chapter are as per any other chapter and include Got it!, Vocabulary and Putting it all together. The corresponding Activity Book chapter provides opportunities for you to practise your *katakana* further.

You may cover the whole *katakana* chapter when you get to it, or at the start of the year, or even go through some pages at a time, then move on to another and back to the *hiragana* chapter.

Here are some features that are common to all chapters in your Student Book.

## Chapter opener page

The first page of every chapter offers 3 **Let's get started** inquiry questions for you to consider as a group. The first question is factual, the second conceptual and the last debatable. They allow you to tap into your general knowledge and personal experience. Then, take the time to discuss the authentic visuals on the page in class to predict what you will be learning about, and do the related intercultural tasks in your Activity Book chapter opener which provides some cultural insight too. In your Reader+ eBook, there is a video you may want to watch now and revisit later on or you could wait until you get into the chapter to watch it.



The learning goals for each unit include:

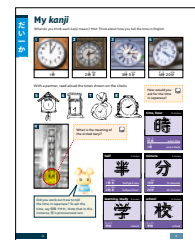
- **Communicating** outlines the new communication skills you will be learning

- **Understanding** lists the different language items you will be covering, including new *kanji*
- **Intercultural and cultural** shows some of the cultural information you will explore and comparisons you will make to help develop your intercultural understanding.

## My *katakana* and My *kanji*

These pages present *katakana* and *kanji* learning for the chapter with support for learning stroke order and pronunciation to help you read and write *katakana* and *kanji* quickly and confidently.

In your Reader+, stroke order animations will support you with your script writing skills and you copy or print out the character writing sheet for this purpose. The Activity Book includes some extra activities to help you practise your writing too.





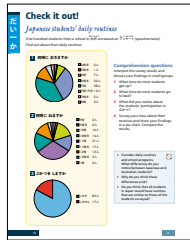
## Talk time

On these pages, you will get the opportunity to listen to and speak Japanese. Use the audio to rehearse your pronunciation and practise the speaking drills with a partner or in the class group. The English meaning for all new vocabulary is provided. Key sentence structures and grammar points are presented in red boxes with references to the relevant Got it! page.



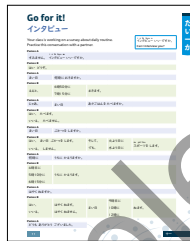
## Check it out!

On these pages, you will be able to read a variety of text types in Japanese. From brochures to personal presentations, to emails and websites, put your Japanese reading skills into practice and answer the comprehension prompts on the page.



## Go for it!

Use your speaking skills to practise everything you have learnt so far. Practise with the given conversation first, and then have a go at creating your own, replacing the words in burgundy colour.



## Got it?

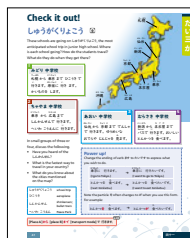
Refer to these pages to develop your understanding of how the Japanese language works. The key language seen in that chapter is explained and supported by examples. For each chapter, your Reader+ offers a few animations that present the main language points in a visual way. You could watch these in class and/or in your own time.



At the back of your book, reference pages provide a summary of the main language content. The **verb tables** are a great reference when you are unsure how to use the different verb forms in Japanese.

## Power up!

Power up your Japanese learning with this section which gives you additional information about a more advanced language point related to the chapter.



## Find out more!

These pages are where you will see everything you have learnt in the chapter come together in a Manga or another text type. Put your listening, speaking, reading and writing skills into practice while continuing to enhance your intercultural skills.

## Vocabulary

At the end of each chapter is a summary of the new key language introduced in that chapter. Your Reader+ includes a more complete chapter vocabulary list. You can also look up words in the end of book Japanese—English and English—Japanese vocabulary lists.

## Putting it all together!

The last page of each chapter includes some 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. You may even start working on an activity before you finish the chapter.

### Icons used in iiTomo Student Book

- Listen to Japanese native speakers and practise your comprehension and pronunciation skills.
- Watch video content to support you when learning grammar patterns and stroke order or view a dialogue related to the content of the chapter.
- 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.
- Learn something extra about Japanese culture or language!
- Develop your 21st century skills through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

### You will find handy reference charts inside the back cover of this book.

The iiTomo 2 student components are:

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

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

# いそがしいですか

## LET'S GET STARTED!

- What is your typical daily routine like?
- What do extra-curricular activities mean to you?
- To what extent do extra-curricular activities help people?



6時に おきます。



おべんとうを たべます。



やきゅうを します。

### Communicating

- Ask and tell the time
- Talk about your daily routine
- Discuss what you do each day
- Describe what you eat for lunch

### Understanding

- Read and write five *kanji*: 時, 半, 分, 学, 校
- Use the particles に and と
- Create the past tense of verbs

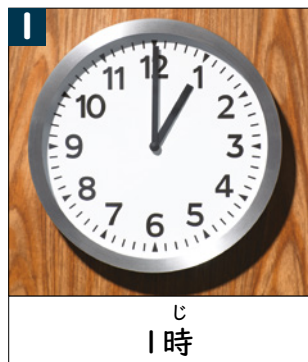
### Intercultural and cultural

- Discover typical daily routine for students in Japan
- Find out what Japanese students eat for lunch
- Learn about club activities offered at schools in Japan
- Reflect on your own daily life in comparison to what you have learnt about Japan

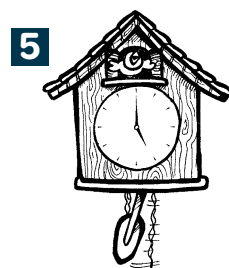
Before you start this chapter, go to page 1 of your Activity Book.

# My kanji

What do you think each *kanji* means? Hint: Think about how you tell the time in English.



With a partner, read aloud the times shown on the clocks.



How would you ask for the time in Japanese?



What is the meaning of the circled *kanji*?



Did you work out how to tell the time in Japanese? To ask the time, say 何時 ですか。 Note that in this instance, 何 is pronounced *nan*.

time, hour 10 strokes

時

なん じ  
何時 何 時 what time  
じ  
1時 one o'clock

half 5 strokes

半

じ はん  
1時半 half past one  
よ じ はん  
4時半 half past four

minute 4 strokes

分

ふん  
15分 15 minutes  
ふん  
20分 20 minutes

learning, study 8 strokes

学

がっこう  
学校 school

school 10 strokes

校

がっこう  
学校 school



# Talk time

## Beat the clock! 🎧

With a partner, read the times aloud. Try to say them as quickly and as accurately as you can. When you are ready, your partner will set the clock! Compare your results.



## いま、何時ですか 🎧

With a partner, practise the conversations on this page. Using the prompts, give a different answer each time. Remember to swap roles.

**1**

すみません。いま、何時<sup>じ</sup>ですか。

ああ。いま、3時半<sup>じはん</sup>です。

ありがとう ございます。

1.00 7.30 4.30

3.10 5.20 9.05

**2**

ねえ。いま、何時<sup>じ</sup>？

いま？ 3時半<sup>じはん</sup>。

ありがとう。

2.00 4.30 6.30

1.10 3.20 9.15

- What differences do you notice between these two conversations? 🎧
- What do they show about the relationships between the people?

いま	now
何時 <sup>じ</sup>	what time?
ああ	oh
ねえ	hey
すみません	excuse me

# Talk time

## まい日しますか

Let's look at ways we can talk about what we do every day. Listen to these dialogues to make meaning, and then practise with a partner.

1



**A** まい日 はやく おきますか。

**B** はい、はやく おきます。  
いいえ、はやく おきません。

2



**A** まい日 あさごはんを たべますか。

**B** はい、たべます。  
いいえ、たべません。

3



**A** まい日 おふろに はいりますか。

**B** はい、はいります。  
いいえ、はいりません。  
sha wa a  
シャワーを あびます。

4



**A** まい日 ぶかつを しますか。

**B** はい、します。  
いいえ、しません。

まい日	every day
はやく	early
おきます	wake up; get up
あさごはん	breakfast
たべます	eat
(お)ふろ	bath
はいります	get in; enter
sha wa a シャワー	shower
あびます	have/take (a shower)
ぶかつ	club activities

おふろに はいります。

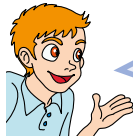
p.13

- In Japan, you will find traditional Japanese sports, clothes, food, etc., and things that have been introduced more recently from other countries. Why do you think this is so?
- What do you think are the advantages or disadvantages of each?

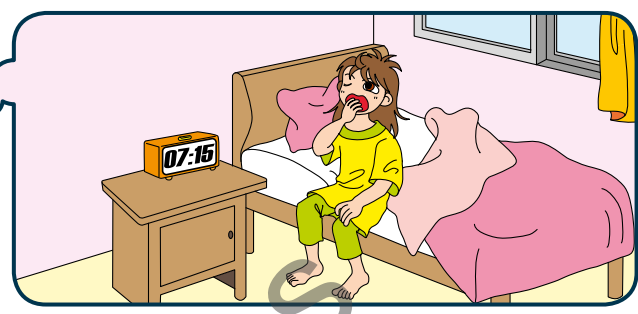



# 中村久美さんの一日

Listen to this conversation, and then practise it with a partner. As you get more confident, answer using the times that you would normally do things.

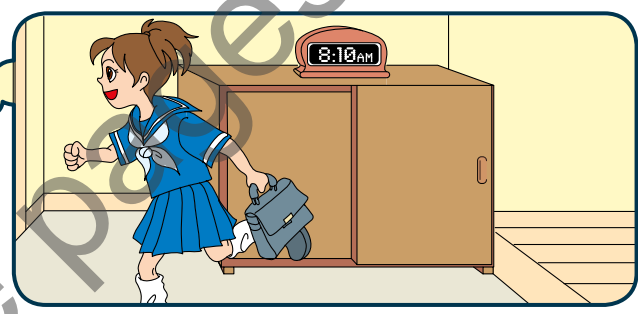
**1**  なかむら くみ <sup>じ</sup>  
中村 久美さんは 何時に  
おきますか。

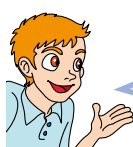
そうですね。  
<sup>じ</sup> <sup>ふん</sup>  
**7時15分**に おきます。



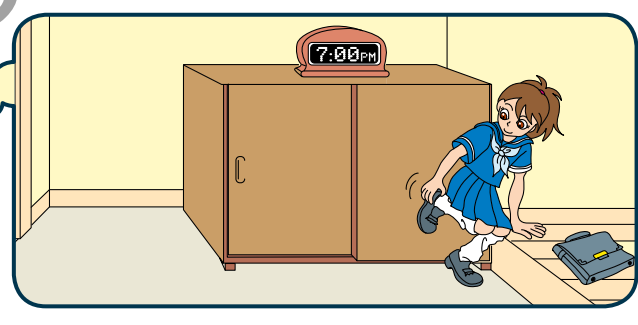
**2**  なん じ がっこう  
何時に 学校に いきますか。

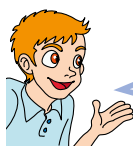
ええと、<sup>じ</sup> <sup>ふん</sup>  
<sup>がっこう</sup>**8時10分**に  
学校に いきます。



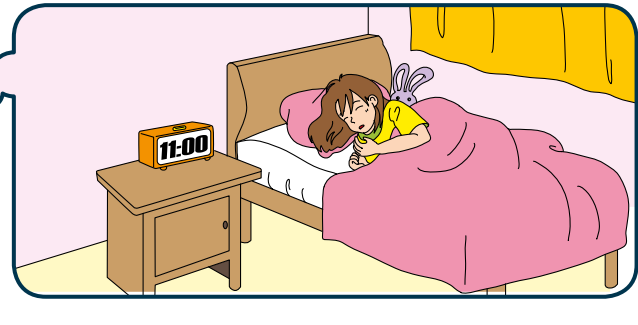
**3**  なん じ  
何時に うちに かえますか。

ええと、<sup>じ</sup>  
**7時**に  
うちに かえます。



**4**  じゃ、<sup>じ</sup>  
じゃ、何時に ねますか。

そうですね。  
<sup>じ</sup>  
**11時**に ねます。



うち	home
かえます	go home; return
ねます	sleep
じゃ	well then

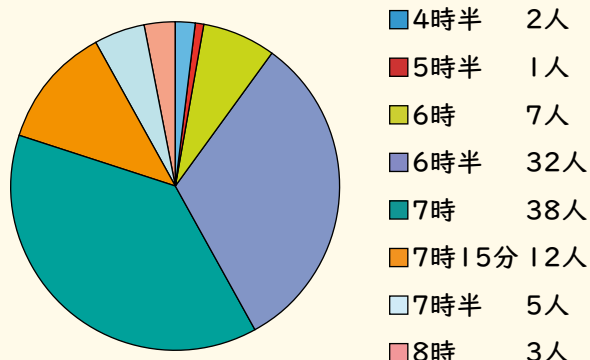
p.13  
[Person]は [time]に [activity]を [verb].  
[Person]は [time]に [place]に いきます。

# Check it out!

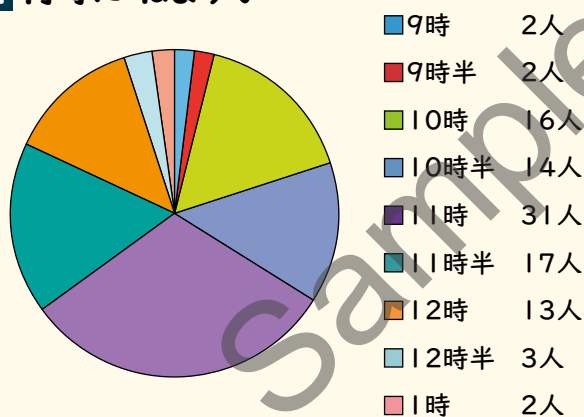
## Japanese students' daily routines

One hundred students from a school in 九州 answered an アンケート (questionnaire). Find out about their daily routines.

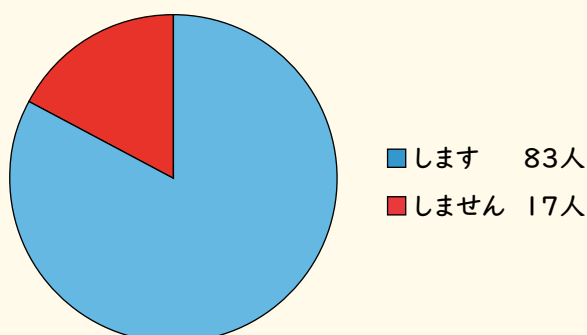
### 1 何時に おきますか



### 2 何時に ねますか



### 3 ぶかつを しますか



### Comprehension questions

Interpret the survey results and discuss your findings in small groups.

- 1 What time do most students get up?
- 2 What time do most students go to bed?
- 3 What did you notice about the students' participation in ぶかつ?
- 4 Survey your class about their routines and show your findings in a pie chart. Compare the results.

- Consider daily routines and school programs. What differences do you notice between Japanese and Australian students?
- Why do you think these differences exist?
- Do you think that all students in Japan would have routines that are similar to those of the students surveyed?

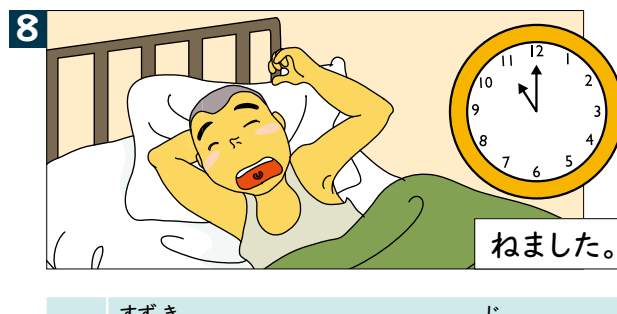
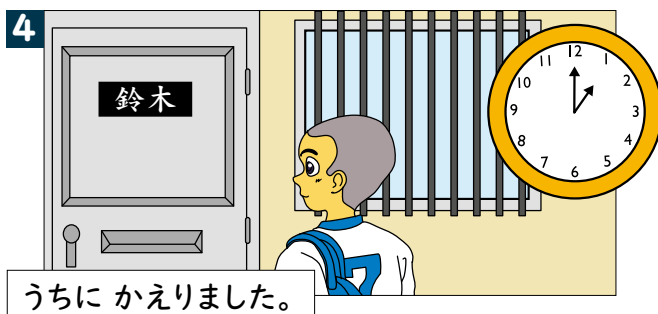
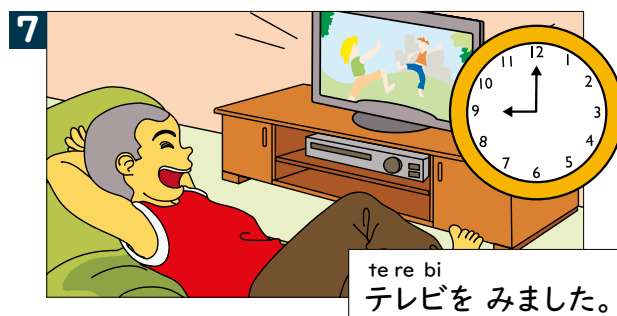
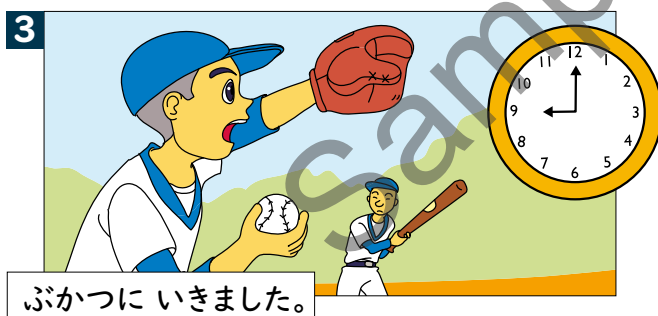
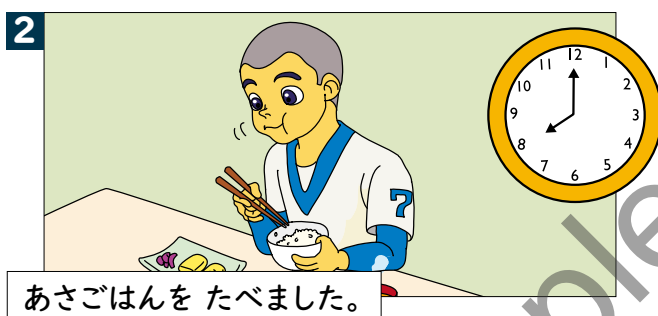
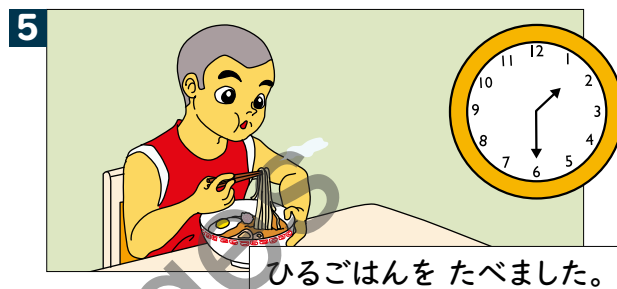
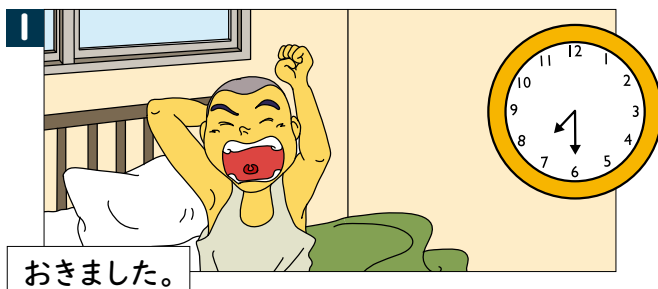


# Talk time

## 鈴木たかしくんの土曜日

To talk about past events, you need to know the past tense of verbs.

With a partner and using the dialogue below as an example, practise talking about what <sup>すずき</sup>鈴木くん did last Saturday. Remember to change **ます** ending to **ました** to make past tense of verb.



～ます (present tense) → ～ました (past tense)

p.13

ひるごはん lunch

**A** <sup>すずき</sup>鈴木くんは 土曜日に 何時に <sup>じ</sup>おきましたか。

**B** <sup>じはん</sup>7時半に おきました。

# Talk time

## ひるごはんは何をたべますか

なかむら  
What do you eat for lunch? Let's look at the menu at 中村さんの学校.


### 7月の きゅうしょく

16日	17日	18日	19日	20日
月よう日	火よう日	水よう日	木よう日	金よう日
ごはん	ra i su ライス	tō su to トースト	ra a me n みそ ラーメン	sa fu ra n ra i su サフラン ライス
さかな じゃがいも つけもの ぎゅうにゅう	ko ro k ke コロッケ su u pu スープ つけもの ぎゅうにゅう	chi ri ko n ka n チリコンカン sa ra da サラダ くだもの ぎゅうにゅう	はるまき くだもの ぎゅうにゅう	ha n ba a gu ハンバーグ じゃがいも su u pu スープ ぎゅうにゅう
				

With a partner, practise the dialogue. Then, swap roles.

- A** ひるごはんに 何を たべますか。
- B** ひるごはんに きゅうしょくを たべます。  
そして、ぎゅうにゅうを のみます。

ひるごはん	lunch
きゅうしょく	school lunch
じゃがいも	potato
ぎゅうにゅう	milk
のみます	drink

- What are the benefits of きゅうしょく? 
- If you had きゅうしょく at your school, what would you like on the menu? How would it differ from a typical menu in Japan?

[Meal] に [food item] を たべます。

[Drink/Soup] を のみます。

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# おべんとう

Practise conversing with a partner using the model dialogue below.



- A** ひるごはんを 何を たべますか。
- B** ひるごはんを おべんとうを たべます。  
そして、おちゃを のみます。

Look closely at the おべんとう. What differences do you notice between Japanese おべんとう and the lunches you take to school?



- A** だれと おべんとうを たべますか。
- B** ともだちと おべんとうを たべます。

[Person] と [activity] を [verb].

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ともだちと おべんとうを たべます。

- What do you notice in this photograph?
- Discuss how you would feel about eating your lunch in your homeroom every day.



(お)べんとう packed lunch  
(お)ちゃ tea  
だれ who  
だれと with whom?

# Check it out!

## 鈴木くんのスピーチ

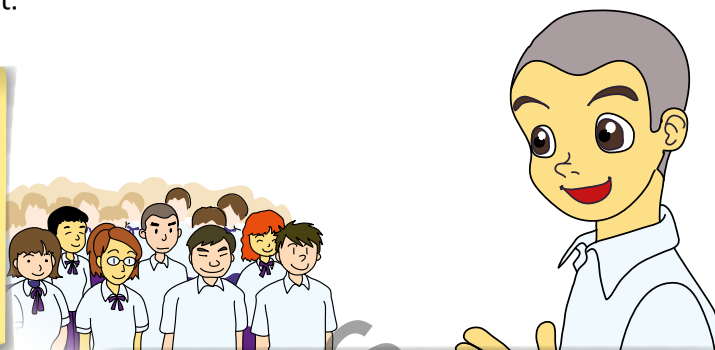


suzu ki

鈴木くん's class is going to have a teleconference with their pen-pal class in Japan.  
He was asked to prepare a speech to present.

みなさん、こんにちは。  
すずき  
ぼくは 鈴木 たかし です。

1



ぼくは まい日 7時に おきます。  
そして、あさごはんを たべます。  
じ がっこう  
8時に 学校に いきます。  
ひるごはんに おべんとうを たべます。  
ともだちと たべます。

2

まい日 7時に うちに かえります。  
それから、ばんごはんを たべます。  
じ te re bi  
9時に テレビを みます。  
そして、11時に ねます。

4

じはん  
4時半に ぶかつを します。  
me n ba a  
ぼくは やきゅうぶの メンバー です。  
やきゅうが 大好き です。  
まい日 ぶかつを します。  
土よう日も ぶかつを します。

3

では、これで おわります。  
ありがとう ございました。

5

〜ぶ	(activity) club
me n ba a	
メンバー	member
ばんごはん	dinner

Here are some tips to help you write your own Japanese speech. To begin, always greet the audience (for example, みなさん、こんにちは). End your speech by saying, では、これで おわります。 (Well then, this is the end of my speech.). Do not forget to say thank you – ありがとう ございました!