

TEACHER GUIDE • 2ND EDITION

ii Tomoko

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3+4

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# Foreword

*iiTomo* is a series that integrates aspects of intercultural language teaching and learning into a sustained program for teaching and learning Japanese language and culture.

Intercultural language teaching and learning is based on the understanding that language education must prepare students for meaningful communication with people from another culture. Language and culture are connected and mutually reinforced; through learning a language, students also engage with the culture of the people who speak it.

*iiTomo* moves beyond learning about Japanese culture from the outside, focusing instead on helping students personally engage with Japan's culture through its language.

In adopting an intercultural approach, *iiTomo* lets teachers and students go beyond language structures. They also explore the language's cultural context through reflective questions about the language and culture. The questions highlight the ways Japan's culture is embedded and reflected in its language. Even where the language is quite simple, *iiTomo* reveals the cultural depth that lies beneath words and phrases.

The authors of *iiTomo* have developed ways of bringing together language and culture so that learners can explore connections between Japanese culture and their own.

When these connections are recognised, learners better understand not only the new language and culture but also their own.

*iiTomo* also allows students to reflect on how Japanese ideas, values and ways of life differ from their own. As learners start to see culture through language, they begin the journey to becoming independent, intercultural communicators.

Anthony J. Liddicoat

# 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

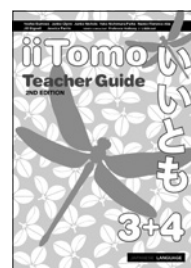
Updated engaging activities offer even more differentiated learning opportunities and reinforcement of key skills.

### 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, and select the right resources to suit your class or individual students. The Teacher Guide also includes clear learning goals, answers to the Student 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: a new *iiTomo Senior* Student Book and Reader+ for Years 11 and 12.

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# How to use this Teacher Guide

This Teacher Guide is designed to support you in teaching Japanese. It contains practical teaching notes, including a wealth of activities, ideas, intercultural language learning support and answers, as well as audio transcripts for the *iiTomo 3+4* Activity Book.

The *iiTomo 3+4* Teacher Guide:

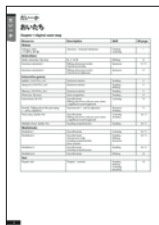
- saves time in planning and preparing lessons
- provides a range of learning activities to cater to all students
- gives suggestions for other resources available in the *iiTomo 3+4* course.

The structure of the Teacher Guide makes it easy to use and follow.

The following is an outline of key features.

## Chapter asset map

The chapter asset map highlights all the digital components the series offers for this chapter. This map gives the name of each resource, a description of what it does, the skill practised and a suggested Student Book page reference for when to use it.

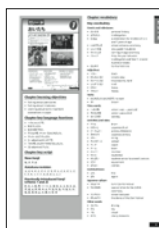


The assets mapped are:

- videos: conversational videos, pronunciation videos, grammar animations, stroke order animations
- interactive games
- worksheets
- chapter tests.

## Chapter focus

Each chapter opens with a chapter focus that includes the chapter learning objectives, an overview of the key language functions and script learning – new and previously introduced and revisited in that chapter – and a complete list of the new vocabulary covered in the chapter.



## Page or spread focus

Similar to the chapter overview of content, key language and script, but for each spread. This identifies the key focus of the page or spread rather than the whole chapter, to ease lesson preparation.



## Skill builder

Various teaching and learning strategies are provided under the skill builder heading. For example, you will find practical suggestions such as language and script games, cultural notes, points for group and class discussions, learning-how-to-learn strategies, extension tasks and assessment.

## Intercultural language learning (IcLL)

There are three types of prompts, which provide comprehensive and flexible support for implementing IcLL in your classroom:

- **scaffold** – prompts to help with the prompts in the Student Book
- **prompts** – additional prompts related to the Student Book
- **extension** – prompts to extend your students' thinking. These could be used for homework or a research project.

だ  
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▶ 読もう？

Listen to the audio on the *iiTomo 3+4* Reader and state whether the following statements are true or false by adding a circled 〇 (true) or a cross × (false).

- 1 ボールくんは10歳の時、日本が大好きでした。(×)
- 2 ボールくんは幼稚園の先生はやさしかったです。(〇)
- 3 ボールくんは幼稚園で友達を作りました。(〇)
- 4 プレゼントのゲームはじめて日本語をなりました。(〇)
- 5 日本語のゲームはじめてなりました。(〇)
- 6 ボールくんは幼稚園で友達を作りました。(〇)
- 7 ボールくんは幼稚園1年生の時、サッカーをはじめてしました。(〇)
- 8 サッカーのコーチは日本人でした。(〇)
- 9 ボールくんのフットボールのチームは大きかったです。(〇)
- 10 フットボールのチームは小さいチームでした。(〇)
- 11 18歳の時、うんてんのけんしゅうをはじめてしました。(〇)

**IcLL extension**

▶ Typical milestones

List the typical milestones of Australian students. Ask students to consider how the timeline would be different if they grew up in Japan. For example, if they grew up in Japan, they would have:

- celebrated 七五三 and received ちとけめ
- celebrated 子どもの日 or ひなまつり each year
- started kindergarten at three years old
- started school at six years old

**Learning objective**

Applying the learnt knowledge (and language) in a concrete setting

**Skill builder**

▶ Listening comprehension

Help students to understand the role-play's content and roles. Ask students the following questions after they have listened to the recording.

- 1 How many photos does the Australian student show?
- Two
- 2 Describe each photo.

STUDENT BOOK - PAGE 11

Go for it!

1. Listen to the audio on the *iiTomo 3+4* Reader and state whether the following statements are true or false by adding a circled 〇 (true) or a cross × (false).

2. Listen to the audio on the *iiTomo 3+4* Reader and state whether the following statements are true or false by adding a circled 〇 (true) or a cross × (false).

3. Listen to the audio on the *iiTomo 3+4* Reader and state whether the following statements are true or false by adding a circled 〇 (true) or a cross × (false).

## Culture

Offers further cultural content to support the chapter.

# Grammar

Gives extra explanation to support the grammar topic covered. This may give an additional way to present or explain a concept.

## Misconceptions

Identifies common misconceptions for students and teachers to avoid based on the authors' experiences in the classroom.

## Extension

Provides additional activities to extend students' understanding.

## ***iiTomo 3+4* resource boxes**

The *iiTomo 3+4* resource boxes are a reminder of what resources are available in the *iiTomo 3+4* course. They include:

- *iiTomo 3+4* Activity Book
- *iiTomo 3+4* audio
- *iiTomo 3+4* Reader+, including audio, video and interactive activities
- worksheets and tests.

## Other features

Also included in the *iiTomo 3+4* Teacher Guide:

- introduction to Intercultural Language Learning (IcLL)
- introduction to rubric writing
- suggested answers to the Student Book prompts, including intercultural prompts
- audio transcripts of the *iiTomo 3+4* Activity Book
- online access to tests, worksheets, rubrics and further teacher resource material via the *iiTomo 3+4* Teacher Reader+.

## Audio

- All listening material for the Student Book, Activity Book, assessment tasks and additional worksheet practice is provided in one easy-to-use resource online.
- High-quality, appropriately paced recordings by native speakers allow students to listen to clear and accurate modelling of the spoken language.

Unit 344 RESOURCES

ACTIVITY BOOK: Pages 23–24, p. 25

### Skill builder

#### ► Fill in the gaps

Ask students to refer to the Student Book and fill in the gaps with appropriate words.

#### ◆ コスギ ケイン

ケインさんのお父さんは日本人です。お母さんは中国人です。  
ケインさんはアメリカで生まれ育ちました。

1. 主の語、つまり「ケインさん」とは誰を指していますか。

ケインさんは日本人と中国を指しています。

#### ◆ 漢語

ローザン・シュワルツはアメリカで生まれ育ちました。

主の語、つまり「シュワルツ」は誰を指していますか。

ローザン・シュワルツさんはアメリカで生まれ育ちました。

主の語の、つまり「シュワルツ」は誰を指していますか。

シュワルツさんはアメリカで生まれ育ちました。

#### ► 主の語は？

To test the reading comprehension on, ask students to make up a true or false quiz in English or Japanese. For example:

1. ケインさんのお父さんは日本人です。 □ ×

2. ケインさんはアメリカで生まれ育ちました。 □ ×

### ICLL scaffold

In Japan, the term for people with one non-Japanese parent is being changed from ハーフ to タビシ. Why is this so? As a class, discuss this change, talking about the negative connotations of the word “half” (less than a whole) and the belief that the term タビシ more appropriately acknowledges both parents’ cultural backgrounds.

Ask students if they would be comfortable having the terms ハーフ and タビシ applied to themselves. What about the term タビシ?

How do we express the concept of mixed ethnicity in English?

What is a “half”?

We say things like, “he is half-Chinese and half-Malay” or “he is Chinese-Australian”. We are unlikely to say “he is half-Australian”.

How is Australia’s mixed cultural heritage reflected in the development of its (sub)cultural identity?

Historically, it was not. However, popular culture and perceptions of the typical Australian have changed and continue to change to reflect Australia’s multicultural population. For example, consider the popular song “I am Australian” which contains the lyrics “We are one, but we are many”.

### Misconception

#### ► Sumo wrestlers and celebrities in Japan

Sumo is a traditional sport in Japan but it doesn’t mean all the sumo wrestlers are Japanese. Many athletes in Japan, including in the traditional sport of sumo, come from overseas.

Prominent sumo wrestlers from overseas include:

◆ 白鵠 (オカシロ)

◆ 白鵠

Other sumo wrestlers include:

◆ 新井 (シンヅル)

◆ 新井

◆ 保原 (ホシノ)

These are just some of the many international sumo wrestlers, who come from countries such as Mexico, Brazil, China, Egypt, Russia, Thailand, Philippines, Kazakhstan, Iran, and India and in Hong Kong.

Many celebrities from neighbouring Korea are also gaining popularity in Japan, especially Korean pop musicians and groups such as KARA, Jock, Big Bang and 2PM.

### Extension

#### ► Famous celebrities

Ask students to do some research on one of the celebrities pictured and write a profile about them.

Alternatively, students can research and select a different Japanese celebrity with a mixed cultural background to research. Profiles can be shared with the class.

### Student Book answers

#### Comprehension questions

- Profile A: What activity does this person like to do?  
He loves basketball.
- Profile B: If this person is 25 years old, how long have they lived in Japan?  
20 years.
- Profile C: What kind of school did this person attend? What languages do you think this person can speak? Why do you think so?  
International School. This person was born and raised in Japan. This person attended the International School so they can speak both Japanese and English well.

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ACTIVITY BOOK AUDIO SCRIPTS

Task 9

a ジョ、はじめます。マズミダンスアカデミーで  
みなさん、お元気ですか？  
b オープニングの曲はどんな曲？  
c うしろをいいます。  
d アップテンションの曲です。

Task 28

a 子ども向けのダンスを思い出しました。  
b の半蔵さんの歌、しょうが先生が歌いました。  
c 私はスガワタが大好きです。だから、12月の時、  
ダンスを勉強しました。  
d はい記憶の録、何とどう覚えてました。  
e いえね、何人かの人を知っています。

Task 11

a クラウ	b カーストード
c クラフ	d キュー
e カード	f ターゲット

Task 12b

スタート  
カ、チ、シ、ズ、ギ、ホ、ム、ダ、グ、ハ、フ、キ、  
グ、ヒ、ス  
ゴール

Task 14

a カップケーキ  
b フットボール  
c オートラリーア

Task 26

a たんじょうびパーティーのしゅんなんです。私は好きです。  
b 七五三のしゅんなんです。行くのです。母と父親も一緒です。  
c 卒業式の日が来た、あつちのしゅんなんです。私も行くのです。  
d おそくのキャンプのしゅんなんです。10月の時です。  
e はい、私の年齢4年生でした。

Task 31

a 私は7歳の時、ピアノをはじめました。あの音楽は  
やりました。だから、レッスンが大変でした。  
b はい11歳の時、ギターをはじめてみました。ギターの演奏は  
きれいかったです。でも、まだ習い込んでいません。  
c これはダンスのコンテストのしゅんなんです。私も参加した  
子ども時代のダンスをはじめました。ダンスのレッスンは  
とても良かったです。  
d これは5歳の時です。私のたんじょうびのしゅんです。でも、  
私のバースデーケーキはとってもおいしかったです。でも、  
おいしかったです。

Task 37

1 バスケケットボールをはじめました。コーチはとても厳格でした。  
2 はいどのスポーツをしましたか。私はバスケットボールが好きです。  
3 そんなしゅんのコンテストに行きました。しゅんはとも  
うきでした。  
4 はいとてもいいキャンプをしました。キャンプは大変な仕事です。  
でも、たいへん楽しかったです。  
5 5年の時はじめてしゅんに参加しました。とてもよい経験だ  
りました。  
6 都立の図書館のスーパーに行きました。大成功とてもべんり  
でした。  
7 子ども時代の思い出はみんなのアメニティでした。  
はい、私はみんなの友達です。  
8 はい、とてもよく遊ぶことができました。  
9 グレートリアリーにはとても興味がありました。

Task 39

a たまひる  
子どもの時、ようすに思い出しました。先生はいつも優しく  
してくれました。  
b やせし  
高校一年生の時、たけなわの思い出しました。たけなわはたけなわ  
でした。  
c ゆめ  
中学三年生の時、はじめての思い出しました。ひとりは  
大きくてよかったと思います。  
d みんな  
学校で初めてサッカーをした思い出しました。  
とても面白かったです。

NOTES

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# An introduction to rubric writing

## Using rubrics in the Japanese classroom

It is recognised that feedback from the teacher to the student is a powerful way to support students by identifying their strengths and areas for improvement. Asking students to reflect on their learning also provides useful feedback to the teacher and assists in informing the direction of teaching. Feedback can be provided by teachers and collected from students in a variety of ways. Carefully structured rubrics can also assist in providing feedback to students for both formative and summative assessment tasks. In the *iiTomo* teacher support materials, example rubrics have been created to cover the four macro skills: listening, speaking, reading and writing. They have been created using the Australian Curriculum Achievement Standards (Year 7 entry) for Years 7 and 8, and 9 and 10.

## Australian Curriculum Achievement Standards

The Australian Curriculum Achievement Standards have informed the development of the assessment criteria for each rubric. The language in the Achievement Standards was carefully analysed and language referring to each of the four macro skills (listening, speaking, reading and writing) was extracted to form the criteria. The Australian Curriculum language has been simplified to make it student-friendly. Criteria relating to intercultural understanding have also been developed.

## Development of descriptors

One of the challenges in rubric creation is developing descriptors that align with the criteria. The descriptors should focus on skill acquisition and they should show increasing progression across the continuum. Descriptors are best written in student-friendly language and be phrased as 'I' or 'You' statements because they are focusing on the students and their skill development so that they can feel empowered and take charge of their learning.

## Some, Good, Very Good, Excellent?

When creating descriptors in a rubric, it is very easy to revert to ordered adjectives to show progression along the continuum. However, words such as 'good', 'very good' and 'excellent' are subjective and should be avoided where possible. The descriptors should focus on the skills the students are demonstrating.

## Headings across the continuum

In these sample rubrics, rather than assign a heading or number/letter grade to each descriptor column, an arrow moving forward to show progression has been included. This will highlight to the students the increasing skills they are developing in Japanese and focus students on what they need to do to make further progress. This is a shift from focusing just on the letter grades or marks received for a particular task.

## Reflection

It is important to build into rubrics a space for teacher and student reflection. Although the descriptors will highlight where the student's current skills lie along the continuum, the reflection from the teacher should highlight strengths and what the student can focus on for future improvement. Similarly, the student reflection should focus on what they see as their strengths and what they need to improve and then they can then have a discussion with the teacher on how to achieve this.

## Things to consider

- Note that not all descriptors have to have an equal number of indicators.
- What rubric do you intend to create: listening, speaking, reading or writing.
- Look at the Achievement Standard you are assessing against and draw four criteria for the particular assessment task. Four is a manageable number of criteria for an assessment task.
- Performance levels (the descriptors) 'describe increasing quality or sophistication of response to a particular task' (Masters, 2013, p. 42). The increasing levels could be informed by developmental theorists' taxonomies of learning (e.g. Bloom's Taxonomy) or include growth-mindset language.
- Order the descriptors from lowest to highest. The descriptors should show progression in the skill level, from demonstrating the criteria at the most basic level, to demonstrating the criteria to an advanced level. The descriptors should also allow for differentiation and enable high-achieving students the opportunity to demonstrate their advanced skills.
- The descriptors are observable features of performance. That is, what students can do, say, make or write to demonstrate the criteria.
- What skills are the students demonstrating as they progress to the next performance level?
- Each descriptor should include one idea that identifies what the student can do.
- Avoid using ordered adjectives to differentiate performance in the descriptors. For example, try not to use 'some', 'limited', 'sound', 'good', 'very good' and 'excellent'. The language in the descriptors should be specific so it is clear to students, teachers and parents what the content is about. For example, 'I am able to write single *hiragana* characters.'
- Avoid using numbers in the descriptors (e.g. 'used 3 grammar structures' or 'made 2 pronunciation errors').
- Avoid using deficit language (e.g. 'You did not ...'). Focus on the skill development and what the student can do, say, make or write. What does the learning look like as a student progresses from one performance level to another?

## Bibliography:

G Masters, *Reforming education assessment: imperatives, principles and challenges*, Australian Council for Educational Research, Victoria, 2013.



# Japanese classroom expressions

## 日本語のきょうしつのことば

Let's continue using Japanese classroom expressions. Listen and repeat these phrases so that you can use them regularly. Refer to page viii of your *iiTomo 1* Student Book and page viii of your *iiTomo 2* Student Book for more classroom expressions.

### 先生



Let's begin at page 10.	10ページからはじめましょう。
Let's begin at page 10, line 9.	10ページの <sup>ぎょう</sup> 9行目からはじめましょう。
Please read the first paragraph.	はじめの <sup>よ</sup> だんらくを読んでください。
Please read the second line from the top.	<sup>うえ</sup> 上から <sup>ぎょう</sup> 2行目 <sup>よ</sup> を読んでください。
Please read the third line from the bottom.	<sup>した</sup> 下から <sup>ぎょう</sup> 3行目 <sup>よ</sup> を読んでください。
Do/Did you understand?	わかりますか。／わかりましたか。
What did you learn?	(何が/どんなことが) わかりましたか。
Why is that so?/How come?	(どうして/なぜ) ですか。
What activities did you enjoy?	どのアクティビティーが おもしろかったですか。
What are the similarities?	にているところは何かですか。
What are the differences?	ちがうところは何かですか。
Please line up in (a row/ two rows /three rows).	(1れつ/2れつ/3れつ) になら んでください。
Let's make pairs.	ペアになりましょう。
Let's make groups of three.	3人のグループをつくりま しょう。
Your homework is due tomorrow.	<sup>あした</sup> しゅくだいは明日までです。
There will be a test next week.	<sup>らいしゅう</sup> 来週テストをします。
Who is next?	つぎはだれですか。
Please hurry up.	いそいでください。
Quickly	はやく
Slowly	ゆっくり
( ) more minutes.	あと( ) 分です。

### 学生



Could you explain it again?	もうどせつめいしてください。
Hiragana is easy.	ひらがなはやさしいです。
Grammar is hard.	ぶんぽうはむずかしいです。
Similarities are ( ).	にていることは ( ) です。
Differences are ( ).	ちがうことは ( ) です。
What I enjoyed or learnt is ( ).	たのしかったことは ( ) です。
What I found surprising is ( ).	おどろいたことは ( ) です。
I learnt about ( ) from this unit.	( ) についてわかりました。
I understand A well.	Aについてよくわかります。
I understand / understood A well.	Aについてよくわかります/ わかりました。
I think ( ).	( ) だとも思います。



# だ い 一 か おいたち

1

## LET'S GET STARTED!

- What are the major milestones in your life?
- Do your milestones reflect Australian culture? How?
- To what extent does where you live influence your milestones?



七五三のしやしんです。



やうちえんのしやしんです。



せいじんしきのしやしんです。

### Communicating

- Discuss past events
- Say when you did something for the first time
- Talk about an activity you did for the first time
- Asking and answering how old you were when a significant event happened

### Understanding

- Read and write katakana words related to major milestones
- Understand and use おくがな and ふりがな
- Read and write four kanji: 私, 才, 子, 友
- Understand and use the past tense of adjectives

### Intercultural and cultural

- Learn about some important celebrations in Japan
- Compare personal milestones for Australian and Japanese teenagers

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

## Chapter learning objectives

- Talking about past events
- Talking about milestones
- Learning about some important celebrations in Japan

## Chapter key language functions

- ～のしやしんです。
- 何才でしたか。
- 何才の時ですか。
- 子どもの時、サッカーをはじめました。
- サッカーはどうでしたか。
- [い-adjective]かったです。
- 7才の時、はじめてやきゅうをしました。
- [な-adjective]でした。

## Chapter key script

### New kanji

私, 才, 子, 友

### Katakana revision

カ, ガ, キ, ギ, ク, グ, ケ, ゲ, サ, ザ, ス, ズ, タ, ダ, ツ, ヅ, ト, ド, ネ, フ, ブ, プ, ホ, ボ, ポ, リ, ル, ン

### Previously introduced kanji (iiTomo 1 and 2)

日, 本, 人, 語, 円, 一～十, 父, 母, 何, 大, 小, 月, 火, 水, 木, 金, 土, 好, 時, 半, 分, 学, 校, 先, 生, 中, 高, 年, 行, 見, 食, 買, 休, 山, 川, 目, 口, 耳, 手

## Chapter vocabulary

### Key vocabulary

#### Events and milestones

- おいたち personal history
- ようちえん kindergarten
- 七五三 a celebration for children of 3, 5 and 7 years of age
- にゅう学しき school entrance ceremony
- しん一年生 new grade 1 students
- せい人しき coming-of-age ceremony
- プレップ Prep, the year between kindergarten and Year 1 in some Australian states
- はじめて for the first time

#### Adjectives

- くろい black
- かんたん(な) simple; easy
- たいへん(な) troublesome; hard
- しんせつ(な) kind
- おもい heavy
- うれしい happy

#### Verbs

- はじめました (はじめます) to start
- さく bloom

#### Time words

- ～才の時 when I was — years old
- 子どもの時 when I was a child
- さいこの日 last day

#### Activities and clubs

- ドラム drum
- わだこ Japanese drum
- アーチェリー archery (Western)
- きゅうどう Japanese archery
- スキー skiing
- ネットボール netball
- コーチ coach
- チーム team
- メンバー member
- せいと student(s)
- せんぱい students senior to oneself; seniors
- どうぐ equipment
- ようふく clothes

#### Useful phrases

- これ this
- また again

#### Japanese culture

- ひなまつり Girls' (Doll's) Festival
- ちとせあめ special lollies for the 七五三 ceremony
- ランドセル school backpack
- ぼんおどり the dance of the Bon Festival

#### Other words

- うんてん driving
- そら sky
- くも cloud
- さくら cherry blossoms



## iiTomo 3+4 RESOURCES

**ACTIVITY BOOK:** Tasks 1–2, p. 1

**VIDEOS:** Dialogue: ノアと友だち: 第一話

## How to use the dialogue videos

*iiTomo 3+4* contains ten videos for you to use, including interview-style videos and dialogues. These videos are created based on the chapter topics and key language. They can be used as a spark (engaging students' curiosity), as practice for listening and viewing skills, as well as for reviewing the content that they have learnt at the end of the lesson.

The *iiTomo 3+4* video series includes a new character, Noah – an Australian university student. Noah is in Japan as an exchange student and plans to become a Japanese teacher in the future. He records interviews in Japan for future use.

### ノアと友だち: 第一話

Noah is recording videos while he is in Japan so that he can use them when he teaches Japanese in the future. This video is about milestones.

#### ► Comprehension questions

- What does Mie do?  
**Teaches Japanese**
- What is her hobby?  
**Jogging**
- When did she start doing this?  
**When she was 25 years old**
- What did she like to do when she was small?  
**Dance and play piano**
- When did she start doing these activities?  
**She started dancing when she was 8 years old and playing the piano when she was 6 years old.**
- What club activity did she do? Describe what it was like.  
**Basketball. Her team was very strong, so training was very hard.**

## Skill builder

### ► Viewing and reading skills

#### Picture 1

- Where is she?  
**At a shrine**
- What is she wearing?  
**A kimono**
- What numbers are 七五三?  
**7, 5 and 3**
- How old do you think she is?  
**She is probably three years old.**
- What is the occasion?  
**Shichigosan**

#### Picture 2

- What do you think the occasion is?  
**A graduation**
- What do you think of the way they are dressed?  
**It is quite formal.**
- What do you think そつぎょうしき means?  
**Graduation**

#### Picture 3

- Where are they? What are they wearing?  
**They are outside a council office, wearing kimonos.**
- What do you think せいじんしき means?  
**Coming of age ceremony**

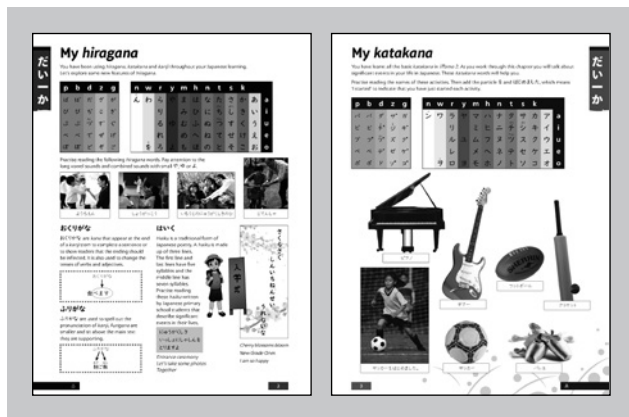
## IcLL scaffold

- Define the term 'personal milestone'.  
**Typically, answers will mention actions and events that mark significant changes or stages in development in someone's life.**
- Brainstorm typical milestones for Australian students, such as: a child's first birthday; the first day of kindergarten, primary or high school; riding a bicycle for the first time; or a person's first overseas trip.

## IcLL extension

### ► Important celebrations

- What are celebrations that are important to you?
- What are some significant national celebrations in Australia?
- Do all Australians participate in these celebrations?



### Learning objectives

- Reviewing *hiragana* and *katakana*
- Long vowels and combination sounds

### iiTomo 3+4 RESOURCES

**ACTIVITY BOOK:** Tasks 3–6, p. 2; Tasks 7–9, p. 3; Tasks 10–12, p. 4; Tasks 13–15, p. 5; Tasks 16–18, p. 6

**INTERACTIVE GAME:** Bubbles: カタカナれんしゅう; Hang on!: カタカナれんしゅう; Memory: カタカナれんしゅう

### Skill builder

Use these tasks to revise *katakana* learning from *iiTomo 2*.

#### ► Think, pair, share

List three or more strategies to learn *katakana*. Share your ideas with a partner. Lead a class discussion to identify the best strategies.

Possible strategies might include making up a song with dance moves, creating a movie showing mnemonics or teaching younger siblings and friends.

#### ► Katakana table

Study the *katakana* table.

- Students should list five *katakana* that resemble *hiragana*.
- Compare ツ and シ and ask students to explain the differences in their own words.

#### ► Guess the *katakana*

**What you need:** a set of interactive whiteboard or overhead projector slides with one *katakana* per page  
Using the screen function, hide part of each *katakana* and ask students to guess which one it is. By hiding a larger portion of each *katakana* character, you can make it harder to guess.

#### ► Katakana じゃんけん

**What you need:** a set of *katakana* cards for each student in the class

Play じゃんけん (rock, paper, scissors). The loser of each round of じゃんけん has to show their partner a *katakana* card; the winner has to read it correctly to obtain the card. The game continues until one player takes all their partner's cards.

#### ► Katakana battleships

Instruct students to draw two grids similar to the example below, or use your computer to print some out and distribute two to each student.

	カ	キ	ク	ケ	サ	ガ	ギ	グ	ゲ	ザ
一										
二										
三										
四										
五										
六										
七										
八										
九										
十										

The game is played in pairs. Before play begins, each student plots the position of six ships (two of each type) on one grid, without showing their partner. Each ship occupies a specific number of consecutive squares on the grid and can be arranged horizontally or vertically. Ships cannot overlap or be placed diagonally.

- battleship = 5 squares
- cruiser = 3 squares
- patrol boat = 2 squares

Once the ships have been positioned, students use their second grid to take turns firing at their partner and being fired on by calling out plot coordinates in Japanese. If a ship occupies the space, it is marked with X and announced as a hit. A miss is marked with a diagonal line.

When all of the squares of a ship have been hit, the student will say '[Battleship/cruiser/patrol boat] はしずみました。'.

The first person to sink all of their partner's ships wins the game.

#### ► Typing ズ and ヅ

Explain that you need to type 'di' for ズ and 'du' for ヅ.

#### ► Understanding long sounds

**What you need:** Write the following words on the board:

- サッカー
- サーカス
- ダーツ
- スカート
- ボーカル

Use the *katakana* table to sound out each word and guess its meaning in English. Identify words that would challenge English speakers and discuss why these words are difficult.