

Yoshie Burrows • Yoko Nishimura-Parke • Mami Izuishi • Emma Lowry

iiTomoiい

STUDENT BOOK • 3RD EDITION

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JAPANESE LANGUAGE

iiTomoi

STUDENT BOOK • 3RD EDITION

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Pearson Australia
(a division of Pearson Australia Group Pty Ltd)
459-471 Church St, Level 1, Building B, Richmond, Victoria, 3121
PO Box 23360, Melbourne, Victoria 8012
www.pearson.com.au

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First published 2018 by Pearson Australia
2030 2029 2028 2027 2026
10 9 8 7 6 5 4 3 2 1

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Senior Delivery Manager: Ellen Trevan
Development Editors: Amelia Norello and Corinne Atioune
Rights and Permissions Editor: Amirah Fatin Binte Mohamed Sapi'ee
Production Manager: Kalpana Venkataramani
Production: Newgen KnowledgeWorks
Editor: Sara Kitaoji
Designer: Leigh Ashforth, Watershed Design
Illustrations: Tomomi Sarafov, Kai Lynk, Kae Sato-Goodsell, Boris Silvestri,
Kanako and Yuzuru/Goodillustration.com, Catani Manga Art Studio
Printed in Australia by Pegasus Media & Logistics



A catalogue record for this
book is available from the
National Library of Australia

ISBN 9780655721055
Pearson Australia Group Pty Ltd ABN 00 004 245 943

Acknowledgement of country

Pearson acknowledges the Traditional Custodians of the lands upon which the many schools throughout Australia are located.

We respect the living cultures of Aboriginal and Torres Strait Islander peoples and their ongoing connection to Country across lands, sky, seas, waterways and communities. We celebrate the riches of Indigenous Knowledge systems, shared with us and with schools Australia-wide.

We pay our respects to Elders, past and present.

In this resource

Throughout this resource, 'First Nations' is used as an encompassing term for all First Nations Peoples of Australia, Japan and other regions of the world.

We use the term Australian First Nations Peoples or Aboriginal and Torres Strait Islander Peoples when there is the need to refer to a holistic Australian context. Plurals (including Peoples, languages and cultures) are used when using collective terms, in order to recognise the diversity that exists within those groups.

Preferred terms of reference evolve over time and are as diverse as the people they refer to. There are hundreds of Aboriginal and Torres Strait Islander cultures across Australia, all with distinct languages, traditions and stories. There is unlikely to ever be a single, preferred term of reference. It is important to learn and respect local language and respect the terms preferred by your local Elders and community.

Aboriginal and Torres Strait Islander peoples are advised that this text may contain images, voices and names of deceased persons.

Acknowledgements

First Edition Series Consultant: Anthony J. Liddicoat

Second Edition content audits: Yoshie Burrows, Naoko Florence Abe, Leil Whittingham and Lauren Wainwright

Third edition content reviews: Leil Whittingham

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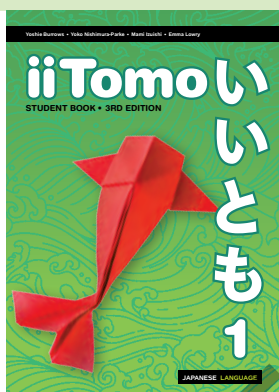
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The *iiTomo* 1–4 Third Edition series offers a complete and supportive suite of print and digital resources with updated features for a motivating and supportive Japanese language learning experience for students and teachers. The series has the intercultural language learning, communicative and spiral approaches at its core.

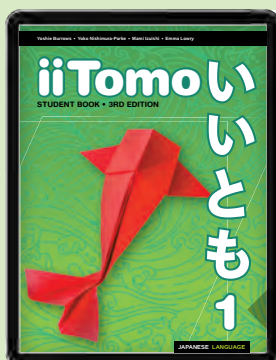
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Title	ひらがな	はじめまして	わたしのともだち	わたしかぞく
Content	The Japanese writing system Animals Colours	Self-introductions Greetings What I like Countries and nationalities	Introducing yourself and others Numbers 0–100 Personal information Friends	Family Describing people
Communicating	Use key expressions for likes and dislikes Use some vocabulary for colours and animals Ask and say what something is Use some polite expressions	Introduce yourself using key expressions and gestures Greet people in different situations Talk about things you like Talk about nationalities	Ask someone their name, age and phone number Tell someone your name, age and phone number Introduce and describe your friends Count to 100	Say how many people are in your family Ask about someone else's family Describe family members
Understanding	Discover the Japanese writing system Discover the Japanese sound system Learn some Japanese punctuation marks	Explore the meaning of はじめまして Investigate the Japanese sound system Read and write hiragana words	Use い adjectives Read and write the numbers 1 to 99 in kanji Understand how to use the honorific お	Understand and apply the rules for counting people with 人 Learn the positive and negative forms of verbs Master the use of suffixes with names: さん, くん, ちゃん, さま
Particles	か, が, は, を	は, が, か	と, も, の	が
Sound system	Pronunciation of the Japanese vowels and consonants	Pronunciation of particle は , long "o" sound and the す sound in です	Use small や, ゆ and よ to make combination sounds Use う for the long "o" sound	Use small つ to double a consonant Revisit long vowel sounds
Hiragana and kanji	46 basic hiragana and their modified forms	日, 本, 人, 語	Kanji numbers 1–99 [Power up! 私]	父, 母, 何
Intercultural understanding	Learn about the origins of the Japanese writing system Consider appropriateness when expressing likes and dislikes	Locate Japan and where you live on a world map Adjust the language you use to suit different contexts Compare teen cultures in Japan and in your community	Learn about Japanese given names and family names Compare how different ages are celebrated in Japan Reflect on friendship in Japan	Discover how Japanese people refer to their own family members when speaking to others Discover how Japanese people address their own family members Discover how Japanese people address someone else's family members
Text types	Photo captions	Photo/manga captions Map Speech	Photo captions Profiles Interview Manga	Photo/manga captions Photo story Manga

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Title	わたしのまち	わたしのいっしゅうかん	いただきます
Content	Places	After-school activities	Japanese food
Communicating	Ask others where they live and say where you live Describe your city or town Ask for and give information about places Talk about major cities and specialties in Japan	Express how much you like something Talk about what you and others do on a certain day of the week Say where someone is going Talk about what you and others do and don't do after school Use the days of the week Express more likes and dislikes	Use numbers 100–1000 Ask for and give prices Talk about your favourite food and what you will eat Order food at a restaurant Use appropriate phrases and gestures to start and finish a meal
Understanding	Use the particles に and で Use い and な adjectives Use the conjunction そして	Negative form of verbs	Revise the use of the particle を
Particles	に, で	に, を	ね, よ
Sound system			Pronunciation of 300, 600 and 800
Kanji	大, 小 [Power up! 東, 京, 都, 広, 島, 町]	月, 火, 水, 木, 金, 土, 好	円 [Power up! 百, 万]
Intercultural understanding	Learn about some major cities in Japan Explore local products, cuisine and souvenirs Reflect on the identity of your own town, city and region	Learn about activities that Japanese students enjoy and compare them with the ones you enjoy Discover after-school activities that are popular among Japanese students	Discover various Japanese dishes Explore the concept of set meals Discover the importance of presentation for Japanese food Understand the different ways of expressing "dislike" based on context
Text types	Photo captions Souvenir map Brochure Interview Manga	Weekly schedule Poster Email Website Interview Blog post	Photo/manga captions Menu Text message Advertisement Manga



You will find each chapter's prior learning content, chapter projects, flashcards, videos, as well as a wealth of extra drilling activities and practice tasks, worksheets and assessment on **Pearson Digital Hub**.

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How to use iiTomo

Let's explore what's in *iiTomo* Third Edition Student Book, eBook, Hub and Activity Book.

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

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. Have a go at practising these and using them during your Japanese lessons!

Hiragana chapter

In *iiTomo*, you will find all hiragana introduced at the start of the book in *Student Book 1* and *Activity Book 1*. All katakana are introduced in *iiTomo 2*.

The Hiragana chapter in *iiTomo 1* is designed for you to learn all hiragana characters. The chapter begins with general information about the Japanese writing system. Each page after that introduces two to four lines of hiragana. The structure of these pages is the same:

- **Hiragana cards** show how each character is written and are accompanied by animations in **Hub** to show the stroke order.
- **Let's read** provides reading practice focusing on carefully selected animal and colour words.
- **Hiragana in action** shows what you can do using the characters you are learning. The language introduced in this section gives you an opportunity to communicate in Japanese at a basic level from the very beginning of your learning. Grammar is not the focus of the hiragana chapter.

In the **Activity Book** Hiragana chapter and on **Hub**, you have more opportunities to practise everything you have learnt in your Student Book.

You may cover the whole hiragana chapter at the start of the year, or go through some pages then move on to chapter 1 and come back to it.



Hi! I am Yamane, a native Japanese dormouse! I will be with you throughout your learning journey in *iiTomo* Student Book and Activity Book to offer you hints, interesting facts and more!



Core chapters

Here are the common features in the core chapters of your Student Book.

Chapter opening page

The first page of every chapter offers three *Let's get started!* inquiry questions for group discussion. 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 in class to predict what you will be learning about, and do the related tasks in your **Activity Book** chapter opening page and on **Hub**, in *Let's get started!* In the **Hub Discover** lesson, there is a sitcom video called *Naomi and Friends* that you may want to watch first and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features Naomi, a teenager, and her friends and family in Japan, and gives you the opportunity to discover real-life situations in Japanese at your level.

The learning goals for each chapter are:

- **Communicating** outlines the new communication skills you will be developing
- **Characters** lists the new Japanese characters you will be learning to read and write
- **Understanding** lists the different language items you will be covering, including sound system and sentence patterns
- **Intercultural understanding** shows the cultural insights you will explore and comparisons you will make to develop your intercultural understanding.

My hiragana and My kanji

These sections present hiragana and kanji learning for the chapter with support for learning stroke order and pronunciation to help you read and write the characters quickly and confidently.

In **Hub Characters learning**, stroke-order animations support you with your script-writing skills and you can copy or print out the character-writing sheet for this purpose. You will also get an opportunity to practise reading characters on **Hub**. The **Activity Book** includes some extra activities to practise writing them.

My Japanese sounds

This section provides extra learning and tips on reading and pronouncing Japanese like a pro! On **Hub**, *My Japanese sounds*, you will find some video support and skill builder notes too.



Talk time

On these pages, you will get the opportunity to listen to and speak Japanese. Use the audio as a model and practise the speaking drills with a partner or in the class group. Key sentence structures and grammar points are presented in boxes with references to the relevant *Got it?* page.



Check it out!

View and read a variety of texts in Japanese. From brochures to personal presentations, to emails and websites, put your skills into practice and answer the viewing, comprehension and higher order questions. Go to **Hub** for some vocabulary learning tasks and complete more practice in your **Activity Book**!



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. On **Hub** there are some *Power up!* tasks too!



Go for it!

Use your viewing, listening, reading, writing and/or speaking skills to practise everything you have learnt so far. On **Hub**, go to *Practise* to find more interactive tasks at your level too.



Find out more!

These pages are where you will see everything you have learnt in the chapter come together in a manga or online blog post. Put your viewing, listening, reading and writing skills into practice while continuing to develop your intercultural understanding.

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. **Hub Understand** offers animations that present the main language points in a visual way and some check-in tasks to ensure you got it! You could do these in class and/or in your own time.

Vocabulary

On the last page is a summary of the new key language introduced in that chapter. You can also look up words in the Japanese–English and English–Japanese vocabulary lists at the end of the book.

Putting it all together!

The last section of each chapter references to your **Activity Book Self-assess**, *Quiz* and *Reflect* pages. On **Hub** you can now complete *Apply differentiated tasks*, your chosen *Chapter project*, and *Reflect and revise*.

You will find handy hiragana and kanji reference charts inside the back cover of this book.

References

At the back of your book, there is a summary of the main language points covered in the book. The **verb tables** are a great reference when you are unsure about how to use the different verb forms in Japanese.



Icons used in the iiTomo Student Book:



Go to **Pearson Digital Hub** and find some more content or practice!



This icon indicates which page number in the Activity Book the activity refers to.



Listen to Japanese native speakers and practise your comprehension and speaking skills.



Watch a video on **Hub** to support you when learning grammar patterns and stroke order or view a sitcom episode related to the chapter.



Develop your intercultural language learning awareness. Observe, notice, explore, compare, and share your point of view.



Work out Japanese language using deductive and thinking skills.



Learn something extra about Japanese culture or language!



Watch out for and learn strategies to avoid common mistakes made by learners of Japanese language.



Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

Japanese classroom expressions

ni hon go no kyō shi tsu no ko to ba

日本語のきょうしつのことば

Learn these expressions and start using them as much as possible in class.

sen sei
先生



Stand up.	kī ri tsu ta t te ku da sa i きりつ。／ たって ください。
Bow.	re i れい。
Good morning. / Hello.	o ha yō go za i ma su ko n ni chi wa おはようございます。／ こんにちは。
Sit down.	cha ku se ki su wa t te ku da sa i ちゃくせき。／ すわって ください。
Everyone	mi na sa n みなさん
Let's call the roll.	shu s se ki o to ri ma su しゅっせきを とります。
Today, we will study ...	kyō wa o be n kyō shi ma su きょうは ～を べんきょう します。
Please look/watch.	mi te ku da sa i みて ください。
Please listen.	kī i te ku da sa i きいて ください。
Please read.	yo n de ku da sa i よんで ください。
Please write.	ka i te ku da sa i かいて ください。
Please say it.	i t te ku da sa i いって ください。
Please make pairs.	pe a ni na t te ku da sa i ペアに なって ください。
It's page	pē ji de su ～ページ です。
Do you understand?	wa ka ri ma su ka わかりますか。
Did you understand?	wa ka ri ma shi ta ka わかりましたか。
Please be quiet!	shi zu ka ni shi te ku da sa i しずかに して ください。
Well done!	yo ku de ki ma shi ta よく できました。

chū gaku sei
中学生



Here! (roll)	ha i はい。
Teacher	se n se i せんせい
(Your classmate's name)	(~ sa n / ku n) (～さん／くん)
is absent.	wa o ya su mi de su は おやすみ です。
I am sorry (to be late).	(o ku re te) su mi ma se n (おくれて) すみません。
I understand/understood.	wa ka ri ma shi ta わかりました。
I don't understand.	wa ka ri ma se n わかりません。
Can you please say it again?	mō i chi do i t te ku da sa i もう いちど いって ください。
Please say it slowly.	yu k ku ri i t te ku da sa i ゆっくり いって ください。
What is ... in English?	wa e i go de na n de su ka ～は えいごで なん ですか。
What is ... in Japanese?	wa ni ho n go de na n de su ka ～は にほんごで なん ですか。
May I go to the bathroom?	to i re ni i t te mo i i de su ka トイレに いってもいい ですか。
Do you have ... ?	wa a ri ma su ka ～は ありますか。
Can I borrow this?	ka ri te mo i i de su ka かりてもいい ですか。
Here you are.	dō zo どうぞ。
Yes. / No.	ha i i i e はい。／ いいえ。

textbook (student book)	kyō ka sho きょうかしょ
activity book	a ku ti bi ti bu k ku アクティビティ・ブック
notebook	nō to ノート
dictionary	ji sho じしよ
computer	ko n pyū tā コンピューター
laptop	ra p pu to p pu ラップトップ

whiteboard	ho wa i to bō do ホワイトボード
tablet/iPad	ta bu re t to a i pa d do タブレット／アイパッド
pen	pe n ペン
pencil/ colour pencils	e n pi tsu i ro e n pi tsu えんぴつ／いろえんぴつ
eraser	ke shi go mu けしゴム
paper	ka mi かみ

Notice in words like ^{kyō}きょう
and ^{ko n pyū tā}コンピューター,
there is a "macron" over some
romaji vowels. This means it
is pronounced as a long vowel
sound. We can also write these
words with double vowels:
"kyou" and "konpyuutaa".

ひらがな

ひらがな

Before you start this chapter, go to page 1 of your Activity Book and do *Let's get started* and *Discover* on Hub.

Let's get started!

- ✱ What do you know about Japanese writing?
- ✱ How can learning Japanese scripts help with your study skills?
- ✱ Is it important to learn Japanese with the Japanese writing system rather than with romaji (the Roman alphabet)? Why?



Communicating

- Use key expressions for likes and dislikes
- Use some vocabulary for colours and animals
- Ask and say what something is
- Use some polite expressions

Characters

- Read and write the 46 basic hiragana and their modified forms

Understanding

- Discover the Japanese writing system
- Discover the Japanese sound system
- Learn how to use some Japanese punctuation marks

Intercultural understanding

- Learn about the origins of the Japanese writing system
- Consider appropriateness when expressing likes and dislikes

The Japanese writing system

Hiragana, katakana and kanji

There are three scripts in the Japanese writing system, and all three can be used in one sentence. Look at the following sentence and read the relevant colour-coded explanations.

watashi wa shū matsu ni re su to ra n de pi za o ta be ma shi ta.
私 は 週末 に レストラン で ピザ を 食 べました。
I weekend on restaurant at pizza ate

Kanji

Kanji means "Chinese character". The script originated in China and was adopted by Japanese people around the 5th century. The kanji characters are often made up of many strokes. They are used for names of people, places and things, such as students, mountains and clothes. They are also used for many concepts, such as days of the week, art and happiness. Each character has its own meaning; for example, 愛^{ai} means "love", 月^{tsuki} means "moon/month" and 日^{hi} means "sun/day".

Sometimes, two or more kanji form one word. What do you think the kanji word 電車 could be if 電 means "electricity" and 車 means "car"?

What do you think the kanji word 明日^{ashita} means? Hint: What happens after a cycle of the sun and the moon?

Hiragana

The hiragana script was developed from kanji in the Heian period (794–1185). Writing kanji was time-consuming, as the characters often have many strokes and were not always sufficient to express the Japanese language. In contrast, hiragana characters have no meaning on their own. They have a curvy look; for example, いぬ^{i nu} (dog). Each character represents a specific syllabic sound. Hiragana characters are often combined with kanji to form a word; for example, 明るい^{aka ru i}. You will learn to read and write hiragana in this chapter.

Katakana

The katakana script was also developed using some parts of kanji. Just like hiragana, each katakana character represents a particular sound. They are more angular than hiragana characters; for example, テニス^{te ni su} (tennis). Katakana is used to write words that have been borrowed from other languages, names other than Japanese and Chinese names (which are written with kanji). You will come across katakana with reading support in *iiTomo 1* and learn to read and write them in *iiTomo 2*.

Look at the photos on page 1. Can you spot which characters are hiragana, katakana and kanji?

asa go han

朝ご飯 (breakfast)

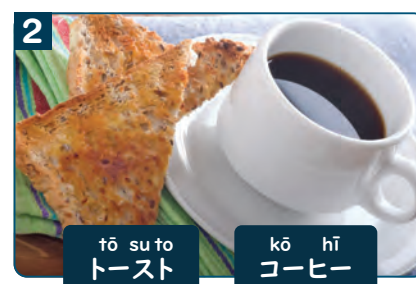
In the word 朝ご飯 (breakfast), there are two types of characters. What are they?

Look at the captions.

What do you notice

about the characters used?

- Words that can be written in kanji can also be written in hiragana. It's not possible to write a word in two different scripts in English. Do you know of any other language that uses different scripts or has used different scripts in the past?
- Once you have mastered hiragana, you will gradually learn new kanji to make your writing clearer and more sophisticated.



The hiragana characters

n	w	r	y	m	h	n	t	s	k		
ん ⁿ	わ	ら	や	ま	は	な	た	さ	か	あ	a
		り		み	ひ	に	ち ^{chi}	し ^{shi}	き	い	i
		る	ゆ	む ^{fu}	ふ	ぬ	つ ^{tsu}	す	く	う	u
		れ		め	へ	ね	て	せ	け	え	e
	を ^o	ろ	よ	も	ほ	の	と	そ	こ	お	o



Some hiragana characters are pronounced with a different consonant sound. These are marked in the chart for you!

ひらがな

- Traditionally, Japanese is read vertically from right to left, and from top to bottom. Did you notice how the chart is read this way?
- Hiragana characters, just like kanji and katakana, have a specific stroke order that you will learn in this chapter.

The hiragana chart is made up of 46 characters. Each hiragana character represents a specific sound. There are five basic vowel sounds: *a*, *i*, *u*, *e* and *o*. Other sounds are formed by adding a consonant (or consonants) to the front of these vowel sounds; for example, *ka*, *ki*, *ku*, *ke* and *ko*. The exceptions are *ん*, which is the only consonant without a vowel sound, and *を*, which we will learn about later.

Tenten and maru

Some hiragana can take one of the two additional marks, called *tenten* (ゝ) and *maru* (°), to create a new sound. Look at the chart on the right and find out which hiragana have *tenten* (ゝ) or *maru* (°). How does the pronunciation change?

p	b	d	z	g
ぱ	ば	だ	ざ	が
ぴ	び	ぢ ^{ji}	じ ^{ji}	ぎ
ぷ	ぶ	づ ^{zu}	ず	ぐ
ぺ	べ	で	ぜ	げ
ぽ	ぼ	ど	ぞ	ご

Hiragana in action

AB
p. 2

Start speaking Japanese using some hiragana! Showing an item of your choice, tell someone how you like it using these seven hiragana characters.



すき です。

きらい です。

まあまあ です。



su ki de su	
すき です	like
ki ra i de su	
きらい です	dislike/hate
mā mā	
まあまあ	not bad
de su	
～です。	It is ...

You will learn more about likes and dislikes in Chapters 1, 5 and 6.



The Japanese full stop (punctuation mark) is also called *maru*, which means "circle". Observe how it is used in the sentences here.

The vowels and the か & が lines



Vowels



Let's look at the hiragana sounds closely. There are five basic vowel sounds, which are pronounced clearly and sharply. All the hiragana characters except ん are based on these sounds. The vowels are similar to some English sounds:



- あ in father
- い in bit
- う in food
- え in egg
- お in old.

か line



が line



The hiragana *ki* can look different depending on the font used. Sometimes the line at the bottom is connected (き) and in other fonts it isn't (き).

か is an important character, as it is used to make a question.

- How do you create a question in English?
- What do you notice when you compare with Japanese?

Let's read!



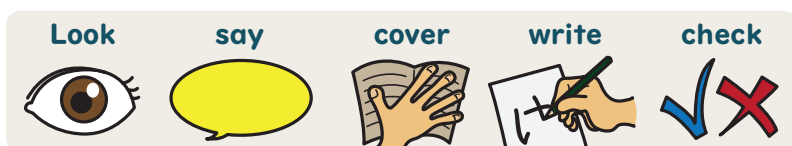
Hiragana in action!



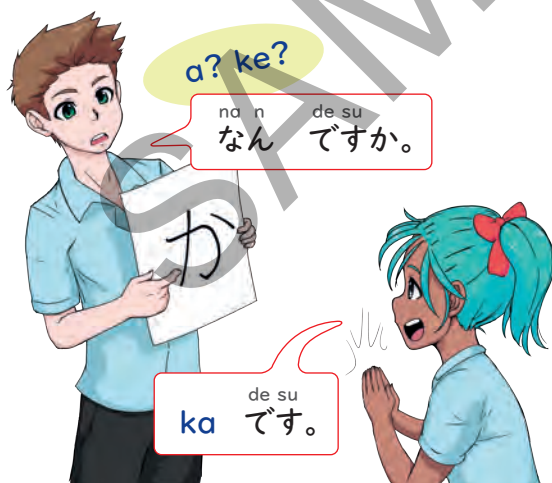
Use the question なん ですか to ask a partner what the following hiragana characters are.



Look closely at the 15 hiragana characters introduced on this page and practise reading them aloud. Then, cover and write each one in your notebook. Finally, check if you have written them correctly.



You will learn more about なん ですか in Chapter 3.



なん what

~ですか。 Is it ...?

The さ & ざ and the た & だ lines



ひらがな

sa さ line	za ざ line
 sa	 za
 shi	 ji
 su	 zu
 se	 ze
 so	 zo

In the ^{sa}さ line, し is pronounced *shi*, not *si*, and in the ^{za}ざ line, じ is *ji*, not *zi*.
ぢ and づ are pronounced in the same way as じ and ず, but they are rarely used today.

Like き, the hiragana *sa* appears differently depending on the font: さ – さ.

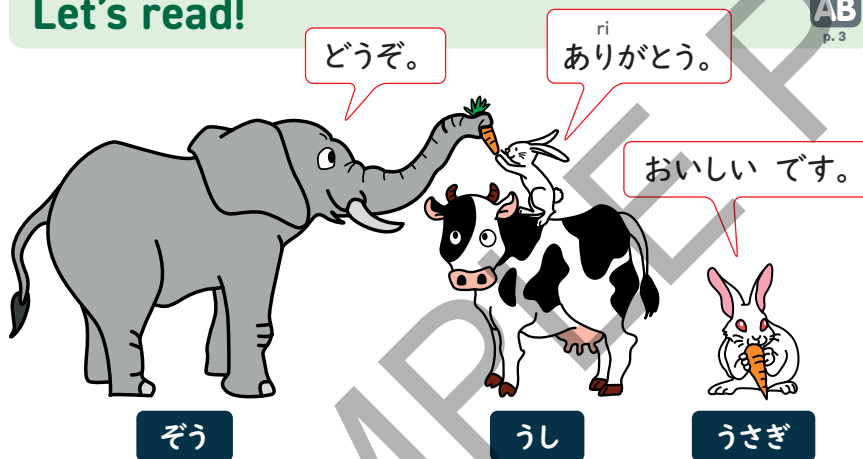
ta た line	da だ line
 ta	 da
 chi	 ji
 tsu	 zu
 te	 de
 to	 do

Listen to your teacher pronounce

ぞう, どうぞ, ありがとう
and まあ まあ.

They all have a long vowel sound. This means the vowel is elongated. Have a go at saying these words!

Let's read!

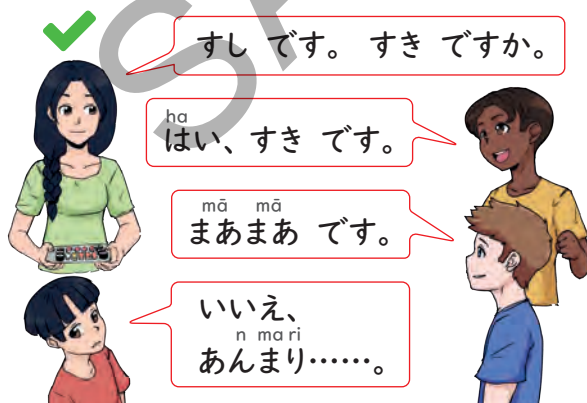


In Japanese class, say どうぞ when passing a worksheet to your friend. When you are given one, make sure you thank them by saying ありがとう.



Hiragana in action!

Let's see what you can do with the hiragana learnt so far.



dō zo どうぞ。	Here you are./ Please take one.
a ri ga tō ありがとう。	Thank you.
o i shi i おいしい	delicious/tasty
ha i はい	yes
i i e いいえ	no
i i e a n ma ri いいえ、あんまり……。	No, not really

Find the Japanese comma and ellipsis. Compare them with the English comma and ellipsis.

In Japanese culture, expressing dislike in a direct way can be considered impolite. How does this compare to expressing dislike in your own culture?

The な line and the は, ば & ぱ lines



na な line	ha は line	ba ば line	pa ぱ line
な na	は ha	ば ba	ぱ pa
に ni	ひ hi	び bi	ぴ pi
ぬ nu	ふ fu	ぶ bu	ぷ pu
ね ne	へ he	べ be	ぺ pe
の no	ほ ho	ぼ bo	ぽ po

The sound of the Japanese ふ^{fu} is different to the English "f" sound. Round your lips and blow out without touching your teeth to your lips, similar to saying "hood" without the "d". Practise saying "Mt Fuji" in Japanese.



Let's read!



Hiragana in action!



Practise your Japanese by saying which animal you like.



いぬが すき です。



ねこが すき です。

Place the particle が after the animal, person or thing you like.

What have you noticed about the word order when you say that you like something in Japanese? Is it the same as in English?

[Noun] が すき です。

The ま, や and ら lines



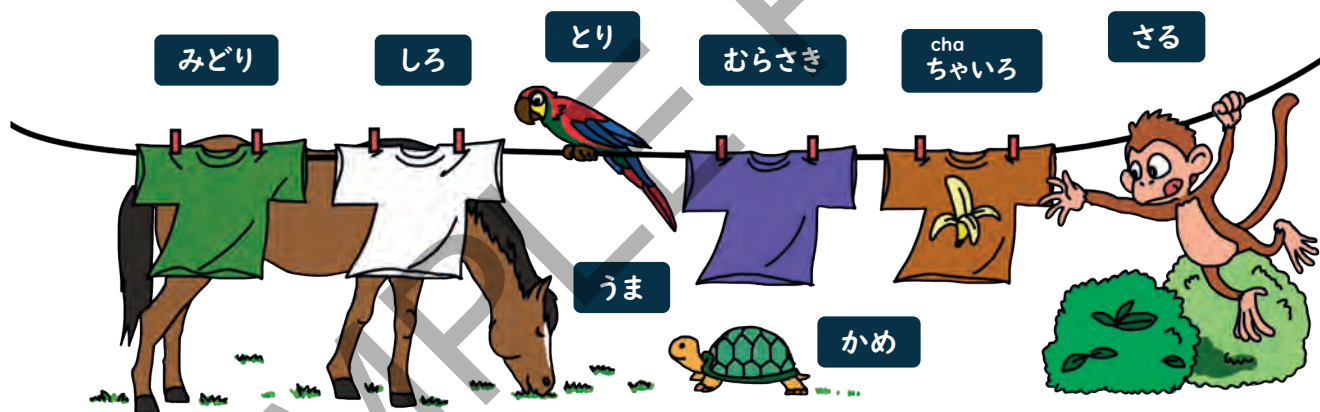
ma ま line	ya や line	ra ら line
ま ma	や ya	ら ra
み mi		り ri
む mu	ゆ yu	る ru
め me		れ re
も mo	よ yo	ろ ro

The pronunciation of the ら line needs attention as the Japanese "r" sound is different from the English "r" sound. Practise them carefully with your teacher and with the pronunciation video.

- There are no hiragana characters for "yi" and "ye", as these sounds are no longer used.
- To sound out the "r" in Japanese, lightly tap the top row of your teeth with your tongue. Practise saying: らりるれろ.
- The *jūnishi* is a zodiac calendar adopted from China centuries ago. The calendar cycle completes every 12 years, and each year has a symbolic animal name: rat, ox/cow, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and boar/pig. Now you can say and write some of those in Japanese!

Let's read!

AB
p. 3



Hiragana in action!

AB
p. 7

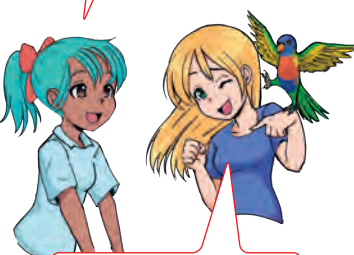
Got it?
p. 9

The hiragana は is special. When it follows the topic of a sentence, it is pronounced *wa*, not *ha*. You've practised saying なんですか. If you want to ask someone what pet they have, you can say: ペットはなんですか.

You will learn more about the particle は in Chapter 1.

pet to
ペットはなんですか。

pet to
ペットはいぬです。



とりです。



pet to
ペットはうまです。





Let's read!

Let's find out how people are addressed at school in Japan.



se n se i せんせい	teacher
[Name] せんせい	Mr/Ms/Mrs [Name] (for a teacher)
[Name] さん	Mr/Ms/Mrs [Name] (for any gender)
[Name] くん	Mr [Name] (for a young man or boy)
mi na sa n みなさん	everyone

Visit page viii for some Japanese classroom language you may want to start using with your teacher and classmates.

Look at these two photos.
Where do you think this is? Why?

Power up!



There is no word that is written with the character を. However, in a sentence, を has an important role. Let's see what you can do with を.

te ni su

テニス を します。



su kī

スキー を します。



te ni su

テニス を しません。

su kī

スキー を しません。

The character を is only used as a particle in a sentence. What do you notice when you compare these sentences in English and Japanese?

In Japan, ○ (まる) is used for correct/true/✓ and × (ばつ) is for incorrect/false.

Practise writing whether you do or do not play a specific sport using the clues on the right. Use the English word for the sport in your sentences for now.

You will learn more about を, します and しません in Chapter 5.



○ (I do) × (I do not)

shi ma su
します do; play (a sport)

shi ma se n
しません do not do; do not play
(a sport)



Asking and saying what something is

na n de su ka
なん ですか。 What is it?

ka de su
「か」 です。 It is "ka".

To respond to なん ですか, you replace
なん with a noun and add です.

Saying that you like or dislike something

su ki de su
すき です。 I like it.

ki ra i de su
きらい です。 I dislike/hate it.

mā mā de su
まあまあ です。 It is not bad.



To say that you like something or someone,
use the particle が after the noun.

i nu ga su ki de su
いぬが すき です。 I like dogs.

ne ko ga su ki de su
ねこが すき です。 I like cats.

Words like "I" or "it" are not always
needed in Japanese. That's why words in
Japanese and English don't always match up
exactly in translation.

Saying きらい can sound too abrupt
in Japanese. It's good to know the word,
but try to avoid using it. When you need to
say that you don't like something, you say:

[Noun] は あんまり……。

あんまり means "not much" or "not really".

For example, you could say:

i nu wa a n ma ri
いぬは あんまり……。

I don't really like dogs.

Power up!



You have learnt that か, が, は and を
each have a specific function in a sentence.
These are called particles and help mark
the function of words or phrases in the
sentence structure.

The particle か is used at the end of
a sentence to indicate it is a question.

The particle は is a topic marker. It shows
the topic of a sentence.

See how you can use them. With a partner,
practise the dialogues on the right.

You want to find out what pet
(ペット) it is.

A ペットは なん ですか。

B ペットは いぬ です。

Now you want to find out the colour
(いろ).

A いろは なん ですか。

B いろは くろ です。

You will learn more about the particles か, が and は in Chapter 1 and を in Chapter 5.

My vocabulary



Practise reading this chapter's key **たんご** (vocabulary) in hiragana with your partner.

As you read them aloud, cover the English and check that you remember what each entry means.

Then write them out to build your vocabulary list, adding the romaji if that helps.

Essential
たんご



Animals

いぬ	dog
うさぎ	rabbit
うし	cow/ox
うま	horse
かめ	turtle
さかな	fish
さる	monkey
ぞう	elephant
とり	bird
ねこ	cat
ねずみ	mouse/rat
ひつじ	sheep
ぶた	pig
へび	snake
pet + to ペット	pet

Likes/dislikes

すき です。	I like it.
きらい です。	I dislike it.
まあまあ です。	It is not bad.
あんまり	not really; not much

Colours

いろ	colour
あお	blue
あか	red
きいろ	yellow
くろ	black
しろ	white
ちやいろ	brown
みどり	green
むらさき	purple

Asking and saying what something is

なん ですか。	What is it?
～です。	It is
～ですか。	Is it ... ?

Yes and no

はい	yes
いいえ	no

Useful words

どうぞ。	Here you are./ Please take one.
ありがとう。	Thank you.
せんせい	teacher
みなさん	everyone
[Name] せんせい	Mr/Ms/Mrs [Name] (for a teacher)
[Name] さん	Mr/Ms/Mrs [Name] (for any gender)
[Name] くん	[Name] (for a young man or boy)
します	to do; play (a sport)
しません	to not do; do not play (a sport)
おいしい	delicious/tasty
まる	circle; correct; full stop
ばつ	cross; incorrect
たんご	vocabulary

Check page 2
of the Activity Book for
some useful tips on how to
remember vocabulary.
There are new tips at the start of
every Activity Book chapter.



Putting it all together



Now you are ready to complete your *Self-assess* tasks
in the Activity Book and complete your *Apply* tasks,
Reflect and revise, and *Chapter project* on Hub!

はじめまして

1

だ
い
一
か

Let's get started!

- ✧ What do you say when meeting someone for the first time?
- ✧ How and why do we use different greetings in different contexts?
- ✧ Are gestures necessary when greeting? Why?

Before you start this chapter, go to page 15 of your Activity Book and do *Let's get started* and *Discover on Hub*.



ha ji me ma shi te
はじめまして。



o ha yō
おはよう。



se n se i sa yō na ra
せんせい、 さようなら。

Communicating

- Introduce yourself using key expressions and gestures
- Greet people in different situations
- Talk about things you like
- Talk about nationalities

Characters

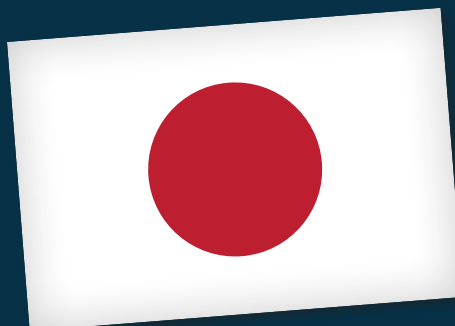
- Read and write key hiragana words for this chapter
- Read and write four kanji: 日, 本, 人, 語

Understanding

- Explore the meaning of はじめまして
- Investigate the Japanese sound system further: は, です, long "o" sound
- Use particles は, か and が

Intercultural understanding

- Locate Japan and where you live on a world map
- Adjust the language you use to suit different contexts
- Compare teen cultures in Japan and in your community





Japanese greetings



AB
p. 16

Got
it?
p. 18

These Japanese students are meeting visitors for the first time. Observe the photos as you listen to their self-introductions, and then answer the questions.

ha ji me mashi te
はじめまして。

nakamura masa to de su
中村 正人 です。

1



bo ku wa kawa saki ichi rō de su
ぼくは 川崎 一郎 です。

dō zo yo ro shi ku
どうぞ よろしく。

2



In romaji, the macron on the letter **ō** tells you to pronounce a long "o" sound. You will learn more about this sound on page 18.

- How do you introduce yourself when meeting someone for the first time? What do you say? What gestures do you use?
- What similarities or differences do you notice between Japanese ways of greeting and your own?
- What is it like in other cultures you know?

ha ji me mashi te
はじめまして。

nakamura ma i ko de su
中村 麻衣子 です。

wa ta shi wa suzu ki yu mi de su
わたしは 鈴木 由美 です。

dō zo yo ro shi ku
どうぞ よろしく。

わ
か
り
ま
す
か

- Look at photo 1. Where are these teenagers? How do you know?
- Compare photos 1 and 2 and identify which one is more polite. Why is that?
- Look at photo 1 again. What do you think *はじめまして* means?
- What do the students say after this phrase?
- How do you know the people in photo 1 may be related?
- What is the given name of the student on the left in photo 1?
- Look at photo 2. How would you explain when to use *わたし* and *ぼく* to a friend?
- Now have a go at reading the dialogues aloud with a partner. Try to do the gestures as well!

ha ji me ma shi te
はじめまして。

How do you do?
(Nice to meet you.)

[Name] です。

I am [Name].

dō zo yo ro shi ku
どうぞ よろしく。

Nice to meet you.

wa ta shi
わたし

I; me; myself
(any gender)

bo ku
ぼく

I; me; myself
(usually for a boy)

Notice how *どうぞ* and *よろしく* don't translate literally.

[Name] です。

wa ta shi wa de su
わたしは [Name] です。

bo ku wa de su
ぼくは [Name] です。

This box shows key sentence patterns to learn and the Got it? explanation page reference.



Good morning!



だ
い
一
か

Look at the manga frames and answer the viewing questions 1 to 3. Then, listen to the audio, read the text and complete the questions.

tanaka san o ha yō go za i masu
田中さん、おはよう ございます。

1 8:00

se n se i o ha yō go za i masu
せんせい、おはよう ございます。

tanaka san o ha yō
田中さん、おはよう。

2 7:45

hayashi ku n o ha yō
林くん、おはよう。

How are ^{san}さん and ^{kun}くん used here?

Note that the vowels *ei* in ^{se n se i}せんせい are pronounced together as a long "e" sound.

わ
か
り
ま
す
か

- 1 What time of day is it in both photos?
- 2 Who are the people in frame 1? Where do you think they are?
- 3 Look at frame 2. Who do you think they are? Where are they going? Why do you think so?
- 4 What language differences do you notice between the two situations? Which is more formal? How do you know this?
- 5 Now, listen again and practise these greetings with a partner.

Hello and goodbye



Listen to these dialogues and guess the meaning using the manga as support. Then, answer the questions and practise the greetings with a partner.

Some learners mistakenly put their hands together in front of them when saying ^{ko n ni chi wa}こんにちは. Japanese people often make this gesture before starting a meal.

hayashi ku n ko n ni chi wa
林くん、こんにちは。

1 12:30

tanaka san ko n ni chi wa
田中さん、こんにちは。

mi na sa n sa yō na ra
みなさん、さようなら。

2 3:30

se n se i sa yō na ra
せんせい、さようなら。

jā ma ta a shi ta
じゃあ、また あした。

3 4:00

jā ne ba i ba i
じゃあね。 バイバイ。

わ
か
り
ま
す
か

- 1 When do you use ^{ko n ni chi wa}こんにちは in Japanese?
- 2 Describe frame 2: Where is it, who are the people, what is happening?
- 3 How do they use ^{sa yō na ra}さようなら and the gesture?
- 4 What does ^{se n se i}せんせい mean? Does it have the same meaning in English?
- 5 Study frame 3, showing two friends. How would you use this gesture?
- 6 What do you notice about the last word used in the last speech bubble? Why do you think it is using katakana?
- 7 Now that you know the greetings on this page, make a list recapping their use.



Teenagers in my community

AB
pp. 19-20

Ling

ke i ta i
けいたい

ka zo ku
かぞく

su pō tsu
スポーツ

na ni ga su ki de su ka
なにが すき ですか。

ka i mo no
かいもの

o n ga ku
おんがく

su shi
すし

Alex

pi za
ピザ

gē mu
ゲーム

pe t to
ペット

bo ku wa pi a no ga su ki de su
ぼくは ピアノが すき です。

pi a no
ピアノ

su pō tsu
スポーツ

ho n
ほん

Understanding your cultural identity

When learning a new language, you will become more aware of your own culture as you begin to discover and make comparisons with a new one. This awareness and understanding of both your own culture(s) and other cultures will help you become an intercultural learner, better able to interact with others.

What information would you share about yourself when meeting someone from another culture?

Can you translate the words in Ling's list and Alex's list of favourite things? What do you notice?

- List six items that are important to you. How do Ling's and Alex's items compare with yours?
- Compare your responses with those of a classmate. What is similar or different? What do you find interesting?
- If Alex and Ling lived in your community, what might they list as the six items? Why?

Teenagers in Japan

AB
pp.19-20

だ
い
ー
か

hī ka ru
ひかる

na ni ga su ki de su ka
なにが すき ですか。

gē mu
ゲーム

a ni me
アニメ

o ni gi ri
おにぎり

to mo da chi
ともだち

su pō tsu
スポーツ

ryō ri
りょうり

- What are some new words you learnt from these profiles? How did you work out their meaning?
- What do you notice about the words for "sport" and "game"?

What are the similarities and differences between the teenagers' favourite things on pages 14 and 15?

ri na
りな

wa ta shi wa su pō tsu ga
わたしは スポーツが
su ki de su
すき です。

gē mu
ゲーム

ma n ga
まんが

o n ga ku
おんがく

ho n
ほん

ke i tai
けいたい

o ka shi
おかし

na ni なに	what
ke i ta i けいたい	mobile (phone)
su pō tsu スポーツ	sport
ka i mo no かいもの	shopping
ka zo ku かぞく	family
o n ga ku おんがく	music
ho n ほん	book
a ni me アニメ	anime
ryō ri りょうり	cooking
to mo da chi ともだち	friend
o ni gi ri おにぎり	rice ball
ma n ga まんが	manga
o ka shi おかし	lolly; snack

Talk time



Talking about the things you like



AB
p. 16

Got
it?
p.18

Practise the conversation below with a partner. Then, identify the thing/activity in the answers and replace them with words labelled on pages 14–15 to make up your own answers.

ひかる:	なにが すき ですか。
りな:	わたしは ほんが すき です。 \ (^▽^) /
ひかる:	ぼくは スポーツが だいすき です。 \ (♡_♡) /

Why do we use emoji and/or kaomoji? How do they influence language and communication?

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[Person]	は
[thing/activity]	が すき です。

Where is 日本?

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Find three of 日本's neighbours on the map. Read their names aloud.
How does each country's name translate into English?

Practise reading and saying other countries with a partner by pointing to one country and asking: なん ですか。 Then answer: [Country] です。



Japan is made up of four main islands – Hokkaido, Honshu, Shikoku and Kyushu – and thousands of smaller ones. It has a land area of approximately 378K km² and a population of over 123 million. The capital city is Tokyo, which has over 14 million inhabitants. How does your country compare?

Talking about nationality

With a partner, practise talking about nationality.

A	オーストラリア人 (ō suto ra ri a jin) ですか。
B	はい。オーストラリア人 (ō suto ra ri a jin) です。
A	いいえ。わたしは (わたしは) 日本人 (ni hon jin) です。
B	はい。日本人 (ni hon jin) です。

はい	yes
いいえ	no

When saying
いいえ, remember
it is a long "i" sound.
You can do this!



Make sure the horizontal lines are all touching the vertical lines when writing 日.

The kanji 人 (person) originated from a picture depicting a side view of a person.

My
kanji



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sun; day 4 strokes

ni hon
日本 Japan
hi
日 day

origin 5 strokes

ni hon
日本 Japan
hon
本 book

person 2 strokes

ni hon jin
日本人 Japanese person

language 14 strokes

ni hon go
日本語 Japanese language

Learn the stroke orders and practise your kanji reading skills on **Hub Character learning**.



Talking about nationalities and languages

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だ
い
ー
か

Look at these words and analyse how the kanji 人^{jin} and 語^{go} are used. What do you notice?

Country	Nationality or cultural group	Language
	Country or cultural group + 人	Country or cultural group + 語
ni hon 日本	ni hon jin 日本人	ni hon go 日本語
fu ra n su フランス	fu ra n su jin フランス人	fu ra n su go フランス語
chū goku 中国	chū goku jin 中国人	chū goku go 中国語

- How do you say Australian person and New Zealander?
- How do you say Italy, Italian person and Italian language?
- How do you say Indonesian person and language? What about German?

There are some exceptions to this rule. For example, looking at the map on page 16, how do you say the UK, USA and Australia?

Yet, the word for English (language) is えい語^{e i go}.

Note that the vowels *ei* in えい語^{e i go} is pronounced as a long "e" sound.

Go for it!



Self-introduction: じこしょうかい



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Got it?
p.19

Read and listen to these teenagers giving their じこしょうかい^{ji ko shō ka i}.

はじめまして。ぼくは^{yama kawa} 山川 まさと です。
日本人^{ni hon jin} です。本^{hon}が すき です。どうぞ よろしく。
^{dō zo}

わ
か
り
ま
す
か

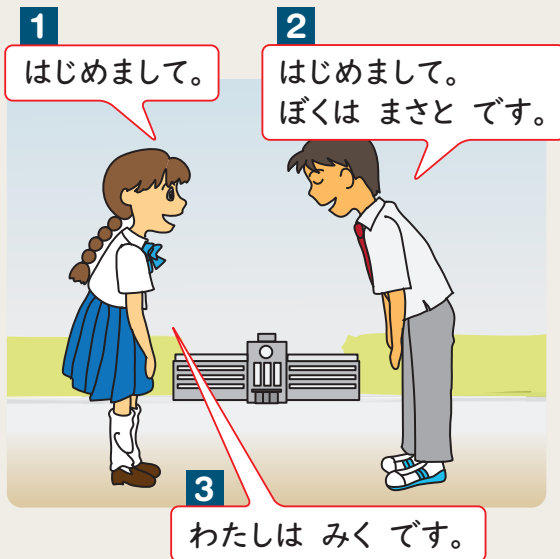
- What are the names of these students?
- What do they like?
- How do you start and close a じこしょうかい^{ji ko shō ka i}? What are the key phrases used for this?
- Using these dialogues as a model, write your own じこしょうかい.



みなさん、はじめまして。わたしは^{yoshi da} 吉田
みく^{ni hon jin} です。日本人^{su} です。スポーツが
だいすき^{dō zo} です。どうぞ よろしく。



The particle は sound



Listen to the conversation carefully. What do you notice about the different pronunciations of は? When is it *ha* and when is it *wa*?

When the hiragana は is used as a particle, it is pronounced *wa*. When it is part of a word or expression, you pronounce it as *ha*, like in
ha ji me ma shi te
はじめまして (nice to meet you).

Go to Hub to practise Japanese pronunciation with the videos and check in tasks!



The す sound in です



Now listen again, paying attention to the end of each sentence with です. Did you hear *desu* or *des*?

わたしは みく です。 ぼくは まさと です。

When you say です at the end of a sentence, you don't usually sound out the "u".

The long "o" sound



Read these words with your partner. Then watch the video to practise the long "o" sound some more. This sound is written in hiragana with ough. In romaji, ō tells you to pronounce a long "o" sound.

o ha yō
おはよう

sa yō na ra
さようなら

dō zo
どうぞ

My hiragana



Here are some key words and expressions from this chapter (in pink) and the associated key hiragana (in blue). Practise reading and writing them, and create your own flashcards to revise. For the correct stroke order, go to the Hiragana chapter on pages 1–10 of this book or watch the hiragana animations on Hub.

はじめまして。

わたし / ぼくは ~ です。

なにが すき ですか。

だいすき

すし

ほん

せんせい

どうぞ よろしく。

い

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The particle は



The particle ^{wa}は is used to mark the topic of a sentence in Japanese.

wa ta shi wa	mi ku	de su	
わたしは	みく	です。	I am Miku.
wa ta shi wa	ni hon jin	de su	
わたしは	日本人	です。	I am Japanese.
bo ku wa	su shi ga	su ki	de su
ぼくは	すしが	好き	です。
			I like sushi.

When used as a particle, は is pronounced **wa** and not **ha**. You will learn more about particle は in Chapter 2.

The particle か

The particle ^{ka}か is a question marker and its function is similar to the question mark you use in English. You use ^{ka}か at the end of a sentence to make it a question.

na n	de su ka	
なん	ですか。	What is it?
ō su to ra ri a	de su	
オーストラリア	です。	It is Australia.

^{ka}か comes with a Japanese full stop, not a question mark.

The particle が



When saying that you (or another person) like or love something, you use ^{ga}が after the word for the thing, followed by ^{su ki}好き ^{de su}です (like) or ^{da i su ki}大好き ^{de su}です (love).

na ni ga	su ki	de su ka	
なにが	好き	ですか。	What do you like?
wa ta shi wa	hon ga	su ki	de su
わたしは	本が	好き	です。
			I like books.
bo ku wa	su pō tsu ga	da i su ki	de su
ぼくは	スポーツが	大好き	です。
			I love sports.

Differentiating は and が

The particles ^{wa}は and ^{ga}が seem similar in use, but they have different functions. The particle ^{wa}は marks the topic of the sentence (in the examples above, the topic is ^{wa ta shi}わたし or ^{bo ku}ぼく). The particle ^{ga}が is commonly used with ^{su ki}好き ^{de su}です, and it marks the subject that is liked (in the sentences above it is "books" or "sports").

Nouns (e.g. words for things) can be singular or plural in Japanese. For example, ^{hon}本 can mean "book" or "books", depending on the context.

More on likes and dislikes

The pattern for expressing likes and dislikes is:

[Person] ^{wa}は [thing/activity] ^{ga}が ^{su ki}好き ^{de su}です。

wa ta shi wa	hon ga	su ki	de su	
わたしは	本が	好き	です。	I like books.
mi ku sa n wa	su shi ga	da i su ki	de su	
みくさんは	すしが	大好き	です。	Miku loves sushi.

These *kaomoji* help express likes and dislikes.

In Japanese, avoid using expressions like "hate" or "dislike" to be polite.

da i su ki	＼(♡-♡)／	love
su ki	＼(^▽^)/	like
mā mā	(-_-)	not bad
ki ra i	(≥∧≤)^	dislike

My vocabulary

1



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Practise reading this chapter's key **たんご** (vocabulary) with your partner. As you read them aloud, cover the English and check that you remember what each entry means. Then write them out to build your vocabulary list, adding the romaji if that helps.



Introducing yourself

wa ta shi わたし	I; me; myself (any gender)
bo ku ぼく	I; me; myself (usually for a boy)
de su [Name] です。	I am [Name].
dō zo yo ro shi ku どうぞ よろしく。	Nice to meet you.

Greeting and interacting with people

ha ji me mashi te はじめまして。	How do you do?
o ha yō go za i ma su おはよう ございます。	Good morning. (polite)
o ha yō おはよう。	Good morning. (casual)
ko n ni chi wa こんにちは。	Hello.
[Name] さん	Mr/Ms/Mrs [Name]
[Name] くん	Mr [Name] (a young man or boy)
se n se i せんせい	teacher
[Name] せんせい	Mr/Ms/Mrs [Name] (for a teacher)
mi na sa n みなさん	everyone
sa yō na ra さようなら。	Goodbye.
jā ma ta a shi ta じゃあ、また あした。	Well then, see you tomorrow.
jā ne じゃあね。	See you (later).
ba i ba i バイバイ。	Bye.

Talking about things you like

su pō tsu スポーツ	sport
ka i mono かいもの	shopping
ka zo ku かぞく	family
o n ga ku おんがく	music

ke i ta i けいたい	mobile (phone)
pi a no ピアノ	piano
gē mu ゲーム	games
pi za ピザ	pizza
hon 本	book
pe t to ペット	pet
a ni me アニメ	anime
ry ō ri りょうり	cooking
to mo dachi ともだち	friend
o ni gi ri おにぎり	rice ball
ma n ga まんが	manga
o kashi おかし	lolly; snack

Talking about likes/dislikes

na ni なに	what
na ni ga su ki de su ka なにが すき ですか。	What do you like?
su ki すき	like
da i su ki だいすき	love
mā mā まあまあ	not bad
ki ra i きらい	dislike

Countries

ni hon 日本	Japan
a me ri ka アメリカ	United States of America
i gi ri su イギリス	United Kingdom
i ta ri a イタリア	Italy
i n do インド	India
i n do ne shi a インドネシア	Indonesia
ō su to ra ri a オーストラリア	Australia
ka na da カナダ	Canada
kan koku 韓国	South Korea
sa mo a サモア	Samoa

su i su スイス	Switzerland
sū da n スーダン	Sudan
ta i タイ	Thailand
chū goku 中国	China
do i tsu ドイツ	Germany
to n ga トンガ	Tonga
nyū jī ra n do ニュージーランド	New Zealand
fi jī フィジー	Fiji
bu ra ji ru ブラジル	Brazil
fu ra n su フランス	France
be to na mu ベトナム	Vietnam
ma rē shi a マレーシア	Malaysia
minami a fu ri ka 南 アフリカ	South Africa
ro shi a ロシア	Russia

Nationalities, cultural groups and languages

ni hon jin 日本人	Japanese person
ō su to ra ri a jin オーストラリア人	Australian person
ō su to ra ri a sen jyū min オーストラリア 先住民	Australian First Nations Peoples
a bo ri ji na ru アボリジナル	Aboriginal person/ Peoples
to re su kai kyō sho tō min トレス 海峡諸島民	Torres Strait Islander person/ Peoples
nyū jī ra n do jin ニュージーランド人	New Zealander
chū goku jin 中国人	Chinese person
fu ra n su jin フランス人	French person
ni hon go 日本語	Japanese language
e i go えい語	English language
chū goku go 中国語	Chinese language
fu ra n su go フランス語	French language

Putting it all together



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Now you are ready to complete your *Self-assess* tasks in the *Activity Book* and complete your *Apply* tasks, *Reflect and revise*, and *Chapter project* on Hub!

Hiragana charts

p	b	d	z	g
ぱ	ば	だ	ざ	が
ぴ	び	ぢ ^{ji}	じ ^{ji}	ぎ
ぷ	ぶ	づ ^{zu}	ず	ぐ
ぺ	べ	で	ぜ	げ
ぽ	ぼ	ど	ぞ	ご

n	w	r	y	m	h	n	t	s	k		
ん ⁿ	わ	ら	や	ま	は	な	た	さ	か	あ	a
		り		み	ひ	に	ち ^{chi}	し ^{shi}	き	い	i
		る	ゆ	む ^{fu}	ふ	ぬ	つ ^{tsu}	す	く	う	u
		れ		め	へ	ね	て	せ	け	え	e
	を ^o	ろ	よ	も	ほ	の	と	そ	こ	お	o

Katakana charts

p	b	d	z	g
パ	バ	ダ	ザ	ガ
ピ	ビ	ヂ ^{ji}	ジ ^{ji}	ギ
プ	ブ	ヅ ^{zu}	ズ	グ
ペ	ベ	デ	ゼ	ゲ
ポ	ボ	ド	ゾ	ゴ

n	w	r	y	m	h	n	t	s	k		
ン	ワ	ラ	ヤ	マ	ハ	ナ	タ	サ	カ	ア	a
		リ		ミ	ヒ	ニ	チ ^{chi}	シ ^{shi}	キ	イ	i
		ル	ユ	ム ^{fu}	フ	ヌ	ツ ^{tsu}	ス	ク	ウ	u
		レ		メ	ヘ	ネ	テ	セ	ケ	エ	e
	ヲ ^o	ロ	ヨ	モ	ホ	ノ	ト	ソ	コ	オ	o

Kanji

Chapter	iiTomo 1
1	日、本、人、語
2	一、二、三、四、五、 六、七、八、九、十
3	父、母、何
4	大、小
5	月、火、水、木、金、土、好
6	円