

Yoshie Burrows • Yoko Nishimura-Parke • Naoko Florence Abe • Mami Izuishi • Emma Lowry

iiTomoi い

ACTIVITY BOOK • 3RD EDITION

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JAPANESE LANGUAGE

iiTomoi

ACTIVITY BOOK • 3RD EDITION

Yoshie Burrows
Yoko Nishimura-Parke
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SERIES CONSULTANT
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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.

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The Publisher would like to thank the 30 teachers in Australia who donated their time to provide feedback and teaching practices insight during the research phase for this new edition of *iiTomo*.

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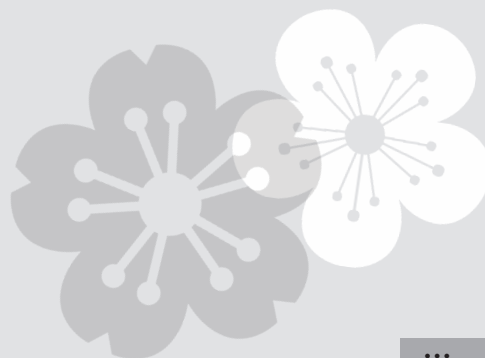
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How to use iiTomo

Let's explore what's in your *iiTomo Third Edition Activity Book*

Your *iiTomo 1 Third Edition Activity Book* is where you can practise and consolidate what you have learnt in the **Student Book**, and it is complemented by the **Pearson Digital Hub** activities and assessments. The activities in this book are designed to help you develop your language skills, including listening, reading, writing and speaking, as well as vocabulary and grammar. They also encourage you to further explore and build on your knowledge of Japanese culture so you can become a successful intercultural communicator.

Chapter sections

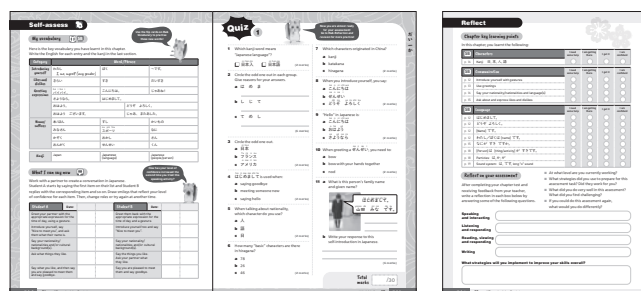
The **Let's get started!** includes an **introduction** and your **learning intentions** for the chapter as well as a **Be curious!** activity with prompts to help you reflect on your own culture and the topics you are going to cover in the chapter.

A KWL table allows you to state what you Know, what you Want to know and what you have Learnt. Before you start work in each chapter, fill in the first two columns of the table. Once you have finished the chapter, come back and fill in the third column and reflect on what and how much you have learnt.

Activate prior learning invites you to complete your online activities and revise what you have learnt in previous chapters. Then, you can complete **Reflect on your learning strategies** to devise ways of learning before you continue through the content with the **Discover** online activities and **Let's practise!** activities. Throughout the chapters, you can attempt **Power up!** activities which allow you to challenge yourself further.

The **Self-assess** section at the end of each chapter gives you the opportunity to practise your new **Vocabulary**, check what you are able to say in Japanese with a fun **What I can say now?** conversation exercise. Then complete a **Quiz** as you get ready for your assessment. Finally, Reflect on the **Chapter key learning points**. Finish work on each chapter by taking the time to **Reflect on your assessment**.

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



Icons used in *iiTomo Activity Book*:

- Go to **Pearson Digital Hub** and complete your online activities.
- Listen to Japanese native speakers and practise your comprehension and speaking skills.
- Develop your reading skills through different text types.
- Write your answers in Japanese to practise hiragana and kanji and translate text from Japanese to English and vice versa.
- Take part in interactions and develop your speaking skills to become a confident Japanese speaker.
- Work out Japanese language using deductive and thinking skills.
- Develop your 21st century skills with activities that involve collaboration, communication, critical thinking, creativity and ICT skills.
- SB** This icon indicates which page number in the Student Book the activity refers to.



Hi! It's me, Yamane, the native Japanese dormouse! I will be showing up the Activity Book to offer you hints, support and more! You will find handy hiragana and kanji reference charts inside the back cover.

The *iiTomo 1* student components are:

- *iiTomo 1* eBook and Pearson Digital Hub
- *iiTomo 1* Student Book
- *iiTomo 1* Activity Book

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

ひらがな



Let's get started!

Introduction

In this chapter, you will begin your Japanese journey by learning hiragana, one of the three scripts in the Japanese writing system. You will focus on reading and writing the 46 basic characters and develop an understanding of the Japanese sound system and punctuation. You will also learn to say that you like or dislike something and learn the words for some common animals and colours.

Chapter learning intentions

- 1 To talk about likes and dislikes, describe animals and colours, and use polite expressions in simple conversations
- 2 To explore the Japanese sound system and learn how to ask and answer questions using basic sentence structures
- 3 To read and write the 46 basic hiragana characters and their modified forms, becoming familiar with Japanese punctuation and writing conventions

Be curious!



- 1 What Japanese words or expressions do you already know?

- 2 What do you know about Japanese characters?

- 3 What are some cultural elements you know and want to know about the Japanese writing system? Fill in the first two columns. Then, when you have finished this chapter, come back to this table, reflect on your answers in columns 1 and 2 and fill out the third. What do you notice? Share your thoughts.

I know ...	I want to know ...	I now know ...

Go to Hub
for more activities
in *Be curious!*



Activate prior learning



- 4 Complete the *Activate prior learning* tasks for this chapter on **Hub** *Let's get started!* and tick them here as you complete them.

- ☐ Have you learnt another language in primary years?
If so, which language and for how long?
- ☐ What are you curious about when you think of Japanese culture?
- ☐ What do you know about Japanese brands?

Remember to go to Hub for more activities!



Reflect on your learning strategies



- 5 To help me remember important learning in this chapter, I will:

- ☐ create flashcards for all new characters
- ☐ use my device to practice new characters using an app or website
- ☐

(my own idea)

Discover



- 6 Go to **Hub** and complete the *Discover* activities!

Go to **Hub Pronunciation**, watch the video on the Japanese vowels and complete your pronunciation activities!



p. 3

Let's practise!

7 Expressing likes and dislikes

Connect the Japanese expression with the correct English translation and *kaomoji* (Japanese emoticons).

- a It is not bad.

su ki de su
すき です。

(≥⋈≤)^

- b I dislike it.

mā mā de su
まあまあ です。

\(^▽^)/

- c I like it.

ki ra i de su
くらい です。

(-_-)

8 The vowels and the か line



p. 4

Go to page 10 of this Activity Book and practise writing the hiragana vowels and the か line.

ka

9 Colours in hiragana



p. 4

Read the colours in hiragana on each t-shirt and colour each with the correct colour. Then figure out what colour you can create when you mix two colours. A hint has been given for you.



- a あか + きいろ = _____
- b あお + きいろ = _____
- c あか + あお = _____

[Hint: purple, green, orange]

Use the flip cards on Hub Vocabulary to practice these new words!



ひらがな

10 The さ and た lines



p. 5

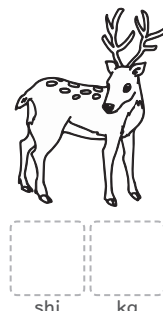
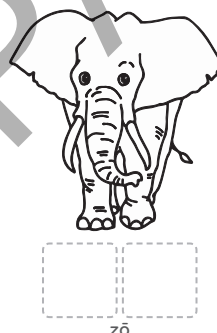
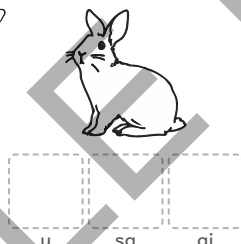
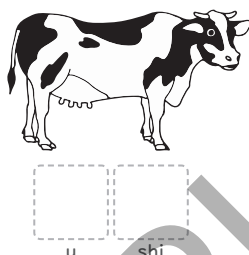
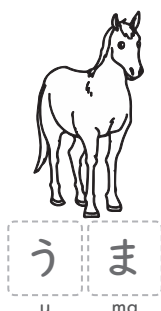
Go to page 10 and practise writing the ^{sa}さ and ^{ta}た lines.

11 Animals in hiragana



p. 5

Write the hiragana for these animals. Use the hiragana chart on page 3 of the Student Book to help you.



12 Talking about animals



pp. 4-5

Survey your classmates to find out if they like each of the animals listed in the table. Complete the table according to each person's response.

Go to Hub Pronunciation, watch the video on the combined sound つ and complete your pronunciation activities!



Question:

うし ですか。 すき ですか。

Response:






はい、 ^{ha}すき です。

いいえ、 ^{ra}きらい です。

Animal name in Japanese

すき \ (^▽^) /

^{ra}きらい (> ^ <) ^

13 The な and は lines



Go to page 11 and practise writing the ^{na}な and ^{ha}は lines.

14 Hiragana *tenten* and *maru*



Add *tenten* (ん) and *maru* (°) to these hiragana and write the new sound in romaji.

a か + " = _____

$$b \wedge + \circ = \boxed{} \underline{}$$

c ∪ + " = _____

$$d \zeta + \dots = \square$$

15 Which animal is it?



Draw a line to match each hiragana word to the correct animal.

a ひつじ

b いぬ

c ねこ

d ふた

e \wedge ψ''

f さかな

mi
g ねずみ




16 What animals do you like?



Complete the sentences in hiragana. Then write the English translation in the space provided.

a 

ne ko qa ki ra i de su .

C 
sa ka na aa su ki de su ka .

d

		は							
he	hi	wa	ma	a	ma	a	de	su	

17 The ま, や and ら lines



Go to page 11 and practise writing the ^{ma}ま, ^{ya}や and ^{ra}ら lines.

Go to Hub *Pronunciation*, watch the video on the “r” sound and complete your pronunciation activities!



18 Asking what something is



Read the colours in hiragana with a partner by pointing at a word and asking each other なんですか. Then write the English word under it.

Go to Hub *Pronunciation*, watch the video "Rising intonation in questions" and complete your pronunciation activities!



ひらがな

あか

あお

きいろ

くろ

みどり

しろ

むらさき

cha
ちゃいろ



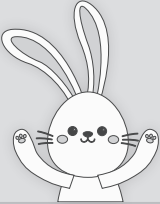
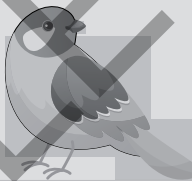
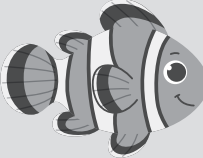
19 Talking about pets



Read the question:

ペット(ぺっと)は なん ですか。 What pet is it?

Answer the question by filling in the gap with the type of pet. The first one has been done for you.

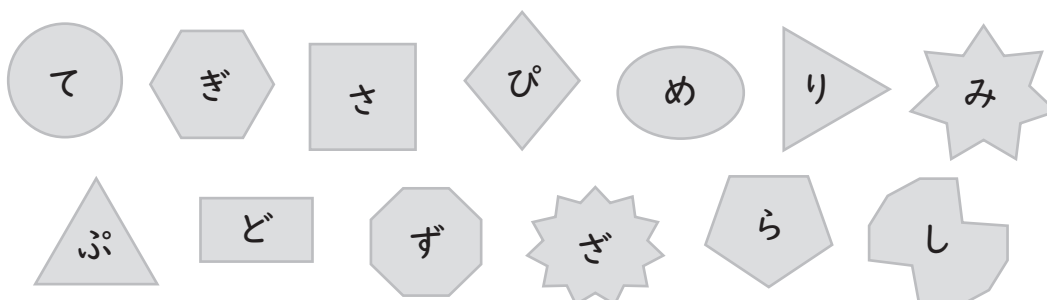
<p>a</p> 	<p>b</p> 
<p>pe t to ペットは いぬ です。</p>	<p>pe t to ペットは _____ です。</p>
<p>c</p> 	<p>d</p> 
<p>pe t to ペットは _____ です。</p>	<p>pe t to ペットは _____ です。</p>
<p>e</p> 	
<p>pe t to ペットは _____ です。</p>	

The lines I have learnt so far

20 Identifying hiragana characters



Read each character aloud before you start the listening task. Then, listen to the audio. When you hear a sound, shade in the corresponding character.



21 わ, を and ん lines



Go to page 11 and practise writing ^{wa}わ, ^oを and ⁿん lines.

22 True or false?



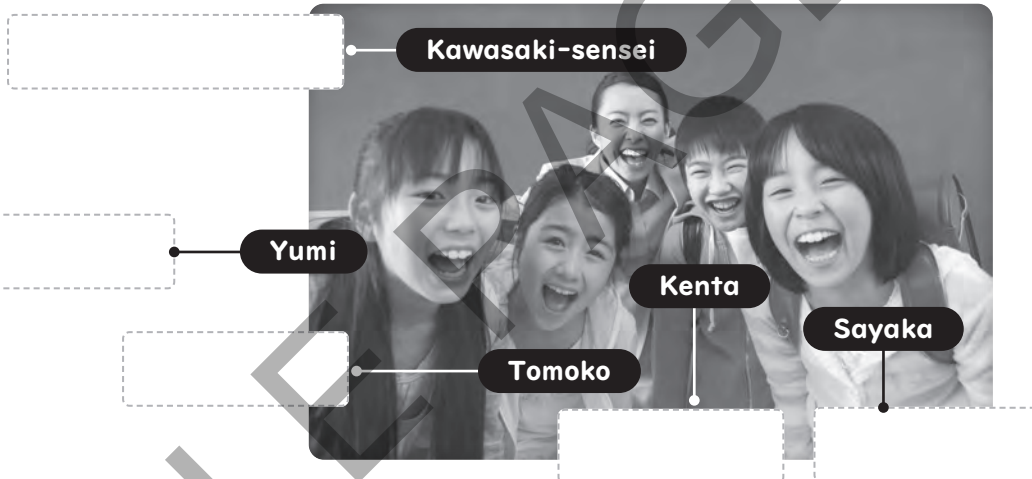
Answer true (○) or false (×) to the statements below.

- | | | |
|--|---|---|
| a You only use を with verbs. | ○ | × |
| b There are no words which start with ん. | ○ | × |
| c Using flashcards is a helpful strategy to revise characters. | ○ | × |
| d Particle "wa" uses the character わ. | ○ | × |

23 What are their names?



Write the names of these people using hiragana.



Putting it all together

24 People and pets



Listen to the conversations and match each person to their pet.
Then match each word in hiragana to its English meaning.

- | | | |
|---------|----|--------|
| a けんたくん | さる | bird |
| b ゆみさん | いぬ | monkey |
| c ともこさん | うま | turtle |
| d さやかさん | とり | dog |
| e だいちくん | かめ | horse |

25 Distinguishing between hiragana characters



Read the hiragana and answer the questions in English.

りい | ぬめ | わねれ | ちさ | あお | はほ | さき

a What do you notice about each set of hiragana above?

b Brainstorm some ideas with a partner on how to distinguish between the characters.

c Listen to the audio and, in the box above, circle the hiragana characters that you hear.

26 Hiragana hunt



Look at the table on the left, which includes the hiragana lines and their corresponding colour codes.

Then search for the hiragana characters in the grid.

Colour each box with the matching colour from the table when you find a character.

Continue until you have found all the hiragana characters. Enjoy the hunt!

Hiragana lines	Colours
Vowel line	pink
か and が lines	orange
さ and ざ lines	yellow
た and だ lines	green
な line	red
は, ば and ぱ lines	blue
ま line	purple
ら line	brown
や line and わ, を and ん	grey

ぎ	ぢ	さ	は	う	ほ	ざ	お	ご
ぜ	あ	ぺ	な	ば	き	も	か	ぬ
そ	が	ん	ぽ	た	や	で	つ	ぱ
ぶ	だ	び	ま		く	め	ぼ	て
づ	ら	け	ふ	し	る	ひ	ず	げ
せ	え	よ	を	ど	わ	す	ゆ	ぴ
む	ね	ち	み	ろ	こ	ぷ	い	と
ぐ	り	べ	の	じ	れ	に	へ	ぞ

Compare your grid with a friend.
Do they look the same?

27 Animals in romaji and hiragana



Read the words in hiragana and write the romaji for each. Then, practise writing the words in hiragana in the space provided.

English	horse	bird	monkey	turtle	tiger	mouse	rabbit
Romaji							
Hiragana	うま	とり	さる	かめ	とら	ねずみ	うさぎ
Practice 1							
Practice 2							
Practice 3							

Let's practise!

28 Classroom objects



- a** Now that you have learnt all the hiragana characters, you can read many words in Japanese! Here are some new words you can start using in class. Complete the following tasks to learn them.

English	pencil case	chair	desk	bag	scissors	pencil	ruler
Romaji							
Hiragana	ふでばこ	いす	つくえ	かばん	はさみ	えんぴつ	ものさし
Practice 1							
Practice 2							
Practice 3							

- b** Label the classroom objects in the picture. Write the word and use arrows to connect each Japanese word with the object.



29 Colours, animals and stationery



Use the flip cards on Hub Vocabulary to practice these new words!

Read each word and categorise them into the corresponding shape.

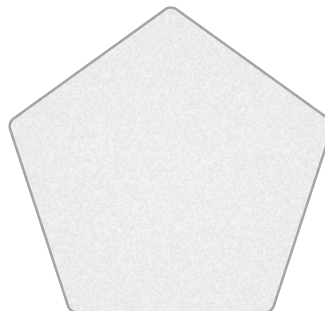
- | | | |
|--------------|---------------|---------------|
| a あか | d しろ | g さかな |
| b かめ | e えんぴつ | h ものさし |
| c はさみ | f ねこ | |



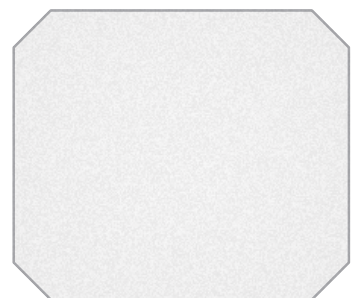
いろ Colours



どうぶつ Animals



ぶんぼうぐ Stationery



30 Word search!

Write the Japanese words in hiragana next to each of the English words.
Then find them in the word search.

Hiragana	English	Hiragana	English
	blue		cow
	red		horse
	yellow		cat
	black		dog
	white		monkey
	snake		rabbit

し	は	あ	つ	く	ろ
ろ	さ	お	し	ね	め
す	る	あ	か	こ	み
へ	び	う	き	い	ろ
ほ	い	さ	う	に	る
は	ぬ	ぎ	し	う	ま

31 Three, two, one ... go!

Use a stopwatch to time how quickly you can write the hiragana for each word and write your time at the bottom of the table.

Check your answers and try the task again.

Cover your previous answers and try to improve your time!

がんばりましょう!



Romaji	Hiragana 1	Hiragana 2	Hiragana 3
aka			
ao			
ushi			
zō (zou)			
shika			
suki			
hai			
inu			
desu			
Time			

Romaji	Hiragana 1	Hiragana 2	Hiragana 3
hebi			
midori			
buta			
sensei			
ushi			
murasaki			
kame			
shiro			
kuro			
Time			



Let's write!



SB
pp. 3-8

Follow these steps to practise writing hiragana.

- Write the romaji under each character.
- Trace the stroke order with your finger.
- Practise writing the hiragana in the blank squares.
- Ask a classmate to circle your best hiragana.
- In your notebook, practise writing each hiragana another 10 times.
- Complete the hiragana chart on the inside front cover of this Activity Book.

Go to Hub
My hiragana and
watch the stroke
order animations
video!



Vowels	あ	あ	い	い	う	う	え	え	お	お
ka か line	か	か	き	き	く	く	け	け	こ	こ
sa さ line	さ	さ	し	し	す	す	せ	せ	そ	そ
ta た line	た	た	ち	ち	つ	つ	て	て	と	と

na
な line

な	な	に	に	ぬ	ぬ	ね	ね	の	の

ha
は line

は	は	ひ	ひ	ふ	ふ	へ	へ	ほ	ほ

ma
ま line

ま	ま	み	み	む	む	め	め	も	も

ra
ら line

ら	ら	り	り	る	る	れ	れ	ろ	ろ

ya
や line

や	や	ゆ	ゆ	よ	よ

wa o n
わ, を and ん

わ	わ	を	を	ん	ん



My vocabulary



Use the flip cards on Hub Vocabulary to practise these new words!



Here is the key vocabulary you have learnt in this chapter.
Write the English for each entry.

Category	Word/Phrase			
Animals	とり	bird	ねこ	うし
	さかな		うま	ねずみ
	うさぎ		ひつじ	へび
	ペット			
Colours	いろ	くろ	あお	ちやいろ
	みどり	むらさき	あか	しろ
	きいろ			
Likes and dislikes	すき です。		きらい です。	
	まあまあ です。		いいえ	あんまり
Asking and saying what something is		なん ですか。	～です。	
Yes and no	はい		いいえ	
Useful words	どうぞ		ありがとう	せんせい
	みなさん	[Name] さん	[Name] くん	
	まる	おいしい	します	しません
	ばつ			

What I can say now



Work with a partner to create a conversation in Japanese. Student A starts by saying the first item on their list and Student B replies with the corresponding item and so on. Draw smileys that reflect your level of confidence for each item. Then, change roles or try again at another time.

How has your level of confidence increased the second time you tried this speaking activity?



Student A	Date:	Student B	Date:
Ask your partner "What is it?"		Say to your partner "It is a cat".	
Say to your partner that you don't like cats.		Say "They're not bad".	
Say to your partner that you like dogs.		Say "I like cats".	
Give your partner your Student Book and say "Here you are".		Receive the Student Book and say "Thank you!"	

Quiz



Now you are almost ready for your assessment!
Go to Hub Reflection and revision for more practice!

1 Match each colour with its correct English translation.

- | | |
|--------|----------|
| 1 あお | A black |
| 2 くろ | B blue |
| 3 みどり | C purple |
| 4 むらさき | D green |
| 5 あか | E white |
| 6 しろ | F red |
| 7 きいろ | G yellow |

(7 marks)

2 Match each animal with its correct English translation.

- | | | |
|------|-------|--------|
| 1 ねこ | 5 うま | 9 へび |
| 2 いぬ | 6 ぶた | 10 ねずみ |
| 3 うし | 7 うさぎ | |
| 4 ぞう | 8 ひつじ | |

- | | | | |
|-------------|--------------------------|----------|--------------------------|
| a cat | <input type="checkbox"/> | f horse | <input type="checkbox"/> |
| b sheep | <input type="checkbox"/> | g snake | <input type="checkbox"/> |
| c elephant | <input type="checkbox"/> | h cow/ox | <input type="checkbox"/> |
| d mouse/rat | <input type="checkbox"/> | i rabbit | <input type="checkbox"/> |
| e pig | <input type="checkbox"/> | j dog | <input type="checkbox"/> |

(10 marks)

3 Translate the following English words into Japanese and the Japanese words into English.

- a とり _____
- b sheep _____
- c かめ _____
- d snake _____

(4 marks)

4 Choose the correct Japanese translation:

- a Like (it):
☐ すき です ☐ きれい です
- b Dislike (it):
☐ まあまあ です ☐ きれい です
- c It is not bad:
☐ あんまり ☐ まあ まあです
- d No
☐ あんまり ☐ いいえ

(4 marks)

5 Write the English meaning for the following words.

- a どうぞ _____
- b ありがとう _____
- c せんせい _____

(3 marks)

6 Answer the following questions in Japanese.

- a ペットは ^{pet to} なん ですか。

- b いぬが すき ですか。

(2 marks)

Total marks

/30

Reflect

Chapter key learning points

In this chapter, you learnt the following:

SB	Characters	I need some help	I am getting there	I get it	I am confident
pp. 3–8	Read and write the 46 basic hiragana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 3	Use ゃ or ゅ to change sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SB	Communication	I need some help	I am getting there	I get it	I am confident
pp. 4, 9	Ask and say what something is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. 3, 5, 9	Say that you like or dislike something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 5	Say “yes” and “no”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SB	Language	I need some help	I am getting there	I get it	I am confident
p. 2	Distinguish between hiragana, katakana and kanji	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 4	Pronounce the Japanese vowels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 7	Pronounce the Japanese “r” sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflect on your assessment

After completing your chapter test and receiving feedback from your teacher, write a reflection in each box below by answering some of the following questions.

- At what level are you currently working?
- What strategies did you use to prepare for this assessment task? Did they work for you?
- What did you do very well in this assessment? What did you find challenging?
- If you could do this assessment again, what would you do differently?

Listening and identifying hiragana sounds

Reading and identifying hiragana characters

Writing hiragana characters

はじめまして



だ
い
一
か

Let's get started!

Introduction

In this chapter, you will learn about Japanese teenage culture and daily customs. You will practise greetings with gestures, introduce yourself, talk about basic likes and dislikes, say your nationality/nationalities, find Japan on a map, learn four kanji and write your own じこしょうかい (self-introduction). Have fun!

Chapter learning intentions

- 1 To casually and formally greet and farewell others, and introduce yourself with some information about your nationality, likes and dislikes
- 2 To use the particles は, か and が and pronounce the sounds は, です and long "o"
- 3 To read and write all hiragana and four new kanji: 日, 本, 人, 語

Be curious!



- 1 What do you usually say when you meet someone at different times of the day?
What gestures do you use?

- 2 Which pieces of information would you exchange to get to know someone? Why?

- 3 What are some cultural elements you know and want to know about teenage culture in Japan? Fill in the first two columns. Then, when you have finished this chapter, come back to this table, reflect on your answers in columns 1 and 2 and fill out the third. What do you notice? Share your thoughts.

I know ...	I want to know ...	I now know ...

Go to Hub
for more activities
in Be curious!



Activate prior learning



- 4 Complete the *Activate prior learning* tasks for this chapter on **Hub** *Let's get started!* and tick them here as you complete them.

- ☐ Hiragana recognition and writing
- ☐ Talk about basic likes and dislikes
- ☐ Identify pets and colours using です and ですか

Remember to go to Hub for more activities!



Reflect on your learning strategies



- 5 To help me remember important learning in this chapter, I will:

- ☐ create a small illustrated phrasebook
- ☐ create a word bank of new Japanese words and phrases
- ☐

(my own idea)

Discover



- 6 Go to **Hub** and complete the *Discover* activities!

Let's practise!

7 Self-introductions



Read the sisters' self-introductions, and answer the questions in English.

ha ji me ma shi te
はじめまして。
saka ta a ya no de su
坂田 あやの です。

ha ji me ma shi te
はじめまして。
saka ta e ri na de su
坂田 えりな です。

- a はじめまして means: ☐ How are you? ☐ What is your name? ☐ How do you do?
- b The family name of the sisters is _____.
- c Their given names are _____ and _____.

8 Meeting a new friend



- a** These students are meeting for the first time today. Complete the speech bubbles by tracing the hiragana words that are greyed. Then, identify and write each student's full name in English in the spaces provided below.

ha ji me ma shi te
はじめまして。
ike da ma ya de su
池田 まや です。



ta naka ma i ko de su
田中 まいこ です。
dō zo yo ro shi ku
どうぞ よろしく。

- b** Complete the speech bubble with your own self-introduction.

9 Hello and goodbye



- a** Choose the correct phrase for the girls to say in this situation.

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



- b** Why did you choose this phrase?



se n se i ba i ba i
せんせい、バイバイ!

- c** Read the speech bubble here. If the boy greeted his teacher in this way, the teacher would feel:

because _____.

The boy should have said (choose one):

- ☐ se n se i jā ma ta a shi ta
せんせい、じゃあ、また あした。
- ☐ se n se i jā ne
せんせい、じゃあね。
- ☐ se n se i sa yō na ra
せんせい、さようなら。

10 Greeting at school

Select the correct phrase from the box for each situation and write the corresponding letter in the speech bubble. Then, with a partner, practise saying them aloud.



^{o ha yō}
a おはよう。

^{jā} ^{ma ta} ^{a shi ta}
b じゃあ、 また あした。

^{se n se i} ^{o ha yō} ^{go za i ma su}
c せんせい、 おはよう ございます。

^{ko n ni chi wa}
d こんにちは。

^{ba i ba i}
e バイバイ。

^{mi na sa n} ^{sa yō na ra}
f みなさん、 さようなら。



11 Saying goodbye

What differences do you notice in the ways that people say “goodbye” in Japanese?
Why do you think there are differences?

- a** Draw yourself surrounded by five things that you like. Then, add a speech bubble (like the teenagers on pages 14 and 15 of your Student Book), telling your reader your name and what you like. Follow the structure:

わたし／ぼくは [noun] が すき です。

Use this model to help you:



はじめまして。わたしは ^{ta naka} 田中 まいこ です。
わたしは おかしが すき です。

Use the *My vocabulary* on page 20 of your *Student Book* or check the dictionary if you are unsure how to describe what you like in Japanese.



- b** In small groups, ask each other what you like in Japanese. Then, record in the table the items listed by the members of your group. If you need to, refer to page 15 of your Student Book for the dialogue modelling how to ask and answer questions about what you like.



If you don't know how to say what you like in Japanese, just use the English word for it!
For example, you could say
わたしは [series] が すき です。

Teenagers in my community				
Food	Sports	Entertainment	People	Other

Remember that on *Hub Understand* you can watch the grammar animation and complete more activities!

- c** List the three most popular items listed by the members of your group.

1


2

3



13 Find out what teenagers in Japan like

- a Using the "Teenagers in Japan" content on page 15 of your Student Book, list the items that are popular for each category in English.

Teenagers in Japan			
ta be mo no たべもの	su pō tsu スポーツ	e n ta me エンタメ	ho ka ほか (other)
			

- b Look at the images and captions on pages 14 and 15 of your Student Book. Write the following words in Japanese. Make sure to spell each word carefully.

たべもの	food
e n ta me エンタメ	entertainment

- 1 mobile phone け い た い
- 2 family _____
- 3 music _____
- 4 snacks _____
- 5 books _____

- 6 manga _____
- 7 friends _____
- 8 shopping _____

14 Listening to じこしょうかい

You met several Japanese people at a party, but you have forgotten their names. Listen to the conversations and circle the correct names in the table below.

				
Family name	Suzuki Takagi Sawaki	Takada Yamada Honda	Takeda Masada Ikeda	Nakata Hayashi Nakamura
Given name	Masashi Takashi Masao	Mako Yoshiko Yoko	Tomoko Momoko Keiko	Masaki Hiroshi Tadashi

What do you notice about Japanese names? Discuss with a partner.





15 Kanji practice



Go to Hub My Kanji,
watch the stroke order
animation video and
complete more activities!



For each kanji:

- Write the English meaning in the space above the main kanji and write its main pronunciation below it. The first one has been done for you.
- Practise writing the main kanji in the 10 squares provided.
- Use the mnemonics space to draw your own or make notes to help you remember the meaning and/or sound of the main kanji.
- Check each word given on the right and write the English meaning.

<p>sun</p> <p>hi</p>					<p>mnemonics</p> <p>"Nihon" is the land of rising sun.</p>	<p>ni hon 日本 Japan</p>
					<p>mnemonics</p>	<p>hon 本</p> <p>ni hon 日本</p>
					<p>mnemonics</p>	<p>ni hon jin 日本人</p> <p>a me ri ka jin アメリカ人</p>
					<p>mnemonics</p>	<p>ni hon go 日本語</p> <p>fu ra n su go フランス語</p>

16 Writing kanji



Write the kanji for these pictures.

a



ni hon

b



ni hon jin

c



ni hon go

Challenge yourself!
Go to Hub
Character learning
and complete your
Power up! kanji activities!



Let's practise!

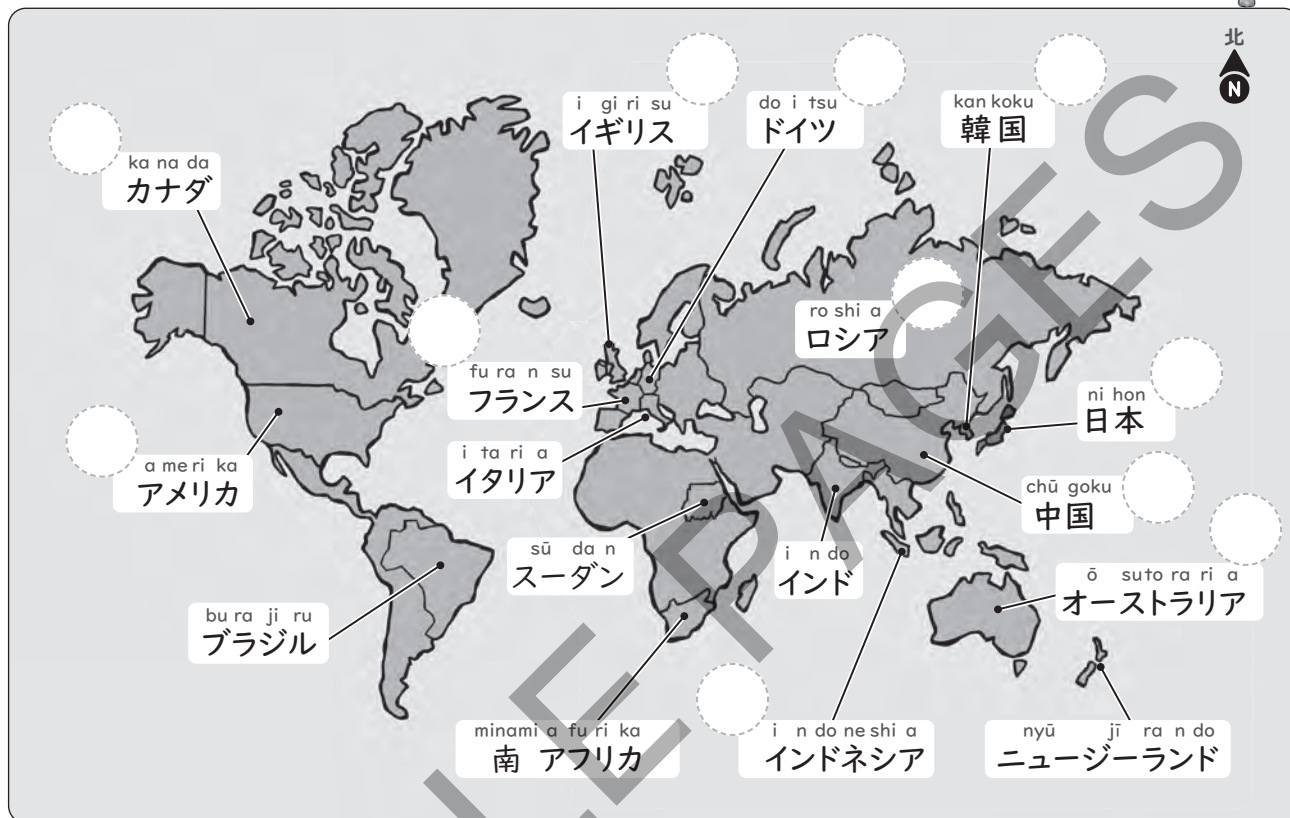
17 Locating countries on the map



Refer to the romaji for the countries if you need!



- Find Japan on the map and circle it with a red pen.
- Listen to the names of the countries. Number them on the map in the order that you hear them. Then, listen again and practise pronouncing them.



18 Power up!



- Read each speech bubble below and write the English translation accordingly.

wata shi wa ni hon jin de su
わたしは 日本人 です。

boku wa i n do jin de su
ぼくは インド人 です。

boku wa
ぼくは
ō su to ra ri a jin de su
オーストラリア人 です。

chū go ku jin de su
わたしは ちゅうごく人 です。

wata shi wa ka na da jin de su
わたしは カナダ人 です。

wata shi wa da n ga t ti jin de su
わたしは ダンガッティ人 です。

- Now write a sentence in Japanese introducing your nationality/nationalities or the cultural group(s) you belong to.

19 Hiragana practice



Let's revise the hiragana characters you used in this chapter by following these steps.

- Write the pronunciation in romaji under each hiragana.
- Trace the stroke order with your finger.
- Practise writing hiragana in your notebook and ask your partner to circle your best hiragana.

い	う	お	か	が	き	く	こ	し	じ
す	せ	ぞ	た	だ	ち	て	で	ど	な
に	は	ほ	ぼ	ま	め	よ	ろ	わ	ん

These characters will help you complete the tasks in the next three pages.

20 Writing hiragana



Write the hiragana for these pictures. Pay attention to the long "o" sound.

a

ha	ji	me	ma	shi	te

b

dō	zo	yo	ro	shi	ku

c

ko	n	ni	chi	wa

d

o	ha	yō



21 The long "o" sound



Listen to your teacher reading the following words and decide if they contain the long "o" sound or not.



Go to Hub My Japanese sounds, watch the video and complete your pronunciation activities!

Word	Long "o" sound	
すし	<input type="checkbox"/> Yes	<input type="checkbox"/> No
どうぞ	<input type="checkbox"/> Yes	<input type="checkbox"/> No
さようなら	<input type="checkbox"/> Yes	<input type="checkbox"/> No
おはよう	<input type="checkbox"/> Yes	<input type="checkbox"/> No
こおり	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Let's practise!

22 Self-introduction: じこしょうかい



- a** Two exchange students are introducing themselves. Fill out the profile cards below in English after reading their じこしょうかい. Use the vocabulary on page 20 of your Student Book if needed.

ha ji memashi te
はじめまして。
bo kuwa ke bi n de su
ぼくは ケビン です。
i n do neshi a jin de su
インドネシア人 です。
honga su ki de su
本が すき です。
dō zo yo roshiku
どうぞ よろしく。



Name: _____

Nationality: _____

Likes: _____

mi nasa n ha ji memashi te
みなさん はじめまして。
wa tashi wa yamaguchi ke i ko de su
わたしは 山口 けいこ です。
ni honjin de su
日本人 です。
o kashi ga da i su ki de su
おかしが だいすき です。
dō zo yo roshiku
どうぞ よろしく。



Name: _____

Nationality: _____

Likes: _____

- b** Listen to three teenagers saying their じこしょうかい and complete the three profile cards below in English.

Person A

Name: _____

Nationality: _____

Likes: _____

Person B

Name: _____

Nationality: _____

Likes: _____

Person C

Name: _____

Nationality: _____

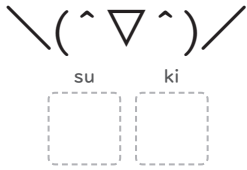
Likes: _____

23 Kaomoji

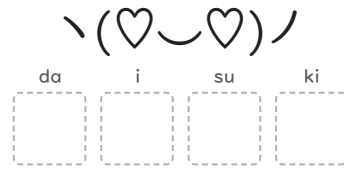


Write the keywords associated with these *kaomoji*.

a



b



だ
い
ー
か

24 My self-introduction



You are preparing your じこしょうかい for your class.

Write your self-introduction using the clues below to guide you.

Clues:

- 1 Open with a greeting such as "How do you do?"
- 2 Say your name.
- 3 Say your nationality.
- 4 Say one thing or activity that you like.
- 5 Close your self-introduction with "Nice to meet you".

Now, go to Hub
Practise and Apply, and
complete the activities!



25 Power up!



Complete the crossword below by translating the English clues into hiragana.

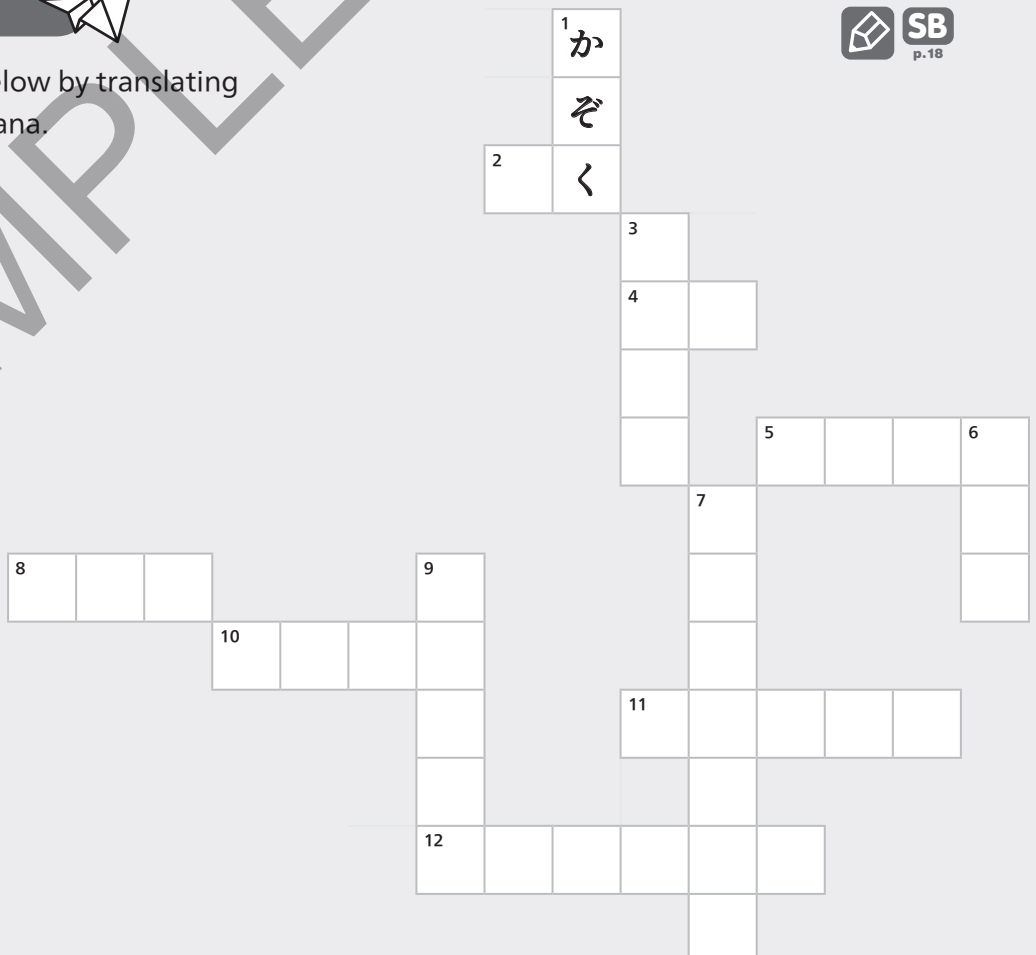


よこ →

2	I, me, myself (<i>boy</i>)
4	Yes
5	Teacher
8	I, me, myself (<i>any gender</i>)
10	Everyone
11	Goodbye
12	How do you do?

たて ↓

1	Family
3	Good morning (<i>casual</i>)
6	No
7	Nice to meet you
9	Hello





My vocabulary



SB
p. 20

Use the flip cards on Hub Vocabulary to practise these new words!



Here is the key vocabulary you have learnt in this chapter.

Write the English for each entry and the kanji in the last section.

Category	Word/Phrase		
Introducing yourself	わたし I, me, myself (any gender)	ぼく	～です。
Likes and dislikes	きらい	すき	だいすき
Greeting expressions	ba i ba i バイバイ。	こんにちは。	じゃあね!
	さようなら。	はじめまして。	
	おはよう。	どうぞ よろしく。	
	おはよう ございます。	じゃあ、またあした。	
Nouns/suffixes	本/ほん	すし	かいもの
	みなさん	su pō tsu スポーツ	なに
	かぞく	おかし	さん
	おんがく	せんせい	くん
Kanji	Japan	Japanese (language)	Japanese (people/person)

What I can say now



How has your level of confidence increased the second time you tried this speaking activity?

Work with a partner to create a conversation in Japanese.

Student A starts by saying the first item on their list and Student B

replies with the corresponding item and so on. Draw smileys that reflect your

level of confidence for each item. Then, change roles or try again at another time.



Student A	Date:	Student B	Date:
Greet your partner with the appropriate expression for the time of day, using a gesture.		Greet them back with the appropriate expression for the time of day and a gesture.	
Introduce yourself, say "Nice to meet you", and ask them what their name is.		Introduce yourself too and say "Nice to meet you".	
Say your nationality/nationalities and/or cultural background(s).		Say your nationality/nationalities and/or cultural background(s).	
Ask what things they like.		Say the things you like. Ask your partner what they like.	
Say what you like, and then say you are pleased to meet them and say goodbye.		Say you are pleased to meet them and say goodbye.	

Quiz

1



Now you are almost ready for your assessment!
Go to Hub Reflection and revision for more practice!

だ
い
一
か

- 1 Which kanji word means "Japanese language"?

☐ ^{ni hon jin} 日本人 ☐ ^{ni hon go} 日本語 (2 marks)

- 2 Circle the odd one out in each group.
Give reasons for your answers.

a は め ま

b し じ て

c て め し

(6 marks)

- 3 Circle the odd one out.

a ^{ni hon} 日本

b ^{fu ra n su} フランス

c ^{a me ri ka} アメリカ

(2 marks)

- 4 ^{ha ji me ma shi te} はじめまして is used when:

a saying goodbye

b meeting someone new

c saying hello

(2 marks)

- 5 When talking about nationality, which character do you use?

a 人

b 語

c 日

(2 marks)

- 6 How many "basic" characters are there in hiragana?

a 78

b 26

c 46

(2 marks)

- 7 Which characters originated in China?

a kanji

b katakana

c hiragana (2 marks)

- 8 When you introduce yourself, you say:

a ^{ko n ni chi wa} こんにちは

b ^{se n se i} せんせい

c ^{dō zo} どうぞ ^{yo ro shi ku} よろしく (2 marks)

- 9 "Hello" in Japanese is:

a ^{ko n ni chi wa} こんにちは

b ^{o ha yō} おはよう

c ^{sa yō na ra} さようなら (2 marks)

- 10 When greeting a ^{se n se i} せんせい, you need to:

a bow

b bow with your hands together

c nod (2 marks)

- 11 a What is this person's family name and given name?



^{ha ji me ma shi te}
はじめまして。

^{yama da} 山田 ^{mi na} みな ^{de su} です。

- b Write your response to this self-introduction in Japanese.

(6 marks)

Total
marks

/30

Reflect

Chapter key learning points

In this chapter, you learnt the following:

SB	Characters	I need some help	I am getting there	I get it	I am confident
p. 16	Kanji 日, 本, 人, 語	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SB	Communication	I need some help	I am getting there	I get it	I am confident
p. 12	Introduce yourself with gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 13	Use greetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 16	Say your nationality/nationalities and language(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 15	Ask about and express likes and dislikes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SB	Language	I need some help	I am getting there	I get it	I am confident
p. 12	はじめまして。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 12	どうぞ よろしく。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 12	[Name] です。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 12	わたし／ぼくは [name] です。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 15	なにが すき ですか。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 18	[Person] は [thing/activity] が すきです。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 18	Particles: は, か, が	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 19	Sound system: は, です, long "o" sound	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflect on your assessment

After completing your chapter test and receiving feedback from your teacher, write a reflection in each box below by answering some of the following questions.

- At what level are you currently working?
- What strategies did you use to prepare for this assessment task? Did they work for you?
- What did you do very well in this assessment? What did you find challenging?
- If you could do this assessment again, what would you do differently?

Speaking and interacting

Listening and responding

Reading, viewing and responding

Writing

What strategies will you implement to improve your skills overall?

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}	ぬ	つ ^{tsu}	す	く	う	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