

Yoshie Burrows
Jill Bignell

Mami Izuishi
Cathleen Jin

Junko Nichols
Rebecca Llewelyn

Yoko Nishimura-Parke

SERIES CONSULTANT Professor Anthony J. Liddicoat

ii Tomo

Teacher Guide

2ND EDITION

い

い

と

も

2

Sample pages

JAPANESE LANGUAGE

Foreword

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

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

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

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

The authors of *iiTomo* have developed ways of bringing together language and culture so that learners can explore connections between Japanese culture and their own. When these connections are recognised, learners better understand not only the new language and culture but also their own.

iiTomo also allows students to reflect on how Japanese ideas, values and ways of life differ from their own.

As learners start to see culture through language, they begin the journey to becoming independent, intercultural communicators.

Anthony J. Liddicoat

iiTomo Second Edition

Engaging and interactive Japanese language learning for Secondary Years

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

Student Book

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



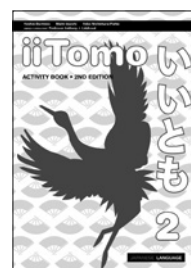
Reader+

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



Activity Book

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



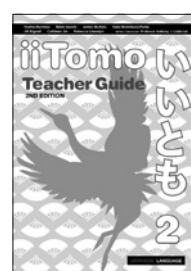
Teacher Guide

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



Teacher Reader+ and Audio Download

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



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

Contents

How to use this Teacher Guide	vi
How to use <i>iiTomo</i>	viii
Detailed Student Book table of contents	x
An introduction to IcLL	xii
An introduction to rubric writing	xvi
Japanese classroom expressions	1

だい一か	いそがしいですか	2
だい二か	学校、がんばろう!	18
だい三か	学校のたのしいイベント	34
カタカナ	<i>Katakana</i>	46
だい四か	しゅみは何ですか	60
だい五か	どんなキャラクターですか	76
だい六か	おまつりとおいわい	90

How to use this Teacher Guide

Your *iiTomo* Teacher Guide is designed to support you in teaching Japanese language, culture and all related skills, from intercultural understanding to twenty-first-century skills. It contains practical teaching notes, including a wealth of activities, ideas, intercultural language learning support and answers, as well as audio transcripts. The *iiTomo 2* Teacher Guide:

The *iiTomo 2* Teacher Guide:

- saves time in planning and preparing lessons
- provides a range of learning activities to cater to all students
- gives links to other resources available in the *iiTomo 2* course and suggestions on when to use them.

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

The following is an outline of its key features for each chapter.

Chapter asset map

The chapter asset map highlights all the digital components the series offers for this chapter. It includes the name of each resource, a description of what it covers, the skill(s) practised and a suggested Student Book page reference for when to use it.

The assets mapped are:

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

Chapter focus

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

Page or spread focus

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



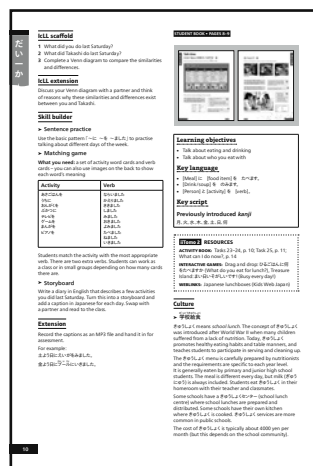
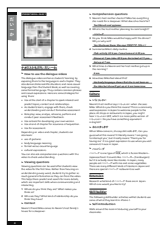
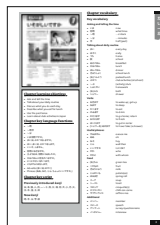
Skill builder

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

Intercultural language learning (IcLL)

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

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



Culture

Offers further cultural content to support the chapter.

Grammar

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

Misconceptions

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

Extension

Provides additional activities to extend students' understanding.

iiTomo 2 resource boxes

The resource boxes are a reminder of what resources are available in the *iiTomo 2* course. They include:

- *iiTomo 2* Activity Book
- *iiTomo 2* audio
- *iiTomo 2* Reader+, including audio, animation, video and interactive activities
- worksheets and tests.

Other features

Also included in the *iiTomo 2* Teacher Guide:

- introduction to intercultural language learning (IcLL)
- introduction to rubric writing (in your *iiTomo 2* Teacher Reader+, you will find some suggested rubrics for all four main skills, which you can reuse or adapt)
- suggested answers to the Student Book prompts, including intercultural prompts
- audio transcripts of the *iiTomo 2* Activity Book
- online access to tests, worksheets, rubrics, Activity Book pages with answers to project in class and further teacher resource material via the *iiTomo 2* Teacher Reader+.

Audio

All listening material for the Student Book, Activity Book, assessment tasks and additional worksheet practice is provided in one easy-to-use resource online and offline: your Teacher Reader+.

High-quality, appropriately paced recordings by native speakers allow students to listen to clear and accurate modelling of the spoken language. You can also download all audio tracks onto your computer via the *iiTomo* Audio Download page when you have adopted the *iiTomo* Teacher Reader+.

だ
い
い
か

They exchange cards in the Japanese way (giving and receiving with both hands, bowing). They start walking again. If you say 「ひる」, they change the word to こんにちは.

IcLL prompts

- 1 How do we decide what language to use when greeting?
- 2 How would you greet the people in these situations? (Use English.)
 - Someone your age versus someone older
 - Someone you know well versus a stranger
- 3 Would you use the same or different language and gestures in each situation?

Misconceptions

► **The gesture for こんにちは**

Many students mistakenly put their hands together in front of them as a gesture for こんにちは. In fact, Japanese people put their hands together to say 「いただきます」 before meals. Correct students as necessary.

IcLL scaffold

- 1 Why is a person's name important?
It identifies them.
- 2 What is the word order for names in Japan versus Australia?
Japan: Family name, given name. Australia: Given name, family name.
- 3 Why is it important to say and spell a person's name correctly?
Courtesy and respect.
- 4 How do you feel when your name is misspelled or mispronounced? Why do you react this way?

Extension

Research greetings in other countries and demonstrate to the class.

Culture

► **Common surnames and their meanings**

The top ten most common surnames in Japan are: Sato (佐藤), Suzuki (鈴木), Takahashi (高橋), Tanaka (田中), Ito (伊藤 or 伊東), Watanabe (渡辺), Yamamoto (山本), Nakamura (中村), Kobayashi (小林) and Kuro (黒). Most surnames consist of two kanji, and they often relate to nature or a location. For example: 山 (mountain), 木 (tree), 島 (island), 田 (rice field), 林 (wood), 村 (village), 橋 (bridge), 中 (middle), 下 (under) and 上 (above).

Extension

Research five popular Japanese surnames and find the meaning of the kanji they consist of.

IcLL scaffold

What does **せんせい** mean? Is its English version used in the same way?
せんせい means 'teacher'. Here, we address teachers as 'Mr', 'Sir', 'Mrs' or 'Ms'. But in Japan, **せんせい** is used for teachers, not **先生**.

Skill builder

► **Manga-style booklet**

Have students create an illustrated, manga-style booklet of Japanese greetings to give context to the language. (Booklets can be paper or digital.) Each student shares with a classmate and discusses. The class votes for the best booklet.

► **iiTomo song**

Sing the iiTomo song. A karaoke version is in your eBook. Lyrics are on the inside back cover of the activity book.

► **How to use songs for language learning**

- Songs help you remember vocabulary and phrases, and they are fun! Students can:
 - Listen, then check comprehension
 - Sing to memorise or to get the right pronunciation
 - Read lyrics as a reading task and write their own
- Once students know enough vocabulary, they can replace the words with their own choices or create original lyrics.

These activities could be extended as a group or class project to teach younger buddies, or to create a video clip with songs to communicate with a sister school.

► **Remembering **tenten** (てん) and **maru** (まる)**

Come up with clues or mnemonics to remember **hiyagana** with **tenten** or **maru**. For example:

- 'K' with **tenten** becomes 'G', so ... 'K' oalas eat 'G' um leaves.
- 'S' with **tenten** becomes 'Z', so ... 'S' now falls below 'Z' ero degrees.

You can extend this task to include mnemonics for the order of vowel sounds in Japanese: a, i, u, e, o.

IcLL prompts

► **Discussion comparing greetings in Australia and Japan (p. 13)**

- 1 How does the language in the dialogues reflect the Japanese way of greeting people?
Notice the use of formal and informal language (e.g. **ohayo gozaimasu** and **ohayo**).
- 2 What does the language tell you about the relationships between the people?
The use of formal titles and greetings (**sensei**, **san** and **ohayo gozaimasu**) indicates a relationship where respect needs to be shown. Informal titles and greetings (**kun** and **ohayo**) signify a relationship of casual or equal standing.

20

だ
い
い
か

ACTIVITY BOOK AUDIO SCRIPTS

Task 5a

i しゅっぽん
ii ごはん
iii よんじゅうごふん
iv ろしゅうごふん
v よんじゅうごふん
vi さんじゅうごふん
vii にじゅうごふん
viii しゅうごふん
ix にじゅうごふん
x ごじゅうごふん
xi ごじゅうごふん
xii さんじゅうごふん

Task 9

i A: ああ、すみません。今 何時 ですか。
B: ああ、いま 7時20分 です。
A: ありがとうございます。

ii A: すみません。ああ、今 何時 ですか。
C: いま ですか、2時5分 ですか。
A: そう ですか、ありがとうございます。

iii A: ねえ、今 何時?
D: 今、4時20分 ですか。
A: そう、ありがとうございます。

iv A: ああ、すみません。今 何時 ですか。
E: ああ、今、5時45分 ですか。
A: ああ、ありがとうございます。

v A: ねえ、ちょっと、今 何時?
F: 今、ええと、6時10分 ですか。
A: そう? ありがとうございます。

vi A: ねえ、ねえ、今 何時?
G: 今? 11時半 ですか。
A: 11時半? ありがとうございます。

Task 11

i A: かなさん、ちょっと いい ですか、かなさんは、毎日 はやくおきますか。
B: はい、毎日 はやくおきます。
A: じゃ、あさごはんを たべますか。
B: はい、毎日あさごはんを たべます。
A: それから、毎日 おふろには はいりますか。
B: はい、毎日おふろには はいります。
A: そう ですか、ありがとうございます。
B: はい、毎日おふろには はいります。
A: まさおくん、ちょっと いい ですか、まさおくんは はやくおきますか。
C: はい、毎日 はやくおきます。
A: あさごはんを たべますか。
C: はい、もちろん たべます。
A: ふかつを します。
C: はい、ふかつを します。スポーツが大好き ですよ。
A: どうも、ありがとうございます。

ii A: てつやくんは 毎日 はやくおきます。
D: ええ、はや(7) はやくおきます。
A: じゃ、あさごはんを たべます。
D: はい、たべます。学校に いきます。
A: ふーん、じゃ、毎日 ふかつを しますか。
D: はい、ふかつを します。
A: じゃ、毎日 おふろには はいります。
D: はい、毎日 おふろには はいります。シャワーを あびます。
A: そう ですか、ありがとうございます。

Task 14

1 A: ああ、何時に あさごはんを たべます。
B: あさごはん ですか、まいにち 7時15分に あさごはんを たべます。
A: 7時15分 ですか。
2 A: ひろみさんは 毎日 何時に おきます。
B: ええと、7時半に おきます。
A: ああ、そう ですか。
3 A: ああ、毎日 何時に ねますか。
B: そう ですね、10時半に ねま。
A: 11時半 ですね。
B: はい、ええ、10時半 ですよ。
4 A: ひろみくんは 何時に 学校に 行きます。
B: ぼくですか、ぼくは 8時に 学校に 行きます。
A: 8時 ですね、どうも、ありがとうございます。
5 A: たかしくん、何時に うちに かえります。
B: そう ですね、ぼくは 毎日 6時半に うちに かえります。
A: 6時半 ですか、おおい ですね。
6 A: じゃ、たかしくん、何時に シャワーを あびますか。
B: シャワー ですか、ええと、10時50分に シャワーを あびます。
A: わかりました、どうも、ありがとうございます。

Task 17

Song title: いま何時ロックンロール

Task 19a

i おふろには はいります。
ii ふかつを しました。
iii 10時50分に シャワーを あびました。
iv 9時に テレビを みます。
v 7時15分に 学校に 行きました。
vi 5時半に うちに かえります。

Task 27

A: すみません、ちょっと いい ですか。
B: はい、どうぞ。
A: 毎日 何時に おきますか。
B: ええと、7時25分 におきます。
A: 毎日、あさごはんを たべますか。
B: はい、たべます。
A: ああ、そう ですか、じゃ、毎日 ふかつを しますか。
B: はい、ええ、たべます。でも、水よう日に スポーツを します。
A: 何時に うちに かえりますか。
B: 4時半に うちに かえります。
A: それから、毎日 なん時に ねますか。
B: 10時半に ねます。
A: どうも、ありがとうございます。

17

だい二か

学校、がんばろう!

Chapter 2 digital asset map

Resource	Description	Skill	SB PAGE
Videos			
Dialogue video ナオミとともだち: だい二わ	School life	Listening Viewing	17
Animations			
Stroke animation My <i>kanji</i> : 先、生、中、高、年	先、生、中、高、年	Writing	18
Grammar animation 1	Talking about your school timetable	Grammar	30
Grammar animation 2	Talking about likes and dislikes	Grammar	31
Interactive games			
Sharks: わたしのかんじ (My <i>kanji</i>)	Recognition of <i>kanji</i>	Reading Speaking	19
Noughts-and-crosses: 学校のかもく (School subjects)	School subjects	Listening	22
Karaoke: かもくのうた	School subjects Talking about the school timetable	Reading Speaking	23
Connections: 1時かんめはおんがくですか (Is period 1 music?)	Asking and talking about the school timetable	Reading Listening	23
Drag and drop: さえさんの時かんわり (Sae's timetable)	Talking about the school timetable	Reading	24
Flying words: 好きなかもく (Favourite subjects)	Talking about favourite subjects	Reading	25
Multiple choice: 自己紹介 (Self-introduction)	Self-introduction Talking about daily routine and the school timetable	Reading	27
Manga: つぎは?	Asking and talking about the school timetable Talking about favourite subjects	Reading	33
Worksheets			
Worksheet 1	School subjects Talking about the school timetable Talking about favourite subjects	Listening	25
Worksheet 2	Talking about favourite subjects	Writing Speaking	25
Worksheet 3	Talking about the school timetable Talking about favourite subjects	Reading	25
Worksheet 4	School subjects Talking about the school timetable Talking about favourite subjects	Reading Writing	25
Test			
Chapter test	Chapter 2 content	Reading Writing Listening Speaking	34

だい二か

学校、がんばろう!

2

LET'S GET STARTED!

- What is a typical school day for you?
- Look at the pictures. What do you think might be some similarities and differences between your school and schools in Japan?
- Do you think students should clean the school each day? Why? Why not?



こく語の先生はきびしいです。



1時かんめは「りか」です。



おんがくが「好き」ですか。

Communicating

- Say what year level you are in
- Talk about your school timetable
- Discuss the subjects you like and dislike

Understanding

- Read and write five kanji: 先, 生, 中, 高, 年
- How to use negative form after the noun and negative form of 5-adjectives
- The use of particles から, まで

Intercultural and cultural

- Reflect on how school life in Japan is different from where you live
- Learn more about the Japanese school system
- Investigate subjects studied by students in Japan

Before you start this chapter, go to page 17 of your Activity Book.

Chapter learning objectives

- Say what year level you are in
- Talk about your school timetable
- Discuss the subjects you like and dislike
- Learn more about the Japanese school system and subjects
- Use the negative form
- Use particles から, まで

Chapter key language functions

- 何年生
- [Subject] が好きですか。
- はい、[subject] が好きです。
- いいえ、[subject] は好きじゃないです。
- [Subject] はあんまり...
- [Number] 時かんめは [subject] です。
- [Subject] じゃありません。
- [Subject] が好きです。
- [Subject] は好き じゃありません。
- [Subject] は 一ばん好きな かもく です。
- [Subject] は にながてな かもく です。
- 一ばん むずかしい かもくは [subject] です。
- 一ばん おもしろい かもくは [subject] です。
- ひるやすみは何時から何時までですか。
- ひるやすみは12時から12時半までです。

Chapter key script

Previously introduced kanji

時、半、分、学、校

New kanji

先、生、中、高、年

Chapter vocabulary

Key vocabulary

School systems

- 小学校 primary school
- 中学校 junior high school
- 高校 senior high school
- 学 university
- 小学生 primary school student
- 中学生 junior high school student
- 高校生 senior high school student
- 何年生 what grade
- ～生 grade ...

School subjects

- かもく school subjects
- えい English
- こく national language
- すう mathematics
- りか science
- しゃかい social science
- たいいく PE; physical education
- おんがく music
- びじゅつ art
- ぎじゅつ technology
- かていか home economics
- どうとく ethics

Adjectives

- むずかしい difficult
- つまらない boring
- 一ばん き(な) favourite
- にながて(な) weak at/not good at

Talking about school timetables

- きょう today
- 時かんわり timetable
- ～かんめ ... period
- 何時かんめ What period?
- ひるやすみ lunch break
- そうじ cleaning
- しけん exam
- じっけん experiment
- ホームルーム homeroom
- きょうしつ classroom
- 何時 から from what time
- 何時 まで until what time

Useful expressions

- ～じゃない です It is not ...
- ～でした was
- ほんとう true; really
- ちよっと little bit
- いやだ yuck; terrible
- こら! Hey!
- べんきょう しましょう。Let's study.
- がんばって ください。Please do your best.
- どうぞ よろしく おねがい します。I am very pleased to meet you.
- から from
- まで until

Additional

- せいふく uniform
- いりぐちで at the entrance
- うわばきを はきます。 Put on indoor shoes.
- そうじ(を) して ください。 Please clean up.
- フォーラム forum
- スクラップブック scrapbook

STUDENT BOOK • PAGE 17



iiTomo 2 RESOURCES

WEBLINKS: School life in Japan (Kids Web Japan)

VIDEOS: Dialogue: ナオミとともだち: だいい二わ

ナオミとともだち: だいい二わ

► Context

Kai is sleeping in his bed and his alarm goes off, waking him up. He stops his alarm and puts his *doona* over his head. He really doesn't feel like going to school.

► Comprehension questions

- 1 What do you think Kai's mother is saying at the beginning of the video?
Get up, Kai!
- 2 What does she remind him about?
She reminds Kai about the test at school today.
- 3 What does he have in each period at school today?
1. Maths, 2. Kanji test, 3. English, 4. Science test
- 4 Did Kai want to go to school before the phone call? Why or why not?
Kai is not keen to go to school, possibly due to the tests. He said 「いやだなあ」, which means 'I don't feel like it!'
- 5 Why does Naomi call Kai?
Naomi lost her kanji test study sheet. She phones Kai to ask if he has one.
- 6 After the phone call, how did Kai's attitude about school change?
After the call, he was keen to go to school to see Naomi and show her the kanji sheet.

Skill builder

► Three sentences

What you need: A4 paper in two different colours

Divide the class in two. Each student writes down sentences (on a sheet of their team's colour) about their daily lives, such as まいあさ 7時におきます。土曜日にサッカーをします。11時半にねます。Teams A and B walk around and share their sentences with their classmates until you ring the bell. Collect the papers and read the sentences from Team A. Students in Team B guess whose paper it is. Swap and have Team A guess Team B's sentences. The team with more correct guesses wins.

► Viewing and reading skills

Picture 1:

- What do you think they are doing?
The students are in a class at school. There is a blackboard at the front and a teacher is teaching the lesson.
- Do you notice any differences in the photo compared to your classroom?
Answers could include: blackboard (not whiteboard), how they are sitting in class, how things are written on the board (vertical).
- What do you think 先生 means?
Teacher

Picture 2:

- What class do you think this is? Why?
Science. It looks like they are using a scale in the science room.
- What are they doing?
They are weighing things using the scale.
- What do you think 1時間め means?
First period

Picture 3:

- Where are they? What makes you think so?
Music room at school. They are wearing uniforms and holding musical instruments.
- What do you think おんがく means?
Music
- Have you played any musical instruments?
- Would you like to learn how to play these instruments? Why or why not?

IcLL scaffold

As students develop their understanding of school in Australia and Japan, they discover similarities and differences between the Australian and Japanese contexts. The similarities relate to many concepts integral to school life, such as school subjects and timetables.

For example, the names and the content of school subjects may differ but Japanese students do many things in much the same way as students in Australia. This is a validating process for students. Students are beginning to see the target language culture as valid. Where there are differences, students must identify and then reflect deeply on the reasons why these differences exist.

Activity Book

Students should complete page 17 of the Activity Book. The questions there can encourage discussion before you begin the chapter.

STUDENT BOOK • PAGES 18–19



Learning objectives

- Say what year level you are in
- Understand the Japanese school system

Key language

- 先生
- 小学校
- 中学校
- 高校
- 大学
- 小学生
- 中学生
- 高校生
- 大学生
- 1年生

Key script

Previously introduced kanji

小、大、学

New kanji

先、生、中、高、年

iiTomo 2 RESOURCES

ACTIVITY BOOK: Task 3, p. 18; Task 4, p. 19; Tasks 5–6, p. 20; What can I do now?, p. 30

INTERACTIVE GAMES: Sharks: わたしのかんじ (My kanji)

ANIMATIONS: Stroke order: My kanji: 先, 生, 中, 高, 年

IcLL prompts

Do some research on Japanese school uniforms.

- 1 What similarities and differences do you notice when comparing Japanese school uniforms with your own?
- 2 What is the Japanese word for 'uniform'?

せいふく

- 3 What makes up a typical school uniform in Japan? How does this compare to your uniform?

School uniforms were introduced in Japan in the late nineteenth century and bear a similarity to military-style naval uniforms. The girls' uniform is usually a pleated skirt and a blouse with a sailor-style collar.

Some form of ribbon or necktie is usually worn.

The sleeve length and fabric may vary by season.

The boys' uniform is a shirt with a standing collar that buttons from top to bottom, with straight-

leg black pants and a belt. The buttons are often decorated with the school emblem. This is an

example of how Japan's history is evident in

current culture. There is a European influence on uniforms and school bags.

- 4 Do you think all school uniforms in Japan are like this?
- 5 What appeals to you about wearing a Japanese uniform? What would you not like?
- 6 What school uniform would you prefer? What do you think Japanese students would prefer?

Skill builder

► Reading comprehension

What information does Sachi give us about her siblings?

Sachi has an elder sister, Kaori, at senior high school and a younger brother, Riku, at elementary school.

► Viewing and reading skills

Picture 4:

These are elementary school children. What is different compared to Australian primary school children? What is similar?

Their hats and backpacks are different.

Elementary school students in Japanese public

schools don't wear uniforms, other than PE clothes.

Many private elementary schools have school

uniforms though.

Picture 5:

What do you think this is?

The school gate

Can you recognise any *kanji* in the photo? What does it say?

It shows the name of the elementary school.

Some kanji should look familiar, such as 小学校.

IcLL prompts

While the class names and structure of secondary schools are different in Australia and Japan, the concept behind them remains the same – students progress through school in a linear path.

Use these questions as prompts for class discussion.

- 1 Do all schools in Australia have the same structure?

For example, Tasmania and the Australian Capital

Territory have separate colleges for post-Year 10

education.

- 2 In Australia, some schools have different year levels on different campuses. Is this the same in Japan?

Student research might be needed.

Skill builder

► Kanji quiz

Prepare a quiz covering the *kanji* learnt to date, including those from *iiTomo 1*.

- *iiTomo 2 kanji*: 時、半、分、学、校、先、生、中、高、年
- *iiTomo 1 kanji*: 日、本、語、人、円、一～十、百、父、母、何、大、小、月、火、水、木、金、土、好

► Odd one out

Pick out the odd *kanji* in each row.

先生	中学生	小学校	(小学校)
高校	大学	一年生	(一年生)
小学校	小学生	高校	(小学生)

► Find-a-word

Make a 'Find a *kanji*' word puzzle and give to a classmate to complete. Here is a sample.

中	高	校	先
学	何	二	生
校	人	月	大
一	年	生	学

Sample clues:

- middle school
- senior high school
- first-year student
- How many people?
- university
- February
- teacher.

Student Book answers

Reflection (p. 18)

You know 小 means *small*. If 学校 means *school*, what might 小学校 and 小学生 mean?

小学校 means *primary school* and 小学生 means *primary school student*.

You have learnt 大 as *big*, what do you think 大学 means?

University

中 means 'middle'. Does your school have a 中学校?

中学校 means *middle school* or *junior high school*.

What do you think a 高校 is?

高校 means *senior high school*.

Reflection (p. 19)

What sort of school is shown in this picture?

This is a middle school or junior high school.

IcLL

Review the comparative charts. What differences do you notice between Australian school year levels and Japanese year levels?

Years 7–9 中学, Years 10–12 高校



Learning objectives

- Ask what year level someone is in
- Say what year level you are in

Key language

- 何年生ですか。
- 小学
- 中学
- 高校
- 大学
- 1年生

Key script

Previously introduced kanji

小、大、学、校、何

New kanji

中、高、年、生

iiTomo 2 RESOURCES

ACTIVITY BOOK: Tasks 7–9, p. 21; Task 10, p. 22;
What can I do now?, p. 30

Skill builder

► Viewing and reading skills

Picture 1:

- Where are they? What makes you think so?
School. They are wearing their school uniforms.
- How are their uniforms different?
It looks like the Japanese student is wearing a winter uniform and the Australian student is wearing a summer uniform.
- What do you think they have been doing? Why?
As they are wearing different school uniforms, it is likely that one of the schools is visiting the other.

Picture 2:

- Where are they?
At school
- Who are they? What makes you think so?
The person on the left is a student, as he is bowing to the older man. The older man works at school and is cleaning.
- What kind of school does the boy go to?
Junior high school

Picture 3:

- Where are they?
In a classroom
- What kind of school does the boy go to?
Senior high school
- What grade would he be if he were at an Australian school?
He would be in Year 12 in Australia.

Picture 4:

- Where are they?
In the computer room
- What are they doing?
Studying or working on their assignments
- What kind of school does the boy go to?
University
- What does the kanji 大 mean?
Big, large. In this case, 大学1年生 means first-year university student.
- **Comprehension questions**
 - Who is the youngest?
Alisha and the boy in the second photo
(Year 8/junior high school second year)
 - Who is the oldest? How do you know?
The person in picture 4, as he is a university student

► Speaking practice

Listen to the iiTomo 2 Reader+ and practise asking and responding according to the Student Book. Then, practise the dialogue with your own information. You could also include questions and answers about other family members and friends.

► Extension

Practise saying what year level your siblings are in. If you don't have any siblings, make up a few in different year levels. Record your voice and submit for assessment.

Skill builder

► Year levels

Students prepare a poster with images of their siblings, friends or imaginary friends and include a caption stating their year levels. Students might also like to record the caption. This could be used for assessment purposes.

➤ Letter to a penfriend in Japan

Write a letter to introduce yourself and talk about your siblings, cousins or friends. Write their year levels according to the Japanese school system and say what subjects you and others like. (This content could be included in a letter if students have an opportunity to write to a host family or sister school in Japan.)

Student Book answers

IcLL

What differences do you notice between the Japanese students' answers and the answer given by the Australian student in photo 1?

The Australian student responded by saying 「8年生」, which reflects the way year levels are described in Australia (e.g. Year 8). Alternatively, she could have said 「中学2年生」. The Japanese students responded with 「中学2年生」 and 「高校3年生」. This reflects the Japanese way of describing year levels. A complete list of Japanese school years is given on page 30 of the Student Book.

STUDENT BOOK • PAGE 22



Learning objectives

- Ask what subject someone likes
- Say what subject you like
- Learn about subjects in Japan

Key language

- [Subject] が 好き ですか。
- はい、[subject] が 好き です。
- いいえ、[subject] は 好き じゃなく です。
- [Subject] は あんまり ...

Key script

Previously introduced *kanji*

語、学、好

IcLL prompts

➤ ことば

ことば means *national language*. Japanese is the national language of Japan – a single-language country. However, there are many regional dialects in Japan. In the school curriculum, ことば is taught from primary school to the end of high school.

➤ りか (science)

In 中学校, science is called りか. At 高校, science is かがく (科学). Physics is ぶつり (物理). Chemistry is かがく (化学). Chemistry and science are both かがく but the *kanji* are different.

➤ Additional subjects

- れきし (history)
- ちり (geography)

Check students' understanding of the subjects listed.

- What subjects would you like to study in a Japanese school?
- How similar or different are these subjects compared to those you are studying?

Skill builder

➤ Flashcards

Prepare flashcards with subjects in Japanese and the English meanings, or pictures and the Japanese vocabulary. You can extend this and include key phrases. These can become classroom resources.

➤ Mnemonics

Come up with mnemonics to remember the subject names.

➤ My timetable

Write your own timetable in Japanese using subject names, days of the week and numbers in Japanese.

➤ Subject game

Divide the class into two teams and call out the names of subjects in either English or Japanese. Teams write down the translations and keep count of the number they get right. The team with the most points wins. You could add other subjects, such as フランス語 or イタリア語.

➤ まる ばつ

All students are seated. Call out (or write on the board) subjects in Japanese with their English translation or vice versa. If the subjects you call out match, students stay seated, to indicate *maru*; if they do not match, students stand up, to indicate *batsu*. If students get it wrong, they are out and the last person remaining is the winner.

iiTomo 2 RESOURCES

ACTIVITY BOOK: Task 11, p. 22; Task 12, p. 23; Task 25, p. 30; What can I do now?, p. 30

INTERACTIVE GAMES: Noughts-and-crosses: 学校のかもく (School subjects)



Learning objectives

- Ask and say what subject is in what period
- Ask and describe duration using から and まで

Key language

- [Number] 時かんめは [subject] です。
- [Subject] じゃない です。

Key script

Previously introduced kanji

時、半、何、学、語、月、火、水、木、金、土

iiTomo 2 RESOURCES

INTERACTIVE GAMES: Karaoke: かもくのうた,
Connections: 1時かんめはおんがくですか (Is period 1 music?)

Skill builder

► Viewing and reading skills

Picture 1:

Where are they? Why do you think so?

At school – school uniform and blackboard

Picture 2:

What kind of school do you think this is? How do you know?

Junior high school – the sign says 中学校

Picture 3:

- Where are they? What makes you think so?

Train station – exit sign, ticket gate and ticket vending machine

- Can you see any *kanji* in the picture? What do you think it says?

出口 (exit)

► Comprehension questions

- What time is the lunch break?

12.30 to 1.30

- What period do they have music?

Period 4

IcLL scaffold

How would you ask and respond to questions about your timetable in English?

Skill builder

► から and まで

Have students practise the patterns から and まで using:

- [Number] 時かんめは [subject] ですか。
いいえ、[subject] じゃないです。
- 2時かんめはぎじゅつですか。
いいえ、かていかです。
- [Subject] は何時からですか。
～は～時からです。
- ～は何時までですか。
～は～時までです。
- ～は何時から何時までですか。
～は～時から～時までです。
- ～は～から～までです。

► Your turn

What you need: a soft ball

Throw a soft ball to a student. They say a sentence that includes a subject and a period, then they pass the ball to another person. Keep passing the ball and saying sentences until the timer goes off. The student holding the ball when the timer goes off loses (or their team loses points).

► Information gap

What you need: two information sheets (A and B) about a timetable, each showing different parts of the information

Students with sheet A must ask students with sheet B a question such as 「水曜日2時かんめは何ですか。」 The student with sheet B answers 「おんがくです。」

Students could also create an information gap sheet for their classmates.

► Extension

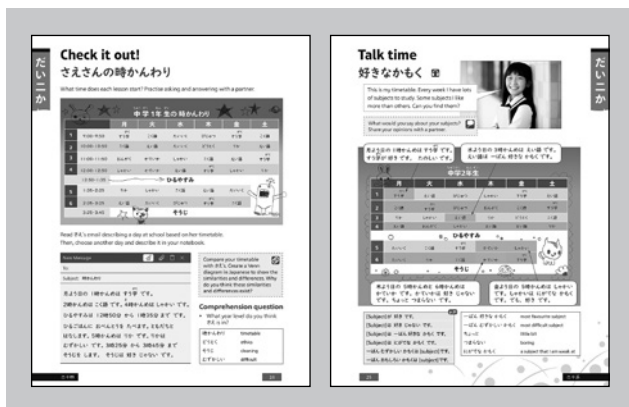
- 2時かんめと3時かんめは何ですか。
りかです。
りかとたいいくです。
- 2時かんめと3時かんめはびじゅつですか。
いいえ、おんがくです。

► My dream timetable

Create your dream timetable and share it with your classmates.

► Extension

Draw a dream job card (e.g. doctor, scientist, personal trainer, builder, fashion designer, musician or baker). Pretend to be a career adviser and create a timetable for a person aiming for this dream job.



Learning objectives

- Describe a timetable at school
- Talk about likes and dislikes using adjectives
- Describe subjects
- Learn about subjects at Japanese schools

Key language

- [Number] 時かんめは [subject] です。
- [Subject] じゃない です。
- [Subject] が 好き です。
- [Subject] は 好き じゃない です。
- [Subject] は 一ばん 好きな かもく です。
- [Subject] は にがてな かもく です。
- 一ばん むずかしい かもくは [subject] です。
- 一ばん おもしろい かもくは [subject] です。

Key script

Previously introduced kanji

時、半、何、語、学、一

iiTomo 2 RESOURCES

ACTIVITY BOOK: Tasks 13–14, p. 23; Tasks 15–16, p. 24; Tasks 17–18, p. 25; Tasks 19–20, p. 26; Tasks 21–22, p. 27; What can I do now?, p. 30

INTERACTIVE GAMES: Drag and drop: さえさんの時かんわり (Sae's timetable), Flying words: 好きなかもく (Favourite subjects)

WORKSHEETS: Worksheet 1, Worksheet 2, Worksheet 3, Worksheet 4

Skill builder

► Viewing and reading skills

- 1 What do you notice about Sae's timetable?

No breaks other than lunchtime, cleaning time in the timetable

- 2 What kinds of subjects have 語 in their names?

Subjects related to language, such as Japanese and English

- 3 What other subjects are in the timetable?

Maths, PE, art, ethics, science, home economics and social studies

lcLL scaffold

Discuss Sae's timetable. How is it similar to or different from yours?

The format is similar – a grid with familiar headings for the periods and days of the week.

Sae goes to school for half a day on Saturdays.

The year is different – Sae is in Year 7, which is called Year 1 in junior high school in Japan.

Cleaning is not part of students' responsibilities in Australia.

Typically there is no recess in Japan.

Skill builder

► Reading comprehension

Have students study Sae's timetable and answer the following questions.

- 1 How many subjects does Sae study?

Ten subjects

- 2 How does this compare with the number of subjects you studied in Year 7?

- 3 What subjects are the same?

► Before writing – brainstorming

Students can do this individually, in pairs or in groups.

- What day of the week will you write about?
- What subjects do you have that day?
- How do you talk about likes and dislikes in Japanese?
- Can you describe one or two subjects using adjectives? What adjectives would you like to use?

lcLL scaffold

What similarities and differences do you notice between the Year 7 and Year 8 timetables?

► Likes and dislikes

Students practise describing subjects they like and do not like using the patterns:

- ～が好きです。
- ～は好きじゃないです。
- ～は一ばん好きなかもくです。
- ～はにがてなかもくです。

Students should pay attention to the use of は and が in these phrases.

► My subjects

- Students write their own sentences for the key phrases listed.
- They can use the models in the Student Book if needed.