

Yoshie Burrows • Naoko Florence Abe • Yoko Nishimura-Parke • Miki Thomas

ii Tomo い

ACTIVITY BOOK • 3RD EDITION

い

と

も

3+4

JAPANESE LANGUAGE



Hiragana charts

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

n	w	r	y	m	h	n	t	s	k		
ん <small>n</small>	わ	ら	や	ま	は	な	た	さ	か	あ	a
		り		み	ひ	に	ち <small>chi</small>	し <small>shi</small>	き	い	i
		る	ゆ	む	ふ <small>fu</small>	ぬ	つ <small>tsu</small>	す	く	う	u
		れ		め	へ	ね	て	せ	け	え	e
	を <small>o</small>	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 <small>ji</small>	ジ <small>ji</small>	ギ
プ	ブ	ヅ <small>zu</small>	ズ	グ
ペ	ベ	デ	ゼ	ゲ
ポ	ボ	ド	ゾ	ゴ

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

Kanji

Chapter	iiTomo 1	iiTomo 2	iiTomo 3+4
1	日、本、人、語	時、半、分、学、校	私、才、子、友
2	一、二、三、四、五、 六、七、八、九、十	先、生、中、高、年	英、国、話、聞
3	父、母、何	見、行、食	番、気、体
4	大、小	買、休、山、川	安、店、百、々
5	月、火、水、木、金、土、好	目、口、耳、手	曜、週、今
6	円		町、住、近、前、後
7			東、京、間、来、電、車
8			使、書、読、千、万、每
9			仕、事、外、男、女
10			会、家、族、帰

ii Tomo い

ACTIVITY BOOK • 3RD EDITION

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3+4

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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.

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

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.

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While the authors and publisher regret any inconvenience this may cause readers, no responsibility for any such changes or unforeseeable errors can be accepted by either the authors or the publisher.

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*.



How to use this book

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How to use iiTomo

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

Your *iiTomo 3+4 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 assessment. 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

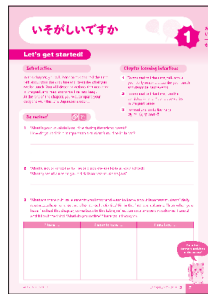
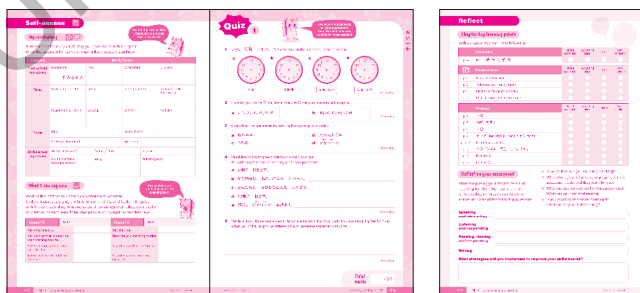
The **chapter opening page** includes your learning intentions for the chapter and a **Be curious!** activity with prompts to help you reflect on your own culture and a KWL table about the topics you are going to cover.

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 **Let's practise!** activities. Throughout the chapters, you can access **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 through a fun conversation exercise, and complete a **Quiz** as you get ready for your assessment and 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 **Hub** and complete your online activities.



You can go to **Pearson Digital Hub** and complete extra online activities.



Develop your reading skills and discover different text types.



Write your answers in Japanese and translate text from Japanese to English and vice versa. You will have lots of opportunities to practise hiragana and kanji.



Take part in interactions and become a confident Japanese speaker.



Practise the grammar that you have learnt in the Student Book.



Work out Japanese language using deductive and thinking skills.



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



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

The *iiTomo 3+4* student components are:

- *iiTomo 3+4* eBook and Pearson Digital Hub
- *iiTomo 3+4* Student Book
- *iiTomo 3+4* Activity Book

All Activity Book audio tracks are on *Digital Hub* in each chapter's first lesson: Let's get started!. They are also in the eBook.

ふくしゅう



Let's get started!

Introduction

In this mini chapter, you will revise the 46 katakana characters, *tenten* and *maru*, combination sounds, long vowels and small ツ. You will revise all kanji, including *Power up!* kanji, from *iiTomo 1* and *2* and check your understanding of their meanings and readings.

Chapter learning intentions

- 1 To revise the 46 katakana characters — including *tenten* and *maru*, combination sounds, long vowels and small ツ
- 2 To revise all kanji learnt in *iiTomo 1* and *2* and read and write them with confidence

My katakana



You can watch the katakana stroke order animations on Hub to refresh your memory!

1 Odd one out!



Look at each group of six katakana characters. Circle the odd one out and give a reason why you chose it. The first one has been done for you.

a カ コ **サ** ク キ ケ *サ is from the サ line. All others are from the カ line.*

b エ セ **ツ** ネ ヘ メ *ツ is from the ウ row. All others are from the エ row.*

c イ ナ ソ ン ト **ミ** *ミ has 3 strokes. All others have 2 strokes.*

d オ ソ ノ **マ** ヨ ホ *マ is from the ア line. The others are from the オ row.*

e **ル** ミ ヒ ニ チ キ *ル is from the ウ row. The others are from the イ row.*

f ガ ブ **パ** ザ デ ジ *パ is the only kana with a maru. The others have a tenten.*

2 Katakana chart challenge



Complete the katakana chart in pencil and record your time in the box below. Come back another day, erase your katakana chart and try to complete it faster than before!

My time		
Date		
Minutes		
Seconds		

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

3 きいてください



a Number the katakana in the order that you hear them.

ガ	ギ	グ	ゲ	ゴ	ザ	ジ	ズ	ゼ	ゾ	ダ	デ
8	3	9	7	1	6	10	2	12	11	4	5

b

ド	バ	ビ	ブ	ベ	ボ	パ	ピ	プ	ペ	ポ
5	6	8	2	10	7	9	11	4	3	1

4 てんととまる



Add *tenten* (^) or *maru* (°) to these katakana and then, write the new sound in romaji. The first one has been done for you.

To create *chi* on the keyboard, type "di". For *shi*, type "ji".

a	フ	+	ゝ	=	ブ	bu	e	へ	+	°	=	ぺ	pe
b	サ	+	ゝ	=	ザ	za	f	シ	+	ゝ	=	ジ	ji
c	ホ	+	°	=	ポ	po	g	タ	+	ゝ	=	ダ	da
d	チ	+	ゝ	=	チ	ji	h	ヒ	+	°	=	ピ	pi

5 Using small ヤ, ュ and ヨ



Complete the chart with the correct katakana combinations.

	k	g	s	j	c	n	h	b	p	m	r
ヤ	キャ	ギャ	シャ	ジャ	チャ	ニャ	ヒャ	ビャ	ピャ	ミャ	リャ
ユ	キュ	ギユ	シュ	ジュ	チュ	ニュ	ヒユ	ビユ	ピユ	ミュ	リュ
ヨ	キョ	ギョ	ショ	ジョ	チョ	ニョ	ヒョ	ビョ	ピョ	ミョ	リョ

6 みんなのなまえ



Match the katakana name to the corresponding English translation.

A	ジョン	1	Leo
B	ナターリア	2	Talik
C	タリク	3	Maria
D	ソフィア	4	Charlotte
E	ファリダ	5	Farida
F	イシャーン	6	Sophia
G	チャーロット	7	Ishan
H	マリア	8	John
I	ジャマール	9	Natalia
J	レオ	10	Jamaal

Read the words below and classify them under the most appropriate category. Then, write the English translations next to the word or in your notebook.

バナナ | タクシー | ケーキ | モノレール | フルーツ | クリケット | ギター | オートバイ | サラダ
 ピアノ | クラリネット | クッキー | サーフィン | スキー | トラック | ロック | フットボール | サッカー

Food	Music	Sports	Vehicles
フルーツ (fruit)	クラリネット (clarinet)	クリケット (cricket)	オートバイ (motorbike)
ケーキ (cake)	ロック (rock)	サッカー (soccer)	トラック (truck)
サラダ (salad)	ピアノ (piano)	フットボール (football)	タクシー (taxi)
クッキー (cookie)	ギター (guitar)	スキー (skiing)	モノレール (monorail)
バナナ (banana)		サーフィン (surfing)	

ひらがな

8 Power up!



Convert each English word into katakana.

a chocolate

チョコレート

b basketball

バスケットボール

c jazz concert

ジャズ コンサート

d fashion

ファッション

e jacket

ジャケット

My kanji



9 Kanji hunt

Read the English words in the list and locate the translations in the kanji grid. Then, write down the coordinates.

	A	B	C	D	E
1	学	先	口	語	父
2	木	校	本	土	食
3	百	東	火	山	小
4	山	中	学	手	生
5	日	本	目	月	私
6	大	金	川	母	高
7	京	耳	校	先	人

a teacher

7d, 4e

h sun

5a

b primary school

3e, 4c, 7c

i mother

6d

c middle school student

4b, 4c, 4d

j Japanese person

5a, 6b, 7e

d Japanese language

5a, 5b, 1d

k eye

5c

e mountain

3d

l ear

7b

f river

6c

m mouth

1c

g moon

5d

n hand

4d

Can you locate any extra words in the grid?



10 かんじをよみましょう



Read the following kanji and write the reading in hiragana *and* the English translation.
The first one has been done for you.

a	十円	→	じゅうえん	10 yen
b	高校	→	こうこう	high school
c	中学生	→	ちゅうがっこう	junior high school
d	日本語	→	にほんご	Japanese language
e	小学生	→	しょうがくせい	primary school student
f	先生	→	せんせい	teacher

11 かんじをかきましょう



Write the following words or expressions in kanji. Some words include hiragana characters.

a	Monday	→	月よう日	d	hand	→	手
b	what day	→	何よう日	e	big eyes	→	大きい目
c	mountain	→	山	f	small book	→	小さい本

12 Kanji in context



Re-write the sentences below, converting the underlined hiragana characters into kanji.
The *Power up!* kanji has been highlighted. Convert those only if you learnt them.

a	わたしは <u>はにほん</u> にいきます。	私は日本に行きます。
b	ちちは <u>やま</u> をみます。	父は山を見ます。
c	はははに <u>ちようび</u> にやすみます。	母は日よう日に休みます。
d	ななひやく <u>えん</u> です。	七百円です。
e	<u>がくせい</u> は <u>はにほんご</u> をはなします。	学生は日本語をはなします。
f	<u>まち</u> は <u>ちいさい</u> です。	町は小さいです。

13 Roll-a-sentence



Create five Japanese sentences by choosing one word from each column. One has been done for you.
If you are unsure which particle to use, leave it blank and add it in later.

Subject	Object	Verb	
わたし	日本	見ます	ぼくは日本へ行きます。
わたしたち	食べもの	行きます	父は山を見ます。
母	山	休みます	母は食べものを買います。
父	日よう日	食べます	わたしたちはすしを食べます。
ぼく	すし	買います	わたしは日よう日に休みます。

どんなおいたちですか



Let's get started!

Introduction

In this chapter, you will discuss past life milestones, describe past events and talk about when you started specific activities. You will read and write four new kanji and can challenge yourself to learn a fifth. You will compare cultural celebrations around the world and practise dialogues about personal history using the past tense of verbs and adjectives.

Chapter learning intentions

- 1 To discuss past events and life milestones, when people first started doing an activity and how old they were when an important event happened
- 2 To talk about the past using でした, はじめました and はじめて, and use the past form of い and な adjectives
- 3 To read and write four kanji: 私, 才, 子, 友 and the *Power up!* kanji: 達

Be curious!



- 1 What is an important milestone in your life? Why is it important to you?

Individual student responses

- 2 Are there similarities between the important milestones in your life and what you know about milestones for people in Japan? Are there differences? Answer in the Venn diagram on the right. Use Japanese where you can!

In Japan

For me

Individual student responses

- 3 What life milestones in Japan do you know about or want to know more about? Complete the first two columns in the table below. When you finish this chapter, come back to this table to reflect on your answers and then complete the third column. What do you notice? Share your thoughts.

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

Individual student responses

Go to this chapter in Hub for more activities in *Let's get started: 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.

- Characters: Kanji for self-introductions
 Vocabulary: Sports and leisure activities
 Grammar: Particles と, を, に

Reflect on your learning strategies



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

- write seven adjectives on sticky notes and stick them on the wall in my room
 make flashcards of unfamiliar hiragana and katakana characters and revise a few every day



(my own idea)

Discover



- 6 Go to **Hub** to find *Discover* activities that will consolidate and extend your learning.

My kanji



7 かんじのれんしゅう



p. 4

Go to **Hub My kanji** to watch the stroke order animation video and complete more activities!



For each kanji:

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

I; me					mnemonics	私 I 私立 private (school)
 わたし、し						
age; ability					mnemonics	5才 5 years old 10才 10 years old
 さい						

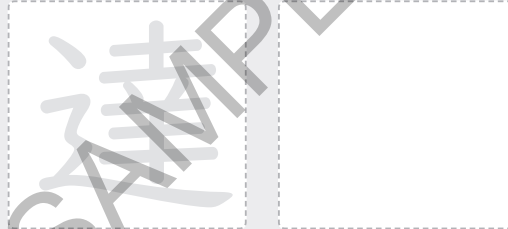
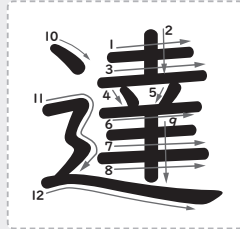
child					mnemonics	子ども children
						さち子 Sachiko
こ						

friend					mnemonics	友だち friends
						友子 Tomoko
とも、ゆう						友人 friend; companion

8 Power up!



a Have a go at writing the *Power up!* kanji in the grid. Then, challenge yourself by writing the kanji for the words listed below.



b わたしたち: 私 達

c こどもたち: 子 ども 達

9 ふりがな



ふりがな are small hiragana characters written above kanji to show their pronunciation. Write the ふりがな above each kanji. Then, write the English meaning under them.

a わたし

私



English: me, myself

b なな さい

七 才



English: 7 years old

c とも とも こ

友だちの友子さん



English: My friend, Tomoko

10 かんじのぶしゅ



Kanji radicals, called **ぶしゅ**, are the building blocks of a kanji character. Knowing radicals allows you to break kanji into smaller parts, making them easier to remember. You also use radicals to look up kanji in a kanji dictionary.

Combine the radicals below to create the kanji that matches each English meaning. The first one is done for you.

a	禾	b	四	c	ム	d	又	e	貝	f	彳	g	口	h	十
i	一	j	イ	k	了	l	亍	m	ナ	n	木	o	ノ	p	丨

- | | | | | | | |
|-----|--------------|---|---|---|---|---|
| i | go | f | + | l | = | 行 |
| ii | I, me | a | + | c | = | 私 |
| iii | friend | m | + | d | = | 友 |
| iv | ability, age | h | + | o | = | 才 |

- | | | | | | | |
|------|--------|---|---|---|---|---|
| v | buy | b | + | e | = | 買 |
| vi | child | k | + | i | = | 子 |
| vii | middle | g | + | p | = | 中 |
| viii | rest | j | + | n | = | 休 |

11 Kanji in context



Rewrite the below sentences and replace the underlined hiragana words with kanji. Then, translate the sentences into English.

- a わたしは15さいです。ちゅうがく2ねんせいです。

わたし さい
私は15才です。中学2年生です。

English: I am 15 years old. I am a second year junior high school student.

- b ともさんはせんせいです。がくせいじゃないです。

ともこ
友子さんは先生です。学生じゃないです。

English: Tomoko is a teacher. She is not a student.

Power up!

- c わたしたちはしょうがくせいのときスキーをならいました。

私たちは小学生の時スキーをならいました。

English: We learnt to ski when we were primary school students.

12 かんじをかいて、よんで!



Write the appropriate kanji in the boxes. Then, match each with its English meaning.

A	七	五	三	の	しゃしん	1	the day of the starting school ceremony
	しち	ご	さん				
B	四	才	の	時		2	a photo of the celebration for children of 3, 5 and 7 years of age
	よん	さい		とき			
C	にゅう	学	しきの	日		3	when (I) was 4 years old
	がく			ひ			

13 Past tense



a Rewrite these sentences using the past tense of です。

i いもうとさんは何才ですか。

いもうとさんは何才でしたか。

ii いもうとは六才です。小学1年生です。

いもうとは六才でした。小学1年生でした。

iii 私たちは中学生です。

私たちは中学生でした。

b Write these sentences in Japanese.

i I was 10 years old. I was in Grade 4.

私は十才でした。小学四年生でした。

ii We were primary school students.
We loved school.

私たちは小学生でした。学校が大好きでした。



Re-write **a iii** and **b ii** using the *Power up!* kanji you learnt in this chapter.

a i

私達はは中学生でした。

b ii

私達はは小学生でした。学校が大好きでした。

14 Important milestones



a Your Japanese friend wants help preparing a photo presentation about important milestones in their life. Using the clues provided, write a caption for each photo. The first one has been done for you.

b What do you notice in each photo? Consider the people, what they are doing and other details.

i I was five years old.



これは七五三のしゃしんです。
ぼくは5才でした。

ii I was six years old.



これはにゅう学しきのしゃしんです。私は6才でした。

iii I was in my first year at junior high school.



これはぶかつのしゃしんです。
私は中学1年生でした。

iv I was four years old.



これはようちえんのしゃしんです。私は4才でした。



c Do some research to find out more about the following four Japanese milestones. As part of your research, look closely at the images of these milestones in this chapter, here and in your Student Book. Record your findings in a table under two headings: "Facts about this Japanese milestone" and "What I found interesting or surprising".

15 おいたちのしゃしん



Listen as people talk about their childhoods. In the spaces provided, write:

- their age (in Japanese)
- the event or activity (in English).

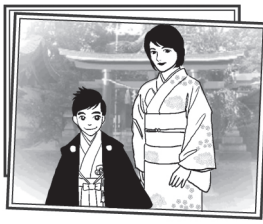
a



Age: 7才 or セオ

Event: birthday party

b



Age: 5才 or 五オ

Event: Shichigosan (or 7-5-3)

c



Age: 13才 or 十三オ

Event: first day of school ceremony

d



Age: 10才 or 十オ

Event: camping with the family

16 おいたちのしゃしん



Complete the conversations by writing the missing question and answers. Then, practise the conversations with a partner.



a

A ようちえんのしゃしんです。

B 何オでしたか。

A 私は四オでした。

ようちえん



b

A ぶかつのしゃしんです。

B 何オの時ですか。

A 13オの時です。

ぶかつ、13オ

17 からてをはじめました。



Use the clues to write sentences in Japanese. The first one has been done for you.



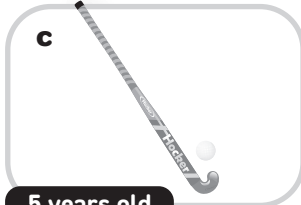
8 years old

8オの時、からてをはじめました。



12 years old

12オの時、ギターをはじめました。



5 years old

5オの時、ホッケーをはじめました。



10 years old

10オの時、サッカーをはじめました。

18 何をはじめましたか。



Listen to the audio. Draw a line to connect each activity to the age at which the Japanese student started it.

Then, in your notebook, write a statement about each photo, using the pattern below.

~の時に [activity] をはじめました。

a When I was a child.

b When I was in Grade 1.

c When I was 12 years old.

d When I was 8 years old.



19 い adjectives in the past tense

Write the past form of these い adjectives and their English meanings. The first one has been done for you.

い adjective	Past tense and English meaning	い adjective	Past tense and English meaning
おいしい	おいしかったです English: <u>was delicious</u>	いい	よかったです English: <u>was good</u>
うれしい	うれしかったです English: <u>was happy</u>	やさしい	やさしかったです English: <u>was nice; was gentle</u>
たのしい	たのしかったです English: <u>was fun, enjoyable</u>	かっこいい	かっこよかったです English: <u>was cool; was good-looking</u>
むずかしい	むずかしかったです English: <u>was difficult</u>	きびしい	きびしかったです English: <u>was strict</u>
おもしろい	おもしろかったです English: <u>was interesting</u>	つまらない	つまらなかったです English: <u>was boring</u>

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20 い adjective opposites

Find the adjective in each sentence below and think of an opposite adjective.

Then, rewrite the sentences with your opposite adjective. The first one has been done for you.

- a バレエの先生はやさしかったです。 バレエの先生はきびしかったです。
- b 私のケーキは小さかったです。 私のケーキは大きかったです。
- c 学校のピアノはふるかったです。 学校のピアノはあたらしかったです。
- d ぼくのぶかつはつまらなかったです。 ぼくのぶかつはおもしろかったです。 or たのしかったです。
- e 子どもの時、せが^{たか}高かったです。 子どもの時、せがひくかったです。

21 どうでしたか。

Listen to the Japanese students talk about their childhoods. Note, in English, what each person did and when, and circle the picture that best matches the description.

a 友子さん

She started playing
the piano when she was
7 years old.



c ゆみさん

She and her sister
started dancing when
they were children.



b つとむくん

He started playing the
guitar when he was
11 years old.

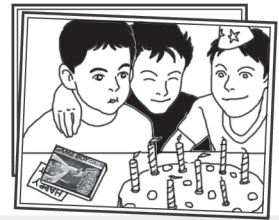


d かなさん

She celebrated her
fifth birthday with
a birthday cake.



22 ぼくのたんじょうび



a Read Hiroshi's photo caption and list the main points in English.

- It is a photo of Hiroshi's 8th birthday.
- He was in Grade 2 at primary school.
- His school friends came to his house.
- He received a game from his friend Ken.
- Then he ate cake, which was delicious.

b In your notebook, draw an image of your own special occasion and write a small paragraph about it in Japanese.

これはぼくの八オのたんじょうびのしゃしんです。小学二年生でした。学校の友だちがうちにきました。友だちのけんくんにゲームをもらいました。それからケーキを食べました。おいしかったです。

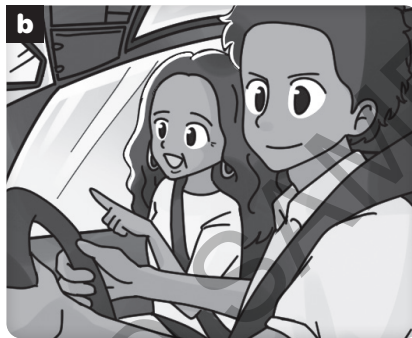
23 はじめてしました



Using the pictures provided, write a sentence in Japanese saying at what age you did each activity for the first time. Remember to use はじめて in your sentences.



~オの時、はじめてやきゅうをしました。



~オの時、はじめてくるまをうんでんしました。



~オの時、はじめてスキーをしました。

24 はじめてバレーをしました。



a With a partner, take turns timing each other to see how fast you can read the words below. Then, translate the words with your partner.

がっき		スポーツ	
a	バイオリン	a	バレエ
b	ベースギター	b	クリケット
c	ピアノ	c	ホッケー
d	フルート	d	ネットボール
e	トランペット	e	ローイング
f	クラリネット	f	バスケットボール
g	オルガン	g	フットボール
		h	たいそう
		i	じゅうどう
		j	けんどう
		k	からて
		l	ヨガ
		m	やきゅう
		n	すいえい
🕒	Time:	🕒	Time:

b Talk with your partner using the two sample dialogues below.

A	子どもの時、[instrument] をはじめてしました。
B	そうですか。よく [instrument] をひきますか／ふきますか。
A	はい、よくひきます／ふきます。
or	いいえ、ぜんぜんひきません／ふきません。

A	[Age] の時、はじめて [sport] をしました。
B	へええ、よく [sport] をしますか。
A	はい、よくします。
or	いいえ、あまりしません。

がっき	instrument
ひきます	to play an instrument (piano, string instrument)
ふきます	to blow; play (wind, brass instrument)

25 な adjectives in the past tense



Write the past form of these な adjectives and their English meanings. The first one has been done for you.

な adjective	Past tense and English meaning	な adjective	Past tense and English meaning
かんたん (な)	かんたんでした English: <u>was simple, easy</u>	げんき (な)	げんきでした English: <u>was well</u>
すてき (な)	すてきでした English: <u>was nice</u>	とくい (な)	とくいでした English: <u>was good at</u>
きれい (な)	きれいでした English: <u>was beautiful</u>	にがて (な)	にがてでした English: <u>was weak at</u>
たいへん (な)	たいへんでした English: <u>was hard; was troublesome</u>	たいせつ (な)	たいせつでした English: <u>was important</u>
しんせつ (な)	しんせつでした English: <u>was kind</u>	にぎやか (な)	にぎやかでした English: <u>was bustling</u>

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か

26 Past tense な adjectives in context



a Complete the following sentences using the clues in brackets. Make sure to use the correct tense.

- i 子どもの時、毎日ゲームをしました。
ぼくはゲームが 大好きでした。(loved)
- ii 日本にはじめて行きました。日本でしんかんせんにのりました。
- iii しんかんせんはとても べんりでした。(was convenient)
- iv 五才の時、はじめてスキーをしました。
スキーはとても かんたんでした。(was easy, simple)
- v ゆうめいなアイドルにいました。
とても きれいでした。(was beautiful)
- vi きょう、4時から8時までサッカーのれんしゅうをします。
れんしゅうは たいへんでした。(was hard)

大好き (な)
きれい (な)
かんたん (な)
べんり (な)
たいへん (な)

b Write the English translation of each sentence in your notebook.

Individual student response

27 Talking about past events



a Listen, and write the number of each sentence next to the matching phrase.

b Listen again, and write on the line what each person is talking about.

6 was big and convenient
the supermarket in Shibuya

1 was kind
the (basketball) coach

4 was fun but hard
camping (in the mountains)

8 was pretty
the Great Barrier Reef

2 was bad at
skating

3 was nice (great)
Pink

5 was easy, simple
bicycling

7 was fond of (liked)
Pokemon

28 どうでしたか。

Listen to the Japanese students talking about their experiences. Tick the relevant activity and note how they went in English.

					How was it?
a たかひろ			✓		The teacher was kind. It was good.
b やすし		✓			Training was hard.
c ゆみ				✓	The aeroplane was big and cool.
d みな	✓				It was fun/interesting.

29 私のぶかつ

a Read page 9 of your Student Book and complete the dialogue boxes.



A 何才の時アーチェリーをはじめましたか。

B 12才の時、アーチェリーをはじめました。

A れんしゅうはどうでしたか。

B れんしゅうはたいへんでした。でも、おもしろかったです。



A 何年生の時、きゅうどうをはじめましたか。

B 高校一年生の時、はじめました。

A きゅうどうはどうでしたか。

B きゅうどうのきものとどうぐはかっこよかったです。

b Read the text below and then, answer the questions in your notebook.

ぼくはひろです。ぼくは子どもの時、ドラムをはじめました。
 ドラムはむずかしかったです。
 だから、れんしゅうはたいへんでした。でも、先生はやさしくて、よかったです。
 中学三年生の時、はじめてわだいのコンサートに行きました。
 コンサートはすごかったです。
 わだいのグループもかっこよくて、すてきでした。
 だから、わだいを始めました。

i When did Hiro start learning drums?

He started learning drums when he was a child.

ii How did he feel about drumming?

He found drum practice very hard because playing the drums was difficult.

iii ドラムの先生はどうでしたか。

ドラムの先生はやさしくて、よかったです。

iv Explain why he started to learn wadaiko.

He went to a wadaiko concert and was impressed by the performance. The wadaiko team looked really cool and amazing.

v わだいのコンサートはどうでしたか。

すごかったです。

30 エリカさんのおいたち

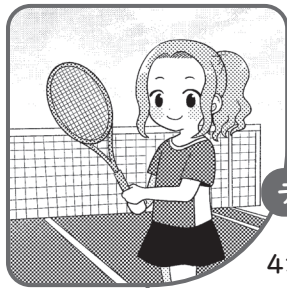


Look at the timeline showing Erika's first milestones. Then, write one Japanese paragraph summarising her milestones in your notebook.

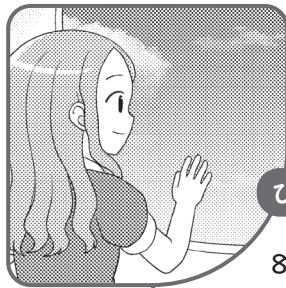
Aim to use the structures
～の時, はじめました,
はじめて, い plus な adjectives
in the past tense.



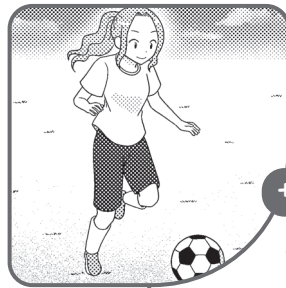
だ
い
ー
か



テニス
4才の時



ひこうき
8才の時



サッカー
中学一年生の時

Individual student response

31 りゅうせいくんのおいたち



Read the following text and answer the questions in English.



ぼくのおいたち

まきの りゅうせい

みなさん、はじめまして。ぼくのなまえはりゅうせいです。

ぼくのかぞくは四人です。父はだいくです。母は先生です。そして、高校生のあにがいます。ぼくは六才の時に、空手をはじめました。空手が大好きでした。れんしゅうはたいへんでした。そして先生はきびしかったです。だから、いっしょうけんめいれんしゅうをしました。

小学三年生の時、はじめてダンスをならいました。ダンスはおもしろかったです。そして、あたらしい友だちをたくさんつくりました。だから、たのしかったです。ダンスも空手もたくさんれんしゅうしました。だから、中学一年生の時、空手のトーナメントでかちました。だから、とてもうれしかったです。

これで終わります。ありがとうございました。

だいく

carpenter

いっしょうけんめい with all one's might; very hard

- a What is this a transcript of? Who could be the audience?
A speech. The audience could be a school class or readers of the school newsletter.
- b List Ryusei's family members and what they do. **A family of four; his father, who is a carpenter, his mother, who is a teacher, and his big brother who is a high school student.**
- c List two activities that helped shape Ryusei's personality. When did he start these?
Karate and dance. He started karate when he was 6 years old and started dance when he was in Year 3.
- d How does Ryusei feel about these activities? **He loved karate, but the training was hard. His teacher was strict, so he worked hard. He found dance interesting and made friends through it, so he felt dancing was fun.**
- e Describe what kind of person Ryusei is, using at least one detail from the text and one detail from the image to support your answer.
Ryusei seems like a hardworking person. He says he practises karate very hard even though the training is difficult and his teacher is strict, which shows he doesn't give up easily. In the picture, he looks focused during the dance lesson, which suggests he tries his best.



My vocabulary



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



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

Category	Word/Phrase			
Nouns	personal history おいたち	kindergarten ようちえん	a celebration for children of 3, 5 and 7 years old 七五三	
	school entrance ceremony にゅう学しき	graduation day そつぎょうの日	coming of age ceremony せいじんしき	last day さいごの日
	first day さいしょの日	game, match しあい	training れんしゅう	driving うんてん
Adjectives	simple; easy かんたん(な)	troublesome; hard たいへん(な)	kind しんせつ(な)	
	splendid りっぱ(な)	unskillful へた(な)	alright, ok だいじょうぶ(な)	
Verbs	to start はじめます	to drive うんてんします	to win ゆうしょうします	to go on/ride のります
Useful expressions	when I was a child 子どもの時	when I was ... years old ~オの時	How old were you? 何オでしたか。	
	for the first time はじめて	How was it? どうでしたか。		

What I can say now



Remember: あいづち are filler words or interjections that acknowledge what your partner has said.

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:
Tell your partner about one important milestone in your life (you can make up one).		Ask how old they were at the time of this milestone.	
Say how old you were.		Ask how this event was.	
Use at least two adjectives to describe the event.	Individual student responses	Use あいづち such as 「ああ」 or 「ええと」 in a response.	Individual student responses
Say you started [activity] when you were in [grade] in primary school.		Ask how [activity] was.	
Say the [activity] was fun.		Use あいづち such as 「そうですか」 or 「なるほど」 to say "Oh, I see."	

Quiz

1

1 Match each katakana label with the relevant picture by noting its number in the space.

<ul style="list-style-type: none"> i スキー ii ホッケー iii フットボール iv スクーター v サッカー vi バレエ vii ギター viii クリケット 	<p>a  vii</p>	<p>b  iii</p>	<p>c  ii</p>	<p>d  i</p>
	<p>e  viii</p>	<p>f  v</p>	<p>g  vi</p>	<p>h  iv</p>

(8 marks)

2 Replace the underlined words with kanji. Then, write the English meaning of each sentence.

<p>私 才</p>	<p>子 時</p>	<p>友 子 二 人</p>
<p>a <u>わたし</u>は15<u>さい</u>でした。</p> <p style="color: red;">I was 15 years old.</p>	<p>b <u>こどものとき</u>、はじめてスキーに行きました。</p> <p style="color: red;">When I was a child, I went skiing for the first time.</p>	<p>c <u>とも</u> <u>こさん</u>と<u>ふたり</u>でひこうきにのりました。</p> <p style="color: red;">I got on a plane with Tomoko.</p>

(6 marks)

3 Change the adjectives into the past tense. Then, match them up with their English equivalents.

a	かんたんです	かんたんでした.....		i	was fun; enjoyable
b	小さいです	小さかったです.....		ii	was kind
c	しずかです	しずかでした.....		iii	was simple; easy
d	いいです	よかったです.....		iv	was small
e	たのしいです	たのしかったです.....		v	was good
f	しんせつです	しんせつでした.....		vi	was quiet

(12 marks)

4 Write about Lucy's milestone in Japanese.

When I was 12 years old, I skied for the first time. Skiing was hard, but my ski coach was kind and good. Therefore it was very fun.



十二才の時、はじめてスキーをしました。

スキーはむずかしかったです。

でも、私のスキーコーチはしんせつで、よかったです。

だから、とてもたのしかったです。

Total marks /30

Apply your writing skills!



Go to this chapter in **Hub** to complete the *Apply (writing)* using the **Student Book** chapter 1 page 10 for support.



Now you are almost ready for your assessment!
Go to Hub *Reflect and revise* for more practice!



Individual student responses

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. 4	Kanji: 私, 才, 子, 友	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 4	Power up! kanji (optional): 達	<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. 4	Use a gesture to refer to yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. 5-6	Ask and say how old you were when an important milestone happened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. 6-8	Talk about when you did an activity for the first time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. 6-8	Say how an activity was using a past tense adjective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. 5-10	Discuss past events and life milestones	<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. 5	[Event] のしゃしんです。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 5	[Number] オの時です。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 5	[Number] オ / [School year level] でした。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 6	[Age] オの時、[activity] をはじめました。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 6	[Activity] はどうでしたか。	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 6	Use the past tense of い adjectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 8	Use the past tense of な adjectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. 8	([Age] の時) はじめて [activity] を [verb stem] ました。	<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 well in this assessment? What did you find challenging?
- If you did it 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?

iiTomo 3+4 activity book 3E

Attributions

The following abbreviations are used in this list: **t = top, b = bottom, l = left, r = right, c = centre.**

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