

Yoshie Burrows • Yoko Nishimura-Parke • Junko Glynn

ii Tomo い

STUDENT BOOK • 3RD EDITION

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3+4

JAPANESE LANGUAGE



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JAPANESE LANGUAGE

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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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Attributions

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

To come

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iiTomo

3RD EDITION

Current, relevant,
differentiated and
interactive Japanese
language learning for
secondary years

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

Student Book

A clear layout with improved, scaffolded and relevant core learning content and visuals for Years 7–10 that focus on skills development, support and engagement.



Pearson Digital Hub



The new Pearson Digital Hub features a comprehensive bank of chapter lessons and resources to consolidate and further student learning as well as assessments. Access multimedia content, additional grammar and vocabulary drilling, and opportunities to practise and assess all key language skills in one place.



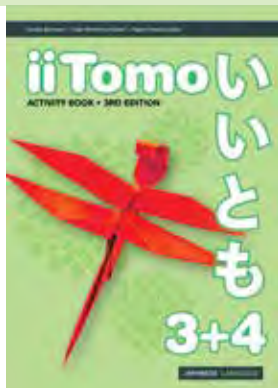
eBook

Reader+ gives you access to the eBook version of your Student Book including the audio.



Activity Book

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



Pearson Digital Hub Teacher Access

Pearson Digital Hub teacher access offers additional class and lesson preparation materials, and a results dashboard, streamlining formative and summative assessment with built-in differentiation and comprehensive teaching support.

Senior Student Book

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



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Chapter	Revision chapter 1	だいいか 3	だいいか 17	だいいか 37	だいいか 53	だいいか 69
Title	ふくしゅう	どんなおいたちですか	何語を話しますか	私の食べものチョイス	どこで買いものをしますか	みんなでワイワイ
Content	Katakana characters Kanji from <i>iiTomo 1</i> and <i>2</i>	Milestones Growing up	Language studies Nationalities Where you grew up	Food in Japan and Australia	Shopping Department stores in Japan	Leisure activities Theme parks
Communicating	Read and write the 46 basic katakana characters, combination sounds and <i>iiTomo 1</i> and 2 kanji to communicate effectively in Japanese	Discuss past events and life milestones Talk about when you did activities for the first time or when you started them Ask and say how old you were when a significant event happened	Discuss nationalities and where you grew up Talk about the languages you and others speak Talk about strategies to study a language Learn more about speaking politely	Discuss your favourite foods Talk about healthy foods Discuss popular foods in Japan, your country and other countries	Ask and say where you shop Ask and say on which floor something can be found Ask and say how much something costs Discuss your reasons for shopping at a certain place	Say what someone is doing right now Invite others and accept or decline invitations Arrange an outing Suggest an alternative plan for an outing
Understanding	Revise the reading and writing of katakana characters Understand the pronunciation rules for combination sounds	Talk about the past using <i>でした</i> Say when you started doing an activity using <i>はじめました</i> Say when you first did something using <i>はじめて</i> Ask about events and people in the past Understand and use the past form of <i>い</i> and <i>な</i> adjectives	Understand sound limitations with katakana sounds Understand verb groups Change verbs from the <i>ます</i> form into the <i>て</i> form Use the <i>て</i> form to make polite requests Use the <i>て</i> form to express how you do something	Review katakana tertiary sounds Count items with the <i>つ</i> general counter Make negative forms of adjectives Learn more about linking adjectives Compare things using <i>どれ</i> or <i>どちら</i> Use a combination of two particles <i>て</i> and <i>も</i> Use <i>~そうです</i> with adjectives	Use the counters <i>かい, 百, せん, まん</i> Use the pronouns <i>これ, それ, あれ, どれ</i> and <i>この, その, あの, どの</i> Use <i>どうして</i> and <i>から</i> to ask for and state reasons	Revise the <i>て</i> form Use the <i>て</i> form of verbs to talk about actions happening now Learn about verbs in the plain form Use <i>~ませんか</i> to invite someone to do something Use the polite volitional form <i>~ましょう</i> to offer a suggestion Use the particle <i>の</i> in casual conversation
Particles			から, (language) <i>で</i>	でも, より	から (reason)	
Kanji	Revise the 48 essential kanji and 9 <i>Power up!</i> kanji learnt in <i>iiTomo 1</i> and <i>2</i>	私, 才, 子, 友 [<i>Power up!</i> 達]	英, 国, 話, 聞 [<i>Power up!</i> 勉, 強]	番, 気, 体 [<i>Power up!</i> 肉, 魚]	安, 店, 百, 々 [<i>Power up!</i> 千, 万]	曜, 週, 今 [<i>Power up!</i> 楽]
Intercultural understanding	Learn a new gesture to indicate yourself Learn about some major celebrations and life milestones in Japan Compare life milestones for teenagers in Japan with milestones in your and other cultures	Learn a new gesture to indicate yourself Learn about some major celebrations and life milestones in Japan Compare life milestones for teenagers in Japan with milestones in your and other cultures	Discover trends in language learning in Japan Reflect on how cultural identities are always evolving in Japan and in your country	Discuss popular foods in Japan, your country and other countries Discover foods available in Japanese popular restaurants and compare them with food from your country	Learn about shopping options in Japan Compare department stores where you live to those in Japan Discuss how shopping in Japan may reflect aspects of Japanese culture	Explore leisure activities enjoyed by families and young people in Japan Discover popular places in Japan where families and teenagers go to spend time Reflect on the similarities and differences in how young people in Japan and your community spend their weekends
Text types		Photo captions Digital presentation Timeline of major milestones	Photo captions Magazine article Homework list Online forum Blog post Personal account Manga	Photo captions Online menu Online discussion Magazine article Infographic Supermarket catalogue Personal account Food flowchart Manga	Photo captions Department store floorplan Blog post Email Manga	Photo captions Calendar Travel website Text message Newsletter Manga Online forum Blog post Brochure

Chapter	Chapter 85	Chapter 101	Chapter 117	Chapter 133	Chapter 149
Title	とかいといなか	修学旅行	アルバイト	何になりたいですか	ホームステイのけいけん
Content	City and country Neighbourhood Directions	School trips Travel time and transport	Part-time work Spending money	Careers and aspirations Skills and interests	Seeing your home through a Japanese perspective Cultural similarities and differences
Communicating	Describe your neighbourhood Ask for and give directions Discuss life in the city and life in the country	Talk about where you went on a school trip and where you stayed State the length of your visit Ask and say how long it takes to travel from one place to another Talk about activities you did during a school trip Ask and say what is allowed or not allowed	Talk about part-time jobs Discuss where someone works and what they do there Say why someone works and discuss work skills Explain how you spend your money	Ask and say what you are good at and like to do Discuss what you want to do in the future Give reasons for your chosen career	Talk about your family and house with a host family Discuss things that could surprise exchange students in Japan and your country Discuss similarities and differences between schools in Japan and where you live Reflect and write journal entries using the casual form Write a thank you letter to your host family
Understanding	Use location words となり, 前, 後ろ, 中, そば, みぎ or ひだり to describe where places are Use the verbs あります and います to say where things, people and places are Give directions using the て form Revise the particles が, の, に and を, and use them to give directions	Use the particle に to talk about where you stayed Change adjectives into the negative past form Use counters for periods of time Use 間 to talk about amounts of time Use から and まで when talking about places List activities with ~たり, ~たり Use the て form to give permission and say something is not allowed	Use the potential form of verbs to say "can" or "able to" Use the particles に and て to talk about money Use ことができます as an alternate way to say "can" or "able to"	Use the たい form to express desire Use ことが好きです to say you like something and ことがとくいです to say you are good at doing something Understand when to use とくい and じょうず Use ~てみたいです to say you want to try something to see what it is like	Learn how to join sentences using the て form Use the て form of verbs or adjectives to express surprise or amazement Use ほとんど, あまり with the negative form of verbs to say "hardly ever", "rarely" and "seldom" Use です in both polite and plain (casual) forms Use the past positive plain form Use the negative plain form
Particles	に (directions), が, の, を, から	に (staying in/at), から, まで	に, て (what something is for)		
Kanji	町, 住, 近, 前, 後 [Power up! 左, 右]	東, 京, 間, 来, 電, 車 [Power up! 旅, 泊]	使, 書, 読, 千, 万, 毎 [Power up! 回]	仕, 事, 外, 男, 女 [Power up! 働]	会, 家, 族, 帰 [Power up! 息]
Intercultural understanding	Discover what it is like to live in rural and urban Japan Discuss the similarities and differences between city and country life in Japan and where you live	Discover different types of accommodations in Japan Explore popular school trip destinations Learn about Japan's transportation system Reflect on activities and rules during Japanese school trips	Learn about some teenagers' part-time jobs in Japan and compare with your country Discover how teenagers in Japan spend their money and compare with your own experience	Identify similarities and differences in the aspirations of Japanese teenagers and teenagers in your community Learn about people who are successfully working overseas	See daily life in your country from a Japanese student's perspective Explore the differences and similarities between daily life for students in Japan and where you live Reflect on the importance of cultural sensitivity when hosting Japanese students
Text types	Photo captions Blog post Map Presentation script Speech Script	Photo captions Map Email Magazine article List of rules Personal reflections Interview transcript Manga	Photo captions Website Infographic Job postings Personal accounts Online Article Email	Photo captions Brochure Report Text messages Magazine article Blog post Online article	Photo captions Email Journal entry Presentation Interview Letter Manga



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

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How to use iiTomo

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

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

Classroom expressions

You can find some useful classroom expressions that your teacher will be using and some you can learn to say on page viii to build on what you learnt in *iiTomo 1* and *2*. Have a go at practising these and using them during your Japanese lessons!

Revision chapter

In this third edition, you learnt hiragana at the start of *iiTomo 1* and katakana in *iiTomo 2*. You also learnt some high frequency kanji throughout the books. You were also exposed to some more kanji in *Power up!* and in texts with reading support.

In *iiTomo 3+4*, you will review your katakana and kanji learning in the Revision chapter at the start of the book.

The corresponding **Activity Book** Revision chapter provides additional opportunities for you to practise further your katakana and kanji. This can also be a good opportunity to revise your hiragana!

My kanji and My katakana

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

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



Core chapters

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

Chapter opening page

The first page of every chapter offers three *Let's get started!* questions for group discussion. The first question is factual, the second conceptual and the last debatable. They allow you to tap into your general knowledge and personal experience. Then, take the time to discuss the authentic visuals in class to predict what you will be learning about, and do the related tasks in your **Activity Book** chapter opening page and on **Hub**, in *Let's get started!* In the **Hub Discover** lesson, there is a sitcom video called *Naomi and friends* that you may want to watch first and revisit later on, or you could wait until you get into the chapter to watch it. Each episode features Naomi, a teenager, and her friends and family in Japan, giving you the opportunity to discover real-life situations in Japanese at your level.

The learning goals for each chapter are:

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

My Japanese sounds

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



Talk time

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



Check it out!

View and read a variety of texts in Japanese. From brochures and personal presentations to emails and websites, put your skills into practice and answer the viewing, comprehension and higher-order questions. Some *Check it out!* texts might include a Multimodal task where you combine two or more skills, such as reading and listening. Go to **Hub** for some vocabulary learning tasks and complete more practice in your **Activity Book!**



Power up!

Power up your Japanese learning with this section, which gives you additional practise with advanced kanji or a more advanced language point related to the chapter. On **Hub**, there are some *Power up!* tasks, too!



Go for it!

Use your viewing, listening, reading, writing and/or speaking skills to practise everything you have learnt so far. One of the *Go for it!* texts outlines the text type, genre and text elements you will be working on to build your understanding of texts and your writing skills! On **Hub**, go to *Practise* to find more interactive tasks at your level, too.



Find out more!

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

Got it?

Refer to these pages to develop your understanding of how the Japanese language works. The key language seen in that chapter is explained and supported by sentence pattern boxes, colour coding and examples. **Hub** *Understand* offers animations that present the main language points in a visual way and check-in tasks to ensure you got it! You could do these in class and/or in your own time.

Vocabulary

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

Putting it all together!

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

You will find handy reference characters charts inside the back cover of this book.

References

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



Icons used in the *iiTomo* Student Book:



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



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



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



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



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



Work out Japanese language using deductive and thinking skills.



Learn something extra about Japanese culture or language!



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



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

Japanese classroom expressions

日本語のきょうしつのことば



Learn these classroom expressions to build on the ones you learnt in *iiTomo 1* and 2 and start using them as much as possible in class.

先生



学生



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

Could you explain it again?	もういっどせつめいしてください。
Hiragana is easy.	ひらがなはやさしいです。
Grammar is hard.	ぶんぽうはむずかしいです。
Similarities are ().	にていることは () です。
Differences are ().	ちがうことは () です。
What I enjoyed is ().	たのしかったことは () です。
What I found surprising is ().	おどろいたことは () です。
What I found surprising is ().	びっくりしたことは () です。
I learnt about ().	() についてわかりました。
I understand A well.	Aについてよくわかります。
I understood A well.	Aについてよくわかりました。
I think ().	() だとおもいます。
I don't understand (). Please explain it again.	() はよくわかりません。もういっどせつめいしてください。

Additional たんご



presentation	プレゼン
Japanese writing paper	げんこうようし
reflection	ふりかえり
discussion	ディスカッション

ふくしゅう



My katakana

Remember to read character charts from top to bottom and right to left.

The katakana characters

AB pp.1-3

Take a moment to revise the katakana charts and write all the 46 basic katakana characters in your notebook. Then, list the characters you know well and the characters you feel less confident with. With a partner, discuss strategies on how to practise and recall your katakana.

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	テ	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 <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	ロ	ヨ	モ	ホ	ノ	ト	ソ	コ	オ	o

Combination sounds

For katakana characters ending with an "i" sound, combination sounds are formed with the small ヤ, ユ or ヨ.

r	m	p	b	h	n	c	j	s	g	k	
rya	mya	pya	bya	hya	nya	cha	ja	sha	gya	kya	ヤ
リヤ	ミヤ	ピヤ	ビヤ	ヒヤ	ニヤ	チャ	ジャ	シャ	ギヤ	キャ	
ryu	myu	pyu	byu	hyu	nyu	chu	ju	shu	gyu	kyu	ユ
リュ	ミュ	ピュ	ビュ	ヒュ	ニュ	チュ	ジュ	シュ	ギュ	キュ	
ryo	myo	pyo	byo	hyo	nyo	cho	jo	sho	gyo	kyo	ヨ
リョ	ミョ	ピョ	ビョ	ヒョ	ニョ	チョ	ジョ	ショ	ギョ	キョ	

In *iiTomo 2*, you also learnt another set of special sounds combining some of the katakana characters with the small ア, イ, ウ, エ or オ. Practise reading out these sounds with a partner.

v	w	f	d	t	ch	j	sh	gw	kw	
va		fa						gwa	kwa	a
ヴァ		ファ						グア	クア	
vi	wi	fi	di	ti					kwi	i
ヴィ	ウィ	フィ	ディ	ティ					クイ	
vu			du	tu						u
ヴ			ドウ	トウ						
ve	we	fe			che	je	she		kwe	e
ヴェ	ウェ	フェ			チェ	ジェ	シェ		クエ	
vo	wo	fo							kwo	o
ヴォ	ウォ	フォ							クオ	

Katakana in action!

Read the names of the activities listed in the table. Then, write down activities that are relevant to you and say them aloud for a partner or your class to guess and note down to build up their own list.

ロックライミング
ボランティア
サーフィン
フォトグラフィー
タップダンス

These words are all loanwords from English. Think of their English equivalent as you read them aloud and add them to your vocabulary list.

Numbers	一	二	三	四	五	六	七	八	九	十	百	千
Day and time	時	半	分	日	月	火	水	木	金	土		
Family and people	父	母	人	私								
School	先	生	学	校	中	高	年	本	語			
Verbs	買	休	見	行	食							
Body parts	目	手	耳	口								
Adjectives	大	小	好									
Places	山	川	東	京	都	広	島	町				
Other	何	円										

How many did you remember? Share your learning strategies with a partner.



Kanji in action!

おさらいしよう! In pairs or small groups, point to a bubble (group of kanji words) and ask each other to read it aloud and give the English meanings. Then, move on to the next bubble. Time how long it takes to complete each kanji bubble and compete to improve your time.

Group 1

買います 見ます 行きます
休みます 食べます

Group 2

山と川 木曜日 火曜日
水曜日 土曜日

Group 3

父と母 先生 学生 学校
中学校 大学 日本人 日本語

Group 4

何時 二時半 30分
八月十日 何月何日

Group 5

目と耳 手が小さい
口が大きい 五円 好き

Power up!

町 私 東京 広島
千円 六百人 京都

がんばって!
You've got this! Now, go to your Activity Book and complete the katakana and kanji revision tasks!



どんなおいたち ですか

だ
い
一
か

1

Let's get started!

- ✧ What have been and will be some milestones in your life?
- ✧ Do life milestones reflect the country or community culture you belong to? How?
- ✧ Should traditional life celebrations be adapted to modern life and global influences, or should they remain unchanged? Why do you think so?

Before you start this chapter, go to page 5 of your Activity Book and do *Activate prior learning* and *Discover on Hub*.



Communicating

- Discuss past events and life milestones
- Talk about when you did activities for the first time or when you started them
- Ask and say how old you were when a significant event happened

Characters

- Read and write four kanji: 私, 才, 子, 友
- Power up! kanji: 達

Understanding

- Talk about the past using でした
- Say when you started doing an activity using 始めました
- Say when you first did something using はじめて
- Ask about events and people in the past
- Understand and use the past form of い and な adjectives

Intercultural understanding

- Learn a new gesture to indicate yourself
- Learn about some major celebrations and life milestones in Japan
- Compare life milestones for teenagers in Japan and in your and other cultures

Look at the photos and read the speech bubbles.
What are these people saying? What does each kanji mean?



わたし
はい、私です!

Have a go at using the Japanese gesture shown in photo 1. How does that compare to gestures you know that people use to indicate themselves?



さい
何才ですか。

さい
6才です。



こ
せかいの子どもたちです。



とも
よく友だちとあそびます。

The kanji for the age counter **さい** can be written **才** or **歳**. **歳** is used in formal or official contexts, whereas **才** is used in casual contexts. The kanji **才** can also mean "ability" or "talent".

- How do you feel when you start learning new kanji? How do you approach it?
- What do you enjoy about learning new kanji?
- What do you find challenging? How do you address challenges?

私 7 strokes

わたし	私	I; me; myself
しりつ	私立	private (school)
わたし	私たち	we

才 3 strokes

さい	16才	16 years old
はっさい	8才	8 years old
なんさい	何才	what age

子 3 strokes

こ	子ども	child; children
こ	さち子	Sachiko (girl's name)
こ	子ねこ	kitten

友 4 strokes

とも	友だち	friend
ともこ	友子	Tomoko (girl's name)
ゆうじん	友人	friend, companion

Power up!

Locate the two speech bubbles above that could use this *Power up!* kanji. Then rewrite them in your notebook using this kanji.

達 12 strokes

ともだち	友達	friend
わたしたち	私達	we
こ	子ども達	children

Talk time



七五三のしゃしんです。



AB

Got it?

p.9

p.14

Listen to these Japanese students who have each chosen a photo to show a major milestone in their life. Then, with a partner, read each dialogue aloud and discuss what each event could be.

Remember: In dialogues the colour coding shows text you can change. In beige sentence pattern boxes, it shows new language points.



A これは七五三のしゃしんです。

B ^{さい}何オでしたか。

A わたし ^{さい}私は3オでした。



だ
い
一
か



A これはようちえんのしゃしんです。

B ^{さい}何オでしたか。

A ^{さい}ぼくは4オでした。



A ^{にゅうがくしき}入学式の日のしゃしんです。

B ^{さい}何オの時ですか。

A ^{さい}6オの時です。



A ^{さい}ぶかつのしゃしんです。

B ^{さい}何オの時ですか。

A ^{さい}15オの時です。
ぼくは中学3年生でした。

[Number] オ / [School year level] でした。

p.14

[Number] オの時です。 / [School year level] の時です。

- You learnt about 七五三 in *iiTomo 1*. How would you explain it to a friend?
- Do you have, or do you think you should have, a ceremony like にゅう学しき in your school?
- What photos would you use to show your life's milestones to someone living in Japan?



In Japan, schools have a にゅう学しき (school entrance ceremony) in April to welcome new students. Students often wear their uniform and participate in speeches, songs and group photos. It is an important milestone celebrated from primary school to university.



Now have your own conversation using this dialogue model and the events listed to the right, or your own.

A [Milestone] のしゃしんです。

B ^{さい}何オでしたか。

A ^{さい}[Number] オでした。

これ	this one
ようちえん	kindergarten
にゅう学	enrolment / school admission
~しき	ceremony
~オの時	when I was ... years old

そつぎょう	graduation
そつぎょうの日	graduation day
しあい	(sports) game; match
ホッケー	hockey
キャンプ	camp
すいえいたいかい	swimming carnival/competition

サッカーをはじめました。

Read what the Japanese students say about their main activities, noting when they started and what they thought. Then, read and practice these dialogues aloud with a partner.



A ^こ子どもの時、**サッカー**をはじめました。
 B **サッカー**はどうでしたか。
 A **たのしかったです。**



A ^こ子どもの時、**バスケット**をはじめました。
 B **バスケット**はどうでしたか。
 A **おもしろかったです。**



A ^{さい}4才の時、**ピアノ**をはじめました。
 B **ピアノ**はどうでしたか。
 A **むずかしかったです。**でも、**先生はよかったです。**

^こ子どもの時 when I was a child
 はじめました started

Practise the dialogues above again, but this time use information from photos 4 and 5. Refer to the grammar boxes for support.

^こ**子どもの時**、[activity]をはじめました。
^{さい}**[Age]才の時**、[activity]をはじめました。
 [Activity]はどうでしたか。
 [Activity]は **[い adjective] かった**です。



Now, practise the dialogues again, but this time talk about yourself! Here are some words you can use.

バレエ	ballet	たのしい	fun
フットボール	football	むずかしい	difficult
クリケット	cricket	やさしい	easy; gentle
たいそう	gymnastics	おもしろい	interesting; funny
ローイング	rowing	つまらない	boring
ヨガ	yoga	かっこいい	cool
ドラム	drums	いい	good
バイオリン	violin	うれしい	happy

Remember that the adjective **いい** is irregular! It becomes **よかったです** in the past tense.





ぼくのおいたち



だ
い
一
か

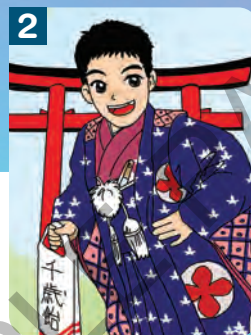
やまだ
山田くん has prepared a digital presentation about his life's milestones for his class. Read and listen to his presentation and answer the questions below.

Use a Venn diagram to identify similarities and differences between Yamada-kun's and your own milestones.



1

これは、ようちえんのしゃしんです。ぼくは3才でした。



2

これは、七五三のしゃしんです。5才の時です。ぼくは七五三のきものをきました。父と母と
じんじやに行きました。そして、七五三のちとせあめを買いました。おいしかったです。



3

これは、小学校の入学しきの日のしゃしんです。ぼくは6才でした。くろいランドセルを買いました。うれしかったです。



4

中学1年生の時、けんどうをはじめました。学校でけんどうぶにはいました。まい日、れんしゅうをしました。れんしゅうはたのしかったです。



5

中学2年生の時、ギターをはじめました。むずかしかったです。でも、ぼくのギターはかっこよかったです!

わ
か
り
ま
し
た
か

- Slide 1: 山田くんは何才でしたか。
- Look at Paragraph 2 and explain what Yamada-kun did on the 七五三 ceremony day.
- Look at Paragraph 3 and discuss what the sign says. Where do you think this photo was taken?
- What extracurricular activities did Yamada-kun do? When did he start?
- けんどうのれんしゅうはどうでしたか。
- ギターはどうでしたか。

おいたち	personal history
ちとせあめ	special sweets for the 七五三 ceremony
くろい	black
ランドセル	school backpack



はじめてスキーをしました。



AB
pp.12-13

Got
it?
pp.14-15

Read and listen to the dialogues below. Then, practise them with a partner. Remember to take turns.



- 1
- A はじめて**スキー**をしました。
- B どうでしたか。
- A スキーは**かんたん**でした。



- 2
- A ^{さい}7才の時、はじめて**やきゅう**をしました。
- B どうでしたか。
- A れんしゅうは**たいへん**でした。
でも、コーチの先生は**しんせつ**でした。



- 3
- A はじめて**えいかいわ**をなりました。
- B どうでしたか。
- A 先生は**すてき**でした。



- 4
- A ^{さい}5才の時、はじめて**ひこうき**にのりました。
- B ああ、そうですか。どうでしたか。
- A そらのくもはとても**きれい**でした。

Now, practise talking about yourself or an imaginary you. Create your own short dialogue using the word bank below and the vocabulary you have learnt so far. The words presented in bold are new. Add them to your vocabulary lists!

はじめて	for the first time
コーチ	coach
ひこうき	plane
そら	sky
くも	cloud

When you say "to get on" a mode of transport such as a plane, car or train, you use the particle に. For example, ひこうきにのります is "I get on a plane".

Notice how **な** adjectives are different from **い** adjectives in the past tense.

[Age] の時、はじめて [activity] [particle] [verb stem] ました。

[Activity/Person] はどうでしたか。

[Activity/Person] は **[な adjective without な]** でした。

pp.14-15

Activities

くるまをうんでんします	to drive a car
アルバイトをします	to have a part-time job
ゆうしょうします	to come in first; to win
ボランティアをします	to volunteer

Adjectives

かんたん (な)	simple, easy
たいへん (な)	troublesome; hard
しんせつ (な)	kind
へた (な)	unskillful
りっぱ (な)	splendid
だいじょうぶ (な)	alright, OK
いや (な)	unpleasant



きゅうどうをはじめました。



だ
い
一
か

Some Japanese teenagers have uploaded photos on their school portal to talk about a milestone in their life.

https://東京中学校.jp

東京中学校

1  さい
たか 15才

こ
子どもの時、ドラムをはじめました。ちょっとむずかし
かったです。だから、まい日れんしゅうしました。

2  さい
まゆ 18才

きょ年、友だちとわだいこの
コンサートに行きました。
わだいこグループは
すてきでした。だから、
わだいこをはじめました。

3  さい
じゅん 19才

さい
12才の時、アーチェリーをはじめました。
学校ではじめてアーチェリーをしました。
れんしゅうはたいへんでした。でも、おもしろかったです。

4  さい
ゆうか 18才

高校1年生の時、きゅうどう
をはじめました。きゅうどうの
きものとうぐはかっこ
よかったです。だから、
きゅうどうぶにはいりました。

5  さい
こうすけ 17才

さい
ぼくは12才の時、はじめてえいかいわをならいました。
オーストラリア人の先生とはなしました。先生はしんせつで
した。でも、かいはのレッスンはにがてでした。

わかりましたか

- Why did Taka practise the drums every day? What does this show about the kind of person he is?
- Why did Mayu start playing *wadaiko*?
- When did Jun start archery what did he say about it?
- ゆうかさんは何年生の時、きゅうどうをはじめましたか。さい何才でしたか。
- Based on the information Kosuke gave, describe his English conversation skills.
- こうすけくんのえいかいわの先生はどんな先生でしたか。レッスンはどうでしたか。

ちょっと	a little bit
きょ年	last year
わだいこ	Japanese percussion instrument
アーチェリー	Western archery
きゅうどう	Japanese archery
とうぐ	equipment

Why do you think students in Japan take part in both traditional and modern activities?
What are some traditional sports and music from your country or culture(s)?

ドラム is "drum (kit)" and たいこ (太鼓) is a general term for "drum", while わだいこ (和太鼓) is used for traditional Japanese drums. The わだいこ tradition preserves specific playing styles, rhythms and social functions rooted in Japanese culture. It is often showcased at festivals, religious events and performances.



テオくんのおいたち

AB
p. 15

テオくん drew a timeline showing some milestones of his life. Read and listen along to his experiences.

Text types and elements:
Timeline

A timeline text displays information about events in chronological order.

A timeline typically includes:

- a title
- a chronological presentation of events, including for each event:
 - the date/year/age
 - the name of the event
 - a description
- an illustration or photo for each event (optional).

ぼくのおいたち

2 ようちえんの年間

1 あかちゃんの時



1才の時です。ぼくは、目が大きかったです。



ようちえんのしゃしんです。ぼくは4才でした。先生はとてもやさしかったです。だから、ようちえんが大好きでした。

4 小学校



小学校3年生の時、クリケットをはじめました。よくれんしゅうをしました。コーチはしんせつでした。

3 プレップ



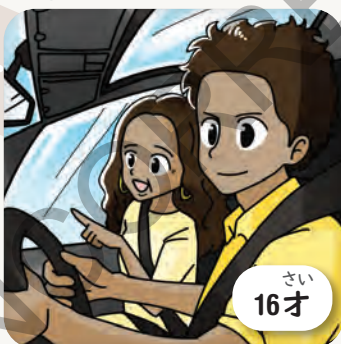
5才の時のしゃしんです。ぼくはプレップでした。はじめて日本語をならいました。日本語のゲームはたのしかったです。でも、ひらがなはにがてでした。

5 フットボール



12才の時、フットボールをはじめました。ぼくのチームは大きかったです。そして、つよかったです。だから、れんしゅうはたいへんでした。

6 くるまのうんてん



ぼくは16才の時、うんてんのれんしゅうをはじめました。くるまのうんてんはたのしかったです。

あかちゃん	baby
プレップ	Prep year; school year before the first year of primary school
チーム	team
うんてん	driving

わかりましたか

- 1 Why did Theo like kindergarten?
- 2 How did he feel about learning Japanese?
- 3 テオくんは小学校3年生の時、どんなスポーツをはじめましたか。
- 4 At what age did Theo start playing Australian football? Describe his football team.
- 5 What milestone did Theo reach at age 16?
- 6 くるまのうんてんのれんしゅうはどうでしたか。
- 7 Was Theo's account of his milestones positive or negative overall? Provide evidence from the text.

子どもの時のしゃしん



アイシャさん, an exchange student, is showing her photo albums to なつおくん, her Japanese host brother. Listen to the audio and practise role-playing the conversation with a partner. Then, change roles.

アイシャ	これは	わた 私の	しゃしんです。
なつお	へえ、 ^こ 子どもの時のしゃしんですか。		^{さい} 何オの時ですか。
アイシャ	^{さい} 5オの時 ^{さい} 3オの時	です。	プレップの ようちえんの しゃしんです。
なつお	かわいかった 小さかった	ですね。	じゃあ、これは?
アイシャ	ネットボールの クリケットの サッカーの	しゃしんです。	^{さい} 10オの時、 ^{さい} 6オの時、 ^{さい} 13オの時、 はじめました。
	ネットボールは クリケットは サッカーは	たのしかったです。 よかったです。 おもしろかったです。	でも、 れんしゅうはたいへんでした。 コーチはきびしかったです。
	日本の ^{せいと} せいと	ネットボールを クリケットを サッカーを	しますか。
なつお	ネットボールですか。 クリケットですか。 サッカーですか。	いいえ、 ^{ぜんぜん} ぜんぜんしません。 はい、 ^{とき} ときします。 いいえ、 ^{あまり} あまりしません。	
アイシャ	ああ、そうですか。		

あいづち

Using あいづち (brief interjections or responses) can help you sound more natural in conversations. Can you spot some あいづち in this dialogue?

Here are some examples:

ああ	oh; ah	なるほど	I see; that makes sense
そうですか	Is that so?; I see	ええ	yeah
へえ	oh, wow	そうですね	that's right
じゃあ	then	うわあ	wow

Create your own dialogue using at least three of these あいづち or add them in the script above and role-play with a partner.

ネットボール	netball
せいと	student

Have a go at performing this role play in class or film it to share with the class. Then, provide some constructive feedback on others' performances.





私のおいたち



Listen to and read the following presentation from いとう伊藤みなみさん and learn about some of the milestones in her life.

いとうはじめまして。伊藤みなみです。

1

三月三日はひなまつりです。これはひなまつりの
しゃしんです。わたし 私は2才でした。

2

おまつりのしゃしんです。はじめてぼんおどりに
行きました。ゆかたをきました。
ぼんおどりはむずかしかったです。

3

七五三のしゃしんです。わたし 私は
3才でした。はじめてきものを
きました。それから、父と母と
じんじやに行きました。
ちとせあめはおいしかったです。

4

これはようちえんのさいごの日の
しゃしんです。ようちえんで
えい語をべんきょうしました。
えい語が大好きでした。友だちの
ゆかちゃんとしゃしんをとりました。

5

これは小学校の入学しきの日の
しゃしんです。わたし 私はあたらしいようふくを
きました。母はきものをきました。
きれいでした。あたらしいランドセルは
おもかったです。でも、うれしかったです。

6



わたし
これは私の中学校のしゃしんです。
大きい学校でした。好きなかまくはえい語でした。
えい語の先生はアメリカ人でした。

7



ぶかつはけんどうぶでした。

8



わたし
大学1年生の時、私はバスケット
ボール部のメンバーでした。
せんぱいはやさしかったです。

9



とも
19才の時、はじめてアメリカに
行きました。ホストファミリーは
しんせつでした。友だちをたくさん
つくりました。とてもたのしかったです。

10



わたし はたち
これは、せい人しきのしゃしんです。
私は二十才ちでした。きれいなきも
のをきました。また友だちのゆかちゃん
といっしょにしゃしんをとりました。

わ
か
り
ま
し
た
か

- 1 Look at the photo of the Hina dolls. What do you think this tradition is?
- 2 ひなまつりは何月何日ですか。
- 3 みなみさんはほんおどりに何をきましたか。
- 4 Frame 4: みなみさんはだれとしゃしんをとりましたか。
- 5 Frame 5: みなみさんは小学校のにゅう学しきに何をきましたか。
- 6 What was Minami's favourite subject when she was in junior high school? Which club did she join?
- 7 Compare the yukata and the kimono in photos 2 and 3. List the differences between them by researching and using your prior knowledge.
- 8 Look at frames 4 and 10 again. What links these two photos? Why are these events significant?

The reading for 20 years old
is irregular. It is はたち二十才.

ひなまつり	Girls'/Doll's Festival
ほんおどり	Bon Festival dance
さいごの日	last day
ようふく	(Western) clothes
おもかった	was heavy
メンバー	member
せんぱい	student(s) senior to oneself; senior(s)
せい人しき	coming-of-age ceremony
また	again

- Do you think Minami's milestones are typical for Japanese teenagers? Why?
- Do all teenagers around the world share the same life milestones? Discuss.
- What new understandings do you have about Japanese culture?



Talking about the past using でした

The past tense of the verb です is でした.
Compare the following sentences:

わたし ^{さい}
私は7オです。

わたし ^{さい}
私は7オでした。

To talk about a life milestone, you use the present tense, for example when showing a photo about it:

これは [milestone] のしゃしんです。

これはようちえんのしゃしんです。 This is a photo from my time in kindergarten.

To ask or say how old someone was at the time, you use the past tense:

^{さい}
何オでしたか。 How old were you?

^{さい}
6オでした。 I was six years old.

Similarly, you use the past tense to say what year level someone was at the time of an event:

何年生でしたか。 What year level were you in?

小学一年生でした。 I was in my first year of primary school.

小学生でした。 I was a primary school student.

You can also ask: 何【オ／年生】の時ですか。

In that case, you do not use the past tense. The word 時 means "time".
When attached to a noun with の, it means "when" or "at the time of".

Remember that in this context the kanji 時 is read とき.

[Noun] の時

In this case, の時 indicates a *specific* time, so you use the present tense です instead of the past tense, even though the event or timeline might be in the past.

^{さい}
何オの時ですか。 How old were you (at that time)?

^{さい}
12オの時です。 (That is when) I was 12 years old.

Saying when you started doing or first did an activity

Using はじめました

To say when you *started* an activity, you use はじめました with the following the sentence pattern:

【子ども／～オ】の時、[activity] をはじめました。

^こ
子どもの時、ダンスをはじめました。 I started dancing when I was a child.

^{さい}
5オの時、しよどうをはじめました。 When I was 5 years old, I started Japanese calligraphy.

^{さい}
10オの時、サッカーをはじめました。 I started playing soccer when I was 10 years old.

Using はじめて

To say when you *first* did an activity, you use はじめて meaning "for the first time" before the activity, and then the verb in the past tense.

[Age] の時、はじめて [activity] を／に [verb stem] ました。

はじめてコンサートに行きました。 I went to a concert for the first time.

^{さい}
7オの時、はじめてやきゅうをしました。 I played baseball for the first time when I was 7 years old.

^{さい}
5オの時、はじめてじてんしゃにのりました。 When I was 5 years old, I rode a bicycle for the first time.

Asking about events and people in the past

To ask how a past event was or how it went, or how a person was, you use the past tense: どうでしたか。

[Activity] はどうでしたか。

テニスのコーチはどうでしたか。	How was the tennis coach?
バイオリンのれんしゅうはどうでしたか。	How was your violin practice?

Talking about the past using い adjectives

This table shows how to make the past form of い adjectives.

Can you see the pattern used to form the past tense? You drop い and add かった.

Present		Past	
is delicious	おいしいです	was delicious	おいしかったです
is strict	きびしいです	was strict	きびしかったです
is happy	うれしいです	was happy	うれしかったです
is enjoyable	たのしいです	was enjoyable	たのしかったです
is cute	かわいいです	was cute	かわいかったです
is big	大きいです	was big	大きかったです
is small	小さいです	was small	小さかったです

It is the い adjective that changes to the past form, not です.

Watch out: the two adjectives below are irregular. !

is good	いいです	was good	よかったです
is cool; is good looking	かっこいいです	was cool; was good looking	かっこよかったです

Talking about the past using な adjectives

This table shows how to make the past form of な adjectives.

Present		Past	
is troublesome; is hard	たいへんです	was troublesome; was hard	たいへんでした
is weak at	にがてです	was weak at	にがてでした
is simple; is easy	かんたんです	was simple; was easy	かんたんでした
is kind	しんせつです	was kind	しんせつでした
is pretty	きれいです	was pretty	きれいでした
is nice	すてきです	was nice	すてきでした
really like; is very fond of; is a favourite	大好きです	really liked; was very fond of; was a favourite	大好きでした
is good at	とくいです	was good at	とくいでした
is important	たいせつです	was important	たいせつでした
is famous	ゆうめいです	was famous	ゆうめいでした

Notice that here, the verb です changes to でした.

Remember there are two different ways of forming the past tense of adjectives, depending on the adjective. Always ask yourself, is it an い adjective or a な adjective? Have a go at explaining this page's rules to a partner using your own examples!



My vocabulary 1 p.16

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

Essential
たん語



Verbs

アルバイトをします	to have a part-time job
くるまをうんでんします	to drive a car
はじめます	to start
ボランティアをします	to volunteer
ゆうしょうします	to come in first

Events and related milestones

あかちゃん	baby
おいたち	personal history; upbringing
こどもの時	when I was a child
さいごの日	last day
さい ~オの時	when I was ... years old
~しき	ceremony
せい人しき	coming-of-age ceremony
そつぎょうの日	graduation day
にゅう学	enrolment; school admission
はじめて	for the first time
プレップ	prep year
ようちえん	kindergarten
ランドセル	school backpack

Adjectives

いや(な)	unpleasant
おもい	heavy
かんたん(な)	simple; easy
くろい	black
しんせつ(な)	kind
だいじょうぶ(な)	alright, OK
たいへん(な)	troublesome; hard
へた(な)	unskillful
りっぱ(な)	splendid

Activities and related words

アーチェリー	Western archery
きゅうどう	Japanese archery
コーチ	coach
サーフィン	surfing
しあい	(sports) game; match
チーム	team
ドラム	drums
バスケット	basketball (colloquial)
ひこうき	plane
ホッケー	hockey
メンバー	member
ローイング	rowing
わだいこ	Japanese percussion instrument

Additional
たん語



うんでん	driving
きょ年	last year
くも	cloud
これ	this one
せいと	student(s)
せんぱい	student/s senior to oneself; senior/s
そら	sky

ちとせあめ	special sweets for the 七五三 ceremony
ちよっと	a little bit
どうぐ	equipment
ひなまつり	Girls'/Doll's Festival
ぼんおどり	Bon Festival dance
また	again
ようふく	(Western) clothes

What are some ways you could best learn new vocabulary and memorize it? Discuss in small groups and see if there are strategies others suggest you could try out!



Putting it all together

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



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