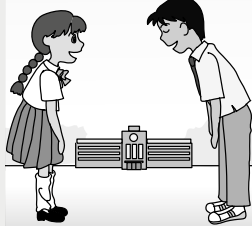


はじめまして

- 1 Complete the first two columns in this table. When you have finished this chapter, come back and complete the last column.



<i>What I know about Japan and Japanese people</i>	<i>What I want to learn</i>	<i>What I learnt</i>



What is your intracultural identity?

Through learning Japanese, you will learn about Japanese culture and how to communicate appropriately in Japanese. But most importantly you will learn more about your own intracultural identity. Intracultural identity incorporates such things as your nationality, ethnicity, your belief or religion, where you were born, where you live, where your parents were born, what language you speak, the sports you play and your school life. It is important to be aware of your intracultural self so you can become a better intercultural learner and interact well with other people. Learning Japanese will enhance your intercultural communication skills and give you many opportunities to observe, compare and reflect on language use to identify how cultural values and perspective are embedded in language.

- 2 a Why is it important to become a better intercultural learner?



- b What do you plan on doing to become a better intercultural learner?

To help me remember the important information in this chapter, I will:

- create a small illustrated phrasebook
- create a word bank of new Japanese words and phrases
- _____
(my own idea)

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

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



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

a ha ji me mashi te
はじめまして means:

- How are you? What is your name? How do you do?

b The family name of the sisters is _____.

c Their given names are _____ and _____.

d What do you notice about Japanese names?

4 a You met several Japanese people at a party, but you forgot their names.

Listen to the conversations and circle the correct names in the table below.



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

b What patterns do you notice in these girls' names and boys' names? Do some research. Is this the same for all female and male names in Japan?

5 Using the internet, work out how to spell your name in Japanese and make yourself a name card. Then, ask your teacher to check your name in Japanese.



- 6 a These students met for the first time today. Complete the speech bubbles by tracing the words. Then, write the girls' first and last names in the space provided below.

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

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

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

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

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



- b Why did you choose this phrase?

se n se i ba i ba i
せんせい、バイバイ!



- c If the boy greeted his teacher in this way, the teacher would feel

because _____.

The boy should have said (choose one):

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

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

a o ha yō
おはよう

b ja a ma ta a shi ta
じゃあ、また あした

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

d ko n ni chi wa
こんにちは

e ba i ba i
バイバイ

f mi na sa n sa yō na ra
みなさん、さようなら

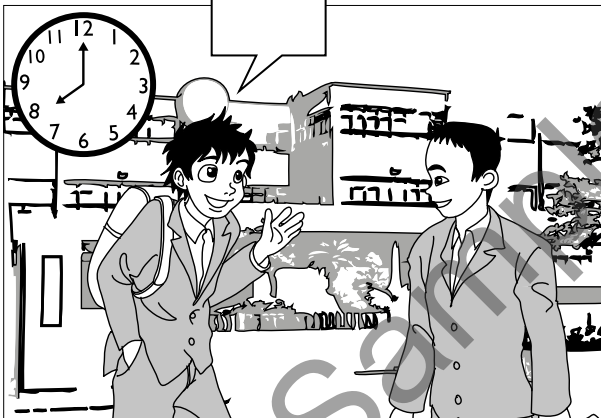
ii



ii



iii





iv



v



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

- 10 a** Draw yourself surrounded by five items that are important to you.   **SB**
p. 14-15
 Then, add a speech bubble like Seth's on page 14 of your Student Book telling the reader your name in Japanese.



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

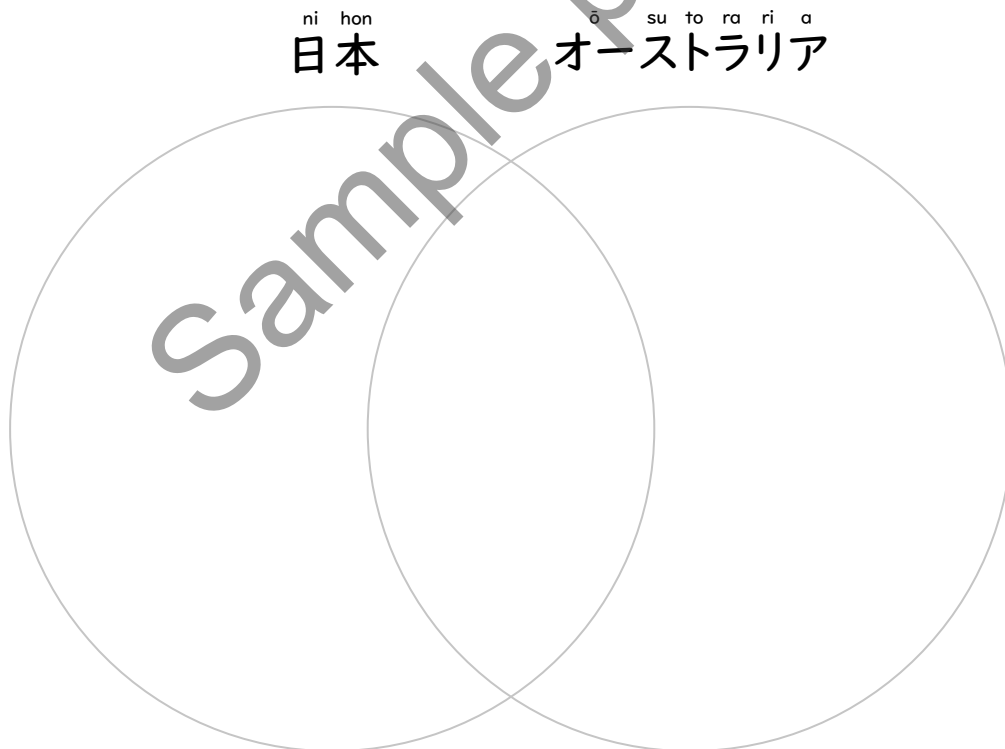
<i>Teenagers in Australia</i>				
<i>Sport</i>	<i>Food</i>	<i>Entertainment</i>	<i>People</i>	<i>Other</i>

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

11 a Using the “Teenagers in Japan” content on page 15 of your Student Book and what you know, list the items that are popular for each category.

Teenagers in Japan				
su pō tsu スポーツ	ta be mo no たべもの	re jya a レジャー	hito 人	ho ka ほか (other)
				

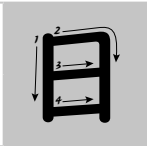
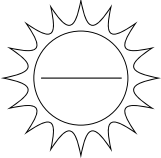
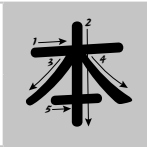


b Compare your findings with those of the rest of the class. What are the similarities and differences between teenagers in Japan and Australia? Complete the Venn diagram using the information from Questions 10b and 11a.



c Using the information in the Venn diagram, complete the following sentences in your notebook.

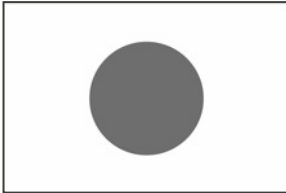
- Japanese and Australian teenagers both like
- If I had a chance to talk to a Japanese teenager, I would talk about ...

12 For each *kanji*, write the English meaning in the space above it and its pronunciation below. Then, check you know the reading and meaning of each word. Practise writing the *kanji* in the squares. Use the mnemonics space to draw or make notes to help you remember its meaning and/or sound.

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

13 Write the *kanji* for these pictures.

a



ni hon

--	--


b



ni hon jin

--	--	--

c



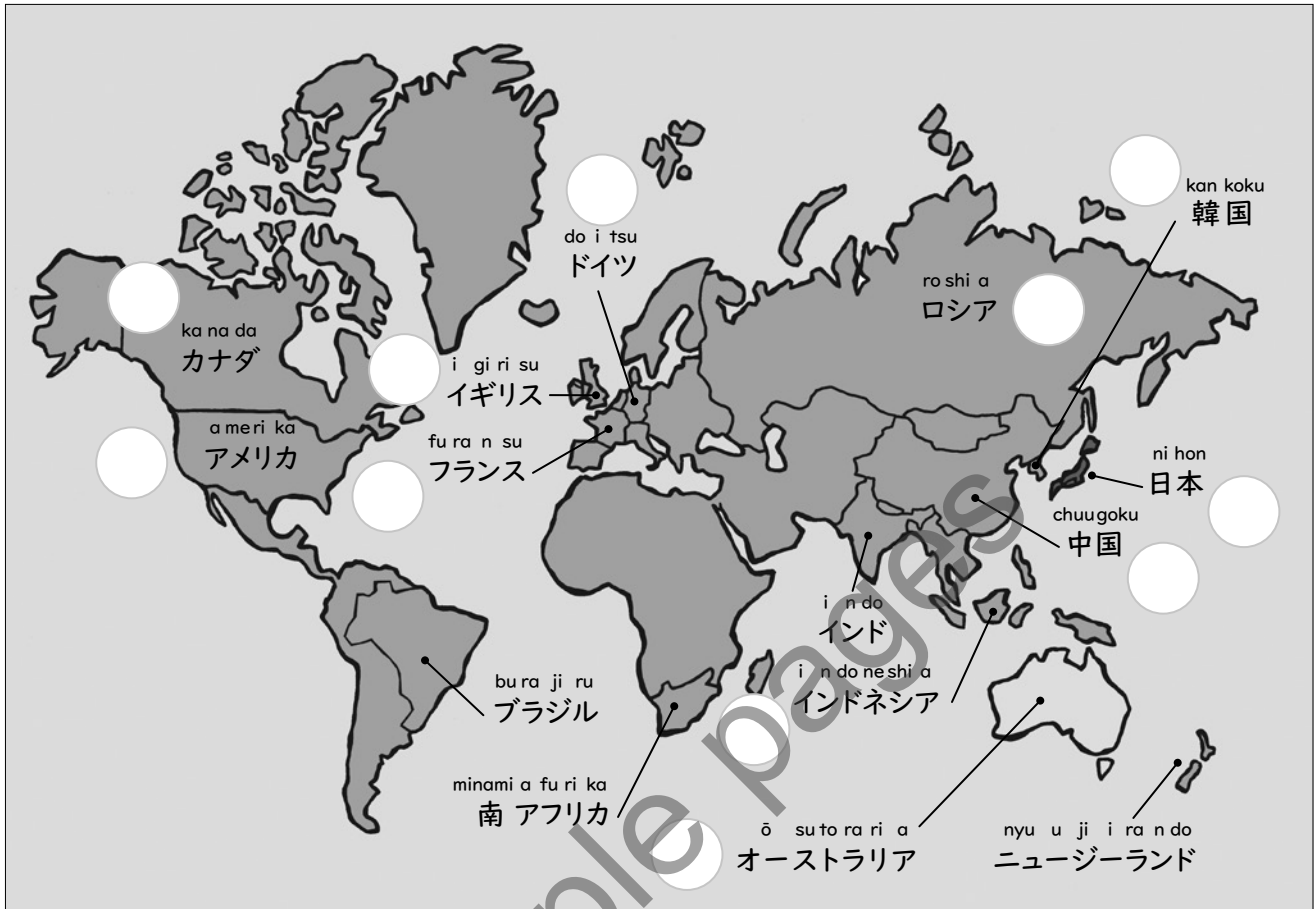
ni hon go

--	--	--

14 a Find Japan on the map and circle it with a red pen.



b Listen to the names of the countries. Number them on the map in the order that you hear them. Practise pronouncing their names.



Power Up!



a Read each speech bubble below introducing nationalities. Then, write the English translations in the space provided.

wa tashi wa ni hon jin de su
わたしは日本人です。

boku wa i n do jin de su
ぼくはインド人です。

boku wa i gi ri su jin de su
ぼくはイギリス人です。

wa tashi wa
わたしは
o su to ra ri a jin de su
オーストラリア人です。

wa tashi wa ka na da jin de su
わたしはカナダ人です。

boku wa ro shi a jin de su
ぼくはロシア人です。

b Now write a sentence in Japanese introducing your nationality.

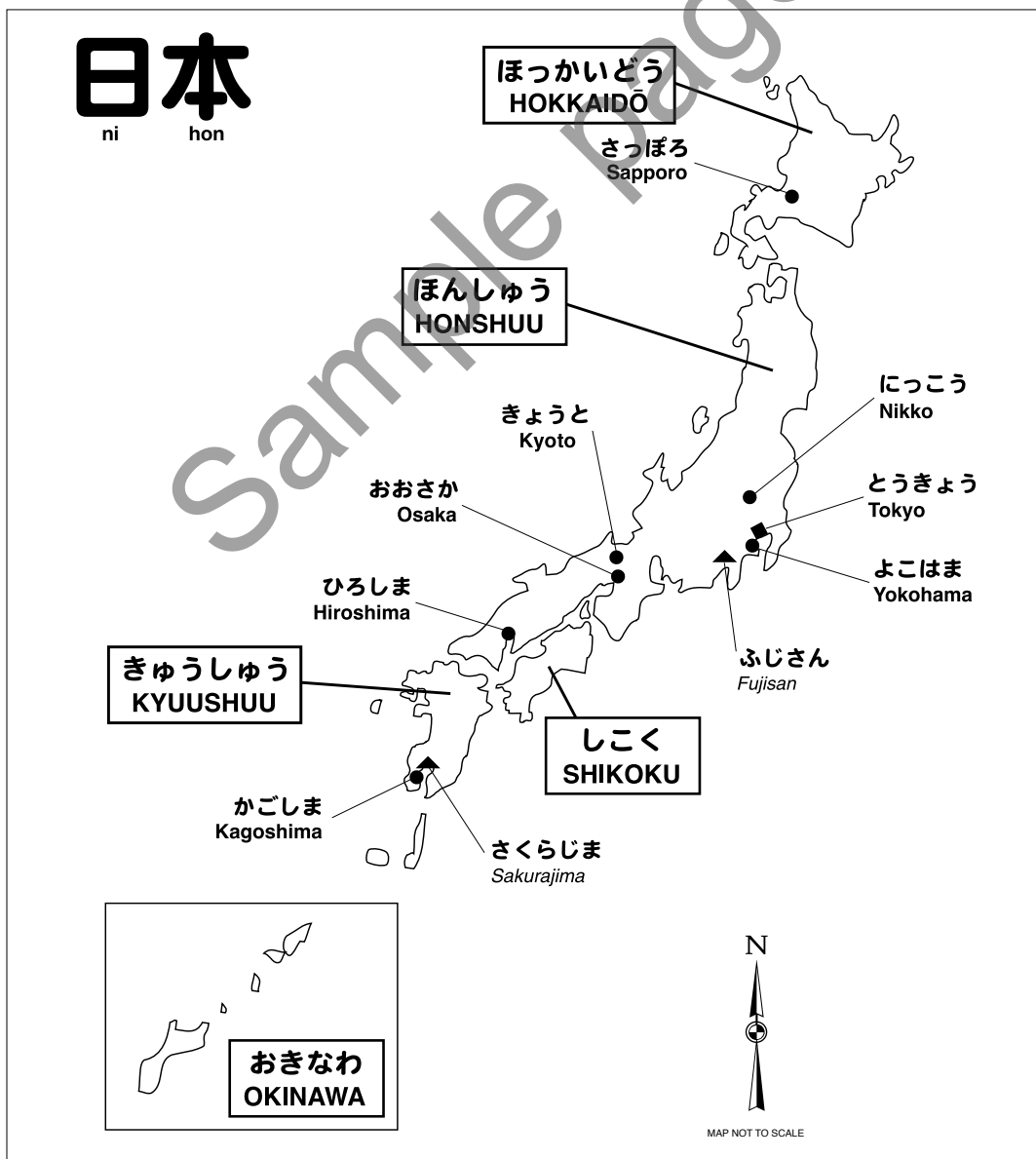
15 Using the map of Japan below, answer the following questions.



- a How many main islands make up Japan?

- b List the main islands of Japan. Then, practise saying their names aloud.

- c Highlight these places: Tokyo, Osaka, Kyoto, Hiroshima, Kagoshima, Sapporo, Okinawa. Practise reading them aloud.
- d Circle the best answer in the brackets.
In summer, (Sapporo | Kyoto | Okinawa) attracts many tourists because of its beaches.
(Osaka | Tokyo | Sapporo) is famous for the Snow Festival in early February.
- e Circle the city that is the coldest in winter. Why is it the coldest?



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



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

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

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

17 Colour in the odd one out. (Hint: Consider their pronunciation.)



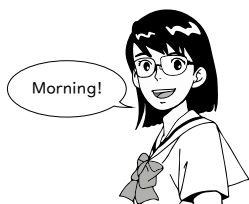
a ま は て b し て め

18 Number the *hiragana* in the order that you hear them.



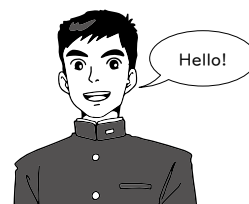
ま	し	は	じ	め	で	ぱ	て	ば

19 Write the *hiragana* for these pictures.



a o ha yō

--	--	--	--



b ko n ni chi wa

--	--	--	--	--

20 a Let's write some key words you can use when talking about what you like.

i \ (^ ▽ ^) /

su ki

ii \ (♡ ~ ♡) /

da i su ki

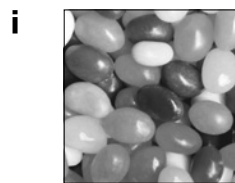
iii (_ _)

ma a ma a

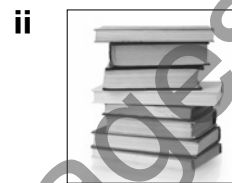
iv (≥ ^ ≤)

ki ra i

b Do you like the following items? Answer the questions in Japanese by using the expressions followed by ^{de su}です。



o kashi ga su de su ka
おかしが すき ですか。



honga su ki de su ka
本が すき ですか。



o n ga kuga su ki de su ka
おんがくが すき ですか。



ka i mo no su ki de su ka
かいもの すき ですか。

Power up!

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

よこ →

2	I, me, myself (boy)
4	Yes
5	Teacher
8	I, me, myself (girl)
10	Everyone
11	Goodbye
12	How do you do?

たて ↓

1	Family
3	Good morning-casual
6	No
7	Nice to meet you
9	Hello

SB p.18

21 a Two exchange students are introducing themselves.
Fill out their profile cards below after reading their ^{ji ko shō ka i}じこしょうかい.
Use the vocabulary on page 20 of your Student Book if needed.

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



Name:

Nationality:

Likes:

mi nasa n ha ji me mashi te
みなさん はじめまして。
wa tashi wa yama guchi ke i ko de su
わたしは 山口 けいこ です。
ni hon jin de su
日本人 です。
o ka shi ga da i su ki de su
おかしが だいすき です。
dō zo yo ro shi ku
どうぞ よろしく。



Name:

Nationality:

Likes:

b Listen to three teenagers ^{ji ko shō ka i}じこしょうかい and complete the first three profile cards below. Then, in Japanese, have a go at writing your own ^{ji ko shō ka i}じこしょうかい!

Person A

Name:

Nationality:

Likes:

Person B

Name:

Nationality:

Likes:

Person C

Name:

Nationality:

Likes:

Me

Name:

Nationality:

Likes:

What can I do now?

	I can confidently	I think I can	I need to revise before I can	SB
• introduce self with gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 12-13
• greet people in different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 12-13
• identify aspects of teenage culture in Australia and in Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 14-15
• talk about things I like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 14-15
• find Australia and Japan on a map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Page 16
• talk about nationalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 16-17
• read and write four new <i>kanji</i> : 日本人語	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Page 16
• give a short self-introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Page 17
• read and write key vocabulary in <i>hiragana</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pages 12-19

- What I found most interesting in this chapter:

- Why?

Putting it all together



- 22** Research Japanese culture, both traditional and modern. Think about what you have learnt in this chapter and about the Japanese influences in your life, such as gadgets, products, food and sports. Then, create a presentation on Japan. Include as many Japanese words as you can.

Quiz

Total

____ /30

1 Which *kanji* word means 'Japanese language'?

ni hon jin ni hon go
 日本人 日本語

(2 marks)

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

a は め ま

b し じ て

c て め し

(6 marks)

3 Circle the odd one out.

a ni hon
日本

b fu ra n su
フランス

c a me ri ka
アメリカ

(2 marks)

4 はじめまして is used when:

a saying goodbye

b meeting someone new

c saying hello

(2 marks)

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

a 人

b 語

c 日

(2 marks)

6 How many 'basic' characters are there in *hiragana*?

a 78

b 26

c 46

(2 marks)

7 Which characters originated in China?

a *kanji*

b *katakana*

c *hiragana*

(2 marks)

8 When you introduce yourself, you say:

a ko n ni chi wa
こんにちは。

b se n se i
せんせい。

c dō zo yo ro shi ku
どうぞ よろしく。

(2 marks)

9 'Hello' in Japanese is:

a ko n ni chi wa
こんにちは

b o ha yō
おはよう

c sa yō na ra
さようなら

(2 marks)

10 When greeting a se n se i せんせい, you need to:

a bow

b bow with your hands together

c nod

(2 marks)



ha ji memashite
 はじめまして。
yama da mi na de su
 山田 みな です。

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

b How would you respond?
