

TEACHER GUIDE • 2ND EDITION

ii Tomo い

Yoshie Burrows
Mami Izuishi
Emma Lowry
Junko Nichols
Yoko Nishimura-Parke
Jill Bignell
Cathleen Jin

SERIES CONSULTANT
Professor Anthony J. Liddicoat



Foreword

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

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

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

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

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

iiTomo also allows students to reflect on how Japanese ideas, values and ways of life differ from their own. As learners start to see culture through language, they begin the journey to becoming independent, intercultural communicators.

Anthony J. Liddicoat

iiTomo Second Edition

Engaging and interactive Japanese language learning for Secondary Years

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

Student Book

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

Reader+

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

Activity Book

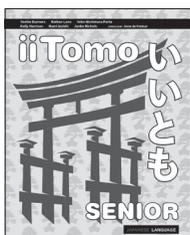
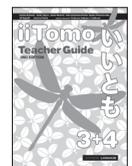
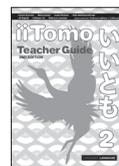
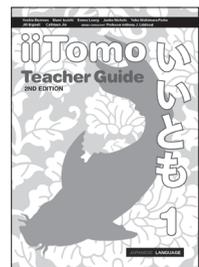
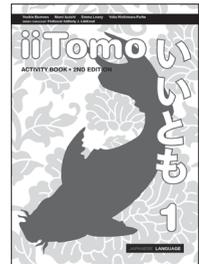
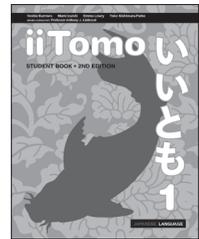
Updated engaging activities offer even more differentiated learning opportunities and reinforcement of key skills.

Teacher Guide

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

Teacher Reader+ and Audio Download

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



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

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How to use this Teacher Guide

Your *iiTomo* Teacher Guide is designed to support you in teaching Japanese language, culture and all related skills, from intercultural understanding to twenty-first-century skills. It contains practical teaching notes, including a wealth of activities, ideas, intercultural language learning support and answers, as well as audio transcripts. The *iiTomo 1* Teacher Guide:

- saves time in planning and preparing lessons
- provides a range of learning activities to cater to all students
- gives links to other resources available in the *iiTomo 1* course and suggestions on when to use them.

The structure of the Teacher Guide makes it easy to use and follow. The following is an outline of its key features for each chapter.

Chapter asset map

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



The assets mapped are:

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

Chapter focus

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



Page or spread focus

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



Skill builder

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

Intercultural language learning (IcLL)

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

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

だ い 一 か	Skill builder ➤ Greeting game What you need: A4 sheets of paper cut into quarters – each student gets one quarter Talk about めいし, name cards, and how they are used in the business world in Japan. Give a quarter sheet to each student. Students write their names in Japanese. They pretend to be businesspeople and go around the room. If you say 「あさ」, they find a partner and say 「おはようございます。はじめまして。～です。どうぞよろしく。」 They exchange cards in the Japanese way (giving and receiving with both hands, bowing). They start walking again. If you say 「ひる」, they change the word to 「こんばんは。」	Extension Research greetings in other countries and demonstrate to the class.
	IcLL prompts 1 How do we decide what language to use when greeting? 2 How would you greet the people in these situations? (Use English.) – someone your age versus someone older – someone you know well versus a stranger 3 Would you use the same or different language and gestures in each situation?	Culture ➤ Common surnames and their meanings The top ten most common surnames in Japan are: Sato (佐藤), Suzuki (鈴木), Takahashi (高橋), Tanaka (田中), Ito (伊藤 or 伊東), Watanabe (渡辺), Yamamoto (山本), Nakamura (中村), Kobayashi (小林) and Kato (加藤). Most surnames consist of two kanji and they often relate to nature or a location. For example: 山 (mountain), 木 (tree), 島 (island), 田 (rice field), 林 (wood), 村 (village), 橋 (bridge), 中 (middle), 下 (under) and 上 (above).
	IcLL scaffold What does せんせい mean? Is its English version used in the same way? せんせい means teacher. Here, we address teachers as 'Mr', 'Sir', 'Mrs' or 'Ms'. But in Japan, せんせい is used for teachers, not 先生.	

Culture

Offers further cultural content to support the chapter.

Grammar

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

Misconceptions

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

Extension

Provides additional activities to extend students' understanding.

iiTomo 1 resource boxes

The *iiTomo 1* resource boxes are a reminder of what resources are available in the *iiTomo 1* course. They include:

- *iiTomo 1* Activity Book
- *iiTomo 1* audio
- *iiTomo 1* Reader+, including audio, video and interactive activities
- worksheets and tests.

Other features

Also included in the *iiTomo 1* Teacher Guide:

- introduction to intercultural language learning (ICLL)
- introduction to rubric writing (in your *iiTomo 1* Teacher Reader+, you will find some suggested rubrics for all four main skills, which you can reuse or adapt)
- suggested answers to the Student Book prompts, including intercultural prompts
- audio transcripts of the *iiTomo 1* Activity Book
- online access to tests, worksheets, rubrics and further teacher resource material via the *iiTomo 1* Teacher Reader+.

Audio

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

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

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Skill builder

> **Greeting game**
What you need: A4 sheets of paper cut into quarters – each student gets one quarter
 Talk about めいし, name cards, and how they are used in the business world in Japan.
 Give a quarter sheet to each student.
 Students write their names in Japanese.
 They pretend to be businesspeople and go around the room.
 If you say 「あさ!」 they find a partner and say 「おはようございます、はじめまして、～です、どうぞよろしく。」
 They exchange cards in the Japanese way (giving and receiving with both hands, bowing).
 They start walking again. If you say 「ひる!」 they change the word to 「こんにはは。」

ICLL prompts

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

Misconceptions

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

> **The pronoun 'you'**
 If you notice students using あなた for 'you', talk about the misuse of あなた. Japanese rarely uses the pronoun 'you'. Students may look up the translation for 'you' and find あなた. Explain that あなた is not a common pronoun and may sound rude to others, as it is only used in intimate relationships, such as between a husband and wife. Instead, in Japanese, students should use the person's name, e.g. みくさん or まささん, to address the person they are talking to.

ICLL scaffold

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

Extension

Research greetings in other countries and demonstrate to the class.

Culture

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

Extension

Research five common Japanese surnames and find the meaning of the Kanji they consist of.

ICLL scaffold

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

Skill builder

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

> **iiTomo song**
 Sing the *iiTomo* song. A karaoke version is in your eBook. Lyrics are on the inside back cover of the Activity Book.

> **How to use songs for language learning**
 Songs help you remember vocabulary and phrases, and they are fun! Students can:

- Listen, then check comprehension.
- Sing to memorise or to get the right pronunciation.
- Read lyrics as a reading task and write their own.

 Once students know enough vocabulary, they can replace the words with their own choices or create original lyrics.
 These activities could be extended as a group or class project to teach younger buddies, or to create a video clip with songs to communicate with a sister school.

> **Remembering tenten (てん) and maru (まる)**
 Come up with clues or mnemonics to remember hiragana with tenten or maru. For example:

- 'k' with tenten becomes 'G', so ... 'K'oolas eat 'G'um leaves.

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STUDENT BOOK • PAGE 20

My vocabulary

Putting it all together

iiTomo 1 RESOURCES

ACTIVITY BOOK: Task 22, p. 23; Quiz, p. 24

TESTS: Chapter test

Skill builder

> **Strategies for learning new vocabulary**
 Short, frequent revision is more effective than one-off longer sessions. Students can create their own flashcards and quizzes. Making a personal vocabulary list using pictures, or creating a vocabulary poster for the classroom in small groups, can be a great way to learn new words.

ACTIVITY BOOK AUDIO SCRIPTS

Task 4a

- 1 はじめまして、すずき たかし です。 すずき たかし です。
- 2 はじめまして、ほんだ ようこ です。ほんだ ようこ です。 どうぞ よろしく。
- 3 はじめまして、わたしは いけだ ともこ です。 いけだともこ です。
- 4 はじめまして、なかわら です。 なかわら ひろし です。 よろしく。

Task 14b

- 1 日本
- 2 オーストラリア
- 3 アメリカ
- 4 カナダ
- 5 中国
- 6 韓国
- 7 ロシア
- 8 イギリス
- 9 フランス
- 10 ドイツ
- 11 インドネシア

Task 18

- 1 て
- 2 は
- 3 ま
- 4 め
- 5 し
- 6 じ
- 7 で
- 8 ば
- 9 げ

Task 21b

Person A: はじめまして、ほくは かいと です。日本人です。 いぬがすき です。 どうぞよろしく。

Person B: はじめまして、わたしは ようこ です。 アメリカ人 です。 スポーツが すき です。 どうぞよろしく。

Person C: みなさん、こんにちは。 ほくはジョン です。 オーストラリア人 です。ゲームが すき です。 どうぞよろしく。

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ひらがな

ひらがな

LET'S GET STARTED!

- What do you know about Japanese writing?
- How can learning Japanese script help with your study skills?
- Is it important to learn Japanese with Japanese script rather than learning it with *romaji* (the Roman alphabet)? Why is that?



Communicating

- Talk about likes and dislikes
- Ask and say what something is
- Talk about animals
- Talk about colours
- Use some polite expressions

Understanding

- Discover the Japanese writing system
- Read and write the 46 basic *hiragana* and their modified forms
- Discover the Japanese sound system
- Learn how to use some Japanese punctuation marks

Intercultural and cultural

- Learn about the origins of the Japanese writing system
- Consider appropriateness when expressing likes and dislikes

Before you start this chapter, go to page 1 of your Activity Book.

Chapter learning objectives

- Learn the *hiragana* alphabet
- Talk about likes and dislikes
- Ask and say what something is
- Talk about animals
- Talk about colours

Chapter key language functions

- すき、きらい、まあまあ
- なんですか。
- Ka です。
- どうぞ。ありがとう。
- いぬがすきです。
- ペットpet toはなんですか。
- ペットpet toはいぬです。
- テニスをします。
- はい、いいえ

Chapter key script

All basic *hiragana*

Chapter vocabulary

Key vocabulary

Telling likes/dislikes

- すき です (I) like it
- きらい です (I) dislike it
- まあまあ です it is OK

Asking and telling what it is

- なん ですか。 What is it?
- ~ です It is
- ~ ですか Is it...?

Yes/No

- はい yes
- いいえ no

Colours

- いろ colour(s)
- あか red
- あお blue
- くろ black
- きいろ yellow
- みどり green
- しろ white
- むらさき purple
- ちゃいろ brown

Food

- 朝ご飯 breakfast
- ごはん rice (cooked)
- みそしる miso soup
- トースト toast
- コーヒー coffee

Animals

- いぬ dog
- ねこ cat
- ぞう elephant
- うし cow/ox
- うさぎ rabbit
- へび snake
- さかな fish
- ぶた pig
- ひつじ sheep
- ねずみ mouse/rat
- とり bird
- うま horse
- かめ turtle
- さる monkey
- ペット pet

Useful phrases

- どうぞ here you are; please take one
- ありがとう thank you
- おいしい (です) (it is) delicious
- すし sushi
- せんせい teacher
- みなさん everyone
- [name]さん Mr, Mrs, Miss, Ms
- [name]くん Mr (for young men and boys)
- テニス tennis
- サッカ soccer
- します to play; to do
- しません to not play; to not do
- まる circle, correct
- ばつ cross, incorrect



IcLL prompts

► Pre-testing *hiragana* knowledge

Using the opener prompts, discuss how much *hiragana* knowledge students have. Whether you use formal or semiformal assessment, it is good to keep a record of students' skills and knowledge.

Skill builder

► Viewing and reading skills

Picture 1:

- Where do you think this is?
The tower in the background is the focal feature of the narrow street (Tsutenkaku in Osaka).
- How many vertical signs can you find? How many horizontal signs can you find?
Advertising signs are vertical rather than horizontal.
- What do you think of the colours?
Strong colours are used in signage.

Picture 2:

- What do you notice about the writing on the cover of the manga book?
The writing on the left side of the cover is vertical.
- What is it that wraps around the book? Why do you think it is used?
Wraparound banners are used to promote a book.
- What do you see on the wraparound banner on the bottom of the book cover?
The words on the banner are written in bold, eye-catching fonts. The layout and design are more creative.

Picture 3:

- What do you notice about the magazine covers?
Some titles are written in the Roman alphabet, although they are not English. Influence of foreign words is seen in many aspects of life in Japan. You can ask questions.
- How do titles appear in English magazines? Are they written vertically?
Mixture of horizontal and vertical writing.
- What do you think of the design of the covers?
Covers are very busy with print and images.

Pronunciation videos

- Japanese vowels: あ、い、う、え、お
- Rising intonation in questions
- A combined sound: つ
- Japanese 'r' sound: ら、り、る、れ、ろ

This video series aims to help pronunciation both in and out of lessons. These videos can be used:

- in the lessons, to introduce, teach or review pronunciation
- at home, for self-study
- at home, for lesson catch-up.

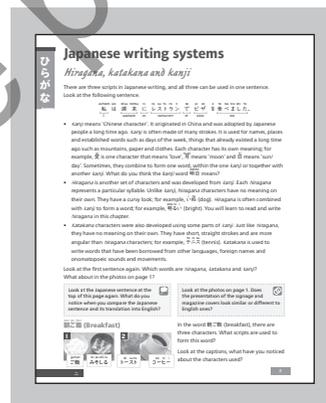
Students can play and stop the videos as they wish. As they practise, check their pronunciation and repeat as needed.

These videos are short and concise. They could be used as warm-ups, as filler at the end of lessons, and in individual tasks or pre-lesson homework.

Each video includes a little Japanese expression or phrase at the end for students' enjoyment.

Activity Book

Students should complete page 1 of the Activity Book. The questions there can encourage discussion before you begin the chapter.



Learning objectives

- Learn about the Japanese writing systems
- Recognise the history and characteristics of each script

iiTomo 1 RESOURCES

ACTIVITY BOOK: What can I do now?, p. 8

IcLL extension

- 1 ごはん means both *cooked rice* and *a meal*. Why do you think there are two meanings?
- 2 Does 'bread' have more than one meaning in English?
- 3 Do you know other examples where a word for a food has more than one meaning?

Extension

Look at 朝 in 朝ご飯. Can you spot two *kanji* that are introduced in this page? The *kanji* for 'east' is 東 and it is formed with two simpler *kanji*. Can you guess what these *kanji* mean individually?

東 is formed with two *kanji*, 日 (*sun*) and 木 (*tree*).

Skill builder

► Which script is this?

What you need: scissors, glue, A3 paper, old Japanese magazines or comics – alternatively, students can research online to find some Japanese magazine covers or Japanese words

Students work in groups to cut out examples of Japanese language from the magazines or comics, preferably words, not individual characters. Then, they classify these into three categories based on script: *kanji*, *hiragana* and *katakana*.

Students glue them onto a Y-chart poster (A3 size). Groups complete this task within a set time frame.

The purpose is to show the contextualised use of each script and to familiarise students with Japanese writing.

Student Book answers

Reflect

Look at the Japanese sentence at the top of this page again. What do you notice when you compare the Japanese sentence and its translation into English?

The word order is different. The Japanese sentence starts with 'I', like English, but the rest of the sentence is reversed. Two of the words do not have English equivalents.

ICLL

Look at the photos on page 1. Does the presentation of the signage and magazine covers look similar or different to English ones?

The use of different fonts and font sizes is similar to English, aiming to catch the attention of people passing. The signage on the street is colourful and some signs are vertical. However, Japanese magazine covers use English words or Roman letters even though most readers are Japanese. The reverse rarely happens in English magazines.

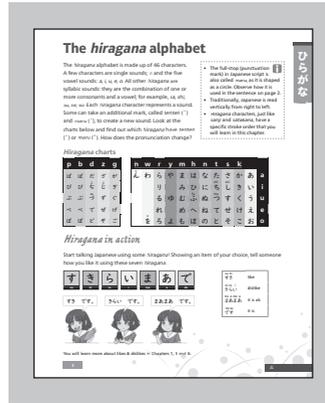
Student Book text

In the word 朝ご飯 (*breakfast*), there are three characters. What scripts are used to form this word?

朝 is *kanji*, ご is *hiragana*, 飯 is *kanji*. トースト and コーヒー are *katakana*.

Look at the captions, what have you noticed about the characters used?

Image 1: *Hiragana* and *kanji* are used, as this is typical Japanese food. Image 2: This is a Western breakfast, so *katakana* is used for 'toast' and 'coffee'.



Learning objectives

- Discover the *hiragana* alphabet
- Learn the Japanese sound system by using the *hiragana* tables
- Read simple *hiragana* words about likes and dislikes

Key script

す、き、ら、い、ま、あ、っ、て

iiTomo 1 RESOURCES

ACTIVITY BOOK: What can I do now?, p. 8

Skill builder

► Hiragana in action

What you need: a projector or interactive whiteboard

Project the images for 'like', 'dislike' and 'it is ok' from the Student Book on the board. Practise reading each word with students. Encourage students to use the *hiragana* table to work out how to say each of these sentences.

Before reading out the sentences for students, help them work out the pronunciation using these prompts:

- 1 (Point to) すきです means *like*. How do you read this word?
- 2 Did you notice that the first and last characters are the same? す, *su*.
- 3 What is the next-to-last character? How do you say it? て is a combination of 'd' and 'e' and it reads *de*.
- 4 きらいです means *dislike* – let's read this together. You know the first letter is き as you saw it in *like*. How do you pronounce ら and い?
- 5 Did you notice that all three sentences end with です? Many Japanese sentences end with です.
- 6 (Point to) まあまあです means *It is ok*. You only need to figure out ま and あ, then you can read this. Let's find out from the table how to read ま and あ.

Skill builder

► Look, say, cover, write, check box

The 'look, say, cover, write, check' method of learning to write *hiragana* is a great technique when students are first learning the *hiragana* alphabet and stroke order. This is a good method for students because they practise the pronunciation of the character and test themselves on their writing.

- Correct students' bad habits and common mistakes early on.
- Create a *hiragana* grid that students take home to practise writing using the 'look, say, cover, write, check' method. They bring this to the next class for your correction.
- Get your students into the habit of using this technique when they practise character writing.

► Stroke order

Point out the stroke order given for each *hiragana* character. Ask:

- 1 Why do you think stroke order is important?
- 2 What if you do not follow the correct stroke order? How would your *hiragana* look?
- 3 Compare this to when you learnt how to write the Roman alphabet. How did you learn the new alphabet?

► Homework idea

Prepare a worksheet of target *hiragana* characters or words in the 'Look, say, cover, write, check box' worksheet.

► Remembering *tenten* (°) and *maru* (°)

Come up with clues or mnemonics to remember *hiragana* with *tenten* or *maru*.

For example:

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

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

► Creating a poster with your own mnemonics

Have students create a poster that shows your mnemonics and *hiragana*. For example:

- Happy Big Hippo: with *tenten* over B and *maru* over P, with the word かば (*kaba* – hippo) or by drawing a scene where a happy, big hippo is dancing hip hop.

► Hiragana mnemonics

Have students develop *hiragana* mnemonics to help memorise the sound changes for 'k' to 'g', 's' to 'z', 't' to 'd', 'h' to 'b' to 'p'. For example:

- 'k' to 'g': kan garoo
- 's' to 'z': si zzzling
- 't' to 'd': timber deck
- 'h' to 'b' to 'p': HB pencil.

► Colour coding

Point out the colour coding in the *hiragana* table. The colours help students recognise *hiragana*. Ask:

- 1 Why do you think the table is coloured this way? Is there a reason? Or is it random?
- 2 How can the colours help you learn the alphabet?
- 3 Study the table closely and list any *hiragana* characters that look alike. For example: ち and さ; ま and も; つ and て; め and ね; わ and ね; さ and き; は and ほ.

► Hiragana battleship

What you need: 9 cm × 9 cm grids (two for each student)

Write the numbers 1–9 vertically beside the first column and nine *hiragana* characters horizontally above the first row. Students play in pairs. Before starting, they secretly plot the positions of six ships (two of each type) on a grid. Ships can be plotted vertically or horizontally but cannot overlap. The number of squares for each ship depends on the type:

- battleship – 5 squares
- cruiser – 3 squares
- patrol boat – 2 squares.

Then, students use their second grid to take turns 'firing at' their partner and being 'fired upon' by calling out plot coordinates such as '2-は'. If a ship is there, it is marked (×) and announced as a hit (あたり – *atari*). A miss (はずれ – *hazure*) is marked with a diagonal line (/). When all the squares of a ship have been hit, the ship is sunk and the student will say: 'Battleship/cruiser/patrol boat *wa shizumimashita*.' The first person to sink all their partner's ships wins the game.

► Pre-test on hiragana knowledge

Prepare a *hiragana* test for each student. Students read each *hiragana* and write the corresponding *romaji* next to it. This can be used as a formative assessment task.

► Hiragana reading and writing skills

When students learn a new set of *kana*, set goals and skill levels that are visual and purposeful. The karate belt system is popular.

You can decide the levels and belt colours. The colours usually start with white (beginner level) and finish with black (highest level). A typical progression might be: Level 1 white, Level 2 yellow, Level 3 orange, Level 4 green, Level 5 blue, Level 6 purple, Level 7 brown, Level 8 black.

You can decide how many lines of *hiragana* are assigned to each level.

You can use this system to test reading and writing. Here is a suggestion for how to set up this system.

Level 1 white	A line	あ、い、う、え、お
	Advanced <i>Hiragana</i> in action	すき、きらい、まあまあ、です
Level 2 yellow	<i>Ka</i> and <i>ga</i> lines	か、き、く、け、こ が、ぎ、ぐ、げ、ご
	Advanced <i>Hiragana</i> in action	あか、あお、くろ、きいろ、 はい、いいえ、 すきです
Level 3 orange	<i>Sa</i> and <i>za</i> lines	さ、し、す、せ、そ ざ、じ、ず、ぜ、ぞ

Level 4 green	<i>Ta and da lines</i>	た、ち、つ、て、と だ、ぢ、づ、で、ど
	Advanced <i>Hiragana in action</i>	ぞう、どうぞ、ありがとう、 うし、うさぎ おいしいです、すきです か、まあまあです すし
Level 5 blue	<i>Na and ha lines</i>	な、に、ぬ、ね、の は、ひ、ふ、へ、ほ
Level 6 purple	<i>Ba and pa lines</i>	ば、び、ぶ、べ、ぼ ば、び、ぶ、べ、ぼ
	Advanced <i>Hiragana in action</i>	ふじさん、 へび、さかな、ねこ、いぬ、 ぶた、ねずみ、ひつじ いぬがすきです、 ねこがすきです
Level 7 brown	<i>Ma, ya and ra lines</i>	ま、み、む、め、も や、ゆ、よ ら、り、る、れ、ろ
	Advanced <i>Hiragana in action</i>	みどり、しろ、とり、うま、 むらさき、ちゃいろ、かめ、 さる、ペットはなんですか
Level 8 black	<i>Wa, o and n</i>	わ、を、ん and all <i>hiragana</i>
	Advanced <i>Hiragana in action</i>	かわさきせんせい、 けんたくん、ゆみさん、 ともこさん、さやかさん、 みなさん and more names

Key Language

Let's read

- あか
- あお
- くろ
- きいろ
- あかすきです
- はい
- いいえ

Hiragana in action

- なんですか。
- Ka です

Key script

あ、い、う、え、お
か、き、く、け、こ
ぎ、ぐ、げ、ご

iTomo 1 RESOURCES

ACTIVITY BOOK: Tasks 3–4, 7, p. 2; Tasks 8, 10, p. 3;
Tasks 14–15, p. 4; Tasks 17–19, p. 5

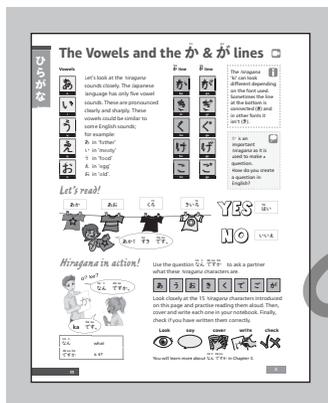
ANIMATIONS: Stroke: My hiragana: The vowels

STROKE: My hiragana: The か and が lines

VIDEOS: Pronunciation: Japanese vowels

PRONUNCIATION: Rising intonation in questions

STUDENT BOOK • PAGE 4



Learning objectives

- Read and write the Japanese vowels and the *ka* and *ga* lines
- Read simple *hiragana* colour words
- Ask and say what something is
- Say 'yes' and 'no'
- Recognise the use of か in a question sentence

Pronunciation video

Watch the video with your students and discuss how Japanese vowels differ from, or are similar to, English vowels.

Encourage students to pay attention when reading *romaji* so they do not read words in the English way. Correct vowel sounds help them speak more fluently and intelligibly.

Skill builder

► Let's read!

What you need: a projector or interactive whiteboard
Project this section on the board to read with the class.

- 1 How do you pronounce あか? How about あお?
- 2 If あかすきです means 'I like red', how would you say 'I like blue'? Write it in your notebook.

► Learning hiragana

What you need: *hiragana* flashcards

Show flashcards. Students read the characters out loud, in pairs or small groups or with the whole class.

Extend this activity by showing cards with *hiragana* words to enhance students' reading skills.

► Different fonts

What you need: type the following *hiragana* using three different fonts: あいうえお、かきくけこ、がぎぐげご; place each word randomly on your page

After reading the Information box on fonts and *ki*, show the words in different fonts to the students. Distribute them to your students in the form of a worksheet.

Students work in groups of four or five to draw lines connecting the same *hiragana* spelt in different fonts.

This task introduces students to the differences that fonts make to the characters.

► Guess my hiragana

What you need: *hiragana* flashcards for the vowels and the *ka* and *ga* lines

- When students are confident with each line, randomly choose a *hiragana* card and hide it behind your back.
- Ask 「なんですか」. Students guess what character you are holding, for example, か 「kaですか」.
- Reveal the *hiragana*, for example, い. Ask 「なんですか」 again so this time students can show they know the character.
- Continue, asking every student in class.

In this way, all students can engage in reading activities confidently without fear of making mistakes. Then all students read the *hiragana* presented and check their answer with the class.

► Match-up game

What you need: five or six sets of English colour word cards (e.g. red, blue, black, yellow, yes, no, what is this?) and corresponding sets of cards with *hiragana* colour words (あか、あお、くろ、きいろ、はい、いいえ、なんですか。)

Students work in groups of three or four. Each group has a set of English and *hiragana* cards. Students match the cards.

► I spy

Play 'I spy' using colours – students guess what item in the room you are looking at based on the colour word you say.

► Colour bingo

What you need: 3 × 3 grid for bingo

Give your students more colour vocabulary for this game: brown – ちゃいろ, purple – むらさき, white – しろ, green – みどり, pink – ピンク (ももいろ), orange – オレンジ (だいたいいろ), grey – はいいろ.

Students use the colours in the Student Book and the additional colours provided to fill in their bingo grid. Call out the colour words in Japanese. When students have crossed off all the colours on their grid, they raise their hand and repeat the colours back. If they are correct, they win.

► Quiz trade

What you need: vocabulary cards with all words and characters students have learnt so far

Give each student a card. Students walk around and show each other their cards, each student reading their classmate's card in Japanese and saying the English equivalent or pronouncing the *hiragana*. If they get it

correct, they then swap cards with their partner and go find a new partner. Set a time limit. Students swap six cards.

Extension

► Write the pronunciation

Students write the pronunciation above each *hiragana* word with a partner. You may want to run this as a group competition if your class is competitive. Here are some sample words:

A line

いえ (*house*)

あい (*love*)

あお (*blue*)

Ka line

いけ (*pond*)

かき (*persimmon*)

あき (*autumn*)

► Listening task

Write each group of characters on the board for students to copy into their notebook. Then, say each character (in a random order) and ask students to number each character in the order they hear them.

A line: あ い う え お

Ka line: か き く け こ

► Listen and read

Write each group of characters on the board for students to copy into their notebook. Then, read out one word from each pair. Students listen and circle the word they hear.

Group 1

a いいえ いえ

b うお えお

c あお うお

d いう いお

e あう あお

f うあ うい

Group 2

a くき くい

b かけ かこ

c きく きけ

d こき こい

e かい かき

f くい いこ

► What word is it?

Copy this text on to the board or prepare a document for students to use. Students read the task and fill in the blanks in brackets with the appropriate *hiragana*.

1 a ka () (か) means *red*

2 a o () () means *blue*

3 i e () () means *house*

4 o o i () () () means *many*

5 u e () () means *above, on*

Ask: How do you write 'blue house' in *hiragana*?

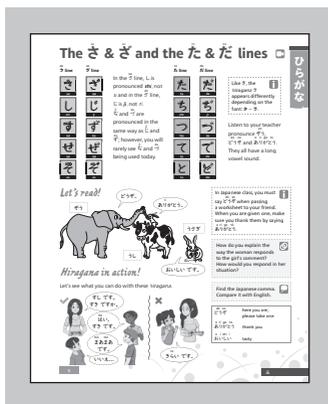
Student Book answers

Reflect

か is an important *hiragana*, as it is used to make a question. How do you create a question in English?

In English, you change the word order and add a question mark at the end of the sentence.

STUDENT BOOK • PAGE 5



Learning objectives

- Read some animal words in *hiragana*
- Offer something and respond to an offer
- Ask and answer questions about likes and dislikes
- Learn about Japanese sound systems – long 'o' sound

Key language

Let's read

- ぞう、うし、うさぎ
- どうぞ、ありがとう
- おいしいです

Hiragana in action

- すしです。すきですか。
- はい、すきです。
- まあまあです。
- いいえ (いいえ…)
- きれいです。
- いいえ、きれいです。

Key script

さ、し、す、せ、そ
ざ、じ、ず、ぜ、ぞ
た、ち、つ、て、と
だ、ぢ、づ、で、ど

iiTomo 1 RESOURCES

ACTIVITY BOOK: Tasks 5–7, p. 2; Tasks 8, 10, p. 3; Tasks 14–15, p. 4; Tasks 17–19, p. 5

ANIMATIONS: Stroke: My hiragana: The さ and ざ lines

STROKE: My hiragana: The た, だ and な lines

VIDEOS: Pronunciation: A combined sound つ

Skill builder

► Hiragana relay

What you need: cards with one *hiragana* character on each, whiteboard markers

- 1 Divide the class into groups of six or seven and have them line up in front of the whiteboard.
- 2 Stand between the students and the whiteboard.
- 3 The first student in each line collects a card from you.
- 4 Hand the card to the student, saying 「どうぞ」. Each student says 「ありがとう」 before taking it.
- 5 These students return to the front of their line and, on your cue (1, 2, 3, はい!), they pass their card to the next student, using 「どうぞ」 and 「ありがとう」. This continues down the line.
- 6 The last student in each line comes to you and returns the card, saying 「どうぞ」. Give them a whiteboard marker.
- 7 They write the *romaji* corresponding to what was on the card. The first group to do this, wins.
- 8 That final student is now first in line.

Repeat five or six times. When the focus is writing, you can use cards with *romaji* for students to write the correct *hiragana*.

► Let's write

Students choose four things they want to find out if a family member likes or dislikes. Students write a short explanation for why they chose those things. They then ask their family members or friends and write their findings (like, OK, dislike) in Japanese in their notebooks. Examples:

Pug – I don't like pugs, as they look scary.

Me: きれいです。

Mum: すきです。

Dad: まあまあです。

Elder brother: きれいです。

Extension

► Hiragana sugoroku

What you need: a *sugoroku* board game using all the syllables learnt so far, items for students to use as game pieces, dice

Students take turns rolling the dice and moving along the board. Each says the *hiragana* on the square where they land. If they are unable to say the *hiragana* they cannot move forward. The first student to reach the goal is the winner.

Skill builder

► Running dictation

Step 1:

Before playing this game, the long 'o' sound, spelt with う, should be taught.

Ask: How is 'elephant' spelt? Students write it in their notebook or device, then share what they wrote with a partner. Reveal the answer on the board (ぞう).