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ii Tomoko

ACTIVITY BOOK • 2ND EDITION

Sample pages

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3+4

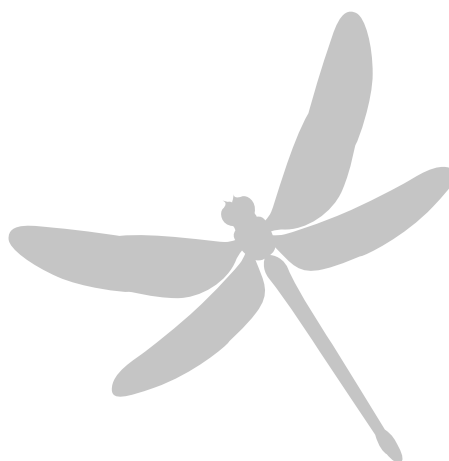
JAPANESE LANGUAGE

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How to use this book

Your *iiTomo 3+4 Second Edition Activity Book* is where you can practise and consolidate what you have learnt in the Student Book. The activities are designed to help you develop your language skills, including listening, reading, writing and speaking, as well as vocabulary and grammar. They also encourage you to further explore the Japanese culture so you can become a successful intercultural communicator.

You will find the following activities in each chapter.

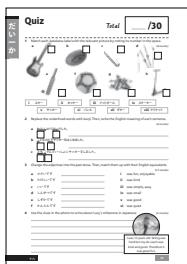
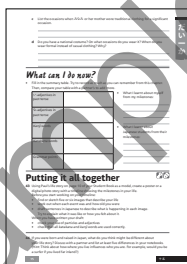
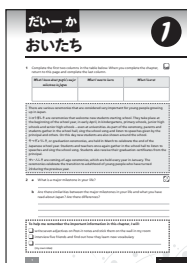
The first activity asks you to fill in a KWL table about the topic you are going to cover. A KWL table asks you to answer questions about what you know, what you want to know and what you have learnt. Before you start work in each chapter, fill in the first two columns of the table. Once you have finished the chapter come back and fill in the third column and reflect on what and how much you have learnt.

The **chapter opening page** provides you with some additional cultural information about Japan and some learning strategies to reflect on and utilise as you continue through the content.

The **What can I do now?** activity at the end of each chapter gives you the opportunity to check and record your learning progress and identify what you may need to revisit.

Similarly to your student book, the **Putting it all together** section offers some cumulative activities to choose from. You will work independently or collaboratively to put into practice the language and skills you have learnt, using technology when needed.

Finally, the **Quiz** on the last page of each chapter is a fun way to check on your learning before you start the next chapter.



Beside each activity you will find icons that tell you which skills you will be practising.

Icons used in *iiTomo Activity Book*:

-  Listen to Japanese native speakers and practise your comprehension and pronunciation skills.
-  Develop your reading skills and discover different text types.
-  Write your answers in Japanese and translate text from Japanese to English and vice versa. You will have lots of opportunities to practise *hiragana*, *katakana* and *kanji*.
-  Take part in interactions and become a confident Japanese speaker.
-  Develop your intercultural language learning awareness. Observe, notice, explore, compare and record your point of view.
-  Work out Japanese language using deductive and thinking skills.
-  Develop your 21st century skills through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.
-  This icon indicates which page number to refer to in the Student Book for the activity you are doing.

Some activities present a combination of icons to show that you will be using more than one skill.

You will find handy *hiragana* and *kanji* reference charts inside the covers of this Activity Book and your Student Book.


The *iiTomo 3+4* student components are:

- **iiTomo 3+4 Reader+**
- **iiTomo 3+4 Student Book**
- **iiTomo 3+4 Activity Book**

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

だーか おいたち



- 1 Complete the first two columns in the table below. When you complete the chapter, return to this page and complete the last column. 

<i>What I know about people's major milestones in Japan</i>	<i>What I want to learn</i>	<i>What I learnt</i>

There are various ceremonies that are considered very important for young people growing up in Japan.

にゅう学しき are ceremonies that welcome new students starting school. They take place at the beginning of the school year, in early April, in kindergartens, primary schools, junior high schools and senior high schools – even at universities. As part of the ceremony, parents and students gather in the school hall, sing the school song and listen to speeches given by the principal and others. On this day new students are also shown around the school.

そつぎょうしき, or graduation ceremonies, are held in March to celebrate the end of the Japanese school year. Students and teachers once again gather in the school hall to listen to speeches and sing the school song. Students also receive their graduation certificates from the principal.

せい入しき are coming-of-age ceremonies, which are held every year in January. The ceremonies celebrate the transition to adulthood of young people who have turned 20 during the previous year.

- 2 a What is a major milestone in your life? 

- b Are there similarities between the major milestones in your life and what you have read about Japan? Are there differences?

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

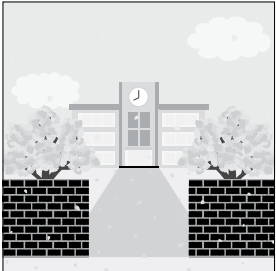



write seven adjectives on Post-it notes and stick them on the wall in my room

interview five friends and find out how they learn new vocabulary

(my own idea)

3 With a partner, practise saying the following words. Remember to pay attention to the long vowel sounds.



a		b		c		d	
	しょうがっこう		しゃしん		やきゅう		じてんしゃ

4 Circle the words that include おくりがな.



日本 おかあさん 食べます 大きい ともだち
 学校 行きます サッカー 買います 先生

5 Write the ふりがな above the following *kanji* to spell the pronunciation.



a	七五三	b	日本	c	高校
d	水よう日	e	買います	f	何年生

6 a Fill in the blanks with the correct information about traditional Japanese poetry.

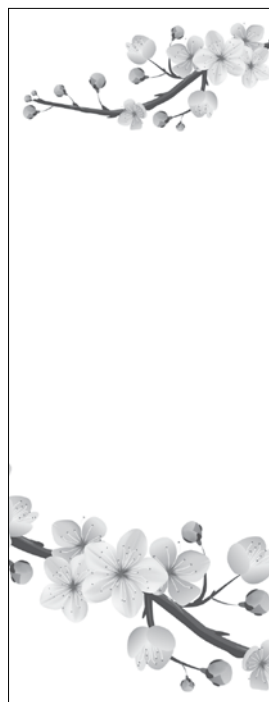


_____ is a traditional form of Japanese poetry. A *haiku* is made up of _____ lines. The first and last lines of a *haiku* have _____ syllables and the middle line has _____ syllables.

b Now create your own *haiku*! Write it in Japanese and include an English translation in the space provided.

Haiku 1

Haiku 2



7 Revise your learning by filling in this *katakana* chart.

n	w	r	y	m	h	n	t	s	k	
n										
							chi	shi		
							tsu			
	o									

だ
い
ー
か

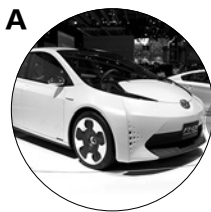
Katakana I can write confidently:

Katakana I need to practise more:

My strategies to improve my *katakana*:

p	b	d	z	g
		ji	ji	
		zu		

8 a Draw lines to match the words with the images.



i キー

ii ケーキ

iii カー

iv サッカー

b Explain how long vowel sounds are written in *katakana*.

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

ガ ギ グ ゲ ゴ ザ ジ ズ ゼ ゾ ダ テ

□ □ □ □ □ □ □ □ □ □ □ □

b ド バ ビ ブ ベ ボ パ ピ プ ペ ポ

□ □ □ □ □ □ □ □ □ □ □ □






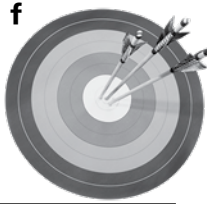
10 Read the *katakana* words and use them to label the items pictured.



ネットボール	バレエ	クリケット	フットボール
a 	b 	c 	d 

11 Listen to the pronunciation of these *katakana* words, and correct their spelling by adding ` or °.



a  タック _____	b  カスタート _____	c  クット _____
d  キター _____	e  ガート _____	f  ターケット _____

12 a Draw a path through the *katakana* bubbles in pencil from スタート to ゴール, going in any direction you choose. Read the *katakana* along your path, in order, to a partner while they mark your path in their book. Check that the paths match, then swap.



スタート	カ	ズ	ブ	ケ
ツ	サ	リ	ギ	ネ
ン	ド	タ	ザ	ル
ト	フ	ホ	ゲ	ダ
ポ	キ	ブ	ガ	グ
ヅ	ク	ボ	ス	ゴール

b Listen as Ruby reads her *katakana* path, and mark it in your book in a different colour.

13 Highlight the Japanese translation of the musical instruments in the word search. Then write the words in Japanese. The leftover character is: _____



ク	ラ	リ	ネ	ッ	ト
フ	ド	ラ	ム	サ	バ
ル	ピ	ギ	オ	ッ	イ
丨	ア	タ	ル	ク	オ
ト	ノ	丨	ガ	ス	リ
ハ	ー	プ	ン	ニ	ン
ト	ラ	ン	ペ	ッ	ト

- a harp _____
- b violin _____
- c electric organ _____
- d guitar _____
- e saxophone _____
- f trumpet _____
- g flute _____
- h piano _____
- i drum _____
- j clarinet _____

14 Listen to the *katakana* words and circle the correct spelling for the each.



- a カプケーキ カープケッキ カップケーキ カープケッキ
- b フットボール フトボッル フートボール フットボッル
- c オストラーリア オストーラリア オストラツリア オーストラリア

15 a Write a list of sports in *katakana* in the space on the right-hand side. Then, in pairs read your list to each other and fill in your partner's sports in the space provided on the left-hand side.



b Now, ask each other question by using the sample dialogue.

A	ゴルフができますか。
B	ゴルフですか。はい、できます。 ゴルフですか。いいえ、できません。

できます	can do/play
------	-------------

16 Circle the odd one out in each group of words, and, in English, give a reason why you chose that word.



- a カスタード ホットドッグ キットカット カップケーキ プール
-
- b フリーキック ボール フルーツ サッカー フットボール
-
- c スキー プリンス フットボール クリケット ネットボール
-
- d ボーカル ギター クラリネット サーカス フルーツ
-

17 a Beside each sport or activity, write the name of a friend or family member who enjoys it.



- | | | | |
|--------------|-------|-------------|-------|
| i ホッケー | _____ | v クリケット | _____ |
| ii フットボール | _____ | vi ネットボール | _____ |
| iii サッカー | _____ | vii ダンス | _____ |
| iv アイススケート | _____ | viii スキー | _____ |

b In Japanese, write two activities that you think are most commonly played in Australia.

c How many sports and activities can you think of that are missing from the list above? Write them in Japanese or English.

18 a Complete the sentences with appropriate words related to sports and pastimes.



- i わたしはよく _____ をします。
- ii わたしのかぞくは _____ が好きです。
- iii オーストラリア人はあまり _____ をしません。
- iv オーストラリアのスポーツは _____ です。

b i What are the most popular sports in Australia?

ii What are the three most popular sports played in Japan? Are they different from the sports played in Australia? Why?

19 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.

私	私 私立					mnemonics

才	5才 10才					mnemonics

子	子ども さち子					mnemonics

友	友だち 友子 友人					mnemonics

20 Write a *kanji* caption for each picture.







21 Find the appropriate parts needed to write the *kanji* indicated by the English clues. The first one is done for you.



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

- | | | | | | | |
|------|--------------|---|---|---|---|---|
| i | go | f | + | l | = | 行 |
| ii | I, me | — | + | — | = | — |
| iii | friend | — | + | — | = | — |
| iv | ability, age | — | + | — | = | — |
| v | buy | — | + | — | = | — |
| vi | child | — | + | — | = | — |
| vii | middle | — | + | — | = | — |
| viii | rest | — | + | — | = | — |

22 Rewrite the sentences, replacing the underlined *hiragana* with *kanji*.



a わたしのなまえはやまかわです。

b ともだちのルークくんです。

c ルークくんは18さいです。

d ともさんはこどもがだいすきです。

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



a のしゃしん
しち ご さん

i the day of the starting school ceremony

b の
よん さい とき

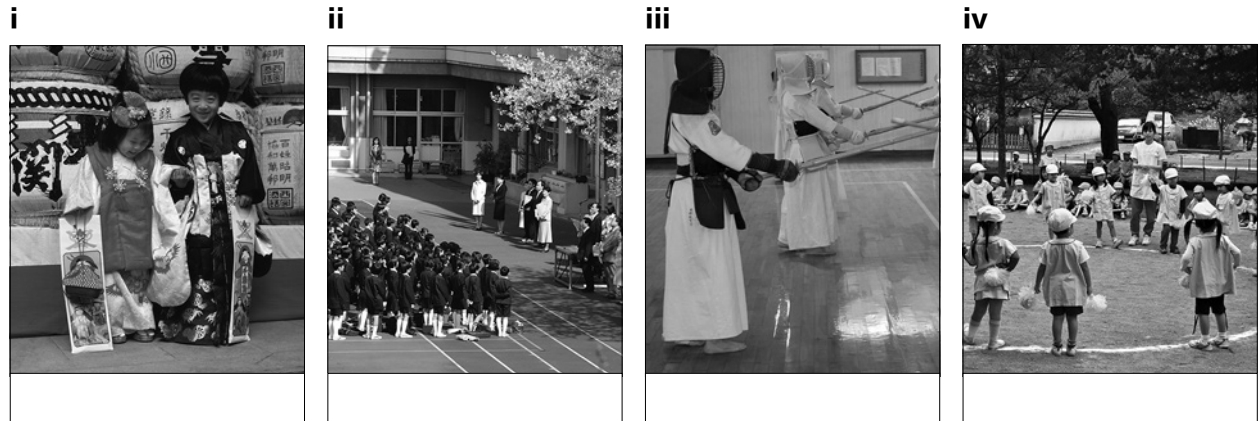
ii a photo of the celebration for children of 3, 5 and 7 years of age

c にゆう しきの
がく ひ

iii when (I) was 4 years old

24 a A Japanese friend has sent you some photos of their childhood.
Write the correct caption under each photo.

ようちえん ぶかつ にゅう学しき 七五三



- b What do you notice in each photo? Consider the people and what they are doing, and other details.
- c Do some research to find out more about the following four Japanese milestones. As part of your research, look closely at the images of these milestones in this chapter, here and in your Student Book. Record your findings in a table under two headings: 'Facts about this Japanese milestone' and 'What I found interesting or surprising'.
- ようちえん
 - にゅう学しき
 - 七五三
 - ぶかつ

25 a Rewrite these sentences, using the past tense of です.
Then, write the English meaning of the rewritten sentence.

i おとうとは5才です。

ii 何才ですか。

iii 中学一年生です。

b Write the following sentences in Japanese.

i How old were you?


ii I was 10 years old.


iii I was in Year 4.


26 Listen as people talk about their childhoods. In the spaces provided note:




- their age (in Japanese)
- what was happening in the photo (in English).

a  Age: _____ Event: _____

b  Age: _____ Event: _____

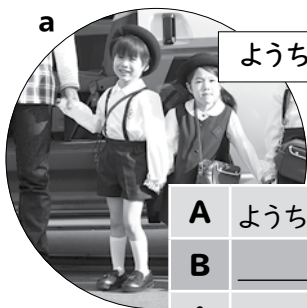
c  Age: _____ Event: _____

d  Age: _____ Event: _____

27 Complete the conversations by writing sentences in Japanese.



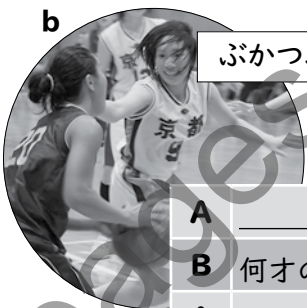
Then, practise them with a partner.

a  ようちえん

A ようちえんのしゃしんです。

B _____

A 私は4才でした。

b  ぶかつ、13才

A _____

B 何才の時ですか。





A _____

28 Listen to the audio and draw a line to match each activity to the age at which the Japanese student started it. Then translate each statement into Japanese in your notebook.




a When I was a child. c When I was 12 years old.


b When I was in Grade 1. d When I was 8 years old.

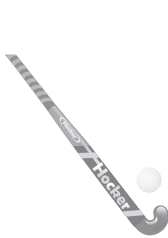
i  ii  iii  iv 


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



a  8 years old

b  12 years old

c  5 years old

d  10 years old

8才の時、からてを
はじめました。 _____
