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ii Tomo い

STUDENT BOOK • 2ND EDITION

Sample pages

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3+4

JAPANESE LANGUAGE

iiTomo Second Edition

Engaging and interactive Japanese language learning for Junior Secondary Years

Clearly aligned to the Australian Curriculum, and all states' curricula, *iiTomo* Second Edition offers new components and updated features for a complete set of student and teacher resources.

Student Book

A clear and updated layout with an improved scaffolded 7–10 offering that focuses on support and engagement and allows flexibility of use.

Reader+

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

Activity Book

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

Teacher Guide

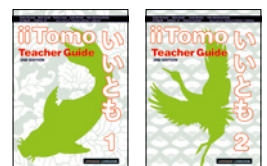
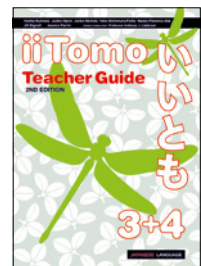
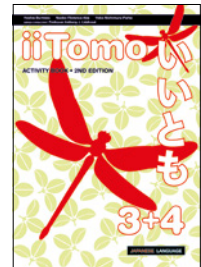
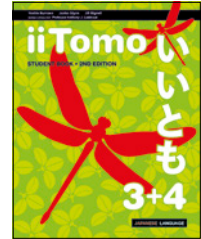
An updated comprehensive teacher support, catering for beginning, relief and experienced teachers, making lesson preparation and implementation easier to save time. It includes full mapping of the series components, clear learning outcomes, answers and teaching support notes.

Teacher Reader+ and Audio Download

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



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



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Chapter	だいいか 1	だいいか 17	だいいか 37	だいいか 53	だいいか 69
Title	おいたち	何語を話しますか	ファストフードはヘルシー?	どこで買いものをしますか	みんなでワイワイ
Content	Milestones Growing up	Language studies Nationalities Where you grew up	Fast food in Japan and Australia	Shopping Department stores in Japan	Leisure activities Theme parks
Communicating	Have a conversation about past events Say when you did something for the first time Talk about an activity you did for the first time Ask and say how old you were when starting an activity	Discuss your nationality, birthplace and where you grew up Talk about the languages you and others speak Talk about how languages are studied Make a polite request	Discuss your favourite fast foods Talk about healthy food options Discuss Australian and Japanese fast foods	Ask and say where you shop Ask and say on which floor of a department store something is found Ask and say how much something costs Discuss where you shop and why you shop there	Talk about what someone is doing now Invite people and accept or decline invitations Suggest an alternative plan Arrange an outing
Understanding	Read and write katakana words related to major milestones Understand and use the past tense of adjectives Understand and use おくりがな and ぶりがな	Read and write katakana combination sounds with small ヤ, ャ and ヨ Conjugate verbs from ます-form into て-form Verb groups Use the て-form to make polite requests Use the て-form to talk about how languages are studied	Read and write katakana tertiary sounds Use the negative forms of adjectives Link adjectives using the て-form Use どれ and どちら Use comparatives and superlatives	Use the counters かい、千、万、つ Use the pronouns これ、それ、あれ、どれ、この、その、あの、どの Use どうして and から to ask for and state reasons	Introduction to plain form ～ています and ～ている Use the て-form to talk about actions happening now Use the negative form to offer invitations ～ませんか Use the polite volitional form to offer a suggestion ～ましょう
Particles		から, (language)-で	でも, より	から (reason)	の
Kanji	私, 才, 子, 友	英, 国, 話, 聞	番, 気, 体	安, 店, 百, ヲ	曜, 週, 今
Intercultural and cultural	Learn about some important celebrations in Japan Compare personal milestones for Australian and Japanese teenagers	Discover trends in language learning in Japan Learn about the changes to traditional Japanese society	Compare popular fast foods in Japan and Australia Discover foods available from Japanese fast food chains	Learn about shopping options in Japan Discuss how shopping in Japan reflects Japanese culture Compare department stores in Australia and Japan	Explore leisure activities enjoyed by families and young people in Japan Discover popular places the families and teenagers go to hang out in Japan Reflect on the similarities and differences in the ways Australian and Japanese teenagers spend their weekends
Text types	Photo captions Haiku Online forum Timeline of major milestones	Photo captions Magazine article Profile Podcast Manga Homework list	Photo captions Online discussion Research summary Personal account Food flowchart Manga	Photo captions Department store floorplan Blog post Manga	Photo captions Manga Tourist website Facebook post Blog post
Putting it all together	Create a manga Prepare a speech script	Create a family album	Write an article Write a personal account	Create a bilingual floorplan Present a dialogue	Write a dialogue Write a blog post

Chapter	だい六か 85	だい七か 101	だい八か 119	だい九か 135	だい十か 151
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	オーストラリアでホームステイ
Content	City and country Neighbourhood Directions	School trips Travel time and transport	Part-time work Spending money	Careers and aspirations What you are good at and like to do	Seeing your home through Japanese eyes 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 stayed Ask and say how long you stayed in a place 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 Talk about whether you have a part-time job Say why you work and describe your skills Talk about 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 Talk about the things that surprised Japanese exchange students Discuss similarities and differences between schools in Japan and in Australia Make casual invitations
Understanding	Location words 近く、となり、前、後ろ、中、そば、みぎ、ひだり Use あります and います to say where things and people are	The negative past form of adjectives Use the counters 日、週、月 Use ~たり、~たり to list activities Use the て-form to ask and give permission Use the て-form to say that something is not allowed	The potential form of verbs Use the dictionary form of verbs and ことができます to express 'can do'	Use the たい-form to express desire Use ことが好きです and ことがとくいです to say you like doing and are good at doing something Know 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	Use the て-form to join sentences Use the て-form of verbs or adjectives to explain surprise or amazement Use ほとんど、あまり with the negative form of verbs to express 'hardly ever', 'rarely' and 'seldom' Use です in the polite and plain forms The past positive plain form 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	東, 京, 間, 来, 電, 車	使, 書, 読, 千, 万, 毎	仕, 事, 外, 男, 女	会, 家, 族, 帰
Intercultural and cultural	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 Australia Reflect on how people view life in the country	Explore popular school trip destinations Learn about Japan's transportation system Learn about different types of accommodation in Japan Reflect on activities and rules on Japanese school trips	Learn about teenagers' part-time jobs in Japan Discover how teenagers in Japan spend their money	Learn about Japanese people who work overseas Identify similarities and differences in the aspirations of Australian and Japanese teenagers	See Australian daily life from a Japanese student's point of view Learn about aspects of Australian life that a Japanese student might find surprising or interesting Explore the differences and similarities between Australian and Japanese students' daily lives Reflect on the importance of cultural sensitivity when hosting Japanese students
Text types	Photo captions Map Personal account Speech script Blog post	Photo captions Map Email Interview transcript List of rules Blog post Manga	Photo captions Website Graphs Job advertisement Personal account Report	Photo captions Job ranking Magazine article Blog post Personal account	Photo captions Email Manga Journal Photo story Letter
Putting it all together	Create a documentary	Create a travel blog	Write a reflective essay	Write an interview script	Create a manga story

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How to use *iiTomo*

Let's explore what's in your *iiTomo* Second Edition Student Book, Reader+ and the Activity Book.

Classroom expressions

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

Chapter opener page

The first page of every chapter offers three **Let's get started** inquiry questions to consider as a group. 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 on your Activity Book chapter opening page which provides some cultural insights too. In your Reader+, there is a video you may want to watch now and revisit later on, or wait until you get into the chapter to watch it. Each episode features Japanese and their Australian teenage friends and gives you the opportunity to discover real life situations at your level.



The Student Book chapter opener page also contains the learning goals for that unit:

- **Communicating** outlines the new communication skills you will be learning
- **Understanding** lists the different language items you will be covering, including new *kanji*
- **Intercultural and cultural** shows some of the cultural and intercultural discoveries and comparisons you will make to continue developing your intercultural understanding.

My hiragana and My katakana

These pages are where you will find *hiragana* and *katakana* revision.

My kanji

These pages present *kanji* learning for the chapter including support for learning stroke order and application practice to read and write *kanji* quickly and confidently.



In your Reader+, stroke order animations will support you with your script writing skills and you will find a character writing sheet which you can copy or print out for this purpose. The Activity Book includes some extra activities to help you practise your writing too.

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

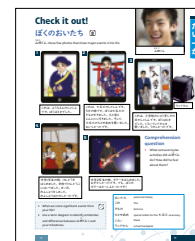
Talk time

On these pages, you will get the opportunity to listen to and speak Japanese. Use the audio to rehearse your pronunciation and practise the speaking drills with a partner or in the class group. All new vocabulary is glossed on the page. Key sentence structures and grammar points are presented in red boxes with references to the relevant **Got it?** page.



Check it out!

On these pages, you will be able to read a variety of text types in Japanese. From brochures to personal presentations, to emails and websites, have a go at putting your Japanese reading skills into practice and answering the comprehension prompts on the page.



Go for it!

Use your speaking skills to practise everything you have learnt so far. Practise with the conversation first, and then have a go at creating your own.



Got it?

Refer to these pages to develop your understanding of how the Japanese language works. They provide a list of the key language seen in that chapter and include clear simple grammar explanations and supportive examples.



In your Reader+, animations present the main grammar points in a visual way. You may watch these in class and/or in your own time.

At the back of your book, reference pages provide a summary of the main language content. On page 174, the **verb tables** are a great reference to consult when you are unsure how to use the different verb forms in Japanese.

Find out more!

These pages are where you will see everything you have learnt in the chapter come together in a manga or an online blog post. Here you put into practise your listening, speaking, reading and writing skills while continuing to enhance your intercultural skills.







Vocabulary

At the end of each chapter is a summary of the new language introduced in the chapter. The list of words and phrases are arranged by topic. You will find a complete electronic copy of the list in your Reader+. You can also look up words in the end of book Japanese–English and English–Japanese vocabulary lists.

Putting it all together!

The last page of each chapter includes some interesting activities to choose from. You will work independently or collaboratively to put into practise the language and skills you have learnt, using technology when needed. You may start working on a project before finishing the chapter.

Icons used in *iiTomo 3+4 Student Book*

-  Listen to Japanese native speakers and practise your comprehension and pronunciation skills.
-  Watch video content to support you when learning grammar patterns and stroke order or view a dialogue related to the content of the chapter.
-  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.
-  Learn something extra about Japanese culture or language!
-  Develop your 21st century skills through activities that involve collaboration, communication, critical thinking, creativity and ICT skills.

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 and supportive and that they will give you an enjoyable, relevant and rewarding learning experience.

Japanese classroom expressions

日本語のきょうしつのことば

Let's continue using Japanese classroom expressions. Listen and repeat these phrases so that you can use them regularly. Refer to page viii of your *iiTomo 1* Student Book and page viii of your *iiTomo 2* Student Book for more classroom expressions.

先生



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9行目からはじめましょう。
Please read the first paragraph.	はじめのだんらくを読んでください。
Please read the second line from the top.	上から2行目を読んでください。
Please read the third line from the bottom.	下から3行目を読んでください。
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.	しゅくだいは明日までです。
There will be a test next week.	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。

学生



Could you explain it again?	もう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 or learnt 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。
I learnt about () from this unit.	() 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。

おいたち

LET'S GET STARTED!

- What are the major milestones in your life?
- Do your milestones reflect Australian culture? How?
- To what extent does where you live influence your milestones?



七五三のしゃしんです。



そつぎょうしきのしゃしんです。



せいじん^{じん}しきのしゃしんです。

Communicating

- Discuss past events
- Say when you did something for the first time
- Talk about an activity you did for the first time
- Ask and say how old you were when a significant event happened

Understanding

- Read and write *katakana* words related to major milestones
- Read and write four *kanji*: 私, 才, 子, 友
- Understand and use おくりがな and ふりがな
- Understand and use the past tense of adjectives

Intercultural and cultural

- Learn about some important celebrations in Japan
- Compare personal milestones for Australian and Japanese teenagers

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

My hiragana

You have been using *hiragana*, *katakana* and *kanji* throughout your Japanese learning. Let's explore some new features of *hiragana*.

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

n	w	r	y	m	h	n	t	s	k	
ん	わ	ら	や	ま	は	な	た	さ	か	あ
		り		み	ひ	に	ち	し	き	い
		る	ゆ	む	ふ	ぬ	つ	す	く	う
		れ		め	へ	ね	て	せ	け	え
	を	ろ	よ	も	ほ	の	と	そ	こ	お
										o

Practise reading the following *hiragana* words. Pay attention to the long vowel sounds and combined sounds with small や, ゆ or よ.



ようちえん



しょうがっこう



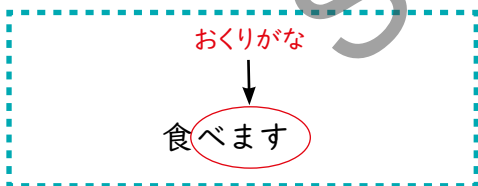
いもうとのにゆうがくしきのひ



じてんしゃ

おくりがな

おくりがな are *kana* that appear at the end of a *kanji* stem to complete a sentence or to show readers that the ending should be inflected. It is also used to change the tenses of verbs and adjectives.



ふりがな

ふりがな are used to spell out the pronunciation of *kanji*. *Furigana* are smaller and sit above the main text they are supporting.

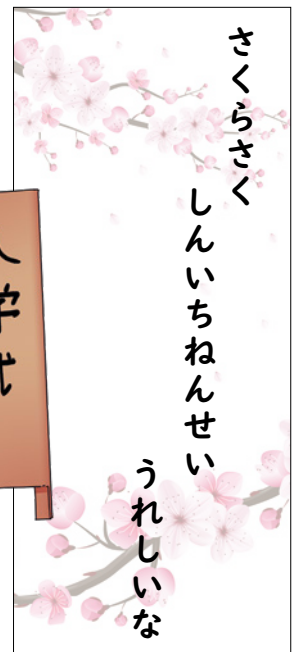


はいく

Haiku is a traditional form of Japanese poetry. A *haiku* is made up of three lines. The first line and last lines have five syllables and the middle line has seven syllables. Practise reading these *haiku* written by Japanese primary school students that describe significant events in their lives.

にゆうがくしき
いっしょにしゃしんを
とりますよ

Entrance ceremony
Let's take some photos
Together



Cherry blossoms bloom
New Grade Ones
I am so happy

My katakana

You have learnt all the basic *katakana* in *iiTomo 2*. As you work through this chapter you will talk about significant events in your life in Japanese. These *katakana* words will help you.

Practise reading the names of these activities. Then add the particle を and *はじめました*, which means 'I started' to indicate that you have just started each activity.

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



ピアノ



ギター



フットボール



クリケット



サッカーをはじめました。



サッカー



バレエ

My kanji

Below are four new *kanji* for you to use when talking about yourself. Looking at the photos, what do you think these characters mean?



To ask someone's age, say ^{さい}何才ですか. Note that in this instance, 何 is pronounced 'nan'.



- How do you feel when you learn new *kanji*?
- What do you enjoy about learning new *kanji*?
- What do you find challenging?

私 7 strokes

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

才 3 strokes

さい 16才 16 years old
はっさい 8才 8 years old

子 3 strokes

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

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

Talk time

七五三のしゃしんです

Here are some photos chosen by Japanese students showing major milestones in their lives. Practise these short dialogues, and then answer the questions below.

Remember the past tense of です is でした.



A ようちえんのしゃしんです。

B 何オでしたか。

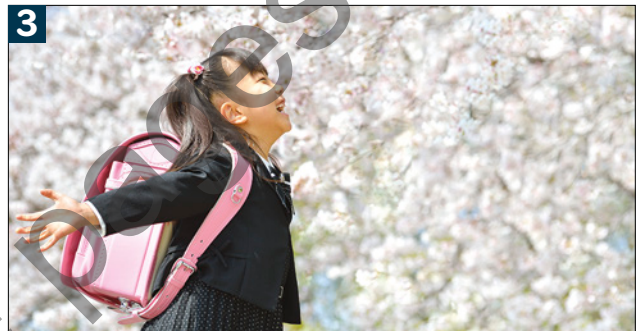
A 私は4オでした。



A 七五三のしゃしんです。

B 何オでしたか。

A ぼくは5オでした。



A にゅう学しきの日のしゃしんです。

B 何オの時ですか。

A 6オの時です。



A ぶかつのしゃしんです。

B 何オの時ですか。

A 13オの時です。ぼくは中学2年生でした。

- What do we do in Australia for にゅう学しき? 
- Think about photos you might use if you were talking about your life. What might your photos tell a Japanese person about living in Australia? Would you choose the same milestones if you were talking to a friend in Australia instead of to a Japanese teenager?

ようちえん	kindergarten
~オの時	when I was — years old
七五三	a celebration for children of 3, 5 and 7 years of age
にゅう学しきの日	the day of the starting school ceremony

Talk time

サッカーをはじめました

Read what each Japanese student says about their activity, noting when they started and what they thought. Then, practise the dialogues with a partner.



A サッカーはどうでしたか。

B たのしかったです。



A バスケットはどうでしたか。

B おもしろかったです。



A ピアノはどうでしたか。

B むずかしかったです。でも、先生はよかったです。

Now practise using the prompts below.



With a partner, talk about hobbies and sports you used to do and what you thought of them.

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

[Age]の時、[activity]をはじめました。

p. 12

[い-adjective] です。
[い-adjective] かったです。
いいです → よかったです。

p. 13

Check it out!

ぼくのおいたち

やまだ
山田くん chose five photos that show major events in his life.



やまだ
山田くん



これは、ようちえんのしゃしんです。ぼくは3才でした。



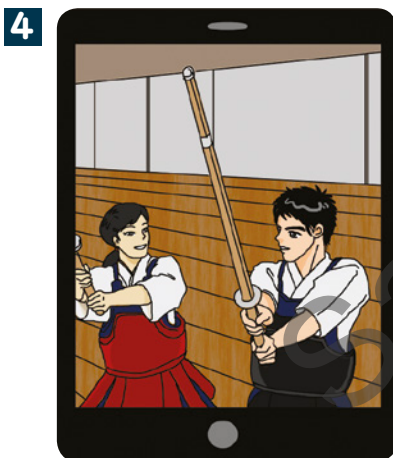
これは、七五三のしゃしんです。5才の時です。ぼくは七五三のきものをきました。父と母とじんじやに行きました。そして、七五三のちとせあめを買いました。おいしかったです。



これは、小学校のにゅう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。



ランドセル




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。



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!

Comprehension questions

- 1 What extracurricular activities did ^{やまだ}山田くん do?
- 2 How did he feel about these activities?

- What are some significant events from your life? 
- Use a Venn diagram to identify similarities and differences between ^{やまだ}山田くん's and your own milestones.

おいたち	personal history
これ	this
きもの	kimono
ちとせあめ	special lollies for the 七五三 ceremony
くろい	black
ランドセル	school backpack

Talk time

はじめてスキーをしました

Read and practise the dialogues with a partner.



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。



A 7才の時、はじめてやきゅうをしました。

B どうでしたか。

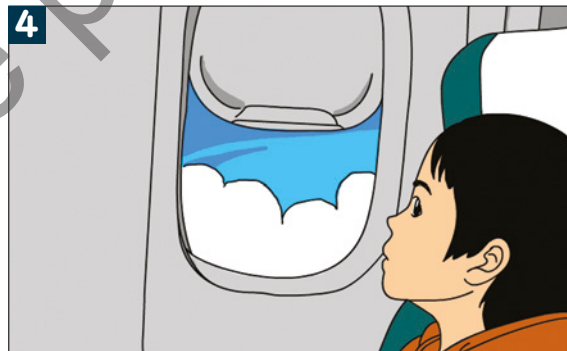
A れんしゅうはたいへんでした。
でも、コーチの先生はしんせつでした。



A はじめてえいかいわをならいました。

B どうでしたか。

A 先生はすてきでした。



A 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。

はじめて	for the first time
スキー	skiing
かんたん(な)	simple; easy
たいへん(な)	troublesome; hard
コーチ	coach
しんせつ(な)	kind
そら	sky
くも	cloud

p.13

[な-adjecive]です。

[な-adjecive]でした。

Check it out!


きゅうどうをはじめました

Some Japanese teenagers have uploaded photos online to talk about their milestones.

🔍 — ✕

1


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。



たか 15才

2


きょ年、友だちとわだい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。



まゆ 18才

3


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。



じゅん 19才

4


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。



ゆうか 18才

5

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、かいわのレッスンはにがてでした。




こうすけ 17才

Comprehension questions

- Why did Taka practise the drums every day? What does this show about the kind of person he is?
- What was the reason why Mayu started playing *wadaiko*?
- When did Jun start archery and how did he find it?
- Based on the information Kosuke has given, describe his English conversation skills.

ドラム	drum
わだいこ	Japanese drum
アーチェリー	archery (Western)
きゅうどう	Japanese archery
どうぐ	equipment

- Why do you think Japanese students take part in both traditional and Western activities? 
- How do you feel about some of the traditional sports and music of your country?

Check it out!

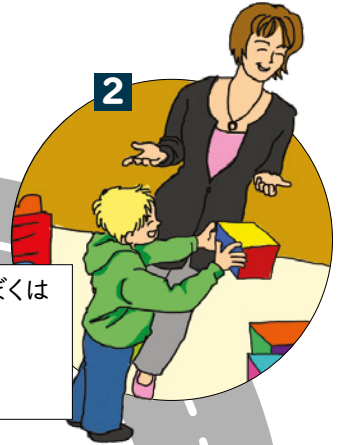
ポールくんのおいたち

ポール drew a timeline showing some of the milestones of his life.
Using Paul's life story as a model, create a similar timeline for your own life.



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。



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りました。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。


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。



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。



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。

How do Paul's life milestones compare to yours? 

プレップ	Prep, the year between kindergarten and Year 1 in some Australian states
チーム	team
うんてん	driving