

休みとレジャー

Let's get started

- What are some leisure activities you enjoy? What did you do on your last holiday?
- What makes a good leisure activity? Why is that?
- Does everyone have to have holidays? Why or why not?



1月に家族とゴールドコーストに行きました。



たかおさん
日曜日に高尾山へハイキングをしに行きました。



きのう よる はなび
昨日の夜、シドニーに花火を見に行きました。

Communicating

- Introduce yourself and talk about your favourite pastimes
- Discuss how you spend holiday breaks and leisure time
- Organise to go out with friends

Understanding

- Read and write nine *kanji*: 春、夏、秋、冬、物、海、天、雨、雪
- Conjugate verbs into the て-form
- Join sentences with the て-form
- Express that you will do or did something after something else with ~てから and ~た^{あと}後で
- Indicate destination or direction with the particle へ

- Conjugate verb forms into the plain past and plain negative tenses
- Express 'but' using ~が
- List activities using ~たり~たり

Intercultural and cultural

- Learn about the way Japanese students spend their leisure time
- Discover some holiday and leisure locations in Japan and in Australia

My kanji

Understanding kanji

Why are there several ways to read one *kanji*? Which reading should you use? Historically, *kanji* originated in China.

Almost all *kanji* have at least one Chinese way of reading, known as おんよ 音読み, and a Japanese way of reading, known as くんよ 訓読み. In dictionaries, as a way to differentiate, you will see おんよ 音読み written in *katakana* and くんよ 訓読み written in *hiragana*.


spring 9 strokes
はる・シュン Radical 日



はるやす
春休み spring holidays

しゅんぶん ひ
春分の日
spring equinox day

summer 10 strokes
なつ・カ、ゲ Radical 夕



なつやす
夏休み summer holidays

なつやす あいだ
夏休みの間に during
the summer holidays

autumn 9 strokes
あき・シュウ Radical 禾



あきやす
秋休み autumn holidays

しゅうぶん ひ
秋分の日 autumn
equinox day

winter 5 strokes
ふゆ・トウ Radical 冫



ふゆやす
冬休み winter holidays

ふゆ あいだ
冬の間に while it's winter

Why do you think the おんよ 音読み is written in *katakana* in dictionaries?

thing 8 strokes
もの・ブツ、モツ Radical 牛



もの
物 thing

たもの
食べ物 food

のもの
飲み物 drink

かもの
買い物 shopping

どうぶつ
動物 animal

sea, ocean 9 strokes
うみ・カイ Radical 氵

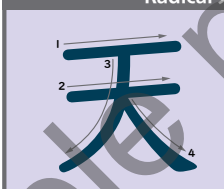


うみ
海 sea, ocean

かいがん
海岸 coastline

かいがい
海外 overseas, abroad

sky, heaven 4 strokes
あま、あめ・テン Radical 大



てんき
天気 weather

てんこう
天候 climate

rain 8 strokes
あま、あめ・ウ Radical 雨



あめ
雨 rain

おおあめ
大雨 heavy rain

あまみず
雨水 rainwater

snow 11 strokes
ゆき・セツ Radical 雨



ゆき
雪 snow

おおゆき
大雪 heavy snow

ゆき
雪まつり snow festival

My radicals

Sometimes a *kanji* combines with other strokes or another *kanji* to create a combination *kanji* with a related meaning. The main or key *kanji* used inside a combination *kanji* is called a 'radical' and conveys some meaning. The same radicals can be found in many *kanji* and each *kanji* has one radical.

Radical 水 or 氵

The radical 水 and 氵 for water is used in words such as 'ocean' 洋.

Radical 雨

The rain radical, 雨, contains four drops of water. The *kanji* is easy to remember because it looks like rain on a window. This radical is used in words involving precipitation, such as 雪 (snow).

Practise writing these *kanji* in your notebook. Refer also to your Reader+ eBook *kanji* worksheet to practise these new *kanji*.

In *iiTomo Senior* you will learn a few *kanji* in each chapter. Consider these questions each time you learn a new *kanji*.

- Have you made flashcards by hand or online to learn *kanji*?
- If you have made flashcards, have you sorted them into two groups: the *kanji* you know and the *kanji* you need to revise?
- Have you considered creating mnemonics to help you memorise *kanji*?
- Have you considered that *kanji* are much easier to remember when you review them regularly for a short time?

- What day of the week includes the radical 水?
- Do you know other *kanji* that contain 水 or 氵?
- Can you identify which radical is in this *kanji*: 泳? What does 泳ぎます mean?

みんなの休み

Four students wrote about what they did for leisure during their 休み. Read each account and answer the questions below. Once you are done, write a short paragraph in Japanese about what you did during your holidays.

 アダム



春休みに家族とメルボルンに行きました。毎日あたたかかったです。ルナパークに行ってから、カフェへケーキを食べに行きました。そのケーキはとてもおいしかったです。

♡ 58 いいね

 メリッサ



秋休みに祖父母のぼく場に行きました。祖父母はウオガウオガに住んでいます。私のしゅみは乗馬で、馬が大好きです。祖父母のぼく場に馬がいます。だから、毎日馬に乗りました。また行きたいです。

♡ 26 いいね

 サマンサ



冬休みに家族とケアンズからシドニーまで飛行機で行きました。私はケアンズに住んでいるから、シドニーはとてもさむかったです。観光をしてから、レストランへ晩ご飯を食べに行きました。とてもおいしかったです。

♡ 105 いいね

 アーメッド



夏休みに家族とグレートオーシャンロードに行ってキャンプをしました。夕方、晩ご飯を食べてから、ゲームをしました。とても楽しかったです。みんなもコメントに書いて、夏休みのことを教えてください。

♡ 42 いいね

From viewing and reading ...

- 1 Where did each of the students go during their holidays?
- 2 Summarise what each student did during their holidays in one or two sentences.
- 3 How do you think the students feel about their experiences? Justify your response by using evidence from the posts.

そふぼ 祖父母	grandparents
じょう ぼく場	farm
じょうば 乗馬	horse riding
うま 馬	horse
かんこう 観光	sightseeing

Identify the meaning of all *katakana* words. What do you notice?

What role does family play during the holidays?

Got it?

て-form

In *iiTomo 3+4* you learnt to conjugate verbs into the て-form (see pages 198–200) and that the て-form can be used in many ways.

Asking politely

When you want to ask someone politely to do something, you can use **ください** with the て-form of a verb.

本を**読んで**ください。 Read the book, **please**.

ポッドキャストを**聞いて**ください。 Please **listen** to the podcast.

You can even ask for more than one action using the て-form and **ください**.

本を**読んで**、ポッドキャストを**聞いて**ください。 Read the book and **listen** to the podcast, **please**.

Talking about how you do things

The て-form can also be used to explain the manner in which you do something.

本を**読んで**、勉強します。 I study **by reading** books.

When asking how someone does something, use **どうやって**.

どうやって、単語をおぼえますか。 How do you learn vocabulary?

単語カードを**作って**、単語をおぼえます。 I learn vocabulary **by making** vocabulary cards.

Talking about actions in their present continuous form

To talk about actions that are happening now, you can use the て-form with **います**.

何を**しています**か。 What **are** you **doing**?

お父さんはWiiで**あそんでいます**。僕はテレビを**見えています**。 My father **is playing** with the Wii. I **am watching** TV.

Using the て-form to join sentences

The て-form can be used to join sentences together. Linking sentences using the て-form suggests the activities are done in the order in which they are written.

夏休みに町に**行って**、えいがを見ました。 In the summer holidays, I **went** to the city **and** watched a movie.

Using ~てから

The て-form and **から** means 'after' and is used to express that you will do or did one thing and then another. Using **~てから** suggests that the first action and then the second action occur within a short time frame. Usually the subject of the sentence is doing both actions.

晩ご飯を**食べてから**、テレビを見ました。 **After eating** dinner, I watched TV.

Talk time

With a partner, practise talking about what you did on the holidays and what you have planned for the weekend. Remember to use the grammar structures using て-form.

A 春休み/夏休み/秋休み/冬休みに何をしましたか。

B 家族とアデレードに行って、しんせきに会いました。

A **週末**に何をしますか。

B 友達とスポーツをしてから、レストランで**昼ご飯**を食べます。

Check it out!

田舎と都会の冬休み

Thomas and Bianca have written personal accounts of their winter holidays for their Japanese homework. Read these two extracts from their accounts.

Remember that the *kanji* 々 is used to repeat the *kanji* immediately before it to form a different word. For example, instead of いろいろ write 色々 (*various*) or instead of ときどき write 時々 (*occasionally*).

ぼくは冬休みに家族とタスマニアへ行きました。メルボルンからデボンポートまでフェリーに乗りました。そこから、父の車で海のそばのキャンプ場まで行って、キャンプをしました。晩ご飯を食べてから、キャンプファイヤーのまわりにすわって、話をしました。毎日、色々な所へハイキングに行きました。僕の一番好きな所はワイグラスベイでした。写真を撮りたくさんとりました。

私は冬休みにおじとおばと初めてシドニーに行きました。ボンダイビーチで泳いで、ハーバーブリッジにのぼりました。ハーバーブリッジからすばらしいけしが見えました。それから、オペラハウスへオペラを見に行きました。とても楽しかったです。オペラを見てから、歩いてダーリングハーバーに行き、おいしいシーフードを食べました。

From viewing and reading ...

- 1 トーマスさんとビアンカさんは冬休みにだれとどこに行きましたか。
- 2 List the things Thomas and Bianca did during their winter holidays.
- 3 Did Thomas and Bianca enjoy their holidays? Use relevant information from the text to justify your answer.

まわり	around
のぼります (のぼる)	to climb, to go up

- Do you prefer to holiday in a city or in a country area? Why?
- Consider why Australian families tend to take long holiday breaks compared to Japan, where people take shorter holiday breaks.

Got it?

The particle へ

The particle へ is pronounced 'e'. It can be used in place of に to indicate the destination or direction.

Going somewhere to do something

[Place] へ [object] を [verb stem] に行きます。

私は川へ花火を見に行きました。 I went to the river to watch the fireworks.

- You may need to do your own research to answer these questions.
- What do you think high school students living in urban areas in Japan would do during their holiday breaks?
 - What about students living in rural areas in Japan?
 - How does this compare to Australia?

Build up!

Practise the て-form and ~てから

1 Write the following verbs in て-form and て-form + から form in your notebook.

For example, for 読みます you would write:

Verb	て-form	て-form + から
読みます	読んで	読んでから

- | | | | | |
|-----------------|--------|---------|--------|-------------|
| a 食べます
べんきょう | c 来ます | e 聞きます | g 行きます | i 立ちます
た |
| b 勉強します | d 帰ります | f あそびます | h 見ます | j 使います |

Remember the て-form of 行きます is 行って.



2 Write five sentences using the て-form and five sentences using ~てから.

The particle へ

1 Translate the following sentences into English.

- 週末に図書館へ本をかりに行きました。
まつ としょかん
- ビーチマーケットへおみやげを買いに来ました。
- レストランへステーキを食べに行きました。
- 家へお昼ご飯を食べに帰りました。
ひる はん
- スタジアムへテニスを見に行きました。

2 Translate the following sentences into Japanese. Remember to use the *kanji* you have already learnt.

- My friend came to play games at my house.
- I went to the park to read a book.
- I went to my friend's house to watch a movie.
- I went to do hiking in the mountains.
- I came to Brisbane to meet a Japanese friend.

Listen up!

じこしょうかい 1

A Japanese exchange student is introducing herself.

しゅげい handicraft

1 Fill out the table in Japanese.

な 名前	
学年	
住んでいる所 <small>ところ</small>	
しゅみ	

2 Answer the following questions in English.

- What does this student want to learn in Australia?

- What did this student make recently and for whom?

- What is the context of this introduction? Who might be her audience? why?

夏休みについてのインタビュー 2

Three students are being interviewed about what they did during their summer holidays. Listen to the interview and complete the following table in English in your notebook.

Person's name	Summer holiday activities

How does each student feel about their holiday plans? What makes you say that?

しま
島 island

だち 友達の家に行きます 3

Listen to the conversation between Stephanie and なつき and answer the questions in English and Japanese accordingly in your notebook.

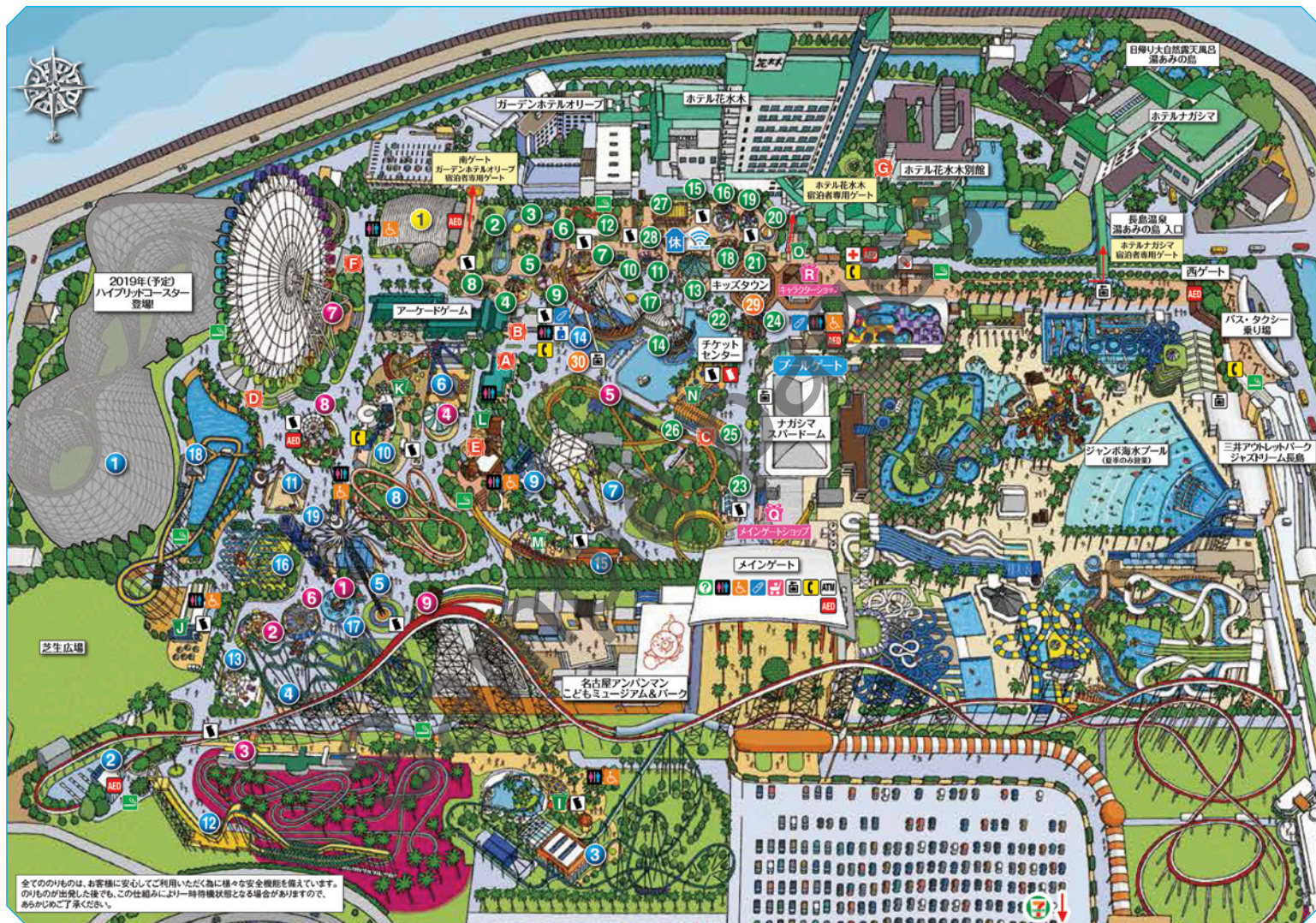
- Why can't Stephanie go to なつき's house on the weekend?
- ステファニーさんは何曜日の何時にミケイラさんの家に行きますか。
- What will なつき do after making a cake?
- What will they do in なつき's garden and what does Stephanie need to bring?

Check it out!

日本のアミューズメントパーク

日本にはいろいろな遊園地があって、その中にはすばらしいアミューズメントパークもあります。名古屋の近くには、ナガシマリゾートがあります。ナガシマリゾートには、アトラクションやレストランやショップやホテルなどがあります。そして温泉もあります。だから遊園地に行ってから、温泉に入ることができます。

Going to amusement parks is a popular leisure activity in Japan. Look at the map of Nagashima Resort. What *katakana* words can you translate from this map?



From viewing and reading ...

- 1 Imagine that you are visiting this amusement park. Which rides would you like to go on? Discuss in Japanese with a classmate.
- 2 Who might be the target customers of this amusement park? Use evidence from the text.
- 3 Do you think you would enjoy spending your time here? Explain your answer.

Amusement parks in Japan are more than just places where there are fun rides to go on. There are amusement parks where you can learn and experience new things too. For example, you can learn about the samurai era, or you can be on the set of a film from the Edo Period. Undertake some research to find information about the different amusement parks in Japan. Share this information with your class.

You may need to do your own research to answer these questions.

- What amusement parks are there in Australia? How do they compare to amusement parks in Japan?
- Why would amusement parks be popular places for people to visit in Japan?
- Why do some amusement parks focus on traditional aspects of Japanese culture?

Check it out!

夏休み
ハイキングに行こう!

たか お さん
高尾山のインフォメーション
しん じゅく
新宿から電車で一時間
レベル:かんたん

ちようじよう ある
頂上まで歩いて一時間半ぐらいか
ちようじよう
ります。天気のいい日には頂上から
ふ じ さん
富士山が見えます。てんぼうだいから、
東京のけしきも見えます。ケーブルカーと
や
リフトでのぼれます。おみやげ屋でおみ
ちようじよう
やげを買ったり、頂上ではレストラン
はん おん
でご飯を食べたりできます。温せんやさ
るパークもあります。

From viewing and reading ...

Answer the questions in English and in Japanese respectively.

ちようじよう 頂上	summit
てんぼうだい	observation deck

1 Identify the purpose and audience of this text. How successfully does this text achieve its purpose?

2 What can be seen from the summit and observation deck?

3 What facilities are available at Mt Takao?

4 高尾山は新宿からどのくらいかかりますか。どうやって行きますか。

i Mt Takao is considered a 'power spot' in Japan. Power spots are spiritual places where people go to revitalise their energy and receive good fortune. There are many power spots all over Japan.

- Why do you think people might need power spots?
- The word 'power' as used in パワースポット comes from English. Why do you think this word was borrowed from English to form the concept of a power spot?
- Why do you think Mt Takao is considered a power spot? Do some research to find out more about power spots.
- Can you think of any places that might be considered power spots in Australia?

Listen up!

クリケットのしあい 4

Oliver is leaving a message on his friend's mobile phone. Answer the following questions in English and Japanese in your notebook.

- 1 クリケットのしあいはいつですか。
- 2 だれとクリケットのしあいを見に行きますか。
- 3 What time has Oliver asked to meet?
- 4 What will they do after the match?

うえの動物園 ^{どうぶつえん} 5

Listen to the conversation between Jenny and her friends and answer the questions in English and in Japanese respectively in your notebook.

- 1 Where does the monorail at Ueno Zoo travel?
- 2 How much does the monorail cost to ride?
- 3 ジェニーさんは動物園で何を買って、だれにあげましたか。
- 4 ジェニーさんは動物園を出てから、何をしましたか。
- 5 Did Jenny enjoy her time at the zoo? What suggests this? Support your answer with references from the audio track.

ひがし	東	east
にし	西	west
はな	花見	Hanami (flower viewing)

Got it?

In *iiTomo 3+4* you learnt the plain form of verbs. Here are some revision notes. See also verb tables on pages 198–200.

Using the plain form in the past tense (verb in た-form)

Remember that the plain form of the past tense is used in casual conversation and writing. To make the plain past form of verbs, start with the て-form and change the final て to た (or で to だ).

～ました	て-form	Plain past	英語
Group 1 (godan) verbs			
行きました	行って	行った	went
わかりました	わかって	わかった	understood
かちました	かって	かった	won
買いました	買って	買った	bought
聞きました	聞いて	聞いた	listened
Group 2 (ichidan) verbs			
食べました	食べて	食べた	ate
見ました	見て	見た	saw
いました	いて	いた	was
Irregular verbs			
しました	して	した	did
来ました	来て	来た	came

Using the negative plain form in the present tense (verb in ない-form)

To make the negative plain form of verbs:

- For group 1 verbs, look at the last character before the *ません* and the line and row of the *hiragana* chart that it is in. Remove *ません*, and change the final sound to an 'a' sound on the same line. Then, add *ない*. For example, *聞きません* becomes *聞かない*. Note that the *hiragana* *い* changes to *わ* (see the verb indicated with an asterisk in the table below). *ありません* is an exception to this rule; it simply changes to *ない*.
- For group 2 verbs, remove *ません* and replace with *ない*.
- You will need to memorise the irregular verbs.

Negative	Plain negative	
～ません	ない-form	英語
Group 1 (godan) verbs		
行きません	行かない	don't go
わかりません	わからない	don't understand
使いません	使わない*	don't use
聞きません	聞かない	don't listen
話しません	話さない	don't speak
ありません*	ない*	don't exist; isn't
Group 2 (ichidan) verbs		
食べません	食べない	don't eat
つかれません	つかれない	don't get tired
見ません	見ない	don't see
できません	できない	can't do
Irregular verbs		
しません	しない	don't do/play
来ません	こない	don't come

* indicates an irregular exception in this group

～たり～たりします

In *iiTomo 3+4* you learnt how to list various activities, using the structure ～たり～たりします. This implies that the activities listed are just examples of some of the things you do, but there may be more that are not mentioned.

To create the たり-form, start with the て-form, and change the て (or で) ending of the verb into たり (or だり). Then end your sentence with します or しました(した).

夏休みに家族とテニスをしたり、町に行ったりしました。

In the summer holidays, with my family I did things like playing tennis and going to the city.

～た後で

You have already learnt to express 'after' with ～てから. ～た後で can also express 'after' when it is used with a verb in the plain past tense. There is no specific time frame around the second event or action taking place when using ～た後で.

しゅくだいをした後で、テレビを見ました。

After I finished my homework, I watched TV.

～が

The particle ～が can be used to replace でも as a connective particle in the middle of a sentence to mean 'but'. ～が can take both the です・ます forms as well as the plain forms.

週末に海に行きました^{まっ}が、雨がふりました。

On the weekend I went to the beach, but it rained.

Build up!

Using the plain form

For each verb in the list below write the English translation, the plain past and plain negative forms.

- | | |
|---------|--------|
| a 話します | f 来ます |
| b つかれます | g あります |
| c 行きます | h ねます |
| d およぎます | i できます |
| e 会います | j 作ります |

For example:

Verb	Plain past	Plain negative
a 話します	話した	話さない

～たり～たりします

- Join these sentences together using ～たり.
 - ひまな時にテレビを見ます。ギターをひきます。
 - 週末に友達の家に行きます。コンピューターゲームをします。
- Translate the following sentences into English.
 - 友達と町へカラオケをしに行ったり、昼ご飯を食べたりしました。
 - 秋休みに山に行って、ハイキングをしたり、温泉に入ったりしました。
 - 友達とえいがを見たり、ケーキを作ったりします。
 - 週末にサッカーのれんしゅうをしたり、フットボールのしあいを見たりします。

～た後で

- Translate the following sentences into Japanese.
 - After going to the supermarket, I returned home.
 - After surfing at Manly Beach, I bought fish and chips.
 - After eating lunch, Mikako watched a movie on TV with her family.
- Write four sentences using ～た後で.

～が

- Translate the following sentences into English.
 - 公園に散歩に行きましたが、雨がふりました。
 - きのう9時におきました^{こうえん さんぽ}が、11時までベッドでテレビを見ました。
 - 日曜日にボンダイビーチに行きましたが、およぎませんでした。
 - 冬休みに山に行きましたが、スキーをしませんでした。
- Write four sentences in your notebook using ～が.

Talk time

With a partner, practise talking about what you do in your free time.

Remember to use the grammar structures you have learnt in this chapter.

Use these questions–answers as model.

A 春休み / 夏休み / 秋休み / 冬休み に何をしましたか。

B 冬休みにブラー山^{はし}に行って、初めてスキーをしました。
妹^{いもうと}と雪だるま^{つく}を作りました。

A ひまな時^{とき}にどんなことをしますか。

B サッカーをしたり、ピアノをれんしゅうしたりします。

A ほうか後^ご、何をしますか。

B しゅくだいをした後で、テレビを見ます。

雪だるま	snowman
ひまな時 ^{とき}	free time
勉強 ^{べんきょう} いがいの時間	time when you're not studying
勉強 ^{べんきょう} のほかに	other than studying

A 勉強^{べんきょう}いがいの時間は何をしますか。
or 勉強^{べんきょう}のほかに何をしますか。

B 友達^{だち}と町に行ったり、買い物をしたりします。

A しゅみは何ですか。

B 僕^{ぼく}のしゅみ^{おんがく}は音楽を聞くことです。

Putting it all together

Speaking in Japanese

Preparing for oral assessment

Common questions when talking about holidays or weekend activities are:

- 夏休みに何をしますか。
- どこに行きましたか。
- どこに泊まりましたか。
- 休みに何をしましたか。
- だれに行きましたか。
- どのぐらい泊まりましたか。
- 週末^{まつ}に何をしますか。(しましたか)
- どうやって行きましたか。
- どうでしたか。

You may be asked these questions to talk about your hobbies and things you do in your free time.

- しゅみは何ですか。
- どんなスポーツをしますか。
- ひまな時^{とき}にどんなことをしますか。
- 好きなテレビ番組^{ばんぐみ}は何ですか。
- ____さんの好きなことは何ですか。
- どこで買い物をしますか。
- コンピューター (or けいたいでんわ or アイパッド)
- だれとよく買い物に行きますか。
- を毎日何時間 (or どの)ぐらいますか。
- さいきん、どんな物を買いましたか。

Strategies for your oral assessment

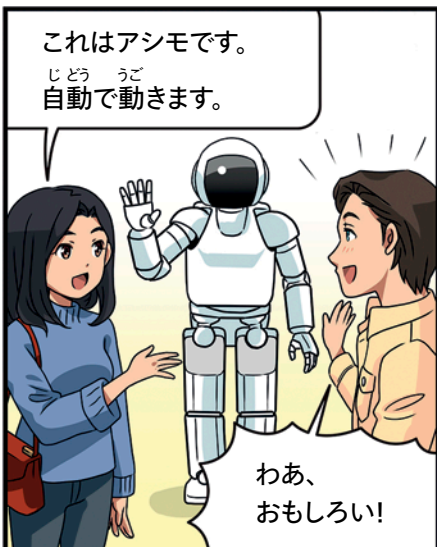
- It is important in an oral assessment task that you do all the talking in Japanese. Open-ended questions about your holidays will give you the scope to talk in some detail. A good rule of thumb is to try to answer a question with three sentences that include a range of grammar, but remember to always include appropriate structures. You can turn closed questions like 夏休みにどこに行きましたか into a detailed response. For example:
夏休みに、家族とひこうきでパースに行きました。シドニーからパースまで5時間ぐらいかかりました。
フェリーでロットネスト島^{とう}に行って、海でおよいだり、サイクリングをしたりしました。
- It is also important to understand the question word and key vocabulary in the question being asked. Often the same question can be asked in different ways. For example, しゅみは何ですか or しゅみについて話してください。
- A useful strategy when planning responses for an oral assessment is to create a mind map of things you can say about a given topic. This will help clarify your thoughts on paper and you will be able to carefully plan your responses and identify links in the things you want to say.
- Always try to think of possible follow-up questions to what you have said. Then you can plan suitable responses to use.

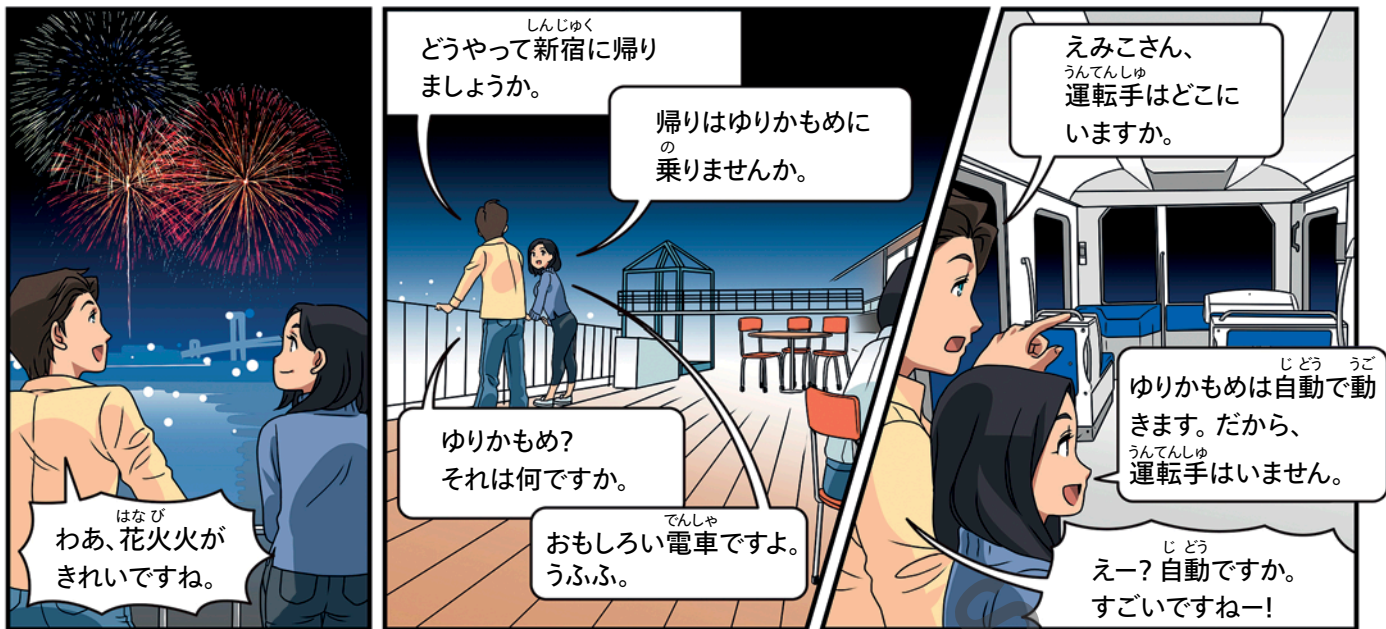
Reading and responding

お台場の日

Tom, an Australian student on exchange in Japan, went to お台場 in 東京 with his host sister えみこ for a day.

- What would you do on a day out if you were hosting a student from Japan?
- How does this differ from what Tom and えみこ saw and did on their day in Tokyo?





From viewing and reading ...

- 1 What did Tom and えみこ do at Odaiba?
- 2 Why is the Odaiba onsen unique?
- 3 Why was Tom amazed at the end of the manga? Justify your response by using relevant information from the text.

Tom and Emiko played a game called スーパーボール すくい at the onsen. Players have to scoop balls with a special scoop. This is a popular summer festival game. Sometimes the balls are replaced for goldfish.

かんらん車	しゃ Ferris wheel
かたち	shape
どうやって	how
うんてんしゆ 運転手	driver
じどう 自動	automatic

Listening and responding 6

Listen to Alex and まゆこ's conversation and answer the questions in English and Japanese accordingly.

いとこ	cousin
水上スキー	water skiing
やく(焼く)	grill, bake, roast, fry

- 1 アレックスくんはいつエチューカに行きましたか。

- 2 エチューカはメルボルンからどのぐらいかかりますか。

- 3 What outdoor activities did Alex do in Echuca?

- 4 What activity did Alex do for the first time?

- 5 What did Alex do at night?

- 6 Would you enjoy Alex's summer holiday experiences? Why or why not?

Tips for listening

Before the task

- Carefully read the questions to understand (or predict) the context of the task.
- Predict the vocabulary you might hear and write it down.
- Refer to a dictionary to check unknown words in the questions phrased in Japanese.

See page 15 for more listening strategy support.

Writing in Japanese

Below are some writing tasks on this chapter's theme. Task 5 is followed by some support notes on pages 14–15 to get you started.

1 **Evaluative**
Write an evaluative article for a Japanese holiday magazine about going on holiday in the city and country areas in Australia.

2 **Imaginative/narrative**
You won tickets to a mystery holiday destination! Write a story about the holiday destination you went to on your mystery holiday.

3 **Informative/personal**
Write the text of a speech to deliver to students at your Japanese sister school. Introduce yourself and talk about the leisure activities you enjoy.

4 **Persuasive**
Write an email to a friend persuading them to join you in a leisure activity, such as joining a sports club.

Sample writing task instructions

5 **Narrative/personal/reflective**
Your Japanese teacher would like to get to know everyone in your class by finding out how you spent your recent summer holidays. Write a personal account for your teacher. (500 *ji*.)

Questions to consider

- ▶ What did you do?
- ▶ Where did you go?
- ▶ With whom did you go?
- ▶ How did you travel there?
- ▶ How long did you stay there?
- ▶ Where did you stay?
- ▶ What did you think about your summer holiday break?

Before you start writing, fill out this information:

Text type: _____

Audience: _____

Purpose: _____

Title: _____

Things to remember

- ▶ Remember to structure your writing with an introduction, body and conclusion.
- ▶ Sequence your ideas in paragraphs.
- ▶ In a personal account you should be recounting your experiences using facts and your opinions about your experience.
- ▶ Consistently use the **です・ます** form in your writing.
- ▶ Use a range of grammatical structures. The **～たり～たり** structure is useful for listing activities, however be careful not to overuse this.
- ▶ Use conjunctions in your writing to link your sentences. For example, **それに、そして、それから、たとえば、でも、けれども**.
- ▶ Particle use can be tricky. Try to make sure you don't make simple errors. For example, **海に行きました**.
- ▶ When writing about your holidays you will want to use the verb **行きます**. Remember the **て**-form of **行きます** is **行って**.
- ▶ Tenses are important to remember. Make sure you consistently use the past tense. Past tense of **い**-adjectives can also be tricky. Remember that 'it was fun' is **楽し^{たの}かったです**. Remove the final **い** and add **かったです**.

Annotated writing sample

Carefully read the annotations on the right-hand side and consider them when constructing your own personal account.

ゴールドコーストへの旅行
トーマス・ベンソン

夏休みに家族と1週間ゴールドコーストに行きました。アデレードからゴールドコーストまで2時間ぐらいかかりました。ゴールドコーストで色々なことをしました。サーフィンをしたり、テーマパークに行ったり、山に行ったりしました。

2日目は、兄とサーフィンのクラスにさんかして、初めてサーフィンをしました。初めはむずかしかったですが、すぐ上手になりました。

週末は、シーワールドに行きました。兄とジェットコースターに乗ったり、イルカショーを見たりしました。それから、アシカも見ました。アシカは僕の好きな動物です。だから、おみやげやで友達にアシカのキーホルダーを買いました。

さいごの日は、家族とレンタカーでマウントタンボリンに行きました。ハイキングをして、3キロ歩きました。ちょっとつかれましたが、けしきがきれいでした。ハイキングをした後でグローワームケープに行きました。

ゴールドコーストへの旅行はとても楽しかったです。とくに初めてサーフィンをして、とてもおもしろかったです。またサーフィンをしたいです。

(463 字)

Include a title in the centre and the author's name on the right-hand side.

In the introduction, set the scene and outline what you intend to focus on in the main paragraphs.

Start a new paragraph for each new topic or idea.

The main paragraphs should be in the order as you outlined in the introduction.

Summarise what you have talked about and include your final opinion in the conclusion.

- Remember to include a range of vocabulary and grammatical structures in your writing
- Remember the correct way to write 行きます in て-form is 行って.
- Use conjunctions to link your ideas. Highlight the conjunctions used in this personal account or note them down and start using them in your own writing piece.
- Remember the correct use of い-adjectives in the past tense.

- Can you identify the different grammatical structures used in this personal account?
- Can you find 行きます in て-form in the sample writing?
- Identify the past tense of 楽しい in the conclusion.

Remember to carefully proofread your work. Often simple errors are made in the use of particles or tenses.

More tips for listening

During the task

- Write notes in English, Japanese or *romaji* (or a combination) to answer the questions. Remember time is of the essence and you need to quickly record your notes to refer back to after you have heard the text played.
- Use your dictionary to check unknown words after you have heard the audio.

At the end of the task

Once you finish writing your answers, check them against the questions and your notes. Make sure all the details you took in your notes are included in your answers and that you answered the questions appropriately.

Once the task has been corrected

Reflect on your performance. What do you need to do to improve next time? What should you revise?

My vocabulary

Nouns

はる	春	spring
なつ	夏	summer
あき	秋	autumn
ふゆ	冬	winter
どうぶつえん	動物園	zoo
休み		holiday
りょこう	旅行	travel

かんこう	観光	sightseeing
はなび	花火	fireworks
じょうば	乗馬	horse riding
けしき		scenery
ばんぐみ	テレビ番組	television program

とまる (とまります)	to stay
のぼる (のぼります)	to climb
みえる (見えます)	to be able to see/can see
のる (のります)	to ride
つくる (作ります)	to make

Verbs

たの 楽しむ (楽しみます)	to enjoy
----------------	----------

Useful expressions

はじめて	for the first time
------	--------------------

Refer to your Reader+ chapter vocabulary list for a more complete set of words and expressions.

What can I do now?

Use this chapter checklist to assess how you have been progressing. You may want to revisit any language points that you are not yet confident using as you prepare for a test, or before starting the next chapter.

文法

- 1 ★ I am still learning this structure.
- 2 ★ I can understand the meaning in English.
- 3 ★ I can use this structure with some support.
- 4 ★ I can confidently use this structure without support.

	My rating	Reference page
て-form		4
～てから		4
Going somewhere to do something		5
Plain form past tense		9
Plain form negative tense		9
～たり		10
～た後で		10
～が		10

漢字

- 1 ★ I am unsure of this *kanji*.
- 2 ★ I can translate this *kanji* into English.
- 3 ★ I can translate this *kanji* into English and I know how to read this in Japanese.
- 4 ★ I can confidently use this *kanji* and its combinations in my written work.

	My rating		My rating
春		海	
夏		物	
秋		天	
冬		雨	
		雪	

文化

What cultural knowledge have I gained in this chapter?

What surprised me?

Now go back to the Let's get started questions on page 1 and discuss your answers in Japanese. Have your thoughts changed since you started this chapter?