

Yoshie Burrows • Yoko Nishimura-Parke • Nathan Lane • Mami Izuishi • Junko Nichols • Kelly Harrison

ii Tomo い

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SENIOR

2ND EDITION

JAPANESE LANGUAGE

# ii Tomo

SAMPLE PAGES

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## SENIOR

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# Your resource for success in the senior years

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The second edition is now offering even more support, including:

- new state-specific exam preparation chapters in the Student eBook
- up-to-date and relevant core content
- more accurate levelling
- updated viewing, listening and reading texts and questions
- new dedicated tasks to practice multimodal skills
- added grammar animations
- new digital tracked activities
- new and updated teacher resources, including state-specific practice exams.

## Student Book

The *iiTomo Senior 2nd Edition Student Book* is a hybrid textbook and workbook, with a variety of updated texts for viewing, reading, listening, kanji and multimodal practice. The topic texts present grammar and vocabulary in context along with writing and speaking practice and support.

Each chapter also provides revised supportive grammar explanations with check-in tasks and a cumulative grammar practice page. Updated exam-style questions, skill-building guidance and annotated samples for written and oral exams wrap it all up for efficient exam preparation.

Throughout the book students will practise their intercultural, inquiry, reflection, multimodal and viewing skills while building on meaningful and personalised language and cultural skills in context.



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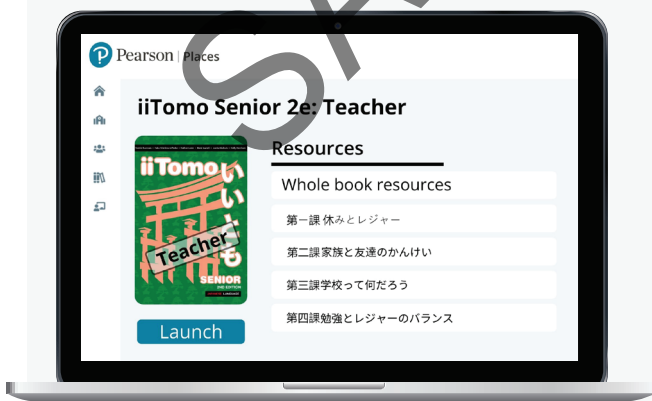


## Teacher eBook with audio download

The *iiTomo Senior 2nd Edition Teacher eBook with audio download* provides teachers with access to all student eBook content including the new edition bonus state-specific exam preparation chapters, as well as updated answers, audio scripts and downloadable audio files.

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<b>Topics</b>	Leisure activities, pastimes, holidays	Me, family and friends, Japanese customs	School life, subjects, extracurricular activities	Student life, healthy habits, part-time work
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Talk about favourite pastimes and hobbies</li> <li>• Discuss how you spend holiday breaks and leisure time</li> <li>• Organise to go out with friends</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your family and other families</li> <li>• Talk about what you do with your family and friends</li> <li>• Discuss the relationships you have with family members and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about your timetable and senior subjects</li> <li>• Discuss school rules</li> <li>• Describe your school</li> <li>• Discuss extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your student life</li> <li>• Explain how you stay healthy</li> <li>• Discuss what you do to achieve a good study-life balance</li> <li>• Talk about part-time work</li> <li>• Discuss the benefits of living a balanced life</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Use the て-form to ask politely, talk about actions, say how you do things and join sentences</li> <li>• Express that you will or did do something after something else with ~てから and ~た後で</li> <li>• Indicate destination or direction with the particle へ</li> <li>• Use the verb stem and に行きます to show an intent to go somewhere</li> <li>• Use the plain past, plain present and plain past negative forms</li> <li>• List activities using ~たり~たり</li> <li>• Express 'but' using ~が</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugate verb forms into the plain present</li> <li>• Express likes using ことが好きです and ことができます</li> <li>• Express thoughts and opinions, provide reasons and report speech using と思います</li> <li>• Talk about whether you are good or bad at something using ~ことが上手です/下手です and ~ことがとくいです/にがてです</li> <li>• Talk about things that were given to you using ~てくれます and say things that trouble you using てこまります</li> <li>• State reasons using ~から and give a command using ~なさい</li> <li>• Explain or ask for explanation using ~んです or ~のです</li> </ul>	<ul style="list-style-type: none"> <li>• Use ~てもいい to ask and give permission and use ~てはだめ、~てはいけません to say that something is not allowed</li> <li>• Use ~なければなりません、~ないとはいけません to express obligation</li> <li>• Use ~なくてもいい and ~ても~なくてもいい to express non-obligation</li> <li>• Use ~たことがあります to express past experience</li> <li>• Ask someone not to do something by using ~しないでください</li> <li>• Use と言う to specify nouns for things and places</li> </ul>	<ul style="list-style-type: none"> <li>• Use すぎます to say <i>too much</i> or <i>excessive</i>, ても to say <i>even if</i> or <i>although</i> and しか and だけ to say <i>only</i></li> <li>• Use ために to say <i>in order to</i></li> <li>• Talk about starting and completing actions using the verb stem and 始めます and 終わります</li> <li>• Use 前に to say <i>before</i></li> <li>• Make suggestions and give advice using ほうがいい</li> <li>• Express <i>keeping in mind</i> using ようにする</li> </ul>
<b>KANJI</b>	春、夏、秋、冬、物、海、天、雨、雪	兄、弟、姉、妹、歩、思、言、上、下、元	朝、昼、晩、勉、強、飯、同、立、教、室、漢、字	始、終、運、動、文、点、回、飲、洗、道、達、通、活
<b>RADICALS</b>	水 and 氵、雨	女、言	日、食、辶	辶
<b>INTERCULTURAL AND CULTURAL</b>	<ul style="list-style-type: none"> <li>• Learn about the ways people spend their leisure time in Japan</li> <li>• Explore what 'power spot' means to people in Japan</li> <li>• Discover some theme parks in Japan</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how people form close relationships and stay connected</li> <li>• Understand the <i>uchi-soto</i> concept</li> <li>• Discuss family routines and practices such as helping out at home and pocket money</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about extracurricular activities in Japan and compare with where you live</li> <li>• Investigate extracurricular activities that reflect Japanese culture</li> <li>• Compare school rules and expectations for students where you live and in Japan</li> <li>• Explore the concept of <i>senpai</i> and <i>kohai</i> in Japanese schools</li> <li>• Explore Japanese students' views and opinions about schools</li> </ul>	<ul style="list-style-type: none"> <li>• Explore student life in Japan and where you live</li> <li>• Discuss the similarities and differences between the concepts of a healthy life in Japan and where you live</li> <li>• Discover some ways to practise mindfulness</li> </ul>
<b>TEXT TYPES</b>	<ul style="list-style-type: none"> <li>• Instagram posts</li> <li>• Personal accounts</li> <li>• Map</li> <li>• Brochure</li> <li>• Text messages</li> <li>• Manga</li> <li>• Speech</li> <li>• Conversations</li> <li>• Voice message</li> </ul>	<ul style="list-style-type: none"> <li>• Family introduction</li> <li>• Social media post</li> <li>• Infographic</li> <li>• Online forum</li> <li>• Text messages</li> <li>• Letter</li> <li>• Manga</li> <li>• Interview script</li> <li>• Speech</li> <li>• Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Manga</li> <li>• Timetable</li> <li>• School webpage</li> <li>• Student notes</li> <li>• Email</li> <li>• Text message</li> <li>• Online forum</li> <li>• Speech</li> <li>• Audio instructions</li> <li>• Interview</li> <li>• Announcement</li> <li>• Conversations</li> <li>• Advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• Online blog</li> <li>• Speech script</li> <li>• Online forum</li> <li>• Student notes</li> <li>• Brochure</li> <li>• Infographic</li> <li>• Blog post</li> <li>• Pamphlet</li> <li>• Speech cue cards</li> <li>• Personal letter</li> <li>• Conversations</li> <li>• Speech</li> <li>• Interview</li> <li>• Audio instructions</li> <li>• Announcement</li> </ul>

	だい か 第五課	だい か 第六課	だい か 第七課	だい か 第八課
<b>Title</b>	わくわく日本旅行! 73	私達とテクノロジー 91	今とむかしをつなぐ <sup>でんとう</sup> 伝統 109	せかい <sup>か</sup> 世界に生きる日本の文化 127
<b>Topics</b>	Travel and tourism	Technology, social media	Cultural events, festivals, traditions	Art, entertainment, culture
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Talk about an activity that you would like to try when travelling</li> <li>Describe and discuss your travel plans, including accommodation and activities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the role technology plays in your life</li> <li>Read and produce a variety of texts about technology, social media and influencers</li> <li>Use borrowed words to talk about technology</li> <li>Discuss digital detox</li> </ul>	<ul style="list-style-type: none"> <li>Talk about Japanese public holidays and traditional and cultural events and compare with Australia</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the influence of Japanese culture on your daily life and others'</li> <li>Talk about your and other people's study of Japanese language</li> <li>Discuss different aspects of Japanese culture</li> <li>Talk about some Japanese inventors and artists</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Express intentions and plans using <i>つもりです</i>, <i>予定です</i></li> <li>Use <i>そうです</i> to say <i>it seems</i></li> <li>Use <i>はじめて</i> to talk about your experiences</li> <li>Use <i>前に</i> to say <i>before</i></li> <li>Use <i>間に</i> to say <i>during or while</i></li> <li>Use <i>時に</i> to say <i>when</i></li> <li>Use <i>～ら</i> and <i>～と</i> to say <i>when and if</i></li> </ul>	<ul style="list-style-type: none"> <li>Use <i>～は～ほど～ない</i> to make comparisons</li> <li>Give reasons using <i>ので</i></li> <li>Link an action as an alternative using <i>～ないで</i></li> <li>Talk about doing two actions at once using <i>ながら</i></li> <li>Express the way something is done using <i>方</i></li> <li>Express that something is <i>easy</i> or <i>hard</i> to do using <i>やすい</i> and <i>にくい</i></li> <li>Express the completion of an action or regret using <i>～てしまいます</i></li> <li>Use <i>～だけでなく、～も</i> to say <i>not only... but also...</i></li> <li>Express contradictions using <i>のに</i></li> <li>Indicate a topic using <i>について</i></li> <li>Talk about information you have gathered from a source using <i>によると、～そうです</i> and, <i>らしいです</i></li> </ul>	<ul style="list-style-type: none"> <li>Learn how to use potential forms</li> <li>Describe how things appear using <i>みたい</i> and <i>よう</i></li> <li>Express <i>so that</i> using <i>～ように</i></li> <li>Learn how describe a noun using a relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>～なります</i> to say <i>to become</i> and <i>～ようになります</i> to indicate a change</li> <li>Give reasons using <i>～し</i></li> <li>Use <i>～うちに</i> to say <i>while</i></li> <li>Turn an adjective into a noun using <i>～さ</i></li> <li>Express expectations using <i>はずです</i></li> <li>Use <i>までに</i> to indicate a time limit</li> <li>Use <i>ないうちに</i> to say <i>before</i></li> <li>Understand the difference between <i>間に</i> and <i>うちに</i></li> </ul>
<b>KANJI</b>	泊、宿、乗、和、着、北、右、左、駅、旅、出、入、洋、午	持、待、方、働、売、作、新、早、新、明	市、県、花、社、古、夜、寺、都、心、西、田、茶、神	長、楽、広、知、紙、名、去、色、屋
<b>RADICALS</b>	口	彳	田、艹	广
<b>INTERCULTURAL AND CULTURAL</b>	<ul style="list-style-type: none"> <li>Explore travel options and experiences in Japanese communities</li> <li>Evaluate tourist destinations and reflect on travel experiences</li> <li>Recognise some formal language used in customer service</li> <li>Discuss and identify the impacts of tourism</li> </ul>	<ul style="list-style-type: none"> <li>Discover the efficiency of Japanese technology used in Shinkansen (bullet train)</li> <li>Learn about Japanese influencers who use social media</li> <li>Evaluate the impact that social media has on the lives of young people</li> </ul>	<ul style="list-style-type: none"> <li>Discover how traditions are part of the modern world and how some have changed with time</li> <li>Understand the Japanese annual calendar and events</li> <li>Compare Japanese and Australian coming-of-age celebrations</li> <li>Reflect on the importance of the past and how it shapes the future</li> </ul>	<ul style="list-style-type: none"> <li>Compare the art, entertainment and food cultures of Japan and your country</li> <li>Discuss examples of how Japanese culture has spread to other countries and evolved</li> <li>Reflect on the impact other cultures have had on you, your community and society</li> <li>Discuss how we can see evidence of globalisation in our lives</li> </ul>
<b>TEXT TYPES</b>	<ul style="list-style-type: none"> <li>Interview script</li> <li>Travel website</li> <li>Tour advertisement</li> <li>Live Q&amp;A chat</li> <li>Blog post</li> <li>Tour review</li> <li>Social media post</li> <li>Infographic</li> <li>Email</li> <li>Restaurant review</li> <li>Announcements</li> <li>Speech</li> <li>Conversations</li> <li>Advertisement</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Poster</li> <li>Newspaper article</li> <li>Speech transcript</li> <li>Blog post</li> <li>Interview script</li> <li>Report</li> <li>Podcast</li> <li>Speech</li> <li>Conversation</li> <li>Interview</li> <li>Announcement</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>Diary entry</li> <li>Magazine article</li> <li>Travel guidebook</li> <li>Calendar</li> <li>Social media posts</li> <li>Online conversation</li> <li>Blog post</li> <li>Conversations</li> <li>Street interviews</li> </ul>	<ul style="list-style-type: none"> <li>Poster</li> <li>Speech script</li> <li>Article</li> <li>Website</li> <li>Online comments section</li> <li>Graph</li> <li>Article</li> <li>Reflective writing piece</li> <li>Speech</li> <li>Conversations</li> <li>Interviews</li> </ul>

	だいか 第九課	だいか 第十課	だいか 第十一課	だいか 第十二課
<b>Title</b>	日本の社会と生活 145	しやう 将来のけいかく 163	サステナブルな社会 181	か せかい 変わりゆく世界と私達 199
<b>Topics</b>	Life and community in Japan, sporting culture	Final year of high school, future plans	The environment, sustainability	Personal identity, societal changes, globalisation
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Talk about different aspects of life in Japan</li> <li>Discuss homestay in Japan and student exchange</li> </ul>	<ul style="list-style-type: none"> <li>Discuss significant events in your final year of high school</li> <li>Talk about your future plans</li> <li>Talk about work and workplaces</li> </ul>	<ul style="list-style-type: none"> <li>Talk about environmental issues</li> <li>Discuss recycling and other ways to contribute to a sustainable society</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how the changes in society have affected family relationships</li> <li>Discuss what individuality is in modern society</li> <li>Discuss peer relationships</li> <li>Discuss the changing perception of personal identity in a global society</li> <li>Present an opinion on the relationship between language and culture</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Express giving and receiving favours</li> <li>Use ～らしい to say that something seems a certain way, or to express a likeness</li> <li>Use the conditional form with ～ば</li> <li>Make requests in a polite and formal way using ～てくださいませんか and ～ていただけませんか</li> </ul>	<ul style="list-style-type: none"> <li>Use かもしれません and でしょう to express probability and possibility</li> <li>Use かどうか to say <i>whether or not</i></li> <li>Create indirect questions with か</li> <li>Use か and も in statements and でも to respond to questions</li> <li>Use the volitional form to express future plans</li> <li>Use ～がほしいです to express a desire</li> <li>Use ～てほしいです to talk about wanting someone to do something</li> </ul>	<ul style="list-style-type: none"> <li>Read big numbers</li> <li>Understand the difference between transitive and intransitive verbs</li> <li>Express moral obligation using べきです</li> <li>Talk about necessity using ひつようです</li> <li>Describe being just about to do something, being in the middle of doing something and having done something using ところ</li> </ul>	<ul style="list-style-type: none"> <li>Use ～ようになっています to express <i>making an effort</i></li> <li>Create variations of structures using verb nominalisation</li> <li>– <i>Has been decided</i> (ことになりました)</li> <li>– <i>Make it a routine</i> (ことにしています)</li> <li>– <i>It is often the case that</i> (ことが多いです)</li> <li>– <i>It is important to</i> (ことは大切です)</li> <li>Talk about changes with the negative form using ～なくなります</li> <li>Emphasise saying <i>nothing but</i> with ばかり</li> <li>Talk about hypothetical situations using なら</li> <li>Use the passive voice</li> <li>Indicate partial negation with いつも... とはかぎりません・わけはありません</li> </ul>
<b>KANJI</b>	黒、白、赤、青、正、祝、料、理、員	夢、場、所、興、味、館、卒、業、初、習	自、次、考、公、南、島、地、球、園、世、界、環、境、止	多、少、用、様、空、親、的、別、関、係、差、州、化
<b>RADICALS</b>	ネ	夕	土、王(玉)	門
<b>INTERCULTURAL AND CULTURAL</b>	<ul style="list-style-type: none"> <li>Explore Japanese lifestyles and leisure activities</li> <li>Compare life in the countryside and life in cities in Japan</li> <li>Evaluate 'solo' culture in Japan and examine how the community services people's needs</li> <li>Examine how sporting culture and sports affect communities</li> </ul>	<ul style="list-style-type: none"> <li>Compare Japanese students' experiences of their final year at school with your own</li> <li>Reflect on your best memories from the final year of high school</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the steps Japanese people take to help the environment</li> <li>Discover the concept of <i>mottainai</i></li> <li>Learn about and discuss unique ideas for caring for the environment</li> <li>Discuss how young people can help create a sustainable society through volunteer community service</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the phenomenon <i>こしよく</i></li> <li>孤食 and other forms of <i>こ食</i></li> <li>Explore the role of language in culture</li> <li>Analyse the impact of the changing society on young people</li> <li>Explore how globalisation has affected young people's lives</li> </ul>
<b>TEXT TYPES</b>	<ul style="list-style-type: none"> <li>Magazine article</li> <li>Brochure</li> <li>Instagram posts</li> <li>Journal entry</li> <li>Travel article</li> <li>Blog post</li> <li>Text message</li> <li>Email</li> <li>Conversations</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Speech cue cards</li> <li>Reflective response</li> <li>Poster</li> <li>Email</li> <li>Blog post</li> <li>Online forum</li> <li>Social media posts</li> <li>Infographic</li> <li>Formal letter</li> <li>Conversations</li> <li>Voice message</li> <li>Speech</li> </ul>	<ul style="list-style-type: none"> <li>Magazine quiz</li> <li>Magazine article</li> <li>Poster</li> <li>Interview</li> <li>Website article</li> <li>Article</li> <li>Essay</li> <li>Conversations</li> <li>Street interview</li> <li>Announcement</li> </ul>	<ul style="list-style-type: none"> <li>TV program transcript</li> <li>Article</li> <li>Manga</li> <li>Journal entry</li> <li>Email</li> <li>Poem</li> <li>Speech</li> <li>Online forum</li> <li>Essay</li> <li>Conversations</li> </ul>

**References**

Adjectives	217
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**Vocabulary**

Japanese–English	226
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# What's in *iiTomo Senior*?

Let's explore what's in your *iiTomo Senior* book, eBook and digital resources.

## Chapter opening page

The first page of every chapter offers three **Let's get started** inquiry questions to investigate 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 Japanese to predict what you will be learning about and use your language and intercultural skills.

The chapter opening page also contains the learning goals for that unit:

- **Communicating** outlines the new communication skills
- **Kanji** lists the new kanji and radicals you will learn
- **Understanding** lists the different language points you will be covering
- **Intercultural and cultural** presents some of the cultural and intercultural discoveries and comparisons you will make.



## My kanji

You will find key *kanji* learning for the chapter on this page. It includes support for learning stroke order, pronunciation and sample vocabulary, as well as understanding radicals. In your digital resources, the *kanji* writing sheets will help you practise these further.

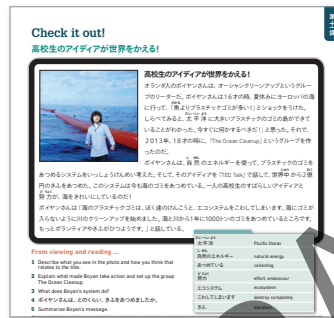
## Check it out!

Throughout the chapter, you will read a variety of authentic text types which introduce topics, culture, and new grammar and vocabulary in context. Have a go at putting your viewing and reading skills into practice and answer the viewing, comprehension and higher

order questions, as well as the associated intercultural prompts.

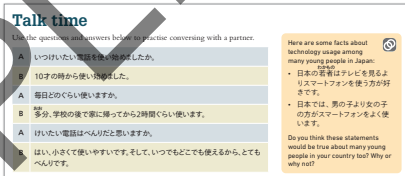
Key new vocabulary is included in glossaries under the texts. For other unknown words, you may want to refer to the glossary on pages 226–245 or your dictionary.

In your digital resources, you will find additional texts to extend your reading and responding skills.



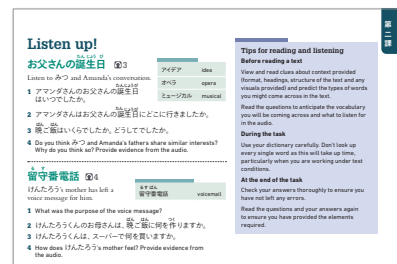
## Talk time

This section offers you the opportunity to speak Japanese using some scaffolded models. Practise the speaking drills with a partner or in the class group, and then make it your own.



## Listen up!

Listen to native speakers and answer the relevant comprehension questions to build your listening and responding skills. Additional listening and responding practice is also available in your digital resources.



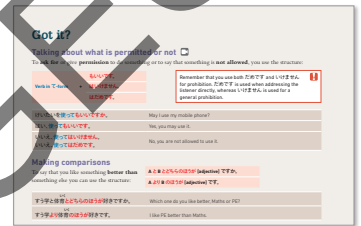
## Link it up!

Each chapter includes a few multimodal activities from which you extract, summarise and analyse information

from two or more reading, viewing and listening texts.

## Got it?

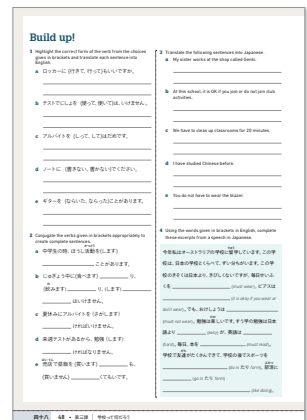
As in *iiTomo 1–4*, refer to this section to develop deeper understanding of how the Japanese language works. **Got it?** provides explanations and supportive sample sentences on the key language seen in that chapter and recaps on earlier concepts learnt in Year 10 and in earlier *iiTomo Senior* chapters.



In your digital resources, animations present the main language points covered. You may watch these in your own time and/or in class for revision. At the back of your book, references provide a summary of the main language content. On pages 220–222, the verb tables are a helpful reference to help you use the different verb forms.

## Build up!

These tasks provide some opportunities to practise the language structures covered in the chapter. The dedicated **Build up!** page gives you the opportunity to apply grammar and vocabulary learning completed in the chapter with cumulative tasks. In your digital resources, you will find additional worksheets and activities to continue consolidating key language points.



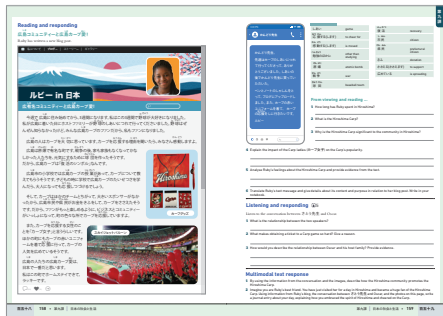


## Putting it all together

The last few pages of each chapter (within the green borders) present exam-style cumulative tasks. This on-topic content will help you get exam-ready while building on your speaking, viewing, reading, listening, multimodal, higher order and writing skills. There are five sections within these pages:

- Speaking in Japanese
- Reading and responding
- Listening and responding
- Multimodal text response
- Writing in Japanese.

You will work independently to put into practice the language and skills you have learnt. This section also includes a wealth of exam preparation strategy and guidance, structures to use and common mistakes to watch out for.



The **Speaking in Japanese** page includes questions commonly asked in the oral exam and sample answers to model expected levels of response.

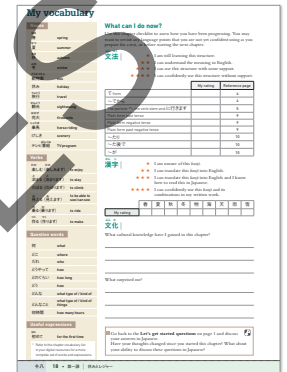
The **Writing in Japanese** spread includes some sample writing tasks on the topics covered and an annotated sample piece of writing with annotations pointing out to key text features and things to think about when you are writing in Japanese.

## My vocabulary

At the end of each chapter is a summary of the key high-frequency vocabulary for the investigated concepts. This will come in handy for referencing when reading and for independent writing. The list of words and phrases are arranged by function. You can add to this list as you see fit. You can also look up words at the end of your book and in your dictionary. In your digital resources, you will find more complete chapter vocabulary lists which you can adapt to make your own.

## What can I do now?

The grammar and *kanji* recap checklists will help you assess your learning. This will allow you to identify what you have mastered and what you need to revisit to consolidate.



## Other features

**Skill builder boxes:** Find support and extra advice on how to develop key skills to be successful in your Japanese studies.

The Skill builder boxes are scattered throughout the book. You may want to check the advice before you reach that Skill builder box in a later chapter. For more Skill builder advice and exam readiness preparation, go to the bonus chapter in your digital resources.

**Task boxes:** Create written or oral texts, such as a response related to a reading or listening text. This is where you can develop your 21st century skills (when marked with the key icon) through activities that involve collaboration, communication, creative research, critical thinking and ICT skills.

**Watch out boxes:** Learn strategies to avoid common mistakes identified in the Senior classroom.

### USEFUL EXPRESSIONS

**Useful expressions boxes:** offer a list of common or useful expressions presented in a given text or on topic.

**Information boxes:** Learn more about Japan's and Japanese communities' culture or language.

**Reflection boxes:** Work out meaning and language structures using critical thinking skills.

**Intercultural boxes:** Continue developing your intercultural skills. Observe, notice, compare and record your point of view on the culture and language explored and your own.

### Other icons in *iiTomo Senior*

- Listen to native speakers and practise your comprehension.
- Develop 21st century skills: research, collaboration, ICT, presentation, creativity.
- Watch animations to revisit some grammar learning.

### Chapter 12

Please note that the content presented in **Chapter 12** of *iiTomo Senior* is fully contextualised, using authentic texts and based on topics in accordance with senior syllabuses in Australia. Therefore, the content is issues-based and as a teacher you may like to review it in advance in case it brings up any issues for students in your class.

### *iiTomo Senior* components

*iiTomo Senior* Student Book (print)

*iiTomo Senior* eBook and digital resources

- For students, this includes: all content from the print Student Book, audio tracks, a state-specific bonus chapter to help prepare for the exam, three worksheets per chapter (listening with audio tracks, grammar, reading and writing), complete editable chapter vocabulary lists, and grammar animations. Students can also use interactive prior learning and reflection, grammar, viewing and reading, listening and speaking practice tasks for formative assessment and self-assessment.
- Teachers have their own version of *iiTomo Senior* eBook and digital resources. This includes: all student material, state curricula mapping documents, suggested scope and sequence documents, state-specific practice exams and relevant audio, marking guide and answers, a guide on teaching Viewing skills, all answers and transcripts, and more. Teachers now also have a dashboard to monitor students' progress with the interactive prior learning and reflection, grammar, viewing and reading, listening and speaking practice tasks for formative assessment purposes.

# Writing styles and text types

You can use this page as a guide to writing texts in Japanese. As you work through the chapters of *iiTomo Senior*, you will get to review and deepen your understanding and practice of writing styles and text types.

Personal	Style, tone and register	Text types include, but are not limited to:	Writing elements include, but are not limited to:	
<p><b>Personal writing</b> is subjective, which means that the content is based on the narrator's opinion, feelings and emotional state of mind rather than facts or evidence. It is addressing something they have experienced, are experiencing or are going to experience. Personal writing aims to create a sense of intimacy, confidentiality or a relationship with the reader. In reflective writing, the objectives of the writing are to help the narrator unravel their emotions.</p>	<p>Informal and familiar. It can in some cases include colloquial and contracted language, sarcasm and irony.</p>	<ul style="list-style-type: none"> <li>• account</li> <li>• blog</li> <li>• conversation</li> <li>• email</li> <li>• formal or informal letter</li> <li>• journal entry</li> <li>• script of an interview</li> <li>• social media post.</li> </ul>	<ul style="list-style-type: none"> <li>• written in the first-person use of casual forms</li> <li>• exclamatory sentences</li> <li>• exaggerations</li> <li>• questions and/or rhetorical questions</li> <li>• adverbs and adjectives used for description and emphasis</li> <li>• opinion phrases</li> <li>• idiomatic expressions</li> <li>• phrases that express emotions.</li> </ul>	
Informative	<p><b>Informative writing</b> aims to convey information to the audience as clearly, comprehensively and accurately as possible. The ideas are presented objectively, without opinions or bias and are usually presented as facts with supportive examples where needed. This kind of writing can use statistical information and expert opinion as evidence too. The text is structured and sequenced logically in order to convey the message precisely and without ambiguity.</p>	<p>Objective, impersonal and usually formal. Depending on the audience, an informal style can be used to create a friendly tone.</p>	<ul style="list-style-type: none"> <li>• article</li> <li>• biographical extract</li> <li>• blog</li> <li>• brochure / leaflet</li> <li>• email</li> <li>• formal or informal letter</li> <li>• report</li> <li>• script of speech</li> <li>• infographic.</li> </ul>	<ul style="list-style-type: none"> <li>• impersonal expressions</li> <li>• use of formal forms</li> <li>• minimal use of adjectives and adverbs</li> <li>• logical and sequential connectives</li> <li>• data, dates and any other relevant details</li> <li>• in some cases, a title and subtitles.</li> </ul>
Persuasive	<p><b>Persuasive writing</b> aims to direct the audience's emotions and opinion through logical reasoning. It is designed to influence others to agree with a certain belief or point of view you are sharing on an issue, or to persuade them to take action. Ideas are presented objectively and can include statistical information, expert opinion and anecdotes or examples as evidence.</p>	<p>Objective, rational and knowledgeable. Depending on the audience, the tone can be confidential, intimate, passionate or collaborative.</p>	<ul style="list-style-type: none"> <li>• article</li> <li>• conversation</li> <li>• email</li> <li>• essay</li> <li>• formal or informal letter</li> <li>• script of a speech</li> <li>• report with recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• exaggerated or engaging language</li> <li>• inclusive language</li> <li>• exclamatory sentences</li> <li>• anecdotes or examples to illustrate a point</li> <li>• questions and/or rhetorical questions</li> <li>• repetition</li> <li>• strong introduction and conclusion</li> <li>• connectives.</li> </ul>
Evaluative	<p><b>Evaluative writing</b> presents two or more aspects of an event, cultural practice, issue or artefact, or two or more sides of an argument. It aims to reach an acceptable conclusion by using evidence, facts and ideas, and exposing and analysing contrasting sides or alternatives. It is acceptable to present an opinion or advice in the conclusion.</p>	<p>Objective, rational and unbiased. Depending on the audience, the register can be formal or informal.</p>	<ul style="list-style-type: none"> <li>• article</li> <li>• blog</li> <li>• essay</li> <li>• report</li> <li>• review.</li> </ul>	<ul style="list-style-type: none"> <li>• impersonal expressions</li> <li>• expressions of cause, consequence, opposition and concession</li> <li>• comparisons</li> <li>• adjectives and adverbs</li> <li>• data where relevant</li> <li>• logical connectives</li> <li>• a conclusion.</li> </ul>
Imaginative/Narrative	<p><b>Imaginative or narrative writing</b> aims to capture the reader's attention and imagination through the account of real or imaginary events. It includes a plot, a setting, characters, descriptions and some stylistic effects to create emotional impact.</p>	<p>Creative and logical. The tone is flexible.</p>	<ul style="list-style-type: none"> <li>• journal entry</li> <li>• short story</li> <li>• video short</li> <li>• animation</li> <li>• podcast.</li> </ul>	<ul style="list-style-type: none"> <li>• a catchy title</li> <li>• narrative connectives throughout</li> <li>• variation in, and juxtaposition of, sentence lengths</li> <li>• adjectives and adverbs</li> <li>• suspense or some sort of build-up of events</li> <li>• direct and indirect speech</li> <li>• stylistic effects</li> <li>• careful use of tenses and tense sequencing.</li> </ul>

エキストラ

**Blog (ブログ)** – name of the blog, author, date of post, title of post, photos if relevant  
**Brochure (パンフレット)** – title, categories and sub-categories, break-out boxes, illustrations if relevant  
**Email (メール)** – subject, date, sent by, addressee, greeting, farewell, sign off

**Interview (インタビュー)** – name of newspaper/magazine/radio program, title of interview, date, name of interviewer and interviewee, introduction, questions and answers layout, conclusion  
**Postcards (ポストカード)** – address, date, salutation/greeting, farewell, sign off.

# Making meaning from visual texts

During your journey learning Japanese, you have developed, and will continue to develop your critical and higher order thinking skills through viewing a range of texts such as:

ポスター  
ビデオクリップ  
しゃしん  
写真  
ひょうし  
本の表紙  
ひょうし  
ざっしの表紙  
ちず  
ごうこく  
広告

パンフレット  
まんが  
アニメ  
えいが (コメディ、ドラマ)  
グラフ  
チャート  
さくひん  
げいじゅつ作品

え  
絵  
イラスト  
ちょうこく  
ウェブサイト  
プログラム  
サイン

You may be required at times to not only describe what you see, but also comment on aspects of the language and of the Japanese culture illustrated in the text in question. If you are required to use a visual text during the oral exam, you will need to use it effectively – not just describing it but conveying the ideas behind it. Consider the following points to help you get started with such analysis exercises.

## USEFUL EXPRESSIONS

上 / 下	日にち	もんだい点
前 / 後ろ	キャラクター	～が見える
右 / 左	パーセント	～が分かる
～の中に / 間に	Aの中では	Noun のような
外に	とくに	Noun みたいな
前方に後方に	Aほど～ない	
タイトル	いい点 / よくない点	

## 1 ビジュアルテキストでわかること

### What you can see in the visual text

#### The place

- What you see
- Where you think the photo was taken (inside, outside, in a specific public place, in a private place)
- What you see in the foreground
- What you see in the background
- Symbols and writing (if any): their connection with the visual elements

#### The people

- How many people there are in the visual text
- What they are doing
- The possible link between the characters (family, friends, neighbours, colleagues)
- What their expressions are and their possible feelings
- What could be the cause of these feelings

## USEFUL EXPRESSIONS

- ～ている
- ～ているところだ
- ～そうだ
- ～らしい
- シーン(場面)は～
- はいけいは～だ
- ～が見える / ～ているのが見える
- (男の人、女の人、子ども)～が Verb ているのが見える / 分かる
- ～そうだと思う
- ～て かんどうする
- ～てびっくりした(おどろいた)
- 人物 / Someone は～そうだ
- Something みたいな Clothes を着ている / はいている / かぶっている
- 見えるイメージは……. だと思う
- 書いてあるイメージは……. かもしれない
- イメージで……. が分かった

## 2 ビジュアルテキストの分析

### Your analysis of the visual text

- The context
- The tone: satirical, ironic, informative, pessimistic, optimistic
- The meaning of the title
- The message of the photo/flyer/advertising: political, religious, social or moral, etc.
- What cultural or historical feature(s) you can recognise
- Who the target audience is
- Possible references to a specific problem of today's society
- Possible causes, consequences or solutions to what you see

## USEFUL EXPRESSIONS

- イメージで……. について分かった
- えのもくてきは……. だと思う / 分かった
- このポスターのメッセージは～についてだと思う
- A がたくさんある
- A からB まで
- A より B のほうが
- A はBほど～ない
- A とくらべてBは
- A の中でB が一番
- グラフによると……
- ～パーセント以上 / 以下は……. だ
- ～という漢字が書いてある
- ～に object がある / People/Animal(s) がいる
- ～かどうか考える
- Noun のような Noun が見える

## 3 このビジュアルテキストに関するご意見

### Your opinion on this visual text

- The effect it has on you or the viewer
- How you or the viewer might react: think, laugh or remain indifferent, and the reason why
- How you assess the visual text

## USEFUL EXPRESSIONS

- イメージで、～ということが分かった / かんじた
- イメージで、～について考えた
- AとBをくらべると、～だと思う
- もし、Vたら / Vなかったら、～かもしれない
- このイメージのメッセージで、どう～ばいいか分かった
- ～かどうか考えたほうがいい
- グラフで～と分かった / 読んだから、～だと思う
- ～なくてはいけない / ～ないといけない / ～なければならない

# わくわく日本旅行!

## Let's get started

- ★ What was your most memorable travelling experience? What made it memorable?
- ★ Do you think travel experiences help an individual to grow? Why or why not?
- ★ What are some of the impacts of tourism on a community or the wider society?



と  
りよかん と  
京都に行って旅館に泊まりたいです。



はし  
たの  
スキーは初めてです。楽しみです!



えきべん  
駅弁はおいしそうです。食べてみます。

### Communicating

- Talk about an activity that you would like to try when travelling
- Describe and discuss your travel plans, including accommodation and activities

### Kanji

- Read and write 14 kanji:  
泊、宿、乗、和、着、北、  
右、左、駅、旅、出、入、  
洋、午

### Understanding

- Express intentions and plans using  
つもりです, ~<sup>よてい</sup>予定です
- Use そうです to say *it seems*
- Use ~は<sup>はし</sup>初めて to talk about your experiences
- Use 前に to say *before* and 間に to say *during or while*
- Use 時に to say *when*
- Use ~ら and ~と to say *when and if*

### Intercultural and cultural

- Explore travel options and experiences in Japanese communities
- Evaluate tourist destinations and reflect on travel experiences
- Recognise some formal language used in customer service
- Discuss and identify the impacts of tourism

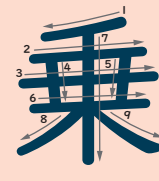
# My kanji

**lodging, inn**  
11 strokes  
やど・シュク Radical 宀



みんしゆく	民宿	guesthouse
しゆくたい	宿題	homework
しんじゆく	新宿	Shinjuku

**ride**  
9 strokes  
の(る)・ジョウ Radical ノ




じようきやく	乗客	passenger
ののりもの	乗り物	transport
のりば	乗り場	stop/platform

**sum, peace, Japanese**  
8 strokes  
なご(やか)、やわ(らく)・ワ Radical 口



わしよく	和食	Japanese food
わしつ	和室	Japanese room
わへい	平和	peace

**arrive, put on**  
12 strokes  
き(る)、つく(く)・チャク Radical 羊



とうちやく	到着	arrival
つきます(着く)	着きます(着く)	to arrive
きます(着る)	着ます(着る)	to wear
きもの	着物	kimono

**stay for the night**  
8 strokes  
と(まる)・ハク Radical 宀



いっばく	一泊	staying for a night
にばく	二泊	staying for two nights
とまります(泊まる)	泊まります(泊まる)	to stay for the night
とめます(泊める)	泊めます(泊める)	to let someone stay for the night

**north**  
5 strokes  
きた・ホク Radical ヒ



ほっかいどう	北海道	Hokkaido
とうほく	東北	Tohoku area
ほっ	北きよく	North Pole

**right**  
5 strokes  
みぎ・ウ、ユウ Radical 口




みぎて	右手	right hand
みぎあし	右足	right foot/leg
さゆう	左右	left and right

**left**  
5 strokes  
ひだり・サ Radical 工



ひだりて	左手	left hand
ひだりあし	左足	left foot/leg
さゆう	左右	left and right

**station**  
14 strokes  
エキ Radical 馬



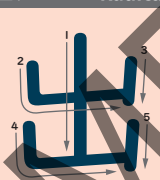
えきまえ	駅前	in front of the station
えきちよう	駅長	station master
えきべん	駅弁	food boxes/lunch boxes that are sold on the train or at the station

**travel**  
10 strokes  
たび・リョ Radical 方



りようこう	旅行	trip, travel
りようかん	旅館	Japanese traditional inn
ひとりたび	一人旅	travelling alone

**come out, take out**  
5 strokes  
で(る)、だ(す) Radical 凵



でくち	出口	exit
でます(出る)	出ます(出る)	to exit, go out
しゆくこく	出国	leaving a country

**enter, put in**  
2 strokes  
はい(る)、い(れる) Radical 入



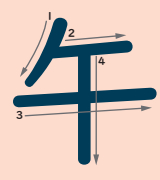
にゅうがく	入学	entering/enrolling in a school
いりぐち	入口	entrance
にゅうこく	入国	entering a country

**vast, Western**  
9 strokes  
ヨウ Radical 辶



ようしつ	洋室	Western room
ようしよく	洋食	Western-inspired food
ようふく	洋ふく	clothes

**noon**  
4 strokes  
ゴ Radical 十



ごぜん	午前	morning
ごご	午後	afternoon

## My radicals

### Radical 口

The radical 口 means *mouth*. Some *kanji* that contain 口 are: 右, 古, 名, 合, 和, 号. The original meanings of *kanji* using this radical were related to *mouth*, such as 話 or 言 for *speech*. Over time the meanings and *kanji* have evolved.

Make sure you use the right stroke order (three strokes) to shape 口 beautifully; do not draw a square in one go!

Practise writing these *kanji* in your notebook. You could also go to your digital resources to find the *kanji* writing sheet to practise these new *kanji*.

### 午 and 牛



Look closely at these two *kanji*. What are the differences? When writing *kanji*, sometimes a nuance in the strokes can change the meaning completely. 午 means *noon* (or *horse*) and 牛 means *cow* or *ox*!

Make sure you pay attention to the shapes and strokes in all *kanji*; that will help you get it right.

Compare these: 王 and 玉, 大 and 犬, 木 and 本. Can you see the differences? What do these *kanji* mean?



# Check it out!

## どこに行きますか。

The Japanese TV program 旅日記 is interviewing tourists at Tokyo station.



こんにちは。どこに行きますか。どうやって行きますか。どのぐらいかかりますか。何をしますか。

と おおさか と しんかんせん  
京都と大阪に行きます。京都まで新幹線で二時間半かかります。京都でお寺とまんがミュージアムに行ってみます。と てら  
と さか さか  
京都から大阪まで電車で三十分かかります。大阪のこの好みやきはおいしそうです。ぜったい食べたいです!



タティアナ



ひこうき  
飛行機で北海道に行きます。東京から一時間半かかります。北海道で雪まつりを見てアイヌ民族博物館に行ってみたいです。



ソンミン

おきなわ おきなわ ひこうき  
沖縄に行きます。東京から沖縄まで飛行機で三時間半かかります。おきなわ  
おきなわ たの  
ます。沖縄でスキューバダイビングをすることがとても楽しみです。



ミロ



マイケル

ながの  
長野にバスで行きます。四時間半かかります。さむそうです!スノーボードをしてみます。温泉に  
おんせん  
入るのは初めてだから、たの  
たの  
楽しみです。

### From viewing and reading ...

- 1 What is the purpose of the interviews?
- 2 Who is travelling for the longest time and where are they travelling to?
- 3 Answer the following questions about each interviewee: どこへ行きますか。どうやって行きますか。どのぐらいかかりますか。何をしますか。
- 4 あなたはどの旅行が一番おもしろいと思いますか。なぜですか。

- Compare the information from the TV interviews with destinations, transport and activities where you live. Are there any similarities? How are the places in Japan different from your own country?
- What places in your country do you think Japanese people would like to visit? Why?
- Do different cultural groups have different approaches to travel? How and why?

The アイヌ (Ainu) People are the First Nations people of Japan. The official population of Ainu is 25 000, but the real number is estimated to be around 200 000 due to many Ainu People having been assimilated into Japanese society and losing their Ainu cultural identity. The Ainu People have their own rich and ancient culture and language.

The Urespa club from Sapporo University runs projects to encourage young people to learn Ainu culture and language in order to preserve and promote it in Japan and around the world. The Upopoy National Ainu Museum and Park displays, researches, fosters and informs on Ainu history, language and culture, including art and music. It establishes connections with Indigenous Peoples from around the world, such as the Māori in New Zealand and the Daur ethnic minority group from China.

ミュージアム	museum
ぜったい	definitely
アイヌ民族	the Ainu People
スノーボード	snowboarding

Research the customs and traditions of the Ainu People and compare them with those of Australian Aboriginal and Torres Strait Islander Peoples. Are there any similarities or differences in the many cultures? What aspects do you find interesting and why?

# Got it?

## そうです – it looks and it seems

To say **it looks**, **it looks like** or **it seems**, you add **そう** at the end of the adjective.

**い-adjective (remove い)** + **そうです。**  
**な-adjective (remove な)**

このお好み焼きは**おいしそう**です。 This *okonomiyaki* looks tasty.

## Using ～つもりです to talk about intent

To say **intend to**, you use:

**Verb in dictionary form** + **つもりです。**  
**Verb in ない-form**

ホテルに**泊まるつもり**です。 I intend to stay at a hotel.  
 おんせん温泉に**入らないつもり**です。 I don't intend to bathe in the hot spring.

## Using ～は初めて to talk about your experience

To say that it is your **first time** doing something, you use:

**Verb in dictionary form + の** + **は初めてです。**  
**Noun**

おんせん温泉に**入るの**は**初めて**です。 It is my first time bathing in a hot spring.  
 おんせん温泉**は**初めてです。

Note that adding the particle **の** after the plain form of the verb turns a verb into a noun.

The particle **の** can be replaced with **こと**.

**運動すること**は体にいいです。 Exercising is good for your body.

# Talk time

## どこに泊まるつもりですか。

Read the information about two different types of accommodation presented on this travel site. Choose one of them and use the questions and answers below to practise conversing with a partner.

- A どこに泊まるつもりですか。
- B \_\_\_\_\_に泊まるつもりです。
- A 和室ですか。洋室ですか。
- B \_\_\_\_\_です。
- A 一泊いくらですか。
- B 一泊\_\_\_\_\_です。
- A ゲレンデは近いですか。
- B はい。\_\_\_\_\_かかります。
- A ごはんはついていますか。
- B はい、\_\_\_\_\_がついています。
- A おんせん温泉がありますか。OR カラオケがありますか。
- B はい。\_\_\_\_\_があります。

アルプスホテル	のざわ旅館 <small>かん</small>
	
洋室	和室
一泊一万二千元	一泊一万三千元
ゲレンデまで歩いて一分	ゲレンデまでバスで五分
朝 ✕	朝 ✕
晩 ✕	晩 ✕
カラオケがあります。	おんせん温泉があります。

ゲレンデ ski slope

# Check it out!

## おすすめ観光ツアー

Read the tour advertisement and Kiara's questions to the online concierge.

かんこう  
おすすめ一日観光ツアー!



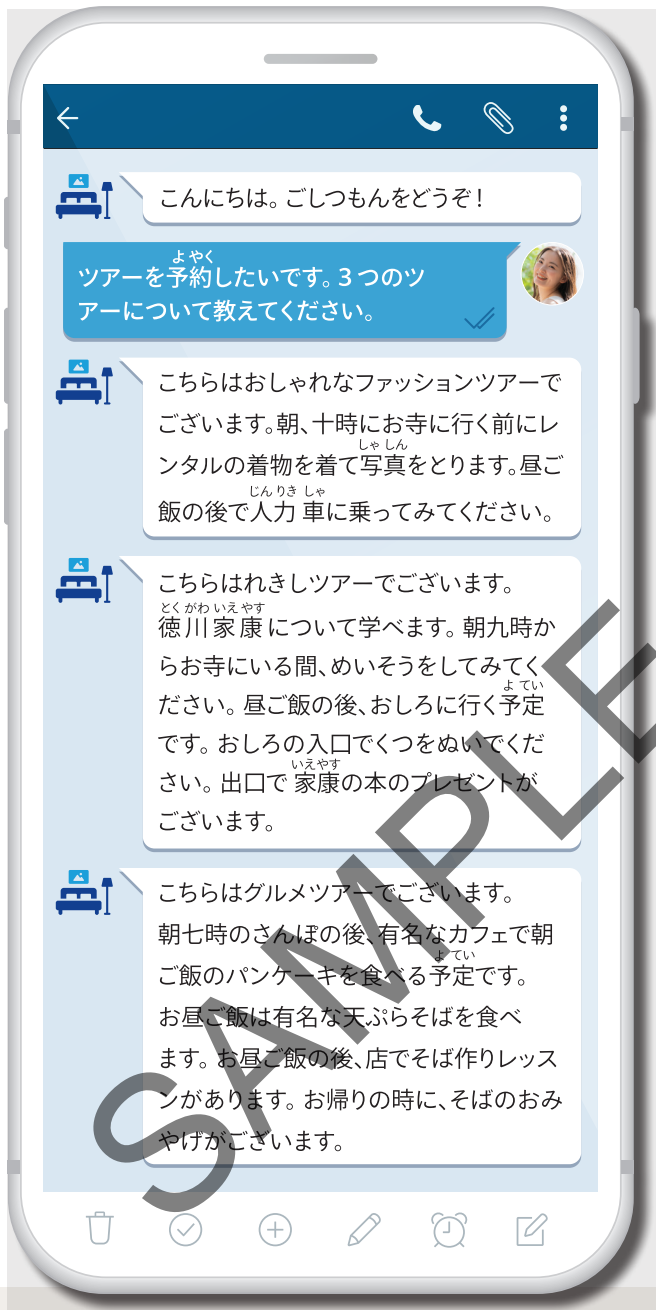
ファッションツアー



れきし  
歴史ツアー



グルメツアー

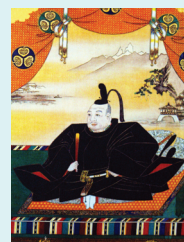


### From viewing and reading ...

- 1 What is each tour's theme?
- 2 What does each tour do in the morning and afternoon? Make a list or table in your notebook.
- 3 What is Kiara renting for the first tour?
- 4 What does Kiara have to do before entering the castle?
- 5 What can customers taste during the third tour?
- 6 どのツアーが朝一番はやいツアーですか。
- 7 Which tours have a souvenir at the end of the day? What are the souvenirs?
- 8 どのツアーに行ってみたいですか。何をしてみたいですか。どうしてですか。Write your response using ～てみたい。

#### Tokugawa Ieyasu

Tokugawa Ieyasu was the first shogun of the Tokugawa (Edo) shogunate of Japan, which ruled from 1603 to 1868. His family presided over a period of peace, stability and isolation from the world for more than 250 years.



Did you notice any particular expressions being used, such as *ございます* instead of *あります*? What about *お* and *ご* or *さま* as a prefix or suffix? What is the purpose of these expressions?

よやく 予約	booking	とくがわいえやす 徳川家康	Tokugawa Ieyasu
てら 寺	temple	めいそう	meditation
じんりきしゃ 人力車	rickshaw	(お)しろ	castle

## Got it?

### Using ～予定です to talk about your plans

To say what you **plan** or **intend to** do, you use:

Verb in dictionary or ない-form	+		よてい 予定です。
Noun	+	の	+

来月、日本に行く予定です。 I plan to go to Japan next month.

今週の土曜日はアルバイトの予定です。 I plan to work at my part-time job this Saturday.



## 時(に) – when

To say **when**, you use:

Plain form of verb/adjective  
in any tense

Noun + の + 時(に)

シドニーに行った時に  
オペラハウスを見ました。 I saw the Opera House  
when I went to Sydney.

子どもの時、スキーを始め  
ました。 I started skiing when I was  
a child.

## 前(に) – before

You learnt how to say **after** ... in Chapter 1. To say **before** followed by an action or event, you use:

Verb in dictionary form

Noun + の + 前(に)

電車に乗る前に電話  
してください。

Please ring before you  
get on a train.

仕事の前にジョギングをす  
るつもりです。

I intend to go jogging  
before work.

## 間(に) – during or while

To say **during** or **while**, you use:

Place に

Verb in て-form + いる + 間(に)

Noun + の

日本にいる間に着物を着る  
つもりです。 While I am in Japan, I intend  
to wear a kimono.

夏休みの間にアルバイトを  
します。 During the summer holiday,  
I will work part-time.

## Build up!

### Intention and planning

1 Translate the following sentences.

- しけんの後ゴールドコーストに行くつもりです。
- 大学に行く前に旅行をする予定です。
- 旅行に行きたいから、アルバイトをしてお金をためるつもりです。

2 Read the first clause and complete the sentence with a second clause using つもり or 予定。

Example: 明日はしけんだから、今日は勉強するつもりです。

- しけんの後、
- 大学に行く前に、

### When, while, before and after

1 Use 前に, 後で, 時に or 間に to complete the following sentences.

- 出かける \_\_\_\_\_、いつてきますと言います。
- 食べる \_\_\_\_\_、いただきますと言います。
- バスに乗っている \_\_\_\_\_ 本を読みます。
- 食べた \_\_\_\_\_、ごちそうさまと言います。

## Listen up!

### どこでしょう 1

Listen to the announcements and choose the correct location for each one by writing the appropriate numbers.

- Hotel \_\_\_\_\_
- Station \_\_\_\_\_
- Ski resort \_\_\_\_\_
- Hot spring \_\_\_\_\_
- Restaurant \_\_\_\_\_

### おかえりなさい 2

Listen to Josh.

- What is Josh talking about?
- ジョシュさんはどこに行きましたか。
- ジョシュさんは旅館に何泊しましたか。
- Where did Josh have the special local food and what was the dish?
- How do you think Josh felt about the customer service? Justify your answer with references to the audio.

ハブラシ

toothbrush

(お)ふとんをしいて

to lay a futon on the floor;  
to make a bed

One example of おもてなし is to offer guests a warm hand towel to wipe their hands. It is said that the core idea of おもてなし is thinking about the needs of your guests and offering the best service without expecting reward.

Being mindful of others and their needs is an important consideration in Japanese society. Are there any examples of おもてなし around you? If you were the host, what would you do to show your spirit of おもてなし to your guests?



# Check it out!

## 地元発見!

This travel site publishes a weekly blog post.

じもと はっけん  
**地元発見!**
f i y 三 ホーム 🔍

### 今週のおすすめ

日本には北は北海道、南は沖縄まで47の都道府県があります。それぞれの県や町には、名物料理や有名なキャラクター、観光スポットなどのみりよくがあります。今週は、ゆるキャラと、アニメ聖地めぐりと、駅弁をしようかします。

#### ゆるキャラ

ゆるキャラを見たことがありますか。ゆるキャラは「ゆるいマスコット」というみで、おまつりやマーケットで見ることができます。日本では色々なゆるキャラが地元のアピールをします。これは熊本県のくまモンです。見つけたらいっしょに写真をとってみてください!



#### アニメ聖地めぐり

アニメ聖地めぐりは、アニメファンがアニメのモデルの場所をたずねることです。ジブリのえいが「崖の上のポニョ」は広島がモデルです。外国のアニメファンも、日本にいたる間によくアニメ聖地めぐりをするそうです。あなたの好きなアニメは何ですか。日本に行ったらどの聖地に行ってみたいですか。



#### 駅弁

駅弁を食べたことがありますか。駅弁は地元のお弁当で、デザインや味は色々あります。電車に乗る前に駅の店で買っていいですが、時々電車で買えます。電車に乗っている間に駅弁を食べてみましょう!



### From viewing and reading ...

- Where can you see ゆるキャラ?
- くまもんはどんなゆるキャラですか。Write Japanese sentences to describe Kumamon using the image.
- What is the role of ゆるキャラ?
- What is 駅弁?
- What is アニメ聖地めぐり?
- あなたは、ゆるキャラ、駅弁、アニメ聖地めぐりの中で、何が一番きょうみがありますか。なぜですか。

がけ  
崖の上のポニョ (Ponyo) i  
is a 2008 anime written and directed by Hayao Miyazaki, the co-founder of スタジオジブリ (Studio Ghibli). He has been internationally acclaimed as one of the greatest animation directors. His other famous works include 千と千尋の神隠し (Spirited Away), とんりのトトロ (My Neighbor Totoro) and, more recently, 君たちはどう生きるか (The Boy and the Heron).

はっけん 発見	discovery
おすすめ	recommendation
とどうふけん 都道府県	prefectures
じもと 地元	local area
みりよく	attraction
アピールします	to promote
せいち アニメ聖地めぐり	anime pilgrimage
あじ 味	taste

Write an email to your Japanese friend あいか about what you want to do when you go to Japan, using the information from the text. Try to use the expressions ~てみたい, ~つもり, ~そう and time expressions (e.g. when, before and while).

# Check it out!

## くち 口コミ

くれば is reading <sup>くち</sup> 口コミ (reviews) to find out about a tour in Karuizawa, Nagano.

f Instagram YouTube 三 ホーム 検索

### トリップアドバイザー

かる い ざわ  
**軽井沢エコツアー**
けん  
86件の口コミ

オススメです! ★★★★★

かる い ざわ  
軽井沢エコツアーにさんかしました。しぜんがいっぱいでとてもきれいでした。午前中はサイクリングをして川に行きました。お昼ご飯の後、ハイキングをしました。歩いて森林浴を楽しんでから、バードウォッチングをしました。夕方、近くの森でムササビを見ることができましたよ! とてもかわいかったです。ガイドの前田さんは森や川や動物のことをいろいろ教えてくれました。だから、ツアーにさんかした後、もっとしぜんを大切にしなければならぬと思いました。かる い ざわ  
軽井沢に行ったらこのツアーをおすすめします。

YM 東京都



しんりんよく  
森林浴

よ  
天気の良い日に行きたい ★★☆☆☆

よてい  
ムササビを見に行く予定だったが、午後から大雨がふり、森に行けなかった。ツアーの人達はカフェでお茶を飲んで帰った。ケーキは手作りでおいしかった。スタッフの人はとても親切だったが、ツアーに半分しか行けなくてざんねんだった。今度は天気の良い日に行きたい。

DG 大阪市



ムササビ

エコツアー	eco tour
さんかしました	participated
ゆうがた 夕方	evening
もり 森	forest
ムササビ	flying squirrel
しぜん	nature
たいせつ 大切に	to cherish/to look after
半分	half
ざんねん	disappointing

### From viewing and reading ...

- 1 Look at the first photo. Describe what this place is like in Japanese. Imagine you are there and describe what you experience using your five senses.
- 2 このツアーでは、午前中何をしますか。
- 3 What is the planned content of the tour? Describe the activities.
- 4 What is the writer YM's view of this tour? Support your ideas using evidence from YM's comments.
- 5 What did YM learn from this tour that changed their attitude towards nature?
- 6 What is the writer DG's view of this tour? Support your ideas using evidence from DG's comments.
- 7 Would you like to visit this place yourself? Why or why not? Discuss in Japanese or English.

しんりんよく  
森林浴

What do you think 森林浴 means? Look at the individual *kanji* and try to guess!  
もり はやし あ  
森 (forest), 林 (woods) and 浴びる (bathing).  
Can you guess the meaning?

しんりんよく  
森林浴

- どこで森林浴ができると思いますか。
- Research and see what effect 森林浴 has on your body and mind.

# Listen up!

## あたたかい駅弁 3

Listen to よりこ and Tariq's conversation.

- 1 When can you buy *ekiben*?
- 2 Where did Tariq want to buy *ekiben*? Why did he decide to buy it there?
- 3 What kind of *ekiben* did Tariq find? How does it work?
- 4 Why did he think this *ekiben* is better than normal *ekiben*?
- 5 Why did his friend decide not to buy this *ekiben*?

ひも	string
ひ 引く	to pull
あたたかくなる	to become warm
ベジタリアン	vegetarian
いなり	sweet and savoury tofu pocket



Beef tongue *ekiben*

# Link it up!

Extract key information from the blog on page 79 and the conversation above and write a short informative article about 駅弁 (150 *ji*).

Compare the differences between 駅弁 and the food you can get at the station, or on the train, where you live and in other countries. How are they different in terms of ingredients, packaging and purpose?

# Got it?

## と – when and if

To say **when** and **if**, you use と to link the two clauses together. This is called the conditional form.

Verb in plain form	+	と	+	consequence of the first clause
Verb in ない-form	+	と	+	consequence of the first clause

右にまがると駅が見えます。 If you turn right, you will see the station.

## ら – when and if

You can also use ら to say **when** and **if**, linking the two clauses to create the conditional form.

Verb in た/なかった-form	+	ら	+	outcome, suggestion, request, command or speaker's choice
Adjective in た/なかった-form	+	ら	+	outcome, suggestion, request, command or speaker's choice

土曜日ひまだったらえいがに行きませんか。 If you are free on Saturday, why don't we go to the movies?

# Build up!

## と and ら

Complete the following tasks using the clauses given.

- 1 Look at the pairs of clauses in **a**, **b** and **c**. Link the two clauses and make sentences using と or ら.
- 2 Which clause can you link with both と and ら?
- 3 Which clause(s) only use ら? Why is that?

- a ウェブサイトを見る・行き方がわかります。
- b 駅から遠い・タクシーで行こう。
- c お金がある・フランスに行きたいです。

と and ら are sometimes interchangeable. Use ら when the second clause is a suggestion, a request, a command or the speaker's choice. Use と when the second clause is an uncontrollable event or state brought about by the first clause.

Example of use of と  
春になるとさくらの花がさきます。 When spring comes, the cherry blossom blooms.

Examples of use of ら  
来月の予定がわかたらメールを下さい。 Please email me when you find out your schedule for next month.

# Check it out!

## ファームステイ体験

Lisa posted on her socials.



リサ



今日は私の旅について書きたいと思います。私は日本人と一緒に住んで日本の文化について学びたかったので、ふつうの旅行ではなく、ボランティアになって和歌山県で二か月ファームステイをしました。このボランティアをして本当によかったです。まず、しぜんがきれいいなかに住めました。空気もよくて体にいいと思います。それから日本のしゅうかんや文化や、やさい作りについて学びました。毎日仕事の後で、ホストの青山さんが新せんなやさいでおいしい日本料理を作ってくれました。でも、仕事は大変でした。まだ左手と右足が少しいたいです!それから二か月間、毎日日本料理で、ビーフパイやピザが食べたくてこまりました。でも、ファームステイにしてよかったと思います。なぜならファームステイの間、しぜんや環境について考えたからです。この旅行の後、私の生活が変わりました、私も青山さんのようにオーガニックのやさいを作って環境にやさしい生活を始めました。とてもすばらしい経験だったから、来年もボランティアになって旅行するつもりです。みなさんどうですか。



♡ 105 いいね

### From viewing and reading ...

- 1 What is the purpose of this post?
- 2 What kind of place is depicted in the photo, とかい or いなか? Justify your answer.
- 3 Looking at the photo again, write a description of this place in Japanese.
- 4 Would you like to visit this place yourself? Why or why not? Answer in Japanese.
- 5 Which do you think is better, a farm stay or a regular holiday? Justify your answer with references to the text.
- 6 In Japanese, identify the positive and negative aspects of Lisa's stay.
  - a ファームステイをしてよかったことを二つ書きなさい。
  - b ファームステイをしてよくなかったことを二つ書きなさい。
- 7 Do you think the trip has influenced Lisa's views and way of living? Justify your answer with references to the text.

くう 空気	air
しゅうかん	customs
オーガニック	organic
かんきょう 環境	environment

Have any travels changed your values or point of view? Was it a positive or negative experience? How did that experience change your knowledge, ideas and way of thinking or living?



# Listen up!

## ボランティア ④

Listen to the advertisement. Complete the information in the table.

Age	Working hours per day	Membership fee
Over _____	_____ hours	¥ _____
<b>What you offer to the host</b>		
<b>What you receive in return</b>		

かいひ 会費	membership fee
もうしこんでください	please apply
いじょう 以上	more than

## Link it up!

After reading the text on the previous page and listening to audio 4, write an email to convince your friend to join you on a farm stay experience rather than a typical sightseeing tour. Use elements from both texts in your email.

- Have you heard the saying, 'When in Rome, do as the Romans do'? When you travel in Japan, it is important to know the etiquette required in different situations. Research the following topics and share your findings with the class:
  - shoes and slippers
  - bathing
  - eating
  - visiting Japanese people
  - visiting temples and shrines.
- Is there anything that is the same as in your country or culture?
- Are there any differences?
- If you find something that seems a little odd to you, can you think why Japanese people might do things that way? Are there any reasons behind it?



Katsushika Hokusai is regarded as one of the most eccentric and creative artists in the history of Japanese art. He is also known as a central influence in Western art. Many of his artworks displaying the Japanese countryside inspired Westerners to travel to Japan, significantly increasing tourism to the country.

With the opening of Japan to foreign trade in the late 19th century, there was a large export of Japanese art and culture to Europe and America. This had a significant influence on some of the most notable artists of the period, including Félix Bracquemond, Edgar Degas, Vincent van Gogh, Claude Monet and Henri de Toulouse-Lautrec.

Monet acquired 250 Japanese prints, including 23 by Hokusai. Monet and his wife Camille were so inspired that she wore a kimono around the house, and he modelled his garden pond bridge on a Japanese arching bridge.

French artist Henri Rivière was inspired by Hokusai's *Thirty-six Views of Mt Fuji* and created *Thirty-six Views of the Eiffel Tower* (1888–1902), which is regarded as one of the finest examples of 'Japonisme'.



# Build up!

1 Highlight the correct verb form in brackets and translate each sentence into English.

- a この旅館かんに(泊まる・泊まります)つもりです。 \_\_\_\_\_
- b 来年、日本に(行く・行きます)よてい 予定です。 \_\_\_\_\_
- c ご飯を食べる(間に・前に・後に)手をあらいましょう。 \_\_\_\_\_
- d 日本に(いる・います)間に、すもうを(見る・見ます)つもりです。 \_\_\_\_\_
- e 駅に(着く・着いた)ら、電話をしてください。 \_\_\_\_\_

2 Using the model verb in brackets, conjugate verbs appropriately to form correct sentences. Translate each sentence into English.

- a 東京に(行きます) はじ \_\_\_\_\_ のは初めてです。 \_\_\_\_\_
- b 日本で新幹線かんせんに(乗ります) \_\_\_\_\_ つもりです。 \_\_\_\_\_
- c いそがしいので、パーティに(行きません) \_\_\_\_\_ つもりです。 \_\_\_\_\_
- d 卒業そつぎょう(します) \_\_\_\_\_ ら、日本の大学で勉強(します) よてい 予定です。 \_\_\_\_\_
- e 右に(まがります) \_\_\_\_\_ と、ねこカフェが見えます。 \_\_\_\_\_
- f バスに(乗ります) \_\_\_\_\_ いる間に、メールを読みます。 \_\_\_\_\_

3 Translate the following sentences into Japanese.

- a This sushi looks tasty. \_\_\_\_\_
- b It is my first time to go to Japan. \_\_\_\_\_
- c I intend to stay at this hotel for two nights. \_\_\_\_\_
- d I plan to travel to Japan next year. \_\_\_\_\_
- e I went to Uluru when I was 15 years old. \_\_\_\_\_
- f I do my homework before I play games. \_\_\_\_\_
- g While I am in Japan, I intend to watch sumo. \_\_\_\_\_

4 Complete the excerpts from the email with the most appropriate words, then translate into English. The clues are shown in brackets in English.

ゆきさん、ひさしぶりです。 \_\_\_\_\_ (How are you?)

ゆきさんは来年の一月、日本にいますか。

来年、家族と日本で \_\_\_\_\_ (intend to travel)。日本に \_\_\_\_\_ (if go)、旅館かんに

\_\_\_\_\_ (want to try staying) です。私は着物を \_\_\_\_\_ (have never worn)

から、日本にいたる間に、着物を \_\_\_\_\_ (want to try wearing) と思います。私は自然しぜんが好きなので、山登のぼ

りをしたり、川でつりをしたり、森林浴しんりんよくをしたり \_\_\_\_\_ (plan to do) です。私の父と母は日本食が好き

なので、日本料理りょうりを習ならいに \_\_\_\_\_ (want to go) と言っています。弟はアニメが大好きですから、日本でア

ニメミュージアムに行ったり、アニメ聖地せいちめぐりを \_\_\_\_\_ (want to do) と言っています。私達が日本にいたる

\_\_\_\_\_ (while) ゆきさんに \_\_\_\_\_ (if can meet)、とてもうれしいです。

また電話をしますね。

アイラ

# Putting it all together

## Speaking in Japanese

### Preparing for your oral assessment

Below is a list of questions relating to travel in Japan. Discuss the questions with a partner and write some possible responses. If you have not travelled to Japan before, use the information in this chapter to prepare your answers. You may also like to research other destinations and activities to add more details to your responses.

Common questions when talking about this topic may include:

- 日本に行ったことがありますか。
- 日本にどのぐらい行きましたか。
- 日本でどこを旅行しましたか。
- 日本に行くことができたなら、どこに行きたいですか。
- 日本はどうでしたか。
- 日本に行った時、日本語がやくにたちましたか。
- 日本の食べ物はどうでしたか。
- どんなことが楽しかったですか。
- 何かこまったことがありましたか。
- 日本に行って自分がかわったことがありますか。

### Conversation

With a partner, practise asking and answering these questions. Remember to use the grammar structures you have learnt in this chapter.

A	しけんの後何をしますか。
B	しけんの後、友達と日本旅行に行く予定です。日本に行ったことがないので、とても楽しみにしています。東京と京都に行くつもりです。
A	日本でどんなことがしたいですか。
B	まず、買い物が好きなので東京で渋谷や原宿で買い物をしたいです。京都では、着物を着たことがないので、レンタルの着物を着てお寺に行く予定です。お寺では伝統的な日本のにわも見たいと思っています。

### Topic mind map

Note down the key words and expressions you would use on the topic of travel, and categorise or colour-code them to help organise your thoughts.

### Strategies for your oral assessment

Remember you use your response to the examiner's question to change the topic to one that you want to talk about. Some details are helpful to make your response more concrete. You could explore some places and activities you are interested in when collecting information. Also elaborate by commenting on the impact of those experiences on your way of thinking and living.

### Sample exam questions

**Examiner question:** 日本に行くことができたなら何をしたいですか。

■ **Basic response:** 日本で観光をしたいです。桜はきれいですから、桜を見たいです。

■ **Medium-level response:** 日本に行ったら、新しいことをしてみたいです。私は歌を歌うことが好きですが、カラオケに行ったことがありません。だから日本でカラオケに行ってみるつもりです。それから私は動物が大好きですから、ねこカフェにも行ってみたいです。

■ **Higher-level response:** 日本で東京と京都に行って観光をしたいです。東京では買い物をしたり、スカイツリーに行ったりしたいです。日本にいる間にディズニーシーにも行ってみたいです。京都では伝統的な日本を見たいから、お寺や神社に行ってみるつもりです。お寺ではにわをゆっくり見て、書道やめいそうをするといいと思います。しずかでリラックスできるからです。

■ **In-depth response:** 日本に行ったら、うつくしくさで有名なお寺や神社に行きたいと思っています。一番行ってみたいところは広島県の有名な神社です。でも、日本にいる間、観光だけでなく、色々な体験もしたいと思っています。日本に行くことができたなら、行く前にファームステイについてしらべて一週間ぐらい日本のいなかに住んでみるつもりです。日本の人と住むと、日本語の勉強にもなるし、日本のしゅうかんについて学べるし、ふつうの観光旅行よりもっとおもしろいと思います。



## Reading and responding

### サステナブルな旅

**サステナブルな旅 六つのアイデア**

- 旅行の間、マイボトルやマイはしを使う
- 旅行の前に地元のれきしや文化をしらべる
- 車やタクシーに乗らない。電車、バス、自転車で使う
- 地元の食べものを食べてみる
- おみやげは伝統工芸を買う
- サステナブルなホテルや旅館に泊まる

### From viewing and reading ...

- 1 What is the purpose of this infographic?
- 2 What are the key points covered in the infographic? List them, and then discuss with a partner.
- 3 六つのサステナブルなアイデアの中で、どんなアイデアを使いたいですか。
- 4 What is your personal plan to travel more sustainably in the future? Write in Japanese.

でんとうこうげい  
伝統工芸      traditional craft

## Listening and responding

### 観光の町にインタビュー ⑤

A travel agent is interviewing locals to plan future tours.

- 1 Why does the town have more tourists this year?
- 2 What positive influence has tourism had on the town?
- 3 What issues are associated with increasing tourism in the town?
- 4 What do you think the town could do to manage these issues?

けいざい	economy
かんこう 観光きゃく	tourists
ごみ	rubbish
ふえました	increased

## Multimodal text response

After listening to the audio and reading the infographic, which sustainability points could the town work on? Why would tourists work on this? Based on your observations, write a speech script of approximately 300 *ji* in which you present your ideas to improve the experience for tourists and prevent issues in the town.

## Reading and responding

## アラッドのeメール



新しいメッセージ



&lt;arad.2842@hmail.com&gt;

Re: 広島

みきさん、

メールで広島ツアーのことを教えてくれてありがとう。きのうの午後、家族と広島に着きました。広島で二日間、観光する予定です。ツアーのホテルの部屋は洋室で、広くないですが、きれいです。このホテルは毎日新しいタオルとシーツにしてくれるから気持ちがいいです。

今日の午前中はツアーバスで平和記念公園に行きました。観光客が多くて、こんでいましたが、とてもいいけいけんになりました。ガイドは親せつに広島のお好み焼きについて説明してくれました。このツアーの後、家族と平和についてたくさん話しました。

今日の晩ご飯は地元のお好み焼きを食べるつもりです。広島のお好み焼きは有名だから楽しみです。広島にいる間に、伝統工芸の店でふでを買いたいと思っています。オーストラリアに帰ったら、書道を始めるつもりです。

明日は、フェリーに乗って宮島の有名な神社に行く予定です。この旅行の前は広島について知りませんでしたが、この神社は世界いさんだそうですね。しゃしんをたくさんとるつもりですから、見てくださいね。

じゃ、来月オーストラリアで会いましょう！

アラッド



送信

Aa



## From viewing and reading ...

- 1 Is the hotel sustainable? What makes you think so? Give examples from the text to support your answer.
- 2 What place is listed as a World Heritage site?
- 3 What souvenir does Arad plan to buy and what is he going to do with it?

## Multimodal text response

- 1 Looking at the infographic about sustainable travel and Arad's email, which parts of Arad's trip are sustainable and which parts are not?
- 2 If you were Arad, what changes would you make for your next trip? Write a travel plan that promotes sustainable practices in Japanese using てみたい, つもり and たほうがいい.

へいわ きねんこうえん 平和記念公園	Peace Memorial Park
けいけん 経験	experience
せつめい 説明する	to explain
みやじま 宮島	Miyajima
じんじゃ 神社	shrine
かんこうきゃく 観光客	tourists
この お好み焼き	Japanese savoury pancake
せかい 世界いさん	World Heritage

## Writing in Japanese

Below are some writing tasks on this chapter's theme. Each task calls for a response of 400–500 *ji*.

### TASK 1

#### Persuasive

You are planning a trip to Japan for a holiday. Write an email inviting your friend to come with you. In your email, outline the trip plan, including destinations and activities.

### TASK 2

#### Informative

You have been asked to write an information leaflet for Japanese tourists. Choose a tourist attraction, a town or a city in Australia, then create the information leaflet for it.

### TASK 3

#### Personal

Your sister school is publishing a school magazine and all students are encouraged to contribute articles about the most memorable trip of their life. Write about your most memorable trip and how it influenced you.

### TASK 4

#### Evaluative

Write a customer review of a tour in Australia for a Japanese community travel website.

## Sample writing task instructions

### TASK 5

#### Evaluative

Write a review of a local café or restaurant to put in a Japanese community paper, detailing your experience as a customer there. (400–500 *ji*)

#### Questions to consider

- Have you had any memorable experiences at a café or restaurant?
- What aspects do you think you should comment on?
- What are some positive aspects from your experience?
- What are some areas that require improvement?
- What grammar structures can you use to make your points?
- How would you structure and present the review?
- What will the tone and level of formality be?

#### 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.
- Choose *です・ます*-form or plain form and stick to the same form throughout your writing.
- Use the range of grammatical structures you have learnt.
- Use conjunctions in your writing to link your sentences.
- Start the review with a clear beginning, using either a title or key message sentence.
- Use adjectives to describe what you are evaluating, drawing on personal experience if applicable.
- Include descriptions of the place as well as personal appreciation notes.
- Remember to include both positive and negative aspects or what can be improved to provide constructive feedback and insights for the reader.
- Don't forget to proofread your writing before submitting it.

## Annotated writing sample

Carefully read this writing sample and the annotations on the right-hand side and consider them when constructing your own review.

マスコットの新しいラーメン屋  
ポール・ベジーナ

先週、駅の近くに、「みぶなラーメン」という新しいラーメンの店  
ができた。「みぶなラーメン」は、地図で見るとシティから遠そうだが、  
セントラル駅から電車で18分のマスコット駅から歩いて5分で、べんりなど  
ころにある。

お店は午前11時から午後8時半までだ。お店のスタッフはみんな  
親せつで、店も新しいのできれいで気持ちがいい。カウンターの席と大  
きいテーブルがあるが、店は少しせまい。

人気があるラーメンは八ドルのしょうゆラーメンだ。最近ラーメンの  
ねだんが高いので八ドルはうれしい。ラーメンのしゅるいは多くないが、  
ユニークなラーメンが二しゅるいある。チキンレモンラーメンとカレーラ  
ーメンだ。

チキンレモンラーメンを食べてみたが、今までで一番おいしいと思っ  
た。ねだんは十三ドルでふつうのラーメンより高いが、店長が長い時間を  
かけて作ったので、スープがとてもおいしい。

最近この店は人気があるから予約をして行ったほうがいいだろう。  
駅が近くて、おいしいラーメン屋「みぶなラーメン」は、サービスもよく  
ておすすめだ。

(463字)

Include a title and write your name on the second line to the right.

Organise useful information in paragraphs. For example: how to get there (~で~分、かかる、近い、とおい).

Include positive and negative aspects.

Use adjectives and linking words.

Include menu using ~がある.

Pay attention to *katakana* spelling.

Some *katakana* words can be tricky to get right. Because certain words sound very similar to their English versions, some people mistakenly spell them the same way. Other words are tricky because certain *katakana* look very similar, especially ソ, シ and リ, as well as ツ and ツ. Make sure you pay attention to details when you learn new words and write them out!

Finish your review with a summary of your feedback.

### Planning for success

When you practise writing, it is a good idea to research the topic and see what kind of vocabulary is used. Collect some useful and interesting words and see if you can incorporate these into your writing. Planning is one of the keys to successful writing. Plan by using dot points to lay out the overall structure and key messages before you start writing. Once you know your content, work out what grammar structures would be appropriate. Good luck!

- Can you find *it seems*, using そう(です) in the sample writing?
- Find the tentative form saying *trying to do something to see what it is like*.
- Which sentence uses the conditional form with と (when/if)?

# My vocabulary

## Nouns

乗り物	transport
ひこうき 飛行機	aeroplane
入口	entrance
出口	exit
かんこう 観光	sightseeing
おんせん 温泉	hot spring
のうじょう 農場	farm
しぜん	nature
りょうり 日本料理	Japanese cuisine/food/ cooking
しゅうかん	customs
けいざい	economy
とどうふけん 都道府県	prefectures

## Verbs

せつめい せつめい 説明する(説明します)	to explain
よやく よやく 予約する(予約します)	to book
たいけん たいけん 体験する(体験します)	to experience
ふえる(ふえます)	to increase
見つける(見つけます)	to find
さんかする(さんかします)	to participate
はらう(はらいます)	to pay

## Adjectives

しんせん 新鮮な	fresh
おいしい	tasty
たの 楽しい	fun
ゆうめい 有名な	famous
やわらかい	soft
きもちがいい	feels good
あたたかい	warm
つめたい	cold

\* Refer to the chapter vocabulary list in your digital resources for a more complete set of words and expressions.

## What can I do now?

### 文法

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

	My rating	Reference page
～そうです		76
つもりです		76
はじ ～は初めてです		76
よてい 予定です		77
時(に)		78
前(に)		78
間(に)		78
と		81
ら		81

### 漢字

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

泊	宿	乗	和	着	北	右	左	駅	旅	出	入	洋	午
My rating													

### 文化

What cultural knowledge have I gained in this chapter?

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What surprised me?

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Now go back to the **Let's get started questions** on page 73 and discuss your answers in Japanese.

Have your thoughts changed since you started this chapter?

