

カタカナ

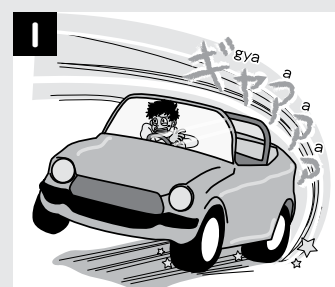
- 1 Complete the first two columns in this table. When you have finished this chapter, come back and complete the last column.



What I know about katakana	What I want to learn about katakana	What I learnt

Katakana is often used in まんが for sound effects and movement (onomatopoeia). In illustration 1, ^{gya a a a}ギャアアア is written in *katakana* to show the screeching sound of a car. In illustration 2, the young boy ^{do n}has lost his temper and an erupting volcano and ^{do n}ドン is used to represent this. Here, an erupting volcano is metaphorically used to show the state of mind of this boy; he lost his temper.

Like any language, Japanese is always changing and evolving. In the corporate world, *katakana* words such as ^{ko n se pu to}コンセプト (concept) are becoming more and more dominant. In the fashion industry, what used to be called ^{be su to}ベスト (vest) is now sometimes called ^{ji re}ジレ (*gilet*: French word for 'vest').



- 2 a What might be the advantages of using *katakana*?



- b What do you need to have in mind when reading and writing English words in *katakana*?

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

☐ download an app for learning *katakana* and use it at least once a day

☐ _____
(my own idea)

- 3 You have learnt how and when *katakana* is used. Let's test your knowledge. Do you use *katakana* for the underlined word? Circle ○ (まる) for 'yes' and ✕ (ばつ) for 'no'.

- a Your name on a name tag in a Japanese school. ○ ✕
b A "thank you" message to your Japanese teacher. ○ ✕
c A car manufacture company, Toyota. ○ ✕
d Mrs Toyota, your Japanese teacher. ○ ✕
e Australia in a travel brochure for Japanese tourists. ○ ✕

- 4 Look at the *katakana* chart on page 50 of your Student Book. Copy the *katakana* characters and provide their *hiragana* equivalent (e.g. ア-あ) that is:



- a almost identical with *hiragana* _____
b very similar to *hiragana* (including the ones that have one missing stroke)

c very similar to a *kanji* number _____
d used in earlier chapters and you now can recognise them _____

How many *katakana* have you written out? You can already recognise some *katakana* characters!

- 5 Practise writing the *katakana* vowels and 'n' on page 50. Then, write them in the table below to check that you know them. Once you have finished ask a classmate to check your characters.



a	i	u	e	o	n

katakana I can write confidently:

katakana I need to practise more:

- 6 Label each person in *katakana*.



a Anne



a	n

b Alan



a	ra	n

c Emma



e	ma

d Owen



	—		
ō	e	n	

- 7 Practise writing the *katakana* characters on page 51. Then, write them in the table below without looking.

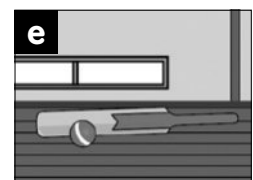
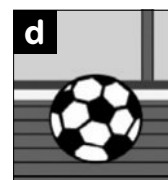
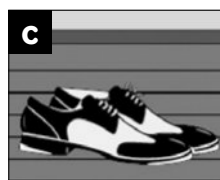
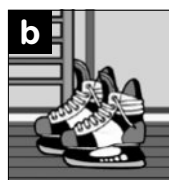
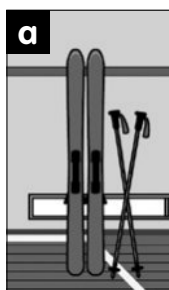
	a	i	u	e	o	n
k						
g						
s						
z		ji				

	u
t	tsu

katakana I can write confidently:

katakana I need to practise more:

- 8 Label each sport in *katakana*.



a

su ki

b

su ke to

c

da n su

d

sa k ka

e

ku ri ke t to

- 9 a With a partner, practise reading aloud each activity listed in the box. Do you know what each activity is?

i サッカー

ii ダンス

iii スキー

iv アイススケート

v クリケット

vi ボクシング

vii ホッケー

viii サーフィン

ix ゴルフ

x テニス

xi ゴーカート

xii ダーツ

- b In your notebook, draw the table shown below. Then write, in *katakana*, which activity you can do, can do a little bit and cannot do at all in the table below.

skill level	できます	ちょっと できます	できません
activities			

- c Now, ask your classmates who can do the following sports. Then, write sentences in your notebook.

スキー ゴルフ ダンス アイススケート

- 10** Practise writing the *katakana* characters on page 52. Then, write them in the table below without looking.



	a	i	u	e	o
t		chi	tsu		
ð		ji	zu		
n					

katakana I can write confidently:

katakana I need to practise more:

- 11 a** Trace these *katakana* characters with your finger to practise the stroke order.



- b** Read the words in the table below and write the *romaji*. Then practise writing them in *katakana*.

Ask a partner to check if your シ, ツ, ソ and ン are written correctly. Your partner will give you feedback with either ○ (all correctly written), ✕ (there are errors) or △ (more practice needed) in the last column of the table.

△ (さんかく) is often used in Japan when a response is not quite correct but not incorrect, either.

	<i>katakana</i>	<i>romaji</i>	<i>Practice 1</i>	<i>Practice 2</i>	<i>Practice 3</i>	○, ✕ or △
a	シーツ					
b	タクシー					
c	コンサート					
d	ソング					

- 12 a** みさき is helping しょうた sort out his wardrobe. First, check if you can read the *katakana* words correctly and remember the colour words.



コート	ドレス	セーター	Tシャツ	スニーカー	ジーンズ
あか	あお	しろ	くろ	きいろ	みどり
				みどり	ちやいろ

Then, listen to the dialogue and circle the items he often wears and cross out the items he does not wear often.

- b** What is the last item みさき asks about? Do you think しょうた keeps it? Why?





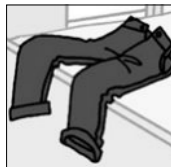




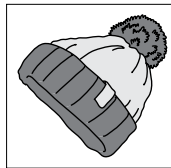
- 13** Practise writing the *katakana* characters on page 53. Then, write them in the table below without looking.

	a	i	u	e	o
h					
b					
p					
m					

katakana I can write confidently:

katakana I need to practise more:

- 14** Label each item in *katakana*. One has already been labeled for you.

a		b		c		d		e	
f		g		h		i		j	
							ハット		

- 15 a** Using the clothing items in Task 14, draw 6 items of clothing on figure A.

Figure B

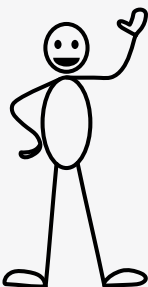
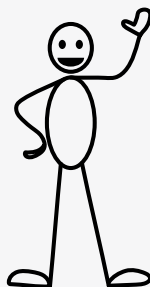



Figure B



Use かぶっています for wearing headwear. 

- b** In pairs, ask each other what clothes figure A is wearing using 何を きて いますか. Draw the clothes on figure B and ask your partner to check your answers.
- c** In Japanese, describe what your partners figure is wearing in the space provided.

16 Practise writing the *katakana* characters on page 54. Then, write them in the table below without looking.



	a	i	u	e	o
y					
r					
w					

ワクワク is an onomatopoeic expression that shows someone is happy and excited.



katakana I can write confidently:

katakana I need to practise more:

17 Listen and tick the box underneath each sound as you hear it.



ヤ	サ	ナ	ワ	ウ	ラ	ソ	リ	プ	ブ	ヌ	ズ	ス	ミ
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18 Write the correct name of each sport under the appropriate ball.



サッカー フットボール クリケット バスケットボール テニス ラグビー

i	ii	iii	iv	v	vi
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

19 チーム (team) は 何人 ですか。 Write how many players make up a team for the sports below. Then, find the sports words in the Word Find.



サッカー	_____ 人
バスケットボール	_____ 人
バレーボール	_____ 人
ウォータ ^{ro} ーポロ	_____ 人
テニス ダブルス	_____ 人
ボクシング	_____ 人

ル	バ	レ	ー	ボ	ー	ル	ウ
ル	ー	ボ	サ	バ	タ	オ	オ
ボ	ル	ボ	ー	ッ	ト	丨	丨
ク	サ	レ	ト	ヤ	カ	ク	タ
シ	カ	丨	ス	ッ	ッ	ー	丨
ン	テ	ボ	カ	ボ	ケ	サ	ポ
グ	ニ	丨	サ	バ	ク	ス	ロ
テ	ニ	ス	ダ	ブ	ル	ス	バ

20 Circle the correct one for each English.



Jazz

ジャズ

ジャズ

ジャズ

Pops

ポップ

ポップ

ポップ

Classic

クラシック

クラシッタ

クラシク

21 Look at page 54 of the Student Book and answer the questions in Japanese.



- a ルーカスさんの しゅみは 何 ですか。 _____
- b オリビアさんは どんな おんがくが 好き ですか。 _____

22 Listen to Ryan interviewing a Japanese exchange student, えり. Fill in the information for Ryan so that he can introduce her on the school website.



Name: _____

Grade: _____ Age: _____

Hobbies: _____

Favourite sport: _____

Favourite music: _____

Musical instrument to play: _____

23 Categorise the words into the table below.



ピザ ニューヨーク ワシントン チキンフライ メキシコ ヌードル
ハム ミラノ メルボルン サモア レモン ナッツ

Food: たべもの	Cities: まち

Power up!

Read the name tags of 3 Australian exchange students in Japan and answer the questions in English.

a アン・ターナー Why do you think '・' is used in this name?

b Why do you think *katakana* is used for student b's name and *hiragana* for student c's?

a リゅう学生

アン・ターナー

b リゅう学生

ワンハオユー
王浩宇

c リゅう学生


おおつき
大月アレックス

What can I do now?

	I can confidently	I think I can	I need to revise before I can	SB
• explain how <i>katakana</i> is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	page 50
• read and write all <i>katakana</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pages 50–54
• ask and say what sport someone can or cannot play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	page 51
• use the correct word for 'wear' for different clothing items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	pages 52–53
• ask and say if someone wears a clothing item often or not very often	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	page 52
• ask and say what someone is wearing now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	page 53
• read and write a basic personal profile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	page 54

Putting it all together

- 24** Fill in the personal profile sheet with your own information.



なまえ:

何年生: たんじょう日

しゅみ:

好きなスポーツ:

好きなおんがく:

好きなミュージシャン:

- 25** In small groups, create a poster (in whatever format you like) advertising Australia to Japanese tourists that shows the diverse nature and culture of Australia.

In the poster you should have:

- a map of Australia (label the states, capital cities and the city/town where your school is located)
- 3–4 plants and 3–4 animals that are unique to Australia
- 5–6 images that represent Aboriginal and Torres Strait Islander culture
- 3–4 images that reflect Australian way of life such as leisure activities and food

All images must be labelled in *katakana*. Your group must research how each word is conventionally spelled in *katakana*.

1 Write the following sounds in *katakana*.

a o d ra f a h ba i me k bo m ku
b su c to e ri g shi j ru l ne n u

(7 marks)

2 Write the following words in *katakana*.

- a Soccer _____ d T-shirt _____
b Basketball _____ e Pop _____
c Jeans _____

(5 marks)

3 Write your own response to each question.

- a おなまえは 何 ですか。_____
b しゅみは 何 ですか。_____
c どんな スポーツが 好き ですか。_____
d どんな おんがくを ききますか。_____
e よく ジャケットを きますか。_____
f よく ジーンズを はきますか。_____

(6 marks)

4 Read the passage and answer the questions.

はじめまして。ぼくは ルーク・バーカー です。しゅみは ダンス です。バレエと ヒップホップが 好き です。それから、おんがくも 好き です。ギターと ピアノと バイオリンが できます。かいものによく いきます。きのう、あたらしい ジーンズと パーカーと セーターを かいました。かいものは たのしい です。どうぞ よろしく。

- a What is Luke's family name? _____
b What kind of dance can he do? _____
c What kind of musical instruments can Luke play? _____
d What items did Luke buy yesterday? _____

(12 marks)

Refer to your Student Book and use your finger to trace over the stroke order for each *katakana*. Then practice writing the *katakana* in the blank squares.



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