

Talk a Lot

Book 2

SECOND EDITION



TEACHER'S GUIDE

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GENERAL INTRODUCTION

Each unit of *Talk a Lot* takes between 1.5 and 3 hours to complete. The time it takes to complete a unit will depend on a number of things: how the text is used, the level of your students, the level of their motivation, the cohesiveness of the group, and other factors. If you have less time, you can shorten the time it takes to complete a unit by skipping the Listening activities, or by skipping other activities.

Unit 17 is a review unit that reviews the entire book. This unit can be used for evaluation purposes as well. An optional, project-based unit is provided after the Notes for Unit 11, which can be done after Unit 11 (or even earlier).

For the activities in the book, follow the instructions given in each unit. These are written primarily to the teacher, but they are simple enough to be understood by the students as well. This Guide provides suggestions and answer keys where needed, rather than comprehensive Teacher's Notes. Not all activities are commented on.

HOW TO GET YOUR STUDENTS TO SPEAK 100% ENGLISH

Your first reaction may be that this is an unrealistic goal, one that you may have presented to your students before, but a goal they have always failed to achieve. You may be in a classroom situation where the students speak 20-50% Japanese. Or your students may not speak much at all.

Is a 100% English goal unrealistic? First let me explain that by setting a 100% goal this does not imply that Japanese will be *outlawed* in the classroom. You should in no way hint that Japanese is forbidden, wrong, or in any way inferior to English. At times using Japanese is advantageous to an English-only paradigm. Using Japanese to translate (rather than explain) difficult vocabulary is expedient. This shortens the explanation time, and thus gives the learners more time to communicate in English. An example where using Japanese is necessary is when a student asks the teacher (or another student), "How do you say...in English?" The point being made is that the bulk of conversation in class, especially when *real* communication is going on, should be done *as much as possible* in English.

What follows are some techniques that I have found to be successful in getting students to speak mostly in English.

1. Establish your 100% goal from Day 1.

On the first day of class make your expectations clear to your students. It's a good idea at this point to contrast the six years of jr/senior high school (non-communicative) English classes that they have experienced with what you expect of them. I usually have my students make a pact with both me and themselves. The students read the promises found on the Getting Started page of the Student's Book and I elaborate on each a bit. Next the students sign their names in agreement. You can go back to these promises from time to time throughout the course as necessary.

2. Learn your students' names.

You will not be able to control your class well if you don't know your students' names. If a student is speaking in Japanese you need to be able to quickly say, "Yuki—are you speaking English?" This should not be said in an angry tone, but rather in a friendly, almost joking tone. I cannot overemphasize how important it is to learn your students' names. I make it my first priority, and usually commit all my students' names to memory by the third class.

3. Teach Classroom English early on.

In the second or third lesson students should be taught useful classroom English. The students should thoroughly memorize and practice using the expressions found in the HELP! page of the Student's Book. It is essential that you explain that these expressions are not just for use with the teacher, but for use with each other as well.

4. Start (almost) every class with free conversation.

If I had to choose one technique that is the most effective for getting students motivated and speaking in English this would definitely be my choice. Have the students sit *facing* a partner and tell them they have to talk on a topic for a set time. They absolutely must not speak any Japanese during this time! Possible topics are yesterday, TV, movies, sports, etc. I usually do this for 3-4 minutes at the beginning of a course and build up to 10-20 minutes by the end (for low-intermediate level). Over the years I have noticed that whenever I fail to have the

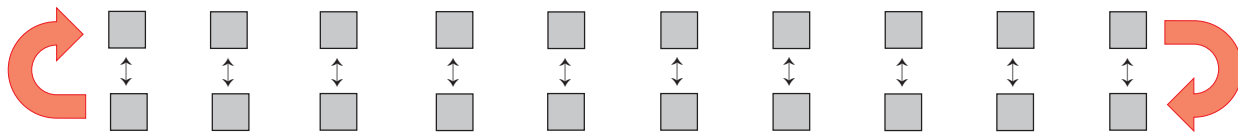
students do free conversation at the beginning of class, they often speak much more Japanese and the class generally is not as successful. Free conversation works because it warms the students up, and it gives them the sense that English can be used for *real* communication.

5. Explain that real communication opportunities arise after they say "finish" (sic).

After finishing a set task the teacher has given, and while waiting for the other groups to finish, students will invariably say "finish" and proceed to speak in Japanese with their partner. The goal should be for students to speak to each other in English *between* activities as well as during them.

6. Arrange the classroom so that students are sitting in rows facing each other.

As with free conversation, I have noticed whenever I fail to arrange the chairs in this fashion the students have been much more reticent to speak out. Ideally, there will be no desks or barriers between the students, only chairs in two rows facing each other (see diagram below). There is something magical about this arrangement that gets the students talking. It may work because the students are out in the open and have nowhere to hide and so feel obliged to speak only English. Also, sitting face to face affords direct eye contact which somehow improves communication in English.



Another advantage of this arrangement is that it allows for a very easy and fair way to change partners. Students simply stand up and move in a clockwise direction a set number of chairs and end up sitting across from a new partner.

7. Do the "Speaking Marathon" at least twice during your course.

I usually do the speaking marathon in the fourth or fifth lesson and after that once or twice more as needed.

THE SPEAKING MARATHON

Work with a partner. You can talk about *anything* you like with your partner, but you *can't stop* talking! If you stop for more than *3 seconds*, your team is out! Also, if you speak any Japanese your team is out! Which team can keep talking the longest?!

I tell the students they can say *anything* when they can't think of what to say, but they must fill in the silence. They can say "umm...", "Let's see...", "chicken", "kitchen", and so on. Amazingly,

students usually pause very little, and I have often had groups go on for 20-30 minutes without pausing for more than three seconds. During this activity you must act as a "policeman" and go from group to group counting off three seconds and noting when a group has spoken Japanese or has stopped for more than three seconds. However, it's best if you don't tell a group when they are out so that everyone continues speaking for as long as possible. There is simply no better way to build students' speaking confidence than the speaking marathon.

8. Have the students write down every word they say in Japanese.

At the start of class pass out small slips of paper about the size of a post-it note. Explain that they are to write down *every* word, phrase, or sentence that they say in Japanese during the class. Tell them that at the end of the class you will collect their slips and count how many Japanese entries they have made. Writing down what they say in Japanese helps students to monitor their output, and this heightened awareness helps to decrease the amount of Japanese spoken. I have continually been amazed at how little Japanese my students speak while doing this type of self-monitoring.

As a variation, if you can speak a little Japanese, write some of their Japanese on the board and

then teach them how to say the expressions in English.

9. Let the students go 5 minutes early if they speak 100% English.

From time to time, especially when the students are lapsing into Japanese too much, I stop the class halfway through the lesson and announce that if *everyone* speaks 100% English for the rest of the period everyone can leave early. The students don't always make it, but having this goal cuts down the amount of Japanese significantly, if not completely. You may think that the students would be afraid to speak out at all in this situation, but I've actually found that they speak out *more* after announcing the possibility of leaving early.

10. Mimic your students when they speak Japanese.

You will need some Japanese ability in order to do this effectively. If you can't speak any Japanese, here is an incentive to learn. You will be

able to control your students much better if you can mimic their Japanese slips and then say, "Is that English?" and supply how to say the phrase in English immediately. More often than not students quickly realize they already know how to say the word or expression they said in Japanese. For example, a student might indicate that his or her partner can begin an activity by saying, "*Iiyo*" in Japanese. At this point I would mimic "*Iiyo*" and say, "Is that English?" (facetiously of course) and then supply "Go ahead" in English. Again, this must be done in a friendly manner.

11. Be enthusiastic about your students speaking only English.

At times you must be more of a coach than a teacher to motivate your students. Until you have begun to modify their behavior you will have to constantly remind your students not to lapse into Japanese. You must be continually aware of what is going on in all areas of the classroom, monitoring all student output. Periodically I give "pep talks" to encourage the students when they are speaking too much Japanese, and also try to motivate them at times when they have failed. Don't give up—change will not come overnight, but slowly the students will respond to your enthusiasm.

12. Pick topics and activities that your students find interesting and useful.

I've put this point last for a reason. None of the techniques elaborated above will be successful in getting your students to speak English if your students simply *don't want to* talk about the topic you've given, or if they don't find the topic useful. Motivating and practical activities and topics are necessary to get your students talking in English.

LISTENING ACTIVITIES

Each unit has one or two listening activities. Except for the questions, the recordings are completely unrehearsed, and as such are 100% authentic. The underlying approach behind *Talk a Lot* is that students need to be exposed to authentic English. As authentic English is used, students are not expected to fully understand all the language in the recording. Students must simply listen and do the task given in the unit. If you have higher-level students or want to emphasize listening more, you can use the photocopiable tapescripts in this Guide to give the students additional listening support.

Procedure:

1. Students should first read the directions in the book and make sure they understand the

task to be done. Students will need to use a sheet of paper to write their answers for the listenings where there isn't enough space provided in the book to write.

2. Play the recording and have the students do the task.
3. Play the recording again as necessary. If parts of the listening are too fast for your students, you can read from the tapescript.
4. Have the students compare their answers with a partner or in small groups. Optionally, photocopy the tapescript and have the students find the answers in the tapescript and circle them.
5. Finally, students should listen to the entire recording again with their books closed.

Answer Keys & Notes

This section provides answer keys for the activities in the book as well as individual unit notes.

Tapescripts & Key Vocabulary

The tapescripts can be used solely as a reference for the teacher, or they can be photocopied and distributed either for classroom use or for homework. The tapescripts are also available at our website: www.EFLPress.com. They can be downloaded and then modified, allowing teachers to create their own tailor-made exercises.

Possible ways to use the tapescripts:

1. Have the students read the tapescript and look up new vocabulary.
2. Have the students read the tapescript to check their answers after doing the listening activity.
3. Students can listen to the recording while following along reading the tapescript.
4. For some units, students can work with a partner and practice saying the tapescript for speaking practice.
5. Make gaps in the tapescript and have the students listen and fill in the missing words. Possible things to gap out are important vocabulary, reductions, contractions, or assimilations.

Key vocabulary is listed in a bilingual format at the end of each tapescript. Roman characters are used for the Japanese so that non-Japanese teachers can access the vocabulary and check student comprehension where needed. It is up to the discretion of the teacher which vocabulary to teach, or whether to preteach vocabulary before listening to the recordings or to learn it afterwards.

ANSWER KEYS & NOTES

HELP!

Make sure the students understand all the expressions and practice saying each one. Cut out the 15 cards (on pages 14 & 15) and give one to each student. The students have to mill about the room, saying the sentence on the **top half** of their card to other students. Students must try to say the target expression (at the **bottom** of the card). After a few minutes have students exchange cards and begin again. Continue until all the expressions have been memorized.

GETTING STARTED

See Point #1 on page 1 of this Guide.

Unit 1

Page 1, Warm Up

After the students find their match, remix the slips and have them try again. You can extend the activity by having one person say "What's your name?" and "Nice to meet you."

Page 1, Names

Translation of Japanese in illustration:

The illustration gives 6 kanji variants of the name 'Mika'.

Page 1, Introductions

This activity (and the following one) prepares the students for Activity #4.

Answers:

D, F, A, C, B, E (E and D are the most formal)

Page 3, Talkopoly

If you want to make real gameboards to use, you can make color copies of the book and glue the sheets onto thin cardboard or laminate them. Any kind of objects can be used for markers, but it will be more interesting if you buy different brightly-colored buttons for your students to use. If you want to use nice, 100-point slips but want to save time, bring in some heavy colored paper, magic markers, and scissors, and have the students make the slips. This way the slips can be reused for future classes.

Page 6, Listening

Tell the students to write numbers #1-12 on a piece of paper before they begin so they will have a reference for the questions. You may have to stop

the recording after each question on the second or third listening to give the students time to write the questions.

Answers:

1. (reading, photography, sports) What are your interests? 2. (basketball, football, and hockey depending on the season) Which sport do you like the most? 3. (go up and talk to people) What's something you do well? 4. (play pool) What's something you do not do well? 5. (O positive) What's your blood type? 6. (not being able to make people happy or not being able to do something) What makes you angry? 7. (yes) Do you have a car? 8. (no) Do you smoke? 9. (only during the summer) Do you work? 10. (Her mom is a nurse and her dad is an engineer) What do your parents do? 11. (her camera) What's your most prized possession? 12. (She asked a guy she liked to the dance and he refused, then later she found out he had a girlfriend) What's an embarrassing experience you've had?

Notes

#3 and #6 are difficult and students may need help. "(I was) like..."—this is a very informal way to report speech normally used by young people (and especially Californians!).

Page 6, Find someone who...

Depending on your class composition, the students may not be able to find someone for 1 or 2 of the questions. If you suspect this may be the case, you can have the students modify those questions before starting.

Page 6, Partner Interview

Students could make a list of questions to ask before getting with a partner.

Unit 2

Page 7, Warm Up

See Point #7 on page 2 of this Guide.

Page 7, Comparative Forms

Answers:

1. richer, lighter → Adjectives with one syllable take -er.

2. bigger, thinner → For adjectives ending in consonant + vowel + consonant, double the final consonant. The syllable must be stressed to follow this rule. For example, "crowded" ends in CVC, but the final syllable is not stressed. A simple

mnemonic is: [CVC→ CVCC].

3. more (all)→ Adjectives with three syllables take *more*; two syllable adjectives usually take *more*.

4. better, worse→ These are irregular and must be memorized.

5. funnier→ For adjectives ending in *y*, change the *y* to *i* and add -er.

Page 8, Trivia Quiz

For this and all subsequent information gap activities throughout the book, have the students sit facing each other with pairs of students spaced as far away as possible from each other.

Preteach the pattern, "I think X is ___ than Y." and have the students use it when answering so they can practice comparatives.

For homework, or as an extra project, students could create their own quizzes using the internet as a reference source. The quizzes could then be done with a partner, in small groups, or as a class activity.

'More tiring' in Partner B #1 refers to the number of calories burned.

Page 9, Listening 1

Answers:

They guessed 10 questions correctly. Wrong answers: A2, A6, B3, B4.

Notes

"Los Angeles is cleaning up recently"—LA has some of the strictest air pollution control standards in the world.

Page 9, Comparing Things

Read the sentences below at natural speed as many times as necessary.

1. It's bigger than a truck and more difficult to drive than a car. (bus) 2. It's much healthier than whisky and more expensive than water. (milk) 3. It has a longer history than the USA and is smaller than India. (Korea) 4. It's harder than a tree and cheaper than a tomato. (rock) 5. It's less crowded than Hong Kong and more relaxing than London. (Honolulu)

For the next part of the activity, monitor and help students with vocabulary (or they can use their dictionaries).

Page 10, Comparing yourself...

This activity will go more smoothly if you first give your class some examples about your own family.

Page 10, Sports Interview

You will need to explain the difference in meaning between 'follow' and 'watch' for Question #2.

Page 11, Listening 2

CONVERSATION #1

Answers:

1. yes: lots of sports—football, soccer, etc.

2. (college) basketball and baseball 3. football
4. He played in Kentucky (on two college teams).
5. He can't play anymore (because he injured his shoulder). (But he used to play all year long.)

Notes

Scott is from Kentucky and has a slight southern accent.

"sounds fun"—'sounds like fun' is the more common way to say this.

CONVERSATION #2

Answers:

1. basketball, snowboarding, swimming 2. sometimes basketball (on TV) 3. basketball 4. at her house, at a park, or at school 5. once a week or once a month

Notes

"intramurals"—in American schools, this usually refers to after school sports, not the official school sports team. Any student can join.

Unit 3

Page 12, Warm Up

For additional practice students could memorize the questions and then mill about the room, asking several students.

Page 12, Occupations

Answers:

G, J, N, D, H, F, E, L, A, C, B, I, O, K, P, M

Page 14, Work Interview

An alternative way for students to check their answers would be to play the recording in Activity #9.

You will need to explain that the concept of 'full-time' work in Japan is different from that of the Western world. Generally, anyone who works over 35 hours a week works full-time (in English).

The question 'How much money do you make?' should normally only be asked for part-time jobs, or if you know the person very well.

For the last part of the activity, if a student does not have a job, they can fabricate the information.

Translation of Japanese in illustrations:

'Tatatataraima' (normally it's 'tadaima', but he's exhausted)—'I'm hooooome.'; 'Anata mata zangyoo?'—'Overtime again?!'; 'fura fura' (above right of man)—staggering effect; 'yoro yoro' (above left of man)—tottering effect.

p.16 (Yoshinoya): 'Hiee. Atsuiyo.'—'Ahhh...It's hot!'

Page 15, Adverbs of Frequency

These are for students to use when answering Question #6 about their own jobs.

Page 16, Listening

Answers:

1. sales associate
2. at the Gap
3. about 20 minutes (by car)
4. about two years
5. full-time
6. sometimes during holidays
7. 8:30 am; around 4:30 pm
8. fold clothes, arrange things by sizes, open the cash registers, count money, help customers, keep the store clean
9. interacting and talking with customers
10. folding clothes (and unpacking the boxes of clothes when the shipments come).
11. \$5.50 per hour
12. two weeks.

Notes

Sara talks very fast; you will need to play the recording several times. You may need to preteach some of the vocabulary.

"you learn a lot about people when you really [don't] think you know"—This sentence makes no sense. She probably meant 'when you think you know people' (not don't know people).

"annoying (??)"—the part just after 'annoying' is not comprehensible.

"\$5.50 an hour"—normally full-time employees at Gap make more than this I think. She's probably full-time, but not yet on salary.

"minimum wage...lower than here"—by 'here' she is referring to Hawaii, which has a higher minimum wage because the cost of living is much higher. Every state has a different minimum wage.

Unit 4

Page 17, Prepositions of Location

Answers:

- 1, 8, 2, 9, 3, 5, 6, 7, 4

Page 18, Giving Directions

The prepositions 'down' and 'up' here have exactly the same meaning.

Students should practice giving directions using meters, too, as that way is more useful for Asian cities which may not have neatly designed blocks.

The Duty Free Store and Zanzabar Disco are purposely not on the map.

Page 19, Directions Race

Sapporo is one of the few cities in Japan which has straight, uniform blocks. The places on the map are all real.

The students are expected to have a short conversation each time they ask where a place is, finishing with an expression of gratitude. Don't stop the activity until all (or most) of the groups have finished.

Page 21, Listening

If a student was using Page 20 for Activity #4, s/he should use the same page for this activity (the same is true if s/he was using Page 22). This is because

his/her map will already have all the points of reference on it.

Answers:

1. below JAL
2. next to NTT
3. across from Asty 45
4. next to Victor
5. above the Old Hokkaido Bldg, on the corner
6. next to New Otani Hotel
7. next to Seibu Dept. Store
8. above Iwate Bank

Page 21, Your neighborhood

It's a good idea to give the students a time limit in which to complete their maps. Alternatively, the maps can be assigned for homework.

Unit 5

Korea is one of the most popular overseas destinations for Japanese tourists and thus the inclusion here.

Page 23, Warm Up

Emphasize that any fact about Korea is acceptable. For example, "Kim Chee is popular. It's near Japan." and so on.

Page 23, Listening

Answers:

1. He lived there a long time; He knows many people.
2. about ten times
3. all answers
4. kkenip
5. for hiking—Soraksan; for temples—Songnisan or Kyongju
6. student demonstration
7. no

Notes

Lotte World is the Korean version of Disneyland.

"a paper to give"—Ed is a professor at Hawaii Pacific University and sometimes gives lectures in Korea.

"shoyu"—he said 'shoyu' because he knows I (the interviewer) live in Japan.

"Soraksan"—somewhat comparable to Nikko or Mt. Fuji in Japan.

"Songnisan, Kyongju"—perhaps comparable to Kyoto in Japan.

Page 24, Making hotel reservations

For this and all subsequent telephone dialogs throughout the text, by all means, have the students use their cell phones if they are available.

Lotte Hotel is owned by the Lotte Group, which also owns Lotte World and Lotteria fast food shops in Japan.

'Annyong hashimnikka' means 'Good evening' or 'How are you?' in Korean.

For the first and third blanks in the dialog, tell the students they need to use an ordinal number (first, second, third, etc.)

Page 25, Checking into a hotel

First introduce the topic/situation. Next, cut out the parts of the dialog so that each turn is on one strip of paper. Mix up all the strips and have the students put them in order by giving one strip to each student

in the class to memorize, and then having the students find their match by going around the class and saying their line until they have found the line that matches theirs. If you have fewer or more students than the number of lines in the dialog, some students will have to memorize more than one line, or some students will have to double up and work together.

The student who has the line 'Sure... Here you go.' should use body language (indicating handing over the filled out form to the clerk) when saying his/her line.

Hotels often ask for credit card information in order to hold a room. You can have your students practice giving such information, too, if time permits. Put the expressions below on the board and have them extend the dialog in the book.

-We will need your credit card information in order to hold the room.

-What type of card will you be using?

-What is the name as it appears on the card?

-And the card number, please.

-What is the expiration date?

Answers:

14G, 12G, 3C, 8G, 11C, 4G, 6G, 1C, 15C, 5C, 9C, 7C, 13C, 10G, 2G

Page 26, Subway Directions

Students may initially struggle with the pronunciation of some of the station names. Tell them that the pronunciation is very much like Japanese and they will have no problem.

K.N.R. stands for 'Korea National Railways', which is like JR in Japan.

Page 27, Invitation to dinner

Students are expected to have a full conversation. If you think your students cannot handle making an invitation on the telephone, have them use the dialog format on page 45.

Unit 6

Page 28, Warm Up

This activity can be done with more than 2 lines of students, on more than one blackboard, or it can be done on paper.

Page 28, The Present Perfect

'fugu'—a globefish; poisonous if not properly prepared.

Page 28, Have you ever...?

Encourage the students to use the cues as a springboard to natural conversation.

'Mito Komon'—a classic Japanese TV series; 'ika no shiokara'—salted, spicy squid guts. Yum!

Translation of Japanese in illustrations:

p. 29: 'Bachi'—winking effect; p. 30: 'uto uto'—dozing off effect

Page 30, Ask your teacher

Alternatively, students could mill about the room and ask other classmates the questions.

Page 30, I've never...

This activity requires students to use a little more brainpower than normal. Carefully go over the dialog example and model it with a few students before beginning. Encourage the students to extend the dialog into a longer conversation.

The questions 'What was it like?' and 'How was it?' will have to be changed to present tense if used to ask about an ongoing experience.

Page 31, Wild & Crazy Survey

You will need to preteach all new vocabulary.

This survey is in no way condoning breaking the speed limit, making prank phone calls, or trying dog food. It's just a fun way to practice a grammar point and motivate students.

Page 32, Listening

Answers:

UMBRELLA: no; RUN AWAY: yes; HELD SNAKE: yes; DRIVE OVER SPEED LIMIT: yes; WATCH SAME HORROR MOVIE: yes; LOST VOICE AT CONCERT: no; CAR ACCIDENT: yes; GRAVEYARD: no; DANCE ON STAGE: yes; PRANK CALL: yes; DANCE IN FRONT OF MIRROR: yes; PUNCHED ANYONE: no; TRY DOG FOOD: yes (Scott's answer to the dog food question is a bit tricky. I think the answer is basically 'yes' since dog biscuits are a type of food. Nevertheless, trying actual dog food would be a more unpleasant experience. Maybe give him half of the points.)

Total score=26 points

Notes

Students do not have to understand all the details; they only need to write 'yes' or 'no', and then calculate his total score.

"used to build the little napsack on the twig"—he means create a homemade napsack using a big handkerchief and put all his stuff in it, and then carry it on a stick (not twig), like a hobo, and escape to his backyard (his new home). This was his way of 'running away from home'. I think Norman Rockwell did a painting of this scene.

"Nightmare on Elm Street"—a classic horror movie.

"Is your refrigerator running?"—If you are stupid enough to answer, you say, 'yes', and then the prankster replies, 'Well, you'd better go catch it!' Ha. Ha.

"Girls Just Wanna Have Fun"—a 70s pop hit; if you are familiar with this song, you probably laughed when you heard this listening!

"Me, [either]."—'neither' is correct.

Page 32, When was the last time you...?

Encourage the students to use the questions as a springboard to a longer conversation.

Students sometimes mistakenly think 'fall in love' simply means 'be in love'. You will need to explain that 'fall in love' refers to the beginning of the experience. In Japanese it is '*koi ni ochiru*'.

Unit 7

Page 34, Warm Up

Students could brainstorm possible questions for each point before beginning.

Page 34, Have you... recently?

Encourage the students to use the questions as a springboard to a natural conversation.

Page 35, Telling a Story

There is more than one possible way to order the pictures—numbers 3 and 4 could be reversed.

Best Order→ (from left to right, top to bottom):
2, 9, 3, 6, 7, 1, 8, 5, 4

Translation of Japanese in illustrations:

bottom left: 'Uchi no Momotaro o sagashite kudasai'—'Momotaro, Missing Dog'; bottom middle: 'Doki'—heart beat effect; bottom right: 'Jyaan'—sound effect of something just finished, and 'Fu'—'Whew!'

Page 37, See vs Meet

Japanese students often use these verbs incorrectly because the same verb is often used in Japanese.

'Ichiro'—Ichiro Suzuki, the famous Japanese baseball player; 'San-chan'—Sanma, an extremely popular comedian and talk show host; sign on statue: 'Hachiko'—a famous dog statue in Shibuya, Tokyo which is often used as a meeting point.

Page 37, An interesting experience

'jan ken pon'—the rock, paper, scissors game to determine a winner and a loser.

You should try to choose an experience that involves multiple steps or actions. If your story involves complex vocabulary, you may need to preteach key words to the whole class before you tell the story.

The losers should take basic notes as they listen to your story, and use their notes later to retell the story.

Page 37, Listening

Do not assume that this listening or the activity is too difficult for your students. You must emphasize that the purpose of the activity is simply to communicate and use the past tense, not to retell the story correctly. Encourage the students to guess and use their imagination to fill in the parts of the story they cannot understand. Some students will have the story wrong, thinking the father got in an accident

or was killed (rather than the brother). This is perfectly okay. Do not correct the first group of students as they retell the story. Their partner will have a chance to clarify the parts that were off when they retell their version.

It may help to preteach the following vocabulary before the initial listening: cop, Dodge Stealth, flipped over, demolished, nowhere to be found, ripped, demolished, healed.

Students should take notes as they listen, writing down the key parts of the story, and later use their notes to retell the story.

Answers:

I tried to write a synopsis of the story but found it too complicated. The teacher should retell the story to the class before the students listen the last time, covering only the key things that happened.

Notes

"[greyhound]"—she meant 'bloodhounds', which are used to search for missing persons, not greyhounds, which are race dogs.

"chasing his blood"—you can't really 'chase' blood. She means following his blood trail.

"walk[en]"—she should have said 'walked'. Native speakers make mistakes, too...

"11 degrees"—minus 12° degrees centigrade.

"[him] and I"—'he and I' is the proper way to say this.

"come up on the...scales"—she means his blood alcohol content was within the legal limit.

"[scrapes] on his hand"—Scrapes, by definition, are not deep and do not require stitches. She must have meant 'cuts'.

Unit 8

Page 38, Vocabulary Building

Translation of Japanese in illustrations:

'gura gura'—boiling effect; 'toro toro'—simmering effect

Page 39, Ingredients you need

Answers:

'OKONOMIYAKI'—kind of a combination of a pancake and pizza. Typical ingredients are flour, water, eggs, katsuo, cabbage, soy sauce, various types of seafood, mayonnaise, etc.

LASAGNA—tomato paste, whole tomatoes, lasagna noodles, ricotta cheese, parmesan cheese, mozzarella cheese, onions, garlic, basil, oregano, parsley, olive oil, bay leaf, sugar, salt, pepper, etc.

BREAD—flour, water, yeast, salt, etc.

'NIKUJAGA'—literally means 'meat and potatoes'. Potatoes, beef, onions, soup stock, sugar, soy sauce, sake, etc.

Page 39, Potato Salad Recipe

This is the best potato salad I have ever had. If at all possible, the recipe should be made with Best Foods mayonnaise, not a Japanese brand.

The steps below the pictures are written in typical recipe style where the definite articles (the) are often dropped before the nouns. Explain to the students that they will need to supply the articles when giving the recipe orally. Students could rewrite the entire recipe before doing it orally, or they could write the articles in the book.

Answers:

12, 7, 4, 3, 8, 1, 5, 10, 11, 6, 9, 2

Page 40, Your Recipe

Invariably you will have one or two (usually male) students who will claim they can't make anything. Simply not true! Emphasize that any dish is acceptable as long as it has 6 ingredients or more. For example, beef curry, 'special' ramen, etc. More complicated recipes, however, lead to more language practice.

It's better if students write their recipes ahead of time as homework.

Page 40, Foods you don't like

You will need to preteach the words 'sticky' and 'salty'. They should already know the other words.

Page 40, Listening

Normally, any close spelling for the answers should be acceptable. Or you can make the game more challenging by requiring the students to have the perfect spelling. If no one has all the answers after the first listening, play the recording again until someone gets them all.

For the second part of the activity students would benefit from reading the tapescript first. For further practice, students can give hints for their own food lists which they create.

Answers:

1. honey 2. grapefruit 3. milk 4. sugar
5. ice cream 6. flour 7. coconut 8. garlic
9. raisin 10. mayonnaise 11. oatmeal
12. popcorn 13. red pepper (or chili pepper, etc.)
14. potato chips 15. yogurt

Page 40, Crossword Puzzle

Tell the students that the words are in *romaji* (romanized Japanese).

Write the following questions on the board for the students to refer to before they begin:

"What's #1 DOWN?" / "What's #1 ACROSS?"

You should tell your students not to yell out their answers, otherwise other groups will overhear and it will spoil the activity. Also, no body language should be allowed. Don't stop the activity until all (or most) groups have finished.

No answer key is given here for how to explain the words because the possibilities are too numerous. If

you are a non-Japanese teacher and do not know what some of the foods are yourself, have the students describe the foods to you.

Unit 9

Page 41, Health Problems

You will need to explain the following vocabulary: throat, swallow, itch, sneeze, stuffed up.

Answers:

E, F, I, G, D, B, H, J, K, L, C, A

Page 42, Pronunciation

Answers:

All have FIRST syllable stress except diarrhea, constipation, and laryngitis which have THIRD syllable stress. Sore throat has second WORD stress.

Page 42, Questions about Sickness

You will need to preteach all new vocabulary.

#4—Students may not understand the difference between 'cold' and 'flu' because in Japanese the same word, 'kaze', is often used for both conditions. You should explain that 'the flu' is more severe and normally accompanied by a fever.

#8—For this question, put the phrase "I'm allergic to..." on the board to give support.

Page 42, Listening

Answers:

1. usually once a year 2. once every two years
3. every week 4. last week; took a lot of vitamin C and drank a lot of water 5. last year; slept a lot
6. yesterday; took some medicine and lay down
7. she doesn't know—a hundred and something
8. no 9. yes, once; (suspected) malaria 10. no
11. eighty 12. some seafoods like shellfish
13. going fast in her car

Notes

"a hundred and something"—100°-105° F is 37.8°-40.5° centigrade.

"twenty times four"—she timed her pulse rate for 15 seconds and multiplied it by 4 to get the 1-minute rate.

Page 43, Vocabulary Mime

Students will need to learn these words in order to do Activity #7.

Answers in Japanese:

cough—*seki o suru*; sneeze—*kushami o suru*; throw up—*haku*; hiccups—*shakkuri*; sunburn—*hiyake*; cavity—*mushiba*

Page 43, Crossword Puzzle

Answers:

DOWN: 1. dizzy 2. cough 3. stuffed up 4. cavity
5. temperature 6. pulse 8. sore throat 12. flu
13. hiccups 15. nauseous

ACROSS: 2. constipation 7. allergy 8. swallow
9. diarrhea 10. headache 11. hurt 12. fever
14. laryngitis 16. sunburn 17. cold

Unit 10

Page 45, Making an invitation on the phone

An alternative way to introduce the dialog would be to do it as a strip story. First introduce the topic/situation. Next, cut out the parts of the dialog so that each turn is on one strip of paper (You will have to rewrite parts of the conversation first so that it is complete). Mix up all the strips and have the students put them in order by giving one strip to each student in the class to memorize, and then having the students find their match by going around the class and saying their line until they have found the line that matches theirs. If you have fewer or more students than the number of lines in the dialog, some students will have to memorize more than one line, or some students will have to double up and work together.

Page 45, Role Play

Translation of Japanese in illustration:
'Yatta...Mufufufu'—'Yes! Hey Hey Hey!'

Page 46, Listening

Answers:

1. pretty good
2. great
3. he's been busy doing schoolwork (studying)
4. go out to eat and a movie
5. Thursday; She promised her brother she would play football with him.
6. Friday
7. 6:00
8. the library (bus stop)

Unit 11

Page 48, Ordering a Meal

Carefully go over the dialog and model it with a few students before beginning.

Page 48, Listening

For the speaking part of the activity, students ask Questions #1-7, but not #8. This is because there is no tipping system in Japan.

CONVERSATION #1

Answers:

1. Thai
2. Longhorn Smokehouse
3. barbecue food (steak, chicken, turkey), cornbread, coleslaw; it's very cheap; it has a nice, casual atmosphere
4. just water
5. French (and sometimes vinaigrette)
6. tirimisu
7. cash
8. no—20 to 25% (because she's a waitress)

CONVERSATION #2

Answers:

1. (nice restaurants like) Thai or buffets
2. Cafe Laufer
3. a tiny cafe with only a few small tables, a small menu with large portions, mostly soups and

sandwiches and lots of great desserts, pretty good value, quiet, not many people

4. usually just water, sometimes iced tea
5. Blue Cheese or Ranch (but it depends)
6. Creme Brulee
7. credit card
8. yes

Notes

"What kind of food is there?"—Normally this would be "What kind of food do they have there?"

"Texasy"—By this she means it probably has a country western motif and perhaps the servers wear blue jeans and cowboy hats.

"sugar-coated crust"—Creme Brulee has a caramelized crust on the top (sugar which has been lightly burned by putting a hot flame to it).

Page 49, Role Play

To make the role play more realistic/interesting you can enlarge the checks in the Student's Book, (color) copy them, and give each student 3 checks.

You will need to explain who should say the expressions in the bubbles. The two bubbles on the left should be said between customers. The bubbles on the right should be said between a customer and the waiter.

Foreigner Interview Project

The unit below was originally part of the First Edition of the Student's Book. You may want to photocopy the instructions for the students to use.

1 Preparation

This unit is a project. The project is to write a survey on a topic (of your choice), and then go out and interview foreigners. You will work in groups of two or three. You will tape record (or video) your interviews, listen to them again later, and finally give a report on your interview experience to your class.

HOW TO PREPARE YOUR SURVEY:

Choose a topic and write about 10 related questions. Make sure your questions are interesting and allow you to ask follow-up questions! For each question, write 2 possible follow-up questions. When you are done, practice your survey with several classmates and with your teacher. Do you need to change any of your questions?

☞ Excuse me, we're doing a project for our English class. Do you mind if we ask you a few questions?

If refused say, "Thanks anyway."

It will take about 10 minutes. Is that OK?

☞ Where are you from?

How long have you been in Japan?

☞ Our survey is about (*topic*).

Ask your survey questions.

☞ That's all. Thank you very much for your time!

2 Interviews and Oral Reports

1. Think of a place in your city that has a lot of foreigners and would be a good place for doing interviews.
2. Go out and interview 2 foreigners, each for about 10 minutes. Tape record (or video) your interviews!
3. Listen to your interviews and prepare an oral report for your class.

NOTE TO TEACHER:

If you are teaching in a remote area where there aren't many foreigners, you can invite foreign colleagues or friends to your class to be interviewed instead of having the students go out.

Unit 12

Page 50, Warm Up

This activity can be interesting if done properly. Warn the students not to mention classroom objects for their words. Also, Partner B should say a related word that will make it *natural* for Partner A to say, "Why did you say...?" For example, if Partner A says, 'mother' Partner B should NOT give the name of his/her mother as it would be obvious why s/he chose that word. Try a few examples with your students before they begin.

Page 50, Circle Stories

Translation of Japanese in illustrations:

TOP: 'Aah. Achi.'—'Wow, it's hot!'

BOTTOM: 'Haaa...'—sighing effect.

Page 51, Why were you...?

You will need to preteach all new vocabulary.

Students may have trouble coming up with a believable excuse for a few of the questions. Tell them to skip the tougher ones, and do the easier ones first.

Page 52, Listening

Tell the students to number the questions from #1-10 before they listen so they will have reference points to use. Stop and repeat each question 2-3 times, giving students time to write the answers.

Preteach the following vocabulary before the students listen: break in, play, props, break up (with someone), bet.

Matt (not Hayley) answers the final question due to the nature of the question itself.

Answers:

1. She saw a light and was checking that no one was breaking in. 2. She's really afraid of flying and she thought they were going to crash, so she asked the pilot if everything was okay. 3. She's in a play and the props were the snake and chair. 4. Her boyfriend broke up with her. 5. It was Halloween (and everyone dresses up). 6. She felt sick after eating her meal. 7. She lost a bet with her friend so she

had to run naked through her neighborhood. 8. Her friend asked her to so she could buy a ticket to Europe. 9. She was planning a surprise party for her boss. 10. Before the party he dressed up as a girl and he forgot to take the wig off.

Page 53, Past Progressive and Simple Past

When students continue the stories, it will be much more interesting if they try to make them sensational.

Unit 13

Page 54, Buying a shirt...

When finished, have the students switch roles and practice again.

Page 55, Listening

Answers:

- | | |
|---------|----------|
| 1. 1120 | 7. 1700 |
| 2. 1350 | 8. 7500 |
| 3. 845 | 9. 2614 |
| 4. 1812 | 10. 8680 |
| 5. 3300 | 11. 6718 |
| 6. 5750 | 12. 9999 |

Page 55, Numbers Game

If your class is quite large, this activity will work better if you divide the class into two groups.

Page 56, Can you guess the price?

For larger classes this activity works better by dividing the class into 2 or 3 groups and having a secretary from each group write their group's guesses on the board.

In order to come up with a dollar price, students will have to first mentally guess the price in yen, and then convert it to dollars using an exchange rate.

These were the retail prices in 2002 when the yen-dollar rate was 130. You can adjust the prices (if you like) by adding ~3% inflation per year, or by adjusting the exchange rate.

Answers: TV: \$2,461 (¥320,000); Phone: \$292 (¥38,000); Washlet: \$1,031 (¥134,000); Fax: \$985 (¥128,000); Handycam: \$1,369 (¥178,000); Rice cooker: \$492 (¥64,000)

**Disclaimer: Aforementioned companies do not necessarily endorse these prices for their products nor the product's use in this type of language game.

Page 57, Card Game

Only some of the expressions are covered in the unit. This game is meant to be a learning experience, preparing the students for the following activity, rather than review.

Let the students know the point value of each card. If students are raising their hands too quickly and guessing incorrectly, you can subtract points to control the pace of the activity and make it more fair.

The cards are on pages 74 & 75 of the Student's Book. If possible, use a color copier to copy the cards. You can enlarge them if you like. If you want to make real cards to use, you can glue the paper onto thin cardboard or laminate them. This way the cards can be reused for future classes.

For larger classes, this activity can be done in groups of 8-15 students, where one student plays the role of the teacher.

Page 57, Skits

Preparing for the skits can take up valuable class time. It's best to give a time-limit to complete the skits. If you don't want to use class time, students can prepare their skits for homework.

There are 3 ways to perform the skits. The method you choose will depend on your class size and time constraints.

1. Each group performs their skits (as they are completed) outside in the hall for the teacher. This method saves time as the faster groups can perform first.
2. Each group performs their skits in front of the class. This method takes more time as you must wait until all the groups are ready to begin.
3. Each group performs their skits in front of a pair group. This method may be less intimidating than #2, but you won't be able to give the students as much support.

Unit 14

Page 58, Warm Up

Possible answers:

TO PREPARE: keep a portable radio with batteries, flashlight, first aid kit, bottled water, canned food.

WHEN IT HAPPENS: stay calm; stand in a doorway or hide under a strong table or desk; stay away from windows, trees, and electric lines.

Page 58, A 'Japanese' Breakfast

Answers will vary. The following are not definitive answers. Also, either 'should' or 'supposed to' can be used for most of the mistakes.

Answers:

1. You're supposed to serve raw egg with soy sauce, not ketchup.
2. You should cut the tofu into small squares.
3. You should cut the *wakame* (seaweed) into smaller pieces.
4. You're supposed to slice the *takuan* (pickles).
5. You're not supposed to serve miso soup in a regular bowl; you should use a smaller bowl (*owan*).
6. You shouldn't put a plate under the bowl.
7. You shouldn't put a spoon with the soup; Japanese don't eat miso soup, they drink it.
8. You should put rice in a bowl (*chawan*), not in scoops on the plate.
9. You're supposed to serve *takuan* and fish on smaller, individual serving plates.

10. You're not supposed to serve *senbei* (rice crackers) or grapes for breakfast.

11. You should put the chopsticks close together and parallel to each other.

12. You should place the chopsticks in the opposite direction (to the left).

13. You're not supposed to put the chopsticks on a napkin; you should use a special chopstick holder (*hashioki*).

14. You should serve green tea in a special green tea cup (*yunomi chawan*), not in a coffee cup.

15. You shouldn't put sugar (or a spoon) on the tea saucer; Japanese drink it straight.

Page 59, Giving advice

You will need to preteach all new vocabulary.

Answer: 'should/ought to' is the least formal (least direct). The rest are about the same level, but it depends on the tone of voice in which they are said.

Encourage students to use their imaginations, creating their own extra details for each situation in order to make their conversations more natural and realistic.

'dani'—mites; 'sugi'—cedar; 'sento'—public bath

Translation of Japanese in illustrations:

GUY: 'Gomen'—'Sorry.'

GIRL: 'Fuun. Aitsu mo kekkyoku sonnani warui yatsu janaikamo! Mo ichido chansu agechaokana...' 'Hmm... He isn't that bad of a guy after all. I might just give him another chance.'

Page 59, Listening

Don't forget to have your students do the last part of this activity where they work with a partner and decide which advice is best. Don't let them speak Japanese when doing this!

CONVERSATION #1

Answers:

1. exercise
2. try a patch or gum
3. use earplugs
4. drink a glass of water while hanging upside down
5. eat one bowl of oatmeal every day
6. see a doctor
7. go to more clubs and parties (and try to introduce yourself more)
8. buy a diamond ring or take her to dinner.

CONVERSATION #2

Answers:

1. exercise and watch what you eat (don't eat fatty foods; don't eat McDonald's; eat more fruit, more vegetables)
2. try to cut down, smoke less and less
3. use earplugs
4. drink water
5. keep fit and healthy (by eating good food and exercising).
6. try meditation and yoga exercises
7. go out with her and all her girlfriends (and he can meet them).
8. a big basket of fruit

Who gave the best advice?: Some items do not have a definitive answer.

1. Hayley's advice is probably better since she covers his diet as well. Her advice is more complete.
2. Tough one! I think a patch or gum is better advice since trying to smoke less and less is usually futile.

3. both the same 4. Matt said he had already tried hanging upside down and drinking a glass of water, so Hayley's advice is better. 5. Unless you really love oatmeal, Hayley's advice is better. 6. Tough one! If he's had the problem for three years, yoga may not help (?). 7. Since he's so shy, Hayley's advice, to me, is clearly better. 8. This is a tough one, too. But since Matt's wife's favorite thing in the whole world is fruit, fruit is a better gift than dinner. The ring is not an option since Matt can't afford it.

Unit 15

Page 62, What would you do if...?

Preteach the following vocabulary before the students get a partner: pervert, bend over, tear wide open, bald. Encourage students to use "I would..." when answering.

Page 62, Listening

Answers:

(A) 1. scream (really) loud and then find someone to kill it 2. offer to pay for the broken window 3. ask him to move, and if he refused she would change seats 4. She would go to Japan. 5. a travel photographer (B) 1. cry and then hurry back home (to her dorm as soon as possible) to change 2. yell at her brother, tell her boyfriend what happened, and then maybe bake some more 3. buy a wig 4. give all her money to him 5. a photo album (the first one she could grab)

Page 64, Practice

Give the students about 5 minutes to roughly memorize the information before they begin.

Unit 16

Page 65, Questions about Movies

Students should NOT write out the questions; they should only unscramble them mentally.

Page 65, Listening

CONVERSATION #1

Answers:

1. action movies and scary movies 2. Sandra Bullock and Sylvester Stallone 3. 'Wild Hearts Can't Be Broken' 4. yes (sometimes two times at the theater or many times at home) 5. whenever she gets a chance 6. 'The Stand'; very good (but very long); she can't remember

CONVERSATION #2

Answers:

1. comedies 2. Chris Farley and Adam Sandler 3. 'Good Will Hunting' 4. Yes, definitely. 5. very rarely (because they are too expensive) 6. 'A Beautiful Mind'; great, really interesting; Russell Crowe

Notes

"Wild Hearts Can't be Broken"—1991 film based on the true story of Sonora Webster, a stunt rider whose famous trick was to dive on horseback into a tank of water.

"The Stand"—1994 film based on the novel.

"Good Will Hunting"—1997 film with Robin Williams, Matt Damon, and Ben Affleck.

"Tommy Boy"—1995 Chris Farley comedy.

"A Beautiful Mind"—2001 film with Russell Crowe.

Page 66, Describing Movies

Students may only know the Japanese name for the Wizard of Oz, so accept the Japanese name.

Answers:

Roman Holiday, Jaws, The Wizard of Oz (*Ozu no Mahootsukai*), Rocky, Superman, Titanic

Page 67, What's on TV tonight?

You will need to bring in copies of a current TV schedule from a Japanese newspaper for this activity.

Page 68, Movie Trivia

Answers:


(A): 1. Mel Gibson 2. Austria 3. Gotham City 4. Sylvester Stallone 5. James Dean, Bruce Lee 6. a reporter (or journalist) 7. Top Gun 8. Marilyn Monroe

(B): 1. Arnold Schwarzenegger 2. Adrian 3. Tom Hanks 4. neko bus (cat bus) 5. in the shower 6. three 7. New Zealand (He grew up mostly in Australia, but was born in NZ) 8. Belle and Gaston

Unit 17


The questions on the gameboard can be used for evaluation/test purposes as well. Students can answer the questions in pairs as you evaluate them.

★
You don't know how to say "yasui" in English.



How do you say "yasui" in English? ★

★
You ask your teacher how to spell her name.



How do you spell your name? ★

★
Your partner doesn't know it is his turn.




It's your turn. ★

✿
You don't know what the word "cheap" means.



What does "cheap" mean? ✿

✿
You don't understand your teacher and don't know what to do.



I'm not sure what to do. ✿

✿
You didn't hear what your partner said.



I didn't catch what you said. ✿

★
You want your partner to say something again.




Could you say that again? ★

★
You do not know the answer.



I don't know. ★

★
You want to know when to give some homework to your teacher.



When is ____ due? ★



**You don't know
whose turn it is.**



Whose turn is it?

**You want to know if
your classmate has
a partner.**



Do you have a partner?

**You want to go to
the restroom.**



*Could I go to the restroom,
please?*

**You want to be
partners with your
classmate.**



Let's be partners.

**You are late for class;
you walk into the
classroom and say...**



I'm sorry I'm late.

**You don't understand
what your partner
is saying.**



I don't understand.

