

# Talk a Lot

## Book 1

SECOND EDITION



# TEACHER'S GUIDE

# CONTENTS

<b>I. General Introduction</b>	1
<b>II. Answer Keys &amp; Notes</b>	4
<b>III. Tapescripts &amp; Key Vocabulary</b>	14

# 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 activity, or by skipping other activities.

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

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 2-3 minutes at the beginning of a course and build up to 10-15 minutes by the end (for false-beginners). Over the years I have noticed that whenever I fail to have the students

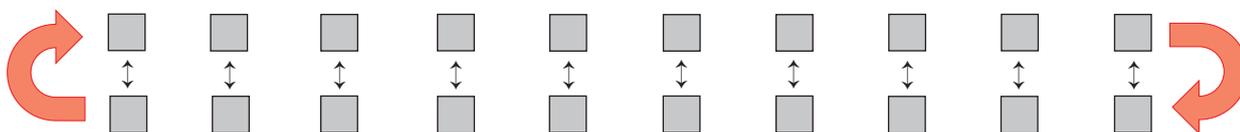
do free conversation at the beginning of class, they often speak much more Japanese and the class generally is not as successful. Free conversation works because it warms the students up, and it gives them the sense that English can be used for *real* communication.

**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 listening activity. 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 photocopyable 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](http://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 12 & 13) 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, 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 4, Listening

Answers:

1. (surfing and snowboarding) Which sports do you like?
2. (reggae) What kind of music do you like?
3. (only when her parents visit her and they pay for it or not very often) How often do you eat out?
4. (No) Do you have a part-time job?
5. (working for her dad at a water-ice stand) What was your first job?
6. (She lives in her sister's dorm room now. She's going to live with 3 guys.) Do you live alone?
7. (a car) What is something you want to buy?
8. (Stephanie's brother) What kind of person do you want to marry?
9. (take pictures) What's something you do well?
10. (a bird) What kind of animal would you like to be?
11. (Italy) What's a place you want to visit someday?
12. (to be a freelance photographer, work for herself and to marry Stephanie's brother) What's your future dream?

### Notes

It's best to give a bit of background information on

Stephanie and Nina before playing the recording. Stephanie and Nina are very close friends; Nina is planning to marry Stephanie's brother, and they own a car together.

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.

"water-ice stand"—Her father owns a restaurant, and outside the restaurant they had a snow cone stand, which they referred to as "water-ice stand". "Snow cone" is the normal expression.

"plan to live with"—Nina just moved to the university and will soon move into a house and live with three boys.

"one that works"—Nina and Stephanie own a (very old) car together. The windows don't work properly and it has lots of other problems.

"my puppies"—Stephanie must own some puppies which Nina had seen before (and adores).

### Page 5, Personal information

Have the students stand up and mill about the room when doing this activity. Explain how to say the Japanese addresses (refer to the gray examples in the chart) before starting. In most teaching situations students should feel comfortable divulging the answers to the questions. However, if necessary you can tell the students they can easily fabricate their answers to the more personal questions.

## Unit 2

### Page 6, Likes and dislikes

Students can simply tell about their likes/dislikes, or they can ask each other (What is something you hate? etc.). While listening to their partner, encourage students to use "Me, too." or "Me, neither." (if appropriate).

### Page 7, Do you like...?

Carefully go over the dialog example and model it with a few students before beginning. Encourage the students to extend the dialog into a conversation by asking more questions.

"Sanma"—a comedian; "Tamori"—a TV personality; "Seiko Matsuda"—a singer; "Mariko Hayashi"—a writer; "Masami Hisamoto"—a comedian; "SMAP"—a group of singers, actors, and comedians; "The Giants"—a Japanese baseball team

## Unit 4

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### Page 8, Listening

#### Answers:

MOVIES→ 1. small budget (movies), foreign films, more arty films 2. He doesn't have one.

3. Dreams, Toto le Heros, Bleu 4. once or twice a month 5. not very often 6. American Beauty

FOOD & DRINK→ 1. Thai or Greek 2. pizza; beef 3. (He eats out for lunch) 5 days a week; he rarely goes to coffee shops. 4. once a week or once every two weeks (1 or 2 drinks) 5. kava 6. He's never had sake.

#### Notes

This listening is a bit difficult, but students should be able to get most of the answers. However, it's better to preteach the vocabulary for the first question.

"with Tom Cruise"—At the time of recording Penelope and Tom appeared in "Vanilla Sky" together and were a real life couple as well.

"Dreams"—a 1990 Japanese film.

"Toto le Heros"—a 1991 French film, "Toto the Hero" in English.

"Bleu"—a 1993 Polish film, "Three Colors: Blue" in English.

"American Beauty"—a 1999 US film.

"don't consider it ethnic in Hawaii"—Kalani lives in Hawaii where the people eat ethnic food almost every day, so Thai food (etc.) isn't really 'ethnic' for them.

"kava"—a relaxing natural drink made from the root of a species of pepper plant. It has been used by Pacific Islanders for over 3,000 years. It purportedly has the ability to relax the body and provide mental clarity, etc.

## Unit 3

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### Page 10, Relatives

#### Answers:

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

### Page 11, Your family

The illustration depicts a very common mistake Japanese students make, which comes from Japanese.

### Page 11, Listening

#### Answers:

NINA→ single, 1 sister (Christina:18, almost 19) and 1 brother (Tony:17); STEPHANIE→ single, 3 (older) brothers (Eric:26, Kris:24, Dana:21); MARY→ married, 5 children (Ron:35, Marilyn:39, Eric:44, Steven:45, Janet:48), 1 brother:76

#### Notes

To help the students with the spelling of the family member's names, write them on the board after the first listening.

### Page 16, Picture game

Duplicate (and cut out) as many pictures as necessary so that there is a matching pair for every two students. The pictures are on page 77 of the Student's Book. If possible, use a color copier to copy the pictures.

### Page 17, Listening

#### Answers:

MOTHER→ 5'3", light brown hair (starting to grey), dark brown eyes, roundish face, (fairly) skinny; FATHER→ 5'7", about 160 pounds, really big stomach, long grey hair (starting to thin on top); BEST FRIEND→ 6', bright red hair, bright green eyes, lots of freckles; IDEAL PARTNER→ 5'11", dark brown eyes, dark skin; FAVORITE ACTOR→ Robert DeNiro: 5'11", about 170 pounds, mole (or birthmark) above his lips

#### Notes

It's best to preteach some of the new vocabulary for this listening.

Americans say both "five foot three inches" and "five feet three inches", but more commonly just say "five three".

It's useful to teach the following formulas so that the students will be able to calculate their own height and weight:

1 inch =2.54 cms

1 pound =.4536 kilos

Technically Robert DeNiro has a mole, not a birthmark, but North American English speakers often do not distinguish between the two words. A birthmark is more of a flat, wine-colored mark.

### Page 17, Present Progressive Mime

This activity (and the following one) prepares the students for Activity #9.

### Page 17, Picture Differences Race

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.

#### Answers:

1)Mary is putting on makeup in A and relaxing in B, 2)Alan is looking for his glasses in A and jogging in B, 3)Shiro is fighting with a dog in A and kissing a dog in B, 4)Pat is carrying her bike in A and fixing her bike in B, 5)Dave is eating lunch in A and playing cards in B, 6)Cindy is sitting on a bench in A and talking with her friends in B, 7)Ed is barbecuing (or cooking) in A and reading in B.

## Unit 5

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### Page 19, Occupations

Answers:

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

### Page 20, Listening

Answers:

1. (What) He works at a coffee shop. 2. (Where) Starbucks 3. (How) He enjoys it; He enjoys the people. 4. coordinates work, makes (perfect) beverages 5. (How) about 5 6. (What) weekdays starts at 3:30 and finishes at 12:00; weekends starts at 5:00 and finishes at 1 a.m. 7. sometime between 6:30 and 7:30 8. (What) It takes about half an hour, so about 12:30 on weekdays (and 1:30 on weekends) 9. (Do) Yes (about 5 hours per week) 10. Yes, always. 11. (Do) Yes, often. 12. (How) \$7.75 per hour (and time and a half for all overtime)

### Notes

"because I'm not in school right now"—most of the employees at this particular Starbucks are college students.

"schedule is floating"—this is not normal usage; "schedule is not fixed" or "always changes" would be more common.

"sorry to ask this question"—It's not normally polite to ask a full-time worker how much they make. For part-time work, it is not considered rude.

"time and a half"—There is a law in the USA that workers must get 150% overtime pay (of the normal hourly rate) if they work over 40 hours per week.

### Page 20, Work Interview

After the students have memorized their information they shouldn't look at p.21. For the last part of the activity, if a student doesn't have a job, s/he can make up the information.

## Unit 6

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### Page 22, The Past Tense

Encourage students to talk naturally and ask questions when using the verbs to tell about their experience.

### Page 22 & 27, About Yesterday

Translation of Japanese in illustrations:

A: #6 "Hachiko"—a famous dog statue in Shibuya which everyone uses for a meeting point; "Yo"—Hello, Hey; #10 "Doraibu ni ikoo"—Let's go for a drive.

B: #4 "Gakuenmae"—probably a station in front of a school; #5 "How are you?" and "Eigo de hanashiteru"—speaking in English; #11 "Shukudai"—homework.

### Page 23, Used to

Give a few examples from your own life and have the students guess for a warm-up.

### Page 24, How was your vacation?

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

### Page 24, Listening

Answers:

1. Great. 2. Las Vegas 3. about 2 weeks 4. by herself at first, then her friend joined her 5. looked at casinos and saw the sights 6. at her friend's house 7. spaghetti, cheesecake, etc. 8. candles and stuffed animals 9. about \$550 10. all the theme hotels, especially the water show at the Bellagio (and seeing her friend)

### Notes

"the Cheesecake Factory"—an American restaurant chain that serves cheesecake and lots of other food.

### Page 25, The Past Tense Game

Encourage the students to use the cards as a springboard to natural conversation. Give examples first from your own life.

### Page 26, Saikoro (Dice) Talk

Due to the personal nature of this unit, as much as possible, try to group students together who are friends, or at least know each other somewhat. The students will open up much more if you group them this way, and if you encourage them not to be shy and to try to lose their inhibitions as well.

For this activity you will need a die (dice), 9-12 slips of paper and a plastic or paper bag for each group of 3-4 students. Most students are familiar with this talk show, so it needs little explanation. Suggested time for the activity is 30-60 minutes. You may be surprised at how much your students talk—those dice seem to have some kind of magical power!

Translation of Japanese in illustrations:

"Nani ga deru kana?"—literally, "What will happen next?" But here it means, "I wonder what I will roll?" This is the theme jingle for the TV program.

## Unit 7

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### Page 28, Discussion about Sports

The 3 sports you can't "play" are bowling, skiing, and surfing. You will need to explain the difference between "follow" and "watch" in Question #2. You will need to explain that the examples given in Questions #4-5 and #8-9 are only examples—they are supposed to ask about their partner's *favorite* sport in more depth for these questions. Also, for Question #11, it will be necessary to explain the vocabulary carefully as "shape" refers primarily to cardiovascular condition rather than body shape.

## Page 29, Listening

### Answers:

1. Yes—basketball, soccer, softball (used to), skiing
2. follow: nothing; watch: basketball and occasionally football
3. basketball
4. She's okay.
5. in the fourth grade
6. it's active and (she can meet) friends
7. golf—it's boring and slow
8. the court outside of school
9. every day
10. every day
11. Yes—pretty good.
12. Yes—basketball.
13. She doesn't know.
14. Not really.
15. polo, running, hockey

### Notes

"Superbowl or...my dad"—Her meaning here is unclear; perhaps she watches the Superbowl with her dad.

"the point of THAT ONE"—By 'that one' she means hockey.

## Unit 8

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### Page 30, Country, Nationality & Language

#### Answers:

China→Chinese, Portugal→Portuguese, Taiwan→Chinese, Vietnam→Vietnamese, The U.S.→English, Korea→Korean, Mexico→Spanish, Malaysia→Malay & English, India→Hindi & English, Italy→Italian, Germany→German, Australia→English, Russia→Russian, Canada→English & French, Indonesia→Indonesian, Brazil→Portuguese, England→English, Spain→Spanish, Ireland→English, France→French, Thailand→Thai, New Zealand→English (and Maori officially)

### Page 31, Do you like Mexican food?

Encourage the students to talk naturally and ask more questions.

### Page 31, Listening

#### Answers:

STEPHANIE→ Mexican: Yes (loves it). Tacos and nachos; Chinese: Yes (loves it). Nothing (She can't make anything.); Indian: She's never had it.; Italian: Yes (loves it). Pasta (with breaded chicken) and garlic bread; Korean: She's never had it.; Thai: Yes. Nothing (She can't make anything.)

### Notes

"throw the cheese"—She means "throw the cheese on top (of the chips.)"

"moogooaipan"—Chinese cabbage with chicken, mushrooms, bamboo shoots, etc. in a light brown sauce.

"like vegetables...like chicken"—the word 'like' here carries no real meaning. It functions like the filler 'sa' in Japanese.

"marinara sauce"—a basic tomato sauce with onions and spices.

"specifically"—as used here, this word means 'really'.

DAVID→ Mexican: Yes (loves it). 'Mole'; Chinese: Yes (Sure). Stir fry (any kind); Indian: No (not particularly). Curries; Italian: Yes (loves it). Risotto (and pasta); Korean: Yes. Kalbi (basic barbecue items) and soups (kimchee chige, etc.); Thai: Yes. Curries (red, green, Penang).

### Notes

This conversation is quite tough. You may need to preteach some of the vocabulary. Also, emphasize to the students that they merely need to write his basic answers, not understand everything.

After the interview, 20-year-old David confessed that it is very easy for him to find a girlfriend due to his impressive culinary skills.

"curried soups"—Korean soups do not include curry; what he meant to say was "soups with red pepper".

"Penang curry"—a Thai curry most probably imported from Malaysia.

### Page 33, Country Trivia

#### Answers:

The answer for Partner B, #5 was Spanish at the time of publication, but English was a very close third. This may have to be updated.

A answers→ 1. Germany 2. Italy 3. English & Chinese 4. Sao Paulo 5. Chinese 6. Indonesia 7. Spain

B answers→ 1. Thailand 2. New Zealand 3. India 4. Mexico City 5. Spanish 6. Japan 7. U.S.A., Canada, Australia, New Zealand & Singapore

## Unit 9

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### Page 34, The Present Perfect

Japanese students often have problems with using the present perfect and thus the Grammar Hint. The incorrect sentences are common mistakes.

"Sazae-san"—a popular cartoon on TV

#### Translation of Japanese in illustration:

This is a sound effect showing he is winning, and a lot of steely balls are coming out of the pachinko machine.

### Page 36, Have you ever...?

This is a great way to review and check students. It's also great listening practice as the students must listen *carefully* to see if anyone else has asked the question they have prepared. For extra practice, have them ask you follow-up questions, too.

### Page 37, Listening

#### Answers:

1. Hawaii—3 times; 2. her dad's restaurant—over 200,(but probably 1000 times); 3. Magnolia—10 times; 4. her car—about \$400; 5. 13 hours—she was up all night studying; 6. black pudding (dried cow's blood)—at home (at her house); 7. 4 hours—Stephanie's brother

## Notes

"my dad's restaurant"—Nina's dad owns a restaurant.

"Magnolia"—1999 movie with Tom Cruise.

"black pudding"—there are many variations of this dish, often using curdled and boiled pig or sheep's blood.

"your brother"—Nina is engaged to marry Stephanie's brother.

## Unit 10

### Page 38, Prepositions of place

You will need to preteach all new vocabulary.

### Page 39, Picture Differences Race

Answers:

1)The phone is between the desk and the TV in A and to the right of the TV in B, 2)The book is in the drawer in A and on the floor and in front of the desk in B, 3)The plant is in the corner in A and next to (or to the left of) the easy chair in B, 4)The dog is under the table in A and on the table in B, 5)The plate is on the table in A and on the sofa in B, 6)The lamp is behind the sofa in A and next to (or to the right of) the desk in B, 7)The picture is to the right of the door in A and to the left of (or in between the window and the door) the door in B.

### Page 41, Activity #5, Activity #6

Answers: 1, 7, 8, 2, 4, 5, 3, 6; left, right; left, right, end

### Page 42, 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.

### Page 43, Directions Race

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 43, Listening

Answers:

ED→ 1. Kailua; 2. on the other side of the mountains (from Honolulu); 3. a house; 4. 4 bedrooms & 4 baths; 5. yes—very much; 6. downtown (Honolulu); 7. by bus 8. sometimes (about once a week); 9. 35-45 minutes (45 if lots of traffic); 10. 35-45 minutes

NANCY→ 1. Hickam Air Force Base; 2. near the airport; 3. a house; 4. about 1700 square feet, 2 bedrooms & 2 bathrooms (pretty big); 5. yes; 6. downtown; 7. by car (drive) 8. no; 9. 45 minutes; 10. 45 minutes

## Unit 11

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

### Page 45, Role Play: Calling a Restaurant

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

All the restaurant information is authentic. Keo's was voted "#1 Thai restaurant in the USA" by the prestigious Bon Appetit magazine. You can see pictures of many famous celebrities who have dined there on the wall as you enter. Highly recommended.

### Page 46, Making plane reservations

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. 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 48, Listening

Answers:

1. all 4 answers; 2. lots of hiking places; 3. fishing, visiting the leper colony; 4. the volcano, Haleakala, the beautiful town of Hana; 5. the volcano, rainforests, nice beaches, beautiful valleys; 6. Kauai; 7. Kauai; 8. 15 times; 9. go hiking, go swimming; 10. in a cabin or a condo

## Notes

On the island of Molokai there is a small village, Kalaupapa, where there is a leper colony. It was first established in 1866 to combat leprosy. Father Damien worked among the lepers, helping them for 16 years until his death. His accomplishments were quite remarkable.

The drive to the town of Hana is one of the most breathtaking in the world. Hana has white sand, black sand and red sand beaches, waterfalls, and endless miles of hiking trails through the jungle along the beach.

"we would stay in a condo"—what Ed meant is that they stay in a cabin in the state park, but when they move down to the beach then stay in a condo.

# Review 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. Preparing for the skits/videos can take up a lot of valuable class time. If you don't want to use class time, students can prepare their skits/videos for homework.

## WARM-UP:

Look back at Units 1-11 and copy down 10 words or expressions that you have learned. Hide your words! With a partner, give hints for your words, and guess what your partner's words are.

## 1 Skit / Video Preparation

This project is a review project. You will work in groups of 3-4 and make a skit or video together based on things you have studied in Talk a Lot. If no video camera is available, you can do skits.

### HOW TO MAKE YOUR SKIT/VIDEO:

1. Choose *one* or *two* units for your review focus.
2. Your skit/video can be in the style of a show normally shown on T.V.: a drama, game show, documentary, news program, commercial, etc. Or, if you'd like, you can make your own style.
3. Write a script for your skit/video trying to use the *grammar* point or *function* from the unit(s) you chose. Use the grammar/function only where natural! Also, try to include 5-10 vocabulary words or expressions from *any* unit. Your performance should be about 5-10 minutes long.
4. Most importantly, remember that your skit/video must be interesting and/or funny! The whole class will watch you—so entertain them! Bring props if you can.
5. Memorize your lines and then practice together several times to prepare.

## 2 The Performance

Watch each group's skit or video together as a class.

# Unit 12

## Page 50, Describing Japanese Things

### Answers:

B, H, F, G, E, C, A, D

It would be unnatural to expect students to describe the items exactly like the text.

## Page 50, Crossword Puzzle

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

"What's #2 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 because the possibilities are too varied.

## Page 53, Japanese Yen

### Answers:

¥1,000	<i>sen (en)</i>	¥500,000	<i>gojuman</i>
¥5,000	<i>gosen</i>	¥1,000,000	<i>hyakuman</i>
¥10,000	<i>ichiman</i>	¥1,300,000	<i>hyakusanjuman</i>
¥15,000	<i>ichimangosen</i>	¥2,000,000	<i>nihyakuman</i>
¥50,000	<i>goman</i>	¥2,500,000	<i>nihyakugojuman</i>
¥100,000	<i>juman</i>	¥5,000,000	<i>gohyakuman</i>
¥150,000	<i>jugoman</i>	¥11,000,000	<i>issenhyakuman</i>
¥200,000	<i>nijuman</i>	¥50,000,000	<i>gosenman</i>

## Page 53, Listening

Answers: 1. 1,500 2. 6,750 3. 17,200  
4. 25,500 5. 75,000 6. 136,000  
7. 270,000 8. 512,000 9. 880,000  
10. 1,500,000 11. 4,500,000 12. 9,400,000  
13. 23,000,000 14. 25,712,000 15. 47,000,000

### Notes

Notice David says both "ONE hundred and A hundred." Both are common.

## Page 54, 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.

These were the retail prices in 2002. You can adjust the prices (if you like) by adding ~3% inflation per year.

Answers: Cat toilet: ¥2,800; Printer: ¥57,800; Toothbrush: ¥18,000; Ring: ¥1,040,000; Car: ¥2,205,000; House: ¥26,513,000

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

# Unit 13

## Page 56, Present Progressive...

To make their conversations more natural, students could also plan *where* they will meet.

## Page 57, Listening

### Answers:

homework: No; stay up: Yes; wash dishes: No; watch TV: No (probably not); eat out: No (probably not); do laundry: Yes; take it easy: Yes; go anywhere: Yes; get married: Yes

### 4 follow-up qs/answers:

1. What time do you think you'll go to sleep tonight? (around 3 a.m.)
2. Can you wash my clothes for me? (Yes)
3. Where do you think you'll go? (Black Island)

4. That's when your brother got married, right?  
(Yeah)

### Page 59, Will for intentions, promises, and offers

The students should memorize and perform their mini-conversations *one at a time*. There are 3 ways to perform the conversations. The method you choose will depend on your class size and time constraints.

1. Each group performs their conversations (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 conversations 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 conversations 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

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If you teach high school students, your students can talk about junior high school for the warm-up, and Activity #2-4, 8, and 9.

### Page 60, Vocabulary Building

Answers:

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

### Page 61, High School Teachers

"Mr. Iida", "Ms. Yada"—This is a play on words. 'Ii' means 'good', and 'yada' means 'no good'.

### Page 61, Listening

Answers:

1. Millburn High School;
2. public;
3. co-ed;
4. Yes, (very much so.);
5. No;
6. Yes—Amnesty International;
7. Yes—cross country running;
8. Washington, D.C.;
9. work (in kitchens);
10. Glen Jacobson / Yes, (absolutely);
11. He was caught smoking (a cigarette) in the boys' room. (He had a one-week detention as a punishment.);
12. His cross country team won the state finals. / The time he got caught smoking in the bathroom.

### Notes

Students may mistakenly think the answer to #9 is "go to summer camp." Before you play the recording, forewarn the students that this is not the answer.

"Glen Jacobson"—the spelling could very well be incorrect as there are several variants on both names.

"That's terrible!"—This is said facetiously. Getting caught smoking normally isn't major trouble at a typical American high school.

"You couldn't go to school for a week?"—Dave misheard and thought he said 'suspension.'

"no big deal, right?"—Dave said this because the population of Alaska is so small.

### Page 62, The Strange New Student

NOTE: This activity was revised in 2009 so that the character in the illustration is an alien rather than a foreigner. Thus, the illustration in the copy of the book that you have may be slightly different from that of your students.

Answers: Smoking/Drinking is not allowed; Shorts/Pierced earrings/Beards/Tattoos/Knives/Motorcycles/Dogs are not allowed.

Answers could be given in the "You're not allowed to..." pattern as well.

Translation of Japanese in illustration:

"OX koko wa doko desuka?"—"Where is OX high school?"

## Unit 15

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Before you do Activities 3-5 it is best to explain that in tourist areas in Thailand *English* is the language used for most interactions with tourists.

### Page 64, Vocabulary Building

Answers: G, D, I, H, F, C, B, E, A

Also, refer the students to the illustration, as they will need to know what a 'tuk tuk' is for the following activity.

### Page 67, Listening

There is quite a bit of difficult vocabulary in this listening. Either preteach some of the new vocabulary, or tell the students to write the gist of his answer in their own words.

Answers:

1. 3 times
2. you (can) see a different culture (country), (environment), (there's) lots to learn, prices are low, it's great for shopping
3. sightsee(ing) (go to temples, the Golden Palace, the Floating Market, the night market, elephant camp, butterfly farm, snake farm).
4. no
5. yes
6. good and (wonderfully) cheap
7. Sometimes overcast, sometimes pretty hot. Generally, warm and muggy. (His answers vary because he has been 3 times.)
8. no

### Notes

"won't find in Hawaii"—Marcus lives in Hawaii.

"The Floating Market"—small, wooden boats laden with fruits, flowers, vegetables, and other produce make for a colorful, bustling scene on the canals.

"Chiangmai"—a major city in Northern Thailand.

Translation of Japanese in illustration:

These are the sounds of his fingers and back crackling and the sound of his great relief.

# Unit 16

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## Page 68, Parts of the body

The illustration is meant to be humorous to wake the students up.

### Answers:

LEFT COLUMN: 1, 2, 6, 7, 8, 9, 3, 4, 5, 10, 11, 12, 13, 17, 14, 16

RIGHT COLUMN: 15, 19, 18, 22, 23, 24, 20, 21, 31, 32, 25, 26, 27, 28, 30, 29

You should explain the difference between "hip" and "bottom" as students will be confused because "hip" means "bottom" in Japanese.

## Page 69, Simon Says

This activity may seem a bit childish to you at first. However, most Japanese are unfamiliar with "Simon Says", so the novelty of the game should make it interesting for the students.

It's best to do this first as a teacher-centered activity, and then in small groups once the students have gotten the hang of it.

### PROCEDURE:

1. At first you will be "Simon" with the students following your commands. Give commands using the body parts in #1, and prefacing each command with "Simon says".

- ☞ Simon says, "Touch your knees."
- ☞ Simon says, "Touch your elbow."
- etc.

The students must do everything you say **if** it is prefaced with "Simon says". But sometimes you will **simply** say:

- ☞ Touch your knees.
- ☞ Touch your elbow.
- etc.

In this case the students should do **nothing**—if a student does, s/he is **out!**

You will need to go at a faster and faster tempo in order to trick the students into following your **unprefaced** commands. Continue until only one student is left (the winner).

2. Students work in small groups (3-5) and take turns being "Simon".

## Page 70, Health Problems

Answers: F, C, G, B, I, D, H, A, E, J

## Page 71, Listening

### Answers:

1. Yes 2. Yes 3. Yes 4. Yes 5. No 6. No  
7. Yes 8. Yes 9. Yes 10. Yes

Health Score=2 points (Healthy, but only minimally)

### Notes

"in Hawaii"—David is a university student from New Jersey studying in Hawaii.

"I'd even gain weight..."—he means "I should gain weight".

"65 kilos"—140 pounds is 63.5 kilos.

## Page 72, Health Crossword Puzzle

### Answers:

DOWN ANSWERS: 2. eyebrow 3. sunburn 5. insomnia 6. a cold 7. scratch 9. lose weight 12. elbow 14. junk food 15. drunk 17. vegetables 18. cheeks 19. headache

ACROSS ANSWERS: 1. medicine 4. fingernails 8. chin 10. thumb 11. knee 13. exercise 16. bottom 19. heel 20. stiff neck 21. eyelashes

# Unit 17

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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.*

