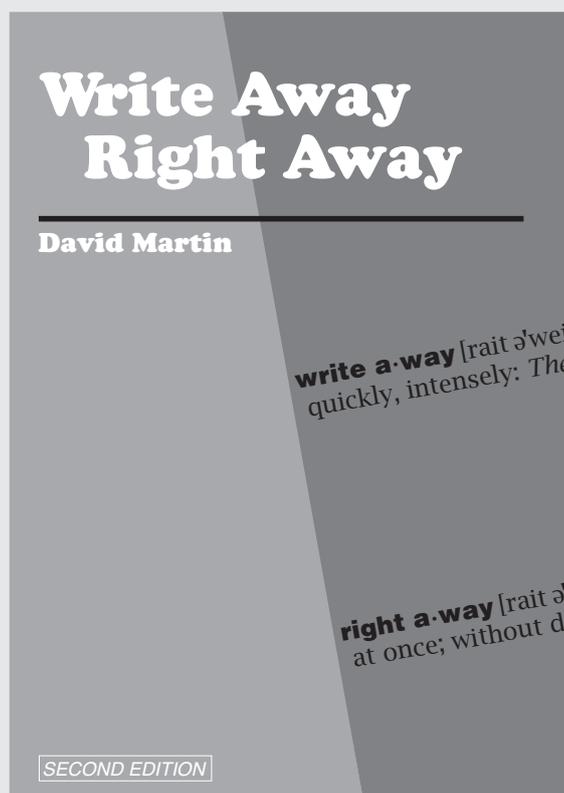


# Write Away Right Away

SECOND EDITION



## TEACHER'S NOTES

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## INTRODUCTION

Each unit of *Write Away Right Away* takes between 2 and 5 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, and whether or not you assign the first and second drafts of the papers as homework. In a typical university classroom, you will be able to complete 6–9 units. Focus on the units which you feel are most appropriate to your students' needs. If you have less time, you can shorten the time it takes to complete a unit by skipping some of the activities, decreasing the amount of freewriting the students do, or by assigning the writing of the first and second drafts as homework.

The units can be done in any order, but it is recommended that you complete Units 1 and 2 first. Unit 1 covers journals, freewriting and composition format, and Unit 2 introduces students to the writing process and using the Correction Guide.

The To the Teacher section will give you an overview of the approach behind the book. For a more detailed breakdown of the skill, function, and language focus of each unit, refer to the Map of the Book. Go through each unit carefully before starting the unit with your students. It is essential that you know exactly where it is you are taking your students so that you can teach them how to get there most effectively.

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

## Unit 1

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### Page 1, Introduction

Allowing the students to discuss the questions in Japanese may help them to relax and enjoy this activity more.

### Page 2, Journal Writing

Having your students write a journal is an optional

part of the course. If you have a very large class, you may want to opt to skip journals altogether, or you can have the students read each other's journals instead of reading them yourself.

Collecting journals every 2–3 weeks is probably best for year long courses. I suggest you evaluate on length mainly, possibly on interest level, but not on correctness. What students appreciate most are the comments they receive from their teachers. There is no need to correct journals—it is more important to let your students know that they have communicated with you, and then communicate back to them. Journals provide a unique opportunity for personal dialog between instructor and student.

The journal is not meant to be a diary. I strongly suggest assigning topics for journals at least half of the time. It is essential that students write on a variety of topics as each topic will elicit different kinds of vocabulary and structures. Giving topics allows the students to use a variety of English. Also, you will soon tire of reading 'diaries'.

There are a myriad of possible journal topics. What will probably work best is a topic that both you and your students are interested in. Below are 30 topics which have proven to be successful.

1. No topic (about half the time)
2. Self introduction
3. A funny experience
4. A good book
5. A holiday
6. A problem I have
7. A social problem
8. A season
9. A strange experience
10. An experience on the train
11. A time I was sad
12. The happiest day of my life
13. Things I dislike
14. Critique of my school
15. If I were a (wo)man, etc.
16. My best friend
17. My childhood
18. My ideal partner
19. My parents
20. Smoking
21. Sports
22. Health/Sickness
23. Movies/Television
24. Driving/Cars
25. Music
26. Job hunting

- 27. Marriage
- 28. High school
- 29. Fashion
- 30. My mobile phone

**Page 3, Freewriting**

Allow 10-20% of class time for freewriting. Freewriting works well in blocks of 5-20 minutes. It becomes monotonous if done every class.

Initially, you will need to demonstrate freewriting on the board so students can see what stream of consciousness writing looks like. It takes time to learn how to freewrite. Do not be distraught if your students don't get it the first time—they should catch on by the third or fourth freewrite. It's best not to give a topic for the first few freewrites.

Each unit begins with a freewriting activity to warm up the students. The 30 journal topics work well for freewriting as well. In addition, video clips, pictures, and music are all rich sources which students can write about. Show the students a video clip or picture, or play a piece of music and have them write about it. Listing also works well for freewriting. Give categories and have them write as many words within the category as possible within a set time limit (1-5 minutes). Some examples of categories are countries, foods, sports, environmental problems, or words that begin with 'p'. Writing lists can be done as a contest to see who can write the most words.

In order to measure students' progress, at the end of the course, have the students do a final freewrite (with no topic), and have them compare the number of words they wrote with their first freewrite.

As a writing heuristic freewriting has many uses. If you'd like to know more, Peter Elbow's book, Writing Without Teachers, is an excellent resource.

**Page 4, Composition format**

Double-spacing is required to allow room for the teacher (or peer) to write reactions, comments, and corrections.

Make certain students understand what is meant by 'sentences follow one another' because you are sure to have some students who will make the mistake of starting every new sentence on a new line.

Students can rewrite the composition in the space provided in the book, or they can write it on a separate sheet of paper. If they use the space provided on page 6, they will need to write

their name, class, and composition title on page 5.

Answers:

Possible titles: 'TOEIC & TOEFL' or 'Two Popular Language Tests'

Paragraph divisions: Paragraph 1: 1-4; Paragraph 2: 5-7; Paragraph 3: 8-10

## Unit 2

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This unit is intentionally easy so that students can develop confidence in writing early on.

**Page 8, Focus on organization**

Answers: a. 2 b. 4 c. 5 d. 1 e. 3

**Page 8, Complete the idea web**

The purpose of this activity is twofold. It introduces students to using an idea web to brainstorm and organize information, and it shows them that they do not need to use all the information in their web when they write their paper.

Answers: 1. nineteen 2. Tokai University  
3. Kawasaki 4. Denny's 5. truck driver  
6. Family Mart 7. Sat & Sun, 5-12am  
8. Utada Hikaru 9. horror movies 10. Okinawa

Information she did not include: pet dog and boyfriend

**Page 9, Writing interview questions**

Ask students to interview a classmate they do not know well (if possible).

Answers:

Answers may vary. Accept any that are grammatically correct.

Translation of Japanese in illustrations:

Page 10: "Atatamemasuka?"—Would you like me to heat it up?

Page 11: "Ashoo!"—Bruce Lee type screaming sound.

**Page 11, Interviewing a classmate**

Writing in complete sentences allows practice of subject-verb agreement in the third person (a troublesome area).

For Questions #6 and #7, students will have to ask using plural forms if their partner has more than one brother or sister.

**Page 12, Organizing your information...**

Students may have to draw in more bubbles depending on the questions they have for #24-27.

## Unit 3

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### Page 12, Writing your composition

If time allows, compositions should be done in class for the first draft. While students are writing, observe and help them. The second draft should be assigned as homework.

This composition should have 5 paragraphs if their partner has a part-time job and only 4 paragraphs if they don't. The length should be 1–2 pages (double-spaced).

### Page 13, Editing: The Writing Process

Answers: 4, 7, 2, 1, 5, 6, 3

### Page 14, Revising: Peer Feedback

Students have to put a star next to the parts of their partner's paper they like the best. Admittedly, it may be hard for them to 'like' any parts of some of the weaker students' writing. Nevertheless, encourage the students to try to find the parts that are better than others because it will help build their partner's confidence about their writing.

It is very important that students sit together with their completed checklists and discuss the points which are unchecked. Allow them to use Japanese when doing this.

### Page 15, Correction Guide

I strongly recommend that you use the Correction Guide (or a similar one). This Guide is based on the kinds of mistakes that Japanese students typically make, and it has been highly successful. I strongly discourage fixing mistakes that students are capable of fixing themselves. There are two reasons for this: 1) we should be teaching our students to be independent writers, and 2) if you fix simple mistakes for the students, then they will have less of a mental task to do when rewriting. By merely pointing out the existence of mistakes, you give the students a reason (task) for rewriting. This is not to say, however, that you shouldn't fix mistakes that the students are not capable of correcting. Moreover, it is essential that students receive feedback on the meaning, clarity, interest level and organization of the piece of writing as well.

Answers:

1. ...you because... ⑥
2. cleans → washes ②
3. worked → is working (or works) ④
4. ...job. ⑧
5. like → likes ①
6. am → was ④
7. restaurant ⑦
8. excited → exciting ③
9. English ⑨
10. called to her → called her ⑤
11. brothers ①
12. had large latte → had a large latte ⑤+

### Page 17, Writing questions with present perfect

Check the students' past participle forms (orally) before beginning Activity #3.

#6—Some native speakers may say "Have you (ever) **gone** to..." Technically, and particularly in written form, the proper way is "Have you (ever) **been** to..."

### Page 18, Grammar Focus: Present perfect vs. Simple past

For additional practice, the students could interview the teacher. This works well for getting to know each other better.

### Page 20, Interviewing your Mystery Guest

The interview should be about 30–60 minutes long. If it is any shorter, the students will not have enough details to write a proper composition. Encourage the Mystery Guest to speak slowly and pause to give the students time to take notes. Have the students record (or video) the interview if possible. This will allow them to listen again and check their notes.

There may be enough space in the book (on page 20) for the students to write their notes, but it's best for them to write their notes on a separate sheet of paper.

If possible, select a Mystery Guest that you do not know well. In addition, I strongly suggest that you **not** be present during the interview. Being unfamiliar with the Mystery Guest sets up an information gap between you and the students, thereby forcing them to write more clearly to make themselves understood.

Students will have different questions for #16–21. After the students have finished asking the 15 core questions, it is very important that they continue and ask a variety of additional questions. They should also try to ask follow-up questions as the interview progresses. To make the interview go more smoothly, you might want to assign the students questions to ask, and make some students responsible for asking follow-up questions.

### Page 21, Getting ready to write...

Make sure that students understand that this is only part of a composition, not the whole piece. The students' composition should be longer than this one. The first paragraph provides a model of an introduction, which the students often forget to include.

Answers:

Answers will vary for Mistake #3. The first name should probably be used at the beginning of each paragraph and once or twice thereafter.

Paragraph 1: Line 6 (Mistake #1);  
Line 8 (Mistake #2)

Paragraph 2: Line 5 (Mistake #1)

Paragraph 3: Line 5 (Mistake #2)

**Page 23, Writing an introduction**

Answers:

Choices 1 and 3 would be good introductions. Choice 2 is too general and not interesting.

Translation of Japanese in illustration:

"Watashi wa (na)me desu."—My name is...

"Watashi wa Brian desu."—My name is Brian.

**Page 23, Writing a conclusion**

Answers: 1. P 2. P 3. R

**Page 24, Writing your composition**

Have the students mill about the room and compare notes with several classmates before writing their first draft. This will be a great help to students who have incomplete notes due to their weaker listening ability.

It is very important to remind the students that they should not use all the information from the interview in their paper. Tell them not to include information that does not fit neatly into a paragraph (which is about one idea).

This composition should be 3–4 pages long. To insure fairness in grading later on, stress that students are to work alone when writing their drafts. This will also protect you from losing your sanity after reading the same paper over and over again. Sharing of information should be allowed, but not the copying of sentences.

**Page 25, Fun Writing Activity**

The example given in the book is of present perfect. Give the students an example using the present perfect progressive before they begin.

## Unit 4

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**Page 26, Model Composition**

This story is actually true. It happened to the author of the book, not a Japanese person (but you don't need to tell your students!).

Allow your students to use dictionaries when reading. Some of the vocabulary is difficult and may trip them up. Sentence #19 will be hard

for some students to understand—students can look at the illustration on page 27 to help them.

**Page 27, Understanding the story**

Answers:

1. on an airplane (above Seattle)
2. late in the afternoon three years ago in August just minutes after takeoff
3. visiting his host family
4. listening to music, watching videos, or just sitting quietly
5. something like smoke
6. He was terrified.
7. He put his head down between his knees, locked his body into crash position, and prayed.
8. They were praying.
9. The size of a small car
10. at 8:15 the next morning

**Page 28, Focus on organization**

Answers: 3, 1, 2, 8, 5, 4, 7, 9, 6

I was flying back to Tokyo after visiting my host family in Seattle.

b

**Page 28, Writing an introduction**

Answers:

The scariest experience of my life happened on an airplane.

Choices 1 and 2 would be good introductions. Choice 3 is too general and lacking details.

**Page 29, Writing a title...**

Answers:

A Flight I'll Never Forget

Choices 1 and 3 would be good titles. Choice 2 is too general and gives no impact.

**Page 30, Writing your composition**

This paper should be 2–5 pages long.

**Page 31, Grammar Focus: Past progressive**

The story on page 32 is true.

Answers:

1. happened
2. staying
3. was
4. setting
5. was
6. jogging
7. enjoying
8. heard
9. looked
10. saw
11. froze
12. had
13. thought
14. came
15. chased off
16. rescued

**Page 33, Revising: Peer Feedback**

Make sure you give the students time to discuss their completed checklist with their partner. Allow them to speak Japanese while doing this. Have them ask about the parts of their stories that were unclear.

### Page 33, Fun Writing Activity

If you have more than 20 students in your class, you may have to do this activity in groups, otherwise it might take up too much time.

Students can vote on the top 3 funniest stories, the top 3 most embarrassing stories, or both combined depending on the number of students who wrote on each topic. Ask your students to tell you which topic they wrote about after collecting their papers.

## Unit 5

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### Page 34, Vocabulary Building...

Answers:

boil, simmer, fry, bake, chop, slice, shred, grate, peel, put in, stir, beat, mix, pour, season with

Translation of Japanese in illustrations:

"gura gura"—boiling effect

"toro toro"—simmering effect

### Page 35, Ingredients

Answers:

bread: flour, water, yeast, salt, etc.

potato salad: potatoes, eggs, onions, mayonnaise, salt and pepper, (carrots, olives, celery, relish, dressing, and vinegar are optional)

oyakodonburi: rice, chicken, eggs, onions, dashi stock, soy sauce, sugar, mirin

chocolate chip cookies: flour, eggs, chocolate chips, butter, vanilla, sugar, baking soda, salt, (walnuts are optional)

### Page 35, Model Recipe

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

The steps below the pictures are written in typical recipe style where the definite article (the) is often dropped before a noun.

Answers:

1. Boil 2. Peel, put in 3. Pour 4. Boil, peel, chop 5. Peel, chop 6. Chop, slice, shred (or grate) 8. Mix 9. stir (or mix) 10. stir 11. Season with

### Page 36, Grammar Focus: Verb Form

Answers:

There are 21 verbs in the recipe altogether.

### Page 36, Writing 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.

### Page 37, Grammar Focus: Prepositions

Answers:

1. for 2. in 3. over 4. to 5. until  
6. at, for, until

### Page 38, Revising: Checking spelling and agreement

These 10 mistakes are very common. Make sure to tell the students that all the mistakes are with either spelling or agreement. This activity can also be done as a contest to see which group can find all the mistakes first.

Answers:

1. 2 cup flour→ 2 cups flour 2. 2 cup fresh blueberries→ 2 cups 3. 2 egg→ 2 eggs  
4. Mix flower→ Mix flour 5. ster well→ stir well  
6. dry ingrdenets→ dry ingredients 7. blueberry gently→ blueberries gently 8. Poor→ Pour  
9. muffin cup→ muffin cups 10. 15 minute→ 15 minutes

### Page 39, Revising: Final rewrite

This activity has a model of what a Class Cookbook should look like. Refer students to this for an example of the layout, length, and size.

How to make the Class Cookbook:

1. Collect the students' recipes, grade and record.
2. Cut them neatly and paste them on both sides of B-4 or A-3 paper, trying to fit two per page. There are two alternative ways of doing this work. One is to have the students email you the text of their recipes and then use a word processing program with style sheets to input the text into one file and print. A second way is to ask if some of your students would be willing to put together the Class Cookbook by themselves.
3. Make a cover page similar to the model in #11 or design your own. You can copy and enlarge the image on page 39 to use, use an image of your own, or have a student who has some artistic talent come up with an image to use.
4. Make a copy of every page for each student, collate, and staple.

If your school cannot afford the cost of copies for each student, you could ask the students to pay for their own copies. Or you could make a smaller number of copies for the students to share.

### Page 39, Class Cookbook

The real purpose of this activity is not to find which recipe is easiest or hardest to make, but rather to force the students to read most of the recipes!

### Page 40, Fun Writing Activity

Before they begin, explain what "Things associated with..." means. In Japanese it's "...ni kankei aru koto".

#### Answers:

round, oven, Italy, flour, cheese, fat, scooter (in Japan)

Explain that their topic for Games 1 and 2 must be a dish.

A more lively way to play the two games is to have the students sit in small groups and take turns reading out their hints as the other members write down their guesses. Students really enjoy this activity. Alternatively, have some students come to the front of the classroom, and have them read out their hints as the class listens and writes down their guesses. The student with the most correct guesses is the winner. Prizes are optional but highly recommended.

## Unit 6

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### Page 43, Similarities and differences

The purpose of this activity may not be clear to your students, so it's best to explain what the purpose is. The purpose is twofold. It introduces students to using a list to brainstorm and organize information, and it shows them that they do not need to use all the information in their list when they write their paper.

At the time of publication (2010), the Japanese government was considering some big changes to the curriculum in high schools. For this reason, it is possible (but unlikely) that some of the facts on this page could be incorrect. The biggest proposed change is to make public high schools free of charge. If you suspect that something has changed, ask your students about it.

#### Answers:

Points the writer did not include—3-4 years long, both have elective subjects, must pay/free, same classroom all day/change classrooms, eat lunch in the classroom/in the cafeteria

### Page 44, Choosing your composition topic

You might want to have the students get your approval for all five topic choices. Believe me, you do not want to read a piece on 'Tiger Woods vs Madonna' or 'Ping-Pong vs Skiing'.

### Page 44, Making a list...

Tell your students that if they have a hard time coming up with 3 or 4 similarities and 3 or 4 differences, this is a pretty clear sign that they should change their topic.

### Page 45, Words and phrases to show comparison

Before doing this activity, teach your students what topic and supporting sentences are using the model composition. Despite what teachers teach or hold to be true, many types of writing do not have topic sentences. In fact, most does not. Topic sentences are used mostly in academic writing. A compare and contrast paper is academic in nature and normally employs topic and supporting sentences.

You can give your students something like the following explanation: "A topic sentence shows the main idea of a paragraph. The rest of the sentences in the paragraph should support the topic sentence. The topic sentence is usually the first or second sentence in a paragraph."

Point out that "Like...," requires a comma when used at the beginning as in the example (Like A, B is...)

#### Answers:

Words they should have underlined in the 2nd paragraph: 4-similar, 6-Both, 7-like, 8-another similarity is..., both, 9-both

Topic sentence = the 1st sentence

Most students will not have a problem coming up with a few similarities between the two items in b and c. For those students having trouble, have them ask a classmate (using Japanese or English) for ideas.

#### Answers to b and c:

There are many different answers possible. The following are some ideas.

b. both are islands, both are tropical/have warm climates, both are beautiful, both are popular with Japanese tourists, pineapples are grown in both places, the dress style is very casual in both places, etc.

c. both are martial arts/used for self-defence, both have uniforms, both have belts/have belts to show the rank, both originated in Japan, both are normally practiced inside, both are considered to be art forms, both are used for mental training as well, etc.

### Page 46, Words and phrases to show contrast

Point out that 'Unlike,' requires a comma when

used at the beginning as in the example given (Unlike A, B is...) Also, 'while/whereas' requires a comma when used at the start of the second clause.

Answers:

Words they should have underlined in the 3rd paragraph: 10-different, 12-In contrast, 14-while, 15-Unlike, 18-Another difference is..., 19-whereas

Topic sentence = the 1st sentence

Most students will not have a problem coming up with a few differences between the two items in b and c. For those students having trouble, have them ask a classmate (using Japanese or English) for ideas.

Answers to b and c:

There are many different answers possible. The following are some ideas.

b. things they can contrast—size, color, diet, aggressive vs gentle, safe vs dangerous, habitat (Alaska and Canada vs parts of Asia), etc.

c. things they can contrast—handsome vs not at all, wears glasses vs doesn't, intelligent vs not, fashionable vs not fashionable, skinny vs muscular, likes/loves sports vs likes/loves computers, etc.

### **Page 47, Writing an outline**

Writing a conclusion for a compare and contrast essay is not easy even for native writers. You may want to give your students some templates for conclusions that they can modify and use instead of having them come up with their own conclusion. The following are some possible templates to use:

- In conclusion, even though \_\_\_ and \_\_\_ are similar in several ways, all in all they probably have more differences than similarities.

- In conclusion, \_\_\_ and \_\_\_ are more similar than they are different.

- In conclusion, \_\_\_ and \_\_\_ both have a lot in common, but they are different in many ways, too.

### **Page 48, Writing your composition**

This paper should be 3–5 pages long. The textbook instructs the students to write only 4 paragraphs. There is more than one way to write a compare and contrast essay, and the model given in the book is only one style. However, the style of writing only 4 paragraphs and keeping the similarities and differences separate will probably be the easiest for your students.

### **Page 48, Revising: Peer Feedback**

It is very important that students sit together with their completed checklists and discuss the points which are unchecked. Allow them to use Japanese when doing this.

### **Page 48, Grammar Focus: Transitional phrases...**

Point out that 'for example' and 'for instance' have the same meaning.

Answers:

Transitional phrases they should have drawn a box around in the model: 5-For example, 7-In addition, 11-For instance, 13-In addition, 17-For example

Answers for a and b:

a. businessmen, children, teenagers, women, students, etc.

b. There are many possible answers here such as Asakusa, The Imperial Palace, Omotesando, Ginza, etc.

### **Page 49, Revising: Checking spelling and...**

These are some of the most common mistakes students make when writing this type of composition.

Note: 'Hikari' is the faster bullet train. 'Kodama' is the slower one.

Answers:

1. thin→ thinner (Rule 4)
2. more lazy→ lazier (Rule 3)
3. difficult→ difficult (spelling)
4. badder→ worse (Rule 5)
5. similiar→ similar (spelling)
6. expensiver→ more expensive (Rule 2)
7. more fast→ faster (Rule 1)
8. In adition→ In addition (spelling)

### **Page 50, Fun Writing Activity**

This activity can be done in small groups, or as a whole class-based activity.

Answers:

1. Toyota (1937); Honda (1948)
2. Michael Jackson (50); Bruce Lee (32)
3. Alaska and Texas
4. Asahi Super Dry (5%); Kirin Ichiban Shibori (5.5%)
5. a cobra

## **Unit 7**

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### **Page 51, Getting ready to write**

Translation of Japanese in illustrations:

#2—"No matter what people may say, I will love you."

#3—jeering sounds; loud, animal-like crying

- #5—animal-like eating sounds; "I can't take it anymore!"
- #10—wandering (lost) sounds; "I'm really in trouble now!"
- #11—knocking sound
- #17—effect of rising quickly
- #20—sounds of eating hungrily
- #21—effect of realizing something
- #22—burning, sizzling sounds

**Page 54, Focus on organization**

Answers:

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

**Page 54, Writing sentences with past tense**

Encourage students to write long, detailed sentences. Help students with grammar and vocabulary as they write. Answers will vary; accept any sentences that fit the story.

**Page 55, Combining sentences...**

- a. The farmer's wife wanted to get pregnant, so she slept upside down.
- b. The farmer hated his son because he was so ugly and so noisy.
- c. He was embarrassed because everyone in town laughed at him.  
*or*  
Everyone in town laughed at him, so he was embarrassed.
- d. Hans was eating like a beast, so his father got (very) angry and kicked him out of the house.
- e. Hans left home because everyone laughed at him and no one loved him.
- f. Hans took off his coat of quills and changed into a man.
- g. The princess found Hans, but he was not happy to see her and asked her coldly, "How did you find me?"

Note that pronouns are dropped in b, d, f, and g. Students may try to combine sentences b, c, or e with 'because' at the beginning, which is acceptable as well.

**Page 57, Writing direct speech...**

After students unscramble the words, they can check their answers by looking at the comic.

**Page 58, Writing your composition**

This paper should be at least 5 pages long. Emphasize that they must be creative and use their own imagination to add new details to the story. I once had a student who wrote a brilliant 23-page paper doing just this!

**Page 58, Revising: Peer Feedback**

It is very important that students sit together with their completed checklists and discuss the points which are unchecked. Allow them to use Japanese when doing this.

**Page 59, Grammar Focus: Adverbs**

This is a gross simplification of what an adverb is. Adverbs can modify other words or parts of a sentence, not only verbs.

Answers:

- 1. angry (angrily) 2. sad (sadly) 3. quick (quickly) 4. calm (calmly) 5. confident (confidently) 6. desperate (desperately) 7. cold (coldly)

- 1. tightly 2. loudly 3. noisily 4. hungrily 5. slowly 6. tightly; slowly

**Page 60, Revising: Rewrite**

Students' stories are often lacking life because they haven't included the characters' feelings in their stories. Write the following questions on the board and have the students copy them. Tell the students to answer the questions in their stories when rewriting (if they haven't already).

- Why was the mother happy even though her baby looked like a hedgehog?
- How did Hans feel when he was growing up? How did his family feel?
- How did Hans feel when his father kicked him out of the house?
- How did his parents feel when he left home?
- Why did the king offer Hans a reward?
- How did the king and queen feel about their daughter's wedding?
- How did the princess feel when she had to marry Hans?
- How did the princess feel when Hans took off his coat of quills?
- How did Hans feel when the princess broke her promise?
- How did she feel?
- Why did Hans turn into a man?

**Page 60, Fun Writing Activity**

The stories should be 1-2 pages long. This activity reviews narrative writing while allowing the students to be more creative. To judge the scariest or funniest stories in the class, collect the stories and choose the two you think are best in each category. Next, have the students read the stories and vote for one winner for each category. Prizes are highly recommended.

Translation of Japanese in illustrations:  
#2—the sound of something moving  
#3—the sound of something or somebody moving  
#4—the sound of something heavy moving

## Unit 8

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### Page 61, Freewriting

Give some examples of what to write before they start: personality, looks, job, etc. Also, you should explain that 'partner' means a boyfriend/girlfriend or husband/wife. Students may not be clear about the meaning.

### Page 61, Email format

Answers:

1. Looking for a penpal 2. International Pen Friends 3. four 4. Do you live with your family?, Do you work?, What kind of sports do you like?, What kind of movies do you like?  
5. Hi Tim, Tim, Hi 6. Your friend, Take care, Momoko

### Page 62, Writing your email...

The format of the information for the four penpals is very similar to the format which International Pen Friends uses.

This email should be 1-2 pages long (about the length of the model).

Translation of Japanese in illustration:  
"Kasha Kasha"—sound of typing

### Page 63, Revising: Rewrite

There are many different penpal organizations on the internet. Caution the students to be careful, however, as some of them have members who are only looking for romance. International Pen Friends is a very old, traditional, and trustworthy organization whose members are serious about language and culture exchange.

The following are three very common mistakes for the penpal letter.

1. My family is three people.→ There are three people in my family.
2. I have three families.→ There are three people in my family. *OR* I have one sister/brother.
3. I live in Chiba of Japan.→ I live in Chiba, Japan.

### Page 63, Adjectives for describing personality

This activity, and the two following, teach vocabulary and grammar needed for Activity #7.

Answers:

adventurous—careful, easy-going—serious, faithful—unfaithful, giving—stingy, hard-working—lazy, honest-dishonest, kind—mean, optimistic—pessimistic, outgoing—shy, patient—impatient, smart—stupid, talkative—quiet

### Page 64, More adjectives...

Students often do not understand the meaning of the word 'affectionate', confusing it with 'compassionate'. You will need to explain this word and refer them to the illustration.

### Page 64, Describing your ideal partner

This activity has the students practice "would like to...", "I'm looking for...", and relative clauses.

Tell the students that they will need to circle 'a' or 'an' and 'man' or 'woman' for Sentence A. Students can fill in B with the same or different forms that they used A.

### Page 65, Lonely Hearts

An increasing number of people are using the internet to find a partner for a relationship or for marriage. Whether your students ever actually put a profile online or not is their personal business. This textbook does not endorse nor condemn this kind of activity.

### Page 66, Writing a personal profile

Students can copy the profile format from page 65 onto a piece of paper, or you can photocopy (or print out) the template on page 14 of these Notes. Students can draw a real or imaginary sketch of themselves or leave the space for the picture blank. This activity is much more interesting if students fabricate information about themselves.

For coeducational classes, half the class should pretend they are the opposite sex when writing their profiles.

### Page 66, Writing an email to a Lonely Heart

If you have a large class, you will need to pin up the profiles on all four walls of the classroom.

Students can try to find their Lonely Heart themselves, or you can tape up their reply next to the Lonely Heart profile they responded to.

If you want to ensure that every student (profile) receives a reply, you can assign the profiles to be responded to.

If you want to make this activity more realistic, have the students put their email address on their profile, and then they can send and receive real emails.

## Page 67, Fun Writing Activity

Translation of Japanese in illustration:  
"Doki Doki"—effect of being nervous or excited

# Unit 9

## Page 68, Beach Party

Answers:

Top: beach party or party, Shonan Kaigan, 2

Bottom: Thank you or Thanks, beach party or party

## Page 69, Language for invitations

Point out to the students that the patterns for inviting are listed in decreasing order of formality.

Answers:

1 left: if you'd like to, me know

1 right: the invitation, like fun, love

2 left: want to, call

2 right: for inviting, sorry, make it

3 left: about going (or coming)

3 right: Thank you (or Thanks), inviting, I'd, but

## Page 70, Grammar Focus...

Answers:

a. are having b. am working c. are going

## Page 71, Prepositions of location

Answers:

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

## Page 71, Writing directions

Write "Go one more block/two more blocks." on the board and explain how to use these. Students will need to use one of these chunks for writing directions from after the first turn. For example, "Go out the North exit and go straight up Queen Street for one block and turn right. Go two more blocks..."

## Page 73, Writing your invitations

Clarify that students are to write 2 different emails, each with an invitation to a different place.

This activity can be a bit complicated to do if not set up properly. It's best to have the students write "Dear \_\_\_\_\_," rather than writing to two specific classmates. After everyone has finished writing their invitations, collect them, put them in a bag (or hat or box), and then have the students come up one-by-one and draw 2 invitations from the bag to reply to. If a student happens to draw one of his/her own invitations, tell him/her to draw again. Finally, they should write their name in the blanks in the 2 invitations they have drawn and then write their replies.

If you prefer to correct your students' invitations and replies, you can collect all the replies after all of them have been read.

# Unit 10

## Page 74, Model restaurant descriptions

The two restaurants on page 75 are fictitious (but are meant to look real.) However, the language in the descriptions is authentic; it was carefully selected after analyzing the most common patterns used in a large sampling of real restaurant reviews.

Answers:

Anna's Kitchen: 1. atmosphere 2. located in 3. reasonably priced 4. a variety of 5. include 6. favorite 7. unbelievable 8. service 9. Go 10. Go 11. Go

Singha Thai: 1. cuisine 2. atmosphere 3. decorated in 4. several 5. includes 6. recommend 7. service 8. reservation 9. recommend 10. Go

## Page 76, Language for describing restaurants

Go over the patterns on pages 76–78 with your students before they start writing. Change the parts in parentheses, replacing them with new examples so that the students can understand the patterns better. Have the students write their sentences on a separate sheet of paper. They will probably need to use most of the patterns, but certainly not all. Also, they will need to use their own vocabulary and patterns, not only those given in the textbook.

## Page 79, Writing directions...

If your students have not done directions in Unit 9 yet, have them refer to page 71.

Students may need additional patterns to write directions to their restaurants. Write the following on the board:

Take the \_\_\_ line to \_\_\_ .  
Transfer at \_\_\_ to the \_\_\_ line .  
Get off at \_\_\_ .  
It's about a \_\_\_-minute ride.

## Page 79, Writing your restaurant description

If possible, give time off so the students will have more time to go to their restaurants and take notes.

The students will write clearer and more careful directions if maps are not included in the Guide.

If they include maps, directions become superfluous. The directions the students write should be longer than the ones in the models on page 75 (unless their restaurant happens to be located very near a station.)

### **Page 80, Revising: Peer Feedback**

It is very important that students sit together with their completed checklists and discuss the points which are unchecked. Allow them to use Japanese when doing this.

### **Page 80, Revising: Checking spelling and agreement**

These 12 mistakes are very common ones which students make. Make sure to tell the students that all the mistakes are with either spelling or agreement. This activity can also be done as a contest to see which group can find all the mistakes first.

#### Answers:

1. specialize→ specializes
2. spaghetti→ spaghetti
3. vegetable→ vegetable
4. cost→ costs
5. other item→ other items
6. menu→ menu
7. saladas→ salads
8. deserts→ desserts
9. They has→ They have
10. many kind of→ many kinds of
11. resturant→ restaurant
12. dericious→ delicious

### **Page 81, Revising: Vocabulary & Patterns**

Make sure to tell the students that all the mistakes are with vocabulary or patterns (chunks). Also, tell them that for some of the sentences they have to change only one word, but for others they must rewrite the entire sentence.

#1—Students often write 'shop' instead of 'restaurant'. This mistake comes from Japanese where 'mise' can be used for restaurants of all shapes and sizes. In English, 'shop' is only used for very small restaurants such as ramen shops, etc.

#### Answers:

Answers are on page 103 of the Student's Book.

### **Page 82, Revising: Final rewrite**

Activity 10 has a model of what a Class Restaurant Guide should look like. Refer students to this for an example of the layout, length, and size.

#### How to make the Class Restaurant Guide:

1. Collect the students' restaurant descriptions, grade and record.
2. Cut them neatly and paste them on both sides of B-4 or A-3 paper. There are two alternative ways of doing this work. One is to have the

students email you the text of their descriptions and then use a word processing program with style sheets to input the text into one file and print. A second way is to ask if some of your students would be willing to put together the Restaurant Guide by themselves.

3. Make a cover page similar to the model in Activity 10 or design your own. You can copy and enlarge the image on page 82 to use, use an image of your own, or have a student who has some artistic talent come up with an image to use.

4. Make a copy of every page for each student, collate, and staple.

If your school cannot afford the cost of copies for each student, you could ask the students to pay for their own copies. Or you could make a smaller number of copies for the students to share.

### **Page 83, Fun Writing Activity**

This activity should take 30–50 minutes. When finished, have the students exchange stories with another group and read. Or, read some of the funniest stories out loud for the class. Alternately, pin up all the stories in three groups (by number), and have the students go about the room, read, and vote for the best story in each group.

## **Unit 11**

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For some of the writing in this unit, the instructions do not specify whether the paper should be rewritten or not. I suggest going over common problems as the students write rather than having them rewrite.

### **Page 84, Reserving a hotel room**

#### Example Answer:

From: Mizuki Tanimoto  
Date: January 30, 2011  
To: reservations@beachsidehotel.com  
Subject: reservation request

Dear Beachside Hotel,

I am traveling to Australia in (early) March, and I would like to make a room reservation. I'd like to reserve a single non-smoking room from March 1(st) to March 7(th), for six nights. I'll be arriving on March 1(st) at 11:50 a.m. I'll be traveling on Japan Airlines Flight 51. Please let me know if you have a room available.

Best regards,

Mizuki Tanimoto

**Page 86, Filling out a disembarkation card**

This disembarkation card is based on the actual landing card used in Australia.

Tell students that the address for the Beachside Hotel, where they will stay, is found on page 84.

**Page 86, Writing a postcard**

This activity allows the students to practice various tenses while learning useful vocabulary. Have the students write their postcard on a separate sheet of paper if there is not enough space in the book. Refer students to page 61 for possible endings for their postcard.

Note: Ken Done is a very famous artist who lives in Sydney. Tourists often buy his clothing items when on holiday in Australia.

**Page 88, Revising: Checking punctuation**

Preteach your students that 'Mr.' is used for males, and 'Mrs.' for married females, and 'Ms.' for single females (or when you are not sure about a woman's marital status.)

Note that the rules for commas are for American English. In British English (and some other varieties), commas are not necessary after a beginning or ending.

Answers:

1. Dear Bella,    2. Sydney, Australia
3. If it's sunny tomorrow,    4. Take care,
5. 3 commas after lines in address: DELETE

**Page 89, Writing a thank-you letter**

Preteach 'Thank you for...' should be followed by verb + ing or a noun phrase.

Encourage students to use their imagination and to use their own language, not only the expressions in the box.

Answer Key:

Letters will vary greatly. The following is a rough idea of what a letter should be like.

Dear Mr. & Mrs. Johnston,

Hi! How are you doing? I'm writing to thank you for allowing me to stay with you at your lovely home. I had a wonderful time. It was very kind of you to take me to visit the Opera House and Taronga Zoo. Also, thank you very much for the nice presents you bought for my family.

It was nice to meet your children and get to know them. Please tell them I said 'hi'. I hope you will be able to visit me in Japan some day. Thanks again for a wonderful time.

Take care,

Mizuki

**Page 90, Fun Writing Activity**

Tell the students to pick a hotel overseas if possible. If they have never been overseas, they can still write a letter in English to a hotel in Japan. If a student has never stayed at a hotel, they can write to a restaurant they like.

## Unit 12

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**Page 91, Freewriting**

Tell the students to **cover** page 92 while doing the freewriting.

**Page 91, Model composition...**

While this activity may ostensibly seem long and convoluted, it is useful for getting students actively involved, writing topic sentences, organizing information, and practicing useful patterns for introducing and listing advantages and disadvantages. It also gives students an example of an introduction and a conclusion for this type of essay.

This activity will take a lot of time. You can have the students do it for homework if you do not have enough time in class.

Make certain that the students understand that they are **not** to write on the top lines for each paragraph until later! Also, students should not look at the finished model on page 104 until they have finished trying to unscramble and order all paragraphs.

Translation of Japanese in illustrations:

- Page 94: "Chu"—kissing sound  
 Page 96: "Ooya-san"—landlord;  
 "Yokintsuuchoo"—bankbook

**Page 97, Choosing your composition topic**

Choosing a good topic for this type of essay is just as important as writing the paper itself. The first three topic choices are relatively easy ones. If a student wants to choose his/her own topic, tell him/her that s/he needs to choose a topic which readers will find interesting. Have the student ask him/herself, "Would you want to read this?"

**Page 97, Making a list...**

If students have a hard time coming up with 3 advantages and 3 disadvantages, they will probably need to change their topic.

**Page 98, Introducing or listing...**

You will need to explain the differences in meaning of each pattern to the students.

Answers:

Patterns they should have found in the model:  
3–One advantage of...is that..., 8–Another advantage of...is that..., 14–The main disadvantage of...is that..., 19–Another disadvantage of...is that..., 23–A further disadvantage of...is that..., 27–A final disadvantage of...is that...

Translation of Japanese in illustrations:

Top: "mozomozo"—effect of moving hesistantly.

Bottom: "Toozai Kootsuu"—name of bus company; "zuraa"—effect for emphasizing the line of cars is long.

### **Page 99, Signal words...**

Explain that the first three signal words in the box have the same meaning, and likewise the last four have the same meaning. All of the signal words require a comma after them. The students are supposed to write a comma after every signal word in the box.

Answers (to page 104):

Words they should have drawn a box around:  
4–First, 5–In addition, 11–Moreover, 15–To begin with, 16–In addition, 17–Also, 20–First, 22–Second, 29–Moreover, 30–Also, 34–Moreover,

Answers (to missing letters on page 99):

1. First, Second, Third, Finally
2. To begin with, In addition, Moreover, Furthermore

### **Page 100, Writing your composition**

This paper should be at least 3–4 pages long.

### **Page 100, Revising: Peer Feedback**

It is very important that students sit together with their completed checklists and discuss the points which are unchecked. Allow them to use Japanese when doing this.

### **Page 101, Words that introduce...**

You will need to explain the usage of commas in the examples in the box. Also, point out to the students that they have to change the order of some of the sentences when combining them. After combining sentences, make sure the students do the part at the bottom of the page.

Answers:

1.
  - He studied very hard, so he passed all his tests.
  - He passed all his tests because he studied very hard.
  - Because he studied very hard, he passed all his tests.
  - He studied very hard. Therefore, he passed all his tests.

2.
  - She woke up late, so she had to put on her makeup on the train.
  - She had to put on her makeup on the train because she woke up late.
  - Because she woke up late, she had to put on her makeup on the train.
  - She woke up late. Therefore, she had to put on her makeup on the train.
3.
  - He works a lot of overtime, so he can't spend much time with his family.
  - He can't spend much time with his family because he works a lot of overtime.
  - Because he works a lot of overtime, he can't spend much time with his family.
  - He works a lot of overtime. Therefore, he can't spend much time with his family.

Translation of Japanese in illustration:

"Pata pata"—effect of putting on makeup

### **Page 102, Fun Writing Activity**

This puzzle reviews vocabulary and patterns from all units in the book.

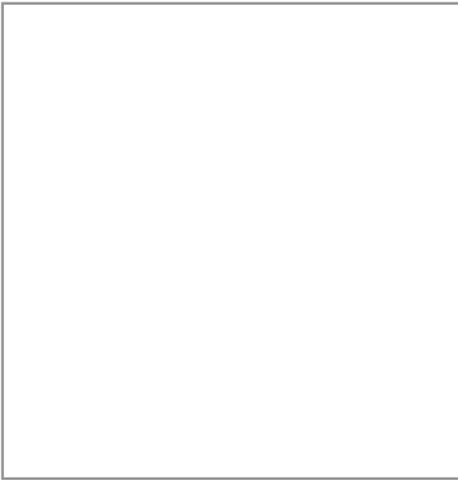
Answers:

Across:

1. more expensive
5. both
6. adverb
7. wondering
8. atmosphere
11. down
12. love
14. located in
18. at
19. therefore
21. of you
22. never
24. so
25. let
26. until
27. kind of
29. on the
30. great
31. forward to
32. variety of

Down:

1. mean
2. sincerely
3. for example
4. died
9. talkative
10. specializes in
13. been living
15. advantage
16. introduction
17. season with
20. like to
23. eaten
28. peel
31. for



View More Photos (3)



Send Email



Add to Favorites



Show Interest

### Appearance

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Age:

Height:

Eye Color:

Body Type:

Hair Color:

Ethnicity:

### General

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Nickname:

Smokes:

Location:

Drinks:

Looking for:

Occupation:

Wants Children:

Blood Type:

### About Me

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### About You

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