

JUST TALK!



TEACHER'S GUIDE

CONTENTS

I. General Introduction	1
II. Answer Keys & Notes	3
III. Tapescripts & Vocabulary	13

GENERAL INTRODUCTION

Each unit of *JUST TALK!* takes between 80 and 100 minutes 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 or shortening other activities. Likewise, if you have more time, you can increase the length of some activities by having the students practice again with a new partner, or by having them write some of their own questions.

Although the order of the units is somewhat graded, they can be done in any order. You can focus on the units which you feel are most appropriate to your students' needs.

Unit 17 is a review unit which reviews the entire book. This unit 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.

LISTENING ACTIVITIES

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

Procedure:

1. Students should first read the directions in the book and make sure they understand the task to be done.
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.

For extra listening practice, students can interview the teacher and take notes while listening. However, some teachers may feel uncomfortable answering a few of the questions due to their personal nature. If this is the case, such questions can be eliminated. Having the students ask questions from memory, without referring to the textbook, can be an excellent way to review and determine whether or not they have mastered the material. Before doing this activity, be sure to give the students a few minutes to memorize the questions.

SPEAKING ACTIVITIES

Encourage students to speak only English when doing the speaking activities. When possible, students should sit facing each other. This encourages eye contact and prevents students from seeing their partner's book. The person answering should have his or her book closed.

While students are conversing, circulate and answer any questions they may have.

Before doing Unit 1 you may want to teach your students some or all of the following useful classroom English.

Do you have a partner?

Let's be partners.

Whose turn is it?

It's my/your turn.

I don't understand.

I'm not sure what to do.

I don't know.

Excuse me?

I didn't catch what you said.

Could you say that again?

What does... mean?

How do you say... in English?

How do you spell... ?

Answer Keys & Notes

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

Tapescripts & Vocabulary

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

Possible ways to use the tapescripts:

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

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. Vocabulary which is already translated at the back of the Student's Book is not covered in this Guide.

Discourage students from attempting to write the Japanese translation for the vocabulary above or near their equivalents in the tapescript or in the Student's Book. Studying vocabulary with a translation is often an ineffective way to review. It is much more effective to look at the (English) context the vocabulary was first encountered in to see if the meaning can be remembered.

ANSWER KEYS & NOTES

Unit 1

Page 1, Personal Profile A

Most texts deal with personal information, but there usually isn't room to make an extensive personal profile. This Profile and the following one offer a much more thorough profile. Many of these questions came from actual forms that native speakers of English deal with in daily life, for example, filling out an application for a job, a bank account, income taxes, driver's license, passport, etc. Some of the most important ones have been collected and assembled here for students to use both in a very practical sense, and as preparation for realistic encounters. The main point of the Personal Profile, though, is to get students to communicate with each other about personal background information.

This unit may take longer than 80-100 minutes. If you want to shorten it, you can cut out the Junior High School and/or Second Job sections.

If you want your students to paste their partner's picture in the space on page 2, they will have to prepare a picture cut to that size for homework. The picture is optional, but will make the activity more interesting. Also, students could prepare the information for the entire Profile for homework by writing their answers on a separate sheet of paper.

When interviewing the teacher, students can either just listen, or they can write the answers on a separate sheet of paper.

Point out that privacy is important and if a student would rather not give his/her address, email address, phone number, etc., they can pass by saying, "That's private." You can model this when you, the teacher, are being interviewed.

Have the students practice saying the questions before getting with a partner. When interviewing their partner it's best if the students use a pencil to write their answers, then later they can erase the answers so they will be able to use the chart while doing the Listening section.

Questions 1-9 coincide with General Information, 10-16 with Physical Statistics, 17-21 with Family Information (Parents), 22-28 with Family Information (Siblings), 29-32 with Education Information, and 33-36 with Employment Information.

Students will have to change Questions 23-28 when asking about a sister (only the brother questions are given). Likewise, they will have to change Questions

29-32 when asking about junior high school (rather than high school). If you are using the textbook with high school students, they will have to skip the questions about high school and do only the junior high school questions.

General Information: "Name's meaning"—some students will not be able to explain the meaning of their name because the kanji is too complicated or has no real meaning. Asking the question is still perfectly natural, though. Tell them to try to explain, but don't force it.

Answers:

1. your 2. your 3. you 4. you 5. you 6. you
7. your 8. your 9. your 10. your 11. you 12. is
13. you 14. you 15. your 16. your 17. your
18. is 19. was 20. does 21. your 22. you
23. your 24. is 25. does 26. does 27. Is
28. Does 29. you 30. is/was 31. was 32. you
33. was 34. was/is 35. Was 36. you

Page 4, Listening

If parts of the listening are too hard for your students, read the tapescript to them, or have them read it and find the answers.

Having the students compare their answers verbally gives them practice with the 3rd person as they ask questions such as "What's HER name?", "What does SHE do?", etc.

Answers:

NAME: Lexi (or Alexandra)
NAME'S MEANING: It's short for Alexandra.
NICKNAME: Lexi
DATE OF BIRTH: March 6, 1983
PLACE OF BIRTH: Oregon
OCCUPATION: waitress
ADDRESS: 2585 Dole Street, Honolulu, Hawaii 96822
EMAIL ADDRESS: lexi@yahoo.com
PHONE NUMBER: 228-9781
EYE COLOR: green
GLASSES/CONTACTS: none
HAIR COLOR: brown
HEIGHT: 5' 2"
WEIGHT: 98 pounds
SHOE SIZE: 5 1/2
BLOOD TYPE: Type A
MOTHER'S NAME: Carol
AGE: 51
PLACE OF BIRTH: California
OCCUPATION: nurse
FATHER'S NAME: Will
AGE: 51
PLACE OF BIRTH: New York
OCCUPATION: police officer
PARENTS FIRST MET: at a bar

Notes

The first answer is a bit tricky since she goes by her nickname. If you preteach the expression “it’s short for...” giving an example like “Kazu is short for Kazuhiro,” it will make the answer clearer.

Page 4, Personal Profile B

Students may not be able to come up with a least favorite for a couple of the items. Just have them move on to the next item if this is the case.

Unit 2

Page 5, Vocabulary Building

This vocabulary prepares the students for Activity #2 & #3.

Answers:

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

Page 5, Listening

This activity prepares the students for Activity #3.

Answers:

1. Yes, every day (quite often) 2. Yes, once a month (occasionally) 3. No (He doesn’t take any classes now.) 4. Yes, once every 5 years 5. No (He gives people money though.) 6. Yes, a couple of times a year (not very often) 7. Yes, 2 or 3 times a month 8. Yes, every day 9. Yes, every other day (as often as he can) 10. Yes, about once a week

Notes

The listening has quite a few examples of using ‘Uh...’ or ‘Umm...’ to buy thinking time. Dave also uses ‘Maybe (like)...’ when he is not sure of the exact frequency. You can try to have students use these forms when doing Activity #3.

Page 5, How often is often?

This is a very basic pair work activity for students to practice adverbial phrases of frequency. Students will also be able to practice subject/verb agreement for both first person (Partner #1) and third person (Partner #2).

First, make sure students understand the difference between “Do you ever...?” and “Have you ever...?” Some students will mistakenly think they are the same.

On the board write two columns, one with these words: always, usually, often, occasionally, seldom, hardly ever, never. In the other column, put these phrases: once a day, twice a week, three times a month, two times a year, every other day, once every two months.

Next, ask the class a simple “Do you ever...?” question such as:
“Do you ever sleep on the train?”

When a student says: “Yes, I do,” ask the following question:

“How often do you...?”

S/he then answers with one of the words from the first column. For example: “I **occasionally** sleep on the train.” Ask the next question, “How often is **occasionally**?” The student then answers, clarifying the meaning of occasionally with a phrase from the second column: “I sleep on the train about **once a month**.”

Additional adverbs of frequency could easily be added to the list including: almost always, frequently, rarely, not usually, not often, etc. Perhaps the most commonly used adverb of frequency is ‘sometimes,’ which hasn’t been included here because it’s so well known and has a huge, ambiguous range (from ‘hardly ever’ to ‘often’).

Encourage students to ask additional follow-up questions. For example, “When was the last time you exercised?”, “What kind of exercise do you do?”, etc.

When the pairs of students have finished, re-pair students by putting two Student As together and two Student Bs together. This is very important as an A and B student together will not work for Part 2. Students will now ask their new partner about his/her previous partner. The examples in the top box on page 6 only give first person forms, so you will need to remind students to use third person forms when doing Part 2.

Page 7, Crazy Quiz

This activity gives practice with listening for present tense verbs, answering with short responses, and practice with pronouns. Often students don’t concentrate well enough when listening and therefore make errors when responding. This short, drill-like activity, although fun and intense, will help students see the inherent connection between listening to and answering questions.

Be insistent that students answer with complete sentences and not with only one word. Also, for their own questions, make sure they use the present tense. They can use Do..., Does..., Am..., Are..., Is..., or Can... to start their questions.

Translation of Japanese:

‘yukata’—a summer kimono.

Answers:

1. No, I don’t. 2. No, I don’t. (some students may say ‘Yes, I do’, though!) 3. No, I can’t. (or Yes, I can.) 4. Yes, they are. 5. No, it doesn’t. 6. No, it doesn’t. 7. Yes, I do. 8. No, you can’t. (or No, I can’t.) 9. No, there isn’t. 10. Yes, it does. 11. No, you aren’t. 12. No, you aren’t. 16. No, you can’t. (or No, I can’t.) 17. No, there isn’t. 18. Yes, it does. 19. No, it can’t. 20. Yes, it is. 21. Yes, it does. 22. Yes, it is. 23. No, they can’t. 24. No, you aren’t. 25. Yes, I am. 26. No, you aren’t. 27. No, they don’t.

Unit 3

Page 9, Jobs

You will need to preteach some vocabulary, or you can have the students ask you individual words that are new to them after they have tried matching once.

Write the following on the board: “Who would say...?” Next, say (or something similar): “Would you like a refill?” Ask the students who would say that sentence (a waiter or waitress). Write the answer on the board. Try a few more that are not in the book until the students get the hang of it.

Do choral repetition of the jobs, focusing on syllable and word stress before doing Activity #2.

Translation of Japanese:

‘Pochi’—a common name for a dog in Japan.

Answers:

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

Page 10, Mini-Conversations

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.

Page 10, Listening

Depending on how difficult you want to make the game, you can have the students look at the jobs on page 9 or not. Also, you can make the listening much easier if you preteach the difficult vocabulary, but it may then become too easy depending on the level of your students.

Tell the students to abbreviate the spelling for their answers on the first listening because they will not have enough time otherwise. Then, before the second listening, give them a chance to complete their answers.

Answers:

1. doctor
2. teacher
3. secretary
4. comedian
5. vet
6. police officer
7. waiter/waitress
8. landlord/landlady
9. pilot
10. real estate agent
11. politician
12. shoe shop clerk
13. minister
14. editor
15. judge

Unit 4

Page 11, Too many times!

When we are bored of doing something over and over again, or when we do something silly or stupid, we tend to exaggerate the number of times we have done this thing. For example, if we have taken the wrong bus a few times, we tend to say that we've taken the wrong bus hundreds or even thousands of times to get the point across. With this activity, students will practice using such common phrases as ‘millions of times’ or ‘zillions of times’ to emphasize their point.

You should preteach the meaning of the phrases in the bottom right boxes, using the translations on page 70 if necessary.

A few of the items require the students to use ‘anything’ for the first question and ‘something’ when asking the second question. For example, “Have you ever done **anything** stupid?” and “When was the last time you did **something** stupid?”

When the pairs of students have finished, re-pair students by putting two Student As together and two Student Bs together. This is very important as an A and B student together will not work for Part 2. Students will now ask their new partner about his/her previous partner. Point out that students will have to use the third person when answering for this part.

Page 13, Listening

To give students more in depth practice you could ask them **why** questions about Andy's experiences: Why did he get angry?, Why did he sleep in his car?, Why did he tell a lie?, etc.

Answers:

1. Yes (of course), about a month ago
2. Yes, about a month ago
3. Yes (of course), about two months ago
4. No
5. Yes, about a year ago
6. Yes, about two days ago
7. Yes, about three years ago
8. Yes, about two days ago

Unit 5

Page 15, Listening

This activity prepares the students for the rest of the unit. When comparing their answers with a partner, students should take turns asking “Can **he** ski?”, etc. They should answer using “Yes, **he** can. /No, **he** can't.” This will give them third person practice.

Answers:

1. Yes (cross country, not downhill)
2. No
3. No
4. Yes
5. No
6. No
7. No
8. Yes
9. Yes
10. No
11. No
12. Yes
13. No
14. swim really far

Possible extra questions:

1. Why can't Andy skateboard? (He's a klutz.)
2. Why can't he say his name backwards?
(Because it starts with a 'y'.)
3. How many pushups can he do now? (about 20)
4. How many times has he surfed? (5 or 6)
5. Is he a good surfer? (He's okay.)
6. Does Andy want to try scuba diving?
(Yes, he said it looks fun.)
7. Why doesn't he want to try rock climbing?
(Because he's afraid of heights.)
8. How often does he lift weights now?
(once or twice a week)
9. How much can he leg press? (300 pounds)
10. Why hasn't he played soccer? (Because he's not coordinated with his feet.)
11. How far can he swim? (26 miles)

Page 15, Prove It!

With large classes, permit students to ask only one "Can you...?" question per interview. In other words, they can't ask the same student two or three questions. When someone answers "Yes" the person asking should then say "Prove it!", and the student should then demonstrate that they can do the activity. Students will be mingling and asking questions, demonstrating their abilities, and giving their names. By the end of the activity, students should have many different names on their sheet.

Page 17, Sports Rally

Sports can be confusing; for example, do you play boxing, do boxing, or just box? This activity helps students use the right form of the sport in a competitive, yet fun way.

Some sports are verbs (swim, jog, sail), and others are nouns (tennis, basketball, squash). Some can be both (golf). Before doing the game, write three columns on the board (Let's..., Let's go..., Let's play...), and together with the students, try to add as many sports as possible to the appropriate columns.

Go through the entire racecourse with your students, having them repeat the correct forms for each after you. (Tell them **not** to write the answers in the book!) A few of the sports may be natural with both "Let's..." and "Let's go..." beginnings, for example, "Let's surf." and "Let's go surf." In this case, "Let's go surf" is a shortened form of "Let's go **and** surf." However, it will be less confusing and easier if you just teach your students that "Let's..." is followed by the verb form of the sport.

Tell students to move one space for each turn. A student should shout "Pit Stop!" if s/he is not sure if their partner made a mistake (but thinks they might have). S/he should then call over the teacher, who will then verify if their partner can say the correct form. When a student goes to the Pit Stop, s/he misses a turn, which means that their partner takes two turns.

If you have extra time, you could discuss some of the lesser known sports, demonstrate how they are played, and explain some of the rules. This is also a good lesson to discuss favorite sports, spectator sports, and actually playing sports.

Page 18, What do you want to do today?

This activity gives students practice in using the correct form of the sport in a more natural context. Using choral repetition, have the students practice the intonation of the sentences in the dialog. Point out that "No..." should be said softly with a falling intonation in this context so that it will sound like a polite refusal. When finished, write the sports cues on the board and have the students close their books and try again, using only cues.

Page 18, Find someone who has...

There may be one or two questions that no student answers "yes" to. If this happens, just tell them to give up on that question (after having asked everyone).

Unit 6

Page 19, Listening

You may need to preteach some of the key vocabulary such as *laundry*, *mean*, *pregnant*, etc.

When the students compare their answers, have them use the beginning "Why did s/he...?" when asking each other so they can practice the third person.

Answers:

1. He didn't do his laundry, so he didn't have anything else that was clean.
2. He hated his boss (because he was very mean and he had a lot of stress).
3. His girlfriend got pregnant (and he loved her).
4. Because it's hot in the summer.
5. The cat was cheaper (than the dog).
6. His cat was sick and he had to take him to the vet.
7. He was really tired (from work and didn't want to fall asleep while driving home).
8. She really likes (working with) people.

Translation of Japanese:

'Wan Biggumakku Sankyuu'—(literally "One Big Mac, please.") This is how they bark their orders at McDonald's in Japan, using katakana Japanese.

Notes

"watched me and [tell] me"—he meant to say 'told' me.

"I was looking at the prices between..."—A more natural way to say this would have been "I was **comparing** the prices between..."

"working with kids"—Matt had a job working at a children's summer camp at the time.

Page 19, Why did you...?

Insist that students are not allowed to deny the action. For example, Student B: “You loved that job. Why did you quit?” Student A: “I didn’t quit.”

The students’ answers can be in the form of notes or complete sentences depending on the level of the class.

Students will not be able to extend their conversations for all the questions. Just encourage them to do so, giving them a few examples of how it can be done.

Translation of Japanese:

‘omiai’—the Japanese system of arranged marriage.

Notes

Variation 1: Have each questioner ask two or three follow-up “Why...?” questions for each answer:

Q: The party last Friday was really fun. Why did you leave so early?

A: I had to meet my friend at 8:00.

Q: **Why** did you have to meet your friend?

A: Because I had to give him something.

Q: **Why** did you have to give him something?, etc.

Variation 2: When pairs have finished, poll the class for the best reasons. This will require the students to listen carefully to each other. The pair with the most points is the winner.

Variation 3: Without looking at the book, do this as a whole class activity, dividing the class into two (or more) teams. Read out one of the “Why did you...?” questions and have the teams compete for the best reason. These could be separated into categories such as most believable, most creative, funniest, etc.

Page 21, Crazy Quiz

This activity gives practice with listening for past tense verbs, answering with short responses, and practice with pronouns. Often students don’t concentrate well enough when listening and therefore make errors when responding. This short, drill-like activity, although fun and intense, will help students see the inherent connection between listening to and answering questions.

Be insistent that students answer with complete sentences and not with only one word. Also, for their own questions, make sure they use the present tense. They can use Did..., Could..., Was..., or Were... to start their questions.

For a few of the questions students may have trouble giving extra information after answering ‘no.’ Emphasize that any information is acceptable as long as it’s related to the original question. Before beginning, give the students an example of how to give more information: “Did you sleep on the roof last night?” → “No, I didn’t. I slept in my bed.”

Answers:

Most answers will vary. Answers that are definitive:

4. No, you didn’t. 9. No, there wasn’t. 12. No, they weren’t. 16. No, I didn’t. 18. No, I didn’t. 19. No, he didn’t (Mizayaki did it). 22. No, I couldn’t. 24. No, he wasn’t. 27. No, there weren’t.

Translation of Japanese:

‘Roppongi’—a wild, party area of Tokyo.

‘Manjiro’—a comical, old-fashioned name for a Japanese male.

‘Sen to Chihiro no kamikakushi’—One of the most popular animated films of all time. The English title is “Spirited Away.”

Unit 7

In this unit students learn lots of new vocabulary while using past tense verbs to describe a simple cause/effect physical ailment. Students build fluency as they tell group members about their various health problems.

Page 23, Vocabulary Building

This activity prepares the students for Activity #2. Have the students repeat the ailments after you, focusing on syllable stress.

Answers:

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

Translation of Japanese:

‘hikku’—sound of hiccups.

‘hekkushon’—sound of sneezing.

Page 23, Aches & Pains Game

If possible, make A-3 sized color copies of the gameboard. If you want to make real gameboards to use, you can glue the sheets onto thin cardboard or laminate them. Any kind of objects can be used for the markers, but it will be more interesting if you buy different brightly-colored buttons for your students to use. Explain to students that when they land on a square, they win (or lose) the number of points printed on the square.

You will need to preteach the vocabulary “swallow” and “fits of sneezing.”

Translation of Japanese:

‘yakiimo’—Japanese sweet potatoes.

Page 25, Listening

You will need to preteach some of the key vocabulary before doing this listening. When students compare their answers have them change the questions to third person: “What **does he** do when **he** gets the hiccups?” → “**He** holds **his** breath and counts.”

Answers:

1. hold my breath and count; drink some water
2. beans
3. No, never.
4. Yeah, after rock concerts.
5. Quite a number of times.
6. No, never.
7. Yeah, I do: nothing.
8. a bad headache
9. a runny nose; itchy & watery eyes; a rash (sneezing is a symptom too, but he didn't mention it.)
10. a concussion with memory loss

Notes

“plug your ears and plug your nose at the same time”—I cannot imagine how this can be done unless you use a clothes pin on your nose.

“defecate”—this is a very formal, almost scientific way to say ‘go to the bathroom.’ Thus, Lexi’s chuckle.

“a little junk food fix”—by this he means he loves junk food and is always craving it, so when he has a sore throat at least he can suck on the throat candy (which is like junk food) and get some kind of satisfaction.

Unit 8

Page 26, Listening

Students may have some difficulty hearing Matt’s reason for being busy (he has to pick up his brother at the gym). If you preteach the vocabulary ‘pick (someone) up’ it will make it easier.

Answers:

MARTINA: Sunday–5:00 (church) and Saturday–5:00 (dance practice); Monday–5:00 (go to gym and exercise) PETE: Friday–10:30 (has to prepare for a speech); Friday–11:30 (hiking) CHERI: Thursday–8:00 (work); Friday–10:00 (go to the movies) MATT: tomorrow–5:00 (has to pick up his brother at the gym); Wednesday–8:00 (bowling)

Notes

“Awesome”—young people use this word in many different ways. Here she means “Good” or “Okay, then.” (in Japanese *Kimari!*)

Page 26, Super Heroes

This activity is a bit complicated and will require careful explanation. There are two parts: The first part concentrates on natural disaster vocabulary as well as structured question and answer patterns concerning appointment making. The second part gives students the opportunity to assume the role of a super hero who is entrusted with the superhuman task of stopping natural disasters from occurring in places around the world.

Review the dialog at the bottom of page 27 with the students. Explain that this language is useful for setting up appointments, specifically super hero appointments. Point out that the super heroes have to fly to some place, stop the natural disaster, and save all the people. These super heroes are all pretty

busy, but **they must find time in their schedules to have their picture taken together** for their fans. The problem is finding a time to get together to have their picture taken. Finding a time slot becomes the task for the students.

Students must first complete their schedules. They should ignore all lines that indicate they are free, but they must fill in a location (city or country name) for the natural disasters to occur.

It is imperative that students ask questions in order from morning to evening. The only time all the super heroes are free in common is at 8:00 pm (the last time slot). If students fail to ask in time order, the whole activity risks being over prematurely. Also, tell the students to take turns when asking.

If you prefer, you can photocopy and cut up the schedules (on page 28) for students to use. This will help prevent students from seeing their partners’ schedules, and it will make it easier for students to see the dialog on page 27.

Obviously, this activity will work best in groups of three. However, a group of two can still do it by having one partner assume the role of two super heroes rather than only one. Likewise, the activity can be done in groups of four by having two partners share one super hero role.

Answers:

sandstorm, snowstorm, drought, forest fire, flood, tidal wave, hurricane, avalanche, tornado, mudslide, earthquake, volcanic eruption

Bonus Activity:

Have students collect newspaper clippings of real natural disasters from around the world. This is a realistic and motivating way to prompt discussions based on what actually happened, what was done about it, or how it could have been less disastrous, etc.

Page 29, I’m going to...

Each student has to repeat what each student before them has said. Students can say what they are going to do **tomorrow**, rather than, or in addition to **tonight**.

Unit 9

Page 31, First Listening

This story is based on Aesop’s well-known fable. You can skip the first listening and go straight into Activity #3, but it will be more difficult this way.

Page 31, The Lion and the Mouse

You will need to explain this activity very carefully. Make sure your students know how to use the scoring system before starting. The first two answers are given as examples to get the students

started. Students get no points for these. Explain that a guess counts as one hint.

Depending on the level of your students, you may want to preteach the vocabulary on page 70.

Page 31, Second Listening

After listening for the second time, students could repeat the sentences after the tape (with pauses), or you could have them try saying the sentences as they are said while listening along.

Notes

“I would always be thankful”—The Student’s Book has the more natural way: “I **will** always be thankful.”

Page 31, Story Time

A few students will claim they do not have any story or experience to tell. Insist that they do! If necessary, they can tell about an experience that a friend or a family member has had—they are not limited to their own experiences.

Unit 10

Page 36, Ski Trip

This activity gives a practical way to learn weather terminology using future tense (will), while asking for and giving information. You will need to preteach the weather symbols and teach students how to say temperatures (1° = ‘one degree’; -1° = ‘minus one degree’, etc.)

When discussing which ski resort they prefer to go to, students should look carefully at not only the weather conditions, but also the temperatures. For those teachers not familiar with Centigrade, you can refer to the following chart.

C	Temperatures	F
40°		104°
35°		95°
30°		86°
25°		77°
20°		68°
15°		59°
10°		50°
5°		41°
0°		32°
-5°		23°
-10°		14°

Page 37, Travel Survey

Students will have to either write their sentences in pencil and erase them later (so that they can write their second partner’s answers), or you can make extra copies of the survey for them to use.

You may prefer to do the listening prior to doing the survey. Either way is okay, but the students will be a bit better prepared to answer the questions if the listening is done first.

Page 38, Listening

Answers:

1. China 2. with a school group 3. I flew. 4. at some university dorms 5. for six weeks 6. went shopping, studied, traveled around 7. really hot & dry 8. It was good, but I got tired of it. 9. Yeah, I bought a lot of things. 10. a boat ride in Shanghai at night 11. No, I didn’t. I really had a good time. 12. be very prepared.

Translation of Japanese:

‘Hakone’—a place near Mt. Fuji.

‘pension’—a Japanese-style bed and breakfast.

‘minshuku’—a low-budget Japanese inn.

Notes

“Better than ours”—Martina and Lexi both live in dorms at a university. By ‘ours’ she means ‘our dorms.’

“cats and dogs”—Although this is not typical Chinese food, some Chinese do eat strange and exotic creatures.

Unit 11

Page 40, Requesting and politeness

Answers:

4, 6, 1, 3, 5, 2 (#2 and #3 are almost the same level of politeness)

Page 40, Requests and responses

This lesson covers a tough (but very important) grammar point. You will have to explain the difference between ‘mind if I + verb’ and ‘mind + verb + ing’ carefully. Also, point out that ‘not at all’ means ‘yes,’ and ‘yes’ means ‘no’ when answering questions with ‘mind.’

‘Well, actually... + reason’ is only one of many ways of refusing a request. Only one way is given here in order to make the lesson less complicated.

Answers:

A: 1. Would you mind buying me a bento?
2. Do you mind if I use your cell phone?
3. Would you mind telling me what time it is?
4. Would you mind mailing these letters for me?
5. Do you mind if I take my vacation next month?

B: 1. Do you mind if I borrow your surfboard?
2. Would you mind teaching me how to play golf?
3. Do you mind if I smoke?
4. Would you mind driving me to the airport?
5. Would you mind lending me your DVD player?

Note: B, #3 (smoke) will not work for the second part of the activity as you cannot say “Could you smoke?” Just tell the students to skip that one.

Page 41, Mini-Conversations

See the Notes for Unit 3, Page 10.

Translation of Japanese:

(Top right box): 'Gochisoosama'—That was good and 'Aa. Mata osaraarai? Nanka tsukarechatta!'—Do I have to wash dishes again! I'm tired!

(Bottom right box): 'ira kora ira kora'—sound of irritated feeling.

Page 42, Grammar Prep

This activity prepares the students for the following one by highlighting forms used to make requests and offers.

Answers:

1. b 2. a 3. b 4. a 5. a 6. b

Page 42, The Maitre d'

This activity gives practice with offers and requests, articles, and count vs. non-count nouns. The conversation the students create is purposely meant to be crazy sounding. Students will be amused by the unusual menu items that they come up with. Expect a few giggles as the very odd dialog occurs between the waiter and the customer. Later, students will have a chance to create a new, more realistic-sounding dialog.

After getting with a partner, students should only ask their partners for the blank spaces at first. **They should not read the sentences yet; they should only collect the information that's missing.**

Variation 1: Encourage pairs of students to read their scripts to another pair or to the rest of the class.

Variation 2: Have the students sit in two lines of As facing Bs. All Student A roles remain in their seat while Student B roles rotate to the right. This way, new pairs are formed. Have the new pairs read through the Maitre d' again—this time they'll have a whole new conversation.

Page 42, Listening

Students will have to flip back and forth between pages 43 & 44 in order to write the answers. For this reason, on the first listening, have the students just listen, without writing, concentrating on meaning only. They can then write the answers on the second listening. Have the students erase their partner's answers before playing the recording.

Answers:

1. Chuck's 2. bee(s) 3. spaghetti 5. carrot, dog
6. giraffe knee 10. cool elephant 11. chips
12. blue asparagus 13. rose 14. German
16. pretty, juice 17. mustard 19. cockroach,
pepper, shrimp 20. spider 22. 537 23. Oh, wow!

Unit 12

Page 45, Listening

This listening prepares the students for the following activity. Before doing the listening, it's best to pre-

teach the vocabulary for the whole unit (see p. 71).

Answers:

1. an amusement park 2. an original poem
3. snuggle 4. decide the place together 5. in a car
6. a regular date 7. a new girlfriend

Notes

"Get to know the person you're with"—This is a shortened form of "You can get to know..."

Page 45, How romantic are you?

If necessary, this activity can be done in pairs, or in groups of four, by having one partner assume two of the roles, or by having two partners share one role.

This activity requires careful explanation. Emphasize that **all 3** partners answer **all** questions. The students will have to modify many of the questions depending on whether their partner is male or female. For example, "Your ex-**boy**friend" should be changed to "Your ex-**girl**friend" if asked to a male.

The number of points given for each choice is somewhat biased and arbitrary. If you prefer, you could have your students white out the points, get into groups, and decide among themselves how many points to give the choices prior to doing the activity.

The careers suggested on page 49 are admittedly biased and are as such, disputable.

Page 49, More questions about romance

Due to the personal nature of the questions, if possible, try to group students together who know each other somewhat.

Unit 13

Page 50, Short Responses

The beginnings of the statements are in **bold** for later use with Activity #5. Have the students repeat the responses after you, focusing on intonation and stress. Practice the responses of disagreement, too.

Translation of Japanese:

'Kimutaku'—the lead member of SMAP, a wildly popular group of musicians and actors.

Page 51, Likes and Dislikes

Students should use a short response from Activity #1 for this activity and for the following one.

Page 52, Listening

Answers:

1. to be fat; Neither do I. 2. to run; I don't.
3. ice cream; So do I. 4. cats; Me neither.
5. music; So do I. 6. milk; I do. 7. the mountains; Me too. 8. home; I don't. 9. swim; I can't.

10. sleep; Neither can I. 11. frog legs; I have.
 12. study; I don't. 13. my dad; Neither can I.
 14. fun; So do I.

Possible extra questions:

1. What kind of exercise does Jeremiah do? (lift weights)
2. What is Cheri's favorite kind of ice cream? (chocolate)
3. Does Cheri have a cat? (No, but she used to.)
4. What kind of music does she dislike? (country)
5. Does Jeremiah like frog legs? (Yes.)
6. Why doesn't Jeremiah study regularly? (He works.)
7. What position did he play when he played baseball? (catcher)

Page 52, Card Game

You will have to photocopy page 53 and cut the cards out to make sets for each group of 3 students. If possible, make color copies. The cards are included in the Student's Book to provide the option of doing the activity as a kind of board game. Using a coin and markers, students can move in a predetermined direction. You can create your own rules, add points to the squares, etc.

Using different sentence beginnings (in bold) from Activity #1 will ensure that students get practice with a variety of responses.

Unit 14

Page 54, Vocabulary Building

The more difficult words are translated on pages 71 & 72.

Page 54, Pronunciation

Stressed syllables: aFRAID, SCARED, ANGry, MAD, BORED, CONFident, disapPOINTed, disGUSTed, emBARRAssed, exCITed, exHAUSTed, FRUSTrated, HAPpy, JEALLous, NERvous, reLIEVED, SAD, SATIsified, SURPriSed, susPICIous

The 10 'r' sounds are underlined above.

Page 55, Say it with emotion!

Before distributing the slips, preteach the following vocabulary: ho hum, stuffed, mention, ex-boyfriend, yuck, throw up, whew!, useless, wig, job interview.

Students may not know the correct intonation for their sentence. You can have them come up to the front of the class, one by one, as they are memorizing their sentences, and whisper the way the sentences should be said to each student individually.

If you have more or less than 18 students (there are 18 slips), you can have a few students memorize more than one slip, or have students share a slip.

Page 56, Listening

Depending on the level of your students, you may want to preteach some of the vocabulary.

Answers:

1. AFRAID (SCARED) a. 11 b. She heard a door slamming (and thought it was a ghost).
2. EMBARRASSED a. at the beach in Hawaii b. A big wave took it off (It came off).
3. DISGUSTED a. Disneyland b. a hot dog
4. EXHAUSTED a. the track team b. miles and miles
5. NERVOUS a. speech b. he hates talking in front of people (and he's shy).
6. JEALOUS a. kissing another guy b. kill him (and her)

Unit 15

Page 57, Vocabulary Building

Answers: N, L, A, C, J, D, G, H, F, E, M, K, I, B

Translation of Japanese:

'bori bori bari bari'—crunching sound of eating.

Page 57, Why were you...?

Demonstrate the target grammar (past progressive) by saying something like: "I **was running** up a hill at 3:30 this morning wearing a blue and green tutu. Encourage students to ask: "Why were you running up a hill at 3:30 this morning wearing a blue and green tutu?" Give a reason and a few more examples. Explain that past progressive is used when an activity happens at a specific point of time in the past.

If students have a hard time coming up with excuses, you can make it easier by having them read the questions and brainstorming their answers before working with a partner. It's not essential to finish all the questions; in fact, if students are having a fun discussion, encourage them to continue as long as they like on any situation.

Translation of Japanese:

'izakaya'—a Japanese-style pub.

'yakuza'—the Japanese mafia (gangsters).

'Takashimaya'—a Japanese department store.

Page 60, Listening

When comparing their answers, have students use the third person: "Why was she...?"

Answers:

1. (Her mom wouldn't let her go out and) she had to meet her boyfriend.
2. She had to do an interview for her school project.
3. She was helping them plant a tree.
4. He gave her a speeding ticket but she wasn't going that fast.
5. His brother (played a joke on him and) threw his shoe in the garbage (and the garbage man took it away).
6. His neighbors asked him to watch their stuff (because they went to Jamaica).
7. His mom said he ate all the cake but he didn't (because he saw his brother eat it all).
8. He was hiding from a woman at work who likes

him too much (and is stalking him). 9. (He thinks pigeon feathers look pretty) so he wanted to make a hat out of them. 10. He was paying his boss back (because he borrowed some money from him the day before for lunch).

*The believability answers are subjective and will vary.

Notes

“make a hat out of [it]”—Matt meant to say ‘them.’

Unit 16

Page 62, Vocabulary Building

Answers:

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

Page 63, Vocabulary Building

As there is no word in Japanese for ‘funny bone,’ you will need to explain this word carefully.

Answers:

16, 4, 17, 18, 12, 1, 13, 11, 19, 9, 14, 6, 2, 10, 15, 3, 8, 7, 20, 5

Page 63, Accident Prone

Students will learn the necessary vocabulary in Activities #1 & 2, except the following, which you should preteach: thumbtack, puddle, pothole.

When giving a full report of their day’s accidents, students will need to join their sentences together using “(and) then at (*time*) I...” Write this on the board for the students to use.

Explain that there is a cause (I fell out of bed) and an effect (I broke my arm). Little by little, students will acquire a list of injuries which they report to their partner. It can be quite fun to get students to pantomime all the accidents. For lower-level students, you can limit the number of injuries they report to one or two most recent ones.

Page 66, Listening

Answers:

1. Yes. (He trips over his own feet and runs into walls and doors.)
2. Yes. (about a year ago)
3. Yes. (He burned himself on the oven 3 or 4 times cooking pizza.)
4. Yes. (He twisted his knee while snowboarding.)
5. Yes, lots of times. (Not serious injuries. He pulled his leg muscles playing soccer.)
6. No. (and no stitches, either)
7. He doesn’t remember, but if he has it wasn’t too bad. (He sprained his wrist playing football.)
8. Yes, several. (He got one from a biking accident.)
9. Yes. (In eighth grade. The car flipped over three times.)
10. The car accident he had.

Notes

“if he would have gone out”—technically his grammar is wrong here and should be “if he HAD gone out.” However, using ‘would’ instead of ‘had’

seems to be more and more common in informal American English.

Unit 17

Page 67, Skit/Video Preparation

Preparing for the skits/videos can take a lot of valuable class time. If you don’t want to use class time, students can prepare their skits for homework. Students could even make their own videos for homework, and later the videos can be played for the rest of the class to watch.

Usually the skits/videos with the most props and action are the most interesting—it’s important to remind students of this.