

LET'S CHAT!

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TEACHER'S GUIDE

CONTENTS

I. General Introduction	1
II. Answer Keys & Notes	4
III. Tapescripts & Vocabulary	20

GENERAL INTRODUCTION

BASIC PHILOSOPHY BEHIND THE COURSE

The basic philosophy behind *Let's Chat!* is that for students to improve their communication skills in English, they must be given many chances to use English for genuine interaction. Hence, the course provides students many opportunities to speak through paired and small group activities. *Let's Chat!* gives students the opportunity to get to know their classmates better by providing a chance to share their experiences, opinions, and ideas with each other.

Another principle behind the course is that learning is enhanced when students are motivated, content is interesting, and activities are learner-centered. *Let's Chat!* has been developed around topics that students will enjoy talking about. In addition, several of the units include an interesting game based on real surveys of Japanese college students.

QUESTION-ASKING

Let's Chat! has a strong emphasis on question-asking. The ability to ask questions is important in language learning. Students who know how to ask questions are able to:

- get information they need or want
- maintain a conversation
- control the content and flow of a conversation
- be more interactive and thus increase language input
- contribute to a dynamic and positive classroom atmosphere

Question-asking ability is important not only for the transaction of information; it also has a social-interaction value. Students who are able to freely engage in conversation are more likely to make friends with English speakers.

FLUENCY VERSUS ACCURACY

Most of the activities in *Let's Chat!* are fluency-based. Students need to be able to successfully communicate what they want to say in English. Communicative success will lead to greater confidence which, in turn, will lead

to more interaction and greater learning.

Accuracy is seen simply as one aspect of communicative ability. A student needn't speak 'perfect' English to be understood; however, obviously the more errors there are, the less likely a student's utterance will be understood. With this point in mind, teachers are encouraged to work with students mainly on errors that interfere with communication, rather than on all errors. It is not advisable to ignore errors completely. Students often expect or want some error correction. On the other hand, don't correct students to the point of damaging class atmosphere or student confidence.

Keep in mind that students have already spent years studying grammar; therefore, long-winded grammatical explanations are usually not necessary. Short drills can be useful to highlight grammatical points which you feel students need extra practice with.

Accuracy is not limited to structure. Teachers should pay attention to accuracy in phonology as well. Do the students articulate the sounds of English correctly? Do they speak with the correct stress and intonation? It's often unrealistic to expect students to sound like native speakers, so it's best to work mainly on problems that hinder communication.

AN IMPORTANT TIP

It's very useful to learn your students' names. Knowing the students' names will help you to get to know them as individuals. It also helps with class management, organizing activities, and so on.

One way to facilitate learning the students' names is to have a card for each student with his or her name and photo. Use these cards often; for example, to take attendance, to call on students to answer questions, or to divide the class into small groups.

USING LET'S CHAT!

Each unit of *Let's Chat!* takes between 100 and 120 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 and motivation of the students, the students' areas of interest, the number and length of class sessions, and other factors. Teachers are encouraged to use the book in a way that is most suitable and helpful for their students. You may want to spend more time on particular units or activities. On the other hand, you may want to complete some of the units relatively quickly, or perhaps even skip some activities.

Unit 1 is linguistically fairly easy and its primary purpose is to help students build confidence in using English. This unit also creates an opportunity for students to get to know each other. In addition, students will quickly discover the highly interactive nature of the course. Unit 14 is a review unit and can be used for evaluation purposes as well. Although the order of the Units 2-13 is somewhat graded, they can be done in any order.

Conversation

Each unit opens with a conversation. This dialog serves to get the students thinking about the topic of the unit, previews some of the patterns that will be featured, and helps the students 'warm up' before starting some of the more interactive activities.

You can ask the students to study the dialog for homework. They should look up words they don't know and circle parts of the dialog they don't understand. Later, in class, students can practice the dialog in pairs. You should encourage students to read their lines with feeling, concentrating on stress and intonation. If necessary, have the students repeat the lines while listening to the recording, pausing the CD after each line.

After the students have had a chance to practice the dialog with a partner, select two students to read the dialog out loud. Again, encourage them to read their lines with feeling. When they are finished, go over any problematic parts, including any words which are still unknown, wrong pronunciation, incorrect intonation, and so on.

Finally, have the students practice the dialog again with their partner, this time closing the book as they say each line. They may open their book and look at their line if they forget, but they should close the book again before saying their line. This will help to encourage eye contact between partners as well as get the students to focus more on meaning.

Talk About...

Most of the units have at least one section in which students work with a partner and take turns asking questions related to the topic of the unit. Before the students begin, you may want to preteach any words and expressions that might be unknown. You may also want to go over correct question intonation.

Encourage students to give long answers by adding details, opinions, explanations, and so on. Write examples on the board. To encourage longer answers and prevent students from rushing, challenge them NOT to be the first pair to finish the activity.

In addition, a student, after answering his or her partner's question, may 'return' the question by asking, "What about you?" Or, alternatively, students can switch roles and repeat the activity, although this way will take up more class time.

It's very important for the teacher to walk around the class and listen to students as they ask each other the questions. You may need to help students if they:

- misunderstand a question
- mispronounce words or speak with incorrect intonation
- don't know how to answer a question

When most of the pairs have finished asking each other their questions, give the students a chance to ask you (or other students in the class besides their partner) any question they choose from the page.

Note: Students usually sit next to their friends in class, but it's good to have them work with different partners from time to time. This allows students to get to know other people in the class and is good for classroom atmosphere.

Small Group Activities

Divide the class randomly into small groups. The size of the group should be appropriate for the activity, but generally, limiting the size to three or four students per group ensures that everyone will have a chance to speak.

Make sure each group understands the task at hand and inform the groups how much time they have to complete the activity. In addition, remind the class that they should speak only English!

Each group should select a leader, who will make sure the group stays on task and speaks only English, and a secretary, who will take notes.

You should walk around the class and help each group as needed. Be sure to give the class a three-minute warning so they don't run out of time unexpectedly. When all the groups have finished, you might want to ask a couple of the groups to tell the rest of the class what they have come up with.

Note: Again, it's good to change the groupings frequently to give students a chance to work with different people in the class.

We Asked 100 Students

Several of the units include a survey game. The surveys, which the games are based on, were conducted in 2005-2006 at Toyo Eiwa University, Ferris Women's University, Bunkyo University, Kokugakuin University, and Meiji University. Students at these schools were asked a variety of questions, and their answers were tallied.

The basic objective of the game is to try to guess the most common answer (given by 100 Japanese college students) to each survey question.

Divide the class into small groups. Make sure everyone understands the objective of the game. Read one of the survey questions out loud to the class. Each group, after hearing the question, must guess what the most common answer to the question was in the survey. They must agree as a group on ONE answer.

The survey results are given within the individual unit notes of this Teacher's Guide. Each survey question is followed by a list of the answers given by the students who were surveyed, along with the number of students who gave each answer. This number also corresponds to the point value for that answer.

See page 5 for a more detailed explanation of the game.

Listening

The recordings were designed to sound as natural as possible. At the same time, they feature some of the patterns presented in the unit. The listening activity in each unit can be

assigned as homework or as individual lab work if the students have a copy of the recording. Otherwise, the activity can be done together in class. Teachers may duplicate the CD for their students provided one original copy has already been purchased.

Students are not expected to fully understand each dialog, but just enough to complete the task. To allow the students to study the dialog further, you can make photocopies of the tapescript and have the students practice the dialog with a partner, or they can read it for homework. The tapescripts for the listenings, followed by a bilingual listing of the more difficult vocabulary, are found in the last section of this Teacher's Guide. 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.

Vocabulary Review

Students are more likely to learn new vocabulary if they use it to produce something. In this activity, students are challenged to construct a short dialog using some of the vocabulary they have learned in the unit. This activity can also be useful as a filler if you find yourself with extra time at the end of class, or it can be assigned as homework or extra credit work.

You may want to have the students submit their dialogs to you by email. This will make it easier for you to make corrections and provide additional feedback. In addition, you can photocopy some of the more interesting dialogs you receive and share them with the class.

ANSWER KEYS & NOTES

Unit 1

Page 1, Conversation

Vocabulary:

be curious about (something) (=want to know about); politeness (*reishitsu; reigitadashisa*); (it) suits (you) (*fusawashii*); wonder about (something) (*kyoomi ga aru*)

Translation of Japanese:

kirei—pretty.

reizoko—refrigerator.

Page 2, Listening

Answers:

1. Hawaii 2. To learn Japanese (for his work)
3. She's her twin (and her name is Yuu). 4. It's Hawaiian. 5. No, (she's taking the Ginza line and he's taking the Shonan-Shinjuku line). 6. Probably. Because she offered to help him with his Japanese (and she wants to know more about Hawaii).

Page 2, Talking about things we like

This activity presents a great opportunity to contrast question intonation in four different types of questions: yes/no questions, wh- (or information) questions, and two types of 'or' questions.

Question Type 1 (Do you like natto?) ends with a rising intonation.

Question Type 2 (What's your favorite kind of sushi?) generally ends with a falling intonation.

Question Type 3 (Which do you prefer, cats or dogs?) has a falling, rising and falling pattern of intonation (falling on 'prefer,' rising on the first choice, and falling on the second choice). Note: The 'which do you prefer' part of this question is similar to Question Type 2.

Question Type 4 (Would you rather be a doctor or a movie star?) offers a choice, so there is a rising and falling pattern for the two choices.

Write the example sentences above on the board. Draw intonation pattern lines over each sentence. Next, read the sentences aloud so that the students can clearly hear the intonation patterns. Finally, have the students repeat each sentence after you chorally.

Page 5, Find someone who...

"Do you have any brothers or sisters?" might be a useful question for the first five items. Teach the students how to answer this question with extra information; for example, "Yes, I do. I have an older sister" or "Yes, I have an older brother and a younger sister."

Make sure that the students understand what 'an only child' is, and note that the answer they are looking for would be "No, I don't" for this item if the question is "Do you have any brothers or sisters?" "Are you an only child?" is possible, but somewhat unnatural in ordinary conversation.

In addition, regarding the 'doesn't like rakkyo' item, students will be looking for a 'No' answer if the question is "Do you like rakkyo?" "Do you dislike rakkyo?" or "Don't you like rakkyo?" are possible, but somewhat unnatural except in a very specific context, such as if a dinner guest makes a funny face when asked if he wants some rakkyo.

Translation of Japanese:

shiokara—a salty, fermented dish made from squid guts or other marine creatures.

rakkyo—Japanese shallot, a kind of onion, which is normally pickled.

Page 6, Introducing a classmate

Translation of Japanese:

Tsutaya—a video and music rental place.

Unit 2

Page 5, Conversation

Vocabulary:

actually (*jitsuwa; jissai*); as long as (*kagiri*); have a crush on (someone) (*akogareru*); in good taste (*tekisetsuna; tekitona*); No wonder... (*Dooride...*); pretty much (=just about); put on (*kiru*); used to (*izen wa...shita*)

Page 8, Listening

Answers:

a. No b. No c. Yes d. No e. No f. No
1. False 2. False 3. True 4. False 5. True

Unit 3

Page 10, Conversation

Vocabulary:

actually (*jitsuwa; jissai*); (not) allowed (*yurusarenai*); at all (*zenzen...nai*); awesome (*totemo subarashii; sugoi*), (a) bunch of (=a lot of); complicated (*fukuzatsuna*); definitely (*zettai ni*); "I'd have to say..." (*zettai...*); naked (*hadaka*); nowadays (*saikin*); opponent (*aite*); ouch! (*itasou! itai!*); permitted (*yurusareru*); purify (*kiyomeru*); slap (*hataku; tataku*); stuff (*mono; nanika*)

Page 12, Making Comparisons

Part A

Note: For the pattern "I think a ____ ball is about THIS big," be sure to let the students know that when they use this pattern, they must use their hands to show the size of the ball.

Suggestion: Tactile and visual stimulation can often help to 'loosen up' the students and motivate them to speak. If at all possible, bring some of the balls to class to show the students after you tell them the answers. You can spend a few minutes talking about the balls (how a pitcher grips a baseball, the proper way to shoot a basketball, the hardness of the lacrosse ball, a good way to learn juggling, and so on). Or, better yet, get the students to talk about the balls by asking questions.

A beach ball or tennis ball can be used to play a question-asking game. First, write some examples of comparative questions on the board, for example:

Which is taller, the Yokohama Landmark Tower (in Minato Mirai) or Tokyo Tower? (Tokyo Tower—333 meters tall, the Landmark Tower—296 meters tall) Who is older, Mao Asada or Michelle Wie? (Michelle Wie—Oct. 11, 1989, Mao Asada—Sept. 25, 1990)

The teacher asks one of the questions to the class and selects a student to answer the question by tossing the ball to the student (gently!). After the student answers the question, s/he thinks of and asks a different comparative question, and then tosses the ball to another student of his or her choice. This continues until all students have had a chance to ask and answer a question.

Answers:

1. beach ball (there are a variety of sizes, but generally this is the biggest) 2. basketball
3. soccer ball (sizes vary according to age group, but the ball for adult play is slightly bigger than a bowling ball) 4. bowling ball 5. volleyball
6. softball 7. baseball 8. tennis ball 9. lacrosse ball 10. billiard ball 11. golf ball 12. ping-pong ball

Part B

If you don't have much time, Part B can be done together as a class. Simply ask selected students to say how they would fill in the blanks for each of the patterns. You may also ask the students to make similar statements using the words 'heavy' and 'colorful.'

In terms of cost, prices will vary according to the quality and make of the ball. The important point of this activity is not getting the ranking correct, but that the students practice the sentence patterns for comparing things. You may want to ask the students to check the internet to find the correct answers.

Part C

Encourage the students to help each other by asking questions if necessary.

Page 13, Sport Rules

Answers:

1. Yes. The ball can be moved to a location not closer to the hole if the player would be physically endangered trying to play the ball as is. Note: If the snake is dead, you can move the snake, but not the ball! 2. No. Players have to dribble (bounce) the ball when moving with the ball. 3. No. Grabbing or holding an opponent in any way is not allowed. 4. No. Each dart must stay on the board at least five seconds after a player has thrown his last dart. Any dart that does not stay on the board 5 seconds after the last dart is thrown does not count. 5. Yes. But you can't touch the net. 6. No, the pitch must be released underhand. 7. You get two more rolls. 8. It's a home run.

Page 13, We asked 100 students...

Suggestions for playing the game:

Divide the class into groups of three or four. Assign each group a number or team name and write these numbers or names across the top of the board. You will keep a running total of points for each group under its number or name so that everyone can see the scores as the game progresses.

Tell the class that each group is to try to guess the most common answer to the questions (based on a survey of 100 Japanese college students). Each group can make only one guess, so each group must decide on one answer.

After the groups have had some time to make a decision, ask them for their guesses and write them on the board. Different groups can give the same answers; however, if all the groups give the same answer, then that answer is not permitted, and the groups then give their next best guess.

Reveal the top answer to the question and the number of college students who gave that answer. This number is the score awarded to the group(s) that guessed the top answer. Next, reveal the second most common answer (and so on), awarding points in similar fashion.

The group with the most points at the end of the game is the winner.

Optional ways to play:

* Allow each group to keep track of its own score. This makes running the game a lot easier for the teacher, but the game is more exciting if everyone knows the scores as the game progresses.

* Award 'double' points for the last two or three questions so that more groups have a chance to win at the end of the game.

Survey Results:

1. How many meters can you swim without stopping?

top answer: 50 meters (32)

other answers: 25 meters (26), 100 meters (10), I can't swim. (5), 200 meters (5), 500 meters (5), 1000 meters (5), 15 meters (2), 20 meters (2), 75 meters (2), 300 meters (2), 2000 meters (2), 3000 meters (2)

2. Name a dangerous sport.

top answer: boxing (23)

other answers: mountain climbing (16), pro wrestling (13), K-1 (12), car racing (7), rugby (6), skydiving (5), snowboarding (5), American football (3), surfing (2), bungee jumping (2), kickboxing (2), ice hockey (2), karate (2)

3. What Disneyland ride do you like best?

top answer: Big Thunder Mountain (32)

other answers: Space Mountain (29), Splash Mountain (19), Pooh's Honey Hunt (7), Haunted Mansion (4), Pirates of the Caribbean (4), Peter Pan's Flight (3), Star Tours (1), I don't care for amusement parks. (1)

4. What is the longest you'd be willing to wait in line for your favorite ride at Disneyland?

top answer: 60 minutes (32)

other answers: 90 minutes (18), 120 minutes (17), 30 minutes (8), 45 minutes (7), 40 minutes (5), 180 minutes (4), 50 minutes (4), 100 minutes (3), 70 minutes (2)

5. What English word does a Japanese baseball umpire use?

top answer: out (36)

other answers: strike (26), safe (22), ball (11), foul (3), play ball (2)

6. For what sport do you need a net?

top answer: volleyball (42)

other answers: tennis (30), badminton (13), table tennis (5), soccer (4), lacrosse (4), basketball (2)

7. In one year, how many times do you go to the beach?

top answer: once (38)

other answers: twice (24), 5 times (9), 3 times (8), never (8), 10 times (5), 6 times (3), 20 times (3), 4 times (2)

8. What sport do you NOT understand?

top answer: rugby (36)

other answers: American football (21), golf (7), baseball (7), pro wrestling (5), judo (4), cricket (3), curling (3), kendo (3), soccer (3), ice hockey (2), lacrosse (2), fencing (2), sumo (2)

9. What sport is the most exciting to watch?

top answer: soccer (39)

other answers: baseball (19), volleyball (14), basketball (11), K-1 (8), American football (4), rugby (3), swimming (2)

10. What sport is hard to play on a windy day?

top answer: badminton (48)

other answers: tennis (22), volleyball (8), golf (8), sailing (4), baseball (4), ski-jumping (4), soccer (2)

11. What marine sport would you like to try?

top answer: scuba diving (51)

other answers: surfing (19), jet skiing (11), waterskiing (6), bodyboarding (5), sailing, yachting (2), wind surfing (2), banana boating (2), I don't like the water. (2)

Page 14, Listening

Answers:

1. 25 to 50 meters
2. skydiving
3. Space Mountain (and Pirates of the Caribbean)
4. an hour
5. I don't know. (He has no idea.)
6. basketball
7. maybe once a year
8. rugby and cricket
9. (American) football
10. golf and hang gliding
11. jet skiing

Unit 4

Page 15, Conversation

Vocabulary:

Chairman (*kaichoo*); definitely (*zettai ni*); electronic goods (*denki seihin*); more like... (*...chikai deshoo*); Neither have I. (*Watashi mo mita koto ga nai.*); I mean... (*Tsumari...*); recommend (*susumeru*); sounds (pretty) reasonable (*kanari tegoro daroo*); That reminds me... (*Soo ieba...*); Too bad! (*Zannen desu!*)

Page 16, Large numbers

Listening Answers:

1. 30,400
2. 58,807
3. 380,600
4. 867,960
5. 9,530,000
6. 61,280,000
7. 112,450,000
8. 2,734,000,000

Page 17, What's the population of...?

Note: Don't allow students to consult any books or electronic devices during this game.

Draw a huge grid on the board, with separate columns for each group and separate rows for each country. It's probably a good idea to do this activity in two parts, five countries at a time; otherwise, the board will become too cluttered with numbers. If class time is limited, you may want to do this game focusing on only some of the countries.

Give the students a specific time limit to reach an agreement on their estimated population for each country. Next, have a member from each group go up to the board and write the group's guesses in the grid. When all the guesses have been written, tell the class the correct answer for each country. Identify the group (or groups) whose guess is the closest, and award that group one point.

Answers:

Population figures as of 2006 (you may want to check the internet for the most up-to-date figures).

Japan	127,728,000
the USA	296,483,000
Brazil	184,184,000
Australia	20,351,000
China	1,303,701,000
India	1,103,596,000
Egypt	74,033,000
France	60,742,000
New Zealand	4,107,000
South Korea	48,294,000

Tie breaker: the Earth 6,477,451,000

Source: Population Reference Bureau, 2006 World Population Data Sheet

Alternative Ideas:

1. Rank the Countries: Have the students work in pairs. Together, they must rank the countries in terms of population size, from biggest to smallest, as best as they can guess. When all pairs have finished their rankings, tell them the correct order and the population for each country. They should take dictation as you tell them the population, and then check with their partner to see if they have written the same number. Afterwards, find out which pair did the best job guessing the correct order:

1. China	1,303,701,000
2. India	1,103,596,000
3. the USA	296,483,000
4. Brazil	184,184,000
5. Japan	127,728,000
6. Egypt	74,033,000
7. France	60,742,000
8. South Korea	48,294,000
9. Australia	20,351,000
10. New Zealand	4,107,000

2. Higher-Lower: Call on a student to guess the population of one of the countries. When the student makes his/her guess, tell the class whether the actual number is higher or lower, then have another student make a guess. Continue this process until a student comes fairly close to saying the correct number.

Extension Activities:

1. When your students are comfortable with big numbers, teach them how to use decimals when referring to big numbers. For example, 12,200,000 can be written as 12.2 million (twelve point two million.)

Students will need to understand this decimal usage in order to better understand news broadcasts, lectures, and so on.

2. If students need more work on big numbers, assign them some simple 'research' questions for homework and ask them to report in class:

- * The populations of the ten most populous cities in the world.
- * The distance in kilometers between Japan and various places in the world.
- * The distance in kilometers between the sun and its planets.
- * The net worth of the ten richest people in the world (or in Japan).
- * The salaries of the ten highest-paid athletes/actors in the world (or in Japan).
- * The auction prices of the most expensive paintings in the world.
- * The top-selling book and/or CD last year and the number of copies sold for each.
- * The box office gross of the top ten movies of all-time.

Page 18, Talk about Money and Time

Possible Answers:

A3. about 2.5 million yen A6. about 10 hours
 B1. ¥30,000 to upwards of ¥500,000 depending on the room type B5. It currently takes between 61 and 65 minutes to make the complete loop, depending on the time of day. A new station (the 30th) may be added to the Yamanote Line in 2010, which would make the time to complete the loop slightly longer. B6. Several minutes over 2 hours for men, roughly ten minutes longer than that for women.

World records (in 2006):

Men: 2:04 Women: 2:15

Unit 5

Page 20, Conversation

Vocabulary:

Are you kidding? (*Joodan deshoo?*); chopped (meat) (*hikiniku*); deep fry (*abura de ageta*); dish (*ryoori*); mixture (*mazetamono*); shall (=should); shape (shaping) (*katachizukuru*); share (the food) (*wakeau*); sounds good (*ii desu ne*); sounds like fun (*tanoshisoo*)

Page 21, Talk about Food

Translation of Japanese:

tsukemono—pickled vegetables

Page 22, Describing Japanese food

Answers:

1. amazake 2. kinako 3. konnyaku 4. chawanmushi
 5. nanakusagayu 6. unagi 7. umeboshi

Translation of Japanese (pages 76-77):

Partner A

chirashizushi—raw fish arranged in a layer over sushi rice.

ikizukuri—sashimi eaten from a fish that is still alive.

hiyashi chuuka—cold Chinese-style noodles eaten with thin strips of ham, cucumber, and other toppings.

kamaboko—fish cake.

iritampo—cooked rice, pounded and pressed on skewers... the rice is then toasted on an open fire and used as dumplings in soups.

okonomiyaki—like pancakes with chopped seafood or meat and vegetables.

rakkyo—pickled shallot (a kind of small onion).

shiojira—salted squid guts... it's sticky and smelly.

takoyaki—small pieces of octopus which are mixed into a batter and baked in small balls.

tempura—vegetables, shrimp, and fish, covered in batter and deep-fried.

yakisoba—Japanese fried noodles.

Partner B

chitoseame—long sticks of candy, usually eaten on Shichi-Go-San, a children's holiday.

inarizushi—fried tofu which is boiled in a sweet liquid and then stuffed with vinegared sushi rice.

kakigori—shaved ice flavored with sweet fruit syrup.

kashiwamochi—rice cakes filled with sweet bean paste and wrapped in oak leaves.

nikujaga—beef and potato stew.

oyako donburi—a large bowl filled with rice and topped with chicken and egg.

sekihan—rice cooked with red beans.

taiyaki—a waffle filled with sweet bean paste, shaped like a fish.

takuan—pickled radish.

wasabi—Japanese horseradish, usually eaten with raw fish.

yakitori—small pieces of chicken skewered and grilled.

Page 23, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. If you lived in a foreign country that had no Japanese food, what Japanese food would you miss the most?

top answer: sushi (20)

other answers: rice/*onigiri* (17), miso soup (13), noodles (including *soba*, *udon*, *ramen*) (9), *natto* (7), *sashimi* (5), *umeboshi* (4), *shoyu* (4), *tempura* (4), *yakisakana* (4), *sukiyaki* (2), *okonomiyaki* (2), *mochi* (2), *tonkatsu* (2), *kinpira gobo* (1), *tonjiru* (1), *oshinko* (1), *tofu* (1), *nukazuke* (1)

2. What's your favorite flavor of ice cream?

top answer: vanilla (29)

other answers: chocolate (25), green tea (14), strawberry (8), mint chocolate (7), caramel (7), rum raisin (3), banana (2), melon (2), *satsumaimo* (1), coffee (1), cookies and cream (1)

3. What kind of cake do you like?

top answer: cheesecake (33)

other answers: chocolate (26), strawberry shortcake (20), *monburan* (mont blanc) (9), fruit tart (7), tiramisu (3), rare cheesecake (2)

4. What's a dish that people cook using beef?

top answer: steak (27)

other answers: *sukiyaki* (21), *yakiniku* (17), *gyudon* (11), curry (6), beef stew (5), hamburger steak (4), *shabu shabu* (4), *nikujaga* (2), roast beef (1), *nikudofu* (1), stir-fried beef and *gobo* (1)

5. What's your favorite kind of sushi?

top answer: *maguro* (tuna) (23)

other answers: *ikura* (salmon roe) (15), *toro* (fatty tuna) (13), *uni* (sea urchin) (11), salmon (8), shrimp (6), *engawa* (3), *saba* (mackerel) (3), *tai* (bream) (3), *akagai* (ark shell) (2), *anago* (eel) (2), *negitoro* (2), *ika* (squid) (2), egg (1), crab (1), *tako* (octopus) (1), flatfish (1), *buri* (yellowtail) (1), prawn (1), *hotate* (scallop) (1)

6. What do you like in your miso soup?

top answer: *tofu* (38)

other answers: *wakame* (23), *nameko* (10), *daikon* (9), *abura-age* (6), clam (*asari*, *shijimi*) (5), potato (3), cabbage (2), onion (2), green onion (2)

7. What's a food that gives you energy?

top answer: beef (37)

other answers: carbohydrates (rice, bread, pasta, etc.) (22), desserts/sweets/chocolate (14), seafood (6), fruit (4), *natto* (3), chicken (3), garlic (2), vegetables (2), miso soup (2), curry (2), eggs (1), beer (1), mother's cooking (1)

8. What's something people eat in autumn?

top answer: *sanma* (saury) (43)

other answers: chestnuts (*kuri*) (24), sweet potatoes (*yakiimo*) (14), mushrooms (*kinoko* or *matsutake*) (11), persimmons (*kaki*) (6), pears (*nashi*) (2)

9. What drink goes well with pizza?

top answer: cola (55)

other answers: tea (green, oolong, iced, etc.) (28), beer (8), orange juice (2), Sprite (2), ginger ale (2), water (1), coffee (1), milk (1)

10. What do you warm up in the microwave most often?

top answer: rice/*onigiri* (38)

other answers: beverages (milk, tea, cocoa, etc.) (16), frozen food (*gratin*, pizza, pilaf, etc.) (14), bentos (9), bread/toast (6), convenience store food (4), curry (3), *nikuman* (3), leftovers (3), *takoyaki* (2), popcorn (1), *nihonshu* (1)

11. What's the most popular seafood from Hokkaido?

top answer: crab (50)

other answers: salmon (19), salmon roe (*ikura*) (9), scallops (*hotate*) (6), sea urchin (*uni*) (5), tuna (*maguro*) (4), skipjack (*katsuo*) (3), Atka mackerel (*hokke*) (2), cod (*tara*) (1), herring (*nishin*) (1)

12. complete this word: *yaki* _____

top answer: *niku* (52)

other answers: *tori* (20), *soba* (15), *imo* (3), *udon* (2), *sugi* (2), *onigiri* (2), *mochi* (2), *tofu* (1), *tate* (1)

Page 24, Listening

Answers:

1. e 2. b 3. f 4. g 5. c 6. a 7. d

1. rice, hamburger patty, sunny-side-up egg, brown gravy 2. It's filling and inexpensive. 3. You add 72 days to your life every time you try a new dish. 4. In Hawaii, within walking distance from Waikiki.

Unit 6

Page 25, Conversation

Vocabulary:

abroad (*kaigai*); by the way (*tokorode*); (a) couple of (=two); especially (*toku ni*); I guess... (...*to omou*); I see. (*Naruhodo.*); (kind of) like... (*choodo...no yoo na*)

After the students have had a chance to practice the dialog, have them engage in similar conversations about countries they have been to. If a student has never been abroad, s/he could talk about their experience traveling to a place in Japan.

You may want to write some additional questions on the board to help the students ask each other about their travels:

- * How was the food/weather/hotel/etc.?
- * What were the people like?
- * How long does it take to fly from Japan to _____?

Finally, ask some of the students to talk to the entire class about foreign countries they have been to. Encourage the other students to ask questions.

Page 26, Talk about Travel

Some students may have a poor sense of geography. In particular, you may want to point out that North

America includes Canada, the U.S. (don't forget Alaska!), and Mexico.

You may need to preteach the following vocabulary:

'bullet train' is the English equivalent of *shinkansen*; 'object to' is *hantai-suru*.

Page 28, Other languages

#4—A list of selected countries and languages:

Argentina	Spanish
Austria	German, Slovenian, Croatian, Hungarian
Belgium	Flemish (Dutch), French, German
Brazil	Portuguese
Canada	English and French
Egypt	Arabic
Finland	Finnish and Swedish
India	Hindi, English, and a large number of other languages
Iran	Farsi (Persian)
Israel	Hebrew, Arabic, English
Jamaica	English and Jamaican Creole
Kenya	Swahili and English
Malaysia	Malay, Chinese, Tamil, English
Mexico	Spanish
New Zealand	English and Maori
Switzerland	German, French, Italian
Thailand	Thai
the Philippines	English and Filipino (Tagalog & Ilocano)
Vietnam	Vietnamese

#5—Answers:

a. leftovers b. aloha c. bella d. mianhamnida (or more informally 'mianheyo')

Page 29, Checking into a hotel

Make sure to tell the students that they will need to use some of the words from the box TWO times.

Answers:

Good afternoon, reservation, Reiko Suzuki, Ms. Suzuki, Reiko Suzuki, three, three, sleepy, Starbucks

Unit 7

Page 31, Conversation

Vocabulary:

be crazy about (something) (=really really like); by the way... (*tokorode...*); dinosaur (*kyooryuu*); extraterrestrial (*uchu kara no seibutsu*); "I'd have to say..." (*Zettai...*); Jewish (*yudaiyajin*); Just kidding. (*Joodan desu.*); rid (*subete korosu*); speaking of (X) (*X toieba*); stand for (X) (...*wa...no imi desu.*); win (won) (*totta*); yep (=informal "yes")

Page 33-34, Movie Descriptions

Answers:

A: 1. Dumbo 2. Roman Holiday (*Roma no Kyuujitsu*) 3. Spider-Man 4. *Ringu* (or the Hollywood version, The Ring) 5. Titanic 6. Seven Samurai

B: 1. Pirates of the Caribbean 2. Ray 3. Harry Potter 4. *Sen to Chihiro no Kamikakushi* (Spirited Away) 5. Home Alone 6. The Wizard of Oz (*Ozu no Mahoutsukai*)

Page 36, Listening

Answers:

1. Who's your favorite actor?
2. What kind of movies do you like?
3. What's the scariest movie you've ever seen?

Page 37, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. How many times have you gone to the movie theater in the past twelve months?

top answer: 3 times (19)

other answers: 5 times (17), twice (13), once (12), I haven't seen any movies in the past 12 months. (11), more than 10 times (8), 10 times (6), 4 times (6), 6 times (3), 7 times (3), 8 times (2)

2. How many movies have you rented in the past month?

top answer: none (28)

other answers: two (16), one (14), three (9), five (9), four (7), ten (6), six (4), more than ten (4), seven (2) eight (1)

3. What was your favorite TV program when you were a child?

top answer: Sailor Moon (17)

other answers: *Doraemon* (15), *Dragonball* (14), *Hirake Ponkiki* (12), *Okaasan to Issho* (8), *Anpanman* (7), *Chibi Maruko-chan* (5), *Niko-Niko Pun* (4), *Mahoutsukai Sari* (4), *Himitsu no Akko-chan* (3), *Nintama Rantarō* (2), *Sazae-san* (2), *Crayon Shin-chan* (2), *Slam Dunk* (2), *Ultraman* (1), *Sekai Meisaku Gekijyo* (1), *Full House* (1)

4. What's your favorite movie series?

top answer: Harry Potter (20)

other answers: *Pirates of the Caribbean* (15), *Lord of the Rings* (11), *Indiana Jones* (9), *Star Wars* (7), *Back to the Future* (6), *Home Alone* (6), *Toy Story* (5), *Odoru Daisosasen* (4), *Doraemon* (2), *Jurassic Park* (2), *Sister Act (Tenshi ni Love Song Wo)* (2), *007 (James Bond)* (1), *Bridget Jones* (1), *Charlie's Angels* (1), *Legally Blonde (Cutey Blonde)* (1), *Die Hard* (1), *Matrix* (1), *Mission Impossible* (1), *Otoko wa Tsuraiyo* (1), *Rocky* (1), *Speed* (1), *Terminator* (1)

5. What's your favorite Hayao Miyazaki animated movie?

top answer: *Tonari no Totoro* (My Neighbor Totoro) (30)

other answers: *Tenkuu no Shiro Laputa* (Laputa: the Castle in the Sky) (18), *Majo no Takkyuubin* (Kiki's Delivery Service) (15), *Kaze no Tani no Nausicaa* (Nausicaa of the Valley of the Wind) (9), *Mononokehime* (Princess Mononoke) (8), *Sen to Chihiro Kamikakushi* (Spirited Away) (8),

Mimi o Sumaseba (Whisper of the Heart) (7), *Kurenai no Buta* (Porco Rossi) (4), *Hauru no Ugoku Shiro* (Howl's Moving Castle) (1)

6. What's your favorite Disney animated movie?

top answer: *Beauty and the Beast* (31)

other answers: *Aladdin* (13), *Lion King* (11), *Peter Pan* (9), *The Little Mermaid* (9), *Cinderella* (5), *Sleeping Beauty* (5), *Snow White* (5), *Winnie the Pooh* (3), *Alice in Wonderland* (2), *Pinocchio* (2), *101 Dalmatians* (1), *Tarzan* (1), *Lilo and Stitch* (1), *Bambi* (1), *Hercules* (1)

7. What's the scariest movie you've ever seen?

top answer: *Ringu* (34)

other answers: *Chakushin Ari* (19), *Juon* (15), I don't like horror movies. (8), *Saw* (7), *Alien* (3), *The Sixth Sense* (3), *Child's Play* (3), *The Blair Witch Project* (1), *The Bone Collector* (1), *Friday the 13th* (1), *Honogurai Mizu no Soko Kara* (1), *Misery* (1), *The Others* (1), *The Passion of the Christ* (1), *Scream* (1)

8. What's your all-time favorite video game?

top answer: *Super Mario* (31)

other answers: *Mario Kart* (14), *Dragon Quest* (9), *Final Fantasy* (9), *Winning Eleven* (7), I don't play video games. (6), *Tetris* (6), *Puyo Puyo* (5), *Donkey Kong* (5), *Momotaro Dentetsu* (3), *Biohazard* (2), *Street Fighter* (1), *Sailor Moon* (1), *Zelda* (1)

9. What movie about dogs do you like?

top answer: *101 Dalmatians* (40)

other answers: *Hachiko Monogatari* (17), *The Dog of Flanders* (15), *Beethoven* (9), *Lassie* (4), *Nankyoku Monogatari* (4), *Lady and the Tramp (Wan Wan Monogatari)* (4), *Marilyn ni Aitai* (3), *Scooby Doo* (2), *Don Matsugoro no Bouken* (1), *Cats and Dogs* (1)

10. Who is the greatest Japanese movie star of all time?

top answer: Ken Watanabe (37)

other answers: Ken Takakura (14), Sayuri Yoshinaga (12), Takeshi Kitano (8), Yujiro Ishihara (6), Kiyoshi Atsumi (5), Toshiro Mifune (4), Hiroyuki Sanada (2), Nanako Matsushima (2), Jo Odagiri (2), Koji Yakusho (2), Rie Miyazawa (2), Yuko Takeuchi (2), Hitomi Kuroki (1), Shintaro Katsu (1)

Optional project: Movie Introduction

Have the students talk about their favorite movie. Each student should select a different movie, do some research, and then present some information about the plot, the director, the actors, and any other interesting information (music, historical background, awards, etc.). Ask the students to bring a short clip of the movie.

Unit 8

Page 38, Conversation

Vocabulary:

aging (=getting older); at all (*zenzen*); be successful (*umaku iku*; *seikoo suru*); by the time (=before); exactly (*masani sonotoori*); for instance (*tatoeba*); extra kindness (*tokubetsuna kea*); have a knack for (something) (*sense ga aru*); have in mind (=be thinking about); hire (*yatoo*); in the future (*shoorai*; *mirai*); novelist (*shoosetsuka*; *sakka*); nursing home (*roojin hoomu*); population (*jinkoo*); rapidly (=quickly); regret (*kookai suru*; *kuiru*); reputation (*hyooban*); retire (*intai suru*); seem (...*no yooda*); senior citizen (*roojin*); screenplay (*kyakuhon*); to tell you the truth (*shoojikina tokoro*); though (...*dakedo*); What do you see yourself doing? (=What do you think you will do?)

Page 39-40, Job Interviews

This section will work best if students have time to think about how they would answer the job interview questions. If possible, have students prepare for the questions as a homework assignment.

Page 41, We asked 100 college women...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. What kind of job would you like your husband to have?

top answer: doctor (16)

other answers: company president or self-employed business owner (13), pro athlete (10), any job (9), pilot (9), lawyer (8), businessman (*salaryman*) (6), work for a big, famous company (5), government official (4), a job that he enjoys (4), teacher (3), dentist (3), something in the fashion business (2), work for a trading company (2), any stable job (1), computer technician (1), movie director (1), policeman (1), real estate agent (1), something overseas (1)

2. What's a good occupation for people who like to talk?

top answer: TV announcer (20)

other answers: teacher (10), salesperson (9), comedian (8), TV celebrity (*geinojin*) (8), actor (5), businessman (*salaryman*) (5), flight attendant (5), TV reporter (4), counselor (3), DJ (disc jockey) (3), doctor (3), tour guide (3), singer (3), TV commentator (3), host or hostess (2), lawyer (2), wedding planner (2), bartender (1), hairdresser (1)

3. Imagine you are an OL (office lady). You are using a copy machine. Suddenly, a man who works in the same office as you touches your behind. What would you do?

top answer: hit or kick him (21)

other answers: tell the boss (15), tell him not to do it (14), scream or shout (11), sue him (10), tell co-

workers (7), stare at him (6), cry (4), run away (4), endure it (2), avoid him (2), report him to the police (2), grab his hand (1), laugh (1)

4. How many days a month do you work at your part-time job?

top answer: I don't have a part-time job. (23)

other answers: twelve (15), fifteen (9), eight (8), ten (8), twenty (7), sixteen (5), six (3), fourteen (3), eighteen (3), one (2), two (2), thirteen (2), seventeen (2), nineteen (2), more than 20 (2), three (1), four (1), nine (1), eleven (1)

5. If Shotoku Taishi* were alive today, he would probably make a good political leader for Japan. Besides that, what occupation would be suitable for Shotoku Taishi today?

top answer: teacher/scholar (25)

other answers: counselor (21), priest (9), fortune teller (8), TV celebrity (*geinojin*) (8), lawyer (7), writer (7), businessman (*salaryman*) (6), judge (5), doctor (3), UN ambassador (1)

* Note: Shotoku Taishi was one of Japan's greatest political figures. He lived from 574 to 622 in the Asuka Period. He helped to establish a centralized government and was greatly admired for his intelligence and virtue. According to legend, Shotoku Taishi was able to listen to ten people at the same time.

6. Name a famous fashion designer.

top answer: Hanae Mori (27)

other answers: Chisato Tsumori (24), Yumi Katsura (10), Coco Chanel (7), Hiroko Koshino (7), Giorgio Armani (3), Jean-Paul Gaultier (3), Takeo Kikuchi (3), Junko Koshino (3), Hiromichi Nakano (3), Nigo (3), Vivienne Westwood (3), Takada Kenzo (2), Issey Miyake (2)

7. Name a difficult job.

top answer: doctor (19)

other answers: pro athlete (9), construction worker (8), fireman (7), elementary school teacher (6), moving company worker (6), businessman (*salaryman*) (5), carpenter (5), flight attendant (5), nurse (5), computer programmer (4), engineer (3), policeman (3), politician (*seijika*) (3), farmer (2), host/hostess (2), newspaper journalist (2), Self Defense Force (*jieitai*) soldier (2), diplomat (1), exterminator (*gaichuukujosha*) (1), *izakaya* cook (1), mortician (*sougiya*) (1)

8. Name a dangerous job.

top answer: police officer (21)

other answers: firefighter (12), gangster (*yakuza*) (11), construction worker (11), stuntman (10), carpenter (6), window washer (5), bomb disposal squad (*fuhatsu bakudan shorihan*) (4), race driver (4), Self-Defense Force (*jieitai*) soldier (3), fireworks maker (2), fisherman (2), nuclear power plant worker (2), astronaut (1), boxer (1), mine worker (1), pilot (1), private detective (1), security guard (1), spy (1)

9. Name a dirty job.

top answer: cleaner (custodian, janitor) (38)

other answers: garbage collector (*gomi shuushuunin*) (34), gangster (*yakuza*) (10), sewage treatment plant worker (*gesui shorijou*) (6), politician (*seijika*) (5), drug dealer (*mayaku mitsubainin*) (2), farmer (2), exterminator (*gaichuukujosha*) (1), mortician (*sougiya*) (1), nurse (1)

Page 42, Listening

Before doing this activity, you may want to preteach the following vocabulary:

athlete, the big screen, crop diseases, injury, insect, low market prices, raise animals

Answers:

PRO GOLFER: GOOD POINTS: play golf every day, make a lot of money. BAD POINTS: have to travel a lot (and be away from your family), injuries.

ASTRONAUT: GOOD POINTS: adventure, meet beings from other planets, experience weightlessness. BAD POINTS: lonely, dangerous.

FARMER: GOOD POINTS: grow own food, work outdoors, raise animals. BAD POINTS: must get up early, must work hard, have problems like bad weather, insects, crop diseases, low market prices.

As a possible follow-up activity, give the students a copy of the tapescript and ask them to create a similar dialog using different occupations, such as the following:

artist, astronaut, kindergarten teacher, nurse, policeman or policewoman, sumo wrestler, taxi driver

Unit 9

Page 43, Conversation

Vocabulary:

according to (X) (*X ni yoru to*); article (*kiji*); basically (*kihonteki ni*); better for you (=more healthy); cancer (*gan*); compared to (X) (*...ni kurabete*); content (*fukumu koto*); exercise (*undoo o suru*); (I) heard... (*...da soo da*); generally (*ippanteki ni*); not exactly (=not really); notice (*ki ga tsuku*); pickled vegetables (*tsukemono*); prevent (*fusegu*); probably (*tabun*); salty (*shiokarai*); speaking of (X) (*X toieba*); soy sauce (*shooyu*); unhealthiest (*mottomo kenkoo ni yokunai*)

Page 45, Giving advice about health

Before doing this activity, you may want to preteach the following vocabulary:

athlete's foot (*mizumushi*), be constipated (*benpi ni natta*), dandruff (*fuke*), diarrhea (*geri*), going bald (*hage ni naru*), hiccups (*shakkuri*), toupee (*katsura*)

In addition, you should explain the different patterns for giving suggestions. See if the students can

come up with additional advice for the problem of 'going bald.' If students need more practice with the patterns for giving advice, try eliciting some by saying, "I'm getting fat."

Page 46, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. What's a good way to stop the hiccups?

top answer: hold your breath (31)

other answers: drink water (27), be surprised by someone (16), nothing you can do; just wait (6), drink from the opposite side of the cup (4), swallow your saliva (4), combination of holding your breath and drinking water (3), I don't know. (2), run fast (1), eat sugar (1), eat mayonnaise (1), eat rice (1), drink milk (1), practice yoga and diaphragm control (1), apply pressure to the 'tsubo' (acupuncture point) on your palm (1)

2. What vegetable is good for your health?

top answer: carrots (27)

other answers: spinach (*horenso*) (24), tomatoes (20), pumpkin (*kabocha*) (7), *moroheiya* (5), bitter melon (*gouya*) (4), cabbage (3), broccoli (2), celery (2), green peppers (*piman*) (2), soybeans (*daizu*) (1), eggplant (*nasu*) (1), onions (1), garlic (1)

3. What food has a lot of fiber?

top answer: burdock (*gobou*) (32)

other answers: celery (20), potatoes (including sweet potatoes and *satsumaimo*) (16), lettuce (8), *konnyaku* (5), spinach (*horenso*) (5), cabbage (3), I have no idea. (3), aloe (1), apples (1), bananas (1), prunes (1), *takenoko* (bamboo shoots) (1), pumpkin (*kabocha*) (1), nata de coco (1), all-bran (1)

4. What do you do to avoid catching a cold?

top answer: wash my hands (34)

other answers: gargle and rinse my mouth (29), get enough sleep; keep a regular daily schedule (14), eat well, good nutrition (7), I don't do anything special. (6), take vitamins and supplements (5), keep warm when it's cold (2), wear a mask in crowded places (1), get enough exercise (1), drink water (1)

5. How much sleep per night is enough for you?

top answer: 6 hours (31)

other answers: 8 hours (28), 7 hours (20), 5 hours (8), 10 hours (7), 9 hours (3), 4 hours (3)

6. What's something you do NOT want to touch because many people have touched it?

top answer: straps and handlebars on trains and buses (40)

other answers: public restrooms (including toilets, flush handles, faucets, door latches) (26), I don't worry about this. (11), handrails on stairs and →

Unit 10

escalators (9), doorknobs (5), money (4), public telephones (2), karaoke mikes (1), used books (1), Hachiko's tail (1)

Note: 'Hachiko' is a statue of a famous dog in front of Shibuya Station.

7. If you have a fever, at what temperature do you think you should see a doctor?

top answer: 38° (44)

other answers: 39° (26), 40° (10), 37.5° (6), 37° (5), 38.5° (5), I wouldn't go to see a doctor. (4)

8. If you caught a cold and went to a doctor, what would the doctor probably tell you NOT to do?

top answer: take a bath (38)

other answers: exert yourself (exercise, do sports) (21), stay up late (15), go out (with friends, to school, to work, etc.) (10), smoke (8), drink alcohol (4), eat food that is hard to digest or bad for the body (4)

9. How long can you safely lie in the sun without damaging your skin?

top answer: 1 hour (39)

other answers: 2 hours (20), 30 minutes (11), 3 hours (9), I have no idea. (5), 10 minutes (4), 5 hours (3), 15 minutes (3), Any exposure to the sun is bad. (3), 20 minutes (1), 40 minutes (1), 90 minutes (1)

10. (100 college women) How many minutes do you spend in the bath daily on average?

top answer: 30 minutes (42)

other answers: 40 minutes (19), 60 minutes (16), 20 minutes (12), 45 minutes (6), 15 minutes (5)

11. (100 college men) What part of a physical checkup (*kenko shindan*) do you dislike the most?

top answer: urinalysis (*nyo kensa*) (32)

other answers: nothing (12), X-ray (*rentogen*) (10), stool analysis (*kenben*) (9), blood test (*tetsueki kensa*) (8), vision test (*shiryoku kensa*) (5), waiting to see the doctor (5), finding out something is wrong (4), taking off my clothes (4), stomach camera (3), blood pressure check (*ketsuatsu sokutei*) (3), weight measurement (3), the cost of the checkup (1), unfriendly doctors (1)

Page 47, Listening

Answers:

Kimo's symptoms (*shoujou*):

a. cough b. runny nose c. feeling run-down

Ai's suggestions:

a. see a doctor b. get enough vitamin C (from citrus fruits and tomatoes) c. take zinc supplements (but not too many) d. eat shiitake
e. eat garlic f. (get enough) exercise
g. (get enough) rest h. avoid stress

Page 48, Conversation

Vocabulary:

at least (*sukunakutomo*); character (*seikaku*); cheerful (*akarui*); "doesn't matter so much" (=isn't very important); graduate (*sotsugyoo suru*); it depends (*...ni yoru*); prefer (*...no hoo ga suki*); prestigious (*yuumeina*); way of thinking (*kangaekata*)

Page 50-52, Love Survey

Assign each student a question, or have the students draw numbers if you want to make the selection more random.

For large classes, it's a good idea to give each student a list with the names of all the students in the class. This will make the activity run more smoothly because it will be easier for the students to keep track of who they have already talked to.

It's possible that a few students will find some of the questions a little personal. Give them the option of saying, "I'd rather not answer that question." However, tell them they can say this only twice at the most.

Some students will finish conducting their surveys more quickly than others. Spend some time talking with the students who finish early about their survey results while you wait for the others to finish. Note that it's not necessary for all students to do a complete survey.

This activity can be done in pairs or small groups if time is limited. Students can simply take turns asking each other the questions.

Note that the questions are numbered in a descending pattern that allows this activity to be played like a 'sugoroku' board game. If you have the students do this activity as a game, make sure each student has a game token (a coin will do) and that each pair or small group has a die (dice). Also, the students will need to fill in the blanks for items 9, 28, 29, and 30 before play begins. Ask the students for ideas for the blanks in 28, 29, and 30. To play the game students take turns rolling the die and proceeding along the path of questions from one to thirty, answering the questions as they land on them. Alternatively, students can ask the questions to their partner or the person on their left. The 'winner' is the first student to reach number thirty.

Additional Notes:

#7—*Butsumetsu* are days thought to be bad luck for weddings. Wedding halls are usually cheaper on *Butsumetsu* days. The opposite is *Taian*, considered lucky for celebrations.

#16-18—'Celebrity' can be translated as '*geinojin*.'

#25—'*Omiai*' is an arranged meeting between a man and a woman who are both looking for someone to marry.

Additional questions if needed:

- * Would you prefer your spouse to be very sexy or very funny?
- * Would it be okay if your boyfriend or girlfriend was crazy about pachinko?
- * How many *goukon* (parties for meeting the opposite sex) have you been to?
- * Have you ever seen your parents kiss each other?
- * Do you think it's okay to kiss in public?
- * Do you think it's a good idea to live with a person for a while before marrying him or her?
- * Where's a good place to go on a first date?
- * Where's a romantic place in Japan?

Page 53, Making an invitation for a date

Answers:

Friday, go see a movie, I'd love to, Tom Cruise, 6:30, in front of the theater, meet, have dinner

Unit 11

Page 54, Conversation

Vocabulary:

author (*sakusha*); fascinating (*miryokutekina*; *omoshiroi*); love affair (*ren'ai*); pessimistic (*hikantekina*); probably (*tabun*); strange (*kawatta*); tale (=story); translation (*honyaku*); used to (*izen no...ni natta*); well-known (*yuumeina*); What's it about? (*Sore wa donna sutoorii desuka?*); works (=writings, books); yet (=but)

Note: Heian Era—approximately 794-1192; Meiji Era—1868-1912

Page 55, Who wrote...?

Answers:

1. Hamlet—Shakespeare
Harry Potter—J.K. Rowling
The Diary of Anne Frank—Anne Frank!
2. the Blue Danube Waltz—J. Strauss
the 'Moonlight' Sonata—Beethoven
the Nutcracker Suite—Tchaikovsky
3. Guernica—Pablo Picasso
the Mona Lisa—Leonardo Da Vinci
the Scream—Edvard Munch (pronounced like 'monk')
4. Astro Boy (*Tetsuwan Atomu*)—Osamu Tezuka
Mickey Mouse—Walt Disney
Sazae-san—Machiko Hasegawa
5. the Kamakura Shogunate—Minamoto no Yoritomo
Keio University—Yukichi Fukuzawa
Waseda University—Shigenobu Okuma

Page 57, Listening

Answers:

1. Do you like reggae?
2. What kind of music do your parents like?
3. Can you play any musical instruments?
4. What kind of books do you like to read?
5. Who's your favorite writer?

Page 58, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. Who is your favorite comic or animated animal character?

top answer: Doraemon (15)

other answers: Mickey Mouse (13), Snoopy (12), Minnie Mouse (11), Winnie the Pooh (11), Totoro (7), Kitty-chan (Hello Kitty) (7), Stitch (6), Donald Duck (4), Araiguma Rascal (1), Chip and Dale (1), Dumbo (1), Leo (Jungle Taitei) (1), Marie (the Aristocats) (1), Midori no Makibao (1), Miffy (1), Moomin (1), Mutant Turtles (1), Neko Basu (1), Patorashu (A Dog of Flanders) (1), Peter Rabbit (1), Son Goku (1), Tweety (1)

2. How many novels have you read in the past 12 months?

top answer: five (17)

other answers: one (13), two (13), three (13), none (10), ten (9), four (6), more than 20 (6), six (4), seven (3), fifteen (3), twenty (2), eight (1)

3. Besides The Tale of Genji, what's the most famous or important book ever written in Japan?

top answer: *Taketorimonogatari* (22)

other answers: *Kojiki* (16), *Makuranosoushi* (14), *Tsurezuregusa* (12), *Heikemonogatari* (9), *Manyoshu* (7), *Bocchan* (5), *Nihonshoki* (4), *Gakumon no Susume* (2), *Sarashinikki* (2), *Satomihakkenden* (2), *Wahawai wa Neko de Aru* (I Am a Cat) (2), *Takekurabe* (1), *Tosanikki* (1), *Ugetsumonogatari* (1)

4. What's your favorite Christmas song?

top answer: Last Christmas (Wham) (24)

other answers: All I Want for Christmas is You (or "Koibitotachi no Christmas") (Mariah Carey) (14) Itsuka no Merry Christmas (B'z) (13), Christmas Eve (Tatsuro Yamashita) (10), White Christmas (9), Jingle Bells (6), Silent Night (*Kiyoshi Ko no Yoru*) (6), We Wish You a Merry Christmas (4), Happy X-Mas, War is Over (John Lennon) (3), Santa Claus Is Coming to Town (3), O Holy Night (2), Shiroyoi Koibitotachi (Keisuke Kuwata) (2), 12 Gatsu no Love Song (Gackt) (1), Rudolph the Red-Nosed Reindeer (1), Winter Song (Dreams Come True) (1), Winter Wonderland (1)

5. Name a composer of classical music.

top answer: Beethoven (25)

other answers: Bach (22), Chopin (18), Mozart (17), Schubert (5), Tchaikovsky (3), Debussy (2), Vivaldi (2), Verdi (2), Kosaku Yamada (1), Dvorak (1), Pachelbel (1), Joe Hisaishi (1)

6. Name a Japanese musical instrument.

top answer: *koto* (40)

other answers: *shamisen* (27), *taiko* (14) →

shakuhachi (6), *tatebue* (3), *sanshin* (2), *fue* (2), *biwa* (2), *sho* (2), *sou* (2)

7. Besides the piano, what musical instrument would you like to learn how to play?

top answer: guitar (29)

other answers: saxophone (17), violin (13), flute (10), trumpet (7), drums (all types) (5), clarinet (3), electone (3), recorder (3), trombone (2), accordion (2), *tatefue* (2), harmonica (1), *koto* (1), *shamisen* (1), ukulele (1)

8. What's your favorite Beatles song?

top answer: Let It Be (37)

other answers: Yesterday (26), Help! (13), Hey Jude (7), Imagine (4), Hello, Goodbye (2), Yellow Submarine (2), Strawberry Fields Forever (1), I Want to Hold Your Hand (1), Michelle (1), The Long and Winding Road (1), A Hard Day's Night (1), Ob-La-Di Ob-La-Da (1), All You Need Is Love (1), In My Life (1), I'm not interested in the Beatles. (1)

Unit 12

Page 59, Conversation

Vocabulary:

actually (*jissai*; *jitsuwa*); completely covered (*kanzen ni...ga harareteiru*); destination (*kankoo o suru basho*); impressive (*inshootekina*); (a) must-see place (*hikken no basho*); probably (*tabun*); recommend (*susumeru*); sort of (=kind of); supposed to (*koto ni natteru*); temple (*tera*; *jiin*); villa (*bessoo*); (I) wouldn't mind (going) (*Watashi wa ittemo kamawanai*.)

Page 60, Talk about places in Japan

Part B

Write the following on the board:

"Guess which prefecture I'm talking about. This prefecture..."

Next, read out the following example and have the students guess the answer:

"Guess which prefecture I'm talking about. This prefecture is located in central Honshu, about halfway between Tokyo and Kyoto. It's the center of the automotive and aerospace industries in Japan. Popular tourist attractions include Meiji Mura (an open-air architectural museum in Inuyama), Cape Irago (located on the Atsumi Peninsula), boat rides on the Kisogawa Rapids, and castles in Inuyama and Nagoya. The 2005 World Expo was held in this prefecture." (Answer: Aichi-ken)

Page 61, Best places in Japan

It's handy to have a map of Japan available when doing this activity.

You may want to add one more category at the

bottom of the page: "Where's the spookiest place in Japan?" This question has generated some very interesting discussion amongst students.

It's strongly recommended that you circulate among the groups to make sure the students are using English, and to see what kind of answers are being written in the boxes. If you don't recognize some of the places written in the boxes, ask the group to tell you about them. It's much better to do this with individual groups rather than with the entire class. However, if a group comes up with a very interesting answer, you can ask them to share it with the rest of the class.

As a possible homework assignment, students can be asked to prepare a one-sheet description of one of the 'best places in Japan,' including information in English about the place and a picture. The Internet is a great source for information and pictures.

Page 62, Talk about Japanese Culture

Translation of Japanese:

shamisen—a traditional Japanese musical instrument. It looks somewhat like a banjo with a long neck. The body is covered with cat, dog, or snake skin.

hatsumode—The custom of visiting a shrine or temple at New Year's. Japanese pray for health and prosperity at this time.

shogi—Japanese chess.

soroban—a Japanese abacus.

Noh—Japanese classical theatre.

ikebana—The art of Japanese flower arrangement.

sadou—The art of tea ceremony.

Page 63, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. What place in Kyoto would you take a foreign friend to visit?

top answer: Kiyomizu-dera (34)

other answers: Kinkaku-ji (31), Ginkaku-ji (10), Arashiyama (5), Nijo-jo (3), Gion (3), Ryoan-ji (2), I don't know Kyoto well. (2), Tetsugaku no Michi (1), Jingo-ji (1), Tanuki Shrine (1), Suzumushi Temple (1), Byodoin Temple (1), Ninenzaka (1), Katsura Detached Palace (1), Sagano (1), Heian Jingu (1), Hozugawa Kudari (1)

2. What is Hiroshima famous for?

top answer: The Atomic Bomb Dome (*Genbaku*) (55)

other answers: *okonomiyaki* (28), Itsukushima Shrine (*Miyajima*) (6), oysters (4), *momiji manju* (3), Hiroshima Carp baseball (2), deer (1), *monja* (1)

3. What is Shikoku famous for?

top answer: *Sanuki udon* (31) →

other answers: tangerines (*mikan*) (24), Ryoma Sakamoto (7), 88 temples pilgrimage (*ohenro*) (7), Seto Ohashi (6), I have no idea. (4), Awa Odori (3), Ehime (3), Shimanto River (3), Kagawa Dam (2), strawberries (2), Kagawa (2), Konpira-san (2), *sake* (1), *Tosa* (a breed of dog) (1), Matsumoto Castle (1), Yoshino River (1)

4. What Japanese festival would you most like to see?

top answer: summer/fireworks (31)

other answers: Nebuta (Aomori) (20), Sapporo snow (17), Tanabata (Sendai, Hiratsuka) (9), Gion (Kyoto) (5), Awa Odori (Shikoku) (3), Kishiwada Danjiri (Osaka) (3), Aoi (Kyoto) (2), Daimonji (Kyoto) (2), Hamamatsu (2), Sanja (Asakusa) (2), Kanto (Akita) (1), Hakata Gion Yamasaka (1), Onbashira (Nagano) (1), Azabu Juban (1)

5. When you go to a festival, what smell do you like best?

top answer: *yakisoba* (24)

other answers: *takoyaki* (15), *okonomiyaki* (15), *wataame* (cotton candy) (15), *jagabata* (potato with butter) (5), *ikayaki* (grilled cuttlefish) (5), *yaki toumorokoshi* (grilled corn) (5), *yakitori* (4), popcorn (3), candy apple (2), *mizuame* (thick, sweet syrup) (2), baby castella (2), *amaguri* (roasted chestnuts) (1), *amazake* (1), *kakigori* (shaved ice) (1)

6. What's something you do on New Year's Eve?

top answer: eat *toshikoshi soba* (29)

other answers: watch TV (22), go to a shrine or temple (13), clean the house (9), stay home with family (6), count down to midnight (5), eat dinner (3), work at my part-time job (3), meet my friends/boyfriend/girlfriend (3), drink (2), visit grandparents (2), sleep (1), eat *oshiruko* (1), nothing special (1)

7. Which prefecture* has the highest percentage of good-looking people?

top answer: Tokyo (35)

other answers: Okinawa (17), Akita (11), Kanagawa (10), Hokkaido (8), Kyoto (5), Aomori (3), Nagano (2), Osaka (2), Fukuoka (2), Nagasaki (1), Miyagi (1), Shizuoka (1), Kochi (1), Kumamoto (1)

* Note: Tokyo, Hokkaido, and Osaka are not technically prefectures, but are acceptable.

8. Which of the 23 wards in Tokyo would you like to live in?

top answer: Setagaya-ku (28)

other answers: Shibuya-ku (22), Minato-ku (16), I don't want to live in Tokyo./I don't know Tokyo well. (7), Shinjuku-ku (7), Meguro-ku (4), Toshima-ku (3), Bunkyo-ku (2), Chuo-ku (2), Edogawa-ku (2), Ota-ku (2), Sugiyama-ku (2), Taito-ku (2), Nerima-ku (1)

Page 64, Listening

A. Answers:

1. *koinobori*
2. *kui-awase*
3. *daruma*
4. *komainu*
5. *kotatsu*
6. *kamishibai*

B. Note: "Hachijuu-hakkasho" is also known as "ohenro".

Optional activity: A Cultural Presentation.

Have the students give 5-minute presentations on various aspects of Japanese culture. Encourage them to bring pictures and objects to show their classmates. Possible ideas:

- * arts and crafts (*ikebana*, *ukiyo-e*, *kokeshi*, ceramics, *washi*, *bonsai*)
- * performing arts (*kabuki*, *noh*, *bunraku*, *rakugo*, *Takarazuka*)
- * music (*enka*, *gagaku*)
- * musical instruments (*koto*, *shamisen*)
- * clothing (*kimono*, *yukata*)
- * accessories (*kanzashi*, *uchiwa*, *geta*)
- * people (*geisha*, *maiko*, *samurai*, *ninja*, *yakuza*)
- * sports (judo, karate)
- * nonverbal communication
- * ghosts, goblins, and demons
- * superstitions
- * special places in Japan (my hometown, places to visit)
- * festivals (*Tanabata*, *Nebuta*)
- * customs and traditions (New Years, birth of a baby)
- * ceremonies (weddings, funerals)
- * holidays and special days (Golden Week, *Seijin no Hi*, *Shichi-Go-San*)
- * castles and pagodas
- * shrines and temples
- * religious icons (Buddhist statues, *Jizou*, *shichifukujin*)
- * famous people related to culture (*Sen-no-Rikyu*, *Matsuo Basho*)
- * card games (*hanafuda*, *karuta*, *hyakunin isshu*)
- * board games (*shogi*, *go*)
- * children's toys and games (*menko*, *fukuwarai*)
- * other recreational activities (*karaoke*, *pachinko*)
- * Japanese homes (*tatami*, *tokonoma*, *butsudan*)
- * poetry (*haiku*, *tanka*)
- * business (Japanese money, *hanko*, *meishi*, *tejime*)
- * table manners
- * *kamishibai*

Unit 13

Page 65, Conversation

Vocabulary:

acid rain (*sanseiu*); I agree. (*Watashi mo soo omou.*); asteroid (*shoowakusei*); avian flu (*tori infuruenza*); banned (*kinshi surubeki*); deal with (a problem) (*taisho suru*); deforestation (*shinrinhakai*); destroy (*hakai suru*); environmental (*kankyoo no*); have faith in (something) (*shinjiru*); head straight for (*mukatte kuru*); global warming (*chikyuuondanka*); I mean... (*Tsumari...*); I really do wonder (*hotooni osoreru*); in the future (*mirai; shoorai*); mankind (*jinnrui*); not supposed to (...*hazu wa nai*); nuclear weapon (*kakuheiki*); optimistic (*rakkantekina*); pollution (*osen*); possibility (*kanoosei*); predict (*yosoku suru*); (pretty) scary (*kekkoosoroshii*); scientist (*kagakusha*); sooner or later (*osokarehayakare*); sort of (=kind of); "the thought of it" (=thinking about it); threat (*kyooi*); worldwide epidemic (*sekaitekina densenbyoo*)

Page 67, We asked 100 students...

See the suggestions for playing the game on page 5 of this Guide.

Survey Results:

1. Name something that is beautiful in nature.

top answer: ocean/sea/beach (24)

other answers: mountains/Mt. Fuji (18), sky (11), flowers/cherry blossoms (9), sunrise/sunset (7), forest/trees (6), river (4), autumn leaves (4), rainbow (3), moon (3), stars (3), waterfalls (3), snow (3), aurora borealis (1), rain (1)

2. What's the best place to visit in Japan if you want to enjoy nature?

top answer: Hokkaido (39)

other answers: Okinawa (33), Nagano (8), Kyoto (6), Shizuoka (3), Oze/Gunma (3), Yamanashi (2), Hakone (2), Lake Biwa (1), Nikko (1), Niigata (1), Okayama (1)

3. What should you have prepared at home in case of a big earthquake?

top answer: water (32)

other answers: food (28), flashlight (11), money, bankbook (6), radio (5), clothes (3), shoes (2), know where the emergency shelter is near your house (2), matches, lighter (2), glasses, contact lens (2), secure furniture so they don't fall over (2), mobile phone (1), first-aid kit (1), portable stove (1), blankets (1), medicine (1)

4. Besides waribashi, what's something that is disposable (*tsukaisute*)?

top answer: paper cups (28)

other answers: paper plates (14), toothpicks (8), contact lens (8), tissue (8), pocket warmers (5), plastic bottles (5), toilet paper (4), drinking straws

(4), small damp towels (2), paper towels, napkins (2), diapers (2), food wrappers, containers (2), eating utensils (2), plastic bags (2), pens (2), cigarette lighters (1), batteries (1)

Translation of Japanese:

waribashi—wooden disposable chopsticks.

5. What temperature is just right for the classroom?

top answer: 20° (39)

other answers: 22° (11), 18° (10), 15° (8), 21° (6), 19° (5), 23° (5), 24° (5), 25° (4), 26° (4), 17° (3)

6. Name a specific kind of litter you see on the street.

top answer: cigarette butts (43)

other answers: cans (24), chewing gum (10), plastic bottles (7), paper (5), newspaper (4), food packaging (3), plastic bags (3), old bicycles (1)

7. Name an endangered species.

top answer: Japanese crested ibis (*toki*) (31)

other answers: panda (19), Iriomote yamaneko (14), crane (*tsuru*) (5), tiger (4), horseshoe crab (*kabutogami*) (3), killifish (*medaka*) (3), bear (3), elephant (3), polar bear (3), whale (3), Amami rabbit (2), dolphin (2), eagle (2), Okinawa rail (*yanbaruina*) (2), coelacanth (1)

Note: Some of the answers are not specific 'species'. For example, there are more than one species of panda or whale.

8. Complete this sentence: I probably waste too much...

top answer: time (29)

other answers: money (26), water (18), paper (including tissue) (16), food (6), electricity (3), clothes (2)

Note: 'to waste' is *muda ni suru*.

9. If an asteroid were going to destroy Earth in 24 hours, what is something you would want to do for sure on your last day?

top answer: spend time with family/stay at home (29)

other answers: spend time with friends (23), eat a lot of my favorite food (15), be with boy/girlfriend (10), do my favorite activity (snowboarding, karaoke, sleep, etc.) (7), spend all my money (5), travel (4), follow my usual routine (4), go to an amusement park (3)

10. (We asked 100 women) What do you do with your old stockings?

top answer: just throw them away (30)

other answers: clean or dust (24), I don't wear stockings. (16), polish shoes (13), hold trash (5), play with my dog (4), tie up old newspapers (3), catch food in the kitchen drain (3), hold yuzu in the bathtub (1), hold onions (1)

Page 68, Agree or disagree?

#6—If your students are unsure about 'environment related work,' here are some possibilities:

- * picking up litter
- * planting trees
- * working in a shop that sells recycled items
- * removing graffiti

Page 69, Listening

Answers:

Before an earthquake:

1. b. a first-aid kit
c. a flashlight
d. drinking water
e. food
f. clothes and footwear

During and after an earthquake:

2. Turn off all appliances that could cause a fire.
3. Get under a table or desk.
4. Get to higher ground if you are near the ocean.

Unit 14

Note: Some of the activities in this review unit can be used for testing purposes.

Page 70, Role Play

Although most of the role-play situations derive from particular sections of the book, students should feel free to use language and patterns from anywhere in the book to construct their dialogs.

As the students are getting started on their dialogs, circulate and help those who are having a hard time. Check the dialogs for grammatical accuracy as they are being written.

Encourage higher-level students to create longer or more interesting dialogs.

Page 71, Part B

Translation of Japanese:

omiai—a meeting for arranged marriage.

seno—a public bath.

Page 72-74, The Question Game

You will need to have enough dice so that each group has one die.

Page 75, Distraction

This activity allows students to ask all the various types of questions that they have practiced in the book. The students who are the distractors should ask questions non-stop in order to break their partner's concentration (*shuchuryoku o midasu*).

Have the students pair up and decide who is A and who is B. If there is an odd number of students, one group can have three students (with one A and two Bs).

Student A's task is to count the number of children on page 80. Don't let the students look at the picture until you say "Go." They may use a pencil to make marks on the picture as they are counting. They should raise their hand when they complete the task and check with you if the number is correct. There are 48 children.

Student B's task is to distract A by asking many questions. They should try their best not to let their partner be the first to successfully count the number of children.

Important note: A must answer B's questions. If A doesn't, B is allowed to cover A's picture with his/her hands.

When someone finishes counting the children accurately, congratulate the 'winner' and gently tease his/her partner saying "Bad job!" Then have A and B switch roles. B's task is to count the number of balls. There are 31 balls.

Stronger students can be encouraged not to use the book and think of questions on their own. For students who need some help, you can allow them to look at pages 73-74 (the Question Game) for ideas. For the lowest-level students, allow them to flip through the book for ideas.

Alternatively, you can ask the students to focus on particular question types by writing patterns and examples on the board.

Note: Make sure students understand the activity before saying "Go." If students look confused, tell them that 'to distract' is 'jama-suru.' If they still don't understand, ask one of the students to count the number of chairs in the classroom and then distract him or her by asking several questions, which s/he must answer.

Additional Review Activities:

Answer First

Have the students write down several questions from the book and their answers to the questions. Next, students work with a partner. Partner A tells B the ANSWER to one of the questions. B must guess what the QUESTION is.

It's a good idea to go over a few examples with the class before they begin.

ANSWER: Yes, I do. My nickname is At-chan.

QUESTION: Do you have a nickname?

ANSWER: My favorite animated animal character is Snoopy.

QUESTION: Who is your favorite animated animal character?

ANSWER: No, I don't.

QUESTION: ???

The third example shows the importance of giving enough information so that the question can be guessed.

Guess the prefecture

Have each student select one of the prefectures on page 60 that s/he did not select previously. For homework, students should do some research about the prefecture. Later in class, have the students form groups of five or six. Without revealing the name of the prefecture they have selected, students should take turns giving their group information about the prefecture and having the others guess what prefecture is being talked about.

Trivia Quiz Game

Have students prepare five 'trivia quiz' questions for a class game. Tell them to keep their questions and answers secret until game time. To play the game, divide the class into small groups of four or five. Groups take turns asking their quiz questions to the rest of the class. The first person to raise his/her hand gets to answer the question. Students score two points for each correct answer, and minus one point for each incorrect answer. Groups may NOT answer their own questions.

Some example quiz questions:

1. What's the name of the boy with glasses in the Studio *Ghibli movie, Kiki's Delivery Service?
(answer: Tombo) *pronounced 'jiburi'
2. What kind of money is used in the Philippines?
(answer: the peso)
3. How many red stripes are there in the American flag? (answer: seven)
4. How many prefectures are there in Kyushu?
(answer: seven—Fukuoka, Kagoshima, Kumamoto, Miyazaki, Nagasaki, Oita, and Saga)
5. In what sport is a LOWER score better?
(answer: golf)
6. How do you say '*Jiyuu no Megami*' in English?
(answer: the Statue of Liberty)
7. In which prefecture can you see the *Awa Odori?
(answer: Tokushima) *The Awa Odori is probably the most famous Bon Festival dance in Japan.
8. What is 1000 x 10,000? (answer: ten million)
9. Who composed the Brandenburg Concerto?
(answer: Johann Sebastian *Bach)
*pronounced 'Ba-ha' in Japanese.
10. Who wrote the book, *Let's Chat!*?
(answer: John Pak)