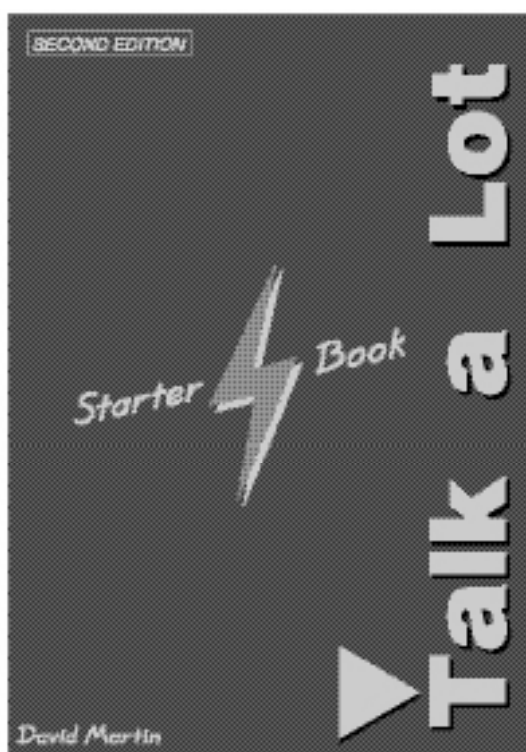


Talk a Lot

Starter Book

SECOND EDITION



TEACHER'S GUIDE

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GENERAL INTRODUCTION

Each unit of *Talk a Lot* 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 easily shorten the length of some activities by reducing the number of questions. Likewise, if you have more time, you can increase the length of some activities by having the students practice again with a new partner.

Unit 1 is an introductory unit whose main purpose is to help the students to get to know one another. Unit 18 is a review unit that reviews the entire book, and may be used for evaluation purposes as well. Although the order of units 2-17 is somewhat graded, the units can be done in any order. An optional written reinforcement activity is given for each unit, which is meant to be done for homework. These writing activities can be done in class if you have extra time.

Unit by unit bilingual vocabulary lists are found on pages 70-73. The lists are not exhaustive; they include only vocabulary that may be new to beginners. Roman characters are used for the Japanese so that non-Japanese teachers can access the vocabulary and check student comprehension. The lists are included for several reasons. There are certain activities which will go more smoothly if new vocabulary is pretaught. The individual unit notes refer to these activities. Also, depending on the level of your students, or the vocabulary load of the unit, you may feel it is necessary to preteach vocabulary for most units. The lists can also be used as a guide for students as they are doing each unit. If a student gets stuck on the meaning of a word or expression, s/he can refer to the vocabulary list for that particular unit. The entries are given in alphabetical order. Vocabulary can be assigned for homework prior to doing a unit.

For most activities in the book, some choral pronunciation work must be done prior to setting the students off on their own. Generally, you should have the students do choral repetition of key words, expressions, and sentences before doing the communicative part of the activities. The main focus should be on syllable stress, word stress, and intonation.

The To the Teacher section will give you an overview of the approach behind the book. For a more detailed breakdown of the grammar, function, and topic focus of each unit, refer to the Map of the Book.

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

HOW TO GET YOUR STUDENTS TO SPEAK 100% ENGLISH

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

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

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

1. Establish your 100% goal from Day 1.

On the first day of class make your expectations clear to your students. It's a good idea at this point to contrast the years of jr/senior high school (non-communicative) English classes that

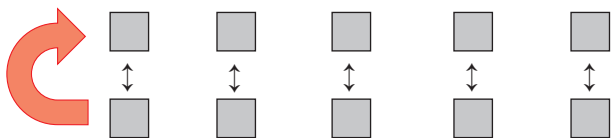
they have experienced with what you expect of them. I usually have my students make a pact with both me and themselves. The students read the promises found on the Getting Started page of the Student's Book and I elaborate on each a bit. Next the students sign their names in agreement. You can go back to these promises from time to time throughout the course as necessary.

2. Learn your students' names.

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

3. Teach Classroom English early on.

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



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

If I had to choose one technique that is the most effective for getting students motivated and speaking in English this would definitely be my choice. Have the students sit *facing* a partner and tell them they have to talk on a topic for a set time. They absolutely must not speak any Japanese during this time! Possible topics are yesterday, TV, movies, sports, etc. I usually do this for 1-2 minutes at the beginning of a course and build up to 5-10 minutes by the end (for beginners). Over the years I have noticed that whenever I fail to have the students do free conversation at the beginning of class, they often speak much more Japanese and the class generally is not as successful. Free conversation works because it warms the students up, and it gives them the sense that English can be used for *real* communication.

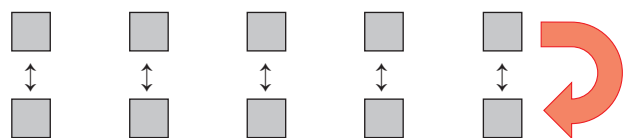
5. Explain that real communication opportunities arise after they say "finish" (sic).

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

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

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

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



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

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

THE SPEAKING MARATHON

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

I tell the students they can say *anything* when they can't think of what to say, but they must fill in the silence. They can say "umm...", "Let's see...", "chicken", "kitchen", and so on. Amazingly, students usually pause very little, and I have often had groups go on for 15-20 minutes without pausing for more than three seconds.

During this activity you must act as a "judge" and go from group to group counting off three seconds and noting when a group has spoken Japanese or has stopped for more than three seconds. However, it's best if you don't tell a group when they are out so that everyone continues speaking for as long as possible. There is simply no better way to build students' speaking confidence than the speaking marathon.

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

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

As a variation, if you can speak a little Japanese, write some of their Japanese on the board and then teach them how to say the expressions in English.

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

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

10. Mimic your students when they speak Japanese.

You will need some Japanese ability in order to do this effectively. If you can't speak any Japanese, here is an incentive to learn. You will be able to control your students much better if you can mimic their Japanese slips and then say, "Is that English?" and supply how to say the phrase in English immediately. More often than not, students quickly realize they already know how to say the word or expression they said in Japanese. For example, a student might indicate that his or her partner can begin an activity by

saying, "*Iiyo*" in Japanese. At this point I would mimic "*Iiyo*" and say, "Is that English?" (facetiously of course) and then supply "Go ahead" in English. Again, this must be done in a friendly manner.

11. Be enthusiastic about your students speaking only English.

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

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

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

LISTENING ACTIVITIES

Each unit has one or two listening activities. Students are not expected to fully understand all the language in the recordings. Students must simply listen and do the task at hand. If you want to emphasize listening more, you can use the photocopiable tapescripts in this Guide to give the students additional listening support.

The listenings may be done in class, or may be assigned as homework. Teachers may duplicate the CD for their students, provided one original copy has already been purchased.

Procedure:

1. Students should first read the directions in the book and make sure they understand the task to be done. Students will need to use a sheet of paper to write their answers for the listenings where there isn't enough space provided in the book to write.
2. Play the recording and have the students do the task.
3. Play the recording again as necessary. If parts of the listening are too fast for your

students, you can read from the tapescript.

4. Have the students compare their answers with a partner or in small groups. Optionally, photocopy the tapescript and have the students find the answers in the tapescript and circle them.
5. Finally, students should listen to the entire recording again with their books closed.

Answer Keys & Notes

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

Tapescripts & Difficult Vocabulary

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

Possible ways to use the tapescripts:

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

Key vocabulary is listed in a bilingual format at the end of each tapescript. Roman characters are used for the Japanese so that non-Japanese teachers can access the vocabulary and check student comprehension where needed. It is up to the discretion of the teacher which vocabulary to teach, or whether to preteach vocabulary before listening to the recordings or to learn it afterwards. Note that only difficult vocabulary not already glossed in the Student's Book is covered.

NOTE for UNIT 2, Activity 1

The Japanese government has changed the date of Midori no hi to May 4th. The FIRST printing of the textbook incorrectly has the date of Midori no hi as April 29th on page 5. Have the students change April 29th to May 4th on page 5 before doing this activity. Note also that the actor on the CD will say “April 29th” (not May 4th).

ANSWER KEYS & NOTES

HELP!

Drilling will be necessary for memorization of these expressions. First, make sure the students understand all the expressions and practice saying each one. Next, have the students work with a partner and take turns quizzing each other. Partner A says the expression in Japanese and B has to supply the English for it. Continue at a faster and faster tempo until all the expressions have been memorized.

GETTING STARTED

See Point #1 on page 1 of this Guide. This page is optional. I usually have my students read the promises and make sure they understand them. Next, I have them sign their names at the bottom of the page as a pledge to try to follow the points. It may be necessary to use Japanese:

1. *Dekirudake takusan hanasu koto o yakusoku shimasu.*
2. *Machigai o kowagaranai koto o yakusoku shimasu.*
3. *Eigo de communication o suru koto o yakusoku shimasu.*
4. *Wakaranai toki wa kiku koto o yakusoku shimasu.*
5. *Tanoshinde lesson o ukeru koto o yakusoku shimasu.*

Unit 1

Page 1, What's your name?

The dialog can be expanded by adding "Nice to meet you, too."

Page 1, Get to Know Each Other Game

If you want to make real gameboards to use, you can make color copies of the book and glue the sheets onto thin cardboard or laminate them. Any kind of objects can be used for markers, but it will be more interesting if you buy different brightly colored buttons for your students to use.

This game is flexible and can be modified if you like. You will need to explain the Follow-Up Questions and give examples of how to use each before beginning. One student should act as a secretary and record group member's scores.

"SMAP"—a group of singers, actors, and comedians;
"Mino Monta"—a Japanese television presenter;
"juku"—cram school

Page 4, Teacher Interview

Students are not expected to guess the answers to all the questions. Guessing is done to make the activity more interesting, and to give the students a reason to listen.

The students will probably already know their teacher's name. However, they may not know their full name or how to spell it. Tell the students to write your name and guess the spelling. If the teacher is Japanese, questions 2-5 will have to be skipped or modified.

Page 4, Listening

Answers:

1. Jackie Yee
2. Vancouver, Canada
3. to teach English (and her husband's Japanese)
4. almost three years
5. Yes, but not very well.
6. the food
7. (Sometimes) it's difficult to make good friends.
8. Yes.
9. No, (not yet).
10. Yes, she has two brothers and one sister.
11. She loves cooking and likes eating out.
12. No, (she doesn't).
13. She'd like to open up her own restaurant.

WRITTEN REINFORCEMENT

Use the questions in the game to write 5-10 sentences about one of your group members.
"Hiroaki has a part-time job. He goes to juku."

Unit 2

Page 5, Japanese Holidays & Events

Before beginning, explain to the students that 3 of the holidays have dates that are not exact (*Taiiku no hi*, *Seijin no hi*, and *Keiroo no hi*), but do NOT tell them which months they fall in until after they have tried to write the answers. *Taiiku no hi* falls on the 2nd Monday of October, *Seijin no hi* falls on the 2nd Monday of January, and *Keiroo no hi* falls on the 3rd Monday of September.

You will need to write the ordinal number endings on the board and have the students practice saying each carefully.

1st→first 3rd→third
2nd→second 4th→fourth

Answers:

<i>Kodomo no hi</i>	May 5	Children's Day
<i>Midori no hi</i>	Apr. 29	Green Day
<i>Tanabata</i>	July 7	The Star Festival
<i>Taiiku no hi</i>	~Oct. 10	Sports Day
<i>Bunka no hi</i>	Nov. 3	Culture Day
<i>Hinamatsuri</i>	March 3	The Doll Festival
<i>Gantan</i>	Jan. 1	New Year's Day
<i>Oomisoka</i>	Dec. 31	The Last Day of the Year
<i>Keiroo no hi</i>	~Sept. 15	Respect for the Elderly
<i>Setsubun</i>	Feb. 3 or 4	Bean Throwing Ceremony
<i>Tennoo Tanjoobi</i>	Dec. 23	The Emperor's Birthday
<i>Seijin no hi</i>	~Jan. 15	Coming of Age Day

Unit 3

Page 6, Vocabulary for describing the weather

When students tell a classmate about the weather yesterday, they will need to use the **past** tense. Give the students a few examples of this without saying the real weather conditions yesterday.

Also, students will need to be able to say negative degrees (minus) for Activity #5. It might be best to preteach this here.

Page 6, What's the weather like?

You may find it necessary to briefly preteach how to use the past tense for this activity. When describing each season, tell the students to pick one month from that season and give rough maximum and minimum temperatures.

Possible Extra Questions:

1. What's your favorite season?
2. What's the weather like today?
3. What is the temperature outside now?
4. Do you like hot/cold weather?

Page 6, Weather around the world

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

When writing their answers, students can either write short notes or full sentences.

Page 8, Listening

Make sure the students understand that each of the four spaces correspond to the questions in Activity #6.

When comparing their answers with a partner, have the students use the questions, changing the pronouns to third person where necessary ("When did HE go?", etc.).

Answers:

- PLACE 1 → 1. Shanghai (China) 2. eight days
3. (It was) really hot and really humid. (It was) sunny (almost every day). 4. Yeah, he had a great time.
PLACE 2 → 1. Bali 2. three days 3. (The weather was) horrible. (There was a typhoon.) It rained every day and it was very windy. 4. He did have a good time. *or* He had a good time.
PLACE 3 → 1. Alaska 2. one week 3. It was cold. The high was around 0° and the low was about -20°. 4. He (sure) did! *or* Yes, he did.

Translation of Japanese in illustrations

"Kashaa"—sound of taking a picture.

WRITTEN REINFORCEMENT

Use the vocabulary from the unit to write a description of the weather in your hometown in: winter, spring, the rainy season, summer, and fall.

This unit is a bit shorter than other units in the book and you may find yourself with extra time on your hands. The following are some ideas how to make the activities longer.

ACTIVITY #1 →

1. Ask more than three students the questions.
2. Write more than one of your own questions.
3. If you do not mind being interviewed, have the students interview you.
4. Have the students memorize the information about one (or more) of their classmates and then repeat the information to another partner (without using any notes) using full sentences.

ACTIVITY #3 →

1. For homework, have the students prepare information on a few other celebrities and ask each other the questions about their celebrities in class.
2. Have the students come to the front of the class and give a mini-report on a celebrity using the information in the chart. Alternatively, this can be done in small groups.

Page 9, Interviews

You may need to point out that 'dash' is used for addresses, but not for telephone numbers.

For the question "What's your address?", students should give their full address, including the postal code.

It would be a very good idea to have students first practice answering the questions giving full sentences, and then to practice again, giving short (ellipted) answers.

Page 9, Listening

When comparing their answers, have the students use the questions, changing the pronouns to the third person ("What is HIS name?" etc.).

Answers:

Kenta Watanabe; Funabashi; 4-1-1 Ichiba, Funabashi City, Chiba Prefecture; 090-3715-0860; April 7th, Osaka; 1993; 17; 191 cms; B positive

Page 10, Japanese Celebrities

Do choral repetition of the questions focusing on two points: 1) falling intonation for Wh-Qs and 2) ellipted 'h' in 'he', 'her', and 'his' ("Is (h)e married?", etc.).

Students are not expected to answer in full sentences for all the questions. Support is given only where it would be natural to say a full sentence, or where support is needed.

The students must calculate the ages of the celebrities themselves. It's best to explain this before starting the activity.

Like all information gap activities, it is crucial that students do not look at each other's information!

Encourage students to use "How do you spell...?" as they communicate with each other.

p.60, Partner B: "inarizushi"—a kind of sushi; "nikujaga"—a dish with beef and potatoes; "okonomiyaki"—a vegetable and seafood type pancake; "umeboshi"—sour pickled plums

WRITTEN REINFORCEMENT

Use the information in the Japanese Celebrities chart to write about two (or more) of the celebrities.

"Ichiro Suzuki is from Aichi. His blood type is B."

Unit 4

Page 11, I love shopping!

Emphasize that students should come up with their own original endings for the last four items, not merely copy ones from the box.

"natto"—fermented soy beans (which have a very pungent odor).

Page 11, Ask about likes and dislikes

You may prefer to do the Listening on page 12 first in order to give the students some examples of how to give longer answers.

Page 12, Listening

Play each section of the recording several times, stopping after each section to give the students time to write the answers.

Answers:

KENTA→ loves basketball; likes playing golf; doesn't like spicy food; hates peas

JACKIE→ loves dancing; likes (to go out and sing) karaoke; doesn't like classical music; hates rap

JOHN→ loves pizza; likes Japanese food (like sushi); doesn't like his (high school) history teacher; hates history

TINA→ loves dogs; likes cats; doesn't like flying; hates (riding on) buses

Page 12, Find someone who...

This activity will go much more smoothly if you tell the students that they should start Questions #1-3 and 7-9 with "Do you LIKE...?", Questions #4-6 should be started with "Do you LOVE...?", and Questions #10-12 should begin with "Do you HATE...?"

Page 13, What's your favorite...?

Make sure students use 'who' for #10-13. In some cases students may not have a favorite. Write the following sentence on the board for students to use:

"I don't (really) have a favorite."

"Mr. Saruta"—This is a play on words. 'Saru' means 'monkey' in Japanese and this teacher looks a bit like a monkey. Thus the shape of his head in the illustration.

WRITTEN REINFORCEMENT

Write 5 sentences different from the ones you wrote in Activity #1. Also, write 5 sentences about a family member.

"I love basketball. My sister loves sweets."

Unit 5

Page 14, Oogui Contest

To avoid confusion, emphasize that there were three of each item when the contest began.

Answers:

Hiroshi's score=21; Gen-san's score=19

Translation of Japanese in illustrations:

left side: "These are the ones he ate."

center: "At the start there were 3 of each item."

right side: "These are the ones he didn't eat."

front of table: *Oogui* Contest "Eating Contest"; and names

Page 14, Listening

Pause the recording after each question, giving the students time to write. Allow the students to speak Japanese when comparing their answers for this activity. Go over the answers before the students ask a partner the questions.

"senbei"—rice crackers; "Pocky"—a popular stick-shaped snack, pronounced [pockey]

Answers:

See Tapescript.

Page 14, Count and Noncount nouns

Explain that a few of the foods are sometimes both count and noncount, but generally they are one or the other. Tell the students that when listening to the recording, if they hear an 's' at the end of a word, that word is countable, and if the word is said without an 's', it is uncountable.

Answers:

COLUMN 1→ C, C, C, NC, NC, NC, C, NC, NC, NC

COLUMN 2→ NC, NC, NC, C, NC, NC, C, NC, NC, NC

COLUMN 3→ C, NC, C, C, C, NC, C, C, C, NC

Page 15, Card Activity

Copy (and cut out) the cards on page 62 so that you have one stack of cards for each pair of students in your class. If possible, use a color copier to copy the pictures. Also, the cards are quite small; if you can enlarge them by 50% or more, they will be easier for the students to handle.

Note that this activity practices rather mundane

(but important) grammar points, but that the activity is made to be motivating for students by using cute cards. Be forewarned: if you try to do this activity without the cards, it will likely put your students to sleep.

Preteach the vocabulary in the box above the dialogs and practice pronunciation of the expressions. You will need to explain that some foods can be kept in more than one place. For example, some households keep bread on the kitchen counter but some keep it in the refrigerator.

If you want to make the card activity easier for students, you can have the students write "NC" or "C" directly on the cards before they begin.

WRITTEN REINFORCEMENT

"Count to 10" using a different counter and food each time.

"one bowl of soup, two boxes of cereal, three slices of bread", etc.

Unit 6

Page 17, Pronunciation: Adverbs of frequency

For pronunciation practice, focus on the sounds 'v', 'f' and 'r' in the adverbs.

Page 17, How often do you watch TV?

The students should be able to answer Question #3 with one of the adverbs given. However, a student may want to use an adverb of frequency of their own. In these cases, their partner can simply write the answer they give in the chart instead of checking one of the answer choices.

Page 18, Listening

Before doing the listening, write the following on the board:

"I don't have a favorite." / "I don't like (baseball)."

Practice saying these sentences and tell students to write "no favorite" for Question #8 if John has no favorite.

When comparing their answers with a partner, have the students use the questions, changing the pronouns to third person ("What sports does HE like?" etc.)

Answers:

1. Yeah, he loves sports. 2. basketball and football (and lots of sports). 3. basketball 4. soccer
5a. football 5b. karate 6. basketball and football
7. baseball 8. baseball: the Seattle Mariners, Ichiro Suzuki; soccer: no favorite, he doesn't like soccer; basketball: the Los Angeles Lakers, LeBron James; sumo: no favorite; tennis: Serena Williams; pro wrestling: no favorite, he doesn't like it.

Notes

"Ichiro Suzuki"—at the time of publication, Ichiro was playing for the Mariners. This may have changed. ; "LeBron James"—at the time of publication, LeBron was the best player in the world. ; "Serena Williams"—Serena Williams, and her sister Venus, were both top rated players at the time of publication.

Page 19, Discussion about Interests

You will need to preteach the vocabulary 'TV personality'.

Students should inform their partner what the topic is before they ask each group of questions. Write the four topics on the board in BIG letters.

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

Before the students switch roles, do choral repetition of all questions to make sure they are using the proper intonation.

WRITTEN REINFORCEMENT

Using full sentences, write your answers to any 5 (or more) questions in the unit.

"I like action" movies and comedies. My favorite actor is Johnny Depp."

Unit 7

Preteach new vocabulary for this unit.

Page 20, Abilities

For extra practice, students could ask about each other's parents or their teacher, etc.

Page 20, Listening

Answers:

CAN→ dance, swim, play soccer, bowl, ice-skate, skateboard

CAN'T→ play shogi, sew, sing, draw, play golf, drive a bus

Page 21, Find someone who...

"okonomiyaki"—a vegetable and seafood type pancake

Page 21, Are you any good?

Write the following on the board and explain before doing the dialogs:

dance→ dancer; drive→ driver; cook→ cook; surf→ surfer; play ping pong→ ping pong player; speak English→ English speaker

Point out to the students that Japanese often mistakenly say 'cooker' instead of 'cook'.

Page 22, Which subjects are you good at?

Translation of Japanese in illustrations

Left: "Ho Hoo"—expresses admiration.

Right: "Gagaan"—state of being shocked; on paper: "suugaku"—mathematics

WRITTEN REINFORCEMENT

Write 5 things you can do and 5 things you cannot do.
"I can water ski. I can't cook."

Unit 8

Page 23, Listening: Guess the Creature

If you want to make the games more exciting, offer a small prize to the winners.

You may need to pause the recording after each item to give the students time to write their answers. If necessary, students can refer to the bilingual vocabulary lists for this activity.

Answers:

See page 24 & 25 of the Student's Book.

Page 24, Creature Cloze

When students practice saying the sentences, focus on saying the third person singular 's' endings properly (It lives...; It eats..., etc.)

Answers:

p. 24→ 1. lives 2. eats, swims 3. lives, swims, eats 4. has, loves 5. lives, has 6. has, eats 7. lives 8. lives, moves 9. flies, eats 10. runs, has

p. 25→ 1. lives, likes 2. lives, likes 3. has, sleeps 4. sleeps, eats 5. doesn't have 6. has, eats 7. eats, lives 8. has, likes 9. has, jumps 10. has, lives

Page 25, Memorize and Match

This activity will undoubtedly work better if the teacher assigns the sentences. You can assign sentences to each student by cutting out the sentences from the tapescript in strips and giving one to each student. If the students choose their own sentences to memorize, challenge them to not only memorize the shorter sentences just because they are easier!

Page 26, Food Crossword

Preteach vocabulary for this activity, but do not go over the answers to the puzzle! The activity is designed so that all puzzle answers will be known vocabulary to every student. Some students may claim they do not know a particular word when doing the activity. This is because they do not know how to read the word. You may have to help out—remind the student that they definitely know the word, or whisper the Japanese for the word.

Students should sit facing each other and hide their answers! Most likely, you will have a very difficult time controlling the amount of Japanese spoken during this activity as students will want to use Japanese to clarify their ideas. I strongly suggest that you make a rule whereby if any group speaks Japanese they will be out of the competition! Slips of Japanese are acceptable, but not volitional use.

The activity must be very carefully set up and explained before students get with a partner. Draw a diagram of the hint boxes (around the puzzle) on the board. Explain that *any* hint can be given as long as it is in English. The hint boxes do not have to be used in order, or even used at all. Also, students should not ask a question if the question is unnatural. For example, "What shape is it?" should not be asked if their partner has already said "It's a kind of drink".

Students may need to ask "How do you spell it?" when writing their answers. This sentence is given for them to use, but they may not notice it.

Unfortunately, the first answer, 'milkshake', is the most difficult one. Encourage students to skip ones they can't get right away, and come back to them later.

WRITTEN REINFORCEMENT

Write a description of 5 new animals (or 5 new foods). Do not write the name of the animals; only write descriptions. Exchange descriptions with a classmate and see if you can guess each other's animals.

Unit 9

Page 27, Vocabulary Building: Relatives

After the students have filled in the chart, have them write 'grandma', 'grandpa', 'mom', and 'dad' in the chart as informal variants. Have the students use these forms when they practice as they are more common in spoken English. Also, practice the pronunciation of the voiced 'th' sound in these words: brother, mother, father, grandfather, grandmother.

Page 28, Listening

Answers:

1. David→ dad (father), 65, Seattle, yes, four children, retired
2. Jack→ son, 19, Boston, no, no, student
3. Laurie→ sister, 43, Portland (Oregon), yes, one daughter, housewife
4. Rosie→ niece, 7, Portland, no, no, student
5. Darrel→ uncle, 60, San Francisco, yes, two kids, pilot

Page 28, More family vocabulary

This activity prepares the students for Activity #5.

Answers:

1. parents
2. grandparents
3. children
4. cousin

Page 29, Questions about family

Write the following on the board for students to use when answering Questions #1 and #2.

1. Yeah, I have **a sister** (and **2 brothers**).
No, I'm an only child.
2. My (younger) **sister** is **13** and my (older) **sister** is **17**.
3. How old are your brothers/sisters?
(They will need to ask this way if their partner has more than one of each sibling.)

Page 29, Family Pets

Note for the second dialog, students are expected to change the word in bold (grandma) to ask about other family members.

Page 29, Family Photos

Tell the students far in advance that they will have to find pictures of their family at home and bring them to class. The students will need time to prepare for this.

If you prefer to give your students more support, they can use the questions below to ask each other about the photos they bring to class.

- | | |
|-------------------------------|----------------------|
| -Who is this? | -Is this your (mom)? |
| -What's his/her name? | -How old is s/he? |
| -What does s/he do? | -Is s/he married? |
| -Does s/he have any children? | |
| ETC. | |

WRITTEN REINFORCEMENT

Write about 2 or 3 of your family members. Describe who they are, what they do, etc.

Unit 10

Page 30, About last Saturday

Answers:

See Tapescript.

When telling the entire sequence, students should use the time expressions in the boxes and the phrase "(and) then..." to join their sentences together.

"juku"—cram school

Translation of Japanese in illustrations

Picture 2AB: "Shinchaku mail nashi."—"No new email."

Picture 3A: "Hissho"—"Must study hard and pass."

Picture 10A: "Hon"—"Book."

Picture 3B: "Boo"—state of doing nothing.

Picture 5B: "Gu Suka Pi"—indicative of sleeping state. (sound for "zzzz" in English.)

Page 31, Listening

Answers:

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. F
10. T

Page 31, About last weekend

If at all possible, do this activity at the beginning of the week (Monday–Wednesday). This way the students will be able to more easily recall what they did the previous weekend.

Also, tell the students if they cannot remember what they did, to just answer using their imagination.

Do choral repetition of the questions.

To give students support for answering some of the questions, write the following on the board.

Question #1 → Great!/Good./Pretty Good./Oh, okay I guess., etc.

Question #2 & #7 → Oh, nothing special./I just stayed at home./I went out with (my friends)., etc.

Translation of Japanese in illustration

"Rabu Rabu"—This means the couple is in love.

Page 32, More verbs in the past tense

Answers:

See Tapescript.

Page 32, Telling a Story

First, read the story out loud pausing and allowing the students to shout out the past tense of the verbs as you go along. Explain any new vocabulary as you read.

It will take 15-25 minutes for the students to draw their pictures and write their sentences. This can be assigned as homework. If done in class, emphasize that they are to draw very rough, simple pictures. Otherwise, the students will take forever to finish!

Variations

1. As review, try to tell the whole story only looking at the pictures.

2. Cut out the pictures and give one to each of nine students. Cut out the sentences and give one to each of nine students as well. Students have to try to find which sentence matches their picture and vice versa.

WRITTEN REINFORCEMENT

Write about what you did yesterday in time sequence. Try to write at least 10 sentences.

Unit 11

Preteach new vocabulary for this unit.

Unit 12

Page 34, What do I do?

Answers:

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

Focus on syllable stress when having the students repeat after the recording.

Page 34, Job Brainstorm!

Give the students 5–10 minutes prep time (with dictionaries) to brainstorm jobs before starting this activity. Give a time limit (10–25 minutes) for the activity, or continue until the students cannot come up with any more jobs.

Page 35, Listening

It's best if students do NOT write the answers in the dialogs. Tell the students to just mentally decide where the answers go but not to write them. This way allows the students to mentally reconstruct the dialogs when practicing.

Play the recording, pausing after each line and have students practice saying each line.

Explain the difference in meaning between 'get to' (=can) and 'have to' (=must) before beginning. Give a few examples.

After the students get the hang of the dialogs, have them read each line and then look at their partner when speaking. If you have time, have the students try to do the dialogs from memory, without looking at their book at all. Emphasize that they do not have to say the dialog exactly as it is in the book.

Answers:

See Tapescript.

Page 36, Questions about Work

Do choral repetition of the questions before you begin.

Tell the students that if they do not presently have a part-time job, to answer about a previous part-time job they have had, or to use their imagination to create their own answers.

Have the students interview you about your job and your family member's jobs if you have time.

Page 36, Ten Questions

Demonstrate this activity with a few jobs before the students form small groups. At some point in the activity, students may need to take a "leap of faith" and just guess what the job is if they are not sure. Question #10 is really two questions, and it may be necessary to ask both questions to narrow down the choices.

WRITTEN REINFORCEMENT

Write a short description of 5 new jobs. Don't write the name of the jobs. Exchange descriptions with a classmate and see if you can guess each other's jobs.

Page 37, Opposites

Point out to the students that some of the adjectives have two possible opposites.

Answers:

small—big; short—tall (*or* long); light—heavy (*or* dark); young—old; strong—weak; slow—fast; cool—warm; cold—hot; quiet—loud (*or* noisy); safe—dangerous; cheap—expensive; easy—difficult (*or* hard); ugly—handsome (*or* beautiful/good looking); good—better

Translation of Japanese in illustrations

"Choomanzoku!"—I'm so satisfied!

Page 37, Comparative Forms

Answers:

See Tapescript.

After the students write their answers, put the rules below on the board and explain them. Next, have the students reevaluate their answers.

Rules for forming Comparatives

1. Adjectives with one syllable take *-er*.
2. Adjectives with 3 syllables take *more*; 2 syllable adjectives usually take *more*.
3. For adjectives ending in *y*, change the *y* to *i* and add *-er*.
4. Some adjectives (good, bad) are irregular and must be memorized.

Rules #1 and 2 are probably the most useful for students to know. You may feel it unnecessary to explain the rules at all.

Page 38, The Comparison Game

Make sure the students understand that they are to use the cues (is, are, am) when making their comparisons.

The students should all know who Shizu-chan and Kumi Koda are. But to be sure, ask your class if there is anyone who does not know who they are. Kumi Koda is a popular singer who is 154 cms tall. Shizu-chan, whose real name is Yamasaki Shizuyo, is an actress and comedian from a comedy duo called "Nankai Candies". She is 182.5 cms tall.

"Tokyo University"—the most prestigious university in Japan.

"Tokai University"—a average university with lots of campuses.

Page 39, Listening

Preteach the following vocabulary: thin, messy, athletic, subject.

This activity will go more smoothly if the students decide beforehand who their best friend is (they will

have to answer three questions regarding their best friend).

Students may not be able to come up with a definite answer for #4-7. Before playing the recording, tell the students to write 'the same' for any questions that they have a hard time coming up with an answer for.

If repeating after the recording is too difficult for your students, copy the tapescript for them so they can follow along.

Page 40, Superlatives

Before having the students get with a partner, explain the superlative forms. Point out that the rules for forming superlatives are similar to the rules for comparatives.

WRITTEN REINFORCEMENT

Write 5 sentences comparing famous people (movie stars, musicians, etc.)

"Bruce Willis is older than Tom Cruise."

Unit 13

Page 41, Pronunciation

Be sure to emphasize correct syllable stress.

Page 41, Number Bingo

Say each number two or three times at natural speed. The games are not like regular Bingo where everyone has a different card and there is only one winner. However, most students will not get a Bingo every time because the games are intentionally tricky. The challenge is in listening carefully and getting it right. Check to make sure they have the Bingo in the correct row.

Page 41, Math Competition

Partners should not look at each other's calculations. Have the students sit facing each other using a folder or book to hide their answers. Also, emphasize that no Japanese is to be spoken to clarify answers!

Answers:

GAME 1→ 1) 65 2) 770 3) 500 4) 500 5) 85
6) 1000 7) 36,000 8) 18,000 9) 5 10) 4
GAME 2→ 1) 176 2) 237 3) 1000 4) 68 5) 50
6) 50,000 7) 10,000 8) 16,300 9) 8 10) 4

Page 42, Ways to tell the time

It will be helpful to explain that 'past' means 'after' and 'to' means 'before' when telling time. Don't get discouraged if students don't catch on right away; telling time is quite complicated and students will need a lot of practice.

Page 43, Listening 1

Answers:

1) 7:20 2) 11:50 3) 12:00 pm 4) 4:15
5) 10:30 6) 7:45 7) 10:55 8) 3:40

Page 43, Listening 2

Answers:

TOP ROW→ 3 (8:05), 1 (6:00), 7 (7:30), 8 (12:00 am)
BOTTOM ROW→ 5 (4:30), 6 (5:15), 2 (7:30), 4 (9:15)

Translation of Japanese in illustrations (from left to right, top to bottom)

"Ittekimasu."—I'm leaving now./Bye.

"Chun Chun."—Sound of sparrow chipping.

"Bai Bai."—Bye bye.

"Jaanee."—See you.

"Tadaima."—I'm home.

"Ohayoo."—Good morning.

"OX Kootoo Gakkoo"—OX Senior High School.

WRITTEN REINFORCEMENT

Write out the following numbers in long form.

1) 1,230 6) 15,350
2) 1,712 7) 20,700
3) 5,200 8) 85,600
4) 6,010 9) 99,999
5) 10,200 10) 100,000

"One thousand two hundred thirty"

Unit 14

This unit may be slightly shorter than other units. If you have extra time, you can have your students do the following extra activity to practice present progressive in the context of a short phone conversation.

1. Write the following dialog on the board with the parts in bold underlined.

A: Hello?

B: Hi, **Yuki**. This is **Takashi**. What are you doing?

A: I'm **just relaxing**. How about you?

B: I'm **studying for my test**.

2. Have the students sit back-to-back and practice the conversation several times.

3. Have them practice again, substituting the underlined parts with new activities:

-washing the dishes -cleaning my room
-watching TV -exercising
ETC.

Page 44, Pronunciation: Present Progressive

Point out to the students that Wh-Qs have a falling intonation, and Yes/No Qs have a rising intonation.

Page 44, Troublemakers

Hopefully this doesn't look anything like your class! The number of answers will vary depending on whether 's/he' or 'they' is used as a subject. There are about 16 things being done wrong. Students may overlook 'wearing a cap, sunglasses, or boots'.

Translation of Japanese in illustrations

Teacher: "dokkaan"—sound of an eruption; "wanawana"—state of shaking with anger; "Fuzakeruna!"—literally "Stop playing around!", but in effect "That's enough! I will not tolerate this behavior any longer!!"

Students: (from left to right, top to bottom) "supaa"—state of smoking; "pakupaku"—state of eating something; "mogumogu"—state of eating (mainly chewing) something; "nga"—a short snore; "kusun"—the state of sobbing; "manga"—comics; "pechakucha"—state of chattering; "Ah, moshimoshi"—Hello?; "kare no shashin"—boyfriend's picture; "kare no gazou"—boyfriend's image; "kuchakucha"—state of chewing; "gamu"—chewing gum

Page 45, Card Activity

Copy (and cut out) the cards on page 67 so that you have a stack of cards for each pair of students in your class. If possible, use a color copier to copy the pictures. Also, the cards are quite small, so if you can enlarge them by 50% or more, they will be easier to handle.

Explain the play on words to the students: 'Human Beans' is said nearly the same as 'Human Beings'.

Most of the Human Beans are male. A few (the ones with pink lips) are female. Tell the students that they should use the pronoun 'she' rather than 'he' for these.

Explain that the students must use the question hints at the bottom of the cards and change them to the present progressive form.

Page 45, Find the matching card

If you have an odd number of students, some students will have to double up and work together.

When the students have found their match, redistribute the cards to new students and practice again.

Page 45, Listening

If you have time, have the students write their answers on a piece of paper.

Answers:

See Tapescript.

Page 46, Can you remember?

The number of answers will vary. The number of activities is 13 or 14, depending on whether the teacher 'shouting' is included. "Wearing shorts, sunglasses, boots or a cap" are not proper answers, but could be considered acceptable.

Answers:

1. A girl was smoking.
2. A girl was listening to music. (2 girls)
3. A guy was sleeping.
4. A guy was eating (his lunch).
5. A girl was putting on makeup.
6. A girl was drinking a cola (or soda).
7. A guy was talking (with a classmate).
8. A guy (or girl) was playing cards (with a classmate).
9. A girl was reading comics.
10. A girl (or guy) was studying. (2 students were studying)
11. A girl was looking at a picture. (2 girls)
12. A girl was talking on the phone.
13. A guy was chewing gum.
- 14? The teacher was shouting. (?)

Page 45, Listening

Translation of Japanese in illustrations

Picture 1a: "ZuZuZu"—sound of slurping noodles."

Picture 1b: On TV screen: "News".
"Bori Bori"—effect of scratching his buttocks.

Picture 2a: "Shinchaku meeru toiwasechuu"—
"Checking new email."

Picture 4a: "Kappa Noodle"—"Cup noodles". This is a play on words. "Kappa" is also a mythical water imp in Japanese folklore.

Picture 4b: "Boo"—state of doing nothing.

Picture 5a: "Osshaa"—"Okay!/Great!"

Picture 5b: "Manga"—"Comics"

Page 46, Past Progressive

Translation of Japanese in illustrations

"Nga"—a short snore.

WRITTEN REINFORCEMENT

Write what each student is doing in the picture in Activity #2.

"A guy is sleeping."

Write about what you were doing yesterday and the day before yesterday at the times in Activity #6.

"6:00 am yesterday: I was sleeping."

Unit 15

Japanese students often have trouble using the present perfect versus the simple past. It will be useful to explain the difference between the two. Present perfect (*genzai kanryoo*) is often used to talk about experiences when the time is indefinite (*meikaku de nai*). Simple past tense (*kakokei*) is used when the time is definite (*meikaku*).

-I **have played** soccer. (present perfect)

-I **played** soccer last night. (simple past tense)

Page 47, Listening 1

It's best if students do NOT write the answers in the dialogs. Tell the students to just mentally decide where the answers go but not to write them. This way allows the students to mentally reconstruct the dialogs when practicing.

Play the recording, pausing after each line and have students practice saying each line.

When the students have gotten the hang of the dialogs, have them do both dialogs again completely from memory. Finally, have the students practice again, supplying their own names for the movies and places.

Answers:

See Tapescript.

Page 48, Have you ever eaten at...?

"kaiseki restaurant"—a Japanese restaurant with quite expensive, elaborate food.

"okonomiyaki"—a vegetable and seafood type pancake.

Page 49, Find someone who has...

Preteach new vocabulary. Emphasize that students must use the past tense for the second question. The forms for the past tense are given in the second column (in grey).

Their own question (#13) should be one that elicits a 'yes' response from someone in the class, but not from everyone.

"tonkotsu ramen"—a Kyushu-style ramen made with a pork bone soup base.

Page 49, Listening 2

Preteach vocabulary which you think your students will not know.

Answers:

1. No
2. No
3. Yes—about a month ago.
4. Yes—last summer.
5. Yes—last December.
6. No

WRITTEN REINFORCEMENT

Write 5 new "Have you ever...?" questions. Bring your questions to class and ask a few classmates your questions.

Unit 16

Page 50, Write the countries and nationalities

The nationalities are listed according to their endings: -ese, -ian (-an), -ish, and irregular.

Alternatively, this activity can be done as a game where the first person to fill in all the countries is

the winner.

Notes

1. Officially Korea is 'South Korea', and England is part of the United Kingdom. But in spoken English 'Korea' and 'England' are more commonly used.

2. Only the official languages of the countries are given, except in the case of New Zealand where Maori is also an official language.

Answers (page 50):

1. Egypt
2. Germany
3. Italy
4. France
5. England
6. Spain
7. China
8. Russia
9. India
10. Japan
11. Korea
12. Taiwan
13. The US
14. Canada
15. Brazil
16. Colombia
17. Mexico
18. S. Africa
19. Thailand
20. The Philippines
21. Australia
22. New Zealand

Answers (page 51):

See Tapescript.

Page 52, Where are they from?

The purpose of this activity is to practice the third person.

Answers:

ERNESTO→ Mexico, Spanish; RIZA→ The Philippines, Tagalog; AHMED→ Egypt, Arabic; GAI→ Thailand, Thai; RAVI→ India, Hindi; KYOUNG-MI→ Korea, Korean; PETER→ Australia, English; MANDISA→ South African, Afrikaans

Note

"Ahlan wa sahan!"—There are different dialects of Arabic. Ahmed speaks Egyptian Arabic.

Page 52, Discussion about Countries

It will be useful if you bring a world map to class and have the students look at which countries are in Asia, Europe, and South America prior to doing the questions. By all means, do not assume your students will be good at geography.

Page 53, Listening

You will need to photocopy the tapescript for the students to use when asking each other the questions.

Answers:

1. No, I'm not. (unless you happen to have a Filipino student in your class)
2. Yes, I am. (unless you have a non-Japanese student in your class)
3. Yes, she is.
4. Yes, he is.
5. No, she isn't.
6. No, he isn't.
7. Yes, it is.
8. No, it isn't.
9. Yes, it is.
10. No, it isn't.
11. No, they don't.
12. Yes, they do.
13. Yes, they do.
14. No, they don't.

Page 53, Card Game

Copy (and cut out) the cards on page 68 so that you have one stack of cards for each pair of students in your class. If possible, use a color copier to copy the pictures. Also, the cards are quite small, so if you can enlarge them by 50% or more, they will be easier for the students to handle.

If you want to make the game more competitive, you could have the students do some internet research for some of the countries for homework prior to playing the game.

If, on the second round of play, a student turns over a card which s/he has already done, s/he should not play that card, but turn over a new card instead.

WRITTEN REINFORCEMENT

Write 15 sentences following the pattern below.

I'm from (*country*). I'm (*nationality*).

"I'm from France. I'm French."

Unit 17

This unit will take approximately ten minutes less time to complete than other units. If you have extra time, you can copy the tapescript for the Listening activity and have the students practice it in pairs.

Preteach new vocabulary for this unit.

Grammar Reference

Be going to is used to talk about planned activities or when you know about the future. *Will* is used when there is some uncertainty.

Page 54, What are you going to do?

Do choral repetition of the questions before the students begin.

Page 55, Are you going to...?

Translation of Japanese in illustration

"Suburi ato 100 kai"—Okay, one hundred more swings!

Page 55, Dream Vacation, Part I

At this point students should begin to say 'going to' as 'gonna'. In natural English native speakers rarely say 'going to'; the two words are normally assimilated. Have students practice saying the questions (and example answers) with 'gonna'.

At first students will mistakenly say 'gonna to', which will need to be corrected.

Page 56, Dream Vacation, Part II

Do choral repetition of the questions using the three beginnings: He's..., She's..., They're...

"takoyaki manju"—an octopus-head shaped cake with sweet bean paste or custard cream filling.
"yatsushashi"—a traditional Japanese sweet from Kyoto made from rice flour, sugar, and cinnamon.

Page 56, Listening

Before the students compare their answers with a partner, do choral repetition of the questions, focusing on the contracted words at the beginnings (Where's..., When's...).

Answers:

1. Australia
2. in January
3. by plane
4. three months
5. by himself
6. find a girlfriend, surf
7. a new surfboard

WRITTEN REINFORCEMENT

Write 5-10 sentences about the dream vacation you plan to take. Use 'be going to' in your sentences!

"I'm going to go to Okinawa."

Unit 18

Preteach new vocabulary for this unit.

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

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