

# **Conversations in class**

## **Teacher's book**

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Dear Teachers,

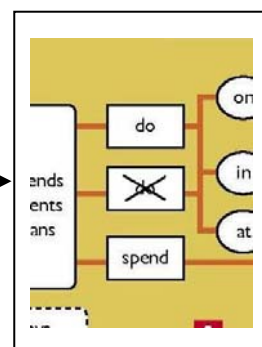
Thank you for your interest in *Conversations in Class*. We sincerely hope that it provides what you are looking for in a speaking/conversation textbook.

As full-time teachers and teacher-trainers, we spend much of our time working on the content of our textbooks, testing everything in class and constantly revising content to make each lesson as polished and practical as possible. As an unfortunate consequence of this, some errors tend to creep into the book at the final layout stage (just as they find their way into many textbooks by larger and more professional publishers...). While many of these have little impact on the success of the class, some may cause confusion or misunderstanding. Below is a list of the errors in CiC.

We offer our sincerest apologies for these faults, and we hope that they do not hamper your teaching too much. (At the same time we are confident that this textbook will help your students to accomplish rich, meaningful, and native-like conversations in class.)

The Authors

Page	Section	Is:	Should be:
p28	Listening exercise 2, line 3	but _____	but...
p35	Grammar exercise 1	for	on
p41	Vocab box A	パイロット ( <i>pailotto</i> )	警官 ( <i>keikan</i> )
p47	Dialogue 1	CD31	CD32
p55	Grammar exercise 1	of	for
p63	Grammar exercise 1	in	on
p65	Vocab Box E	worthwile	worthwhile
p69	One more structure..	Second 'do'	go
p75	Grammar exercise 2b.	second to redundant	
p83	Grammar Exercises 2a.	it's and invest are needed	
p87	Dialogue 1 (4 <sup>th</sup> line from the end)	...but <u>it</u> s doesn't...	...but it doesn't...
p89	Vocab Box D	unnec <u>ce</u> ssary	unnecessary
p91	Grammar exercise 2c.	of redundant	
p100	CD numbers 	CD 83, CD 84, CD 85	CD 85, CD 86, CD 87
p101	Vary Your Speech :	would have to the time	would have to <b>be</b> the time
p108	Listening Ex 1, line 2	get <u>a</u> t job at an advert	get a job at an advertising



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# What is *Conversations in class*?

- It is a textbook / workbook aimed at Japanese university students (low intermediate to intermediate level), who need oral practice in authentic, immediately functional English.
- Its focused purpose is to get students to practise real-time, two-way *conversations* within the classroom with both their classmates and teacher.

## **What is it designed to do?**

- ✓ Objective 1: Unblock students

**Problem:** “Intermediate” level university students have some knowledge of English, but many of them have never put it to use in the context of real-time conversations. These students need to start conducting simple conversations on a regular basis, in order to build up both their confidence and proficiency.

**Solution:** All the linguistic material in *CiC* is immediately usable in a conversation, revolving around everyday topics. Basic grammar patterns are presented in an original, comprehensible way.

- ✓ Objective 2: Help them to sound better

**Problem:** Native-like conversation is a deeply cultural activity, and Japanese and western cultural codes differ to a great extent. This is why a great many students don't come across as proficient in English, even when their grammatical and lexical ability are sound.

**Solution:** Throughout the textbook, students will be given the opportunity to practice, and incorporate into their speech, simple pragmatic strategies that will allow them to sound more “natural” when they speak English.

## **What teaching contexts is it especially appropriate for?**

- ✓ Genuine low-intermediate students

### **Why?**

Because such students have all learnt patterns such as “Have you ever -----?” or “How often do you -----?”, but have never put them into practice in the context of meaningful conversations.

We have designed *CiC* so that it is structured enough for the learners to have a solid grammatical foundation, but also free enough for them to construct their own conversations, and negotiate meaning in their own way. We think that this is one of the strengths of our book. **We occupy the mid-way point that many textbooks seem to neglect:** most are either too grammar-heavy or too vaguely ‘communicative’ (‘go and talk about this’).

- ✓ Mixed-levels classes

### **Why?**

Because the simple way Grammar Toolboxes are presented allows the entire class to have a common basic focus, upon which they can build as they feel confident.

- Low-intermediate students will learn for the first time to *use* a wide range of useful sentence patterns.
- Higher-level students (intermediate to advanced) will find it useful to review these sentence patterns and get to the point where they can use them effortlessly. They will also be able to pick up additional vocabulary and phrases in the *One Step Further* and *Dialogues* sections, and during their conversation tests.

→ **The "One Step Further" and the "Dialogues" pages do not have to be covered in class.** Lessons are designed so that they will keep their consistency even if these sections are not covered by the teacher (for example, the exercises at the end of each lesson don't contain anything related to them). In fact, these sections are designed for the students to study by themselves, if they have time and their level is good enough.

- ✓ Large groups

### **Why?**

Because *CiC* is 100% compatible with the *Immediate Method*, a simple yet effective approach to teaching second language conversation that allows every student to regularly conduct real semi-individual conversations with their classmates and teacher during class-time. While we believe that this system is very efficient even when class size is small and motivation is high, it has proven to be just about the only effective way to have a large group practise conversation in Japanese university classrooms.

# How to use this book

This book has been written in order to be as easy for teachers to use as possible.

## ● Order of lessons

The textbook is divided into twelve units, each loosely based around a topic of conversation. Each of these units is divided into two lessons: A and B. The textbook is designed to be worked through in either of two different orders:

**Order 1:** In the order of the book:

1a → 1b → 2a → 2b → 3a → 3b → 4a.....

**Order 2:** Work through all 'a' lessons first, then go back through the book using each 'b' lesson:

All 'a' lessons → All 'b' lessons

The second option is recommended for teachers who want to make sure their students have a chance to thoroughly review what they have learned.

## ● Pacing, level of lessons

Each lesson of CiC is designed to be completed in one 90-minute university class. However, this does not mean that all four pages of material must be covered by every student in every class. In general, The basic lesson consists of all the material found on the first two pages of each unit. Material on the final two pages of the lesson is completely **optional**, and can be used as necessary. It is important, though, to make sure that students know that this is optional, and clearly state what is required of them. The *One Step Further* sections are for more advanced students to work through on their own (or in pairs, or even as a class if the general class level allows).

**Here are some ways in which the book might be used for different level classes.**

### • Low intermediate/slow class

For lower intermediate classes, it's always better to start with a basic foundation that every member can keep up with, and as the term progresses, allow students who want to stretch themselves to tackle *One Step Further* as they please. An example lesson plan for a low intermediate class might look like this:

1. Warming up/review of last lesson -----(10 minutes)
2. Grammar toolbox 1-----(15 minutes)
3. Vary your speech 1----- (5 minutes)
4. Oral Practice/Your turn -----(15 minutes)
5. Grammar toolbox 2 -----(15 minutes)
6. Vary your speech 2----- (5 minutes)
7. Oral Practice/Your turn -----(15 minutes)
8. Cooling off -----(10 minutes)

- **Intermediate class**

An example of a lesson plan for an intermediate class might look like this:

1. Warming up/review of last lesson -----(10 minutes)
2. Grammar toolbox 1-----(15 minutes)
3. Vary your speech 1----- (5 minutes)
4. Oral Practice/Your turn -----(15 minutes)
5. Grammar toolbox 2----- (15 minutes)
6. Vary your speech 2----- (5 minutes)
7. Oral Practice/ Your Turn -----(25 minutes)

During this time, those students who want to can try the One Step Further section.

- **Advanced level class**

An example of a lesson plan for an advanced class might look like this:

1. Warming up/review of last lesson----- (10 minutes)
2. Grammar toolbox 1 ----- (15 minutes)
3. Vary your speech 1 ----- (5 minutes)
4. Oral Practice/Your turn----- (15 minutes)
5. Grammar toolbox 2 (have students do this themselves)----- (15 minutes)
6. Vary your speech 2 ----- (5 minutes)
7. One Step Further with entire class ----- (15 minutes)
8. Finished students can work through exercises

- **Immediate Method class**

An example of a lesson plan for a class using the Immediate Method might look like this:

1. Warming up/review of last lesson ----- (10 minutes)
2. Grammar toolbox 1 ----- (10 minutes)
3. Vary your speech 1 ----- (5 minutes)
4. Oral practice----- (5 minutes)
5. Grammar toolbox 2 ----- (10 minutes)
6. Vary your speech 2 ----- (5 minutes)
7. Oral practice----- (25 minutes)
8. Conversation tests (students not being tested continue oral practice, do OSF or exercises)

# Explanation of sections

## A lessons

- **How do I use the Grammar toolbox?**

The Grammar Toolbox is a way of graphically showing the key grammar structure for each unit. It is designed to give as much possible variation in phrases while remaining graphically simple and accessible. Once students have grasped the basic ideas behind the toolboxes (e.g. words/phrases from colour-coded vocabulary boxes can be freely substituted in, dotted line around a box mean the word or phrase is optional, etc), they should be able to use the toolboxes by themselves.

- **Why are there blank spaces in the vocabulary boxes?**

The first word in every vocabulary box is given a Japanese translation. The translation for the remaining words can be: (1) done as a class (each unit of this teacher's book contains the Japanese translation for every vocabulary box in the textbook, with romanised script for those teachers who do not speak/read Japanese) or (2) filled in by the students to themselves, after looking up words or asking their classmates. For those teachers who don't believe in providing translations in the first language, the right-hand column can be used to write in extra vocabulary.

- **What is the value of Vary Your Speech?**

Over many hundreds of hours spent listening to students' conversations, we have realized that often simple adjustments to their language can have a profound effect on how natural (native-like) they sound. One of these is to vary the basic sentence pattern used over the course of a single conversation. For example, after asking a series of questions with the same structure (*Where do you live? Where do you work? Where do you go to school?*) students should be encouraged to try different ways of asking or giving the same information (*Do you live nearby? Where do you work? I go to university in Osaka. How about you?* etc.) We have also found that practicing the ways in which a basic structure may be varied is the only real way to get students to incorporate this skill into their speech. The *Vary Your Speech* sections after each Grammar Toolbox are simple exercises (done in 5 minutes) which simply require students to fill in the missing words. For more on this, see pages 14-15 of the textbook.

- **Why don't students have a copy of the Audio CD?**

We have noticed that students nowadays rarely use CDs, preferring their sleek MP3 players (i-Pods, etc.). We hope that offering audio in this format will make it easier for them to use the audio tracks that are part of the textbook.

- ✓ All 96 of the audio tracks can be downloaded by students onto their MP3 players by accessing our podcast site at [www.alma-download.com](http://www.alma-download.com).
- ✓ Teachers get a CD with the Teacher's Book, to use in class and to freely copy for their students whenever necessary.

- **Do I need to go over *Sounding Natural* in class?**

Not if you don't want to. Of course these hints and ideas can be highlighted and discussed as a class, but they are written as complementary material, for students to read and make use of by themselves. If you choose to conduct in-class conversation tests (as with the IM) you can set a particular skill to be marked as part of their conversation test grade. You can tell the students to read through *Sounding Natural* themselves, think about what it means and how they can apply it when they have conversations in English. You can then announce that part of the evaluation for today's oral test is based on how much you apply this particular skill.

- **When and how should I use the *One Step further* material?**

As a rule of thumb, the core of each lesson is the material on **the first two pages** of each lesson. After this has been completed, depending on your class size, and level of ability and motivation, you can work through the *One Step Further* sections (for A lessons, a simplified toolbox with one or two extra structures, for B lessons, a series of three extra questions with three example responses to each). The lessons are designed to keep their consistency even if *OSF* is not covered by every member of class. How this material is used is completely up to the teacher. You might:

- Set the extra phrases as possible questions in a conversation test (IM class)
- Practice the questions/answers as a class, then have students ask and answer with classmates
- Set the extra exercises for *OSF* (found in the end of each lesson in this book) as class work/homework

We have provided lists of useful words and phrases found in the *One Step Further* sections and the dialogues at the end of each B lesson. You can assign advanced students to work with these by guessing the meaning by reading it in context, or making their own sentences/conversations using as many of the new words/phrases as possible

- **Where do I find time to correct all these exercises in class?**

You don't! Exercises are for students to self-correct as a rule of thumb. You can photocopy the solutions at the end of each lesson in this book and hand them out to those students who have completed the exercises. There are, of course, many exercises where the students are asked to complete sentences with their own information; in this case you can just glance through to make sure they have been done. If you choose, exercises can be set as homework (and the answers gone over during the first 10 minutes of the next class) or used as 'refreshers' to warm up the next class.

Of course, you can go over the exercises during class time with the entire class, but this will take away valuable oral practice time. It might be helpful for longer, and longer-term classes (such as in private language schools) as a way of slowing the pace of the class down and giving the students more time to absorb material.



## **B lessons**

- **How are B lessons different from A lessons?**

In general, A lessons are structured presentations of sentence patterns, while B lessons (as review and extension of the same topic) present the target language more as natural text. As pointed out earlier, they can be used in the order presented in the book, or in alternating fashion. B lessons are slightly more complex and open than A lessons.

- **How should I go about using the listening examples/exercises?**

The examples (one dialogue, one monologue) at the beginning of each B lesson contain a blend of both learned and new grammar and vocabulary. The audio for both the dialogue and monologue can be found on the CD. There are a number of ways in which these examples can be used, including:

- having the students close their books, listen to the CD and answer comprehension questions (below)
- having the students close their books, listen to the CD taking dictation

The listening exercises are quite straightforward, and can be used in the regular way, i.e. filling in the missing word heard on the audio tracks.

- **When should I use the *Dialogues*?**

As the final section of B lessons, the dialogues are again an optional extra for those students who want to go further, but they can also be used in class if so desired. The first of the two dialogues in each B lesson can be found on the audio CD, so it can be played in class as a listening comprehension exercise. Comprehension questions (found in each lesson of this book) can be photocopied and handed out, or the questions might be dictated to the class. Some extra words or phrases which students might like to include in their conversations are also listed.

# What is the *Immediate Method*?

## 1. Content of lessons

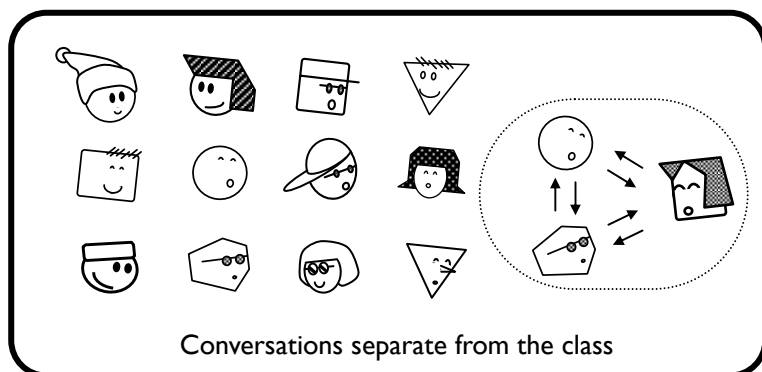
- Lessons revolve around **everyday topics** (“How do you come to school?”, “Who’s your favorite actor?”, etc.).
- Structures and vocabulary that can be used immediately **to speak about oneself, and one’s partner’s daily life** are introduced and practiced until they can be used with ease.
- In order to transmit the material quickly and efficiently, the teacher uses charts, which present the sentence structures in a simple and visual way.

## 2. Regular conversation tests

Each class-time is roughly divided in two periods.

- First, new material is presented and discussed with the whole class, as a group. They then conduct oral practice in pairs or groups.
- Then, the teacher has a series of 1 to 3 minutes conversations with students on a one-to-one or one-to-two basis.

During conversation time, other students study by themselves or in pairs. The students actually having a conversation thus do not feel observed and judged by the group.



- The teacher organizes a series of conversations, which include the teacher and one, two or three students. These last between 1 and 5 min.
- Students receive a mark.
- When possible, the conversation test is done away from the class-group, for example in a corner of the classroom.
- During the conversation tests, the other students do oral practice in pairs, continue studying the next lesson and do written exercises.

**The conversation test gives focus to the whole class. A significant part of the class-time is devoted to it, so that each student gets tested as regularly as possible, even when the group is large.**

## 3. “Meta-communication”

Meta-communication expressions allow oral practice to proceed smoothly, and allow students to continue their conversation during test-time, even when they encounter one of the major blocking situations: (1) they have not understood something the teacher said, or (2) they have forgotten a word or a phrase they want to use to say something.

Many textbooks start with “classroom English”, but experience has shown that if basic expressions such as “I don’t know” or “How do you say ~?” are not practiced regularly, students have a hard time using them. This is a question of cultural habits, which are deeply ingrained and largely unconscious. In the Immediate Method, these expressions are the starting point and basis of much of the oral practice done in class.

#### 4. A clear, fair and rewarding class management system

Students can easily succeed with the test. If they have mastered the very reasonable amount of information that makes up each lesson, they will get a good mark. They are talking about themselves, so there are no real 'wrong answers'. There are no surprises, no trick questions.

At the end of the test, they receive a mark on their **Progress Sheet**, providing both instant feedback and precise information of where they are in terms of getting their term credit for the class.

This is what a Progress Sheet looks like:

**The Progress Sheet**

**Personal info space:** the student writes down information in Japanese and in English (in romaji for her name) during the first class.

**Dates column:** During the first class, students write down the dates of all the classes of the term.

**Attendance column :** marks for attendance and/or written exercises are tallied here by the teacher, along with a stamp to authenticate them.

**Space for photo**

**Conversation column:** The teacher gives a mark after each test and a stamp to authenticate it. The maximum mark is decided by the teacher.

**Comment column :** The teacher can write a comment after the test giving the student praise on strong points, or advice on how to improve weaker ones.

**Progress Sheet Form Structure:**

**Header:** Progress Sheet

Class day/time	in Japanese	in English	Photo
Family name			
First name			
Student Number			
Faculty, Department			
Year		year	

この紙は毎回の授業と試験に必ず持って来てください。  
Please bring this sheet to every class  
この紙を絶対になくさないでください。  
Do not lose this sheet

Comments

Date	Attendance (one absence = - _ points)	Conversation	Comment
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
14			
15			

TOTAL : - / -      - / -      TOTAL : - / 100

# FAQ

## ➔ Isn't it hard to ask students to do a test so often?

In itself, the conversation test is an essential piece of oral practice. Students face a teacher and have to perform. They are always a bit nervous at the beginning, but feel great (even sometimes exhilarated) after successfully completing the simple task that was assigned to them: taking part in a conversation in a foreign language. Once they are used to the system, you will find that many students actually look forward to tests as

## ➔ Does the test have an effect on the class dynamic?

The fact that the test is conducted apart from the group is very important. The main pressure on students, which makes many become mute, comes from their peers. Students who wouldn't have uttered a word in class sometimes reveal themselves to be good students. "Bad boys" who would have disturbed the class with a negative attitude cannot do so when they are facing the teacher privately. Some of them become the most conscientious students, and the most enjoyable to talk to. After everyone has experienced one test, the class dynamic has fundamentally changed, and all members of the class use the shared understanding of a common goal to work positively.

## ➔ What is the pedagogical value of the Progress Sheet?

The Progress Sheet is a pedagogic tool in itself. It allows students to keep a continuous record of their progress and marks: all students are responsible their own sheet (they can insert it into an envelope stapled into their textbook), and bring it to class every week.

At the end of the semester, the teacher collects all the Progress Sheets, and only has to add up marks and write down the total mark on the class results sheet. Of course, weighting of attendance, conversation test marks and, if applicable exercises/homework, is completely up to the teacher.

## ➔ What do other students do when the teacher is busy conducting tests?

- They prepare for their own test!
  - The students who are going to be tested this class usually work actively with their partner. Students gradually realize that the more they practice before the test, the better their performance during the test will be.
  - They do written exercises. These exercises can be corrected and marked when necessary. The teacher (or the TA) can also just check that they have been done, and give the corresponding stamp (without a mark, but a missing stamp would mean points subtracted from the test mark).

We believe that having written activities to prepare for and review oral communication is not a contradiction. The act of writing is important for many individuals to help memorize new information. In terms of class management, there is also a need to keep the students busy and quiet while others are being tested.

When they have finished oral practice and written exercises, most students will rest for a few minutes, talking with their friends, reading something else, etc. This is perfectly OK. If the class is of a reasonable size, for example 20 students, this "empty" time will be almost non-existent. If the group is big, for instance 45 students, we consider that it is already a success to have them study *efficiently* for 80 minutes out of 90.

The challenge is to keep the class from becoming too noisy and excited, which would disturb those who want to study until the end, the teacher conducting her tests, and possibly the classroom next door. A mix of authority and psychology can do the trick here. The students know that they are experiencing something different from conventional classes. They feel they are treated like responsible adults. If the need arises, the teacher can threaten the class with additional exercises or homework.

➔ **But students are not used to managing their own learning**

That is true. But it is also true that if they are shown the right way from the beginning of the class and given a clear and fair class system, they quickly take responsibility for their efforts.

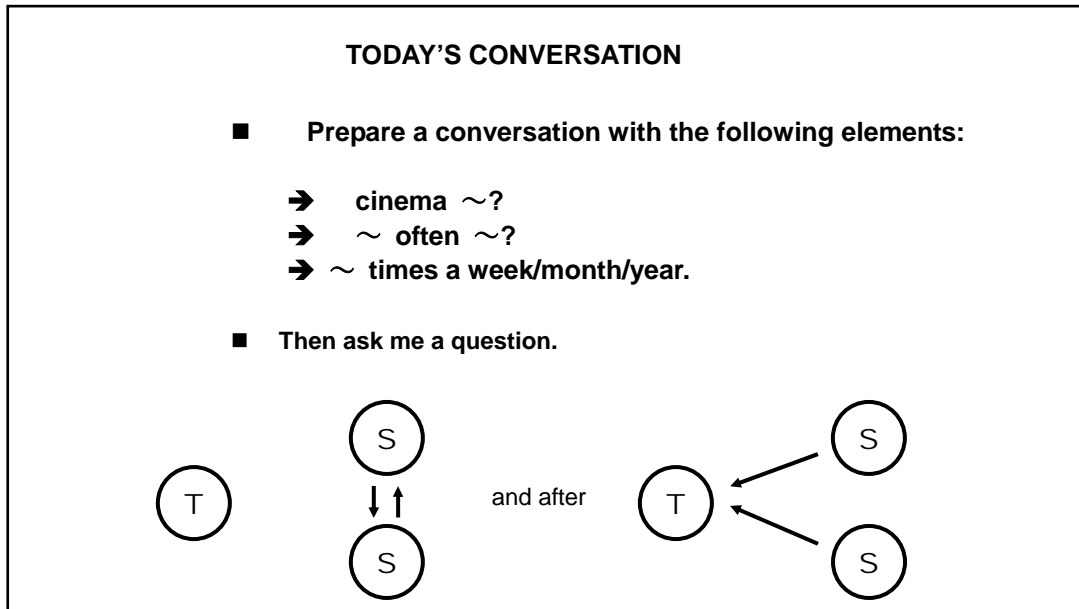
➔ **It must be tiring for the teacher**

Well, teachers have to concentrate and keep their eyes on the clock during class time, but

- There is very little correction time. It is not normal to base the evaluation of students in a conversation class on written assignments and tests. We give oral tests to our students (the test is actually a privileged time of practice), and when the testing is finished (during class-time), the marks are already on paper, ready to be added-up at the end the class term. The teacher spends energy during the class, and very little energy outside the class.
- We believe that the most tiring thing for a teacher is the frustration of spending a lot of energy without succeeding in getting most of her students to speak in class. When your students speak and make progress, the entire atmosphere is changed and teaching conversation becomes enjoyable.
- Furthermore, some test types are very simple to conduct for the teacher. In some instances, (for example test 5 on the next page) you can have students instigate and control the conversation, which provides a rare and satisfying 'break' for teachers!

➔ **Conversation Test ?**

There are many test types the teacher can use (see next page). It is better to make very clear, by writing on the blackboard what type of test will be used on this day, grammar/vocabulary, or what meta-communicative skill you want students to use (see Sounding Natural tips in the textbook). Example:



## ➔ How do teachers grade tests?

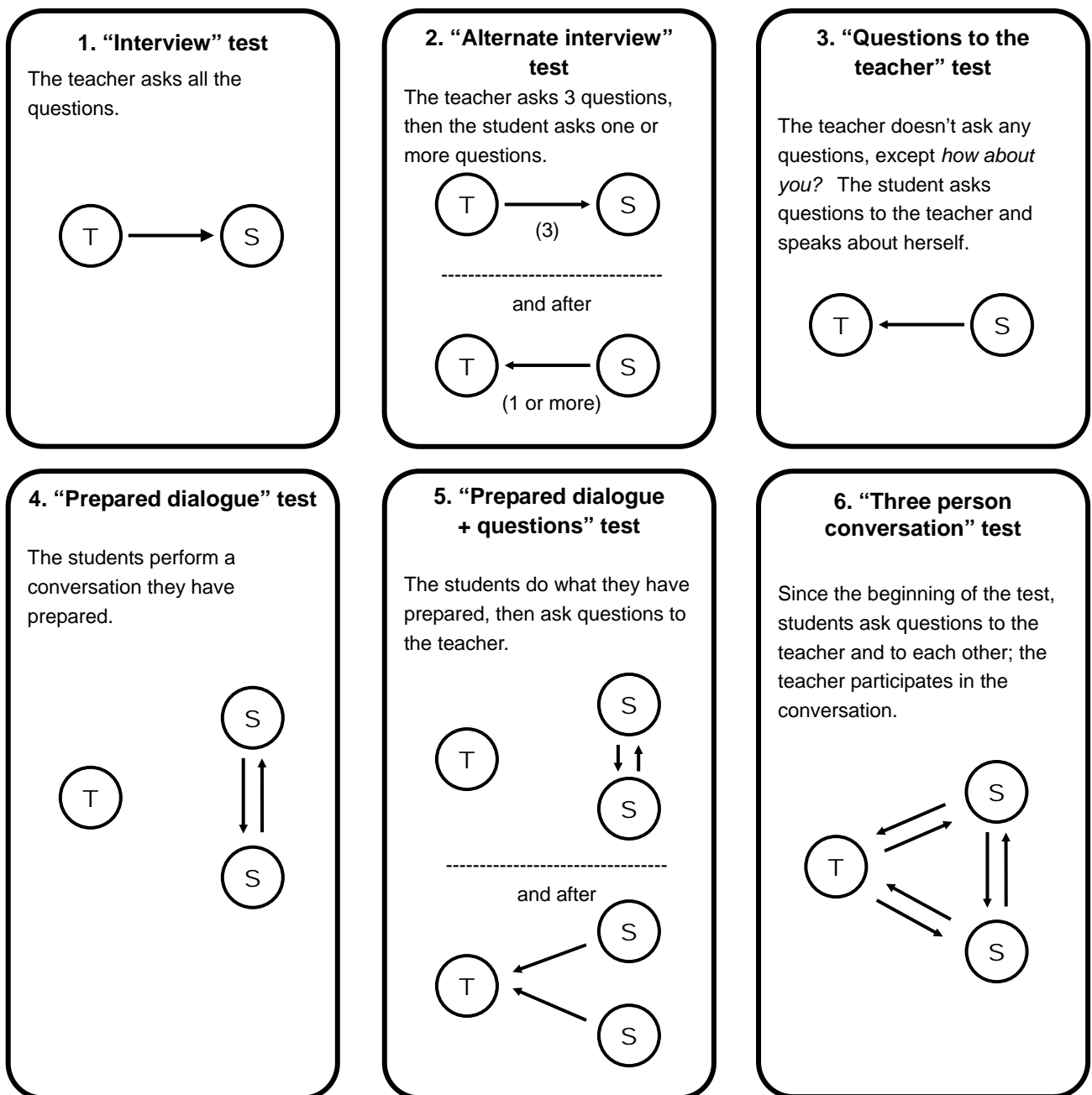
Of course, the marking system is completely up to the individual teacher. If you have a small number of points (e.g. 3-5 as your top score, then it's a good idea to stamp Personally, I use a very simple 0, 1, 2, 3 points system:

- 3 points for a conversation corresponding to what was expected, in terms of contents, rhythm, pronunciation etc.
- 2 points for an average performance.
- 1 point for a “could be much better” performance.
- 0 point if the student(s) do not talk at all, or just mutter a few words. ☺

## Test types

Tests take between **2 and 3 minutes** to conduct. Naturally, it is faster to test pairs of students.

Here are some types of tests.



# Progress Sheet

	in Japanese	in English	Photo
Class day/time			
Family name			
First name			
Student Number			
Faculty, Department			
Year		year	

この紙は毎回の授業と試験に必ず持って来てください。  
**Please bring this sheet to every class**  
 この紙を絶対になくさないでください。  
**Do not lose this sheet**

Comments

	Date	Attendance <small>(one absence = - _ _ points)</small>	Conversation	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

TOTAL :     — / —

— / —

TOTAL :

— / 100

## Lesson 1a: Where are you from?

### Aims

To have students explain, in as much detail as possible, where they are from, and where they live and work. To give students the opportunities to practice the three Golden Rules found in the introduction: *Don't remain silent*, *Give long answers*, and *Vary your speech*.

### Warming Up (optional)

#### Vocabulary Ranking

Write the words *country, city, town, region, village prefecture*, on the board, and have students order the words from largest to smallest. Go through as a group and check the meaning of the words, using *What's ...in Japanese?*

Answers:

	English	Japanese	Roomaji
largest	country	国	kuni
	region	地方	chihou
	prefecture	県	ken
	city	都市	toshi
	town	町	machi
smallest	village	村	mura

### Grammar Toolbox 1 (p.16)

The first grammar toolbox of the text is simpler than it looks. Point out to the students that any words or phrases surrounded by a dotted line are **optional**. When answering, if they are from a well known place (such as Osaka) they can simply say *I am from Osaka*. If they are from a less-well known place they can say *I am from a .....called .....*, For those who want to explain exactly where their hometown is situated, they can add *It's in/near/north of.....* Drill all three of these forms, and give the students a few minutes to tell their partners where they are from. Have quick finishers repeat the phrase, giving as much detail as possible.

### Vary Your Speech 1 (p.16)

OPEN: Where in Japan are you from?

CLOSED: Are you from around here?

SAY: I come from a place called Iya. It's in Shikoku, in the west of Tokushima Prefecture.

### Sounding Natural (p.16)

In each unit of the textbook you will find a section (in the green file) called Sounding Natural. These short descriptions are for students to read through by themselves (or they can be looked at as a class). If you choose to conduct in-class oral testing, you can have students read these sections while they are waiting to be tested. Some of these files explain phrases or words that students can add to their speech, while others explain inarticulated features, such as the patterning of turn-talking and the selection, maintenance and switching of topics.



**Grammar Toolbox 2**

(p.17)

Drill the main question *What do you do?* and have the students think about what it means (in this instance finding out someone's occupation on first meeting). Vocabulary boxes enable students to substitute a variety of words and phrases. Drill the first word of the vocabulary box, *student*, then have students either fill in the rest themselves (by looking up words, asking partners or the teacher) or, if time permits, go through the entire list as a class. Where there is space, students can write in and use their own words or phrases to use in oral practice.

**Vary Your Speech 2**

(p.17)

OPEN: What exactly do you ***do***?

CLOSED: ***Are*** you a full-time teacher?

SAY: I'm a part-***time*** student at a computer training college, and also a ***part***-time waiter in a cafe.

**Grammar Toolbox 3**

(p.17)

This Toolbox can be taught immediately after Grammar Toolbox 2, since it is structurally quite similar. Direct students' attention to the prepositions especially *I work **at** Mister Donut* (name of the company you work for) cf. *I work **in** a factory* (generic name for the place where you work). Have the students make a pair of related questions for example, A: What do you do? B: I'm a student. A: Really? Where do you study? B: ... (see *Sounding Natural* on p.16).

**Vary Your Speech 3**

(p.17)

OPEN: ***Where*** exactly do you live?

CLOSED: ***Do*** you work anywhere near here?

SAY: I live in a suburb of Kyoto called Arashiyama, and I study ***at*** an art college near my house.

**One Step Further**

(p.18)

This section is only for fast classes, or individual students who want to add more structures, phrases and vocabulary to their range. Point out that the first question (*How long have you been living there?*) is an extension question, usually following *Where do you live/work/study?* in a conversation. The second question is related entirely to university studies, but the question can be asked of students, teachers, researchers, or staff. Again, try and have students elaborate on their answer by explaining where their university is (e.g. *It's in a small city west of Kyoto*).

Vocabulary Lists

Vocabulary Box A (p.17)

English	Japanese	Roomaji
student	学生	gakusei
sales clerk	店員	ten'in
teacher	講師	kooshi
waiter	ウエーター	ueetaa
tutor	(家庭)教師	(katei) kyooshi
factory worker	工場員	koojoin

Vocabulary Box B (p.18)

English	Japanese	Roomaji
engineering	工学	koogaku
literature	文学	bungaku
sociology	社会学	shakaigaku
nursing	看護	kango
business	経営学	keieigaku
linguistics	言語学	gengogaku
economics	経済学	keizaigaku
medicine	医学	igaku
music	音楽	ongaku
law	法学	hoogaku
history	歴史	rekishi
media	メディア	media

Vocabulary List (p.18)

English	Japanese	Roomaji
about ~	~ぐらい、およそ	gurai/oyoso
all my life	生まれてからずっと	umaretekara zutto
called ~	~という	~ to iu
from ~	~から	kara
have been ~ing	(今まで)している	(ima made) shiteiru
how long	どのくらい?	dono kurai
near ~	~の近く	~ no chikaku
major in ~	~に専攻する	~ ni senkoo suru
prefecture	県	ken
suburb	郊外	koogai
teach	教える	oshieru
town	町	machi
village	村	mura

## Answer Key (photocopiable)

**Grammar Exercises (p.19)****1. Fill in the gaps with the correct verb**

- Where are you from?
- I am from a small town near Fukuoka.
- What do you do?
- Where do you buy your clothes?

**2. Unscramble the sentences**

- I live in a city called Kurashiki.
- It's in the south of Okayama Prefecture.
- I study part time at a small university.
- I work part time at McDonalds'.

**3. Choose an appropriate preposition**

- I come from a city called Liverpool.
- My brother works at/in a big cram school.
- Hal studies law at London University.
- Otsu is east of Kyoto.
- Milly lives in a suburb called Nakano.

**4. Complete the sentences**

The answers to these questions will, of course, be different for each student. You can set these for written homework.

**Conversation Exercises (p.19)****1. Answer the questions**

Answers will be different for each student.

**2. Write a question**

- Q: Where are you from?  
A: I'm from a town called Nodagawa.
- Q: Where do you work?  
A: I work at *Saty*.
- Q: What do you do (there)?  
A: I'm a part-time sales clerk in the supermarket.

**3. Translate into English**

- 私は東京大学で勉強しています。  
I study at Tokyo University.
- どこから来ましたか？  
Where are you from?
- 和歌山というところから来ました。  
I'm from a place called Wakayama.

**4. Translate into Japanese**

- I'm a part-time pizza delivery person.  
(私は) パートのピザ配達員です。
- I live in a town north of Saitama.  
(私は) 埼玉の北にある町に住んでいます。
- I'm from a village called Miki. It's in Kagawa prefecture. It's west of Takamatsu.  
(私は) みきという村から来ました。  
香川県にあります。高松の西にあります。

## Lesson1b: Talking about your family

### Aims

To have students review simple grammar structures learned in 1a, and use similar grammar to talk about members of their family.

### Warming Up

#### Clock game (variation on Hangman)

Draw a clock on the board, but draw only one hand (pointing to 1 o'clock). Choose a word studied in the previous lesson (e.g. *prefecture*) and draw a short line to represent each letter of the word. ( \_ \_ \_ \_ \_ ) Have the students volunteer letters of the alphabet one at a time. Letters which are in the word are filled in, those that are not are written on the board. The clock hand moves one hour closer to 12 o'clock with each incorrect guess. If the word is not completed (or guessed) by the time the hand gets to 12 o'clock, the teacher wins. Variation: The student who guesses correctly can write the next word. Instead of just single words, try using short phrases or sentences for more advanced classes.

### Listening: Examples

(p.20)

#### Comprehension Questions:

##### Dialogue:

1. Q: Where is Omiya?  
A: It's north of Tokyo.
2. Q: Are the girl's parents both from the same place?  
A: No (they're not).
3. Q: Where is the girl's mother from?  
A: She's from Hokkaido.

##### Monologue:

1. Q: What is the younger brother's name?  
A: (His name is) Yuuichiro.
2. Q: Where does Mari work?  
A: (She works) at a printing company in Hiroshima.
3. Q: What does Yuka study?  
A: She studies engineering.

### Listening: Exercises

(p.20)

1.

- A : Do you have **any** brothers or sisters?  
 B : Yes, I have a younger brother. **His** name is Jason.  
 A : What **does** he do?  
 B : He 's a **high school student**.  
 A : Do you get **along** well with him?  
 B : Yeah, pretty much, but we sometimes **fight**.

2.

- A : **Where** are you from?  
 B : I am from a city **called** Matsumoto. It's **in** Nagano Prefecture.  
 A : Where **are** your parents from?  
 B : My father **is** from Matsumoto, but my mother is from Hiroshima.  
 A : What **does** your father do?  
 B : He's a company employee. He works **for** Kokuyo Stationary.  
 A : **What** about your mother?  
 B : She's a **homemaker**.

**One More Structure (p.21)**

This lesson is exceptional in that One More Structure actually consists of two grammar toolboxes. The first pattern is a simple extension to 1a's *Where are you from?* It might be a good idea to point out *all* and *both* and have students guess at the difference in meaning (both = only two, all= more than two) using examples such as:

I have five cousins. They **all** live in New York.

My brother and sister are **both** office workers.

The second structure is far more complex, in order to give students ability to describe any sibling arrangement. Point out the new words *any, older, younger, and called* ~ ,and make sure the students understand the meaning. At this point they can write an answer to the question *Do you have any brothers or sisters?* and practice with a partner.

**Vary Your Speech (p.21)**

OPEN: Where are your parents from?

CLOSED: Are your parents from Tokyo?

SAY: My parents are both from China, but I was born in Japan.

**One Step Further (p.22)**

**Useful words/phrases**

- run a business
- looking for work
- all of my friends call me.....

**Dialogues (p.23)**

**Useful words/phrases**

Dialogue 1

- Tell me (a bit) about.....
- I have to go.
- Nice talking to you.
- You too!

Dialogue 2

- English isn't my first language.
- do (-) for a living
- (Is there) Anything else?
- That's all.

**Comprehension Questions**

Dialogue 1

1. Q: How many people are there in Taichi's family?  
A: (There are) four (people).
1. Q: What does Taichi's mother do?  
A: She's a homemaker.
2. Q: Where was Taichi's father born?  
A: (He was born) in Nagoya.
3. Q: What does Harold do?  
A: He is an engineer in the navy.

Dialogue 2

1. Q: What does Sanae have to write on the form?  
A: She has to fill in information about her family.
2. Q: Where is Sanae's mother from?  
A: She's from Kobe.
3. Q: What's *salaryman* in proper English?  
A: It's *office worker*.
4. Q: What should Sanae do with the form when she is finished?  
A: She should hand it to the office staff.

**Vocabulary Lists**

**Vocabulary List (p.22)**

English	Japanese	Roomaji
close to	親しい	shitashii
people call me ~	~と呼ばれている	~ to yobarete iru
get along (well) with~	~と仲がいい	~ to naka ga ii
nickname	ニックネーム	nikkuneemu
called	~という	~ to iu
looking for work	求職中	kyuushokuchuu
both	両方(とも)	ryoohoo (tomo)
any (in negative sentences)	~も~ない	~ mo ~ nai
any (in interrogative sentences)	(疑問詞)	(gimonshi)
all	皆、全員	minna, zen'in
younger	年下	toshishita
older	年上	toshiue
high school	高校	kookoo
middle school	中学校	chuugakkoo
born (in) ~	~で生まれた	~ de umareta

**Grammar Exercises (p.23)**

**1. Choose the best word to fit the sentence**

- a. **Both** my parents work at the same company.
- b. I have a brother, but I don't have **any** sisters.
- c. **Some** of my friends are from Kyoto, but most are from Osaka.
- d. I have one brother and one sister. They are **both** much older than me.
- e. Do you have **any** friends at this school?
- f. **All** the people in this class are good at English.

**2. Unscramble the sentences**

- a. My parents are both from Sydney.
- b. I have a younger brother and an older sister.  
**or**  
I have a younger sister and an older brother.
- c. All my friends live in the same apartment building.

**Conversation Exercises (p.23)**

**1. Answer the questions**

- a. Answers will be different for each student.
- b. Answers will be different for each student.
- c. What's 'chuugakkoo' in English?  
It's 'middle school'  
**or**  
It's 'junior high school'.
- d. How do you say 'only child' in Japanese?  
It's '*hitorikko*'.

**2. Complete the sentences**

Answers will be different for each student.

**Lesson 2a: What do you do in your free time?****Aims**

To enable students to talk about their free time, focusing on not only their hobbies, but how they spend their time when not working or studying.

**Warming Up****Class Survey**

Write the sentence '*In my spare time I ....*' on the board, and have students write down their top three answers each. e.g.

1. surf the internet
2. do part-time work
3. play badminton

Go around the class and elicit each student's top answer (if time and class size permit, all three) and write a rough list on the board. If someone gives the same answer as a previous student, simply tally the total. This list of activities will come in handy for later in the lesson. You can then compile simple statistics and ask questions like *What is the most/least popular pastime for our class? Is baseball popular? Which is more popular, XXXX or YYYYY?*

**Grammar Toolbox 1**

(p.24)

This is a simple toolbox, with the only complication coming from the two different forms *What do you do? I do/watch/play.....*, and *What do you like doing? I love/like/enjoy .....ing..*. You might like to explain that the main difference between the two is that the latter version has an emotional element, while the former is more neutral, i.e. the speaker does these things whether he/she wants to or not. Go through the list of *love/like/enjoy/don't mind*, having students guess the meanings, and adding others (*spend time*, etc) if you like.

**Vary Your Speech 1**

(p.24)

- OPEN:               What do you do ***in*** your free time?  
 CLOSED:           ***Do*** you like reading in your spare time?  
 SAY:                 I enjoy spending an hour or two studying in the library ***after*** class.

**Grammar Toolbox 2**

(p.25)

This toolbox deals with a few different ways to express frequency. As always, it's good to have students practice as many variations on the same theme as possible, so once key words such as *how often, about, every, almost* have been covered, you might like to show how structures such as *once every six months* and *twice a year* show the same frequency. It is also a good opportunity to introduce the word *few*, which is invaluable for casual conversation but used far too rarely by Japanese learners of English.

**Vary Your Speech 2**

(p.25)

- OPEN:               ***How*** often do you go out to eat?  
 CLOSED:           Do you often go to karaoke in ***your*** spare time?  
 SAY:                 My uncle and I go fishing together about four times a year. We go twice in summer and ***twice*** in autumn.



**One Step Further**

(p.26)

As a step beyond *how often...?*, this section introduces two extra *how...?* questions; *how long...?* (asking about length of time spent doing certain activities) and *how many* (asking about the number of countable objects). Once this is clear, students should be able to practice these forms on their own; the *-ing* verbs and the vocabulary (*a*) *day/week/month* are reviewed from the previous sections. If you choose to do this section with the entire class, it is a good opportunity to practice numbers from 1 to 100.

**Vocabulary List**

**Vocabulary Box A/B (p.24)**

English	English	Japanese	Roomaji
watch TV	watching TV	テレビを観る(こと)	terebi o miru (koto)
shop	shopping	買い物する(こと)	kaimono suru (koto)
play video games	playing video games	テレビゲームをする(こと)	terebi geemu o suru (koto)
listen to music	listening to music	音楽を聴く(こと)	ongaku o kiku (koto)
study	studying	勉強する(こと)	benkyoo suru (koto)
read	reading	読書する(こと)	dokusho suru (koto)
sleep	sleeping	寝る(こと)	neru (koto)
cook	cooking	料理する(こと)	ryoori suru (koto)
eat out	eating out	外食する(こと)	gaishoku suru (koto)
go to museums	going to museums	博物館に行く(こと)	hakubutsukan ni iku (koto)
window shop	window shopping	ウインドーショッピングする(こと)	uindoo shoppingu suru (koto)
hang out with friends	hanging out with friends	友達と遊ぶ(こと)	tomodachi to asobu (koto)

**Answer Key (photocopiable)**

**Grammar Exercises (p.27)**

**1. Complete the sentences**

- a. How many comics do you read a week?
- b. How often do you email your friends?
- c. How much coffee do you drink a day?
- d. How long have you been studying here?

**2. Unscramble the sentences**

- a. I don't mind cleaning my room on the weekend.  

**or**

 On the weekend, I don't mind cleaning my room.
- b. I visit my sister once every few months.  

**or**

 Once every few months, I visit my sister.

**3. Change the verbs, make a sentence.**

- a. (like, practice the piano) →  
I like practicing the piano.
- b. (love, browse in bookshops) →  
I love browsing in bookshops.
- c. (enjoy, email friends) →  
I enjoy emailing friends.
- d. (love, bake cookies) →  
I love baking cookies.
- e. (don't mind, wash my clothes) →  
I don't mind washing my clothes.

**4. Complete the sentences**

Answers will be different for each student.

**Conversation Exercises (p.27)**

**1. Answer the questions.**

Answers will be different for each student.

**2. Write a question.**

- a. I play soccer once every two weeks.\_  
How often do you play soccer?
- b. I like reading books and drinking tea after class.  
What do you like doing after class?  

**or**

What do you like to do after class?
- c. No, I don't often play video games at night.  
Do you often play video games at night?

**3. Translate into English.**

- a. 2ヶ月に1回、料理の雑誌を買います。  
I buy a cooking magazine once every two months.
- b. ほとんど毎日、30分英語の勉強をやっています。  
I study English for thirty minutes almost every day.
- c. どのぐらいの頻繁で外食しますか。  
How often do you eat out?

**4. Translate into Japanese.**

- a. I watch about three animated movies a week.  
一週間にアニメの映画を3本ぐらい観ます。
- b. I go to a baseball game about four times a year.  
一年四回ぐらい野球の試合を見に行く。
- c. What do you like doing after dinner? I like going for a walk.  
晩御飯の後、何をするのが好きですか？散歩をするのが好きです

## Lesson 2b: Talking about your free time

### Aims

To expand on the theme of hobbies and free time, and to introduce the perfect progressive to allow students to talk about their recent activities.

### Warming Up

#### Using colloquial English: *a lot, a bit, not much, not at all*

Draw four stick figures on the board, and give them the names Riku, Mari, Jun and Hiro. Have someone ask you *How often does ..... go out to eat?* Provide the following answers, have students listen and write them down.

- Recently,                      *Riku hasn't eaten out once.*  
    *Mari has been eating out once a month.*  
    *Jun has been eating out a few times a month.*  
    *Hiro has been eating out almost every day.*

Now write the following sentences on the board and have the students complete it with a name

- (a) .....has been eating out **a lot**.
- (b) ..... has been eating out **a bit**.
- (c) ..... **hasn't** been eating out **much**
- (d) ..... **hasn't** been eating out **at all**.

Answers: (a) Hiro (b) Mari (c) Jun (d) Riku

Have the students give you a sentence about how often they have been out to eat recently.

### Listening: Examples (p.28)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q:What does the man in the glasses like doing in his spare time?  
 A: He likes going out to eat and watching movies.
2. Q: How many times has he seen *Gone with the Wind*?  
 A: Once.
3. Q: Did he like the film?  
 A:Yes. (he thought it was wonderful)

Monologue: \_\_\_\_\_

1. Q:What does this person do on the weekend?  
 A: He works, studies, listens to music and watches TV.
2. Q: How often does he clean his room?  
 A: (He cleans it) once a week.
3. Q:What has the weather been like recently?  
 A: It has been nice.
4. Q: Has he been going outside much recently?  
 A: Yes, he's been going to the mountains almost every weekend this past month.

### Listening: Exercises (p.28)

1.  
 A : What do you like to do after class?  
 B : I love going to karaoke!  
 A : How often do you go?  
 B : About three times a week.  
 A : Have you been recently?  
 B : Yes, I went on Saturday night.

2.

A : Have you been **studying** much recently?

B : No, not **much**. How about you?

A : Oh, I've been studying a **bit**, but.....

B : What else have you **been** doing?

A : Actually, I've been going out a **lot**.

B : Really? Me too! I went out to eat **four** times last week.

**One More Structure** (p .29)

This toolbox introduces the perfect progressive (*I have been ...ing lately/recently*), and a few useful degree words (*a lot, a bit, not much, not at all*). Go through the vocabulary box, adding extra vocabulary or phrases if necessary. Check students' understanding of the meaning of *lately* and *recently*. It might be worth pointing out to students that phrases such as *I've been studying a lot recently* are quite informal, but often used in day to day conversation.

**Vary Your Speech** (p .29)

OPEN: What have you been doing **on** the weekend recently?

CLOSED: **Have** you been exercising much recently?

SAY: I've been really busy with my part-time job this week, so I haven't been doing much study. Have **you?**

**One Step Further** (p.30)

**Useful words/phrases**

- one used in place of a noun. E.g. *Have you bought any good CDs recently? Yes, I got one just last night.* (one= a good CD)
- I can't say I have.
- I'm into .... / not into.....(that much)
- sometime
- not as good as ~

**Dialogues** (p.31)

**Useful words/phrases**

Dialogue 1

- Tell me (a bit) about.....
- outdoor/indoor type
- first love
- Tell me,.....
- Let me guess....

Dialogue 2

- How are you doing?
- getting me down
- find the time (to~)
- junk food
- That's not like you

**Comprehension Questions**

Dialogue 1

1. Q: How long has Masa been skateboarding for?  
A: About ten years.
2. Q: Has Masa been wakeboarding recently?  
A: Yes, ( he went while he was back at his hometown over summer).
3. Q: What does he do on rainy days?  
A: He watches skateboarding videos.

Dialogue 2

1. Q: Why hasn't Jake been exercising much lately?  
A: (Because) he has had a lot of overtime.
2. Q: Has Jake been eating healthy food recently?  
A: No, (he's been getting drive-through food).
3. Q: What is Penny going to do to help him?  
A: She's going to cook dinner for him tonight.

**Vocabulary Lists**

**Vocabulary Box A (p.29)**

English	Japanese	Roomaji
exercising	運動している	undoo shite iru
jogging	ジョギングしている	jogingu shite iru
studying	勉強している	benkyoo shite iru
working	仕事している	shigoto shite iru
going out	出かけている	dekakete iru
playing sports	スポーツしている	supootsu shiteiru
surfing the internet	インターネットを見ている	intanetto o mite iru
reading	読書している	dokusho shite iru
hanging out with friends	友達と遊んでいる	tomodachi to asonde iru

**Vocabulary List (p.30)**

English	Japanese	Roomaji
a little, a bit	少し、ちょっと	sukoshi, chotto
a lot	たくさん	takusan
last night	昨夜	sakuya
lately/recently	最近	saikin
much	たくさん	takusan
not much	あまり(していない)	amari
not really	あまり	amari
the other day	この間	kono aida
I'm into ~	~に興味がある	ni kyoomi ga aru
though	~けど	kedo

**Grammar Exercises: (p.31)****1. Choose the correct preposition**

- a. I have been going out drinking a lot recently.
- b. What does Matt do in his free time?
- c. We saw a very funny movie on Saturday night.
- d. Our English club meets after school on Fridays.
- e. Sally always goes for a walk in the evening.
- f. Do you play any sports on weekends?

**2. Unscramble the sentences.**

- a. What have you been doing in your free time lately?
- b. I have been watching a lot of movies this week.

**Conversation Exercises: (p.31)****1. Answer the questions**

Answers will be different for each student

**2. Number the sentences (1 - 6)**

- 5 Why's that?
- 3 I see. Have you been doing that much recently?
- 6 Well, I haven't had enough free time to!
- 2 I love making things, especially plastic models.
- 4 No, not as much as I'd like to.
- 1 What do you do when you have free time?

**Lesson 3a: How far is your hometown from here?****Aims**

To have students talk about places such as their hometown, school, and workplace and explain in as much detail as possible how far away it is. To begin practicing opinionated responses.

**Warming Up****Hometown Game**

This is a simple variation of the shopping game. Start the chain with the phrase *In my hometown there is a ...* and add the name of a shop, institution, etc. that might be found in a town or city (e.g. *In my hometown there is a school.*) The next person in the circle repeats the sentence and adds another word of their own (so it may be a good idea to brainstorm a list of places on the blackboard beforehand): *In my hometown there is a school and a donut shop.* *In my hometown there is a school, a donut shop, and a florist.* *In my hometown there is a .....* Names must be generic nouns (e.g. fast-food restaurant) rather than the names of companies or franchises (e.g. Mister Donut) If the student whose turn it is cannot remember every word in the chain or cannot think of a word and pauses for more than 10 seconds, they are out and have to sit down. The last student remaining is the winner. For a faster game, it is better to break the class up into smaller groups to do this game once they understand how it works.

**Grammar Toolbox 1**

(p.32)

It is important to point out that there are two ways of responding to the basic question in this toolbox. When asked how far away a certain place is, you can answer in terms of distance (e.g. *25 kilometers*) or how long it takes to get there (e.g. *about half an hour by train*). In most cases it's better to use the latter form, though it is good for students to be able to use both, since it is not common to express distances in kilometers in Japan.

**Vary Your Speech 1**

(p.32)

OPEN: How far is your hometown from here?

CLOSED: Is your workplace far from here?

SAY: Where/The place I live now is really close. It's only five minutes by car from here.

**Grammar Toolbox 2**

(p.33)

The main focus of this toolbox is the introduction of a lot of adjectives, along with some simple phrases used when describing positive and negative qualities. Point out that using *too~* and *not ~ enough* with an adjective always conveys a negative feeling about the subject, while *not too~* is generally positive. Have students practice by making one true sentence about their hometown using every possible structure in the toolbox.

**Vary Your Speech 2**

(p.33)

OPEN: What do you like about your hometown?

CLOSED: Do you like your workplace?

SAY: Okayama is a beautiful old city. It's really interesting and not/never too crowded.

**One Step Further (p.34)**

This section provides students with the chance to talk about a food or drink that their hometown or region is famous for. Regional specialities are a common topic of conversation in Japan, and even if the listener is not familiar with the name of the dish, they can ask for a simple explanation with *What's that?* You can easily practice this with the class. Have one student ask you about famous food or drink from your country. If any other students know what it is, have them try and describe it, using the second structure. If no-one has heard of it have the whole class ask you *What's that?*, and give an explanation. (e.g Teacher: *My country is famous for a food called pavlova.* Class: *What's that?* Teacher: *It's a type of sweet cake made from baked sugar and eggs.*)

**Vocabulary Lists**

**Vocabulary Box A (p.32)**

English	Japanese	Roomaji
by car	車で	kuruma de
by bus	バスで	basu de
on foot	歩いて	aruite
by bicycle	自転車で	jitensha de
by train	電車で	densha de
by subway	地下鉄で	chikatetsu de
by boat	船で	fune de
by plane	飛行機で	hikooki de



**Vocabulary Box A/B (p.33)**

English	Japanese	Roomaji
clean	きれい	kirei na
quiet	静か	shizuka na
convenient	便利	benri na
interesting	面白い	omoshiroi
inexpensive	安い	yasui
beautiful	美しい	utsukushii
modern	現代的	gendaiteki
busy	賑やか	nigiyakana
dirty	汚い	kitanai
noisy	うるさい	urusai
inconvenient	不便	fuben
boring	つまらない	tsumaranai
expensive	高い	takai
ugly	醜い	minikui
old-fashioned	昔風	mukashifu
relaxed	穏やか	odayakana
crowded	混んでいる	konde iru
historical	歴史の深い	rekishino fukai
green	緑がある	midoriga aru
polluted	汚染された	osen sareta
sophisticated	洒落た	shareta
pleasant	快適	kaitekina

**Vocabulary Box A (p.34)**

English	Japanese	Roomaji
dish	料理	ryoori
sweet, cake	お菓子	okashi
bread	パン	pan
alcoholic drink	お酒	osake
stew	煮物	nimono
tea	お茶	ocha

**Vocabulary Box B (p.34)**

English	Japanese	Roomaji
baked	オーブンで焼いた	oobun de yaita
boiled	ゆでた	yudeta
fermented	醗酵させた	hakko saseta
fried	揚げた	ageta
chilled	冷やした	hiyashita
grilled	(鉄板で)焼いた	teppan de yaita

**Vocabulary Box C (p.34)**

English	Japanese	Roomaji
rice	お米	okome
wheat	麦	mugi
sugar	砂糖	satoo
fruit	果物	kudamono
flour	小麦粉	komugiko
fish	魚	sakana

**Vocabulary List (p.34)**

English	Japanese	Roomaji
close, near	近い	chikai
extremely	非常に	hijoo ni
far	遠い	tooi
kind of, type of	~の一種	no isshu
like	好きだ、好む	sukida
made from ~	~から出来ている	~ kara dekiteiru
made with ~	~が入っている	~ ga haitteiru
not ~ enough	十分~ではない	juubun ~ de wa nai
not too ~	~過ぎない	~suginai
quite	かなり	kanari
really	本当に	hontoo ni
too ~	~過ぎる	~sugiru
where you live (now)	今住んでいるところ	ima sunde iru tokoro
workplace	職場	shokuba

**Grammar Exercises (p.35)****1. Choose a preposition**

- a. My hometown is four hours away **by** car.
- b. How far is your workplace **from** here?
- c. The shops are only 10 minutes away **by** foot.
- d. What do you like **about** your classroom?

**2. Unscramble the sentences**

- a. Sam's house is two minutes from here.
- b. My hometown is too inconvenient.
- c. This English class is not too difficult.
- d. My office is 40 minutes away by subway.

**3. Choose the best word for each sentence**

- a. I went to Expo 2005, but it was too *crowded*. I didn't enjoy it much.
- b. The Dotonbori river in Osaka is quite *polluted*, so I'd never go swimming in it!
- c. My favorite café has a very *relaxed* atmosphere, so you can talk there for hours.
- d. The Ginza is such a *sophisticated* and stylish place.
- e. The hotel we stayed at was quite *old-fashioned*. It hasn't changed its service in over 100 years.

**4. Complete the sentences**

Answers will be different for each student.

**Conversation Exercises (p.35)****1. Answer the questions.**

Answers will be different for each student.

**2. Write a sentence with the opposite meaning**

- a. My workplace is quiet and not too dirty.  
My workplace is noisy and too dirty.
- b. My hometown is quite rural and relaxed.  
My hometown is quite urban and busy.
- c. I like my school because it's not too expensive.  
I don't like my school because it's too expensive.

**3. Translate into Japanese.**

- a. I don't like my hometown because it's a bit too quiet.  
ちょっと静かすぎるので私の出身地が好きではない。
- b. Saori's hometown is five hours from here by plane.  
さおりの出身地はここから飛行機で5時間かかる。
- c. I like where I live now because it's not too noisy, and extremely convenient.  
今住んでいるところがうるさ過ぎず、非常に便利だから好きだ。
- d. This town is quite inconvenient because the station is not close enough.  
駅が十分近くないので、この町はかなり不便だ。

## Lesson 3b: Talking about where you are from

### Aims

To have students review simple grammar structures learned in 3a. To extend the conversation about places in the lives of students (hometown, school, workplace, where you now live) by asking about particular aspects.

### Warming Up

#### Describing Adjectives

To review adjectives from 3a, and look up some new ones, have students write the name of their hometown (or home prefecture, district, etc) along the edge of the page like this:

O  
S  
A  
K  
A

Next, have them fill in an adjective describing the place beginning with each letter. (It's a good idea to use place names with each letter appearing only once- but quite difficult with Japanese place names!) Dictionaries and thesauruses are useful. As an extension, have students read some of their adjectives randomly to a partner, while the partner tries to guess the place, based on the adjectives and the first letter of each.

O riginal  
S howy  
A musing  
K itsch  
A nnoying

If needed, here are some useful adjectives for the many vowels found in Japanese words:

**A:** attractive, active, advanced, affluent, amazing, amusing, annoying, anonymous, arty, artificial, average

**E:** easygoing, exciting, emotional, eccentric, embarrassing, enchanting, empty, enjoyable, entertaining, exceptional

**I:** interesting, ideal, idyllic, immense, immoral, important, industrial, inland, inviting, international

**O:** old, obscure, open, oppressive, orderly, ostentatious, otherworldly, overpopulated, overwhelming

**U:** unique, unaffected, uncomfortable, united, unhappy, unusual, untidy, urban

### Listening: Examples

(p.36)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q: Where is Mossman?

A: It's near Cairns, (in Queensland).

2. Q: What's the weather like there?

A: It's pretty warm all year round.

3. Q: What does Pete think of the beaches in Mossman?

A: (He thinks they are) really beautiful, and never too crowded.

Monologue: \_\_\_\_\_

1. Q: What prefecture is Matsuzaka in?

A: (It's in) Mie Prefecture.

2. Q: When is the weather rainy there?

A: In winter.

3. Q: What's the shopping like in Matsuzaka?

A: It's pretty good.

4. Q: Why is autumn the best time to go there?

A: (Because) the colours on the trees are spectacular.

**Listening: Exercises (p.36)**

1.  
 A :What's the weather *like* in your hometown?  
 B : It's always quite hot, *especially* in summer.  
 A :What about the *shopping* - what's it like?  
 B : It's pretty *interesting*. There are some nice shops.  
 A : How *far* is your hometown from here?  
 B : It *takes* about an hour by car.

2.  
 A : What's the *nightlife* like in your hometown?  
 B : It's not bad, but a *little* expensive.  
 A : Where's the *best* place to eat out?  
 B : The food at *Rancho Pancho* is really *delicious* and quite inexpensive.  
 A : What food is your hometown *most* famous for?  
 B : Probably *Dundee Cake*. It's a kind of cake made with dried fruit.

**One More Structure (p.37)**

The two toolboxes presented here contain the same basic structure (*what is ~ like?*), but have been separated to highlight the specialized weather vocabulary in Vocabulary Box A, and also the uncountable/countable distinction in the second toolbox. It's good to practice them separately, with short oral practice in between, in order to highlight the weather vocabulary and provide a stepping stone to the more difficult second structure. Encourage long answers by using conjunctions such as *and* and *but*. *e.g. The restaurants where I'm from are really nice, but always crowded.*

**Vary Your Speech (p.37)**

OPEN: What's the weather *like* in your hometown?  
 CLOSED: *Is* the weather sunny where you're from?  
 SAY: My hometown is really beautiful and peaceful, but it *is(also)* a little remote.

**One Step Further (p.38)**

**Useful words/phrases**

- I recommend .....
- by far
- you should.....
- I'd have to say.....
- If you..... you can.....
- I'm not really sure.

**Dialogues (p.39)**

**Useful words/phrases**

Dialogue 1

- it can get.....
- That's a shame
- someday

Dialogue 2

- not all that often
- Let's see
- sounds great
- reasonably-priced

**Comprehension Questions**

Dialogue 1

1. Q: How far is Oxford from London?  
A: It's an hour and a half away by car.
2. Q: What does Adrian like best about Oxford?  
A: He likes the historical atmosphere.
3. Q: What season does Adrian recommend for visiting Oxford?  
A: (He recommends) summer.

Dialogue 2

1. Q: Where is Awara?  
A: It's on the coast of Fukui Prefecture.
2. Q: What's the weather like there in winter?  
A: (It can get) cold and snowy.
3. Q: What does the town have a lot of?  
A: There are a lot of hotels there.

**Vocabulary Lists**

**Vocabulary Box A (p.37)**

English	Japanese	Roomaji
hot	暑い	atsui
warm	暖かい	ataakai
mild	穏やか	odayaka
cool	涼しい	suzushii
cold	寒い	samui
rainy	雨の多い	ame no ooi
sunny	晴れ	hare
cloudy	曇りの多い	kumori no ooi
snowy	雪の多い	yuki no ooi
changeable	変わりやすい	kawariyasui

**Vocabulary Box B (p.37)**

English	Japanese	Roomaji
cheap	(値段が)安い	(nedan ga) yasui
expensive	(値段が)高い	(nedan ga) takai
exciting	楽しい、興奮する	tanoshii,
boring	つまらない	tsumaranai
convenient	便利な	benri na
inconvenient	不便な	fuben na
interesting	面白い	omoshiroi
varied	様々な	samazama na
limited	限られた、少ない	kagirareta, sukunai

**Vocabulary List (p.38)**

English	Japanese	Roomaji
all year round	一年中	ichinen juu
especially	特に	toku ni
nightlife	夜の遊び	yo no asobi
shopping	店(の良さ)	mise (no yosa)
transportation	交通機関	kootsuu kikan
nearby	近く(に)	chikaku (ni)
spring	春	haru
summer	夏	natsu
autumn /fall	秋	aki
winter	冬	fuyu

**Answer Key (photocopiable)**

**Grammar Exercises (p.39)**

1. **Choose the correct word**
  - a. There are not many supermarkets where I'm from.
  - b. My hometown is only half an hour from here.
  - c. There is a large public bath in my hometown.
  - d. I don't know exactly where Mitch is from.
  - e. Are there many nice shops in the downtown area?
  - f. It's very humid here on this island all year round.
  
2. **Unscramble the sentences**
  - a. The weather is very changeable in autumn.
  - b. My hometown is quite old and historical.
  - c. What's the food like where you're from?
  - d. The weather is sometimes hot but there are nice beaches nearby.

**Conversation Exercises (p.39)**

1. **Answer the questions**  
Answers will be different for each student.
  
2. **Complete the sentences**  
Answers will be different for each student.
  
3. **Number the sentences (1 - 6)**
  - 2 A little town called Seto.
  - 4 It's only about an hour by car from here.
  - 6 They're quite friendly and easygoing, I guess.
  - 1 Where are you from, Yayoi?
  - 5 That's not so far. What are the people like there?
  - 3 How far is that from here?

## Unit 4a: Do you have a part-time job?

### Aims

To enable students to discuss part-time jobs, and jobs that other people do. To have students who do not work express what jobs they have done or would like to do. To talk about the common images of certain jobs.

### Warming Up

#### Job Charades

Instead of brainstorming a list of jobs it's sometimes fun to play charades. Write a list of well known jobs, cut into strips of paper. Have students pick a piece of paper, read the job, and without using verbal language, get the rest of the class or group to guess the job. The following jobs are good starters.

<i>carpenter</i>	<i>factory worker</i>
<i>bartender</i>	<i>sushi chef</i>
<i>photographer</i>	<i>musician</i>
<i>model</i>	<i>window cleaner</i>

### Grammar Toolbox 1

(p.40)

The first grammar toolbox presents the basic question *Do you have a part-time job?* How the conversation continues depends on the student's situation, so it's good to go through the following scenarios, showing how the conversation can be extended in each case.

- A: Do you have a part-time job?  
 B: Yes I do. I'm a ..... (in a ....).
- A: Do you have a part-time job?  
 B: No, I don't.  
 A: Have you ever had one?  
 B: Yes, I have. I was once a ..... (in a ....)/No I haven't.  
 A: Would you like to have.....
- A: Do you have a part-time job?  
 B: No, I don't.  
 A: Would you like to have one?  
 B: Yes, I'd like to be a ...../ No, I wouldn't.

### Vary Your Speech 1

(p.40)

- OPEN:           What do you do for a part-time job?
- CLOSED:       Do you have a part-time job?
- SAY:            I've got a part-time job as a home tutor. How about you?

### Grammar Toolbox 2

(p.41)

This toolbox asks a closed question, but teaches two valuable skills; elaborating on information offered, and disagreeing politely. Students who have a part-time job can be asked *Do you think your job is...?*, others can be asked what they think of their father's/mother's/brother's/sister's jobs (before this, have them review *What does your father do?* from p.22)



Vary Your Speech 2 (p.41)

- OPEN: What job do you think would be well-paid?  
 CLOSED: Do you think a model's job is easy?  
 SAY: I think a chef's job seems pretty stressful. What do you think?

One Step Further (p.42)

Write the job title *teacher* on the board. Have students try to imagine what the job would be like, and brainstorm a list of good (e.g. long holidays) and bad points (students talking loudly in class!). This list should be divisible into four groups: *I have to..../I don't have to..../I get to..../I don't get to....*. Rewrite the list using the four patterns, and model and practice pronunciation. Run through the meanings with students, and have them make an example sentence for each.

Vocabulary Lists

Vocabulary Box A (p.40)

English	Japanese	Roomaji
a sales clerk	店員、販売員	ten'in, hanbai'in
a cashier	レジ係り	rejigakari
a dishwasher	皿洗い	sara arai
an attendant	係員	kakari'in
a bartender	バーテンダー	baatendaa
a receptionist	受付	uketsuke
a delivery person	配達員	haitatsuin
a tutor	家庭講師	katei kooshi

Vocabulary Box B (p.40)

English	Japanese	Roomaji
a restaurant	レストラン	resutoran
a shop	店	mise
a supermarket	スーパー	suupaa
a factory	工場	koojoo
a cafe	カフェ、喫茶店	cafe,kissaten
a cram school	塾	juku
a service (gas) station	ガソリンスタンド	gasorin sutando
an office	事務所	jimusho

Vocabulary Box A (p.41)

English	Japanese	Roomaji
a police officer	警官	keikan
a businessperson	ビジネスマン	bijinesuman
a pilot	パイロット	pairotto
a teacher	教師	kyooshi
a bus driver	バスの運転手	basu no untenshu
a chef	コック	kokku
a sportsperson	スポーツ選手	supotsu senshu
a model	モデル	mederu
a travel agent	旅行会社員	ryokoo kaishain
a nurse	看護師	kangoshi
a farmer	農家	nooka
an artist	画家	gaka
a writer	ライター、作家	raitaa, sakka
an actor	俳優、演出家	haiyuu, enshutsuka
a flight attendant	フライト・アテンダント	furaito atendanto

Vocabulary Box C (p.41)

English	Japanese	Roomaji
interesting / boring	興味深い/つまらない	kyoomi bukai/tsumaranai
difficult / easy	難しい/簡単	muzukashii/kantan
stressful / relaxing	ストレスの多い/のんびりしている	sutoresu no ooi/nonbiri shite iru
well paid / poorly paid	給料の多い/給料の少ない	kyuuryoo no ooi/kyuuryoo no sukunai
dangerous / safe	危険/安全	kiken/anzen
tiring / stimulating	疲れるような/刺激的な	tsukareru yoo na/shigekiteki na
flexible	柔軟性のある	jyuunansei no aru
enjoyable / unpleasant	楽しい/不愉快	tanoshii/fuyukai

## Vocabulary Box D (p.42)

English	Japanese	Roomaji
take breaks	休憩をとる	kyuukei o toru
talk to my workmates	同僚と喋る	dooryoo to shaberu
have many days off	沢山の休日をとる	takusan no kyuuujitsu o toru
listen to music	(働きながら)音楽を聴く	(hatarakinagara) ongaku o kiku
serve customers	接客する	sekkyaku suru
work indoors	室内で仕事する	shitsunai de shigoto suru
do dirty work	汚い仕事をする	kitanai shigoto o suru
work outdoors	室外で仕事する	shitsugai de shigoto suru
wear a uniform	制服を着る	seifuku o kiru
work (late) at night	夜(遅く)働く	yoru (osoku) hataraku
work long hours	長い勤務時間を働く	nagai kinmu jikan o hataraku
learn new skills	新しいスキルを習う	atarashii sukiru o narau

## Vocabulary List (p.42)

English	Japanese	Roomaji
actually	実は	jitsu wa
at the moment	今のところ	ima no tokoro
do you have....	~はありますか？	~wa arimasu ka ?
do you think...?	~(と)思いますか？	~(to) omoimasu ka?
extremely	非常に	hijoo ni
particularly	特に	toku ni
pretty~	かなり~	kanari~
quite~	なかなか~	naka naka~
reasonably~	かなり~	kanari~
very~	とても~	totemo~
have to~	~をしなければならない	~o shinakereba naranai
get to~	~が出来る(チャンスがある)	~ga dekiru (chansu ga aru)
don't have to~	~をしなくてもいい	~ o shinakutemo ii
don't get to~	~ができない	~ ga dekinai

**Answer Key**

**Grammar Exercises**

**1. Choose the job that best fits the description**

- a. A person who works for a company which arranges holidays, tours, etc: *travel agent*
- b. A person who cleans the plates, bowls, cutlery, etc in a restaurant or cafe: *dishwasher*
- c. A person who greets you at the entrance of a building and gives you any information you may need: *receptionist*
- d. A person whose image is used as art, or to advertise or sell products: *model*
- e. A person who gives medical treatment to sick or injured animals: *vet*

**2. Unscramble the sentences**

- a. I am a part-time waiter in a coffee shop.
- b. I think a bus driver has a boring job.
- c. A chef's job would be really exciting.

**3. Rank the adverbs from strongest to weakest**

- |                  |                         |
|------------------|-------------------------|
| <b>strongest</b> | <i>extremely</i>        |
|                  | <i>very</i>             |
|                  | <i>reasonably</i>       |
|                  | <i>a little</i>         |
|                  | <i>not particularly</i> |
| <b>weakest</b>   | <i>not at all</i>       |

**Conversation Exercises**

**1. Answer the questions.**

Answers will be different for each student.

**2. Order the sentences**

- 4 Yes, I used to be a model for clothing company.
- 3 Have you ever had one?
- 1 Do you have a part time job?
- 6 only about six months.
- 5 Really? How long did you do that for?
- 2 No, not at the moment.

**3. Translate into English.**

- a. わたしはアルバイトをやったことがない。  
I have never had a part-time job.
- b. 今、事務所の受付をやっている。  
Right now, I'm an receptionist in an office.
- c. わたしのお兄ちゃんの仕事は非常に危険なんだ。  
My (older) brother's job is extremely dangerous.
- d. 今私がやっている仕事は特に面白いと思わない。  
I don't think my job (the job I do now) is very interesting
- e. スポーツ選手の仕事はとても楽しいと思う。  
I think a sportsperson's job would be (seems) very enjoyable (fun).

## Lesson 4b: Talking about your schedule

### Aims

To have students speak about the amount of time they allot to various activities in their lives, and discuss how they feel about their schedule.

### Warming Up

#### Change a Word

Have the class sit in a circle. Make a sentence using the grammar and vocabulary studied in the previous lesson (you can have the class help you do this) and write it on the board. (For this exercise, the longer and more descriptive the sentence the better.) *I think sportsperson is a great job because it's well-paid.* Say the sentence aloud. The next member of the circle says the same sentence, but changes only one word: *I think sportsperson is a great job because it seems well-paid.* The next person continues, changing another word: *I think pilot is a great job because it seems well-paid.* Any grammatical sentence is permissible. If a student has to pass (10 seconds maximum), they are out and must sit down.

### Listening: Examples

(p.44)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q: What kind of place does this woman work at?

A: A public health centre.

2. Q: How many days a week does she usually work?

A: (She usually works) two days a week.

3. Q: What does she do when she's not working?

A: She studies, cooks and jogs.

Monologue: \_\_\_\_\_

1. Q: How many times a year does this man have time off from work?

A: (Only) twice: Golden Week and New Year.

2. Q: How does he usually spend his holidays?

A: He goes to island resorts and relaxes on the beach.

3. Q: What would be his ideal holiday?

A: A year-long cruise.

### Listening: Exercises

(p.44)

1.

A : Do you **have** a part-time job?

B : Yes, I'm a **waitress** in a cafe downtown.

A: How many days **a** week do you work?

B : Usually four, but sometimes five **or** six in the holidays.

A : Sounds like you're pretty busy. How many days a week do you **come to school!**

B : This semester I'm here **three** days a week.

A : And how **many** hours of English classes do you have?

B : I have three hours a week; an hour and a half on **Mondays** and **Thursdays**.

2.

A : How many **days off** do you have a week?

B : I usually have both days off **every** weekend.

A : That's nice. How many weeks' **summer holidays** do you have?

B : Our school gives us **about** seven weeks.

A : Seven weeks! Do you think that's **too long!**

B : No, I think it's just **right** for a summer holiday.

**One More Structure (p.45)**

This seems like quite a complicated toolbox, but in fact it is quite simple. The idea is to generate as many possible questions about your partner's schedule (e.g. *How many days do you come to school a week?*, and to introduce a relevant follow-up question (*Do you think that's enough?*).

You might like to point out that 'times' does not equal 'hours' (as many students sometimes confuse it), here it means 'occasions' (as in *How many times do you come to school a week?*) and that the 'a' in 'a day, a week, etc. is a informal way of saying 'per' or 'every'. (students who tried OSF in 2a might be familiar with this.)

In the boxes marked 'Monday' 'Friday' in the toolbox, students can substitute in any day of the week. You should point out that the recursive 'and' should only be used before the final day in a list of days.

- e.g. *I work on Mondays and Tuesdays and Fridays.* ✘  
*I work on Mondays, Tuesdays, and Fridays.*

Make sure students are familiar with the meanings of *too many, too few, enough, just right.*

**One Step Further (p.46)**

**Useful words/phrases**

- Oh, that's easy.
- favorite ~
- I take it easy.
- hectic
- I wish I had more time to ~
- I would love to ~

**Dialogues (p.47)**

**Useful words/phrases**

Dialogue 1

- Sure thing
- PR
- I've (really) gotten into ~
- feeling of satisfaction
- get up late
- No problem.

Dialogue 2

- What do you do for a job?
- It depends on (the season).
- at least ~
- ideal
- exhausting

**Comprehension Questions**

Dialogue 1

1. Q: What kind of company does Maggie work for?  
 A: A (large) sportswear company.
2. Q: Does Maggie think she has enough time off?  
 A: Yes, she does. (She thinks she's lucky).
3. Q: What does she do on Saturdays?  
 A: She usually gets up late, has a big breakfast, and goes shopping in the afternoons.

Dialogue 2

1. Q: How many days a week does Rick work when his company is busy?  
 A: (He works) five or six (days a week).
2. Q: How many times a year does Rick go snowboarding?  
 A: (He goes) at least five or six times a year.
3. Q: What is his favorite kind of movie?  
 A: He likes comedies best.

Vocabulary List

Vocabulary List (p.46)

English	Japanese	Roomaji
busy	忙しい	isogashii
enough	十分	juubun
favorite	一番好きな	ichibansukina
have (~days) off	~を休む、休日をとる	o yasumu, kyuuujitsu o toru
hectic	大変忙しい	taihen isogashii
just right	ちょうどいい	choodo ii
only	たった(の)~	tatta no
perfect	完璧、理想的な	kanpeki, risoo na
sleep late	朝寝坊する	asanebo suru
sounds.... to me	私にとって~そうだ	watashi ni totte ~ soo da

Answer Key (photocopiable)

Grammar Exercises (p.47)

1. Choose the most appropriate word

- a. I usually come to school five days a week.
- b. My father only has about two weeks/months off a year.
- c. We have three hours of English classes a week.
- d. Most university students have two months off in summer.

2. Unscramble the sentences

- a. I come to school four days a week.
  - b. Four days off a week is too many.
- or**
- Four days a week off is too many.
- c. Jim has only one day off a week.

**or**

Jim only has one day off a week.

Conversation Exercises (p.47)

1. Answer the questions

Answers will be different for each student.

2. Complete the sentences

Answers will be different for each student.

## Lesson 5a: What do you spend your money on?

### Aims

To introduce simple phrases related to money and how you use it; what you spend it on, what you save it for. To familiarize students with using rounded-off large numbers.

### Warming Up

#### Buzz

This game is to warm the class up to using numbers in English. Have the students stand in a large circle (or, in large classes, a few circles) Choose a 'buzz' number e.g. 3. The students then count aloud in English, one student at a time. Anytime a number comes up which either *contains* the 'buzz number' (e.g. 3,13, 30, 33 etc.) or which *is a multiple of* the 'buzz number'(e.g. 3,6,9,12, etc.), the student whose turn it is must say 'buzz' instead of the number. Anyone who mistakenly says the forbidden numbers is out and must sit down.

This sounds like a simple, even childish game, but it makes students concentrate on two things; how to say numbers in English, and whether the number is 'forbidden' or not. Variations: you can change the buzz number (to 4 or 5), or count by fives, tens, hundreds, or thousands (this gives practice in pronouncing larger numbers, which is useful for speaking about amounts of Japanese yen.)

### Grammar Toolbox 1

(p.48)

The main point of the first grammar toolbox is for students to grasp the idea of relative amounts. Teachers should go through Vocabulary Box A with the class, making sure that everyone understands the meanings of *all, almost all, most, etc.* A simple way to illustrate this is to draw a divisible object (such as a pie) on the board, and gradually 'cut' (erase) pieces away, modeling the relevant words as you go. (*How much of the pie did sensei eat? He ate all of the pie, He ate most of the pie, He ate some of the pie, etc.*)

### Vary Your Speech 1

(p.48)

OPEN: What else do you spend your money on?  
 CLOSED: Do you spend much money on books?  
 SAY: I spend about 80,000 yen a year on car insurance.

### Grammar Toolbox 2

(p.49)

This toolbox deals with numbers, specifically the amount of money students spend on certain things over a set period of time (a week, a month, etc) You might like to have the students re-read *Sounding Natural* on page 23 to remind them that rounded-off numbers (i.e. to the nearest thousand, five thousand yen) sound much more natural in conversation than precise figures. Also, for students who have part time jobs, the phrase *I make ¥750 an hour* can be useful. Be sure to point out the difference in nuance of *any* in *I don't spend any money on rent* (no money at all) and *I hardly spend any money on rent* (an insignificantly small amount of money).



**Vary Your Speech 2**

(p.49)

- OPEN: How ***much*** money do you spend on your cell phone?  
CLOSED: Do ***you*** spend much money on entertainment?  
SAY: I hardly spend ***any*** money on food, because I live at home and my mother cooks for me.

**One Step Further**

(p.50)

This section provides an extra question that can be asked in oral practice, *What else do you do with your money?* to which true-life answers can be given (*e.g. I sometimes invest a bit of it*). It also provides a chance for students to use their imaginations. *What would you like to do with your money?*

*What would you buy if you had a salary of one million yen?*

*Where would you live if you were extremely rich?*

When attempting this section as a class, you can write a 'D' vocabulary box on the board, and list some imaginative answers using *I'd definitely/probably/love to.....*

Vocabulary Lists

Vocabulary Box A (p.48)

English	Japanese	Roomaji
all	全て	subete
almost all	ほとんど	hotondo
most	大部分	daibubun
a lot	たくさん	takusan
some	ある程度	aru teido
a little	少し	sukoshi
a bit	少し	sukoshi
(not/never).....any	まったくない	mattaku ~ nai

Vocabulary Box B (p.48)

English	Japanese	Roomaji
clothes	服	fuku
books	本	hon
rent	家賃	yachin
food	食費	shokuhi
cell phone bills	携帯電話	keitai denwa
travel	旅行	ryokoo
transport	交通費	kootsuuhi

Vocabulary List (p.50)

English	Japanese	Roomaji
at least	少なくとも	sukunakutemo
definitely	絶対に	zettai ni
donate	寄付する	kifu suru
else	ほかに	hoka ni
gamble	ギャンブル	gyanburu suru
invest	投資する	tooshi suru
I'd love to ~	がすごくやりたい	~ ga sugoku yaritai
rich	お金持ち	okanemochi
of course	もちろん	mochiron
salary	給料	kyuuryoo
spend	(お金を)を費やす	(okane o ) tsuiyasu
things like that	~など、やら	~nado, yara
wish	~を望む	o nozomu

**Answer Key (photocopiable)**

**Grammar Exercises (p.51)**

- 1. Choose the correct preposition**
- a. I'm saving for a new DVD player.
  - b. My father spends a lot of his money on wine.
  - c. There's only a little money in my bank account.
  - d. In Japan, we give money to couples on their wedding day.
  - e. She doesn't ever waste any of her money.

- 2. Insert the correct word.**
- a. I would never lend money to people I didn't know.
  - b. We spend 10,000 a month on cell phone bills.
  - c. Sometimes it's fun to gamble with your money, but it can be dangerous.
  - d. If you invest money wisely, you can sometimes make a good profit.
  - e. Shopping on the internet is fun, but it's easy to sometimes waste money on things you don't need.

- 3. Unscramble the sentences**
- a. I spend at least 10,000 yen a month on my cell phone.
- or**
- I spend at least 10,000 yen on my cell phone a month.
- b. I never gamble any of my money.
  - c. I am saving most of my money for a holiday to Thailand.

**Conversation Exercises (p.51)**

- 1. Answer the Questions**  
 Answers will be different for each student.
- 2. Complete the sentences**  
 Answers will be different for each student.
- 3. Number the sentences ( 1 - 6 )**
- 3 What do you save it for?
  - 6 Well, about 10,000 yen a month.
  - 5 Really? How much do you spend on eating out?
  - 1 What do you usually do with your money?
  - 4 Travel, eating out, things like that.
  - 2 I usually save most of it.

## Lesson 5b: Talking about shopping

### Aims

To review phrases and vocabulary related with money, and familiarize students with using the pattern *Do you ever...?* and adverbs of frequency.

### Warming Up

#### The Price is Right

Bring some catalogues or *chirashi* advertisements (found in newspapers if you subscribe) to class, and give one to each pair of students. (Make sure that only one of them looks at the prices.) Without the other student looking, the student with the advertisement writes down a list (in English) of six items, along with their prices. They then fold the paper so that the prices are not visible, and show the list of items to their partner. The partner now has to guess the price of each item, and list them from most expensive to least expensive. When they have finished, they ask their partner how much each item is, using *How much is the .....?* Variations: The aim of the exercise is to try and get all items in correct order, so if you have time, you might like to allow a 'chance' whereby the checker looks at the list and tells the guesser (without revealing any prices) how many of the items on the list are in their correct position. The guesser can then go back and adjust any items they feel they need to.

### Listening: Examples

(p.52)

#### Possible Comprehension Questions:

##### Dialogue:

1. Q: Does this man like shopping in music shops?  
A: Yes, he does.
2. Q: What does he spend most of his money on there?  
A: He mainly spends it on CDs.
3. Q: Which does this person like better, renting DVDs or buying them?  
A: He likes (prefers) to buy them.

##### Monologue:

1. Q: How much does this person spend on books in one month?  
A: About 10,000 yen.
2. Q: What else does he do with his money?  
A: He invests a bit of it in shares.
3. Q: How does he do this?  
A: On websites on the internet.

### Listening: Exercises

(p.52)

1.

- A : What do you spend your money **on**?
- B : I spend some of it on **clothes**, but I also save a lot.
- A : What do you save your money **for**?
- B : Travel, **mainly**. I love going on overseas trips.
- A : Really? How **much** would you spend on one trip?
- B : Let's **see**. Usually about 120,000 yen.

2.

- A : What do you usually do **with** your money?
- B : I try to save most of it, but sometimes I spend a bit of it on clothes, makeup, **things** like that.
- A : Do you ever **buy** brand-name goods?
- B : Yes, I **occasionally** do.
- A : How about **expensive** perfume - do you ever buy that ?
- B : No, I hardly **ever** do. I'm not really into perfume that much.

**One More Structure (p.53)**

The focus of this toolbox is the basic pattern *Do you ever...?*, and responses containing an adverb of frequency. The most common such adverbs are listed in the textbook, but it might be a good idea to list them on the board from most frequent to least frequent. Alternately you might have students read the list quietly for one minute, then have them close their books and see how many of the eight words they can write on a piece of paper (or the blackboard). Point out that in general, these adverbs come **before the verb**:

- e.g. I **sometimes** do my shopping on Wednesdays.  
The man next door **always** comes home late.

or **after the be verb**

- e.g. I am **usually** in bed before 10pm these days.  
The bus from my university to the city is **often** late.

Of course, the pattern *Do you ever...?* can be followed by any verb phrase; the ones provided in the toolbox (*shop on the internet, buy expensive gifts*) are merely examples. Encourage students to make their own questions, and write them in the *Your Turn!* or *notes* sections of their textbooks.

**Vary Your Speech (p.53)**

- CLOSED: Do you ever eat in fast-food restaurants?  
SAY: I hardly ever go / do my shopping in the city anymore. It's much more convenient for me to shop online.

**One Step Further (p.54)**

**Useful words/phrases**

- I could spend all day....
- I end up .....ing
- such a (range)
- I don't mind ..... but I hate .....
- Here in (Japan)
- only when I need to (go)

**Dialogues (p.55)**

**Useful words/phrases**

Dialogue 1

- .....isn't it?
- I'll say!
- First of all,.....
- be hassled (by shop staff)
- flip through (catalogues)
- I agree with you/ That's true.
- I'd certainly like to (-).

Dialogue 2

- What are you doing here?
- I guess you could say that.
- high-class
- treat (myself)
- I haven't got the time (to .....)
- Nice seeing you.
- You too!

**Comprehension Questions**

Dialogue 1

1. Q: What does Ikuko have in her hand?  
A: A mail-order shopping catalogue.
2. Q: What doesn't Ikuko like about mail-order shopping?  
A: She doesn't like not being able to touch the item, or see it close-up.
3. Q: What's something that Ikuko would like to buy online?  
A: She wants to order sweets.

Dialogue 2

1. Q: Is it David's first time to eat at this restaurant?  
A: No, he's been coming here quite a bit recently.
2. Q: What does Adeline like about the restaurant?  
A: (She likes that) the atmosphere is great and the food is wonderful.
3. Q: Where are his friends sitting?  
A: (They are sitting) at their regular table near the window.

**Vocabulary Lists**

**Adverbs of frequency (p.54)**

English	Japanese	Roomaji
always	いつも	itsumo
usually	普段	fudan
often	よく	yoku
sometimes	時々	tokidoki
occasionally	たまに	tama ni
hardly ever	ほとんど～ない	hotondo~nai
rarely	稀に	mare ni
never	全く～ない	mattaku nai

**Vocabulary List (p.53)**

English	Japanese	Roomaji
these days	ここ最近	koko saikin
browse in ~	見回る	mimawaru
what kind of ~?	どんな～?	donna
spend	(時間を)費やす	(jikan o) tsuiyasu
not much	あまり～(ない)	amari (nai)
~ or so	～ぐらい	~ kurai
online	インターネット上	intanetto joo
brand-name	ブランド品	burando hin
mail order	通信販売	tsuushin hanbai
do you ever ~?	～することがありますか?	~ suru koto ga arimasu ka?
end up ~ing	結局～してしまう	kekkyoku ~ shite shimau
don't mind ~ing	～はまあまあ好きです	~ wa maa maa suki desu
all day	一日中	ichinichi juu

**Answer Key (photocopiable)**

**Grammar Exercises (p.55)**

**1. Choose the correct preposition**

- a. Jin really loves browsing in music stores.
- b. I usually spend a few hours looking at clothes.
- c. My mother sometimes shops by mail order.
- d. I spend about 40,000 yen a year on my car.
- e. I'm saving some money for a holiday.

**2. Insert the adverbs into the sentences**

- a. I am always very busy after class.
- b. My parents sometimes visit me on the weekend.

or

My parents visit me on the weekend sometimes.

or

Sometimes my parents visit me on the weekend.

- c. Yusuke is hardly ever late for class.
- d. We occasionally enjoy eating out at our local cafe.

or

We enjoy occasionally eating out at our local cafe.

or

Occasionally we enjoy eating out at our local cafe.

**Conversation Exercises (p.55)**

**1. Answer the questions**

Answers will be different for each student.

**2. Order the sentences**

- 2 Yes, I often do. I like looking at the magazines.
- 4 Usually ones about travel. I love to travel.
- 1 Do you ever shop at Maruzen?
- 5 Really? What kinds of places do you like going to?
- 3 What kinds of magazines do you like reading?
- 6 I often travel to beach resorts.

## Lesson 6a: What are you going to do during the summer holidays?

### Aims

To have students talk about their plans for the near future, using adverbs showing possibility and patterns such as *I am hoping to...., I thinking of.....*. To remind students again to vary their speech wherever possible.

### Warming Up

#### Guessing Partner's Plans

Have each student write in the 'notes' section on page 56 a list of things they are planning to do, or will do, once the class is finished. A list of about five or six activities (*do homework, watch TV, go shopping, play video games, talk with friends*) is a good start. Next, have students try and guess what their partners are going to do. *Are you going to .....? Yes, I am/ No I'm not.* They have ten tries in which to try and get as many correct answers as possible, after which the questioner and answerer switch. The teacher can then count from 1 to 10, with students raising their hand when the number of correct answers they obtained is called out. The student with the most number of correct answers is the class champion.

### Grammar Toolbox 1

(p.56)

The first grammar toolbox features a simple question: *What are you going to do- ?* It's possible to point out before drilling this pattern that *going to* is often reduced to *gonna* (or *gonna*) in fast or casual speech. Point out the differences in possibility expressed by the adverbs *definitely, probably* and *maybe*, and the phrase *I might*. You might like to draw a scale on the board showing relative possibility (e.g. *definitely= 100, probably= 70-90, maybe= 20-60* etc.) Point out the final responses *I haven't thought about it yet*, and *I haven't decided yet*. Ask students if they know how they are different. (You might need to supply meanings for the words *decide*, and *yet*). When doing oral practice for this pattern, it's tempting to have students make up stories, but you should remind them to always give real answers. If they haven't thought about what they are going to do, then have them say exactly that.

### Vary Your Speech 1

(p.56)

OPEN: *What* are you going to do tonight?

CLOSED: Are you *going* to go home straight after class?

SAY: I'll probably *go* out for a drink with my co-workers on Friday night. I'm really looking forward to it.

### Grammar Toolbox 2

(p.57)

This pattern is similar to a closed-question version of Grammar Toolbox 1, but instead of *going to-*, we have the future continuous: *Are you going anywhere (special) on the weekend?* Although this is identical to the present continuous, all of these sentences feature a future time frame, and carry the nuance that something has been set or decided for the future. Have the students note that the verbs in this toolbox are all *-ing*.

### Vary Your Speech 2

(p.57)

OPEN: What are you *doing* next Sunday?

CLOSED: *Are* you going anywhere for the holidays?

SAY: This weekend, I'm driving *to* Niigata for a week of skiing. And you?



**One Step Further**

(p.58)

This section is one of the simplest in the book, but the pattern *Will you be..... on the weekend?* is a useful one for students to use. It is also to there provide practice for the time-phrases (all of the phrases from Vocabulary Box A can be substituted in here) and the answers *definitely/definitely not, probably/probably not* etc. Also, make sure the students understand the correct nuance of 'free' in this pattern; *nothing is scheduled, doing nothing* (as opposed to *I have freedom*.)

## Vocabulary Lists

## Vocabulary Box A (p.56)

English	Japanese	Roomaji
after class	放課後	hookago
tonight	今夜	konya
on the weekend	今週末	konshuumatsu
during the holidays	休みの間	yasumi no aida
on Friday	金曜日に	kinyoobi ni
this evening	今晚	konban

## Vocabulary Box B (p.56)

English	Japanese	Roomaji
go shopping	買い物に行く	kaimono ni iku
go hiking	ハイキングする	haikingu suru
clean my room	部屋を掃除する	heya o sooji suru
cook (dinner)	(晩ご飯を)作る	(bangohan o) tsukuru
travel to ~	~に旅する	~ni tabi suru
hang out with friends	友達と遊ぶ	tomodachi to asobu

## Vocabulary Box C (p.57)

English	Japanese	Roomaji
going out	出かける	dekakeru
going shopping	買い物に行く	kaimono ni iku
meeting a friend	友達と待ち合わせる	tomodachi to machiawaseru
visiting relatives	親戚を訪ねる	shinseki o tazuneru
travelling to Guam	グアムに旅する	Guamu ni tabi suru
having lunch with~	~と昼ごはんを食べる	~to hirugohan o taberu
having dinner with~	~と晩ごはんを食べる	~to bangohan o taberu
going to a concert	コンサートに行く	konsaato ni iku
working	仕事(バイト)をする	shigoto (baito) o suru
having a job interview	就職面接を受ける	shuushoku mensetu o ukeru

## Vocabulary List (p.58)

English	Japanese	Roomaji
anything	何か	nanika
anywhere	どこか	dokoka
I haven't decided	決めていない	kimeteinai
definitely	絶対に	zettai ni
free	暇	hima
going to ~	~しようとしている	~shiyo to shiteiru
might	可能性がある	kanoosei ga aru
possibly	たぶん	tabun
thinking of	~を考えている	~ o kangaeteiru
I haven't thought about it	考えていない	kangaeteinai
not .... yet	まだ~していない	mada~shiteinai

**Answer Key (photocopiable)**

**Grammar Exercises (p.59)**

**1. Unscramble the sentences**

- a. I'm not going to do any homework.
- b. I'm staying in Karuizawa for the holidays.
- c. I don't think I will be very busy this weekend .
- d. I haven't thought about what I'm going to do after I graduate.
- e. I'm going to start calligraphy lessons soon.

**or**

I'm going to soon start calligraphy lessons.

**or**

Soon I'm going to start calligraphy lessons.

**2. Rank the sentences in order of probability**

( 1= most probable, 5= least probable)

- 3 I might watch a movie tonight.
- 2 I'll probably take the day off tomorrow.
- 1 I'm definitely going to finish my report now.
- 5 I won't be going shopping this weekend.
- 4 I don't think I'll go out on Friday night.

**3. Change the verbs into their ~ing form.**

- a. The English Department is (hold) **holding** a speech contest next Wednesday afternoon.
- b. I am (meet) **meeting** a friend for lunch after this class.
- c. The club members are (have) **having** a welcome party for new students tonight.
- d. Bill is (arrive) **arriving** in Sapporo on Thursday afternoon.
- e. We are (catch) **catching** a plane to New York at 5:30 on Monday. .

**Conversation Exercises (p.59)**

**1. Answer the questions.**

Answers will be different for each student.

**2. Order the sentences**

- 4 Actually, my parents are coming to stay for a few days.
- 1 I'm not going home for the holidays.
- 3 That's too bad. So you'll be spending Christmas alone.
- 6 That's right. They are looking forward to coming.
- 5 Really? So you will have time with your family after all.
- 2 Me neither. I'm working almost every day.

**3. Translate into English.**

- a. 明日の夜、野球試合を見に行く。  
→ Tomorrow night, I'm going (to go) to a baseball game.
- b. 今週末、どこか面白いところに行くつもりですか。  
→ Are you going anywhere interesting this weekend?
- c. 今夜、何をしようかをまだ考えていない。  
→ I haven't thought about what I'm going to do tonight/ this evening.
- d. 次の休日、実家に帰ろうかなと考えている。  
→ I'm thinking of going (back) to my hometown (on the) next public holiday.
- e. 放課後、ITセンターに行こうと思っている。  
→ I'm going to (go to) the IT centre after class.

## Lesson 6b: Talking about the near future

### Aims

To apply and extend the structures and vocabulary learned in 6a to deeper and more complex conversations, about plans and the future, using phrases such as *I'm planning to.... I'm hoping to.....*

### Warming Up

#### Listening Bingo

This can be done with just about any text, provided you have a list of about 20 or so key words from the text prepared beforehand. In this case (using the dialogue from the end of the lesson) you might write the following words on the blackboard: *popular, busy, staff, season, stores, amazing, enough, president, time, sure, do, growth, opening, all, run, try, designs, goals, abroad, line*. You might like to read each out, and have the class practice pronouncing each word. Have each student draw a 3x3 (or 4x4) grid on a scrap piece of paper, and randomly choose and fill in 9 words from the list on the blackboard. When everyone is ready, play the CD, or read the text aloud. Students should draw a line through any words they hear that are written in their grid. When they have three crossed-out words in a row (like in regular bingo, horizontally, vertically, or diagonally) they shout out *bingo!* The teacher should have them read out their crossed-out words to make sure they have indeed been heard properly. Keep going until most of the class has bingo, playing the CD a second time if necessary.

### Listening: Examples (p.60)

#### Possible Comprehension Questions:

Dialogue:

1. Q: What are this man's plans for Saturday?  
A: He might rent a DVD or two.
2. Q: When is the exam going to be held?  
A: On Monday.
3. Q: Are both of these people going to be studying on Sunday?  
A: Yes, there are.

Monologue:

1. Q: How long is this guy going to be in Spain for?  
A: He is going for two weeks.
2. Q: What cities is he going to visit?  
A: He's going to Madrid, Barcelona, Seville and Cordoba.
3. Q: What drink is he looking forward to trying?  
A: He is going to try lots of Spanish wines.

### Listening: Exercises (p.60)

1.  
A : Are you doing anything **special** for New Year?  
B : No, not especially. I'll **probably** just have a quiet holiday this year.  
A : Are you **going** back to your hometown?  
B : Yes, but **only** for a day or two. Are you?  
A : No, I have to work on New Year's Eve, but I'm **hoping** to go back after that.  
B : You really **should**. New Year is a time to share with your family if you can.
2.  
A : What are your **plans** for the holidays?  
B : I'm going to stay home and **relax**. And you?  
A : I'm hoping to take some time off **from** my part-time-job and go skiing.  
B : Really? Where are you **going** to go skiing?  
A : I'm thinking **of** going to Nagano.  
B : Nagano! That sounds great! I **wish** I could go with you!

**One More Structure (p.61)**

This toolbox is extremely simple; it simply gives an alternative pattern to the structures learnt in 6a. This is a good opportunity to review as many of them as possible. As a review, have students write down all the different ways they can think of to give the same information (e.g. I'm going to see a movie)

- What are your plans for the weekend?*
- e.g. 'see a movie'      *I'm planning to see a movie.*
  - I'm hoping to see a movie.*
  - I will definitely/probably/possibly see a movie*
  - I'm thinking of seeing a movie.*
  - I might see a movie.            etc.*

**Vary Your Speech (p.61)**

- OPEN:                    What are your plans for the weekend?
- CLOSED:                Do you have any plans for the holidays?
- SAY:                     I'm hoping to meet up with some friends from high school next time I go back to my hometown.

**One Step Further (p.62)**

**Useful words/phrases**

- I'm (really) looking forward to.....
- I can't wait until .....
- soon
- I'm making it my goal to .....
- get ..... done
- I can't bear .....
- go where my feet take me
- I couldn't say (either way).

**Dialogues (p.63)**

**Useful words/phrases**

Dialogue 1

- Thanks for your time.
- (I think) .....may have something to do with it.
- forward-thinking
- (But) that's not all.

Dialogue 2

- taking it easy
- (studying) as hard as I can
- after-party
- at the moment
- good luck with .....

**Comprehension Questions**

Dialogue 1

1. Q: Is WaYo a successful company?  
A: Yes, it has enjoyed tremendous growth lately.
2. Q: How many new WaYo stores will be opening in February? A: Ten (new stores).
3. Q: What is WaYo's new line of clothing?  
A: Swimwear with Japanese styles and designs.

Dialogue 2

1. Q: What are Motoya's plans for Christmas Day?  
A: He is planning to go bowling with some friends.
2. Q: Is Motoya going to study from March?  
A: No, he's graduating in March.
3. Q: What is he doing at the moment?  
A: He is having job interviews.

## Vocabulary Lists

## Vocabulary Box A (p.61)

English	Japanese	Roomaji
tonight	今夜	konya
tomorrow	明日	ashita
the weekend	週末	shuumatsu
Saturday night	土曜日の夜	doyoobi no yoru
the summer holidays	夏休み	natsu yasumi
after you graduate	卒業したら	sotsugyoo shitara

## Vocabulary Box B (p.61)

English	Japanese	Roomaji
visit relatives	親戚を尋ねる	shinseki o tazuneru
take some time off work	休日をとる	kyuujitsu o toru
get a job	就職する	shuushoku suru
catch up on some sleep	ゆっくりと寝る	yukkuri to neru
travel overseas	海外旅行する	kaigai ryokoo suru
do nothing	何もしない	nani mo shinai
catch up on work	たまった仕事をする	tamatta shigoto o suru
write some email	メールを書く	meeru o kaku
practice sports	スポーツを練習する	supootsu o renshuu suru
take it easy	のんびりする	nonbiri suru
take a test	試験を受ける	shiken o ukeru
get my driver's license	運転免許を取る	unten menkyo o toru

## Vocabulary List (p.62)

English	Japanese	Roomaji
end up ~ing	結局 ~してしまう	kekkyoku ~ shite shimau
hoping to	~を望む	o nozomu
leave things open	計画を立てずにいる	keikaku o tatezuni iru
looking forward to	~を楽しみにする	o tanoshimi ni suru
making plans	計画を立てる	keikaku o tateru
near future	近い将来	chikai shoorai
planning to	~を計画している	o keikaku shiteiru
prefer	~を(より)好む	o (yori) konomu
spontaneous	自発的	jihatsuteki

**Grammar Exercises (p.63)****1. Choose the correct preposition**

- a. We're thinking of moving closer to the city.
- b. My parents are going to visit this weekend.
- c. I don't really have any plans for the holidays.
- d. Our university is planning to open a new campus next April.
- e. Are you doing anything on Saturday night?
- f. We are all looking forward to our graduation.

**2. Unscramble the sentences**

- a. I'm hoping to have a big birthday party.
- b. My friends and I are planning to go to a hot spring.

**Conversation Exercises (p.63)****1. Answer the questions**

Answers will be different for each student.

**2. Number the sentences (1 - 7)**

- 2 No, not really. You?
- 1 Do you have any plans for tomorrow?
- 5 Yeah, it's going to be great. Do you want to join us?
- 7 We're meeting at the station at 8am.
- 3 I'm going to USJ with some friends.
- 4 Really? That sounds like fun.
- 6 Yes, I'd love to. What time shall I meet you?

## Lesson 7a: What did you do during the holidays?

### Aims

To have students talk about recent events in the past tense. To encourage students to give as long and detailed answers as possible.

### Warming Up

#### Combining sentences with conjunctions

Make a list of short sentences in the past tense (e.g. *it was rainy on the weekend, I was happy, the bus was late*) written on strips of paper, or dictate some to the class. Write the conjunctions *but, so and because* on the board. Go over the conjunctions with the class, giving a quick example of the use of each. Give a set of strips to each pair of students, and give them five minutes to make (write in their notebooks) as many joined sentences as possible, using the shorter sentences and the three conjunctions. After five minutes have each pair tally their total, and read out one of their original sentences. The students with the most grammatical sentences are the winners.

### Grammar Toolbox 1

(p.64)

The first toolbox is one of the simplest in the book in terms of grammar, so there should be scope for the students to start making longer and more interesting answers (see. pp12-13 of the textbook). Once the basic forms have been covered and practiced, you can have students look carefully at the example response in the title, which features two answer patterns (I went to ..... I did a bit of ..... ) in one sentence. Tell the students that this will be the standard for all responses in this lesson. If you like, you can stipulate a minimum length (e.g. 5 seconds, or 10 words) for answers, just to get students into the idea of giving as longer answers as possible.

### Vary Your Speech 1

(p.65)

Note: the Vary Your Speech for grammar toolbox 1 is on p. 65, and the Vary Your Speech for Grammar Toolbox 2 is on p.64. Sorry!

OPEN: What did you do during the holidays?

CLOSED: Did you visit the shrine on New Year's Day?

SAY: I went back to my hometown for the holidays. How about you?

### Grammar Toolbox 2

(p.65)

The question here follows directly after a response to the first. The idea is for students to put as much feeling into their responses as possible. For instance, in response to

*How was your tennis game on Saturday?* You could show three possible answers.

- *It was good.*
- *It was pretty enjoyable.*
- *Unfortunately, it wasn't much fun, because the weather was too cold and windy.*

Teach the meaning of 'fortunately/luckily, and unfortunately', and encourage students to use them where appropriate (e.g. when talking about the weather) Also, point out that using *it* to refer to a previously-mentioned holiday, tour, place, etc. is far more natural than saying the name over and over again. (see example cartoon at top of the page)



Vary Your Speech 2 (p.64)

- OPEN: How was your trip to New York?  
 CLOSED: Did it rain while you were camping?  
 SAY: My holidays were really relaxing and enjoyable. How about yours?

One Step Further (p.66)

The questions and answers in this lesson's OSF is to further extend the basic conversation about how someone spent their holidays, weekend, etc. The questions and answers here are quite self-explanatory, although you might like to point out the nuances of *about*, *almost*, and *just over*. This can be done on the board, using a graph or diagram. As found in *Sounding Natural* on p.32, it's often more natural to use rounded-off numbers rather than precise figures in conversation. (c.f *I went for 17 days. I went for about two and a half weeks.*)

Vocabulary Lists

Vocabulary Box A (p.64)

English	Japanese	Roomaji
during Golden week	ゴールデンウィークに	goruden uiiku ni
yesterday	昨日	kinoo
last night	昨夜	sakuya
last summer	去年の夏	kyonen no natsu
on Saturday	土曜日に	doyoobi ni
on the weekend	週末に	shuumatsu ni
this morning	今朝	kesa
after that	その後	sono ato

Vocabulary Box B (p.64)

English	Japanese	Roomaji
go ~	~ に行く	~shi ni iku
drinking	飲みに行く	nomi ni iku
(go)out to eat	外食	gaishoku
hiking	ハイキング	haikingu
camping	キャンプする	kyampu
driving	ドライブ	doraibu
skiing	スキー	sukii
swimming	水泳	suiei
surfing	サーフィン	saafingu
snowboarding	スノーボード	sunooboodo

**Vocabulary Box C (p.64)**

English	Japanese	Roomaji
do ~	~ (を)する	(o) suru
homework	宿題	shukudai
shopping	買い物	kaimono
reading	読書	dokusho
cooking	料理	ryoori
cleaning	掃除	sooji
washing	洗濯	sentaku
exercise	運動	undoo

**Vocabulary Box D (p.64)**

English	Japanese	Roomaji
stayed home	家にいた	ie ni ita
visited friends	友人を訪ねた	yuujin o tazuneta
worked	仕事・バイトをした	shigoto/baito o shita
hung out with friends	友達と遊んだ	yuujin to asonda
watched TV	テレビを観た	terebi o mita
listened to music	音楽を聴いた	ongaku o kiita

**Vocabulary Box E (p.65)**

English	Japanese	Roomaji
interesting	面白い	omoshiroi
relaxing	寛げるような	kutsurogeru yoo na
exciting	刺激的な	shigeki teki
(fine) weather	いい天気	ii tenki
refreshing	リフレッシュできるような	refresshu dekiru yoo na
sunny	晴れた	hareta
hot / cold	暑い / 寒い	atsui / samui
educational	教育的	kyoouiku teki
nice scenery	いい景色	ii keshiki
worthwhile	時間を費やす価値のある	jikan o tsuiyasu kachi no aru

**Vocabulary List (p.66)**

English	Japanese	Roomaji
a bit of	少し、ちょっと	sukoshi, chotto
a little	少し、ちょっと	sukoshi, chotto
a lot of	たくさん	takusan
almost~	ほとんど	hotondo~
fortunately	幸運に(も)	kooun ni (mo)
how long ~ ?	どのくらい?	dono kurai?
just over	~を少し超えた	~o sukoshi koeta

## Answer Key (photocopiable)

**Grammar Exercises (p.67)****1. Insert the correct verb**

- Yesterday I played soccer all afternoon.
- Last night we did some cooking for a party.
- I went skiing in Hokkaido with friends last winter.
- Jim did his homework after class on Friday.
- It was very sunny weather all day yesterday.
- Akira played video games until 1am this morning.
- Pip went hiking yesterday, but it was too cold.
- qi was tired last night, but I did some study anyway.

**2. Unscramble the sentences**

- I hung out with friends on Thursday night.
- This morning I did lots of washing.
- I went driving in the mountains but unfortunately it was rainy.

**3. Change the verb to the past tense.**

- Sue (go) went surfing every day last summer.
- Many people (visit) visited Expo 2005 in Nagoya.
- I (do) did some washing and cleaning on Saturday morning.
- It (is) was windy all day last Sunday.
- Yesterday we (stay) stayed at home all day.
- I (hang out) hung out with friends almost every day during the holidays.

**Conversation Exercises (p.67)****1. Answer the questions.**

Answers will be different for each student.

**2. Order the sentences**

- On the weekend? I went snowboarding in Shiga.
- Yes, a little. But we didn't snowboard so much.
- Well, unfortunately it didn't snow enough.
- What did you do on the weekend?
- Why's that?
- That sounds like fun. Was it tiring?

**3. Translate into English.**

- 昨夜は家にこもって DVD を観た。  
Last night I stayed home and watched a DVD.
- 土曜日にテニスをした。残念ながら、雨だった。  
On Saturday I played tennis. (but) unfortunately it was raining.
- 水曜日にたくさんの宿題をした。その後、飲みに行った。  
On Wednesday I did a lot of (lots of) homework. After that, I went drinking (went out to drink).
- 先週末、スキーをしに行ったが、天気があまりよくなかった。  
Last weekend I went skiing, but the weather wasn't very (so) nice (good).

## Lesson 7b: Talking about weekends and holidays.

### Aims

To have students review the simple past tense grammar structures learned in 7a, and extend the conversation to talk about how they, and the groups they belong to spend weekends and holidays. To practice generalizing topics.

### Warming Up

#### Images and Stereotypes

Get the students into groups of four or five. Write the names of three various countries on the board: (e.g. *Greece, Mexico, Iran*), making sure everyone knows all the countries. Ask *What are people from Japan called?*, to which you will hopefully receive the answer *Japanese*. Ask about the other countries, and write nationalities (*Greek, Mexican, Iranian*) on the board. Drill the question: *What do Japanese eat/wear/do in their free time? etc.* Have each group confer and give **one** answer that they think would be the most common and make it into a sentence using *many-*, e.g. *Many Japanese read books in their spare time. Many Japanese eat sashimi. Many Japanese wear business suits.* Have the group now write sentences based on their images of the other countries, and compare results as a class, noting the similarities between groups' responses. Point out to students that these common, often fixed images (called stereotypes) are not always true, and they should always use generalized language *most (Japanese)*, or *I think many (Japanese)* when speaking about such matters.

### Listening: Examples

(p.68)

#### Possible Comprehension Questions:

##### Dialogue:

1. Q: How long did this woman spend in her hometown?

A: One week.

2. Q: What do many people in New Zealand do at Christmastime?

A: Many people have barbeques with friends and family. Some people go to church.

3. Q: What does this woman's family usually do on Christmas Day?

A: They have a big picnic lunch with their cousins.

##### Monologue:

1. Q: When is the Chinese New Year celebrated?

A: (It is celebrated) on the first day of the first lunar month.

2. Q: What do people do in preparation for the holiday?

A: They clean their houses carefully.

3. Q: How do people celebrate the New Year?

A: They visit relatives and eat huge meals of rich food.

### Listening: Exercises

(p.68)

1.

A : What did you do **on** Saturday?

B : I went out to the country and **played golf** with some friends.

A: Was **it** fine weather?

B : Yes. It was sunny, but a little **chilly** in the evening.

A : Uh-huh. What was the **highlight** of the day?

B : **Definitely** my hole-in-one!

A : Congratulations! What **did** you do after playing golf?

B : We went out to eat **at** a local izakaya. It was delicious!

2.

A :What do people in your hometown **do** on the weekend?

B : It **depends** on the season.Usually people go for drives or walks in the mountains.

A : Did you go back to your hometown **last** weekend?

B:Yes, I did. But I didn't do **much**. I just stayed at home and helped my mother.

A: Did you go for a **drive**?

B: No, but **many** people did.The roads were pretty crowded.

**One More Structure (p.69)**

The structure in this toolbox can be used in two ways.The first is a simple, personalized question: *What do you do on weekends? How do your family spend Christmas?*The second enables a more generalized conversation that students enjoy having with their foreign teacher: *What do Australians do in their free time? How do Canadians spend Christmas?*Point out to students that if they travel or study overseas, they might be asked such questions about Japanese, so it might be a good idea to brainstorm some possible responses and practice them (even if their partners in class have to pretend they aren't Japanese). Have students read the *Sounding Natural* at the bottom of the page, and practice using *They~,Many people~ ,Some people~* .

**Vary Your Speech (p.69)**

OPEN: What **do** Japanese do at New Year?

CLOSED: Do you always have a party **on** your birthday?

SAY: I always **go** to my parent's house on Sundays and eat a big lunch with all my family.

**One Step Further (p.70)**

**Useful words/phrases**

- highlight/lowlight
- getting caught in the rain
- typical
- (it) involves ~
- My perfect weekend would be one when~

**Dialogues (p71)**

**Useful words/phrases**

Dialogue 1

- I'm not (really) used to.....
- see new places
- That's a shame.
- But at least...
- spend as much time.....ing (as possible)
- You bet!
- There's nothing I like more than.....

Dialogue 2

- I was wondering....
- I have an important commitment
- entrance to adulthood
- It's more a ..... than a .....
- it's supposed to be... ,but.....
- catch up with old friends

**Comprehension Questions**

Dialogue 1

1. Q: Who did Scott borrow the tent from?  
A: (He borrowed it from) Yusuke.
2. Q: Does Scott hike long distances often?  
A: No, (he's not used to it.)
3. Q: What are some popular pastimes in Australia?  
A: Camping, hiking and water sports like surfing and sailing are all popular.

Dialogue 2

1. Q: Where are coming-of-age ceremonies usually held?  
A: In town halls.
2. Q: What do most men wear to these ceremonies?  
A: Most (men) wear suits.
3. Q: What else do people do?  
A: They have parties or go out with friends and family.

**Vocabulary Lists**

**Vocabulary Box A (p.69)**

English	Japanese	Roomaji
visit relatives	親戚を尋ねる	shinseki o tazuneru
give gifts	贈り物をする	okurimono o suru
eat traditional foods	伝統的な食べものを食べる	dentooteiki na tabemono o taberu
have parties	パーティを開く	paatii o hiraku
go out together	一緒に出かける	isshoni dekakeru
play / watch sports	スポーツをする/観戦する	supootsu o suru/kansen suru
spend time outdoors	外で時間を過ごす	soto de jikan o sugosu

**Vocabulary List (p.70)**

English	Japanese	Roomaji
birthdays	誕生日	tanjoobi
describe	説明する、描写する	setsumei suru, byoosha suru
highlight	一番よかったこと	ichiban yokatta koto
ideal	理想的な、夢の	risoo teki na, yume no
lowlight	一番よくなかったこと	ichiban yokunakatta koto
only	たった～	tatta~
perfect	完璧、理想的な	kanpeki, risoo teki na
public holidays	祝日	shukujitsu
sleep in	朝寝坊する	asaneboo suru
typical	典型的な	tenkei teki na

**Grammar Exercises (p.71)**

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**1. Choose the correct preposition**

- a. Many Japanese go to karaoke in their free time.
- b. What do you usually do on your birthday?
- c. My mother always sends me a gift at Christmas.
- d. Some of my friends work on/at the weekend.
- e. A lot of people I know go jogging in the morning.
- f. All of my family visit a shrine at New Year.

**2. Unscramble the sentences**

- a. Americans watch sports on the weekend.
- b. I go to a shrine on New Year's Day.

**Conversation Exercises (p.71)**

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**1. Answer the questions**

Answers will be different for each student.

**2. Complete the sentences**

Answers will be different for each student.

## Lesson 8a: Have you ever been to Hokkaido?

### Aims

To conduct short conversations on the topic of travel and experience; where students have traveled to, what they have done, and their likes and preferences when travelling.

### Warming Up

#### Categories

Divide the class into 4 teams of equal numbers. For each team, provide a section of the blackboard and a piece of chalk. Choose 4 or 5 category titles (depending on class size) and. Try and give every member of each team a turn to write). Along the left of each team's section, write the category titles, leaving space to the right of each for students to write.

- e.g.
- COUNTRY:
  - SPORT:
  - FRUIT:
  - TRANSPORT
  - SOMETHING IN AN AIRPORT:

Once everyone is ready, call out a letter of the alphabet (the best ones to start with are the most common) The first member of each team comes to the blackboard, picks up their piece of chalk, and fills in a word in any of the categories starting with the letter. Once they have finished, or if they cannot think of a word and have to pass, they pass the chalk to the next team member who fills in a word, and so on.

- e.g. letter: 'S'
- COUNTRY: Switzerland
  - SPORT: snowboarding
  - FRUIT: strawberry
  - TRANSPORT: scooter
  - SOMETHING IN AN AIRPORT: snack bar

The first team with a complete set of five English words (teacher checks) is the winner. Spelling can be checked as a class (Point out any misspelt words and have students volunteer corrections.)

### Grammar Toolbox 1 (p.72)

The first grammar toolbox is the only one in the book that does not reflect the sentence pattern found in the lesson's title. (That structure comes in Grammar Toolbox 2.) This structure has two parts. The first, *Do you like to..... (when you travel)?* is simple enough; students simply substitute in verb phrases about things commonly done while traveling (have them think of and write in two or three of their own). The second structure *Do you prefer to ..... or .....?* requires students to use two related phrases (e.g. *travel alone/travel with a group*) to ask which of the two their partner prefers. After they have practiced both structures, you could ask the students how *like* and *prefer* differ in meaning in this context. (*Like* simply states a predilection for something, while *prefer* shows favor of one thing over another.)



## Vary Your Speech 1

(p.72)

OPEN: **What** do you like to do when you travel?

CLOSED: Do you like to sit in streetside cafes **when** you go abroad?

SAY: When I travel, I much prefer to walk around **than** use public transport. You can see many more things, and go into any shop or building that you feel like.

## Grammar Toolbox 2

(p.73)

This toolbox introduces *Have you ever...?* in three patterns:

- a. *Have you ever been (an activity, e.g. surfing)?*
- b. *Have you ever been to (a place e.g. Odaiba)?*
- c. *Have you ever (a verb phrase e.g. ridden the Shinkansen)?*

Before starting oral practice it's a good idea to brainstorm lots of possible words and phrases for the C and D vocabulary boxes. Make sure students are aware of the past participle (seen, done, eaten, bought, etc.) in the (c) questions.

The answers are basically the same for all three forms: *Yes I have (...)/ No, I have never (...)* except that responses to (a) and (b) use the upper path of the responses, (answers to (b) don't need *there*), while responses to (c) questions take the lower path (i.e. repeating the verb phrase). As always, have students practice as many variations of the same sentence as possible.

## One Step Further

(p.74)

This is a simple pair of extension questions asking about future travel plans or dreams.

- Where would you like to go on your next trip?*  
*when you're older?*  
*next summer?*

Of course, students are free to say the name of anyplace they choose, but they have to be able to back their answer up with a reason. If you do this as a class, go through the list of positive adjectives in Vocabulary Box F, and try and get students to add more. You may need to point out that here *pretty* is used as a qualifier (*I think it could be pretty interesting.*) and not an adjective.

## Vocabulary Lists

## Vocabulary Box A (p.72)

English	Japanese	Roomaji
buy souvenirs	お土産を買う	omiyage o kau
write postcards	絵葉書を書く	ehagaki o kaku
learn new languages	新しいことばを習う	atarashii kotoba o narau
meet the locals	地元の人と接する	jimoto no hito to sessuru
go shopping	買い物する	kaimono suru
go to museums	博物館に行く	hakubutsukan ni iku

## Vocabulary Box B (p.72)

English	Japanese	Roomaji
travel alone	一人で旅する	hitori de tabi suru
travel with a group	集団で旅する	shuudan de tabi suru
read a guidebook	ガイドブックを読む	gaidobukku o yomu
explore by yourself	自分で探検する	jibun de tanken suru
go to new places	知らないところに行く	shiranai tokoro ni iku
go to places you know	知っているところに行く	shitte iru tokoro ni iku
walk around	歩きまわる	arukimawaru
ride in taxis	タクシーに乗る	takushii ni noru
stay in youth hostels	ユースホステルに泊まる	yuusu hosuteru ni tomaru
stay in hotels	ホテルに泊まる	hoteru ni tomaru
eat out	外食する	gaishoku suru
order room service	ルームサービスを頼む	ruumu saabisu o tanomu

## Vocabulary Box C (p.73)

English	Japanese	Roomaji
skydiving	スカイダイビング	sukaidaibingu
snowboarding	スノーボード	sunooboadingu
birdwatching	バードウォッチング	baadouocchingu
scuba diving	スキューバダイビング	sukyuuba daibingu

## Vocabulary Box D (p.73)

English	Japanese	Roomaji
eaten snails	カタツムリを食べた	katatumuri o tabeta
hitchhiked	ヒッチハイクした	hicchihaiku o shita
seen the Aurora	オーロラを見た	oorora o mita
met someone famous	有名人に会った	yuumeijin ni atta

Vocabulary Box E (p.73)

English	Japanese	Roomaji
(only) once	一回(だけ)	ikkai (dake)
twice	二回	nikai
three times	三回	sankai
four times	四回	yonkai
a few times	数回	suukai
many times	何回も	nankai mo

Vocabulary Box F (p.74)

English	Japanese	Roomaji
relaxing	のんびりできるような	nonbiri dekiru yoo na
interesting	興味深い	kyoomibukai
inexpensive	(値段が)安い	(nedan ga) yasui
exciting	わくわくするような	wakuwaku suru yoo na
exotic	異国情緒のある	ikokujoyoocho no afureru
good for my English	自分の英語にいい	jibun no eigo ni ii
beautiful	きれい、美しい	kirei, utukushii
warm	暖かい	atataikai
historical	歴史的	rekishiteki
pleasant	快適	kaiteki

Vocabulary List (p.74)

English	Japanese	Roomaji
could be	~の可能性がある	~ no kanoosei ga aru
exciting	わくわくするような	wakuwaku suru yoo na
have you ever ~ ?	~をしたことがありますか?	~o shita koto ga arimasu ka?
inexpensive	(値段が)安い	(nedan ga) yasui
interesting	興味深い	kyoomibukai
like to go	行きたい	ikitai
next	次(に)	tsugi(ni)
prefer to ~	~するほうが好き	~suru hoo ga suki
quite ~	なかなか~	naka naka

**Answer Key (photocopiable)**

**Grammar Exercises (p.75)**

**1. Choose an appropriate word**

- a. Dan says he wants to go to India someday in the future.
- b. Have you ever been hang-gliding?
- c. I have never eaten African food before.
- d. Lucy went to karaoke many times during the holidays.
- e. I sometimes eat at the cafe near the station. The food there is quite delicious.

**2. Unscramble the sentences**

- a. I have been to Akihabara twice before.
- b. Sarah has never been to a Zen temple.
- c. Do you prefer to take your lunch or eat out?  
**or**  
Do you prefer to eat out or take your lunch?
- d. I don't like to go to museums when I travel.

**or**

When I travel, I don't like to go to museums.

**3. Write *to* in all the places it is required**

- a. I have never been to Okinawa, but I'd like to one day.
- b. I prefer to go to restaurants than (to) pack my lunch.
- c. My parents like to go to famous gardens when they travel.
- d. Do you like to go out to eat when you travel to new places?
- e. I have been surfing a few times, and I love it! (no tos)

**Conversation Exercises (p.75)**

**1. Answer the questions**

Answers will be different for each student.

**2. Write a question for each response**

- a. Yes, I've been to Shanghai twice before.  
→ Have you (ever) been to Shanghai (before)?
- b. I prefer to order room service than to eat out.  
→ Do you prefer to order room service, or to eat out?
- c. No, I've never hitchhiked before.  
→ Have you (ever) hitchhiked (before)?

**3. Translate into English**

- a. 旅するとき、地元の料理を味わうのが好きだ。  
→ When I travel, I like to try the local food(s).
- b. 仙台に行ったことがないです。  
→ I have never been to Sendai (before).
- c. ガイドブックを読むか自分で探検するかどちらが好きですか？  
→ Do you prefer to read a guidebook, or explore by yourself?
- d. 三回も香港に行ったことがある。  
→ I have been to Hong Kong three times (before).

## Lesson 8b: Talking about travel and experience

### Aims

To extend the conversation about travel and experience, introducing the superlative form and combining it with the present perfect to make the useful form (...*is*) *the ~est (noun) I have ever seen/eaten/been to, etc.*

### Warming Up

#### Travel Guessing Game

Prepare two lists of well-known travel destinations such as *New York, The Great Wall of China, Paris, Antartica, Hawaii*, etc. Photocopy enough for half the class to have List A and the other half List B. Have students get into pairs, and give one member List A and the other List B. Tell the class that B is on holiday, and A is going to call him/her and ask about their trip to one of the destinations on their list. The pair pretend to be talking on the telephone, with A asking B questions like *What have you seen? What have you eaten? How has the weather been? Have you been to the sea/the mountains/the desert? What have you bought?* B cannot say the name of any places. The object of the exercise is for A to guess the name of the destination, based on the responses given by B. When A successfully guesses the destination, or the agreed-upon time limit is up, have partners change roles.

### Listening: Examples

(p.76)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q: What did this man do in Okinawa?  
A: He went surfing and scuba diving.
2. Q: What's the name of the most beautiful place he has ever been?  
A: It's Yakushima.
3. Q: What is beautiful about it?  
A: The sea and the mountains are both beautiful.

Monologue: \_\_\_\_\_

1. Q: When did this man go to Canada?  
A: He went when he was in high school.
2. Q: What did he think of the people he met?  
A: He thought they were the friendliest people he had ever met.
3. Q: What did he visit in Quebec?  
A: He went to a National Park.

### Listening: Exercises

(p.76)

1.
 

A: What did you do **during** Golden Week?

B: I went back to my hometown, and did some reading. I also **hung out** with my old friends. How about you?

A: I went hiking in Shizuoka. We climbed Mt. Fuji. The view **from** the top was so beautiful!

B: Have you **been hiking** there before?

A: No, it **was** the first time.

B: Where's the most beautiful place you've **ever** been?

A: Probably the Shiretoko Peninsula in Hokkaido. It was **spectacular!**
2.
 

A: What did you do **on** the weekend?

B: I watched a DVD called *Empire of the Sun*. Have you ever **seen** it?

A: No, I haven't. Is it **good**?

B: It's the best film I've ever seen. It's really **moving**. What's the most moving film you've ever seen?

A: I'd have to **say** *Titanic*. I cried so much at the end.

B: Really? Me too. That is **one** of the saddest films I've ever seen.

**One More Structure (p.77)**

The *have ever been/have ever /travelled to* section of this pattern is a review of the second structure of 7a. A new angle is added with superlatives to form *What is the (superlative) place/city/country you have ever been to?* Before starting this section, you might like to have students close their books and give you the superlative form of adjective you randomly offer them. Write them on the board, in three categories; *the - est, the most-* and *others* (the best, the worst). Encourage students to use *definitely/probably/I'd have to say...* (remind them of the difference in meaning if they have forgotten), and always add extra comments (e.g. *It was really historical and beautiful*).

**Vary Your Speech (p.77)**

- OPEN:               What's the **most** exotic place you've been to?  
 CLOSED:           Is Mongolia the remotest place you've **ever** been?  
 SAY :                I think London is one of the greatest **cities/places** in the world. It is so historical and so modern at the same time. How about you?

**One Step Further (p.78)**

**Useful words/phrases**

- miss (-) most (of all)
- I can't travel anywhere without.....
- What's the best thing about (travelling)?
- find my way around
- Tell me about.....
- bump into (someone)
- mistake ..... for .....
- I was once.....

**Dialogues (p.79)**

**Useful words/phrases**

- Dialogue 1
- For me, it's....
  - I had never seen ..... before
  - couldn't get used to.....
  - work out

- Dialogue 2
- it's not as..... as it sounds
  - you mean .....
  - (there was) a mixup about.....
  - world-famous
  - a tight schedule

**Comprehension Questions**

- Dialogue 1
1. Q: How many times has Hiro been to the US?  
A: He's been there three times.
  2. Q: What was great about Christmas in the US?  
A: He saw a lot of things he had never seen before, and got a lot of presents.
  3. Q: What couldn't Hiro get used to doing?  
A: He couldn't get used to giving tips when he went out to eat.

- Dialogue 2
1. Q: What does James have to do a lot of for his work.  
A: He has to do a lot of (overseas) travel.
  2. Q: What was the weather like at the stadium in Germany?  
A: It was raining.
  3. Q: What does James miss most when he is away from home?  
A: He misses his wife's cooking.

Vocabulary Lists

English		Japanese	Roomaji
adjective	superlative		
		最も ~	mottomo
good	the best	良い	ii
bad	the worst	悪い	warui
<b>the ~ est</b>			
hot	the hottest	暑い	atsui
cheap	the cheapest	安い	yasui
dirty	the dirtiest	汚い	kitanai
quiet	the quietest	静かな	shizukana
remote	the remotest	(町から)遠い	(machi kara) tooi
strange	the strangest	奇妙な	kimyoo na
<b>the most ~</b>			
interesting	the most interesting	面白い	omoshiroi
exotic	the most exotic	異国風	ikokufuu
historical	the most historical	歴史的	rekishiteki
modern	the most modern	現代的	gendaiteki
peaceful	the most peaceful	穏やかな	odayakana
crowded	the most crowded	混みあってる	komiatte iru
beautiful	the most beautiful	綺麗な	kirei na
famous	the most famous	有名な	yuumai na
exciting	the most exciting	刺激的な	shigekitekina

Vocabulary List (p.78)

English	Japanese	Roomaji
being able to ~	~が出来ること	~ ga dekiru koto
definitely	絶対に	zettai ni
experience	経験、体験	keiken, taiken
probably	~だろう	~daroo
tell me about ~	~について教えて	~ ni tsuite oshiete
that would have to be...	~に違いない	~ ni chigainai

**Answer Key (photocopiable)**

**Grammar Exercises (p.79)**

**1. Change the adjective into its superlative form**

- a. For me, the (good) ***best*** place to relax on the beach is Hawaii.
- b. When I went to Hong Kong, I stayed in the (dirty) ***dirtiest*** hotel I've ever seen.
- c. Thailand is definitely one of the (cheap) ***cheapest*** places in the world to travel in.
- d. Nara would have to be the (historical) ***most historical*** place I've ever travelled to.

**2. Unscramble the sentences**

- a. This summer holiday was the best of my life.

**or**

This summer was the best holiday of my life.

- b. I'd have to say Chinese food is the most delicious I've ever eaten.

**or**

I'd have to say the most delicious I've ever eaten is Chinese food.

- c. Switzerland is probably the most peaceful country in the world.

**or**

The most peaceful country in the world is probably Switzerland.

**Conversation Exercises (p.79)**

**1. Answer the questions**

Answers will be different for each student.

**2. Number the sentences (1 - 6)**

- 3 For me it would be dog meat.
- 1 What's the strangest food you've ever eaten?
- 4 Dog meat? Where did you eat that?
- 6 Really? I didn't know that.
- 2 Definitely raw horsemeat. How about you?
- 5 In China. It's quite a delicacy.



## Lesson 9a: Would you like to get married someday?

### Aims

To gradually introduce polite ways of talking about one's values, hopes, and ideas. To have students begin to give reasons for their answers in their own words.

### Warming Up

#### Superlative Game

Write *I went to Egypt. It was a really hot place.* on the board. Ask how we can change the sentence into the superlative (studied last class) and try to elicit *Egypt is the hottest place I've ever been (to).* Get students into teams of 4-5. Have one member of each team come to the front of the room for each question. The teacher reads out two sentences like *I ate Chinese dim sum. It was really delicious.* The first student to raise their hand and make a correct sentence containing the superlative (*Chinese dim sum is the most delicious food I've ever eaten.*) gets one point for their team, and the next members from each team come up. Continue through a set number of questions, after which the team with the most points wins.

### Grammar Toolbox 1

(p.80)

This toolbox shows some simple ways to ask and answer about one's hopes for the future. To begin with you could read through the Vocabulary Box A, and have students think quietly about the things that they would like to accomplish in the future, writing in their own ideas in the blank spaces. Ask the class what *someday* and *one day* mean (an unspecified point in the future). Whether the students choose to answer with Yes,.... No, .... or Maybe/It depends, **make sure they always give a reason for their answer.** (see Sounding Natural at the bottom of the page) The reasons can be simple: *I love children*, or more complex: *I really want to live overseas and improve my English while I'm young*, but in any case the students' personal responses should be encouraged whenever possible.

### Vary Your Speech 1

(p.80)

- OPEN:                What's something you would like to do before you get married?  
 CLOSED:            Would you like to do a homestay one day?  
 SAY:                 I'd love to do some postgraduate study in a foreign country one day. Would you?

### Grammar Toolbox 2

(p.81)

These structures can be used as direct follow-ons to the preceding toolbox, provided the speaker stays on the same topic. The phrase *do you think* can come in two different parts of the question. Encourage students to use *do you think* as often as possible; it will make their questions sound much more natural. Have students think about the difference in nuance between *the best age* and *a good age*, and remind them of the usage of *too young*, *too old*. If students are thinking too hard about this question, and leaving unnaturally long pauses in their conversations, remind them to use the 'escape hatch' phrases at the bottom of the toolbox: *I'm not exactly/really sure*. They can then deflect the question back to their partner with *How about you?*

**Vary Your Speech 2**

(p.81)

- OPEN: What is the **best** age to do postgraduate study?  
 CLOSED: Do you **think (that)** 20 is too young to get married?  
 SAY: I think that 18 is a good age **to** move out of your parent's home. How about you?

**One Step Further**

(p.82)

*What do you think makes~?* is an informal way of asking *What do you think is necessary for~?* Of course, since university students are yet to experience, career, marriage and family they cannot give hard and definite answers to this question. Instead, they should use it as a way of stating *what they think* about the above topics. If stuck, they can always fall back on the polite 'escape hatch' phrases found in Grammar Toolbox 2.

**Extra exercise for One Step Further**

1. Replace the underlined word or phrase with one from the box with the same meaning

<i>one day</i>	<i>for the long term</i>	<i>for ever</i>	<i>bring happiness</i>	<i>if possible</i>	<i>not exactly sure</i>
----------------	--------------------------	-----------------	------------------------	--------------------	-------------------------

- a. I am uncertain about what the best age to start studying English is.
- b. Getting a job doesn't mean that you will be happy for the rest of your life.
- c. Do you think that things such as success at work truly make you content?
- d. I'm hoping to visit my relatives in California some time in the future.
- e. Mike is hoping to live and work in Singapore for an extended period of time.
- f. Provided I am able to, I'd like to play table tennis professionally after I graduate.

Vocabulary Lists

Vocabulary Box A (p.80)

English	Japanese	Roomaji
get married	結婚する	kekkon suru
buy a house	家を購入する	ie o koonyuu suru
live overseas	外国に移住する	gaikoku ni ijuu suru
have children	子供を作る	kodomo o tsukuru
do postgraduate study	大学院に入る	daigakuin ni hairu
start your own company	自営業に出る	jieigyoo ni deru

Vocabulary Box C (p.82)

English	Japanese	Roomaji
hard work	苦労	kuroo
good timing	タイミングが合うこと	taimingu ga au koto
trust	信頼のある関係	shinrai no aru kankei
understanding	お互いを理解しあうこと	otagai o rikai shiau koto
patience	我慢、忍耐	gaman, nintai
luck	幸運	kooun

Vocabulary Box D (p.82)

English	Japanese	Roomaji
being famous	有名であること	yuumei de aru koto
getting married	結婚すること	kekkon suru koto
good health	健康であること	kenkoo de aru koto
having lots of money	大金を持つこと	taikin o motsu koto
having lots of friends	沢山の友人を持つこと	takusan na yuujin o motsu koto
a successful career	仕事の成功	shigoto no seikoo

Vocabulary List (p.82)

English	Japanese	Roomaji
bring happiness	幸せを呼ぶ	shiwase o yobu
for ever	永遠に	eien ni
good marriage	幸福な結婚生活	koofuku na kekkon seikatu
happy home	幸せな家庭	shiwase na katei
successful career	職業で成功	shokugyoo de seikoo
in the short term	短期的に(は)	tankiteki ni (wa)
in the long term	長期的に(は)	chookiteki ni (wa)

## Answer Key

**Grammar Exercises (p.83)**

1. **Choose the best verb to fit each sentence**
  - a. Mary wants to get married before she's 30.
  - b. You're never too old to do some extra study.
  - c. Some married people don't want to have children.
  - d. I'd like to do a homestay in France someday.
  - e. If you invest your money carefully, you may get a large return.
  - f. Jen is going to go overseas on Tuesday.
  - g. Professional sportspeople often have short careers.
  - h. More and more students are choosing to go on a gap year.
2. **Unscramble the sentences**
  - a. It's a good idea to invest your money.
  - b. I can travel as much as I want to.
  - c. Thirty is a good age to start a company.
  - d. I'd really like to live overseas one day.
3. **Insert the correct word**
  - a. I heard the other day that Howard started his own company when he was only 25 years old.
  - b. I'd love to do a homestay in an English-speaking country one day.
  - c. Melissa is planning to do some extra study at our university from April.
  - d. If possible, I'd like to do some travel around Europe during the next holidays.
  - e. Barry has always wanted to have a career in primary school teaching.

**Conversation Exercises (p.83)****1. Answer the questions.**

Answers will be different for each student.

**2. Order the sentences to make a conversation**

3 Really? Why not?

1 Do you think you'd like to get married someday?

2 No, I'm sorry, but I don't think so.

4 Well, I like my freedom, and getting married is a big commitment..

**3. Translate into English.**

a. 何か子供を持ちたいと思いますか？

→ Would you like to have children (someday/one day)?

b. ホームステイをするのに一番いい年齢は何歳ですか？

→ What is the best age to do a homestay?

c. 出来るだけお金を貯金するのが賢いと思います。

→ I think it's wise to save as much money as possible.

d. 結婚最適年齢は何歳かはっきり言えない。

→ I'm not exactly sure/really sure what the best age to get married is.

## Lesson 9b: Talking about life plans

### Aims

To extend the conversation about life plans and dreams, and learn how to politely ask and give opinions.

### Warming Up

#### Giving Advice

Before class: make a list of common 'problems' that university age students experience, written in simple English.

e.g. *I have to hand in a report, but I have caught a cold.*

In class: Have students get into small groups with those sitting around them. Announce to the class that you have 'a friend' who has a problem. Read out one of the problems, and give them the groups five minutes to discuss possible answers, then as a group choose one to announce. Have them use phrases like *You should .... You had better.... It's a good idea to....* Write each group's advice on the board, and vote for the best one.

### Listening: Examples (p.84)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q: What do this guy's parents want him to do?  
A: They want him to get married (one day).
2. Q: Does he think 28 is too young to get married?  
A: No, he thinks it's a pretty good age.
3. Q: Why does he think it's a good idea to save lots of money before getting married?  
A: (Because) weddings are so expensive these days.

Monologue: \_\_\_\_\_

1. Q: What would this man like to do in the U.S. or Canada?  
A: He wants to import Japanese tea and other foods.
2. Q: What age does he want to start this by?  
A: He wants to do this by the time he's 30.
3. Q: What does this man want to do for his future family?  
A: He wants to buy a house for them.

### Listening: Exercises (p.84)

1.  
A : Do you think that **you'd** like to live overseas someday?  
B : Yes, I'd like to, **definitely**.  
A : Do you think it's **wise** to do that before getting married?  
B : Yes. I think it's **good** to travel by yourself while you are young.  
A : What about living overseas after you **have** children?  
B : It **depends**. If you have a good job, it's probably OK.
2.  
A : I'd like to do a homestay before I **graduate**. How about you?  
B : No, that's not so important **to** me. I have to focus on study now.  
A : **Would** you like to do a homestay someday?  
B : Yes, but only **after** I graduate.  
A : Do think it's good to study as much as you can **while** you're young?  
B : Oh, **definitely**.

**One More Structure (p.85)**

This toolbox is a direct continuation of the topic of life plans. In 9a the students covered *What do you think...?*, here they will look at the closed question version: *Do you think...?* Make sure students are aware of the meanings of *it's good to ~* (meaning it's advisable to), *it's OK to ~* (it's permissible to ~) and *it's wise to~* (it's a very good idea to~). If you need to explain *while, soon after* and *before*, this is best done with a timeline drawn on the board. Draw a line across the board and divide it into three sections. The middle section represents the four years that students will spend in university. The first section is high school years and the last section is their post-university careers. Draw a cross on different points of the line, and have students describe where that point is in their life, relative to the main goings-on. e.g *This is while I am studying at university. This is just after I graduated from high school. This is before I started my job, etc. .*

**Vary Your Speech (p.85)**

- OPEN: **What** do you think is good to do before getting married?  
 CLOSED: Do you think **it's** wise to invest your money?  
 SAY: I think it is a good idea **to** do a gap year before starting university, because you can experience new things.

**One Step Further (p.86)**

**Useful words/phrases**

- For sure.
- It's not fair that...
- Why do you think that.....?
- So, you think that .....
- get a feeling for.....
- well before
- ~ is frowned upon
- far more (romantic)

**Dialogues (p.87)**

**Useful words/phrases**

- |  |   |
|--|---|
| <p><u>Dialogue 1</u></p> <ul style="list-style-type: none"> <li>● I was wondering whether....</li> <li>● Sure thing.</li> <li>● I couldn't care less.</li> <li>● I think it's important to.....</li> </ul> | <p><u>Dialogue 2</u></p> <ul style="list-style-type: none"> <li>● People's thoughts on .....</li> <li>● I'd recommend it to anyone.</li> <li>● The (younger) the better.</li> </ul> |
|--|---|

**Comprehension Questions**

- Dialogue 1
1. Q: Does Billy feel pressure to get married young?  
A: Not at all. ( He doesn't care at all about it).
  2. Q:When does Billy want to get married.  
A: (Only) when he finds the right person.
  3. Q: Does he think both partners should work?  
A: No, he thinks it's better if one stays home.

- Dialogue 2
1. Q:Who does Anne think should invest their money?  
A: She thinks anyone should (invest their money).
  2. Q:When did Anne begin investing her money?  
A: Soon after she started university.
  3. Q:What is her advice for would-be investors?  
A: Read as much as you can (about investing), and invest money in a few different places.

## Vocabulary Lists

## Vocabulary Box A (p.87)

English	Japanese	Roomaji
live abroad	外国に移住する	gaikoku ni ijuu suru
do a gap year	一年間外国で仕事する	ichi nenkan gaikoku de shigoto suru
have children (kids)	子供をつくる	kodomo o tsukuru
invest your money	お金を投資する	okane o tooshi suru
live with your partner	同棲する	doosei suru
save lots of money	沢山の金を貯金する	takusan no okane o chokin suru
study as much as you can	できるだけ勉強する	dekiru dake benkyoo suru
work as hard as you can	一生懸命働く	ishookenmei hataraku

## Vocabulary List (p.88)

English	Japanese	Roomaji
important	大切、大事	taisetsu, daiji
it's good to ~	~するといい	~suru to ii
it's OK to ~	~してもいい	~shitemo ii
it's wise to ~	~するのが賢い	~ suru no ga kashikoi
before ~	~(する)前	~ (suru) mae
while ~	~しながら	~ shinagara
(soon) after ~	~を終わって(すぐに)	~ o oete (sugu ni)

**Answer Key (photocopiable)****Grammar Exercises (p.87)**

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**1. Choose the correct preposition**

- a. I think it's wise to study a lot while you're young.
- b. Most people I know got married in (after, before) their thirties.
- c. Jen went back to work soon after having children.
- d. It's wise to save some money before doing a homestay.

**2. Unscramble the sentences**

- a. I think it's a good idea to invest money.
- b. It's wise to study as much as you can while you're young.
- c. I suppose it's wise to start a job before getting married.

**Conversation Exercises (p.87)**

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**1. Answer the questions**

Answers will be different for each student.

**2. Complete the sentences**

Answers will be different for each student.



## Lesson 10a: Would you ever go on a blind date?

### Aims

To introduce simple hypothetical structures, such as *Would you ever.....?* and *Would you mind it if.....?* To review and extend ways of asking opinions, and giving responses which show emotional involvement.

### Warming Up

#### Quick Lists

Get the class into groups of five. Tell them that you are going to give them a category, and that every member of the group must say one thing that could fit into that category in order. Once every member of the team has said a word or a phrase, they sit down. The fastest team wins, but they have to be honest and make sure that everything that is said is good, proper English (you may want to assign one member of the group to write down what each member says). Every category in this game is related to an emotion, for example *'Something that makes me happy'* *'Something that makes me angry'*, *'Something that makes me sad'*, etc. Students can respond with a word (e.g. strawberry ice-cream, homework, rainy days) or a phrase (getting stuck in a traffic jam, scoring a goal in a soccer match.) Variations: more advanced classes can be given vocabulary such as *lonely, frustrated, proud*, etc.)

### Grammar Toolbox

(p.88)

This toolbox provides a straightforward way to introduce hypotheticals. Point out to the class that *Would you ever....?* is a common way of asking *'If you had the chance, do you think that you would.....?'* After going through the Vocabulary Box, have students volunteer to ask the teacher some questions. Give as great a variety of answers as possible, using all the patterns in the toolbox (*Yes, I definitely would like to./I would possibly think about it./ It depends/No, I probably wouldn't./No, I would never do that*, etc.) Have students ask and answer with their partners.

### Vary Your Speech1

(p.88)

OPEN: What would you do if you needed money quickly?

CLOSED: Would you ever get a tattoo on your arm?

SAY: I would never/not even consider having plastic surgery. It's just too risky, and besides, I'm happy with the way I look.

### Grammar Toolbox 2

(p.89)

*What do think of.....?* is a simple enough structure, but this toolbox divides the objects into two types: simple nouns (Vocabulary Box B) and *people who* (verb phrase). Point out the singular/plural distinction, and quiz students on some of the trickier singular nouns (*Reality TV is disgusting./ Junk email is really annoying.*) Of course, this is a good topic to brainstorm extra vocabulary for the spaces in the Vocabulary Boxes. The emotional responses (*love/like/don't mind/don't like/can't stand*) are best shown on a chart on the board, with LOVE at the top, HATE at the bottom, and the various other phrases filled in between.

### One Step Further

(p.89)

This structure presents another hypothetical, but this time the question is asking someone if a certain situation or happening would bother them (you might like to brainstorm some more if you are doing this as a class). Advanced students might like to try and add **why** they would feel that way in each situation.

Vocabulary Lists

Vocabulary Box A (p.88)

English	Japanese	Roomaji
get a piercing	ピアスをあける	piasu o akeru
get a tattoo	刺青を入れる	irezumi o ireru
donate an organ	器官を提供する	kikan o teikyoo suru
marry a foreigner	外国人と結婚する	gaikokujin to kekkon suru
go on a blind date	ブラインドデートに出る	buraindo deeto ni deru
have an arranged marriage	見合い結婚をする	miai kekkon o suru
lend 100,000 yen to a friend	友人に 10 万円を貸す	yuujin ni juu man en o kasu
hitchhike	ヒッチハイクする	hicchihaiku suru
live on a deserted island	無人島に住む	mujintoo ni sumu
be a guarantor	保証人になる	hoshoo nin ni naru

Vocabulary Box B (p.89)

English	Japanese	Roomaji
all-you-can-eat restaurants	食べ放題レストラン	tabehoodai resutoran
dieting	ダイエットをすること	daietto o suru koto
junk email	迷惑メール	meewaku meeru
reality TV	リアリティテレビ番組	riaritii terebi bangumi
TV shopping	テレビショッピング	terebi shoppingu
fortune telling	占い	uranai
door-to-door sales	訪問販売	homon hanbai
eating competitions	大食い大会	oogui taikai

Vocabulary Box C (p.89)

English	Japanese	Roomaji
have plastic surgery	美容整形手術を受ける	biyoo seikei shujutsu o ukeru
smoke in public	公共の場で喫煙する	kookyoo no ba de kitsuen suru
park in the street	迷惑駐車する	meewaku chuusha suru
donate money	お金を寄付する	okane kifu suru
use cell phones in class	授業中に携帯電話をいじる	jugyoochuu ni keitai denwa o ijiru
sleep on the train	電車内に寝る	denshanai ni neru
do volunteer work	ボランティアする	borantia suru

Vocabulary Box D (p.89)

English	Japanese	Roomaji
clever	賢い	kashikoi
convenient	便利	benri
wonderful	すばらしい	subarashii
annoying	いらいらするよう	iraira suru yoo na
unnecessary	必要がない	hitsuyoo ga nai
important	大事、大切	daiji, taisetsu
irresponsible	無責任	musekinin
disgusting	嫌	iya
forgivable	許される	yurusareru
perfectly normal	ごく普通	goku futsuu

Vocabulary List (p.90)

English	Japanese	Roomaji
annoy	いらだたせる	iradataseru
bother	悩ます、いらだたせる	nayamasu, iradataseru
can't stand	大嫌い 我慢できない	dai kirai, gaman dekinai
consider	考慮する、考える	kooryo suru, kangaeru
don't mind	まあまあ	maa maa
especially	特に	toku ni
get to me	頭にくる	atama ni kuru
it depends	場合によって(違う)	baai ni yotte (chigau)
not much	あまり~ない	amari~ nai
people who ~	~をするひと(びと)	~ o suru hito (bito)
possibly	~の可能性がある	~no kannosei ga aru
probably	おそらく	osoraku
think about	考慮する、考える	kooryo suru, kangaeru
very much	非常に	hijoo ni
what do you think of?	~はどう思いますか	~ wa doo omoimasu ka
would you ever~	(もし機会があれば)、 ~をしたいと思いますか	(moshi kikai ga areba,) ~ o suru to omimasu ka?
would you mind if..?	~は気になりますか?	~ wa ki ni narimasu ka?

**Answer Key (photocopiable)**

**Grammar Exercises (p.91)**

**1. Choose the word that best fits the sentence**

- a. I wouldn't ever want to get a nose piercing.
- b. My mother sometimes makes my lunch, but I usually eat at the cafeteria
- c. I hope to graduate someday soon.
- d. Harry said he'd never go on holiday without his dogs. He loves them too much.
- e. Jill is never late for class. She is a model student.
- f. I have never been to a pachinko parlour, and I don't think I ever will, either.

**2. Unscramble the sentences**

- a. I probably wouldn't want to have an arranged marriage.
- b. What do you think of tanning salons?
- c. I think people who sleep on the train are rude.

**3. Rank in order from highest to lowest likelihood**

high likelihood	<i>definitely</i>
	<i>quite possibly</i>
	<i>it depends</i>
	<i>maybe not</i>
	<i>probably not</i>
low likelihood	<i>definitely not</i>

**Conversation Exercises (p.91)**

**1. Answer the questions.**

Answers will be different for each student.

**2. Order the sentences**

- 3 Yes, I agree. What do think of people who abandon their pets?
- 2 Oh, I think it's going a bit too far. Don't you?
- 5 But would you ever keep a pet in your apartment?
- 4 I think they're extremely irresponsible. If you can't care for a pet, then you shouldn't buy one.
- 1 What do you think of clothing for dogs?
- 6 Yes. If I could afford to, I'd love to have one. Of course I'd take good care of it.

**4. Translate into English.**

- a. 電車の中でメイクをする女性なんか我慢できない。  
→ I can't stand women who put on makeup (do their makeup) on the train.
- b. 韓国ドラマはどう思いますか？  
→ What do you think of Korean dramas?
- c. 日本の自動販売機はすごく便利だと思います。  
→ I think Japan's (Japanese) vending machines are very (extremely, really) convenient.
- d. 私は人前で歌うことを絶対にしない。  
→ I (would) never sing in front of people (in public).

## Lesson 10b: Talking about your values and interests

### Aims

To have students talk further about their interests and values, and review adverbs of degree to respond to questions such as *How interested are you in....?* and *How important is it for you to....?*

### Warming Up

#### Hypotheticals

Have the class/group sit or stand in a circle, and give them a hypothetical sentence such as **If I** had a salary of one million yen, **I would** buy a new house. The next member of the chain takes the **I would.....** section of the sentence, changes it to **If I** bought a new house, and adds their own **I would** ending (e.g. I would design it myself). The next member takes that sentence and moves it on further: *If I designed a house myself, I would.....* Keep going until everyone has had at least one turn, and then split into smaller groups to continue if time permits.

### Listening: Examples

(p.92)

#### Possible Comprehension Questions:

##### Dialogue:

1. Q: Why is the girl interested in Japanese kanji?  
A: Because she's learning Japanese.
2. Q: What does the guy say is really popular these days?  
A: He says kanji tattoos are really popular these days.
3. Q: Is it important for the girl to be in fashion?  
A: Yes, she thinks it's quite important.

##### Monologue:

1. Q: How long has this man been doing karate for?  
A: (He has been doing karate for) ten years.
2. Q: What does he like about martial arts?  
A: (He likes that) they provide excellent physical and mental training.
3. Q: What is his hope for the future?  
A: He wants to teach others and help them develop themselves.

### Listening: Exercises

(p.92)

1.  
A : **Would** you like to do postgraduate study someday?  
B : No, I don't think so. Getting a high education isn't really **that** important to me.  
A : Well, what's the **most** important thing for you?  
B : Do you **mean** right now? Hmm....probably spending time with my friends.  
A : I see. So it's **important** for you to have lots of free time?  
B : Oh yes, it's **extremely** important.
2.  
A : **Do you think** you would like to buy a house someday?  
B : Yes, I'd really like to. I like having **space** of my own.  
A : So, is it important **for** you to feel independent?  
B : Yes, I **suppose** it's quite important to me.  
A : Would you **ever** let your parents move in with you when they get older?  
B : Yes, I would **definitely**. They brought me up, after all!

**One More Structure (p.93)**

Both the structures in this toolbox feature the *How (adjective) ?* pattern, the first time it has been used in the textbook so far. The most important point for the students to grasp is that questions in this form are asking for an expression of degree (e.g. *extremely, very, really, not really, not at all*), so it might be a good idea to run through these (drawing a scale on the board if necessary). The meanings of these questions are related but not the same; make sure students can distinguish *important (for me) to ~* and *interested in ~*.

**Vary Your Speech (p.93)**

- OPEN:                How important is **it** for you to be rich ?  
 CLOSED:           **Is** being popular important to you?  
 SAY:                I'm **not** all that interested in science and technology. I prefer art.

**One Step Further (p.94)**

**Useful words/phrases**

- I'd have to say.....
- Do you mean.....? (see Sounding Natural)
- My number one priority is.....
- I realize that.....
- I wouldn't last a day without.....
- It sounds strange, but.....
- Now (that) I'm used to it,.....

**Dialogues (p.95)**

**Useful words/phrases**

- |  |  |
|--|--|
| <p><u>Dialogue 1</u></p> <ul style="list-style-type: none"> <li>● Could I have a few minutes of your time?</li> <li>● That's a good question</li> <li>● Such as?</li> <li>● That's amazing!</li> <li>● seem(s) to be.....</li> </ul> | <p><u>Dialogue 2</u></p> <ul style="list-style-type: none"> <li>● Not only ....., (but) also .....</li> <li>● passionate about .....</li> <li>● for instance</li> <li>● that's about it</li> <li>● That's certainly.....!</li> </ul> |
|--|--|

**Comprehension Questions**

- Dialogue 1
1. Q: How many students did Professor Hill survey?  
 A: (He surveyed) 300 students.
  2. Q: What percentage of students in the survey said that spending time with friends was most important to them?  
 A: About 60%.
  3. Q: According to the survey results, what are students more interested in than study?  
 A: (They are more interested in) friends, fashion, and part-time jobs.

- Dialogue 2
1. Q: How often does Stephanie practice dance?  
 A: She practices twice (two nights) a week.
  2. Q: Is Stephanie as passionate about sport as she is dance?  
 A: No, she's not really into (passionate about) sports.
  3. Q: What is something Stephanie couldn't live without?  
 A: She couldn't live without her boyfriend.

Vocabulary Lists

Vocabulary Box A (p.93)

English	Japanese	Roomaji
be in fashion	流行に追う	ryuukoo ni oou
please your parents	親を喜ばせる	oya o yorokobaseru
follow traditions	伝統を守る	dentoo o mamoru
have a good job	よい仕事に就く	yoi shigoto ni tsuku
have a high education	高学歴を持つ	koogakureki o motsu
get along with your neighbours	近所の人と仲良くする	kinjyo no hito to nakayoku suru
get good grades	良い成績をとる	yoi seiseki o toru
be popular	人気ものになる	ninki mono ni naru

Vocabulary Box B (p.93)

English	Japanese	Roomaji
politics	政治	seiji
technology	技術	gijutsu
environmental issues	環境問題	kankyoo mondai
history	歴史	rekishi
foreign culture	外国文化	gaikoku bunka
human rights	人権	jinken
art	美術	bijutsu
music	音楽	ongaku

Vocabulary List (p.94)

English	Japanese	Roomaji
can't live without	~がないといきていけない	~ ga nai to ikite ikenai
crazy about	~に夢中	~ ni muchuu
focused on	~に集中している	~ ni shuuchuu shite iru
in general	一般(的)に	ippan teki ni
reasonably	かなり	kanari
interested in~	~に興味がある	~ ni kyoomi ga aru
realize	気づく	kizuku

**Grammar Exercises (p.95)**

**1. Choose the correct preposition**

- a. Mel's not really all that interested in politics.
- b. To be honest, money isn't important to me
- c. What do you think about feminism in Japan?
- d. It's important to find a job you like.
- e. Many students I know are focused on study
- f. The most important thing in my life now is love.

**2. Unscramble the sentences**

- a. I'm really quite interested in media studies.
- b. The most important thing in my life is soccer.

**or**

- Soccer is the most important thing in my life.
- c. Sean is not at all interested in computers.

**or**

Sean is not interested in computers at all.

**Conversation Exercises (p.95)**

**1. Answer the questions**

Answers will be different for each student.

**2. Number the sentences ( 1 - 6 )**

- 3 I see. Do you play an instrument?
- 1 How interested are you in music?
- 6 Yes. It's the most important thing in my life.
- 5 Wow. You *are* passionate about music!
- 2 Oh, I'm really into it!
- 4 Yes, I play guitar, saxophone and piano.



## Lesson 11a: What was your favorite TV show when you were ten?

### Aims

To have students talk about their childhood and school days, in particular what they liked, what they used to do in their spare time, and how they were different to how they are now.

### Warming Up

#### Memory Game

Bring into class a small bagful of common items that might remind students of their childhood or school days. (e.g. comic, textbook, tennis ball, mobile phone, snack food wrapper, pencil case, Walkman etc.) Elicit their correct English names, practice pronunciation, and place them on a table in a place where everyone can see them (the centre or the front of the room.) Cover them with a cloth ( coats, blankets, even newspaper sheets work OK for this) and, so as nobody can see, pick up one of the items and lift it up, covered by the cloth. The students have to raise their hand and tell you (in English) which item is missing. Naturally, the more items there are the harder it is, but the idea is to have students remember new vocabulary, so you might like to review the name of every item after each correct guess.

### Grammar Toolbox 1

(p.96)

Make sure everyone is familiar with the word *favorite*, by randomly asking individual student's current favorite TV shows, food, sports, etc. *What is your favorite TV show (these days)?* Open books. Have students look at the toolbox, and think about how the structure is different to the one just practiced (past tense *is was*). Ask a few students randomly *What was your favorite TV show when you were in high school?* Once you have a few responses, ask a different few students, using *~when you were in middle school?* Repeat for *~ten years old, ~five years old*. Students can look at the three different responses and substitute in their own information for the TV show titles in italics. Practice *I don't remember* as a silence-saving 'escape hatch'. Fill in the vocabulary boxes, and have students do oral practice.

### Vary Your Speech 1

(p.96)

OPEN: What sports did you play at school?

CLOSED: Did you play tennis in high school?

SAY: My favorite *manga* when I was ten was *Dragonball*. How about you?

### Grammar Toolbox 2

(p.97)

Have students close their eyes and try to picture themselves one year, then five years, and finally ten years ago. Ask them : *How have you changed? Are you more hardworking? More sociable?* Open books to p.97. Explain the use of *a bit* and *much* in *I have become a bit (much) more independent*. Point out that **a bit** in *I have changed a bit* means 'I have changed to a small degree', but in *I haven't changed a bit* means 'I haven't changed at all, not even to the slightest degree'. *I haven't changed much* means 'I have changed, but not to any great degree'. As always, giving a few rich examples (of your own experience) is perhaps the best way to demonstrate the differences in meaning.

## Vary Your Speech 2

(p.97)

OPEN: How have you changed since childhood?

CLOSED: Have you changed much since you were 10?

SAY: I used to be really shy when I was in primary school, but I am a lot more sociable these days.

## One Step Further

(p.98)

This section provides two extension questions for the topic of childhood. *What did you want to be when you were ten?* may be confusing for students, but you can explain that it means *When you were ten, what job did you think you would like to do in the future?* Depending on the structure they use, students can express whether or not their ambition has changed; *I have always wanted to be a doctor* includes the nuance *I wanted to be a doctor when I was ten, and I still want to*. Students can use any verb phrase they like with *Did you ever ~ when you were younger?*; the two examples given, *play hide-and-seek* and *go to the circus* are simply starting points.

Vocabulary Lists

Vocabulary Box A (p.96)

English	Japanese	Roomaji
TV show	テレビ番組	terebi bangumi
food	食べ物	tabemono
snack	お菓子、おやつ	okashi, oyatsu
band	音楽グループ、バンド	ongaku guruupu, bando
school subject	科目	kamoku
game	ゲーム、遊び	geemu, asobi
sport	スポーツ	supootsu
book	本	hon

Vocabulary Box B (p.96)

English	Japanese	Roomaji
a baby	赤ちゃん	akachan
five (years old)	5歳	gosai
ten (years old)	10歳	jussai
fifteen (years old)	15歳	juugosai
in high school	高校に通っている	kookou ni kayotte iru
in junior high (middle school)	中学校に通っている	chuugakkoo ni kayotte iru
in primary (elementary) school	小学校に通っている	shoogakkoo ni kayotte iru
younger	もっと若い	motto wakai

Vocabulary Box C (p.97)

English	Japanese	Roomaji
quiet / quieter	(もっと)もの静か	(motto) monoshizuka
tall / taller	(もっと)背が高い	(motto) se ga takai
independent / more independent	(もっと)独立した	(motto) dokuritsu shita
outspoken / more outspoken	(もっと)率直	(motto) socchoku
sociable / more sociable	(もっと)社交的	(motto) shakooteiki
serious / more serious	(もっと)真面目	(motto) majime
hardworking / more hardworking	(もっと)努力する	(motto) doryoku suru
confident / more confident	(もっと)自信がある	(motto) jishin ga aru
stressed / more stressed	(もっと)ストレスを感じる	(motto) sutoresu o kanjiru
generous / more generous	(もっと)寛大	(motto) kandai

## Answer Key

**Grammar Exercises (p.99)****1. Match the word with the meaning**

a. You feel that you things will go well for you.

→ You are confident.

b. You like to share what you have with others.

→ You are generous.

c. You are able to do many things by yourself.

→ You are independent.

d. You enjoy the company of other people.

→ You are sociable.

e. You feel that you have to do things properly.

→ You are responsible.

**2. Put the phrases into their correct positions**

a. I have gotten a bit taller since middle school.

b. I used to read lots of magazines when I was in high school.

c. I don't think Joe has changed much since I last saw him.

**3. Order the sentences**

a. I always used to play soccer when I was 15.

b. I am much more independent now than when I was living with my parents.

c. I used to hate broccoli when I was little.

**Conversation Exercises (p.99)****1. Answer the questions.**

Answers will be different for each student

**2. Order the sentences**

2 Oh yes! I used to love that program!

5 Really? Who was your favorite singer at that time?

3 Yes, me too. What was your favorite TV program?

6 Probably Nakayama Miho. She was everyone's favorite.

1 Tell me, Kana, did you ever watch *Attack 25* when you were in high school?

4 I used to love *Music Station* the best.

**3. Translate into English.**

a. 15歳のころ、最も好きな科目は日本語だった。

→ My favorite subject when I was 15 was Japanese.

When I was 15, my favorite subject was Japanese.

b. 大学に入ってから、わたしは以前より社会的になった。

→ Since I started (entered) university, I have gotten (become) more sociable. **or**

→ I have gotten (become) more sociable since I started (entered) university.

c. 小学校 5年のとき、テニスは毎晩練習していたものだ。

→ When I was in grade five (fifth grade) in primary (elementary) school, I used to practice tennis every night.

d. 10歳のころ、どんな音楽が好きだった?

→ What music did you (use to) like when you were ten (years old)?

e. このごろ、高校のときよりはるかに努力している。

→ These days I am much more hard-working than when I was in high school.

## Lesson 11b: Talking about memories

### Aims

To have students review grammar structures using the past and present perfect tenses, and use these to compare their past and present selves.

### Warming Up

#### Life Timelines

On a piece of paper, have students draw a long horizontal line, and write 'Birth' at the left hand end, and 'Now' at the right hand end. They can then divide it up into sections of three, four or five years (depending on their current age, for example, a 20-year old might divide his line into five sections of four years), so that each student ends up with a timeline looking like this:

Birth \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ Now  
 0                      4                      8                      12                      16                      20

Now, have each student think about five major events of their life up until now, and write them as a list next to the timeline. These might be things like starting school, a club or a hobby, moving to a new area, traveling somewhere, meeting someone special, etc. The teacher should write theirs on the board as an example (lying about their age if they wish!) Once everyone has a timeline ready, they swap with their partners. Next, using the question *How old were you when you moved to Osaka/started judo/met your girlfriend, etc?* they elicit a simple history of their partner's childhood, filling in on the timeline as they go. (you might like to try this with the entire class first, filling in your own timeline on the board as students ask questions). Variation: Advanced classes or those with more time might like to introduce their partners afterwards, (e.g. This is Hiro. He moved to Tokyo when he was three years old. He took up...)

### Listening: Examples

(p.100)

#### Possible Comprehension Questions:

Dialogue: \_\_\_\_\_

1. Q: Does the boy still enjoy science?  
A: Yes, he does.
2. Q: What was the girl's favorite subject?  
A: (Her favorite subject was) English.
3. Q: What's something that the girl will never forget?  
A: How fun it was playing basketball every lunchtime.

Monologue: \_\_\_\_\_

1. Q: Where is the Napa Valley?  
A: It's in California.
2. Q: Why was this girl's father in San Francisco?  
A: He was on a business trip.
3. Q: How long did they spend touring the wineries?  
A: (They toured the wineries for) three days.

### Listening: Exercises

(p.100)

1.  
A: I remember this comic! I used to read it all the time **when** I was in primary school!  
B: Really? Me too! Tell me, did you **use** to read *Tetsuwan Atom* as well?  
A: No, but I used to watch the cartoon on TV. I used to watch lots of cartoons on **Saturday** morning.  
B: Oh, so did I. Sometimes I feel really **nostalgic** when I see those old cartoons on TV.  
A: Yeah, they were certainly one of my happiest memories of **childhood**.  
B: I agree with you. They were the good old days, **weren't** they?

2.

A : When **did** you graduate from high school, Rie?

B : Two years **ago**. Why?

A : I was just wondering. What would be your **happiest** memory of high school?

B : Hmm. Well, it seems a long time ago now, but I can still **remember** how exciting the entrance ceremony was. How about you?

A : For me it was **definitely** the field trip we took to Kyoto in second year. It was so much fun.

B : Yeah, the field trip we went on to **Mt. Rokko** was also really good.

**One More Structure (p.101)**

Vocabulary Box A gives a number of new superlative forms, most related to emotion (*happiest, saddest, most embarrassing, etc.*) It is a good idea to go through the basic adjective form first, checking pronunciation and meaning, and then eliciting the superlative (look at p.77 if you need to review). When modeling possible answers, show the three different versions, and remind them that this is a good chance for them to practice varying their speech styles and giving long answers (by elaborating on the happiest/saddest/most wonderful memory stories.)

**Vary Your Speech (p.102)**

OPEN: What's **your** most wonderful memory of childhood?

CLOSED: **Is** graduation your saddest memory of high school?

SAY: The **most** embarrassing memory I have of high school would have to be the time I made a speech at a ceremony, and the microphone wasn't on!

**One Step Further (p.102)**

**Useful words/phrases**

- My parents tell me.....
- I first learned to .....
- At the time,
- I'd give anything to.....
- Go back in time to.....
- Such a thrill

**Dialogues (p.103)**

**Useful words/phrases**

Dialogue 1

- If I remember correctly.....
- get used to .....ing
- I'll never forget.....
- grown-up
- ever since(~)

Dialogue 2

- Long time no see
- remember it like it was yesterday
- I sure do
- highlight
- brought me back

**Comprehension Questions**

Dialogue 1

1. Q: What was the title of Professor Nishi's middle school English textbook?

A: (It was called) Everyday English.

2. Q: Where did he live in London?

A: (He lived) in a quiet suburb near Wimbledon.

3. Q: How many years has he been teaching English?

A: (please calculate your answer, e.g. 2006= 29 years,)

Dialogue 2

1. Q: How long has it been since Dan and Alex last met?

A: (It has been) three years.

2. Q: What did they do when they went to Nara?

A: They saw Todaiji temple, and fed the deer.

3. Q: How did Dan go back to Japan last year?

A: He went with his father,

**Vocabulary Lists**

**Vocabulary Box A (p.101)**

English		Japanese	Roomaji
happy	happiest	(最も) 幸せ	(mottomo) shiawase
sad	saddest	(最も) 悲しい	(mottomo) kanashii
early	earliest	(最も) 早い	(mottomo) hayai
proud	proudest	(最も) 自慢できる	(mottomo) jiman dekiru
wonderful	most wonderful	(最も) 素晴らしい	(mottomo) subarashii
embarrassing	most embarrassing	(最も) 恥ずかしい	(mottomo) hazukashii
exciting	most exciting	(最も) ドキドキした	(mottomo) doki doki shita
bad	worst	(最も) 悪い	(mottomo) warui

**Vocabulary List (p.102)**

English	Japanese	Roomaji
childhood	幼年時代、子供のころ	yoonenjidai, kodomo no koro
nowadays	このごろ、最近	konogoro, saikin
re-live	追体験する	tsuitaiken suru
these days	このごろ、最近	konogoro,
when I was~	~ だったころ	~datta goro

**Answer Key (photocopiable)**

**Grammar Exercises (p.103)**

**1. Change the verb to the past tense**

- a. I have great memories of the trip I (take) took to Mito.
- b. I'll never forget the first time I (see) saw this movie.
- c. Can you remember the first kanji you (learn) learned?
- d. My happiest memory is the time I (go) went to the U.S.
- e. Did you speak English in class when you (are) were in high school?

**2. Unscramble the sentences**

- a. My saddest memory of childhood is the time my cat died. **or**  
The time my cat died is my saddest memory of childhood.
- b. I am happiest these days when I go shopping.  
**or**  
These days, I am happiest when I go shopping.

**Conversation Exercises (p.103)**

**1. Answer the questions**

Answers will be different for each student.

**2. Number the sentences ( 1 - 6 )**

- 2 That's right. I love the feeling of being with nature.
- 3 So what is your most exciting travel memory?
- 1 You love outdoor adventures, don't you Paul?
- 6 I feel happiest when I am lying on a beach in the sun.
- 5 How about nowadays? Where do you go?
- 4 Probably the time I went trekking in the Andes. We climbed one of the highest mountains in the world.



## Lesson 12a: What would your dream job be?

### Aims

To talk more about jobs, in particular the job or field of work students would most like, and the various abilities required for different jobs.

### Warming Up

#### Pictionary

This is a well known game, best describable as a written version of charades. Before class: Make a list of vocabulary from all vocabulary boxes in the book in three basic categories: nouns, verbs, and adjectives (choose an equal number of words for each category). Write each on a small card or piece of paper, and bring enough crayons and scrap paper for four or five teams. In class: divide the class into groups and explain the rules (no English letters, no Japanese characters, numbers OK, no speaking whatsoever by the drawer) . Have one member from each group come forward. Draw a card at random, show it to the drawers from each group. They go back to their groups and on the command *Go!* begin drawing. The first group to have the correct answer vocalized wins the following number of points: nouns=1 point, verbs=2 points, adjectives=3 points. After a word has been correctly guessed, or 2 minutes have passed without any of the teams guessing correctly, a new group of drawers come forward and a new word is given. After a certain number of words, the team with the most points is declared the winner.

### Grammar Toolbox 1

(p.104)

The first grammar toolbox has two basic questions: *What would your dream job be?* and *What kind of job would you like to have/do?* (which can also be used as *What kind of field would you like to work in?*). The first question is simple enough, answerable with *I'd like/love to be a .....* Point out that the the second question is asking for specific job title (e.g. *pilot, doctor*) while the third question is a lot more generalized: *I'd like to work in/get into publishing* (with the meaning *I'm don't mind what job I do, as long as it is something to do with publishing*). If students have no idea about what they would like to do (and many don't!) encourage them to use whichever of the phrases *I haven't (really) decided (yet)* or *I haven't (really) thought about it (yet)* is more appropriate to their situation.

### Vary Your Speech 1

(p.104)

OPEN: What kind/sort/type of job would you like to do?

CLOSED: Would you like to work in IT?

SAY: I'd love to get into publishing and have a job as an editor. How about you?

### Grammar Toolbox 2

(p.105)

The structure in this toolbox is quite simple; most beginning students are familiar with *Can you~?* The main purpose is for students to make an answer more detailed and natural-sounding than *Yes I can /No I can't..* You may need to go over words like *very, quite, pretty and reasonably* with the students, and encourage them to use these whenever possible. As an alternative to *Can you~?* have them try *Are you (any) good at ~?*, to which they can give a range of answers. If students are wary about expressing their strong points, direct them to *Sounding Natural* on page 106. Explain that in English it's far more natural to give an honest appraisal of yourself and your abilities than it is in Japanese, where self-deprecation is common.

**One Step Further (p.106)**

This section is a direct follow-on to the section about jobs. The first question *What kind of people make good teachers?* reuses some of the 'skills' vocabulary from Vocabulary Box D, and also introduces the new positive attribute adjectives found in Vocabulary Box E. The second question asks about the aspects of the job. If students have some trouble understanding *involve*, tell them that the question *What does ~ involve?* means something like *What are some things that you do if you are a ~?* The phrases *have to~* and *get to~* are covered in OSF on page 42, so you might like to have students try that page as well, if they have not already done so.

**Vocabulary Lists**

**Vocabulary Box A (p.104)**

English	Japanese	Roomaji
teacher	講師	kooshi
doctor	医者	isha
chef	コック	kokku
actor	俳優	haiyuu
designer	デザイナー	dezainaa
writer	ライター、作家	raitaa, sakka
businessperson	ビジネスマン	bijinesuman

**Vocabulary Box B (p.104)**

English	Japanese	Roomaji
business	経営	keiei
IT	アイティ	ai tii
publishing	出版(業界)	shuppan (gyookai)
teaching	教育	kyoouiku
medicine	医学	igaku
entertainment	芸能界	geinookai
marketing	営業	eigyoo

**Vocabulary Box C (p.105)**

English	Japanese	Roomaji
drive a car/truck	車・トラックを運転する	kuruma/torakku o unten suru
organise meetings/parties	パーティーなどの幹事を務める	paatii no kanji o tsutomeru
speak a foreign language	外国語を話す	gaikokugo o hanasu
teach a skill	何かの技術を教える	nanika no gjjutsu o oshieru
touch-type	ブラインド・タッチする	buraindo tacchi suru
use email	Eメールする	iimeeru suru
use polite language (well)	(上手に)敬語を使う	(joozu ni) keigo o tsukau
wrap items	商品を包む	shoohin o tsutsumu
cook for a group	数人分の料理を作る	suuninbun no ryoori o tsukuru

Vocabulary Box D (p.105)

English	Japanese	Roomaji
your job	仕事、バイト	shigoto, baito
expressing yourself	自己表現	jiko hyoogen
looking after children	子守	komori
making things	もの作り	monozukuri
meeting deadlines	締め切りを守ること	shimekiri o mamoru koto
planning	計画を立てること	keikaku o tateru koto
serving customers	接客	sekkyaku
public speaking	人前で話すこと	hitomae de hanasu koto
working by yourself	一人で仕事すること	hitori de shigoto suru koto
working with others	他人と仕事すること	tanin to shigoto suru koto

Vocabulary Box E (p.106)

English	Japanese	Roomaji
patient	忍耐強い	nintaizuyoi
precise	几帳面	kichoomen
focused	集中した	shuuchuu shita
fit	健康状態のいい	kenkoo jootai no ii
polite	礼儀正しい	reigi tadashii
quick-thinking	頭の回転が早い	atama no kaiten ga hayai
good with your hands	手先が器用	tesaki ga kiyoo
good with people	人付き合いがうまい	hitozukiai ga umai
motivated	やる気満々	yaruki man man

Vocabulary Box F (p.106)

English	Japanese	Roomaji
stand up	立ったまま(仕事する)	tatta mama (shigoto suru)
work long hours	長い勤務時間を働く	nagai kinmu jikan o hataraku
wear a uniform	制服を着る	seifuku o kiru
work at night	夜に仕事する	yoru ni shigoto suru
serve customers	接客する	sekkyaku suru
clean things	掃除する	sooji suru
meet people	人に会う	hito ni au
travel	旅行する	ryokoo suru
listen to music	音楽を聴く	ongaku o kiku

## Answer Key (photocopiable)

**Grammar Exercises (p.107)****1. Choose the best preposition**

- My father is really quite good at his job.
- I have to get up early every day for my job.
- I don't enjoy public speaking at all .
- My wife is a receptionist in /at a large building.
- Can you work well by yourself?
- I would really love to be an artist.
- Kevin wants to work in medicine one day.

**2. Unscramble the sentences**

- I'm quite good at expressing myself.
- Can you organize a meeting ?
- my dream job would be a firefighter.
- I'd like to get into publishing one day.

**3. Join the verbs and objects**

- drive a forklift
- speak a foreign language
- write an email
- organize a meeting
- serve a customer
- wrap a bottle of wine

**Conversation Exercises (p.107)****1. Answer the questions**

Answers will be different for each student.

**2. Complete the sentences**

Answers will be different for each student.

**3. Order the sentences**

- Really? Do you think you'd like to be a teacher?
- Well, I haven't really thought about it much.
- Yes, I probably wouldn't mind it.
- What kind of job would you like to do, Yumiko?
- I'm reasonably good with children.
- What sort of things are you good at?

**4. Translate into English.**

- 私は車の運転が特に上手ではない。  
→ I'm not especially good at driving.
- 芸能界でキャリアをしてみたいと思う。  
→ I'd like (to have) a career in entertainment.

## Lesson 12b: Talking about the future

### Aims

To broaden the scope of the conversation about jobs to include one's dreams and hopes for the future, and practice ways of expressing ideas about what the future might be like.

### Warming Up

#### Job Guessing

Before class: Write the title of a different job on enough Post-its for every member of the class. In class: Brainstorm and review structures related to the obligations and opportunities of various jobs (see p.42 of textbook for more structures). On the board, write a list of closed questions such as: *Do I have to (wear a uniform)? Do I work (outdoors)? Do I (travel) in my work? Am I good at (serving customers)? Do I need to be able to (drive a car)?* Practice with the class. Stick a Post-it on each student's back, and have them go around the class asking the above questions (people being questioned will of course check the job title and answer accordingly). Each student can continue asking questions until they receive a 'yes' answer; after that they have to find another partner and ask more questions. Once they think they know what their job is they can ask *Am I a .....?* If they get it right they can sit down, if not they have to find another person to ask and answer more questions with.

### Listening: Examples

(p.108)

#### Possible Comprehension Questions:

##### Dialogue:

- Q: What kind of work does this girl want to do?  
A: (She wants to get into) marketing.
- Q: What kind of skills does the boy think salespeople need?  
A: (He thinks they need) people skills.
- Q: Does the girl like speaking in front of people?  
A: She doesn't mind it.

##### Monologue:

- Q: When is the seminar to be held?  
A: Tomorrow.
- Q: What is the title of the seminar?  
A: 'The Future of Education in Japan'.
- Q: Who does this teacher think online learning will be good for?  
A: High school and middle school students who can't attend school.

### Listening: Exercises

(p. 108)

1.

A : What are your plans **for** after graduation?

B : Well, I'm hoping to get a job at an **advertising** company.

A : Good **luck** with that. I'm probably going to do a gap year somewhere in South-East Asia.

B : Sounds great. Keep in **touch**, won't you?

A : Of course! And I'll **see** you at our 5-year reunion, too.

B : I'm looking forward to that already. I wonder how we will all be doing in five years' **time**.

2.

A: Are you **going** to continue studying English after this course is over?

B : Well, I won't have **any** more classes, but I'll possibly do some study online. How about you?

A : I will **hopefully** be going to study abroad next year, so I'll be studying a lot more English.

B: If you study overseas, I'm sure you will be speaking like a native in **no** time.

A : I hope so. It's going to be a challenge, but I'm going to put a lot of work in **from** now on.

B : I **wish** I could do that too. First, I've got to get a job and save some money!

**One More Structure (p.109)**

The basic version of this question asks students to imagine themselves, and then wider aspects of the world and society, at a given point in the future. Point out to students that *five years from now* and *in five years time* mean exactly the same thing. The comparatives in Vocabulary Box C are give the nuance *more ~ than at the present time*. You might also like to briefly explain the various meanings of *definitely* (100% certain) *probably* (high possibility, say, 70-90% certain) and *possibly* (there is a chance), and point out that using *hopefully* shows that you want the action or state to come about.

**Vary Your Speech (p.109)**

- OPEN:               What will you be doing ***in*** ten years' time?  
 CLOSED:           Do you think our lives ***will*** be more convenient in the future?  
 SAY:                Twenty years ***from*** now I will be living somewhere in Europe, and happily married, hopefully.

**One Step Further (p.110)**

**Useful words/phrases**

- waiting for me
- Going on to do .....
- ~ is a load of rubbish
- I'm quite concerned about .....

**Dialogues (p.111)**

**Useful words/phrases**

Dialogue 1

- Do you think about .....much?
- something related to.....
- I'm not sure.

Dialogue 2

- As a matter of fact.....
- pessimistic
- Don't you agree that....?
- unthinkable

**Comprehension Questions**

Dialogue 1

1. Q:What are Rumi's plans for after graduation?  
 A: She is planning to go to Britain and study comparative literature.
2. Q: What sort of work would she like to be doing in five years' time?  
 A: (She would like to do) Something related to translation.
3. Q: How does she see herself in twenty years' time?  
 A: (She sees herself) hopefully very rich and travelling a lot.

Dialogue 2

1. Q: Is Helen optimistic or pessimistic about the future of Australia?  
 A: She is more optimistic than pessimistic.
2. Q: What does she think is a benefit of improving health technology?  
 A: (She thinks) humans will live to be older in the future.
3. Q:What is her greatest hope for the future?  
 A: That it will be easier, cheaper, and more comfortable to travel around the world.

Vocabulary Lists

Vocabulary Box A (p.109)

English	Japanese	Roomaji
Japan	日本	nihon
the world	世界	sekai
the environment	自然環境	shizen kankyoo
our lives	人間の生活	ningen no seikatsu
our homes	住宅(の技術)	juutaku (no gijutsu)
transport	交通	kootsuu
communication	コミュニケーション(技術)	komyunikeeshon (gijutsu)

Vocabulary Box B (p.109)

English	Japanese	Roomaji
living overseas	外国に住んでいる	gaikoku de sunde iru
married (with children)	結婚している(子供いる)	kekkon shite iru
rich	お金もち	okane mochi
famous	有名	yuumei

Vocabulary Box C (p.109)

English	Japanese	Roomaji
(more) beautiful	(もっと)美しい	(motto) utsukushii
(more) convenient	(もっと)便利	(motto) benri
(more) exciting	(もっと)刺激的	(motto) shigekiteki
(more) international	(もっと)国際的	(motto) kokusaiteki
(more) peaceful	(もっと)平和	(motto) heiwa
clean(er)	(もっと)きれい	(motto) kirei
safe(r)	(もっと)安全	(motto) anzen

## Answer Key (photocopiable)

Grammar Exercises (p.111)1. Write *in* in all the places it is required

- a. in the future there will probably be more foreigners  
in Japan.
- b. I will be living in the UK, in London , in five years' time.
- c. It will be dangerous living a in big city, in particular Tokyo, if a big earthquake hits Japan sometime in the future.

## 2. Replace the underlined phrase with an adverb (possibly, hopefully, probably, definitely)

- a. I hope that I will be living in a new apartment soon.  
→ Hopefully I will be living in a new apartment soon.
- b. It is definite that we are going out on Friday night.  
→ We are (definitely) going out on Friday night
- c. There is a possibility that it will rain on the weekend.  
→ It will possibly rain on the weekend.  
or  
→ Possibly it will rain on the weekend.
- d. That Rie will take this class next year is probable.  
→ Rie will probably take this class next year.

Conversation Exercises (p.111)

## 1. Answer the questions

Answers will be different for each student.

## 2. Translate into English

- a. 5年後に私は間違いなく結婚している。  
→ I will definitely be married in five years' time (five years from now).
- b. 将来に我々の生活はより健康になると思う。  
→ I think our lives will be healthier in the future.
- c. 50年後、環境問題が直っているといいですね。  
→ I hope that in 50 years (50 years' time) environmental problems will be fixed
- d. きっと、卒業後に英語の先生になると思う。  
→ I think I will definitely become an English teacher after I graduate.



**Lesson 1a**

Make a questions using *How long have you~?* from each sentence

Example: I live in Sendai. → **How long have you been** living in Sendai?

- a. I work at Daimaru. →.....?
- b. I major in international relations. →.....?
- c. I go to ikebana classes in the evenings. →.....?
- d. I study Korean online. →.....?
- e. I do research in sociolinguistics. →.....?
- f. I am the president of the badminton club at university→.....?

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**Lesson 2a**

Choose the best verb to complete each sentence

<i>spend</i>	<i>have</i>	<i>read</i>	<i>watch</i>
--------------	-------------	-------------	--------------

- a. I ..... about forty or fifty classical music CDs
- b. My brother and I ..... two or three movies every weekend.
- c. Jim would ..... about four hours a day making plastic models.
- d. I only ..... four or five books a year.
- e. How many hours would you .....TV for every day?
- f. How much time do you ..... reviewing your English classes?

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**Lesson 3a**

Insert the most appropriate preposition to complete the dialogue

<i>of</i>	<i>from</i>	<i>for</i>
-----------	-------------	------------

- A: What's the name (1)..... your hometown, Naoki?
- B: I'm (2)..... a town called Noshiro. It's in Akita Prefecture.
- A: What food is your hometown most famous (3).....?
- B: I'm not sure. Have you heard (4)..... *kiritanpo*?
- A: *Kiritanpo*? No, I'm sorry, I've never heard (5)..... it. What is it, exactly?
- B: Well, It's a type (6)..... food we put into stews and hot pots. It's made (7)..... cooked rice, which is pounded into a kind (8)..... dough and stuck onto bamboo sticks. It's then cooked over a fire (9)..... a few minutes. It's really sticky and delicious.

**Lesson 4a**

Choose the best form to complete each sentence

<i>have to</i>	<i>don't have to</i>	<i>get to</i>	<i>don't get to</i>
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- a. Sometimes being a cashier is tiring, because you ..... smile at and greet every customer.
- b. The best thing about being a teacher is that you ..... take long holidays.
- c. People who work in this office ..... wear a uniform. They can wear anything they like.
- d. We have lots of comics in the waiting room at work, but I ..... read them. I'm always too busy.
- e. Working in a clothing shop is great, but sometimes tough because you ..... work on weekends.
- f. Most people think lifeguards have a pleasant job because they ..... spend all day on the beach.

-----

**Lesson 5a**

Choose the best word to begin each question, then answer the question in your own words

<i>when</i>	<i>where</i>	<i>who</i>	<i>what</i>	<i>how much</i>
-------------	--------------	------------	-------------	-----------------

- a. .... would you like to invite if you could have a dinner party with any three celebrities?  
.....
- b. .... is the first thing you would purchase if you won the lottery?  
.....
- c. .... do you think a child should stop receiving pocket money from their parents?  
.....
- d. .... would you spend on entertainment (movies, music, etc.) a month?  
.....
- e. .... is one place you would build a house if you were offered one for free?  
.....

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**Lesson 6a**

Change the verb to the future tense, using *will* or *won't*

Example: I **am** busy on Friday night → I **will be** busy on Friday night.

- a. The library is closed on Saturday afternoon for book sorting. → .....
- b. The bus to the ski slopes is not running tonight. → .....
- c. There are a lot of events scheduled for Orientation Week. → .....
- d. I am watching the World Cup soccer match tonight. → .....
- e. The roads are all very crowded during Golden Week. → .....
- f. Professor Marten's tutorial is not held next week. → .....

**Lesson 7a**

Insert the most appropriate preposition

<i>for</i>	<i>with</i>	<i>to</i>
------------	-------------	-----------

- a. I went out ..... some workmates last night.
- b. Last summer I stayed in a resort.....two weeks.
- c. I can't remember the last time I went ..... a theme park.
- d. My parents took me out ..... my birthday.
- e. How long did you go camping .....?
- f. I took my girlfriend ..... a nice restaurant on the weekend.
- g. Who did you spend most time ..... during the holidays?

**Lesson 8a**

Unscramble the adjectives, and choose the best one to complete each sentence.

<i>ticexgin</i>	<i>chairtiols</i>	<i>epinesvixne</i>	<i>itubafuel</i>	<i>coxtie</i>	<i>largenix</i>
-----------------	-------------------	--------------------	------------------	---------------	-----------------

- a. I went to Jamaica last summer. It was so ..... - so different from my own country, Japan.
- b. You can't visit Nara without going somewhere.....The city dates from the year 710.
- c. I've been so stressed lately, so for my next holiday I'd like to go somewhere ..... and do nothing at all.
- d. Many Japanese travel to north Canada to see the Aurora, and with good reason. It's an incredibly ..... sight.
- e. If you are looking for a really ..... holiday, try Vietnam. You can travel around on just a few dollars a day.
- f. Many people say that New York City is the most ..... place in the world. There's always something happening, and so many thing to see and do.

**Lesson 9a**

Replace the underlined word or phrase with one from the box with the same meaning

<i>one day</i>	<i>for the long term</i>	<i>for ever</i>	<i>bring happiness</i>	<i>if possible</i>	<i>not exactly sure</i>
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- a. I am uncertain about what the best age to start studying English is.
- b. Getting a job doesn't mean that you will be happy for the rest of your life.
- c. Do you think that things such as success at work truly make you content?
- d. I'm hoping to visit my relatives in California some time in the future.
- e. Mike is hoping to live and work in Singapore for an extended period of time.
- f. Provided I am able to, I'd like to play table tennis professionally after I graduate.

**Lesson 10a**

Combine the two sentences to make one sentence, using **if** and **would**

Example: Someone copied my homework. I am really annoyed.

→ **If** someone copied my homework, I **would** be really annoyed.

- a. I am a millionaire. I buy my own island. → .....
- b. My boss asked me to work on the weekend. I am not happy. → .....
- c. We went to New Orleans. We went to the Mardi Gras festival. → .....
- d. I go on a homestay to the U.S. I don't speak any Japanese. → .....
- e. I have a lot of time off. I travel overseas almost every few months. → .....
- f. I miss the the last bus. I stay in a capsule hotel near the station. → .....

**Lesson 11a**

Change the verb to the present perfect form, and add *always* to the sentence.

Example: I **am** really interested in world music → I **have always been** really interested in world music.

- a. I want to be a marine biologist → .....
- b. The park by the river is popular place for picnics → .....
- c. I love playing sports video games. → .....
- d. My parents work in the kimono industry. → .....
- e. This university is famous for its Faculty of Law. → .....
- f. I live in this area. → .....

**Lesson12a**

Unscramble the adjectives, and choose the best one to complete each sentence.

<i>antipet</i>	<i>icereps</i>	<i>scudfoe</i>	<i>ift</i>	<i>teamdivot</i>	<i>toelip</i>
----------------	----------------	----------------	------------	------------------	---------------

- g. I have to meet many customers in this job, so a ..... and friendly attitude is very important.
- h. Some artists prefer to be completely ..... on their work, and not think about anything else while they are painting.
- i. If you are a professional sportsperson, you have to keep ....., that is, keep your body in good condition.
- j. Designing furniture is a job that requires ..... work; each measurement must be just right.
- k. Since it takes a long time to finish a project, only the most ..... designers will work until the end without giving up.
- l. One of the hardest things about being a teacher is keeping your students ..... and wanting to learn.

## Lesson 1a

- a. How long have you been working at Daimaru?
  - b. How long have you been majoring in international relations.?
  - c. How long have you been going to ikebana classes in the evenings.?
  - d. How long have you been studying Korean online.?
  - e. How long have you been doing research in sociolinguistics?
  - f. How long have you been the president of the badminton club at univeristy?
- 

## Lesson 2a

- a. I have about forty or fifty classical music CDs
  - b. My brother and I watch two or three movies every weekend.
  - c. Jim would spend about four hours a day making plastic models.
  - d. I only read four or five books a year.
  - e. How many hours would you watch TV for every day?
  - f. How much time do you spend reviewing your English classes?
- 

## Lesson 3a

- A: What's the name of your hometown, Naoki?
- B: I'm from a town called Noshiro. It's in Akita Prefecture.
- A: What food is your hometown most famous for?
- B: I'm not sure. Have you heard of kiritanpo?
- A: Kiritanpo? No, I'm sorry, I've never heard of it. What is it, exactly?
- B: Well, It's a type of food we put into stews and hot pots. It's made from/of cooked rice, which is pounded into a kind of dough and stuck onto bamboo sticks. It's then cooked over a fire for a few minutes. It's really sticky and delicious.
-

## Lesson 4a

- a. Sometimes being a cashier is tiring, because you ***have to*** smile at and greet every customer.
  - b. The best thing about being a teacher is that you ***get to*** take long holidays.
  - c. People who work in this office ***don't have to*** wear a uniform. They can wear anything they like.
  - d. We have lots of comics in the waiting room at work, but I ***don't get to*** read them. I'm always too busy.
  - e. Working in a clothing shop is great, but sometimes tough because you ***have to*** work on weekends.
  - f. Most people think lifeguards have a pleasant job because they ***get to*** spend all day on the beach.
- 

## Lesson 5a

- a. ***Who*** would you like to invite if you could have a dinner party with any three celebrities?
- b. ***What*** is the first thing you would purchase if you won the lottery?
- c. ***When*** do you think a child should stop receiving pocket money from their parents?
- d. ***How much*** would you spend on entertainment a month?
- e. ***Where*** is one place you would build a house if you were offered one for free?

(Answers to these questions will be different for each student.)

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## Lesson 6a

- a. The library ***will be*** closed on Saturday afternoon for book sorting.
  - b. The bus to the ski slopes ***won't*** be running tonight.
  - c. There ***will be*** a lot of events scheduled for Orientation Week.
  - d. I ***will be*** watching the World Cup soccer match tonight.
  - e. The roads ***will be*** all (***will*** all ***be***) very crowded during Golden Week.
  - f. Professor Marten's tutorial ***won't*** held next week.
-

## Lesson 7a

- g. I went out with some workmates last night.
  - h. Last summer I stayed in a resort for two weeks.
  - i. I can't remember the last time I went to a theme park.
  - j. My parents took me out for my birthday.
  - k. How long did you go camping for?
  - l. I took my girlfriend to a nice restaurant on the weekend.
  - m. Who did you spend most time with during the holidays?
- 

## Lesson 8a

- a. I went to Jamaica last summer. It was so exotic - so different from my own country, Japan.
  - b. You can't visit Nara without going somewhere historical. The city dates from the year 710.
  - c. I've been so stressed lately, so for my next holiday I'd like to go somewhere relaxing and do nothing at all.
  - d. Many Japanese travel to north Canada to see the Aurora, and with good reason. It's an incredibly beautiful sight.
  - e. If you are looking for a really inexpensive holiday, try Vietnam. You can travel around on just a few dollars a day.
  - f. Many people say that New York City is the most exciting place in the world. There's always something happening, and so many things to see and do.
- 

## Lesson 9a

- a. I am not exactly sure what the best age to start studying English is.
- b. Getting a job doesn't mean that you will be happy for ever.
- c. Do you think that things such as success at work truly bring happiness?
- d. I'm hoping to visit my relatives in California one day.
- e. Mike is hoping to live and work in Singapore for the long term.
- f. If possible, I'd like to play table tennis professionally after I graduate.

## Lesson 10a

- a. If I was a millionaire, I would buy my own island.
  - b. If my boss asked me to work on the weekend, I would not be happy.
  - c. If we went to New Orleans, we would go to the Mardi Gras festival.
  - d. If I went on a homestay to the U.S, I wouldn't speak any Japanese.
  - e. If I had a lot of time off, I would travel overseas almost every few months.
  - f. If I missed the the last bus, I would stay in a capsule hotel near the station.
- 

## Lesson 11a

- a. I have always wanted to be a marine biologist.
  - b. The park by the river has always been a popular place for picnics.
  - c. I have always loved playing sports video games.
  - d. My parents have always worked in the kimono industry.
  - e. This university has always been famous for its Faculty of Law.
  - f. I have always lived in this area.
- 

## Lesson12a

- a. I have to meet many customers in this job, so a polite and friendly attitude is very important.
- b. Some artists prefer to be completely focused on their work, and not think about anything else while they are painting.
- c. If you are a professional sportsperson, you have to keep fit, that is, keep your body in good condition.
- d. Designing furniture is a job that requires precise work; each measurement must be just right.
- e. Since it takes a long time to finish a project, only the most patient designers will work until the end without giving up.
- f. One of the hardest things about being a teacher is keeping your students motivated and wanting to learn.



## Audio Tracks

Since increasing numbers of Japanese learners of English will go on to use their skills in various situations, we thought it be a good thing to use as many different accents (including many non-native speakers of English) in our recordings.

The following letters represent the accents featured in each track.

A = Australia	E = England	NZ = New-Zealand	US = United States
J = Japan	S = Saipan	F = France	

Track	Lesson	Content	Speakers
1	Lesson1a	Conversation 1	A-J
2	Lesson 1a	Conversation 2	NZ-J
3	Lesson 1a	Conversation 3	A-J
4	Lesson 1b	Listening Example: Dialogue	A-J
5	Lesson 1b	Listening Example: Monologue	J
6	Lesson 1b	Listening Exercise 1	A-A
7	Lesson 1b	Listening Exercise 2	A-J
8	Lesson 1b	One Step Further : Dialogue	A-J
9	Lesson 2a	Conversation 1	A-A
10	Lesson 2a	Conversation 2	A-J
11	Lesson 2a	Conversation 3	A-J
12	Lesson 2b	Listening Example: Dialogue	A-E
13	Lesson 2b	Listening Example: Monologue	A-US
14	Lesson 2b	Listening Exercise 1	E-NZ
15	Lesson 2b	Listening Exercise 2	A-J
16	Lesson 2b	One Step Further : Dialogue	A-J
17	Lesson 3a	Conversation 1	E-NZ
18	Lesson 3a	Conversation 2	A-A
19	Lesson 3a	Conversation 3	A-J
20	Lesson 3b	Listening Example: Dialogue	A-E
21	Lesson 3b	Listening Example: Monologue	J
22	Lesson 3b	Listening Exercise 1	A-NZ
23	Lesson 3b	Listening Exercise 2	A-J
24	Lesson 3b	One Step Further : Dialogue	A-E
25	Lesson 4a	Conversation 1	E-NZ
26	Lesson 4a	Conversation 2	A-F
27	Lesson 4a	Conversation 3	A-A
28	Lesson 4b	Listening Example: Dialogue	E-NZ
29	Lesson 4b	Listening Example: Monologue	E

30	Lesson 4b	Listening Exercise 1	A-J
31	Lesson 4b	Listening Exercise 2	E-NZ
32	Lesson 4b	One Step Further : Dialogue	A-NZ
33	Lesson 5a	Conversation 1	A-E
34	Lesson 5a	Conversation 2	A-NZ
35	Lesson 5a	Conversation 3	E-NZ
36	Lesson 5b	Listening Example: Dialogue	A-J
37	Lesson 5b	Listening Example: Monologue	NZ
38	Lesson 5b	Listening Exercise 1	A-E
39	Lesson 5b	Listening Exercise 2	E-NZ
40	Lesson 5b	One Step Further : Dialogue	NZ-J
41	Lesson 6a	Conversation 1	A-E
42	Lesson 6a	Conversation 2	A-S
43	Lesson 6a	Conversation 3	A-NZ
44	Lesson 6b	Listening Example: Dialogue	A-NZ
45	Lesson 6b	Listening Example: Monologue	E
46	Lesson 6b	Listening Exercise 1	A-J
47	Lesson 6b	Listening Exercise 2	E-NZ
48	Lesson 6b	One Step Further : Dialogue	A-E
49	Lesson 7a	Conversation 1	A-S
50	Lesson 7a	Conversation 2	A-J
51	Lesson 7a	Conversation 3	A-NZ
52	Lesson 7b	Listening Example: Dialogue	E-NZ
53	Lesson 7b	Listening Example: Monologue	A
54	Lesson 7b	Listening Exercise 1	A-F
55	Lesson 7b	Listening Exercise 2	E-NZ
56	Lesson 7b	One Step Further : Dialogue	A-J
57	Lesson 8a	Conversation 1	A-J
58	Lesson 8a	Conversation 2	A-E
59	Lesson 8a	Conversation 3	A-S
60	Lesson 8b	Listening Example: Dialogue	A-NZ
61	Lesson 8b	Listening Example: Monologue	J
62	Lesson 8b	Listening Exercise 1	A-J
63	Lesson 8b	Listening Exercise 2	A-J
64	Lesson 8b	One Step Further : Dialogue	A-J
65	Lesson 9a	Conversation 1	A-S
66	Lesson 9a	Conversation 2	A-J
67	Lesson 9a	Conversation 3	A-NZ
68	Lesson 9b	Listening Example: Dialogue	A-E

69	Lesson 9b	Listening Example: Monologue	J
70	Lesson 9b	Listening Exercise 1	E-NZ
71	Lesson 9b	Listening Exercise 2	A-J
72	Lesson 9b	One Step Further : Dialogue	A-NZ
73	Lesson 10a	Conversation 1	A-J
74	Lesson 10a	Conversation 2	E-NZ
75	Lesson 10a	Conversation 3	A-E
76	Lesson 10b	Listening Example: Dialogue	A-NZ
77	Lesson 10b	Listening Example: Monologue	S
78	Lesson 10b	Listening Exercise 1	E-NZ
79	Lesson 10b	Listening Exercise 2	A-E
80	Lesson 10b	One Step Further : Dialogue	A-E
81	Lesson 11a	Conversation 1	A-NZ
82	Lesson 11a	Conversation 2	A-J
83	Lesson 11a	Conversation 3	E-NZ
84	Lesson 11b	Listening Example: Dialogue	E-NZ
85	Lesson 11b	Listening Example: Monologue	J
86	Lesson 11b	Listening Exercise 1	A-E
87	Lesson 11b	Listening Exercise 2	A-J
88	Lesson 11b	One Step Further : Dialogue	A-J
89	Lesson 12a	Conversation 1	A-A
90	Lesson 12a	Conversation 2	A-S
91	Lesson 12a	Conversation 3	E-NZ
92	Lesson 12b	Listening Example: Dialogue	A-S
93	Lesson 12b	Listening Example: Monologue	J
94	Lesson 12b	Listening Exercise 1	A-NZ
95	Lesson 12b	Listening Exercise 2	A-F
96	Lesson 12b	One Step Further : Dialogue	A-J

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