

ENGLISH
CONVERSATION
1
TEACHER BOOK
Second Edition

Textbook For Eikaiwa Lessons in Japan

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Introduction

1 A Brief Guide of How to Use This Textbook

The aim of this book is to provide ready-to-go Eikaiwa style teaching material that is easy and enjoyable to use with minimum preparation. The teacher should be able to walk into their classroom, student's home, café or wherever they are teaching, be able to open the textbook and begin. Here are a few brief instructions on how to use each section. A more detailed explanation of the lesson stages is in the next section.

Warm Up Conversation (5-10m)

After polite greetings and small talk (“How are you?” / “What did you do on your last day off/last weekend?”) are finished then simply ask the warm up conversation question prompts. If you have more than 3 students, get them to ask the warm up questions to each other.

Teacher: Hi, how are you?

Kenta: I'm fine, thank you.

Teacher: What did you do last weekend?

Kenta: Nothing.

Teacher: Did you watch TV?

Kenta: Yes.

Teacher: What did you watch? Drama? A movie?

Kenta: Drama.

Teacher: Drama, nice. (read Warm Up Conversation question) **What do you do in your free time?**

Target Language (3-5m)

Listen and repeat the target language.

Teacher: Let's look at today's target language. Repeat after me. “Do you play golf?”

Kenta: Do you play golf?

Speaking Practice 1,2,3 (5-10m)

Drill the students so that they can say the target language from word prompts. The words before the arrow are the prompt. The words in bold are the fixed parts that do not change. The words in normal type are the variable parts.

play tennis → **Do you ever** play tennis?

Teacher: OK, let's do Speaking Practice 1. I say “play tennis”, you say “Do you ever play tennis?”. OK? Let's try it. Kenta, “play tennis”.

Kenta (student 1): Do you ever play tennis?

Teacher: Good. Mika, “go to the library”

Mike (student 2): Do you ever go to the library?

Teacher: Yes, well done.

Listening (1m)

Give each student a specific question to listen for. Students should not look at the listening text while you read it.

Teacher: Next, let's do a listening exercise. Kenta, please listen for question 1 "Does Kate ever watch horror movies?" OK?

Kenta: OK.

Listening Text: (5m)

Listen and repeat the text.

Take parts and read the text again, then exchange roles.

Teacher: OK, Kenta, please read Mike, Mika, please read Kate. After you finish, please switch.

Natural Phrases (2-5m) (This section is not in every unit.)

Listen and repeat the phrases. Explain colloquial phrases if possible with simple English version of the phrase. (If you have Japanese ability, explain or translate them.)

Teacher: Let's look at the Natural Phrases. Repeat after me "The popcorn is on me."

Kenta: The popcorn is on me.

Teacher: "The popcorn is on me." means I will buy the popcorn for you. I will use my money. It is my present to you. You don't pay."

Speaking Practice 4: Structured Conversation (not in every lesson) **(5-10m)**

Follow the instructions on the page.

Type 1: One person will cover the text and the other person can read from the text and help the other.

Type 2: Target language prompts with a grammar focus. There are gaps in the text. Don't write in the gaps. They are meant to be mental prompts. Students repeat the conversation trying to remember the target language from the Listening Text.

Type 3: Target language prompts with a content focus. There are gaps in the text. Don't write in them. The gaps are where students use their imagination to make a new, original conversation.

Application (5-10m)

Give the students a task to complete using the target language.

Roleplay (5-10m)

Give each person a role. They switch roles after the roleplay is complete. Read the instructions to the students. If students need more help, give them a quick model of the roleplay.

Teacher: Kenta, you are a famous person. Talk to a TV reporter and tell them about your great life. Mika, you are a TV news reporter. Interview a famous person about their life.

Game (5-10m)

Play a speaking game that practices the target language.

Conversation (5-10m or to the end of the lesson)

Ask the questions from the textbook. This is usually the last section and is meant to carry you through to the end of the lesson.

2 Additional Ways to Use this Book.

This is a more detailed explanation of the thinking behind each section and advice for adapting the sections to different student levels and numbers.

Eikaiwa is a unique kind of English study in Japan. When teaching Eikaiwa lessons, it is important to remember that students come to us because they like English and they want to speak English more fluently. They have already studied the grammar at Junior High and High School. They have had it explained to them in Japanese and have done drill books, exercises and tests. They do not come to Eikaiwa lessons to be taught English, they come because they want to enjoy speaking and to get better at communicating in English. So our aim should be to help them remember the grammar they were taught and to have as much talking time as possible, to be their friendly conversation partner in a fun way. They will not get better by listening to us, they will get better by talking to us and having their individual errors corrected by us at various different levels of strictness depending on the lesson stage. And importantly for private lesson teachers, we want the student to keep studying with us long term, so we should make sure they feel comfortable and the lesson is fun.

Levels of Correction

It is a good idea to vary your level of strictness when correcting students. If you correct them too much, the conversations will not flow, the student will lose confidence and they may give up. But if we do not correct them, we are doing a disservice, so what is the right balance? Firstly, be clear on what kind of correction there is.

Strict: Make them say it again, repeating after you if needed, until they get it 100% correct.

Moderate: Make them say it again, until they get it to a comprehensible level.

Light: Make them say it again once, so they realize they made a mistake and should take care on that point, but do not make them double repeat, even if they still got it wrong. This is to allow the lesson to move forward and to stop the student losing confidence.

Secondly, know what methods of correction there are.

Direct Correction: Stopping the conversation or activity. Telling the student directly that they made a mistake. Fixing it then and there.

Kenta: I go yesterday.

Teacher: Ah. "I went yesterday". Went is the past tense of go. go/went. I went yesterday. One more time, please.

Kenta: I went to yesterday.

Teacher: Nearly. "I...went...yesterday." One more time, please.

Kenta: I went yesterday.

Teacher: Yes, good. Carry on.

Indirect Correction: Without stopping the conversation, you repeat their sentence back to them to model the correct way to say it. The student may choose to repeat your corrected sentence or to carry on. But the correct version has at least been modelled. You can repeat it exactly as it should be or fit the correct version into your conversation flow.

Kenta: I go yesterday.

Teacher: You went yesterday.

Kenta: Yes, I went yesterday. I buy flowers.

Teacher: You bought flowers.

Kenta: Yes, I bought flowers.

Intuitive Correction: Without stopping the conversation. This is where students work out for themselves that they have made a mistake based on your feigned misunderstanding of their mistakes. Then, when the student realizes their mistake, you can conversationally explain the error. This is also an important communication skill to work on.

Kenta: I am high-tension today.

Teacher: Oh, no. Oh, dear. You have a lot of stress?

Kenta: No, high tension.

Teacher: You have tension in your shoulders? Maybe you need a massage or a hot bath. Then you can feel good and feel happy and full of energy again.

Kenta: Ah, not high tension. I am happy now. I am...full or energy?

Teacher: Yes, full of energy. High tension is Japanese English. High tension means a very stressful moment in English.

Follow-Up Correction: Write down the student mistakes and corrections on paper, then show them after the conversation or role-play has finished. This is particularly good for higher level students who use nuanced phrases in the wrong situation. It is grating to stop the conversation flow each time and the students appreciate a paper to take home with their errors on it. Also, for higher level students, their errors often do not hinder communication, but you are aware they were using the phrase in the wrong way.

Kenta: My boss was taking a mickey out of me.

Teacher: (writes down “taking the mickey out of me”) **Really? What did he say?** (Wait until the end of the conversation point to inform them of their error.)

Recommended Correction Levels for Each Section

Of course, you should adjust your correction level for each student depending on their style and study goals, but in general I recommend this pattern.

Warm Up Conversation: Light, intuitive or indirect correction.

Target Language and Speaking Practice: Strict, direct correction.

Listening Questions and Listening Text: Medium, direct correction.

Natural Phrases: Light, direct correction.

Roleplays: Follow-Up correction only. The aim of roleplays is to test their current ability as if they were in a real situation with no in-roleplay help.

Conversation, Games and Applications: Light, intuitive or indirect correction.

Teacher/Student Talking Time

Students are paying for a friendly conversation partner to help them practice and improve their English. Our target, apart from during the Target Language and Speaking Practice stages, should be to maximize their speaking time as much as possible. The more they speak, the more fluent they will become. We should do our best to help set the conversations up so that students are able to communicate using the target language we have just practiced. If we just asked them what food they liked, we should not spend three minutes telling them about the restaurant we went to recently. It will not help them become more fluent. Always ask yourself, “Do I need to use lesson time speaking at this point?”

After teaching many lessons, you will probably know what ingredients are in *okonomiyaki*. You will know the top three sightseeing spots in Tokyo. But you can help students by feigning ignorance on these topics and asking them questions that you know the answers to. You should set up easy answers to help them get confidence. Also, if a student gets factual information wrong, such as saying there are tomatoes and pineapples in *okonomiyaki*, don't always correct them. It is not our target to correct their factual knowledge on Japanese cuisine. And it will only serve to sap their confidence, stop the conversation and give the student the strong feeling that you are asking questions that you are not really interested in the answers to. A great habit to practice is the “yes” game some actors use when trying to improve their ad-lib skills. This is where they must accept and work with whatever the other actors say is true. Of course, we should correct them on big things, such as saying London is the capital of France, but there is no need to correct them on Japanese culture. We want them to get into the smooth flow of speaking and being able to form the sentences that they want, even if the content is possibly incorrect.

Be a good listener and get students to teach you things. The book *How to Make Friends and Influence People* said that you can make people like you by letting them talk, so they think you are interested in them, and people enjoy talking about themselves when they get going, so they will enjoy their time with you, and also if we let them teach us something, they feel personally invested in our success since they have given us advice, so they want to support us in the future, too. With Eikaiwa lessons, I think we can use the same concepts. The students will enjoy the lessons more if they can have more talking time and we listen and give good conversation prompts to them, and also if they teach us and educate us about Japan, they will feel good about being able to help a foreigner living in Japan and feel their English language skills are actually being put to good use.

Methods to Maximize Student Talking Time

Be aware of your own talking time. Don't tell unnecessary personal anecdotes or long stories.

Ask easy questions where the obvious answer would use the target language.

Feign ignorance on common knowledge topics to let students explain basic things to you.

Ask seemingly simple questions to help students gain confidence.

Don't stop conversation flow to correct small factual errors on Japanese topics.

Be a good listener and get students to teach you things.

Advice and Activities for Each Lesson Section

Warm Up Conversation (5-10m)

The warmup conversation part is exactly that, it is to let students warm up. I always ask the same two questions at the beginning, and I tell students to mentally prepare to answer that question when they are coming to class. I will always ask them how they are and what they did last weekend or on their last day off. I try to let the conversation flow on as long as possible in this opening part. I don't mind spending 15 minutes on this section if the student has some interesting news or a topic they are able to talk at length on. We want to have a nice friendly chat.

If you are teaching small groups of 3 or more students, you can get them to ask each other the warmup questions. Then, after they finish, you can ask each student what their partner said. This gives them a chance to repeat back the information they just heard and this will force them to manipulate the language from first person to third person.

Some students want to do homework, and the warmup section is a good moment to check that. Homework can be a diary from one day in the previous week or writing out the answers to the warmup or conversation section from the previous class.

Target Language (3-5m)

It is good to make the students listen and repeat the target language. With higher level students, then you can just focus on intonation and pronunciation. With lower level students, you can also listen and repeat some of the Speaking Practice examples. Word order is different in Japanese, so don't feel bad for over repeating in the practice areas. Some students can benefit a lot from going through these drills. If the Target Language box has questions on one side and answers on the other, then at first cover the questions and elicit possible answers from the students. If you can speak Japanese and your student wants extra guidance, then you can explain the grammar in their language here.

Speaking Practice 1,2,3 (5-10m)

Speaking English is like a sport in many ways. We need to drill and practice until the basic moves are automatic. We want students to be able to say a sentence and instinctively know it is right or wrong. Substitution drills are great for this. It also gives them the English we want them to use in the end of lesson Roleplay, Application or Conversation. If you want to write your own lessons, start with the end, what do you want the student to say in the Roleplay or Conversation? If you want the student to explain graduation ceremonies in the end of lesson conversation, then you must give them that vocabulary and practice the sentence structures you want them to use in the Speaking Practice and Target Language section. I have seen too many textbooks where the drills are on one topic such as leisure activities, and then the application is on business activities and the student struggles to remember the right vocabulary. We should be giving them the material (vocabulary) and the tools (sentence structures) to be able to complete the objective at the end of the lesson.

For lower-level students, it might be better to listen and repeat the Speaking Practice examples

first, and then get them to do it themselves. If you have more than one student, drill them one by one, so other students can listen and spot mistakes, and you can focus individually on the students to make sure they get it right.

For higher level students, cover the drill prompts so they have to speak without reading it off the page.

If you know your students well, this is a good point to add in personalized drill prompts that use vocabulary that you know will be more useful to them. For example, for younger students, I might add in more pop culture references. For business classes, I might add in their company or manager's name into the drills.

Listening (1m)

The listening section is a chance for students to be able to listen to the target language used in context. Their target is to spot that language in use and to understand it. Give each student a specific question to listen for.

For lower level students, read out the question in English, ask if they understand it, model possible answers and even translate to Japanese if needed. For very low students, let them look at the text while you read.

For higher level students, you can add in bonus questions if you like. Students should not look at the listening text while you read it.

If you spent a lot of time chatting in the Warm Up section, then consider the listening section as the least important part of the lesson. So if you are short on time, get the students to read the text with you and then check the answers to the questions.

Listening Text (5m) and Natural Phrases: (2-5m)

After checking the answers to the questions, listen and repeat the text. The text models the target language and also adds in natural phrases. So there is a chance here to give the students a natural touch to their English.

For lower level students, listen and repeat the text with them, then read taking parts, and switch roles. If you have more than one student, get them to read in pairs. If you feel they need extra practice, get them to do "eye-contact" reading. This is where they read the conversation in parts again, but they must cover the text with their hand and be making eye-contact with their partner when they speak. This means that they must remember the sentence for at least a few seconds instead of just reading it off the page. In conversations where one part is obviously a native speaker and the other part is the student (e.g. hotel staff (native speaker) talking to a guest (student)) Then allow the person reading the difficult English (hotel staff) to look at the text, but the other student (guest) must turn their paper over. If you are in a man-to-man lesson, then another good method is for the student to turn their paper over and then do the conversation again, but if the student forgets something, the teacher can gesture until the student remembers the sentence. This can make the lesson more fun and relaxed as the teacher makes a slight fool of themselves doing gestures for sentences.

For higher level students, the listening text can be quickly read through and moved on from with a quick “Any questions on the text?”

For the Natural Phrases part, you can explain colloquial phrases if possible with simple English version of the phrase. (If you have Japanese ability, explain or translate them.) Also, if the phrases seem unnatural to you (since English is a global, varied language) then please do teach your version and have fun lampooning my odd version of English.

For lower level students, it may confuse them to go into too much detail on the natural phrases, so a quick listen-and-repeat is fine.

For higher level students, since the lesson material has now been covered, the Natural Phrases can even be the starting point for conversation on the Japanese version of those phrases and in what situations they might be used. (For example, when, if ever, would “The popcorn is on me.” be used? Would it be more likely for a boss to say “This dinner is on me.”?)

Roleplay (5-10m)

The next stages are where we see if the target language and drills have sunk in and if the student is able to use the English we were trying to teach them. But on another level, this is where we get back to a more fun conversational level after the more structured drill and listening sections. When we do role-plays, we should imagine that the student is abroad and not talking to a teacher. So, we give almost no help or corrections during the role-play. If the student goes off on a tangent, let them. You are the “yes” ad-libbing actor here. Whatever the student says, goes. Have fun with this role-play. Adopt a different character. Give the student an American name. Tell them to imagine a movie character they like and to pretend to be them. Students often come out of their shell when they are told to be someone else. Give each person a role. They can switch roles after the roleplay is complete. Read the instructions to the students. Check if they understand.

For lower-level students, give them a quick model of the roleplay and starting phrases. As a teacher, keep it straight and don't give complications. If their target is to reserve a hotel room, don't pretend the hotel is fully booked. Just be straight-forward. But you can make it fun by changing simple things, such as having 100,000 yen per night rooms, or a restaurant that serves “kangaroo burgers” and “snails on toast”. Give them famous people's names. “You are Brad Pitt.” Fun, but simple fun.

For higher level students, you can introduce complications to the roleplay. Adjust it to your student. For example, the room they can choose is an expensive nice room with lots of luxuries or a cheap horrible basement room inexplicably with only an air-mattress.

For all students, tell them that you will not help them, that they must do their best with the English they have. As a teacher, respond to what they say and let them muddle through the situation as they best they can. Only step in if the student is obviously not enjoying it anymore.

For all level students, tell them to have fun with the roleplay. Use your imagination. Anything is okay!

Application (5-10m)

The application gives the students a task to complete using the target language. It is different to a role-play only in that it has a task, rather than a situation with roles. In applications, it is okay to answer either as themselves or as an imaginary character. It is also okay to give more support and correction in applications.

Game (5-10m)

Games are a fun way to practice language. Some lessons include a speaking game that practices the target language. Of course, the aim of the game is to let the student use the target language as much as possible, not to prove our intelligence to them, so don't say answers as soon as you know them. Give the student time to practice their English first.

Conversation (5-10m or to the end of the lesson)

This is usually the last section and is meant to carry you through to the end of the lesson. You can ask the questions from the textbook as topic prompts, but here the aim is to speak freely so the student can finish the lesson feeling that they spoke a lot of English and was able to communicate what they wanted to say. You do not have to cover all the questions to complete the lesson. They are conversation supporters. So feel free to let conversations run on as long as possible. For the benefit of smooth flowing conversation, it is good to reduce corrections to intuitive or follow-up corrections.

For lower level students, it can be good to point them back to the speaking practice section for ideas if they are unsure on how to answer. It is okay to ask simple questions that you know the answers to.

For higher level students, really try to get them to tell personal stories or to explain things at length. It can be tempting with higher level students to enter into deeper debates and comparisons between Japanese and Western culture, but do your best to keep them talking and explaining things to you and not the other way around.

Suggestions, Comments and Requests

If you have any feedback about this textbook, please feel free to email

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3 How to get the PDF and Word file for customization and easy printing.

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However, it is also possible to just photocopy the pages. This second edition is made in as simple a format as possible so that photocopying or printing out is easy. Some people may prefer to have the ability to carry the book around as a PDF on a USB drive and be able to print-off on one double-sided A4 sheet. Others may want a MS Word file to customize the lessons to include their student names, local city or company names or to add or take away some parts of each lesson. For this reason you can purchase a PDF and MS WORD version of this book direct from the www.eikaiwatextbook.com website.

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4 Friends and Family

I like / He likes

Warm Up Conversation

What sports do you like? Do you play or watch that sport?

Tell me about a friend or family member. Are you similar or very different?

What sports does she (or he) like? Does she play it? Does she watch it?

Target Language

What time do you get up? I get up at 7 am.

What time **does he** get up? **He gets** up at 6:30am.

Regular

play → plays

get → gets

live → lives

eat → eats

drive → drives

work → works

drink → drinks

Irregular

have → has (special)

go → goes (o,s,sh,ch,x,z + es)

do → does (o,s,sh,ch,x,z + es)

catch → catches (o,s,sh,ch,x,z + es)

miss → misses (o,s,sh,ch,x,z + es)

fly → flies (NOT aiueo + y → ies)

try → tries (NOT aiueo + y → ies)

Speaking Practice 1: Don't forget the "s"

get up / 5 a.m. → I get up at 5 a.m. **He gets** up at 5 a.m.

start work / 9 a.m.	have lunch / 12 p.m.	finish work / 6:30 p.m.
get home / 7 p.m.	have dinner / 8:20 p.m.	go to bed / 10 p.m.

Speaking Practice 2: Question forms

What / like → What **do you** like? What **does she** like?

What time / start work → What time **do you** start work? What time **does she** start work?

What / study	Where / live	What job / have	Who / work for
What food / like	What / watch	What / often do	What / never do

Speaking Practice 3: Negative forms

Play soccer → I **don't** play soccer. **He doesn't** play soccer.

play baseball	watch drama	speak Chinese	ride a horse
cook	drink wine	like spicy food	go to karaoke

Listening: A sister is talking about her brother.

1. What kind of company do they work for?
2. Where do they live?
3. What don't they like?
4. Who misses the train?
5. What time do they get home?
6. Are they similar or different?

Unit 4 Teaching Notes

The aim of the lesson is to get students to use the present tense first and third person correctly. They can do this by comparing and contrasting their life to someone else's.

Warm Up Conversation

T: *What sports do you like? Do you play or watch that sport?*

Tell me about a friend or family member. Are you similar or very different?

What sports does she (or he) like? Does she play it? Does she watch it?

The easiest option is to get them to talk about a brother or sister, but if they don't have siblings, then another family member or friend or co-worker is fine. The main point is to make it real conversation about a real person, but it is not so important who that person is. Careful not to make students uncomfortable by asking about a specific family member such as their mother, father or grandparents in case they are not alive or living with them. Let the student suggest the specific person they will talk about. I have had young students go deadly quiet because their mother is dead, or their parents divorced and one moved away. I have had middle-aged students become uncomfortable because they say they have no friends, just work and home. So it is better to let them come up with someone rather than specifically asking them "What time does your mother get up?" which is taking a small but avoidable risk.

Target Language

Listen and repeat the target language section.

T: *Let's practice the Target Language. Listen and repeat after me.* (Repeat target language)

It can be a bit of a dry grammar point, but you can make it more fun by suggesting that they can remember they need to add an "es" if the verb ends in o,s,sh,ch,x,z which can be remembered as "shacho no sokkusu" (社長のソックス) sh, ch, s, o, x, z

If the students seem overwhelmed by the number of rules, just let them know there are regular and irregular verbs and you just have to learn which is which as you use them.

If you can speak Japanese then you can give a quick explanation, but if you have a no Japanese policy, then just listen and repeat this section, then move on.

Speaking Practice 1, 2 & 3:

T: *Let's practice a little more. Look at Speaking Practice 1. I say "get up/5 a.m", you say the "I" sentence and the "He" sentence "I get up at 5 a.m. He gets up at 5 a.m".*

OK? Let's try. "get up/5 a.m"

S1: *I get up at 5 a.m. He gets up at 5 a.m.*

T: *Very good. Next, "start work/ 9 a.m."*

Low levels: Going through all the drills is very important for them to improve their sentence structure and English manipulation skills.

Listening Challenge

T: *Mika, please listen for the answer to questions 1, 3 and 5. Kenta, please listen for questions 2, 4 and 6.*

Do as a normal listening question and answer.

Mid/High levels: They cannot see the listening text.

Unit 4 Teaching Notes

Listening Questions: A sister is talking about her brother.

1. What kind of company do they work for?
2. Where do they live?
3. What don't they like?
4. Who misses the train?
5. What time do they get home?
6. Are they similar or different?

Listening Text

Students take turns adding each line.

T: Please read line by line. Mika, please start.

Since there are no parts, get students to read in turn, taking a line each. (Or you can get them to read sentence by sentence. But it is better for one student to read both the I and He/She part of each line.)

Since the topic is simple in this lesson (but it is important grammar to make sure is correct), it can be made more interesting by highlighting some common Japanese-English mistakes.

After reading the text, you can comment on the difference between “**miss**” and “**make mistakes**” since Japanese-English often confuses the two.

You can also comment that we don't say “**I am a salaryman / office lady**”, but if we want to be vague, then we say “**I work for a car company**”.

High level: You can also comment that Americans tend to use “quite” as meaning “very” but British people use “quite” as meaning “rather or somewhat”.

Speaking Practice 4: Structured Conversation

T: Next, let's practice more. Are you the same or different to Murakami Haruki? For example, I get up at 7 a.m. He gets up at 4 a.m. Kenta, can you start?

S: I get up at 6 a.m. He gets up at 4 a.m. I start work at 8 a.m. He starts work at 4 a.m.

You can also try the other famous people or the students to find who they are most similar to.

Conversation

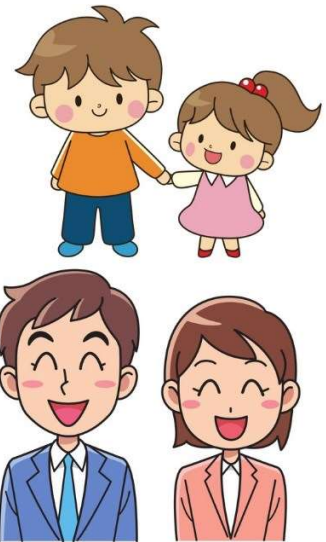
T: Tell me about a co-worker, a friend or a family member. Are you similar or very different?

Here, it does not matter if they use the same person they used in the warm up, just because it is probably the person they know the most about. The aim here is to see if they can speak more smoothly and in full sentences with correct grammar about that person now that they have gone through the lesson.

Larger groups: If you have more than 2 students, you can get them to do it in pairs and report back to the class afterwards, thus making the students listen extra carefully and take notes on what they hear.

Listening Text:

This is my brother, Peter.
 I **have** a job. He **has** a job, too.
 I **work** for a car company. He **works** for a phone company.
 I **live** in Tokyo. He **lives** in Osaka.
 I **study** English. He **doesn't study** English.
 I **like** spicy food. He **likes** spicy food, **too**.
 I **don't like** horror movies. He **doesn't like** horror movies, **either**.
 I **can** play the piano. He **can't play** the piano.
 I **watch** drama on TV. He **watches** comedy on YouTube.
 He sometimes **misses** the train. I never **miss** the train.
 I always **get home** at seven. He sometimes **gets home** at nine.
 He often **makes** mistakes. I rarely **make** mistakes.
 We are quite different. But we get on well.



Natural Phrases

This is my brother, Peter. We are quite different. We get on well.

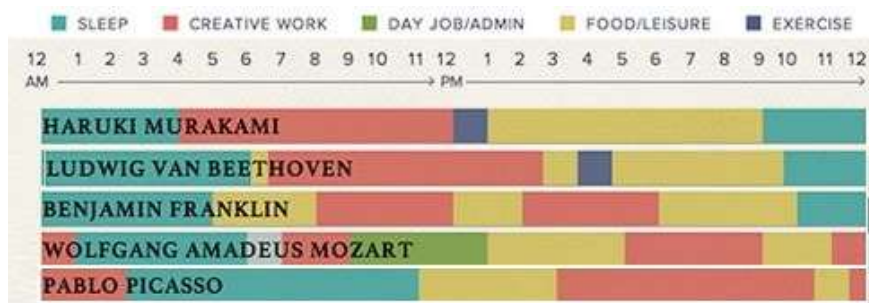
Important Language Notes: Telling Time, Mistakes and Job Titles

1. We do not usually say “nineteen p.m.” That is a Japanese way of telling time. We always say “seven p.m.” or “seven o'clock in the evening” or most commonly “seven in the evening” or just “seven” if the evening part is understood.
2. “miss” does not mean “mistake”. We say “I made a mistake.” or “I missed the train.”
3. We never say “He is a salaryman”. We sometimes say “He is an office worker.” If we do not say a job title, we usually say the type of company. “I work for a phone company.”

Speaking Practice 4: Structured conversation

Are you similar to Haruki Murakami? e.g. He gets up at 4 AM. I get up at 7 AM.

Get up 4 AM
Start work 4 AM
Finish work 12 noon
Exercise 12 noon
Relax 1 PM
Go to bed 9 PM



Continue the Conversation

Tell me about a co-worker, a friend or a family member. Are you similar or very different?

live	work (for)	like	have breakfast	have a bath
play	do	study	have lunch	surf the net
exercise	watch	go to bed	have dinner	relax

10 Talking About Cities

Is there? Does it have? Is it?

Warm Up Conversation

Where do you live now? Do you like it? What is good about it? What is bad about it? Is it a big city? Does your city have a bowling alley? Is there an amusement park?

Target Language: Describing Cities

<p>What is there in London? There is a palace in London. Is there a big park in London? Yes, there is. / No, there isn't.</p>	<p>There are many museums in London. Are there many street markets in London? Yes, there are. / No, there aren't.</p>
<p>What does London have? London has a river. Does London have a big park? Yes, it does. / No, it doesn't.</p>	<p>London has many theatres. Does London have many street markets?</p>
<p>What kind of place is London? London is exciting. London has many free art galleries. There are some street performers.</p>	

*Another way to ask is: **Do you have** many theatres in London? Yes, **we do.** / No, **we don't.**

Speaking Practice 1: has

There is a river in Paris. → Paris **has** a river.

There are many bridges in Paris. → Paris **has** many bridges.

There are many old buildings in Paris	There is a famous tower in Paris
There is a lot of delicious food in Paris.	There are great restaurants in Paris.
There are many artists in Paris.	There is a famous art gallery in Paris.

Speaking Practice 2: there is / are

London **has** a river. → **There is** a river in London.

London **has** many bridges. → **There are** many bridges in London.

London has a famous clock.	London has many shops.
London has many big parks.	London has a Ferris wheel.
London has interesting museums.	London has three airports.



Speaking Practice 3: Question forms. Use Speaking Practice 1 + 2 sentences

There are many old buildings in Paris. → **Are there** many old buildings in Paris?

London **has** a river. → **Does** London **have** a river?

Listening: Two people are on vacation in London. They are choosing a day trip.

1. What kind of city is Chester?
2. Is there a cathedral* in Chester?
3. What is there at Stonehenge?
4. Is there a cathedral at Stonehenge?
5. How far is Chester from London?
6. How far is Stonehenge from London?

*(A cathedral is a big church. chapel → church → cathedral)

Unit 10 Teaching Notes

The main aim of this lesson is to fix the way many Japanese students start “There is / Is there?” sentences with the object they are asking about what a place has since it is so hardwired into their system. But the lesson also offers them an easier alternative in “London has... / Does it have...?” which does not need any grammar worries for plural/singular objects.

Warm Up Conversation

T: *Where do you live now? Do you like it? What is good about it? What is bad about it? Is it a big city? Does your city have a bowling alley? Is there an amusement park?*

Here the aim is to brainstorm vocabulary of places, and also to model “Does your city have / Is there a...?” pattern a few times for them.

Target Language

Listen and repeat the target language section.

T: *Let's practice the Target Language. Listen and repeat after me.* (Repeat target language)

Speaking Practice 1

T: *Let's practice a little more. Look at Speaking Practice 1. I say “There is a river in Paris”, you say “Paris has a river.” I say “There are many bridges in Paris.” you say “Paris has many bridges.” OK? Let's try. “There is a river in Paris.”*

S1: *Paris has a river.*

This drill is a chance to model the There is/are pattern to the students and to get them to manipulate the sentence.

Speaking Practice 2

This does the reverse with the students changing back to “There is/are”.

Speaking Practice 3

Use the prompts from Speaking Practice 1 and 2. This gets the student to manipulate and practice the question form.

Listening Challenge

T: *Next, let's do a listening challenge. Mika, please listen for the answer to questions 1, 3 and 5. Kenta, please listen for questions 2, 4 and 6.*

Low levels: Read the questions first. Clarify the meaning of cathedral. Check if the students understand the questions.

Low levels: It can help to use gestures as you read the text. If you use the audio files, you can read it again with your voice that the students' ears may be more tuned to.

Unit 10 Teaching Notes

Listening Questions: Two people are on vacation in London. They are choosing a day trip.

1. What kind of city is Chester?
2. Is there a cathedral* in Chester?
3. What is there at Stonehenge?
4. Is there a cathedral at Stonehenge?
5. How far is Chester from London?
6. How far is Stonehenge from London?

Listening Text

Read each part. Swap roles after.

T: *Next, let's read the text. Mika, please read A Kenta, please read B.*

For larger classes

T: *Next, let's read the text. In pairs, read A and B, then switch parts.*

Natural Phrases (Optional, skip if there is not enough time.)

Low levels: Listen and repeat, then move on.

I can't decide. (They are both good. I don't know where to go.)

What do you think? (Where do you recommend?)

High level: Ask the student how they might say these things in Japanese.

Conversation

This is the main part of the lesson with a lot of topics to talk about.

Which would you visit? Chester or Stonehenge? Why?

Where is your hometown? What kind of place is it?

(Here you can show them a postcard or a few pictures of your hometown. Use them as prompts for them to ask you questions about your hometown. Remember to prioritize student talking time when talking about yourself. Try to get them to ask questions as much as possible and try to compare things to their hometown and country too. Use information about your hometown as prompts for them to talk about their hometown. For example, "My hometown has an ice-hockey team. I am a big fan. I went to their games with my father. Do you have a sports team in your town? No? Do you have a sports team in this prefecture?"

Where do you want to live in the future? Why? What is there?

Which city would you like to live in for a year, Paris or London?

Where should I visit in Japan? What kind of place is it?

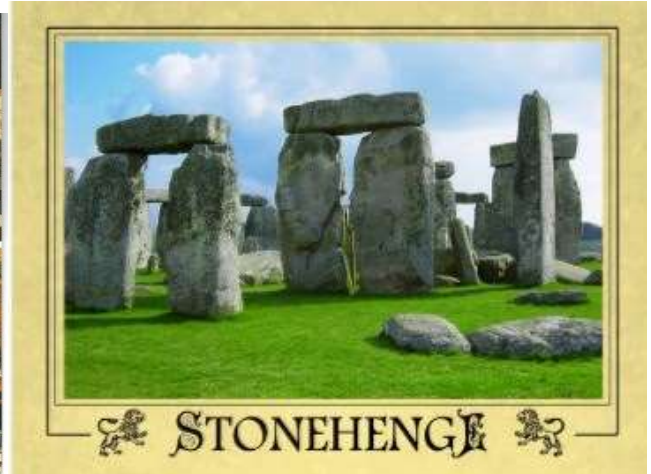
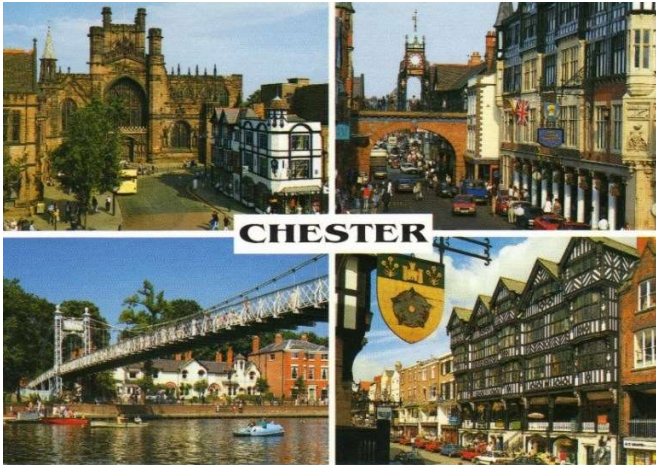
Customization

Since it takes away from student talking time for you to explain your hometown, this is a great chance to write out a listening text based on our hometown and just use that instead of the listening text from this book. This gives students a chance to know you better and become interested in you but does not reduce their talking time. If you have photos or print out postcards that have multiple sightseeing spots from the internet it can be a good conversation spark.

Realtor Roleplay (optional)

If you need more activities, you can do a roleplay where students imagine they are moving somewhere new and don't know about the area. For example, you can help them imagine the situation as being staff being transferred to a new city, or students going to university in a new city.

Listening Text:



A: Tomorrow, we can go on a day trip. Where do you want to visit, Chester or Stonehenge?

B: What kind of place is Chester?

A: Chester is a very beautiful, historical city. Chester has many shops. It has a nice river. It has a very old cathedral. There is a famous old clock. There are some historical sites from Roman times.

B: Does Stonehenge have shops?

A: No, it doesn't.

B: Does it have a nice river?

A: No, it doesn't.

B: Is there an old cathedral?

A: No, there isn't. But there is an old cathedral in Salisbury, a city near Stonehenge.

B: So, what is there at Stonehenge?

A: There is a historical site. Stonehenge is the oldest and most famous historical site in the UK! It is 5,000 years old! It is older than the Pyramids of Giza in Egypt.

B: Really? How far away from London are Chester and Stonehenge?

A: Chester is two hours from London by train and Stonehenge is one and a half hours from London by train and bus. Which one do you want to visit?

B: Oh, wow. I can't decide. Chester has many things to see, but Stonehenge has only one historical site. What do you think?

Natural Phrases

I can't decide. What do you think?

Conversation

Which would you visit? Chester or Stonehenge? Why?

Where is your hometown? What kind of place is it?

Where do you want to live in the future? Why? What is there?

Which city would you like to live in for a year, Paris or London?

Where should I visit in Japan? What kind of place is it?

Realtor Roleplay

A) You are a realtor. Tell me how great this city is.

B) You want to buy a house. Ask about the area.



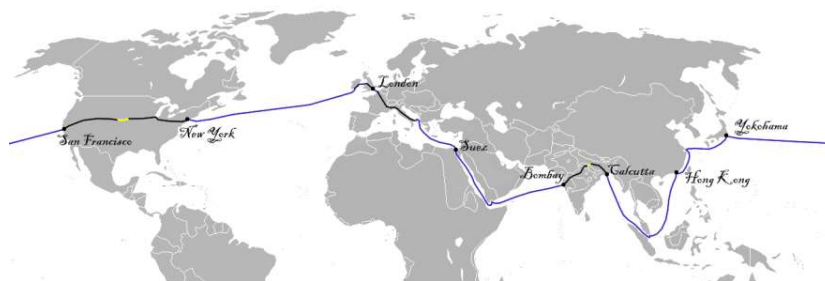
21 Amazing Trips

Where did you go? How was it?

Do you know the story of Phileas Fogg in *Around the World in 80 Days*?

Where did he go? How did he go there? Do you want to try that?

Ask your partner about a trip. (Where did you go? What did you do? What was best?)



Target

Did you go to Hawaii? No, I **didn't**.

Did you have seafood? Yes, I **did**.

Did you have any problems? Yes, I **did**.

Did you go by plane? Yes, I **did**. / No, I **didn't**.

Was the food expensive? Yes, it **was**. No, it **wasn't**.

Where did you go? I **went** to Guam.

What food did you have? I **had** lobster.

What **other food** did you have? I had steak.

What problems did you have? I lost my wallet.

How did you go? I **went** by car.

How was the food? It **was** delicious.

Speaking Practice 1:

food / expensive → **Was the food expensive? How was the food?**

people / kind → **Were the people kind? How were the people?**

hotel/nice

food/delicious

people/friendly

weather/good

beach/clean

shops/interesting

animals/dangerous

journey/smooth

Speaking Practice 2:

beach/go to → **What beach did you go to? What other beaches did you go to?**

museum/go to

food/have

animal/see

problem/have

famous place/visit

souvenir/buy

activity / do

interesting thing/see

Speaking Practice 3:

go/beach → **Did you go to a beach? Where did you go? (*Where/What/How)**

go/a beach

go/a museum

have/seafood

buy/souvenirs

see/Big Ben

have/problems

go/by plane

reserve/online

communicate/in English

Listening:

A reporter is talking to Bob. He went on an amazing trip.

1. Where did he go?
2. Why did he go there?
3. What problems did he have?
4. What food did he eat?
5. Does he want to go there again?
6. Where does he want to go next?



Unit 21 Teaching Notes

This is a really fun lesson if the students get into it and use their imaginations. The grammar point is practicing how to use past tense questions and using did/was/were with more confidence.

Warm Up Conversation

T: *Do you know the story of Phileas Fogg in Around the World in 80 Days? Where did he go? How did he go there? Do you want to try that?*

Where did you go on a trip last time? What did you do? What was best?

Larger classes: **T:** *Ask your partner about a trip. Where did you go? What did you do? What was best?*

Target Language

Listen and repeat the target language section.

T: *Let's practice the Target Language. Listen and repeat after me.* (Repeat target language)

Speaking Practice 1

T: *Let's practice a little more. Look at Speaking Practice 1. I say "food / expensive", you say the 2 questions "Was the food expensive? How was the food?" If I say, "people / kind", you say "Were the people kind? How were the people?" Be careful or using was or were. OK? Let's try. "food / expensive"*

S1: *Was the food expensive? How was the food?*

This drill is to get students used to asking a closed question followed by an open question.

Speaking Practice 2

T: *Let's practice more. Look at Speaking Practice 2. I say "beach/go to", you say the 2 questions "What beach did you go to? What other beaches did you go to?" OK? Let's try. "beach/go to"*

S1: *What beach did you go to? What other beaches did you go to?*

This drill is to get students used to asking for more information for the same question they previously asked.

Speaking Practice 3

T: *Let's practice even more. Look at Speaking Practice 3. I say "go/beach", you say the 2 questions "Did you go to a beach? Where did you go?" Be careful or using the right question word where, was or how. OK? Let's try. "go/beach"*

S1: *Did you go to a beach? Where did you go?*

This drill is to get students used to asking a closed question followed by an open question with did and also to think themselves which question word should be used.

Low levels: You can go through the prompts first and check which question word is needed.

Listening Challenge

T: *Next, let's do a listening challenge. Mika, please listen for the answer to questions 1, 3 and 5. Kenta, please listen for questions 2, 4 and 6.*

Unit 21 Teaching Notes Continued

Listening Questions: A reporter is talking to Bob. He went on an amazing trip.

1. Where did he go?
2. Why did he go there?
3. What problems did he have?
4. What food did he eat?
5. Does he want to go there again?
6. Where does he want to go next?

Listening Text

Read each part. Swap roles after.

T: *Next, let's read the text. Mika, please read the reporter. Kenta, please read Bob.*

For larger classes

T: *Next, let's read the text. In pairs, read the reporter and Bob, then switch parts.*

Roleplay:

Reporter: Interviews an adventurer about their trip.

Adventurer: Chooses a place from 1-20. Talks about their amazing trip. Encourage the students to have fun in English with their imagination!

T: *Next, let's do a role play. Kenta, you are a reporter. Mika, you are an adventurer. You went on an exciting journey. Choose a number from 1-20. 5? OK, you went to Antarctica! Kenta, please interview Mika about her trip. You can look at the hints in the textbook. Welcome back. Where did you go? What did you do there? and so on. Mika, have fun with your English! Use your imagination. Anything is okay!*

If the students struggle to get into it, try to get them to interview you about one crazy trip and give silly answers like you only ate natto on your trip to space, and you met aliens and so on.

Listening Text: An Interview

Reporter: Welcome back. Where did you go?

B: I went to the Amazon jungle.

R: What did you do there?

B: I studied crocodiles.

R: Did you have any problems? What kind of problems did you have?

B: I got lost. So, we followed the river to a village.

R: Oh, no. What about food? Was that a problem? What kind of food did you have?

B: We had sandwiches. But, we ran out of food.

R: So, what did you eat?

B: We ate fried insects and jungle fruit.

R: Was it good? How was it?

B: It was delicious! I was very surprised.

R: Were the insects crunchy? How were they?

B: Oh, yes. They were very crunchy.

R: Do you want to go there again?

B: No, thank you. It was difficult and dangerous.

R: Where do you want to go next?

B: I want to go to the moon!

R: Well, good luck.

Role play: Amazing Trips

Reporter: Interview an adventurer about their trip.

Adventurer: Choose a place from 1-20. Tell us about your amazing trip. (Have fun in English with your imagination!)

Hints for reporter.:

Welcome back. Where did you go? What did you do there?
Did you have any problems? (What kind of problems did you have?)
What about (food)? Was that a problem? (What kind of food did you have?)
Do you want to go there again? (Where do you want to go next?)

- | | |
|----------------------------|----------------------------|
| 1. Amazon River | 11. Trans-Siberian Railway |
| 2. Atlantis | 12. Mount Fuji |
| 3. Mount Everest | 13. Lake Biwa |
| 4. African Jungle | 14. Onigashima (Momotaro) |
| 5. Antarctica | 15. Tanegashima |
| 6. Machu Picchu, Peru | 16. Alaska |
| 7. Mars | 17. A desert Island |
| 8. The Moon | 18. Wonderland (Alice) |
| 9. Ryugujo (Urashima Taro) | 19. The Pyramids |
| 10. Madagascar | 20. Easter Island |

