

Encounters Book 1

Unit 3 Supplementary Materials

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2	Wh-/How Questions with Simple Past Tense Focus on <i>did</i> vs. <i>was/were</i> in Wh-/How questions. Pair work asking questions about the weekend.
3	Why didn't you? (Plus teacher key) Conversation-oriented usage of <i>Why didn't you</i> for asking about reasons.
5	Reacting and Topic Development A writing exercise. Further practice on reacting and asking questions as taught on page 44. Pair work.
6	Giving Details About Events (Plus teacher translation) Conversation-based exercise for about sequencing details. Pair work about experiences.
8	Giving details about Weekend Events - Level 1 Conversation-based sequencing of events with support of weekend conversation. Vocabulary building.
9	Giving details about Weekend Events - Level 2 Conversation-based sequencing of events with little support. Vocabulary building.
10	Giving Details: How was your...? (Plus teacher translation) Extension activity to practice giving details about a wider range of past activities. Pair work.
11	Common Expressions (Plus teacher key) A straightforward translation exercise.
13	Dictogloss Analytical dictation of a whole text. Teacher-fronted diagnostic and teaching tool.

Wh-/How Questions with Simple Past Tense

Forming questions in the past tense is similar to forming questions in the present tense.

Present: What beach **do** you go to?

Who **is** your teacher this semester?

Past: What beach **did** you go to last week?

Who **was** your teacher last semester?

Task 1: Unscramble the words to write questions in the past tense. You must add **did** or **was / were**.

1. (to the beach / with / go / who / you /?)

Who **did** you go to the beach with _____ ?

2. (do / you / what / last night /?)

_____ ?

3. (last night / you / where /?)

_____ ?

4. (why / you / me / last night / call /?)

_____ ?

5. (get / to Disneyland / you / how /?)

_____ ?

6. (you / how long / in Niigata / last week / stay /?)

_____ ?

7. (where / when I called / you /?)

_____ ?

8. (to Fukuoka / it take / how long / on Saturday / for you to drive /?)

_____ ?

9. (you / see / what movie /?)

_____ ?

10. (how / it /?)

_____ ?

Task 2: Work with a partner. Ask them about their weekend. During your conversation, try to ask past-tense sentences starting with the following words. Use either **did** or **was/were** when talking in the past tense.

Who...

What...

Where...

Why...

When...

How...

What train...

What time...

How long...

How many...

How much...

Why didn't you?

People often use “Why **didn't** you...” (どうして～をしなかったの?) when talking about the weekend or other past events.



I want to go to Disneyland, but I don't want to go alone.
(Disneylandに行きたいけど、一人では行きたくない。)

Why didn't you go with us last weekend?!

(なんで先週私達と行かなかったの?!)



Task 1: Translate the following expressions. Be sure to use “Why didn't you...”

1. Stu: I missed my last train home last night. I had to walk for an hour to get home.

Lori: _____
(なんで私に電話しなかったの? 私は車を持っているよ。)

2. John: Tim, Nobuko, Masa and I went bowling last night.

Jason: _____
(ええ?なんで Bill も行かなかったの?)

3. Kelly: On Saturday I got an Internet connection at home. I got NTT B-Fletz.

Ise: _____
(なんで YahooBB にしなかったの? NTT より service がいいし、安いんだよ!)

4. Sayuri: I didn't pass my English test. I didn't understand the grammar.

Dale: _____
(ええ?なんで試験の前に先生と話をしなかったの?)

Task 2: Ask about reasons using “Why didn't you...”



On Saturday I just stayed at home all day.

Really? But the weather was beautiful on Saturday!

Why...



I bought some new skiis in Aoyama on Sunday. But they were really expensive.

You bought skiis in Aoyama?

Why...

The ski shops there are much cheaper than the ones in Aoyama.



Task 3: Talk to a partner about the weekend. Be sure to use “Why didn't you...” at least once each.

Why didn't you? (activity from previous page)

Teacher Key (Japanese Translation)

Task 1: Translate the following expressions. Be sure to use “Why didn't you...”

1. Stu: I missed my last train home last night. I had to walk for an hour to get home.

Lori: _____

(なんで私に電話しなかったの？私は車を持っているよ。--Why didn't you call me? I have a car.)

2. John: Tim, Nobuko, Masa and I went bowling last night.

Jason: _____

(ええ？なんでBillも行かなかったの？--Really? Why didn't Bill go, too?)

3. Kelly: On Saturday I got an Internet connection at home. I got NTT B-Fletz.

Ise: _____

(なんでYahooBBにしなかったの？NTTよりserviceがいいし、安いんだよ！
--Why didn't you get YahooBB? It has better service than NTT, and it's cheaper!.)

4. Sayuri: I didn't pass my English test. I didn't understand the grammar.

Dale: _____

(ええ？なんで試験の前に先生と話をしなかったの？--Really? Why didn't you talk to the teacher before the test?)

Reacting and Topic Development

When your partner says something, show interest by reacting and asking questions.

Reaction + Question (反応 + 質問): 質問は、相手が最後に話したことと論理的な関連があるように、また自分が本当に知りたい情報を聞き出すように注意しましょう。

On Saturday, I went to see a movie with my girlfriend.



Oh yeah? How was it?

That's great! What theater did you go to?

Task 1: Choose appropriate reactions and questions from the boxes below, and complete the dialogues.

1. Sandy: I just stayed home all weekend.

You: (**Oh yeah?**) (**Did you get any homework done?**)

Sandy: Yeah, I studied English for a few hours.

2. Trevor: I broke my leg skiing.

You: () ()

Trevor: Oh, I was going too fast and I hit a tree.

3. Maria: I went out on Saturday with Kenji.

You: () ()

Maria: We went to a movie, then we went for dinner at a nice Italian restaurant.

You: () ()

Maria: Oh, it was great. The food was excellent!

4. Steve: I had to work for 14 hours on Saturday! It was so tiring.

You: () ()

Steve: No, after work, I went out with some friends to an *Izakaya*.

You: () ()

Steve: It was the one by the station.

You: () ()

Steve: Oh, it was fun at first. But then my girlfriend and I had a huge fight. I think we're going to break up.

You: () ()

Steve: Yeah, I might give her a call to tonight.

Reactions:

Oh, no. That's too bad.

Oh, OK.

Oh, no. That's terrible!

Oh, that's good.

Oh, really? That's great!

Cool!

~~Oh yeah?~~

Oh, no! I'm sorry to hear that.

Questions:

How was it?

What *izakaya* did you go to?

What happened?

~~Did you get any homework done?~~

What did you do?

I know that one. How was it?

Why don't you call her and talk to her?

So you didn't go out on Saturday?

Task 2: Work with a partner. Read through the conversations above. Then talk about what you did on the weekend. React and ask questions.

Giving Details About Events

Use the time expressions and time sequence markers on page 45 to give details about interesting events.



ある出来事について話をするときに、時を表す表現 (**On Saturday, about 6**等)や出来事を順番につなげる表現 (**After that, and then**等)をバランスよく使いましょう。

基本的に、時を表す表現は2、3回くらい使ったほうがいいです:話のスタートと、話の途中と、話の最後のほうに、一回ずつ使うパターンがよくあります。その表現の間には、出来事を順番につなげる表現を使えばいいわけです。

Task 1: Take turns reading the conversation below with a partner.

So...how was your weekend?

Oh, it was excellent. I went on a date with Toshi. It was great!

Really? That's great! So...how was the date?

Oh, it was excellent. I met him **around 3 on Saturday and** we went shopping at Carrefour in Makuhari. **Then, after that,** we had coffee together at Starbucks **and** talked for about 2 hours!

Two hours! Wow! That's great.

Yeah, it was a really nice talk. Anyway, **after that, around 6,** we went for dinner at a garlic restaurant. It was excellent. **Then, after that** we saw a movie, **and then** we went for a walk along Tokyo bay. It was really romantic. Anyway, he drove me back home **around 10:30** and we said good night. It was such a nice date.

I'm glad you had such a great time. So...are you going to see him again?

Task 2: Think of a date, or a day spent with a friend when you did several things. What did you do? Write details and times below. Then work with a partner. Take turns talking about your dates.

→ Well, on	at around	we
→ Then, after that we		
→ Then, at about	,	we
→ After that, we		
→ Finally, around	,	we

Task 3: Work with a partner. Give details about a fun day or evening out with friends.

Giving Details About Events (activity from previous page)

Teacher Key (Japanese Translation)

Use the time expressions and time sequence markers on page 45 to give details about interesting events.














When talking about a past event, try to balance expressions of time (On Saturday, about 6, etc) with time sequence markers (After that, and then, etc).

As a general rule, you should only use specific expressions of time 2 or 3 times: when you start telling about your past experience, once in the middle, and once near the end of your story. In between those expressions, just use time sequence markers to connect your ideas.

Giving details about Weekend Events - Level 1

Task: Take turns completing each conversation. Use ALL of the photos in each “event chain.” Use time expressions (around 6) and time markers (after that). Both partners should actively participate in the conversation.

<p>A: So...how was your weekend? B: Oh, it was really good, thanks. I had a great time on Saturday. A: Oh yeah? What did you do? B: Well...</p>	<p>A: So...how was your weekend? B: Oh it was OK, but I didn't do much. I just stayed at home all weekend. But at least I got some work done. A: Oh yeah? What did you do? B: Well...</p>	<p>A: So...how was your weekend? B: Oh, it was terrible! It was the worst weekend I've ever had. A: Oh no! That's terrible. What happened? B: Well...</p>
<p style="text-align: center;"><i>go swimming</i></p>  <p style="text-align: center;"><i>go for a work out*</i> <small>(* トレーニングする)</small></p> <p style="text-align: center;"><i>call some friends</i></p>   <p style="text-align: center;"><i>go to Disneyland</i></p>  <p style="text-align: center;"><i>have a party at my place*</i> <small>(* 私の部屋/アパート等)</small></p>	 <p style="text-align: center;"><i>vacuum my place</i></p>  <p style="text-align: center;"><i>do some laundry</i></p>  <p style="text-align: center;"><i>go for lunch at Yoshinoya</i></p>  <p style="text-align: center;"><i>write a report</i></p>	 <p style="text-align: center;"><i>crash my car</i></p>  <p style="text-align: center;"><i>have a fight with my girl/boyfriend</i></p>  <p style="text-align: center;"><i>have to go to a funeral</i></p>

Giving details about Weekend Events - Level 2

Task 1: Work with a partner. With each “event chain” below, begin a conversation about the weekend. Then use ALL of the photos as you talk about the events of your weekend. Use time expressions (**around 6:30**) and time markers (**after that**). Both partners should actively participate in the conversation.



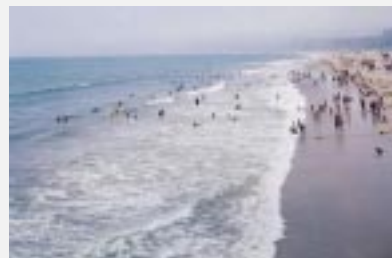
So...how was your weekend?



go to see a ball game



go shopping



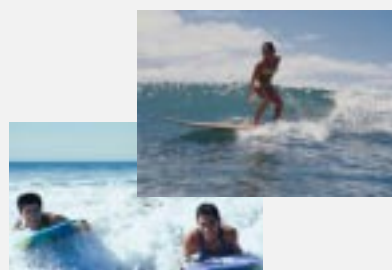
go to the beach



play tennis



meet a friend for coffee



do some surfing and bodyboarding



watch TV with friends



go to a hanami party



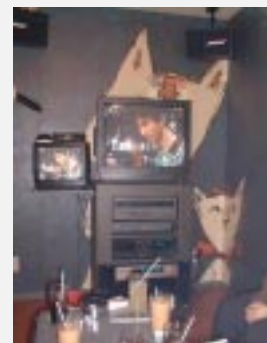
go to an izakaya



play video games



go to see a movie



go to karaoke

Task 2: Now talk about what you did last weekend. Even if you didn't do anything exciting, be sure to give some details about what you did.

Giving Details: How was your...?

In Unit 3, you have studied how to give details about the weekend. You can also give details when talking about vacations, trips and so on.

週末についての話だけではなく、How was your summer vacation? (夏休みは、どうだったか) や How was your trip to Hakone? (箱根の旅行はどうだったか) のような他の出来事に対しても時間表現/順番表現が使えます。



Task 1: For each event below, write some things that you could do. A few examples have been done for you.

1.

So...how was your trip to Hakone?



• *We took the train there on Saturday morning.*

•

• *We checked into our hotel. It had a great onsen.*

•

2.

So...how was your summer vacation?



•

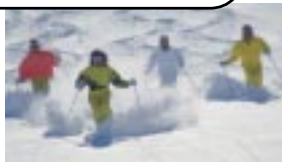
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•

•

3.

So...how was your winter break (冬休み)?



•

•

•

•

4.

So...how was your trip to Canada?



•

•

•

•

Task 2: Work with a partner. For each photo above, role play a conversation in which you talk about the things you have written.

Task 3: Work with a partner. Take turns asking each other about recent trips, or recent vacations.

Common Expressions

This exercise will allow you to practice:

1. forming a variety of questions
2. common expressions and useful language used when talking about past events.

Task: Translate the Japanese questions. Write them down and then write a complete answer.

1. (夕べどこに行きましたか。) _____

Answer: _____

2. (映画は、どうだった?) _____

Answer: _____

3. (日曜日の夕方に家にいたの?) _____

Answer: _____

4. (何の車を買いましたか。) _____

Answer: _____

5. (富士山に誰と行きましたか。) _____

Answer: _____

6. (彼女の家まで運転するには、どれぐらいかかったんですか。) _____

Answer: _____

7. (土曜日の夜は何をしたの?) _____

Answer: _____

8. (何の映画を見に行きましたか。) _____

Answer: _____

9. (金曜日の夜に友達と遊びにでかけましたか。) _____

Answer: _____

10. (夏休みはどうだった?) _____

Answer: _____

Common Expressions (activity from previous page)

Teacher Key (Japanese Translation)

Task: Translate the Japanese questions. Write them down and then write a complete answer.

1. (夕べどこに行きましたか。) Where did you go last night?

Answer: _____

2. (映画は、どうだった?) How was the movie?

Answer: _____

3. (日曜日の夕方に家にいたの?) Were you at home on Sunday night?

Answer: _____

4. (何の車を買いましたか。) What (kind of) car did you buy?

Answer: _____

5. (富士山に誰と行きましたか。) Who did you go to Mt. Fuji with?

Answer: _____

6. (彼女の家まで運転するには、どれぐらいかかったんですか。) How long did it take to drive to her place?

Answer: _____

7. (土曜日の夜は何をしたの?) What did you do on Saturday night?

Answer: _____

8. (何の映画を見に行きましたか。) What movie did you go to see? / What movie did you go to?

Answer: _____

9. (金曜日の夜に友達と遊びにでかけましたか。) Did you go out with your friends on Friday night?

Answer: _____

10. (夏休みはどうだった?) How was your summer vacation?

Answer: _____

Dictogloss

Instructions to teacher:

See the dictogloss explanation in the Unit 1 materials. Work through the following four stages:

1. Preparation: If this is your first dictogloss, do a dry run of the dictation and reconstruction of a simple, but similar conversation to prepare students for what is to come.
2. Dictation: If possible, prerecord the dialogue with a colleague twice, once a bit slowly, and once at normal speed. On the first listening, students don't write. On the second or subsequent listenings, they can write brief notes (sentence fragments) on main ideas. The purpose is to get the main ideas, not every word exactly as it appears in the text, so do not read too slowly.
3. Reconstruction: Students work in groups and try to reconstruct the text as they heard it, editing for accuracy.
4. Analysis and correction: Either on the board or OHP, elicit a reconstructed text from the groups. Then give out a copy of the original and discuss. Emphasize acceptable alternatives, and correct or teach when necessary.

Passage to read to students:

Sachi: Hey, Jason. How's it going? What's up?

Jason: Oh, not much. How's it going with you?

S: Pretty good, thanks. So...how was your weekend?

J: Oh, it was excellent. I went to a great party on Saturday. It was really fun.

S: Wow. That sounds great! Where was it?

J: At a friend's place in Azabu.

S: Azabu? Wow! That's really far. How was the traffic?

J: It wasn't bad. Actually, I drove into Tokyo in the morning, so the roads weren't too busy.

S: Oh yeah? So...what did you do in Tokyo all day?

J: Well, first I met a friend in Yoyogi park around eleven to play tennis. Then after that, we met another friend for coffee at Starbucks. We did some shopping, and then around 7 we drove to the party. It was a great day.

S: Great!

J: So how about *you*? How was *your* weekend?

S: It was OK. I didn't do much really. I just stayed at home. It was OK...Actually, listen, I have to go. I have to get to class.

J: OK, talk to you later.

S: Yeah, see you around.