

# Encounters Abroad

## Selected Notes to Teachers

Use the index below and the links in blue to navigate this teacher's manual. This manual deals mainly with individual pages, and does not indicate how to time the course as a whole. For more on this, please see the preface pages within the textbook.

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## General Teaching Notes

**1:** It is recommended that teachers assign the language focus, or even the listening or other selected areas of upcoming units as homework in order to free up more class time for speaking work and feedback sessions. Check the end of each unit's notes in this package for suggested homework assignments.

There are also a series of simple vocabulary quizzes available for download. These can be used at the *beginning* of a new unit to encourage students to study the key vocabulary before coming to class.

**2:** In some units, students are encouraged to look for things like menus, car rental prices and so on on the Internet. This is always an optional activity, but is worth doing as it gets students more in touch with authentic materials, and gives them more personal involvement with the course content.

**3:** All in-class activities in Encounters are written in English. To help students understand what they must do, it is always a good idea to demonstrate with a student.

**4:** The self-assessment sheet at the end of each unit is primarily for student use. Visit the assessment materials section of the Teacher Zone of the Encounters support site to download oral evaluation sheets.

**5: Review Units:** There are no specific teaching notes for the review units. Think of them as a chance for consolidation, some informal oral assessment, and a bit of fun.

For both review units, allow students to choose the roles they want to play. If possible, rearrange the desks to fit the role plays. For example, with Review 1, the students start at the front of the room in the "airplane," then they move to the next row where they move through "immigration," and then onto the row where the "taxi drivers" await, and so on. You can probably do 2 pairs of travellers per run, one on each side of you. To evaluate students, I'd suggest just giving them a holistic grade out of 10 for each section they do and then add that up.

# Unit 1: Where Are You Heading?

## Unit Objectives / Listening

Page 8 Opening	<p><b>Objective:</b> To get to know people when travelling</p> <p>Elicit examples of situations where students may be able to talk to strangers abroad. Allowing students to see the pragmatic benefits of the English they are studying can be extremely motivating. Don't push for answers too strongly if you have a quiet class. Rather, you can do some of this work while students are working in groups later.</p> <p>The Listening questions can be done as a homework activity from time to time, but you should do it in class for a few units to get students used to how to do the listening effectively. Listen to the CD twice, once for each question. Play it again after correction to show students that listening is not a one-shot affair. See page 92 for listening transcripts.</p>
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## Model Conversation

Page 9 Model conversation	<p>Read through the conversation with a student for pronunciation, and explain points as they arise. To emphasize the importance of learning the vocabulary in the marginal gloss, I recommend having students learn it <i>before</i> class (starting from Unit 2). Then use the short vocabulary quizzes on this support site as a motivational / evaluative tool for 10 minutes before starting each unit.</p> <p>Move onto Activity 1, identifying future plans. Play the CD once to listen, then once to listen and read. End with students reading the conversation in pairs.</p> <p style="text-align: center;"><b>Teaching Tip No. 1: Reading dialogues</b></p> <div style="border: 2px solid green; padding: 10px;"><p>To help students avoid looking down at their page the entire time they are reading, demonstrate the following technique:</p><ol style="list-style-type: none"><li>1. Read a chunk of meaning (a short sentence, or part of a long sentence) silently.</li><li>2. Look up at your partner and make eye contact and <i>then</i> speak.</li><li>3. If you suddenly notice that you can't remember something, look down, read it silently again, look up and try again.</li></ol><p>Practicing in this way helps students notice language that they still need to review. At the same time, it discourages them from rote memorizing entire passages. While students read, do not over correct if they make errors.</p></div>
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## Language Focus

Pg. 10 Asking future plans	<p>As this is the first unit, you may wind up doing all of the Language Focus exercises in class. In future units, I recommend having students do at least some of the Language Focus section as homework, as it can be very time-consuming. This time is better spent in production and teacher/peer feedback.</p> <p>For Language Exercise 2, have students ask you their questions as a class group. Encourage them to then ask follow-up questions to get in the habit of developing topics.</p>
Pg. 11 Expressing future plans	<p>The point of this page is to teach students that there are many ways of expressing future plans. Spend some time having students work in pairs to talk about their weekend plans (Language Exercise 4). Insist that they give at least 4 activities, and use at least 3 different expressions to get them in the habit of varying their language choices. Have students circulate so they can practice with a variety of partners. Try to balance your time between listening to students and giving feedback, and actually jumping in and talking about your own weekend plans.</p>

## Communication Focus

<p>Pg. 12 Meeting people and travel talk</p>	<p>In <u>Activity 2</u>, in addition to teaching students how to start a casual conversation (using the situation as an ice breaker), you should also show them some body-language (lack of eye contact, brief or no verbal response, etc.) to use or recognize as a “do-not-disturb” sign.</p> <p><u>Activity 3</u>: Having students visit a travel agency to get pamphlets, or having them download information from the Internet is a VERY useful and relevant homework assignment. Encourage students to choose destinations they truly would like to visit. The more you can have students perceive the language they are using as being real and pragmatically “yaku ni tatsu,” the more effectively they will learn and recall. Also, these travel plans will be recycled throughout the textbook, so now is a good time to have them do the groundwork.</p> <p><u>Activity 4</u>: When talking to a person in line at a travel agency, make sure that the conversation is just that -- a dialogic conversation. This should not be a monologic regurgitation of Activity 3. If necessary, find a few capable student pairs to demonstrate a good example conversation and topic development.</p>
<p>Pg. 13 Personal information</p>	<p>Note that CD Track 5 has been designed for <u>Activity 5</u> with gaps so that students can provide their own information. It is a good idea to do this chorally in class so students know how to use it on their own. Yes, it will be chaotic, but chaos can be fun.</p> <p>During the extended conversation in <u>Activity 6</u>, students should be <i>conversing</i>, asking questions and developing topics -- not just downloading a long stream of information about their hometown, what it’s famous for, and so on. Self introductions can be done any time once students have been speaking for a few turns.</p>

## Role Play and Self-Assessment

<p>Pg. 14 Role plays</p>	<p style="text-align: center;"><b>Teaching Tip No. 2: The role of role plays</b></p> <div style="border: 2px solid green; padding: 10px;"> <p>The purpose of the role plays is to encourage spontaneous and mostly unrehearsed use of language. <b>DO NOT</b> let students prepare written conversations. If they write, they will focus too much on form, and are likely to panic and stop talking when they forget their “lines.” Instead, allow 10 minutes for oral preparation and practice, then go straight to production, allowing them to look at the role play page (and only that page) as required.</p> </div> <p>If the challenge role play is used, do it after the second round of role plays. Have them redo the role play, incorporating the challenge information.</p>
<p>Pg. 15 Self assessment</p>	<p>Students should have a clear plan of where they are going “on vacation” and what they are planning to do. Allow student pairs to decide on a situation and an “ice breaker,” then meet and talk with a stranger en route. Then have students try again with a partner <u>with whom they have not yet practiced</u>. Then have all students complete the self-assessment sheet.</p> <p>This may be the students’ first encounter with self-assessment. If they have checked everything, quiz them orally on a few points. If they can't do them, they need to self assess again. Conversely, if they have checked nothing, a quick check allows you to show that they must have confidence to recognize when they have accomplished the criteria. In doing so, they will become more sensitized to the importance of critical reflection in language learning.</p>

## UNIT 2 Prep Homework: (assign at the end of unit 1)

- Vocabulary boxes pages 16, 17, 19 - 22. See support site for mini vocabulary quizzes
- Language Focus pages 18, 19
- Communication Focus page 20 -- Filling out a landing card
- Choose a country to visit and research visa requirements

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# Unit 2: May I See Your Passport?

## Unit Objectives / Listening

Page 16 Opening	<p><b>Objective:</b> To clear an immigration interview</p> <p>When asking the warm up question about documents, most students will know they need a passport, and some will know about visas. Ask a few students if they need a visa to China (no, but only for 15 days), or Malaysia (no, up to 3 months), etc. This helps students see that rules vary depending on the country they are visiting. You can show them photos of the passport and passport stamps on page 22, and briefly explain the purpose of a landing card, showing them the example on page 20.</p>
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## Model Conversation

Page 17 Model conversation	<p>The CD gives some good examples, both in the model conversation and listening section passage from page 16, of the somewhat formal tone of voice used by the immigration officer. It is a useful exercise to have students try to impersonate that tone -- if for no other reason than voice exercise. This is a good time to show them the "next please" hand signal they might see abroad.</p> <p><u>Activity 1:</u> Summary of Mieko's trip. This can be done individually, or elicited as a class activity to be written on the board.</p>
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## Language Focus

Pg. 18 Future plans	<p>This page allows you to expand the will be + ~ing future form beyond immigration interviews. Spend some time doing class-fronted correction of Language Exercise 2. Then do some pair work as students talk in a casual conversation about a friend's future trip to Kyushu.</p>
Pg. 19 Making requests	<p>Can you ~ / Could you ~...? is used throughout the book, so doing some extension work on this is certainly not a waste of time. You can begin by walking around the class, requesting students to do things. "Could you open the window / stand up / sit down / show me your notes / tell me the meaning of this word" etc. Then have students prepare one and ask you. Just have a few students actually ask you their requests, or you'll waste the entire class.</p> <p style="text-align: center;"><b>Teaching Tip No. 3: Using L1 explanations</b></p> <div style="border: 2px solid green; padding: 10px;"><p>If you are using the Japanese version of this textbook, simply do one of the following:</p><ol style="list-style-type: none"><li>1. Read explanations to the class aloud in Japanese, <i>or</i></li><li>2. Ask a student to read them for you out loud to the class.</li></ol><p>Avoid "re-explaining" in English. Students invariably report that this confuses them. Moreover, it is a waste of valuable class time. The Japanese explanations are there to allow students to jump directly to language practice. Save further teacher explanation or demonstration in English until students are actually using the language in pairs, and seem to be stumbling.</p></div>

## Communication Focus

Pg. 20 Landing card	This can be surprisingly time consuming, so assign it as homework if possible. If you want to provide an example, you can photocopy the completed version from the teacher's manual for students to use as a guide when working at home.
Pg. 21 Giving information	Though it's unlikely that your students will work at immigration in Japan, given the importance of the immigration interview, they should know the questions in <u>Activity 3</u> very well. Student questions and their responses should be checked before doing Activity 4. It is then helpful to play CD Track 10 so students can hear the officer's voice tone again.
Asking repetition	<p>During <u>Activity 4</u>, the student playing the immigration officer can refer to the textbook, but the student playing the traveler should do it with no help. This activity can be made easier if you allow students to switch textbooks, so students are being asked questions to which they have already prepared answers.</p> <p><u>Activity 5</u>, asking for repetition, provides an extremely important bit of enabling language, so students should practice it until they can say both expressions quite fluently. Play CD Track 10 THEN CD Track 11 so students can hear how the expressions are used, and how native speakers tend to change the form of their utterance to be better understood. As they repeat Activity 4, insist that they use both forms of asking for repetition at least one time, if not more.</p>

## Role Play and Self-Assessment

Pg. 22 Role plays	<p>The challenge role play in this unit can be particularly difficult for students who have never been abroad, and are not aware that immigration is done in two stages: An immigration interview, and (sometimes) a customs interview. You might want to draw a quick diagram on the board to show a flowchart of airplane, immigration interview, customs check.</p> <p>Encourage students doing the challenge role play to ask a lot of questions when checking the traveller's suitcases. All students should be aware of the very serious penalties that they can incur in some countries for smuggling plants, animals, drugs or other restricted items.</p>
Pg. 23 Self assessment	Due to the rote nature of immigration question types, the "Over to you" role play will not require much linguistic preparation on the part of the students. It is, however, a good opportunity for students to research their destination country and find out visa requirements, or any particular customs restrictions. In some cases, they might even be able to download landing cards from that country. Once again, the more authentic and relevant you can make these role plays and language exercises, the more they'll enjoy the class, and the better they will learn.

## UNIT 3 Prep Homework: (assign at the end of unit 2)

- Vocabulary boxes pages 24 - 28. See support site for mini vocabulary quizzes
- Language Focus pages 26, 27

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## Unit 3: Where To?

### Unit Objectives / Listening

Page 24 Opening	<p><b>Objective:</b> To take a taxi abroad, with a stop along the way</p> <p>The warm up questions bring up the topic of tipping. If your class is talkative, you could elicit services abroad that require a tip, and roughly how much that tip might be (ex. taxi driver = \$1 / bag plus 10% of fare, bellhop = \$1 a bag, waiter = 15%, +/-, English teacher = \$0).</p> <p>If you've done the listening as a warm up in the first two units, it might be useful to leave it until the end of the unit and use it as a consolidation / review exercise. You can then ask students which way they prefer, warm up vs. ending, and let that inform your teaching.</p>
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### Model Conversation

Page 25 Model conversation	<p>As always, be sure to cover the marginal gloss. As students read through the conversation, they should physically get in and out of the car to add a kinesthetic dimension to the learning.</p> <p><u>Activity 1:</u> Kentaro's destinations. This helps highlight the fact that both the passenger and driver state destinations for confirmation. It also helps consolidate the meaning of "fare."</p>
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### Language Focus

Pg. 26 Using "Let"	<p>This point is usually brutally difficult for students to grasp, even with the Japanese explanation, but it is an essential bit of conversational English. Make a point of using "Let me" -- "Let me see your book," "Let me help you" etc. often in class.</p>
Pg. 27 Prices	<p>This page arose when students brought it to my attention that they didn't know what denominations existed in foreign currency. The textbook only deals with Canadian and US currency, but you can also teach or show currency from other countries.</p> <p>This page also places focus on large numbers. As an extension activity, write numbers on the board and have students try to say them. Language Exercise 4 builds on this, with one student writing a number and giving it to their partner, who then has to say that number as a price.</p>

### Communication Focus

Pg. 28 Giving directions	<p>This page works in 2 stages. In <u>Activity 2</u>, students role play catching a taxi and giving their final destination. In <u>Activity 3</u>, AFTER completing the blanks at the bottom of the page, they give their destination, then once underway, they add an extra on-the-way place to stop.</p>
Pg. 29 Chatting Paying the fare	<p>To make the page work more smoothly, you could do the payment <u>Activity 5</u> first, followed by a simple role play of catching a cab, stating a destination, arriving and paying. THEN move on to the section on chatting with the driver, redoing the mini role play to include the 5 minute conversation in <u>Activity 4</u>.</p>

## Role Play and Self-Assessment

Pg. 30 Role plays	<p>Once students have chosen a role to start with, driver or passenger, point out to the passengers the information they need (stop at a bank on the way to Traveller's Inn, etc.), and point out to drivers the information below that they need to use (the 'on the way' stop and the fare).</p> <p style="text-align: center;"><b>Teaching Tip No. 4: Forming pairs</b></p> <div style="border: 2px solid green; padding: 10px;"><p>Even the best class will get dull if students are always practicing with the same partner. This tends to happen when teachers allow students to choose their own partners. To solve this problem, you should sometimes have students sit with new partners.</p><p>One method is to count off students into two large groups, then have people with the same number form pairs. For example, in a class of 10 students, you would walk through half the class and point to each student and give them a number, counting from 1 to 5, then starting again with the remaining students, counting from 1 to 5. To avoid confusion, ask the 1s to put up their hands so that they can see each other, then the 2s and so on. Then ask the 5 new pairs to move and sit together. Assigning locations where to sit will speed things up, and can help keep the pairs spread evenly throughout the class.</p><p>This kind of pair formation is fast. More importantly, students perceive it as being random, and therefore they can usually live with it if they get stuck with a member of the class that they do not like. In reality, this way of choosing pairs is far from random, and you can be a little sneaky in making sure that certain people do or do not sit together. You can also try to form as many male/female pairs as possible. This will often raise the energy level in class, and seems to keep everybody working at their best.</p></div> <p>If you do the challenge role play, you might find some students who take the role to heart and get rather aggressive with the driver. In this event, after you've all had a good laugh, it's worth pointing out that this kind of behavior abroad is liable to earn them a mouthful of broken teeth, and that they can stand up for their rights without being overly aggressive.</p>
Pg. 31 Self assessment	<p>You can pretty much leave this one up to the students, but if you want to make it more interesting, you can bring in some downloaded brochures or pages of hotels, language schools, hospitals, airports or any other places that students can look at and choose as a final destination.</p>

### UNIT 4 Prep Homework: (assign at the end of unit 3)

- Vocabulary boxes pages 33 - 37. See support site for mini vocabulary quizzes
- Language Focus pages 34, 35
- Use the Internet or travel brochures to research a hotel you might want to stay at: prices, facilities, etc.

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## Unit 4: I Asked for a Double

### Unit Objectives / Listening

Page 32 Opening	<p><b>Objective:</b> To check into a hotel</p> <p>It is entirely possible that you will have an entire class that has never booked or checked into a hotel on their own. In this case, the only warm up question you can use is to elicit some potential problems they might have at check in (wrong type of room, not enough nights, etc.).</p>
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### Model Conversation

Page 33 Model conversation	<p><b>Activity 1:</b> Azusa's check in details</p> <p>After the problems are solved, Azusa is staying in a double room on a non-smoking floor. She's in room 655, and breakfast is included in the price of her hotel.</p>
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### Language Focus

Pg. 34 Solving problems	<p>The "projecting clauses" taught in this page are extremely useful for everyday conversation. If your students are up to it, you can also teach the following, followed by student examples:</p> <p><i>The teacher <u>told me that</u> + we have a test next week</i></p> <p><i>I <u>heard that</u> + it's going to rain tomorrow.</i></p> <p><i>The textbook <u>says that</u> + we have to use past tense.</i></p> <p>In Language Exercise 3, pay attention to how students offer to solve problems. Emphasize that this can be very helpful for dealing with foreign customers / clients in Japan.</p>
Pg. 35 Internet reservation forms	<p>The form in Language Exercise 4 can be difficult for somebody with little or no online experience. You can help students by passing out a photocopy of the page in the teacher's edition.</p> <p>You can also ask students to find an online reservation on the Internet and bring it to the next class. In most cases, they will only be able to access and print the first page of the reservation, and in some cases, they may have to register with the booking service (free, of course). All of this helps them get closer to the real experience of booking on line.</p>

### Communication Focus

Pg. 36 Confirming reservation	<p>This page works in 2 stages. In <b>Activity 2</b>, students role play either a guest checking in or a front desk staff. Basically, this is just an exercise to give linguistic practice of the confirmation expressions at the top of the page.</p>
Solving problems	<p>Then, in <b>Activity 3</b>, students must listen for the error in the reservation, point it out, and solve the problem. The hotel staff use the same computer screens from Activity 2, and guests refer to the confirmation emails at the bottom of the page.</p>
Pg. 37 Ending details	<p>In <b>Activity 4</b>, after students practice how to fill out their information, you could provide some blank photocopied forms for students to use as they practice. In order to help students just focus on this stage, it's best to skip the check in confirmation, and start with "May I see your credit card, please?"</p>
Hotel facilities	<p><b>Activity 5</b> may prove challenging for students with little experience of staying in hotels. As long as you can get a few answers on the board from a few students, that should be enough.</p>

## Role Play and Self-Assessment

<p>Pg. 38 Role plays</p>	<p>This role play is rather confusing, since it has 3 parts. The computer hotel screen is on the top, with the guest's information. Then there is an abbreviated check-in card. Finally, there is the guest's email. It may take students a few minutes of talk before they can go ahead with the role play, but don't let them write anything down in preparation.</p> <p style="text-align: center;"><b>Teaching Tip No. 5: Two perspectives</b> <i>Using both sides of a role play</i></p> <div style="border: 2px solid green; padding: 10px;"><p>The focus of this textbook is "English for travel abroad." It is therefore easy to think of the learning only from the perspective of the Japanese traveller abroad. This perspective, however, utilizes only 50% of the language in the book. There is another perspective -- that of people who interact with foreign travellers.</p><p>To use 100% of the book, make it clear to students that while they might use this English when they travel, they will almost certainly use it when dealing with foreign travellers in Japan. Indeed, many of your students might work in hotels, restaurants, shops, or, yes, even become taxi drivers and immigration officers. In fact, taking one of these roles to heart might actually inspire them to look for a job dealing with foreign guests in Japan.</p><p>So when doing the role plays in this book, think of it from two perspectives: English for use when travelling abroad, and English for use at work in Japan.</p></div> <p>If you do the challenge role play, you can use either role play, since they have been designed for students to request a non-smoking room. This is a good chance for students again to use, "I asked for..." or "I was told that..."</p>
<p>Pg. 39 Self assessment</p>	<p>This role play can be done either as a check-in at a hotel abroad, or as a check-in at a Japanese hotel. Either way, if you can have students bring in some realia -- perhaps an Internet check-in form and some information of a real hotel, it will help make their learning experience more concrete, enjoyable, successful and effective.</p>

### UNIT 5 Prep Homework: (assign at the end of unit 4)

- Vocabulary boxes pages 40 - 45. See support site for mini vocabulary quizzes
- Language Focus pages 42, 43
- Use the Internet or travel brochures to research the sightseeing spots at a place you want to visit.

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# Unit 5: What Would You Suggest?

## Unit Objectives / Listening

Page 40 Opening	<p><b>Objective:</b> To ask for and give sightseeing advice</p> <p>Now is a good time to get students thinking about sightseeing spots they might suggest to a foreign visitor. Most students, even those up in the most northern part of Hokkaido, are likely to say things like “Tokyo Tower.” Try to get them to focus on more local sightseeing spots, since it will help them later in the unit.</p> <p>Once the listening is done, you could go back and ask students some information questions about the sightseeing places they have suggested (opening time, cost, etc.).</p>
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## Model Conversation

Page 41 Model conversation	<p><b>Activity 1:</b> Underline the concierge’s sightseeing suggestions</p> <p>An extension of this activity would be to pass out a photo copy of this conversation with all of the sightseeing locations and details by the concierge blanked out. Then let students fill in their own ideas of sightseeing in Japan (or abroad, in a location they have been to / want to visit).</p>
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## Language Focus

Pg. 42 Expressing interests	<p>The top of this page is essentially a load of new vocabulary. Language Exercise 1 is meant as an extension to this, and students should write two things NOT on the list. In the email of Language Exercise 2, however, they can write anything they want.</p>
Pg. 43 Making suggestions	<p>The final production stage of this page is for students to give you, the teacher, some authentic suggestions for things to do in the area around where they live (or around their hometown, if it is different than the location of the school, and if students feel more confident writing about it). Be sure to ask at least one follow up question about the sights they suggest.</p> <p>As an extension to this unit’s Language Focus, you could tell students where you live and ask them to send you an email similar to Language Exercise 2 where they actually tell you of their interests. You can respond in turn by writing some suggestions using the grammar constructions on page 43. In the same email, you can tell them that you will be visiting (the area they prepared for Language Exercise 4) and ask for some suggestions from them.</p>

## Communication Focus

Pg. 44 Asking for and giving suggestions	<p>The easiest way to get through this page is to have students read all of the dialogue bubbles, then take turns reading the parts of asking for and giving sightseeing suggestions. Then play CD Track 26 once. No need to go into any detailed explanation.</p> <p>Move onto Activity 2 and have students write some things they would like to do when visiting their partner’s home town in Japan. Since everybody has already given some thought to Japan-based sightseeing options in the Language Focus, you can then move them onto Activity 3, where they take turns</p> <p style="text-align: center;"><b>Asking advice ==&gt; Talk about interests ==&gt; Give sightseeing advice</b></p>
Pg. 45 Sightseeing details	<p>The point of this page is to make the conversation more dialogic through asking information questions. Encourage students to ask at least one question for every sightseeing option suggested. CD Track 27 provides a complete example of how <u>Activity 4</u> might sound when completed. As an extension, students can redo the asking for advice conversation of <u>Activity 3</u>.</p>

## Role Play and Self-Assessment

Pg. 46 Role plays	<p>Make a point of showing that the dark type captions are activities to suggest (have dinner by the beach), and the grey type captions are extra information the concierge can say, or the tourist can ask about.</p> <p style="text-align: center;"><b>Teaching Tip No. 6: Making the most of student demonstrations</b> <i>Group practice vs. class-fronted performance</i></p> <div style="border: 2px solid green; padding: 10px;"><p>There is an ongoing debate as to whether students should be made to produce role plays in front of their peers, or whether it is best to keep student performance limited to small groups to reduce anxiety. Personally, I hated having to perform in front my French class in Canada. But that was mostly because it was a rehearsed homework skit that usually led to harsh critique from the teacher. We can do better.</p><p>The key to having students get used to speaking in front of class is to do some scouting during the pair practice to find students who you know can be successful at the role play. Wait until the end of the student practice, <i>then</i> ask the students to do redo their performance for the class. They will panic a bit, but with such short notice, they do not have time to worry and freeze up. If they start to stumble, jump in with prompts and hints. And when they get to the end, make sure you give plenty of positive feedback over the points they did well. If you do any critique at all, make it an aside in an otherwise positive session of praise and support. If you select your performance students well ahead of time, then you should already know what they can do well. Note that ALL of your students should be given a chance to be the “successful students” in class. Do not only pick the top students.</p><p>The purpose of doing this is not to condition students to speak in public. It is to find good examples of student conversations to show the rest of the class, and in particular, those students who may still not have a clear idea of what they should be doing. Experience shows that after student peer performances, the few students who are still struggling see exactly what they <i>should</i> be doing, and they make the necessary adjustments.</p></div> <p>The challenge role play involves students talking about their hometown. As they have already practiced this in the lessons, it’s hardly a challenging role play, so unless you’re really pressed for time, it is something that all of your students should be able to do successfully.</p>
Pg. 47 Self assessment	<p>The self-assessment role play can be done in one of two ways. If you have students who came to class unprepared, you can have them talk about their own home town. If they came with travel brochures or other downloaded information about a travel destination abroad, you can have that student be the “expert” of that place, and give advice to their partner, the “tourist.”</p>

### Review Unit 1 Preparation Homework (assign at the end of Unit 5)

- **STUDY EVERYTHING**

### Unit 6 Prep Homework: (assign at the end of Review Unit 1)

- Vocabulary boxes pages 50-55. See support site for mini vocabulary quizzes
- Language Focus pages 52, 53
- Use the Internet to visit Budget / Alamo / Thrifty rent-a-car to see if there are any special deals to print out.

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## Unit 6: Here Are Your Keys

### Unit Objectives / Listening

Page 50 Opening	<p><b>Objective:</b> To rent a car abroad</p> <p>If there is any discussion generated from the warm-up questions, it is helpful to ask students why they might rent a car (because no local transport, for a ski trip, etc.). As for pros/cons, you could write such factors as convenience vs. cost, based on student response.</p>
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### Model Conversation

Page 51 Model conversation	<p><b>Activity 1:</b> What kind of car (economy, mid size, full size) does Hiroki choose?</p> <p>This is another conversation that has a physical aspect to it, with the two people standing on opposite sides of the counter, and then moving outside to look around the car. So have students stand and physically move with the action as they read over the dialogue.</p>
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### Language Focus

Pg. 52 The rental agreement	<p>This is a greatly simplified version of an actual rental contract. In particular, the insurance options have been simplified, since the original is enough to confuse even a lawyer. If you want to give your students further preparation for the real world, you could print out and copy the complete insurance options from a rental car website. I wouldn't suggest actually having students read such a document in any detail, but at least they will not get such a shock when faced with a real rental contract.</p>
Pg. 53 The ready report	<p>You should demonstrate checking a car (imaginary, of course) carefully. Ideally, students should try to check a real car when doing Language Exercise 2 so they can get a feeling for the difference between scratches, dents and chips.</p>

### Communication Focus

Pg. 54 Choosing a car	<p>There is a lot going on here, so before doing <u>Activity 2</u>, it might help to write the three car types on the board with some indication of what the students might use them for. For example, under economy, you might right "1 - 2 people, short distances, little or no luggage."</p> <p>Students next ask about rates / special prices. Note that I intentionally left out deals such as unlimited mileage to avoid confusion. You might want to mention what it is, although I wouldn't include it in the activities.</p> <p>It is a good idea to do a few demonstration conversations for <u>Activity 3</u> before letting students go on their own. You want them to see that you first think about what you need in terms of the use of the car, then the decision process you go through in trying to get the most you can for your money. You could even bring an enlarged copy of the advertisement at the bottom of the page and stick it on the board and refer to it as you go along.</p>
Pg. 55 Completing the rental	<p>Don't overexplain this page. Either read the Japanese explanation or have a student read it out. Students then read the conversation bubbles in pairs, then role play as per <u>Activity 4</u>, starting with "Do you need insurance."</p> <p>Once they've done that, give them a minute to check the car for damage and get the key. Then move onto the role plays.</p>

## Role Play and Self-Assessment

Pg. 56 Role plays	<p>As there is a lot going on in this page, and all of the essential information is in English, you might want to summarize the main points of the two situations on the board. For example, with Situation 1: 1 person (you) / 10 day rental / very little luggage (no big bags).</p> <p>In the challenge role play, the student finds that the air conditioner doesn't work after they've left the parking lot. They should at least go back and get a car with an air conditioner that works. And students who want to try some negotiation can try to get a better car, or some other compensation.</p>
Pg. 57 Self assessment	<p>Students can do this role play using one of the advertisements from the book, and just calculate costs on paper. It would, however, be more enjoyable and effective if they had some real price deals they have found on the Internet (or you have found and handed out for students to choose from if they so desire).</p>

### UNIT 7 Prep Homework: (assign at the end of unit 6)

- Vocabulary boxes pages 59, 60, 62, 64. See support site for mini vocabulary quizzes
- Language Focus pages 60, 61
- Try and find a large, easy-to-read tourist map of a place you'd like to visit.

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# Unit 7: Turn Left at the Light

## Unit Objectives / Listening

Page 58 Opening	<p><b>Objective:</b> To ask for / give directions</p> <p>It's interesting to count how many people have asked for directions / talked to a stranger on the street abroad VS how many people have done so in Japan. If you have several students who have done so in Japan, it helps students see that the language for giving directions is every bit as important as the language for asking directions abroad.</p>
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## Model Conversation

Page 59 Model conversation	<p><u>Activity 1:</u> Draw a map showing the provincial museum.</p> <p>This activity is a visual way of confirming that students are understanding what they are reading. Be sure to walk around and see how many students have got an accurate map.</p> <p>While students are reading in pairs, ask them to stand and act out the action. When demonstrating, make sure students see how important pointing and gestures are.</p>
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## Language Focus

Pg. 60 Imperative form	<p>For teachers familiar with TPR (Total Physical Response), this is a good time to use the technique. You can walk around class, point at a student who must then "order" you to do something (or vice versa). You can also do a <i>Simon Says</i> kind of mini-game for some listening practice of the positive (stand up) and negative imperative (don't stand up). I'd recommend doing this <i>after</i> correcting the Language Exercises.</p>
Pg. 61 Directions	<p>When having students read out their answers for Language Exercise 4, have them use gestures and point so they get in the habit of doing this during the role plays.</p>

## Communication Focus

Pg. 62 Getting / giving directions	<p>Read through the language with the students for pronunciation practice, then move to the three listening exercises in <u>Activity 2</u>.</p> <p>You can then do one demonstration for <u>Activity 3</u>, of choosing a point on the map and asking / giving directions, then give students time to work through it. Have students stand up when they start the conversation. Although both students should try not to look at their books, the person giving directions may have to refer to the map. They should also be pointing and using other gestures. Do not let them write down a prepared dialogue. Just have them keep changing roles and practicing.</p> <p>As a final check, you can pick two students at random, ask who wants to ask and who wants to give directions, and let them go at it. Give them plenty of support so the role play is successful.</p>
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<p>Pg. 63 Small talk with a stranger</p>	<p>This page is essentially a collection of expressions that students might use when talking to a person for the first time abroad. They can be used in almost any order or combination.</p> <p>When teaching introductions, it's a good idea to walk around the class and shake everybody's hand to demonstrate how a handshake should be done appropriately.</p> <p><u>Activity 4:</u> The instructions for this activity are very unclear, seeming to say that both students should take an identity listed on the business cards <i>at the same time</i>. In fact, for any role play, only one student should take the role of a foreigner, and the other student should "play" him or herself. Make a point of timing the 3-minute conversation, and tell them that they cannot progress to the "Listen, I have to go," expressions until you tell them to. Even then, they should finish up whatever topic they are on before doing so.</p>
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## Role Play and Self-Assessment

<p>Pg. 64 Role plays</p>	<p>Before starting, the "tourist" partner will need to choose a location on the map to ask about. The closer to the <b>start</b> point, the easier the role play will be. Once started, make sure that the person <i>asking</i> directions is not looking at the map when doing the role play. The person giving directions, even if looking at the map, should be pointing and gesturing.</p> <p>The challenge role play here is, indeed, challenging for Japanese learners, since one person is meant to be very "shitsukoi" (annoyingly insistent) in asking for contact details, and the other person has to refuse a direct request for information. Both are not easy to do in a second language, particularly from the point of view of a relatively non-intrusive culture like Japan's. So encourage students to have some fun with the shitsukoi role, and remind them that there is no English equivalent for "chotto..." If they want to avoid giving details, they either have to lie, or they have to directly say that they don't like to give out their information (perhaps asking the strange stranger to provide his/her info instead).</p> <p>In fact, Japanese travellers are known as being the most trusting (and/or gullible) in the world, so learning how to trust their instincts and refuse the advances of strange people is a useful skill, indeed. Therefore, even for lower level classes, having students at least try this can be of value (and entertaining!)</p>
<p>Pg. 65 Self assessment</p>	<p>The thing that will make this unit personally relevant for students is if they can actually consider what it would be like asking directions in a place they would actually love to visit. So any kind of map that they can find from such a place would improve this final role play. Students can also choose to set the role play in Japan, giving directions to a stranger -- whatever they feel would be most useful. The only caveat is that giving directions in Japan tends to be based more on landmarks rather than grid-system directions. Nevertheless, the basic language is the same, so if students want to practice giving directions in Japan, it will not affect your assessment of their language gains.</p>

## UNIT 8 Prep Homework: (assign at the end of unit 7)

- Vocabulary boxes pages 66 - 72. See support site for mini vocabulary quizzes
- Language Focus pages 68, 69
- (Optional): Students can go online and print out some items (preferably with prices) they would like to buy abroad.

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# Unit 8: How Much Is This?

## Unit Objectives / Listening

Page 66 Opening	<p><b>Objective:</b> To shop for general items or clothing</p> <p>When asking the class to give suggestions about things they might want to buy abroad, jot them down on the board, making a distinction between clothing (including shoes) and non-clothing items. Depending on what items they give, you might want to point out that not all items are cheaper than Japan. Not only has a new market opened in Japan for discount goods, but the 5% consumption tax is among the lowest in the developed world.</p>
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## Model Conversation

Page 67 Model conversation	<p><b>Activity 1:</b> Circle the items that Kiyomi buys.</p> <p>Although some of the vocabulary here is specialized (e.g. “carving”) I’ve tried to recycle it so that at least it will become part of the students’ passive vocabulary. Note that a Cowichan Sweater is just a typical and fairly well known (even in Japan) kind of knitted souvenir sweater made by the Salish Native People at Cowichan Valley on Vancouver Island.</p> <p>Give student pairs a minute to practice the language, then ask them to stand up and try to play out the actions of the conversation as they go (still reading mostly from the book, of course).</p>
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## Language Focus

Pg. 68 Making complaints	<p>The final two blanks from Language Exercise 2 are likely to generate a wide variety of responses. The more responses you can get down on the board, the more informative it will be for students. And from this class on, if you hear a student complain about anything, “tsukareta” (I’m really tired), “kyou atsui ne” (Wow, it’s pretty hot today), then pester them until they say it in English! That is, from this class forward, complaining is allowed, as long as it’s in English.</p>
Pg. 69 Making comparisons	<p>The troublesome point on this page is the “less + adjective” (<i>less expensive</i>) construction, which does not translate well into Japanese. Don’t expect students to master it in the space of one lesson. You can help students understand better in Language Exercise 4, number 5, by writing “money” above “love” on the board and showing that:</p> <p style="text-align: center;"><b>Money is more important than love. = Love is less important than money.</b></p>

## Communication Focus

Pg. 70 Shopping	<p>The number of expressions possible when shopping is far more than could be listed on this page, so feel free to add others as they arise in class (based on student level and interest).</p> <p>In <b>Activity 2</b> students have to write complaints about an item and ask for alternatives, then try to shop for the items. I’d suggest you do the watch first, then have students practice the expressions below for shopping for clothing (how does it fit, etc.), then practice with the jeans.</p> <p>Finally, in <b>Activity 3</b>, allow students to buy or sell any item of clothing that is most accessible, not just shoes and jackets. Belts, baseball caps, and even socks are fair game.</p>
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<p>Pg. 71 Negotiation</p> <p>Payment</p>	<p>Students need to know that the expression “discount please” doesn’t work. If they want to save some money, they have to buy enough to be able to bargain, and state exactly what they want to get in terms of a discount. In <u>Activity 4</u>, number 1, they could ask for a certain percent off. Or they could ask for some free film. In number 2, the point is (if you do the math) that they want 5 souvenirs (which would cost \$215 with tax), but they only have exactly \$200. So they could ask for all 5 for \$200, or they could just ask for 7% off the total price.</p> <p><u>Activity 5</u> is just a vehicle to practice the final expressions of adding up the bill and paying. So students simply need to start with, “Well, I think that will be all for today,” then pay for either number 1 or number 2 of Activity 4.</p>
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## Role Play and Self-Assessment

<p>Pg. 72 Role plays</p>	<p>Due to the large number of items in each store, both students can “shop” in the same store for their role plays, without fear of doing exactly the same conversation. Regardless of the store, students should buy at least one item of clothing so they can practice expressions such as “can I try this on?” or “How does it look?”</p> <p>In the challenge role play, somebody bumps into the shopper so strongly, he or she drops and breaks an item, and the person who hit them leaves the store. The students must convince the shopkeeper that the fault lies with the person who hit them, and that they will not pay.</p>
<p>Pg. 73 Self assessment</p>	<p>In the final role play, students can shop in any kind of store they wish. So if you have a student who is into fishing, you could suggest that they go shopping in a fishing shop, and so on. If students can bring in some items / prices of real merchandise they have found on the Internet or in magazines, even better.</p>

## UNIT 9 Prep Homework: (assign at the end of unit 8)

- Vocabulary boxes pages 75 & 78. See support site for mini vocabulary quizzes
- Language Focus pages 76, 77

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# Unit 9: Are You Free Tomorrow?

## Unit Objectives / Listening

Page 74 Opening	<p><b>Objective:</b> To invite a new friend to go out over the telephone</p> <p>If you want to jog students' memories, you could open the class by having students read the model conversation of Unit 7 one time before starting -- so they know that the context of this unit is asking out somebody who is only an acquaintance.</p> <p>For warm up questions, it is interesting to collect student responses of places they consider appropriate for a first meeting with a new friend.</p>
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## Model Conversation

Page 75 Model conversation	<p><b>Activity 1:</b> Write a memo of the meeting details.</p> <p>Corey is invited to meet with Akane and her friends tomorrow at 8 o'clock at an Italian restaurant downtown (beside Denny's).</p> <p>Don't forget to read over the note about meeting strangers at the bottom left of the page.</p>
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## Language Focus

Pg. 76 Embedded questions	<p>In the case of directions, embedded clauses are often used as a "starting point." To drive this home, once you have corrected both of the Language Focus pages, be sure to ask students for directions to some local shops or restaurants to see how well they can apply this language to real situations.</p> <p>With higher level students, you can expand to other uses of embedded clauses, such as for use in orientation when recounting past events. For example, before telling a friend about a fight you had in a local restaurant, you might say, "Do you remember that place where we had sushi last month? Well..."</p>
Pg. 77 Simple directions	<p>On the board, show students that simple directions are a two-step process. 1) They need to specify a start point. 2) They need to say directions from that start point. And the closer they can make the two points, the better. Think of a local shop or something that everybody knows. Then think of a lesser known locale near that shop. Use this example as you show students what they need to be doing. Then let them have a go on their own.</p>

## Communication Focus

Pg. 78 Calling Inviting Accepting	<p>After reading through the telephone opening, have students read it though, then ask them to make their own example using their own names -- just changing the place they met.</p> <p>After reading the invitations and having students write their own, play CD Track 47, which has the conversation from the opening and includes the invitation. Then have students try to do a telephone invite based on the identities listed in <a href="#">Activity 2</a>. <a href="#">Activity 3</a> is just a repeat of Activity 2, but it encourages students to ask at least one question about the invite (Where are you going? What movie are you going to see? etc.) before accepting the invitation.</p>
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Pg. 79 Arranging details	<p>Writing, “How would...be?” and “How about...?” with some other examples beyond times, such as, “How would Starbucks be?” is an easy bit of useful language for students to input.</p> <p>Before starting <u>Activity 4</u>, have students refer to pages 76 and 77, then perhaps do one example from the map on page 79 to review how to give simple directions. Students then run through each invitation in Activity 4 from the beginning of the phone call to the end, using the expressions at the bottom of the page. Do not let them write a prepared conversation. Have them work though, using the book as much as they need. Circulate to identify problems.</p>
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## Role Play and Self-Assessment

Pg. 80 Role plays	<p>You can help students prepare for this role play by writing the main conversational framework on the board.</p> <p><b>CALL</b> (who are you?) ==&gt; <b>INVITE</b> (when, where?) ==&gt; <b>GIVE DIRECTIONS</b> ==&gt; <b>END</b></p> <p>This challenge role play is another chance for students to practice refusing the advances of a person they do not wish to talk to. Since this is an invitation, when they refuse they should give a concrete, “airtight” excuse. If you have any aggressive students in class, playing the role of a foreigner who “doesn’t take ‘no’ for an answer” can make for an entertaining role play.</p>
Pg. 81 Self assessment	<p>When arranging their final self-assessment role play, students can set the role play as being abroad, or in Japan. Likewise with identities. They can choose to be whomever they want.</p> <p>Before they start, students should prepare a simple map for you to look at if you are checking student performances.</p>

## UNIT 10 Prep Homework: (assign at the end of unit 9)

- Vocabulary boxes pages 83 - 87. See support site for mini vocabulary quizzes
- Language Focus pages 84, 85
- (Optional) Students who have a favorite restaurant, either abroad or in Japan, can bring in a menu for use in the final role play.

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# Unit 10: I'll Have the Steak

## Unit Objectives / Listening

Page 82 Opening	<p><b>Objective:</b> To select, order and give opinions about food in a restaurant</p> <p>In almost every textbook on the market, the task of ordering food is focused entirely on reading a menu, ordering, and offering / selecting choices of salad dressings and so on. In this unit, ordering food takes a relatively small role compared with discussions and opinions about foods. That is, this unit tends to include the social role of dining together as well as the pragmatic role of ordering food. For that reason, it might help students get oriented to the unit if you write the main conversation progression on the board:</p> <p>READ MENU ==&gt; TALK ABOUT FOOD ==&gt; ORDERING ==&gt; GIVING OPINIONS (the salmon looks good!) (this chicken is too salty)</p> <p>Before starting the listening, go through the menu items so students know what each one is.</p>
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## Model Conversation

Page 83 Model conversation	<p><b>Activity 1:</b> What do Yasuhiro and Caitlin order, and do they like their food?</p> <p>Make students aware of the difference between starters and main courses by writing “calamari / onion rings” under the heading of “starters” on the board, and “salmon / fish and chips” under “main courses.”</p> <p>Let students know that if they are playing the role of waiter, they should always serve starters first and wait until the customers have almost finished eating before putting in the kitchen order and then serving main courses (definitely not the case in Japan, where food comes when it's ready, regardless of the customer's preferred timing). Another good waiter-tip for students is to bring everybody's order at the same time, not 5 minutes apart.</p>
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## Language Focus

Pg. 84 Reading menus	<p>The problem with reading menus is that it's very vocabulary intensive, and often students will not know what the food is, even when translated. For example, “Penne arrabbiata” is likely to baffle a lot of students. If you can bring in photos, great. Otherwise, you'll have to do a fair bit of describing here.</p> <p>Having said that, the point of these menus is not to gain a detailed understanding of what the foods are. “Penne Arrabbiata is short pasta with hot and spicy tomato sauce.” That should be enough for students to have an idea if the food is healthy or unhealthy, which is the point of Language Exercise 1, or if it's something they might want to order, which is the point of Language Exercise 2.</p>
Pg. 85 The, A, Some	<p>The rules for <i>the</i>, <i>a</i> and <i>some</i> are many. The point of this exercise is to give just one context, showing how these determiners are used with menu items. It is not meant to be a definitive set of rules for all situations. Nevertheless, it should help students make choices in other contexts.</p> <p>After finishing this page, giving a few spontaneous examples might help lead students to make wider generalizations of how these determiners are used. For example, ask students to explain the difference between “I'll have the chicken” vs. “I'll have a chicken.” Or “Can I have a French fry?” vs. “Can I have some French fries?” Anything is OK as long as it gets them thinking of general vs. specific (shared knowledge), or count vs. non-count.</p>

## Communication Focus

Pg. 86 Deciding  Ordering	<p>You can make the point that “looks...” (seems...) is for something that you are judging from the menu, and “is” is used for something that you are sure about. After reading through the examples and the sample conversation between the two guys at the top of the page, have students talk about food items on the menu on page 84. Make sure they talk about at least 2 or 3 foods before making a decision of what they want.</p> <p>Once students have practiced talking about the menu items, read over the expressions for ordering. Then have students complete the writing phase of <u>Activity 3</u>. Then play CD Track 52 for students to see how the entire conversation is put together. Finally, while looking at their books, they can take turns ordering foods. You will need groups of three people, with one student playing the role of waiter. If possible, let students who are working, or looking to work in restaurants have first choice of this role.</p>
Pg. 87 Opinions about food	<p>Run through the new expressions. Then play CD Track 53, the short conversation between people giving opinions about foods. Use this after running through the new expressions. Then, after doing <u>Activity 4</u>, have students work in groups of at least 3 people, ordering the food in <u>Activity 5</u> (or any other food they want to order), and giving opinions about that food after they taste it.</p>

## Role Play and Self-Assessment

Pg. 88 Role plays	<p>These role plays are very straightforward, and reflect the practice conversations. Students can use the menu on this page and /or the one on page 84, or one that they have brought on their own.</p> <p>The challenge role play is a complaint situation. The customer is brought the wrong food, followed by a 15 minute delay after they complain and return the order. When the correct order finally arrives, the customer finds a hair in the food. This should warrant some serious compensation on the part of the restaurant, and students should be encouraged to stand up for their rights if they get a manager who tries to just apologize the problem away. Note that in doing so, you are also teaching the future restaurant managers of Japan that the easiest way to appease an angry Western customer is with compensation in the form of a round of free drinks, or free deserts. Stock apologies rarely work with Westerners.</p>
Pg. 89 Self assessment	<p>When arranging their final self-assessment role play, students can set the role play as being abroad, or in Japan. They can use the menus in the book, but bringing in a real menu from a restaurant in Japan, or one downloaded from a site abroad, is ideal.</p>

## Review Unit 2 Preparation Homework (assign at the end of Unit 10)

- **STUDY EVERYTHING IN UNITS 6 - 10**

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