

Encounters *Book 2*

Unit 3: *What's It Like?*

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 "First Time Users" in the Teacher Zone of this site.

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General Teaching Notes

Note 1:

This unit tends to deal with very day-to-day topics. The purpose of this is to keep the language and situations concrete, making the content more accessible to intermediate level learners. You can challenge more advanced students by introducing more abstract topics concerning economics, society, politics and so on. Depending on the kind of opinions being exchanged, you may have to teach functional phrases such as, "I see your point, but..." and so on, but in terms of topic, the sky is the limit.

Note 2:

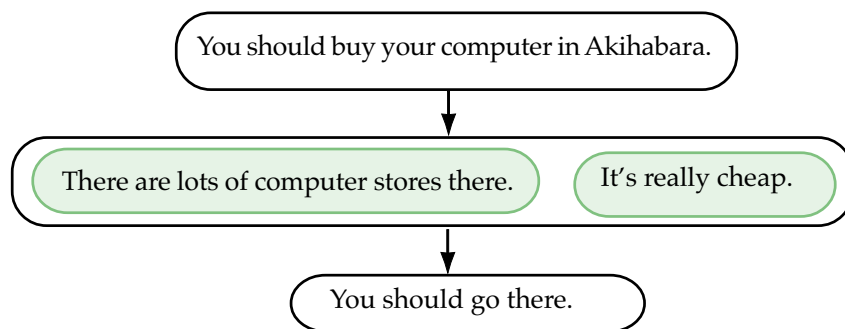
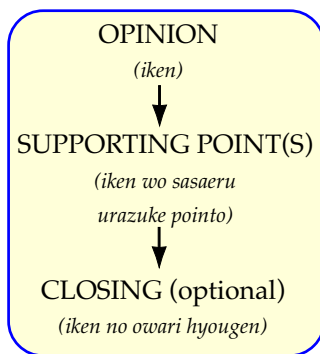
The opinions taught in this unit are presented as they arise within casual conversations. When possible, we have used this as an opportunity to review the language and conversation stages introduced in Units 1 and 2. It is useful to point this out to students when you see it to encourage students to review, and to demonstrate how language types (genres) tend to interconnect.

Unit Objectives / Content

<p>Page 60 Objectives</p>	<p>Students will be learning how to give opinions when making suggestions, sharing experiences and when reaching agreement. A general overview of how opinions are given in English is provided below for teachers who wish to use it to introduce the unit.</p> <p>Regardless of the opinion type, students should try to follow this general pattern, which holds true for most opinions. Give a brief, but concrete example for each opinion type. For each example, after students have read the opinion along with you, choose a student to help you demonstrate conversationally and interactively. Be sure to point out that in conversation, people do not always close their opinions. For example, after giving a point about a personal experience, a partner may jump in and ask questions before the speaker “finishes” the opinion.</p>
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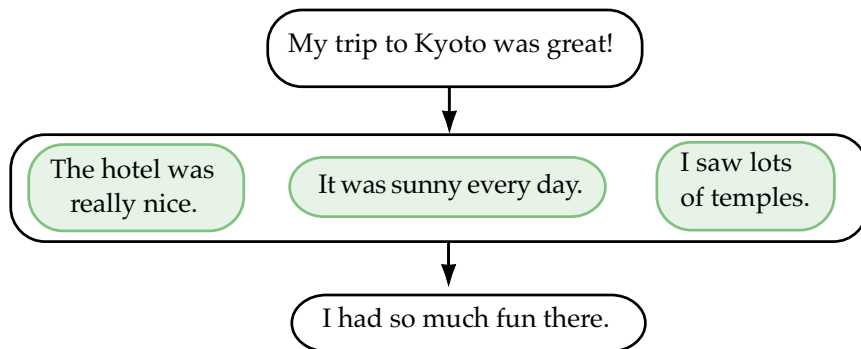
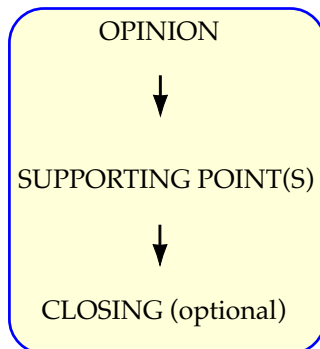
Making suggestions

(teian wo suru toki no iken)



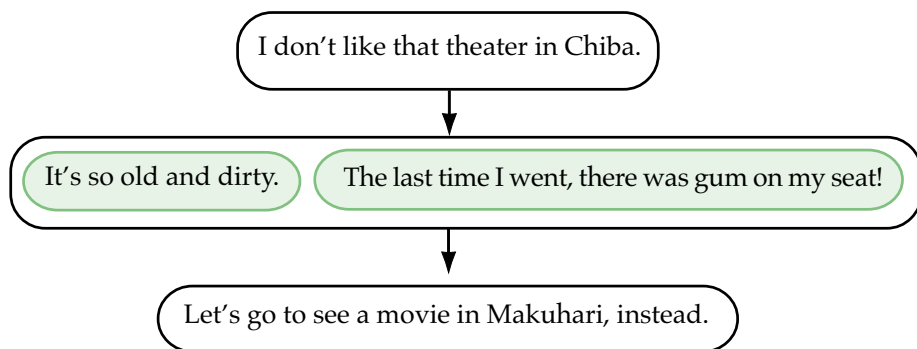
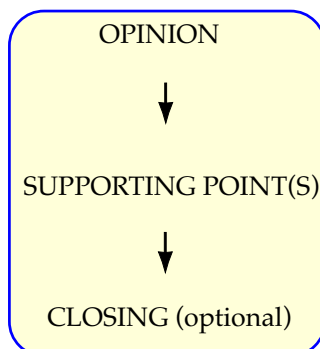
Sharing experiences

(keiken ni tsuite hanasu toki no iken)



Reaching agreement

(doui suru toki no iken)



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Conversation Stages: Suggesting

<p>Page 61 <i>Asking for advice</i></p>	<p>This page focuses on asking for advice, so when reading the conversation, do not worry about explaining Mami's suggestion. That is done on the following page. However, as this is a model conversation for both asking and suggesting, have students try to work on their intonation both when Dave asks for advice, and when Mami gives her suggestion.</p> <p>Although there is a special activity for students to ask advice about their own problems on page 66, you may want to ask students to informally ask you for advice on a personal problem after you have completed Activity 1. Be sure to keep it informal and conversational; ask students to think of an idea and ask without writing it down.</p>
<p>Page 62 <i>Giving suggestions</i></p>	<p>In Activity 3, students are asked to write their ideas down before asking for advice, but they are asked to give suggestions spontaneously. If this proves too challenging for students, break the class up into groups and have them think of two suggestions for each example. Collect their ideas on the board and then try a few exchanges between you and a few students. Have students practice, then move onto the next example.</p> <p>As a follow up, after having worked on Activity 3 as a class, walk around the class and ask students at random for advice about problems. Try to keep the problems simple and concrete. For example:</p> <p>I want to buy a rice cooker, but I don't know where to go.</p> <p>I want to do something on Saturday, but I'm not sure what to do.</p>
<p>Page 63 <i>Supporting points</i></p>	<p>Giving suggestions is a bit like convincing somebody to agree with you; it is usually done with a positive tone of voice. Be sure to do plenty of choral practice to model this kind of tone before moving onto Activity 4. After students have completed Activity 4, have several students read their answers to the class. Pay particular attention to the tone of voice they use.</p> <p>As an extension to Activity 4, you can have students read their answers, and then add an extra supporting point of their own using one of the patterns from the language box. As a final extension step for each example, give student pairs 2 minutes to think of how to ask for advice based on that example. Have them practice once, then have one or two pairs read their advice / suggestions / supporting points to the class. Do not, however, be too critical of student errors at this point. There is still more focussed practice for students to work through before they can be expected to spontaneously ask advice and give suggestions.</p>
<p>Page 64 <i>Supporting points</i></p>	<p>When doing Activity 5, be sure to focus student attention at some point on number 3, and on the corresponding explanation in the sidebar about introducing negative points. When giving suggestions, people will almost always give any negative points first so that they can then finish off on a positive and convincing point. Be sure to have students do some choral work on the intonation used when giving negative and positive points together.</p> <p>When doing Activity 6, which asks students to spontaneously provide suggestions and supporting points, just giving positive supporting points may be all that your students can handle on their own. Be sure, however, to ask them to give a negative point for at least one of the examples.</p>

<p>Page 65 <i>Accepting & refusing suggestions</i></p>	<p>Most students find accepting suggestions relatively easy, and they will tend to have their favorite phrases to use (“<i>That’s a great idea. I’ll do that.</i>”) Refusing, on the other hand, can be more problematic. Not only do students have to give a concrete reason for why they are refusing the advice, the person giving advice will then need to think of another suggestion. To provide further practice on this, after completing the entire page, as an extension to Activity 7, have students first refuse the advice given in Activity 5 on page 64, and then give a new suggestion. As a final stage, you can walk around the class, asking for advice on problems, have students give you simple suggestions (with or without supporting points), to which you can refuse and wait for further suggestions. Have student pairs try these and then do a few student presentations as a wrap-up.</p>
<p>Page 66 <i>Suggesting</i></p>	<p>Activity 9 is a scaffolded role-play about asking advice and giving suggestions. As such, the words written are meant only as hints, and students should feel free to ad-lib and phrase things any way they want. Watch out for students who have misunderstood the instructions and who try and do their “role play” by only reading the hints.</p> <p>In Activity 10, students are asked to write down a real problem in their life. At this critical stage of personalization, be sure to check what each student writes. When moving onto Activity 11, be sure to give a clear demonstration with a student in front of the class so that everybody can see that they are basically collecting advice from several students on their problem. As a follow up, as you ask students to read some suggestions they were given, ask if they did or did not accept the advice. In the case of students who refused the advice, ask them to explain why. You can then give an alternative suggestion to complete the exchange.</p>

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Model Conversation: Suggesting

<p>Page 67 <i>Model Conversation</i></p>	<p>First, have students read through the conversation in pairs, asking you for help as required. Then read it through with a student and explain any remaining points as they arise. Have students read through the conversation again, but this time, as per Activity 12, have them underline all the suggestions they find.</p> <p>When students move onto the homework activity, remind them that this conversation is a review of what they learned in Unit 1, so they should review their notes before trying to write the conversation. Also make it clear that within the conversation, there should be <u>at least</u> two exchanges where they ask advice / give suggestions. On the day that the homework is due, give students time to do a round of peer feedback and correction before submitting their work.</p>
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Conversation Stages: Sharing Experiences

<p>Page 68 Summaries</p>	<p>This second opinion type, <i>sharing experiences</i>, has been broken down into two sections. The first section deals mostly with past tense summaries about how things <i>were</i>. These opinions are commonly given when we have conversations about weekend events, holidays, or other past experiences. The second section deals with how things <i>are</i>. These opinions are often used to talk about the quality of specific locations, services and so on, and are particularly common when recommending or critiquing someplace or something that we have experienced ourselves. This page deals with the first form of experience, the past summary. The summary is generally initiated with a question beginning with:</p> <p style="text-align: center;">How was...?</p> <p>When reading over the language box, be sure to write down the basic opinion structure on the blackboard of OPINION ==> SUPPORTING POINTS ==> CLOSING. As you read over each example, pointing to the respective label on the board as you read from the book will reinforce the typical order in which opinions are given.</p> <p>The opinions listed in the language box cover a range of expressions from good to bad. If your students have no problem with this language, you could introduce other expressions that express extremes such as:</p> <p style="text-align: center;">It was excellent / awesome / incredible. It was terrible / horrible / abysmal.</p> <p>When doing Activity 13, be sure to model the voice tones for each opinion, and do enough choral work to help students develop appropriate emotional expression when they speak.</p>
<p>Page 69 Summaries</p>	<p>The focus of this page is matching general opinions (It was...) with supporting points that are appropriate to the opinion. For example, if something was great, the supporting points should mostly be positive. Students should not, therefore, write that they failed their test and got in trouble from the teacher for example 1 in Activity 14. Check that the elements of each summary; the opinion, supporting points and closing, all relate well in terms of the polarity of the opinion given.</p>
<p>Page 70 Summaries</p>	<p>After doing Activity 17 on topic development, you may want to give your students a brief review on how to form questions in the past tense. Write a few sample experiences on the board, and have students in pairs or groups brainstorm to form appropriate questions to ask. For example, you could write examples such as:</p> <p style="text-align: center;">I went to a BBQ party. I met my friends for dinner last night. I took a trip to Kyoto this weekend.</p> <p>For each example, students should be able to come up with a number of appropriate follow-up questions, such as “Where was the BBQ?” “What time did you get home?” etc. After this review, move onto Activity 18.</p> <p>When students get to Activity 19, try to have them talk about their experiences with as many other students as possible, both to increase the total time they are talking about themselves in English, and to give them more practice in quickly coming up with questions to develop the conversation. You could try the circle technique described in Teaching Tip 2 from the Unit 1 manual, where some students stand in a circle, and the remaining students move around that circle. Students stop and chat for a few minutes, then move farther around the circle to find a new partner and begin again.</p>

<p>Page 71 <i>What's it like?</i></p>	<p>The general structure of the opinions in this section is very similar to when students talk about past experiences. The big shift here is the move from speaking about things in the past tense to speaking in the present tense, usually led by the question:</p> <p style="text-align: center;">What's ... like?</p> <p>In Activity 20, students are expected to give their opinions about Saizeriya, a Karaoke place, and a gym to somebody who has never been to those places, but may be interested in going. As with past experiences, when students recommend or critique each place, the supporting points should match their respective opinions and closings.</p>
<p>Page 72 <i>What's it like?</i></p>	<p>When doing Activity 23, be sure that students exchange books so they can ask each other questions such as "What's Kyoto like?" based on things that their partners have experienced before. Be sure to circulate and encourage students to develop topics by asking follow-up questions. As with Activity 19 on page 70, try to have students talk about their list with at least a few other students. In fact, to help keep this activity dynamic, you may want to have students stand and move from partner to partner for each topic they will speak about in Activity 23. That is, they will talk with a partner about favorite restaurants, and develop that topic as much as they can until you tell them to change partners. At that point, they take their books back, move to the next partner in the chain, exchange books, and start talking about favorite classes.</p>
<p>Page 73 <i>Experiences: Mixing opinions</i></p>	<p>After completing the gapping in Activity 24, and after students have read it through in pairs, read it through once with a student. As a reinforcement, you may want to write the following reminder on the board:</p> <p style="text-align: center;">How was....? ==> It was...</p> <p style="text-align: center;">What's ... like? ==> It's...</p> <p>When doing Activity 25, after the first topic -- the weekend -- stop the class and have a few pairs repeat the mini-conversation they have just had. Try to reinforce positively when students mix and match opinions appropriately as the conversation develops. Also, in the case of weekend conversations, or conversations where both speakers have been on vacation, the conversation should include the reciprocal expression:</p> <p style="text-align: center;">So...how about you? How was your (weekend)?</p> <p>Since this is a repeat of the question asked at the beginning of the conversation, students should change the sentence stress accordingly, placing emphasis on <i>you</i> and <i>your</i>.</p>

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Model Conversation: Sharing Experiences

<p>Page 74 <i>Model Conversation</i></p>	<p>First, have students read through the conversation in pairs, asking you for help as required. Then read it through with a student and explain any remaining points as they arise. Be sure to point out Mika's line "So...how about you? How was your summer?" Have students read through the conversation again, but this time, as per Activity 26, have them underline the summaries and opinions they find in the conversation.</p> <p>In the homework activity, you should ask your students to use real experiences from their own life for at least one of the "speakers" in the conversation. You should encourage students to write something creative and interesting for the other "speaker." With lower level students, you may need to define a concrete situation. Situations such as "after summer vacation" or "after the New Year break" work well, and lead students to write a balanced conversation in which both "speakers" talk about experiences.</p>
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Conversation Stages: Reaching Agreement

<p>Page 75 Arguments</p>	<p>Unlike the first two opinion types, which focus on complete opinions given in one speaking turn, reaching agreement tends to be accomplished by the rapid and interactive exchange of supporting points either for or against a proposition. Indeed, the purpose of this first page of Opinion 3 is meant to demonstrate this as learners analyze a conversation, discover points for and against a proposition, and then role play as explained in Activity 28.</p> <p>When students are reading the conversation, and when doing the role play in Activity 28, do as much modeling as possible in the pronunciation of connectors such as “I don’t know.” “Yeah, but...” or “Yeah, that’s true, but...”.</p>
<p>Page 76 Arguments</p>	<p>Activity 29 is yet another opportunity for students to have a controlled argument. They should have no problem with the connecting “Yeah, but...” expressions at this point, so now is a good time to encourage students get into the spirit of the argument. Focus on how they use voice stress and tone to make a convincing argument. While some students who like to perform will get right into this, other students may have some problems. This is not surprising since the argumentative style of Opinion type 3 goes against the Japanese cultural norm of non-confrontation. Be sure to explain clearly that it is not only normal to disagree and assert one’s own opinions, it is expected. Given enough practice and support, all students should be ready to argue a point by the end of this Activity.</p> <p>Activity 30 asks students to prepare arguments for and against going to Odaiba, and going to the beach. If you live far from Tokyo and your students have no idea what Odaiba is, you may want to substitute in a more well known local spot. When students move onto Activity 31, they will invite their partner either to Odaiba or the beach, and use the points they have written in Activity 30 to discuss the proposition.</p> <p>One difficulty that can arise in Activity 30 is if the student pair decides <i>not</i> to go to Odaiba (or the beach). This is problematic since only agreement (OK, let’s do that, then) has been taught so far. Suggesting alternate plans actually comes later in this section. To anticipate this problem you can do this activity in two stages:</p> <p>Stage 1. Stipulate that in each case, they must agree to go to the place suggested, ending their role play with an expression such as “OK, that sounds good. Let’s go there.” Have students practice each role play one time each.</p> <p>Stage 2. Provide the following alternate expression:</p> <p style="padding-left: 40px;">Why don’t we go to the beach instead? (Jya, soushitara, umi ni asobi ittara dou desu ka.)</p> <p>Using this expression, students can talk about Odaiba, and discuss points until one partner suggests the beach (or vice versa). The students can then move to the points for the beach before arriving at a decision. By the end of Activity 31, students should be able to argue these points without using their book. Even if they miss some of the arguments, or make some errors, being able to argue these points without any support will give them confidence for the following pages, in which learners personalize ideas and argue points spontaneously.</p>

<p>Page 77 <i>Personal experience</i></p>	<p>When going over the language box at the top of the page, make sure that students realize how important time markers such as those in red are. To make the point more clearly, you can write the following on the board:</p> <p style="text-align: center;"> The last time I ... I went there last week and... The other day I... Last week I... </p> <p>Before moving onto Activity 32, you may want to focus student attention on how personal examples should directly support opinions. One by one, write an opinion from the list below (or others you might think of) and give the class a few minutes to prepare some personal examples. Collect a few of the best on the board, then move to the next opinion.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>OPINION</u></td> <td style="text-align: center;">=></td> <td style="text-align: center;"><u>PERSONAL EXAMPLE</u></td> </tr> <tr> <td>I hate eating at family restaurants.</td> <td style="text-align: center;">=></td> <td>The last time I went there...</td> </tr> <tr> <td>Our English teacher is so nice.</td> <td style="text-align: center;">=></td> <td>Last class...</td> </tr> <tr> <td>That new izakaya is really popular.</td> <td style="text-align: center;">=></td> <td>The last time I went there...</td> </tr> </table> <p>After this preparation, students should be able to move onto Activity 32. Students think of personal examples for each category, and then combine those in a complete conversation with the opinions from page 76. Students who used a substitute location for Odaiba in Activity 30 on page 76, should do so now as well.</p> <p>Although Activity 33 is not designed as a pair work activity, it is always a good idea to have students take turns reading dialogues together so they have a chance to develop fluency and pronunciation.</p>	<u>OPINION</u>	=>	<u>PERSONAL EXAMPLE</u>	I hate eating at family restaurants.	=>	The last time I went there...	Our English teacher is so nice.	=>	Last class...	That new izakaya is really popular.	=>	The last time I went there...
<u>OPINION</u>	=>	<u>PERSONAL EXAMPLE</u>											
I hate eating at family restaurants.	=>	The last time I went there...											
Our English teacher is so nice.	=>	Last class...											
That new izakaya is really popular.	=>	The last time I went there...											
<p>Page 78 <i>Suggesting alternatives</i></p>	<p>As an introduction to this page, write the following on the board:</p> <p><u>Suggesting alternatives:</u></p> <p>What about...</p> <p>How about...</p> <p>Why don't we...</p> <p>I'd rather (not)...</p> <p>I'd prefer (not) to...</p> <p>This will give students a concrete list of functional language they can use when making suggestions, which may or may not include stating preferences. You can then realize these expressions by writing a short exchange as below.</p> <p>A: Let's go to Kappa Sushi. B: No, Kappa Sushi is too far. What about MacDonald's? A: I'd rather eat Japanese food. Why don't we go for Tonkatsu? B: Tonkatsu? I'm on diet, so I'd prefer to eat something healthy. How about going for <i>soba</i>? A: OK, good idea. I love <i>soba</i>.</p> <p>After this introduction, students should be well prepared to read the dialogue between Jane and Asuka in pairs.</p>												

<p>Page 79 Reaching agreement</p>	<p>In Activity 36, students decide what to do on Sunday. The three options presented are Odaiba, the park, or the beach. Students have already had plenty of practice with Odaiba and the beach, so lower level students may decide to confine their conversation to those options. More motivated or advanced students may want to suggest the park and try to come up with supporting points on the fly. That is, there is some flexibility in terms of the level of this activity depending on the activities students choose. Note that if students have been substituting other locations for Odaiba, then they should probably do so here as well.</p> <p>The speech bubbles below the photos in this activity contain a number of functional hints for students to follow as they work through the dialogue. We recommend that you ask students not to write anything in their books, and instead try to do the best they can with the language they have learned. As a final phase for Activity 36, students should try to role play this conversation with their books closed.</p> <p>Activity 37 is the culmination of Reaching Agreement, and students are required to discuss examples that are personally relevant to them. Remind students to include supporting points and personal examples as they argue about what to do on the weekend.</p> <p>When doing the activity, allow students to prepare, practice and produce with one partner. After this first trial, ask students to change partners and try again <i>without looking at their books</i>. Since students will need to listen and react to their partners' ideas and opinions on the fly, some students may not be so successful at this. To help all students end on a positive note, ask them to do the conversation one last time with their original partners.</p>
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Model Conversation: Reaching Agreement

<p>Page 80 Model Conversation</p>	<p>First, have students read through the conversation in pairs, asking you for help as required. Then read it through with a student and explain any remaining points as they arise. Have students read through the conversation again, but this time, as per Activity 38, have students either underline in the conversation, or tell you where Masaya and Daniella will go for dinner, and the name of the theater they will go to.</p> <p>When assigning the homework, remind students that their conversations should include exchanges over <u>at least</u> two decisions that must be agreed upon. In doing so, students should provide plenty of supporting points, preferences and personal examples. As this conversation is a partial review of Unit 2, remind students to review Unit 2 before writing the homework conversation. To make the homework more difficult and a better review of Unit 2, you can also ask students to give directions to at least one location.</p>
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Grammar Focus

Grammar Prep Sheets are available in the assessment section of the Teacher Zone for students to review and practice the unit grammar.

<p>Page 81 Future: Present tense</p>	<p>When you first introduce the future tense, many students will be surprised to find that “will” is not the most common way of indicating the future in English. Indeed, even after learning the rules, many students will still overuse “will,” which is the primary form of the future they were taught in high school. To help learners break out of this fossilized overuse error, you should provide as much opportunity to use the future in casual, unplanned conversations as possible. Ask about what students plan to do on the weekend (their answer: I’m going to a movie), or ask them to remember to do things (their answer: I will) any chance you get.</p> <p>After Grammar Exercise 1, circulate and have a few short exchanges with students to elicit the future with present tense. For example, you could ask “What are you doing tonight?” (this weekend, etc.). Depending on the answers they give, you can then ask about scheduled events (“What time do you work at?” or “What time is your class?” or “What time does the movie start?”). Note that some of the future events may require “going to” or “will.” As these usages have not yet been covered, it is best to let errors slide for now, and instead concentrate on the future for scheduled events.</p>
<p>Page 82 Future: Will</p>	<p>To help students understand the explanation of “will” more concretely, punctuate each exchange in the language box with additional examples. For instance, with Making offers, you could say “I forgot my textbook in my office,” and see what kind of offers students come up with (“That’s OK, I’ll go and get it for you,” etc.). With Making decisions, have students tell you a problem in their life (a useful review for Opinion 1: Suggesting). Give them your advice and wait for them to respond with “will.” Finally, for Responding to imperatives, just walk around class and give teacher commands such as “Bring your book to class next week,” or “Don’t forget to do your homework” (“I will / I won’t”).</p>
<p>Page 83 Future: Present continuous VS be going to</p>	<p>The difference between the usage of the future with the present continuous “I’m taking...” and “be going to...” “I’m going to take...” is explained in the language box. Some students will be able to make this distinction with few problems. Others, however, will continue to use them in a way that can lead to confusion on the part of the listener. For these students, a good rule of thumb is to err on the side of “I’m going to...” which can be used in almost every case of decided plans.</p> <p>After completing Grammar Exercise 6, you might want to ask your students to have short, unplanned conversations based on the following (or others you choose) topic starters.</p> <p>So...what are you doing tonight? So...what are you doing after class? So...what are you doing for (Christmas / spring / summer) vacation?</p>
<p>Page 84 Future: All forms</p>	<p>This page combines all three usages of the future. At this point, students should have some feeling for how to use the future, so it is best to allow them to work on this page with no explanation. When correcting Grammar Exercise 8, point out cases where more than one usage of the future is possible. If students still have grasped how to use the future, you can ask them to write a conversation between two friends about the weekend. They should use the conversation in Grammar Exercise 8 as a model. Since this is a grammar-based activity, you should ask them to use each usage at least 2 or 3 times within the context of their conversations.</p>

Page 85 <i>Comparisons</i>	When reading through the examples in the language box with the class, be sure to punctuate every comparison case with some personalized practice. Either in pairs or in groups, ask students to think of one or two examples concerning their daily life in English. (My friend's apartment is bigger than mine, etc.). After having a few student groups say their examples, move on to the next case.
Page 86 <i>Comparisons</i>	After Grammar Exercise 10, ask students to read through the dialogue together in groups of three, taking turns reading each role. For additional practice, you could have the same groups prepare a short role play where they are deciding between three choices, for example three local restaurants, three weekend activities, etc. Put a clear time limit of just a few minutes, and discourage students from writing their lines. Just ask them to choose their favorite restaurants, weekend activities, etc., and argue based on what they know. During the conversation, comparisons of equality, inferiority, superiority and superlative should all be used.
Page 87 <i>Intensifiers</i>	Be sure to do some choral reading of the mini-conversation in the language box. Using intensifiers such as "so" and "really" with emotion can help students sound more natural, so modeling is important here. As for further practice of intensifiers, students will get plenty when they are arguing points to reach agreement.

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Listen Up!

Page 88 <i>Listen UP!</i>	<p>These listening activities can be done in class, or by students as homework. As students have control of the CD at home, they can listen as many times as they want. As an additional listening task, ask students to try to mimic the pronunciation and intonation on the CD by listening and speaking, and/or by listening and speaking while reading along with the tapescripts on page 92.</p> <p>If assigned as homework, be sure to check who has done the homework at the beginning of class. Assigning some kind of assessment value to homework is sometimes the only way to get less motivated students to take the time to work at home (and, indeed, to remove the CD from its case). To correct the homework, give students a few minutes to self-correct using the transcripts on page 92 (if they have not already done so).</p>
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Putting It All Together (PIAT)

<p>Pages 89-90 <i>Role plays</i></p>	<p>Role Play 1 is both a review of the catching up taught in Unit 1, and an opportunity for students to ask advice and give suggestions (Opinion 1). Note that both for Partner A and Partner B, the advice they must ask is based on some information they have about their partner. Partner A remembers that Partner B worked for HIS Travel (and now works for JTB) and therefore asks about travel advice for a trip in Japan. Partner B, on the other hand, knows that Partner A is an English teacher (who still teaches English at Sony), and therefore asks about a good place to study English. At the end of this role play, students should signal the end of the conversation, suggest a future meeting and end the conversation.</p> <p>Role Play 2 is not designed as a review, and instead focuses on the sharing of experiences between two friends. Students should give leaving excuses and end the conversation as normal.</p> <p>Role Play 3 is designed to elicit an exchange of opinions until the two partners reach agreement about where to go on holiday. Encourage students to be as creative as they need to be to persuade their partner of their choice.</p>
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Self-Assessment

<p>Page 91 <i>Self-assessment</i></p>	<p>The self-assessment role play for this unit is very complex. In one conversation, students will review almost everything they have learned in the textbook. The conversation is a telephone conversation in which one student is calling the other to say hello and to catch up.</p> <p>After greeting, students first catch up. During this catching up, they are expected to maintain and develop the conversation until such a point as they both must use Opinion 2, using “How was...?” and “What’s...like?” They must also, at some point, ask advice about some problem they are having in their daily life, as studied in Opinion 1.</p> <p>After catching up, one partner then invites the other partner out to do something on Saturday night. Both students will participate in deciding what to do, where to go and so on. When deciding “So...what should we do?” students should exchange opinions, personal experiences and so on until they reach agreement. Upon agreeing, they can then set and confirm details, and end the conversation.</p> <p>In order to do this role play, students will need a few minutes to think of the following information:</p> <ol style="list-style-type: none">1. What is new in their life?2. At least one interesting place they have been to / thing they have done lately.3. A personal problem they’d like to ask advice about.4. An interesting place to go / thing to do on Saturday night. <p>After the role play, give the students some time to go through the checklist and reflect upon their conversations. Have them try again with the same partner a few times. Once they seem to have a good grasp on the conversation, switch to new partners and try again. And when you finally finish this section, make it clear to students that they have now reviewed the entire book. That is to say, if they can do this conversation, they have learned a considerable amount of useful English.</p>
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Teacher Assessment / Unit Oral Exam

<p>Page 91 <i>Teacher- assessment</i></p>	<p>Since so much of the self-assessment is based on personal experience and real-time topic development, the teacher should be in a position to meet with students and go through the conversation with no special preparation (assuming that you restrict the catching-up portion of the conversation to recent events, leaving out shared-information).</p> <p>As much as possible, teachers should make their advice / suggestions, past experiences, and other opinions as clear as possible so that students will be able to participate actively throughout the conversation, and lead the conversation when appropriate. Students who have studied and practiced should leave feeling that they have done well, and you should make them aware of how much they have learned. This evidence of success is perhaps one of the strongest motivators for language learners.</p> <p>To evaluate student performance, you may find the integrated assessment sheets on this site useful. You may wish to give the Japanese version of the assessment sheet to students to help them prepare for the test, and to increase the stakes of the test in the minds of students, motivating them to do well on the speaking test.</p>
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