

TOPIC TALK ISSUES



TEACHER'S GUIDE

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GENERAL INTRODUCTION

Each unit of *Topic Talk Issues* takes between 2 and 3 hours to complete. The time it takes to complete a unit will depend on a number of things: how the text is used, the level of your students, the level of their motivation, the cohesiveness of the group, and other factors. If you have less time, you can shorten the time it takes to complete a unit by skipping the Listening activity, or by assigning the Freewrite as homework.

The units are not strictly graded according to level of difficulty and can therefore be done in any order, except Unit 12 which is a review unit. However, the first three units are relatively easy and less challenging, and should help students get used to opening up and expressing their opinions from the start.

For the activities in the book, follow the instructions given in each unit. These are written primarily to the teacher, but they are simple enough to be understood by the students as well. What follows are suggestions and answer keys where needed, rather than comprehensive Teacher's Notes. Not all activities are commented on.

Each unit of the Student's Book has four parts—Freewrite, Comic, Speaking Activities, and a Listening Activity.

FREWRITE

This section is designed to arouse student interest and attentiveness to the topic in a relaxing and nonthreatening way. Students freewrite anything they want on the topic, exchange books with a classmate, read each other's writing, and then ask each other a few questions, which will possibly lead to further discussion.

TIPS FOR FREEWRITING:

1. Write about ANYTHING related to the topic.
2. Keep writing—do NOT stop!
3. Do not erase (use a PEN if you have one)!
4. Do not think about grammar or spelling!
5. Do not think about mistakes!
6. Relax! Let your thoughts travel from your mind, down your arm, through your hand, through your pen, and onto your book.
7. If you cannot think of the right word in English, or don't know the spelling, write "?" or "word?"

8. Most importantly: do NOT stop—write AS MUCH AS YOU CAN! Don't stop for anything!

Initially, you will need to demonstrate how to freewrite on the board so students can see what stream of consciousness writing looks like. It takes time to learn how to freewrite. Do not be distraught if your students don't get it the first time—they will improve over time.

You may also need to demonstrate how to use a partner's writing as a basis for asking questions. Point out that many questions can be generated from even a very short piece of writing. For example, if a student writes, "I caught a cold last week," his/her partner may ask, "Did you go to the doctor? Did you take any medicine? Did you have to stay in bed? How do you feel now? How often do you catch a cold? What's the sickest you've ever been?", etc.

COMIC

This section introduces students to the topic in a unique and interesting way. Students read a comic which contains the theme of the unit, and which is based on the life of the main characters, Max and Sachi. Students can read the comic quietly to themselves, teachers can read the comic out loud as the students follow along, or students can read the comic out loud together. On the adjacent page, Comic Comprehension, students complete six sentences to help them understand the message of the comic better, as well as to help develop vocabulary. Just before the sentence completion is a short activity (retell the story, predict what will be said next, etc.) that also aids comprehension and gets the students more involved with the story and characters.

SPEAKING ACTIVITIES

Each unit has a variety of speaking activities designed to help students express their ideas and opinions on the topic/issue.

As much as possible, preteach all new vocabulary before beginning each activity. You may also want to have students keep a vocabulary notebook in which they write a set number of words they have learned from each class.

Some of the activities are accompanied by a little face with a speech bubble. These are designed to help the students understand what they are supposed to do, help them get started

talking, and to remind them of the appropriate grammar. Teachers should direct students' attention to these before starting the speaking activity.

When students are working in pairs asking each other questions from the book, the student answering the questions should always have his/her book closed (or covered) as it is important s/he comprehend the questions by listening, not by reading. Also, the student asking the questions should try to look at his/her partner, not at the book. Encourage the students to glance down at their books, and then look up when asking the questions.

Teachers should always encourage students to give REASONS for their opinions (the more logical and well thought out, the better). Sometimes students are asked to argue a point of view that's not their own. This encourages them to think about issues from a different point of view, and helps them appreciate other people's opinions.

A few activities (fill-in-the-blank, matching, etc.) do not require students to give their opinions. The purpose of these activities is to provide information about important issues, giving students food for thought, which they may bring up in subsequent discussion. These activities also provide speaking and listening practice in a more controlled way.

Whenever possible teachers should try to share interesting personal experiences that are relevant to the topic being discussed. For example, for the Love and Marriage unit you could tell the story about how you met your spouse or about your wedding day (if you're married). For the Animals unit, you could tell a story about a time you went hunting, or a time you rescued a stray animal, etc. Students really enjoy hearing these kinds of experiences, it provides good listening practice, and it brings the textbook to life. Everyone has stories to tell.

LISTENING ACTIVITIES

Each unit has one listening activity. Students listen to a recording on the topic which is based on an unrehearsed authentic conversation. The underlying approach behind *Topic Talk Issues* is that students need to be exposed to authentic English. As authentic English is used, students are not expected to fully understand all the language in the recording. Students must simply listen and do the task given in the unit. If you have higher-level students or want to emphasize listening more, you can use the photocopyable tapescripts in this Guide to give the students additional listening support.

Procedure:

1. Students should first read the directions in the book and make sure they understand the task to be done.
2. Play the recording and have the students do the task.
3. Play the recording again as necessary. If parts of the recording are too fast for your students, you can read from the tapescript.
4. Check the students' answers by asking them to read out their choices, or have the students compare their answers with a partner. Alternatively, photocopy the tapescript and have the students find the answers in the tapescript and circle them.
5. Finally, students should listen to the entire recording again with their books closed.

Answer Keys & Notes

This section provides answer keys for the activities in the book as well as individual unit notes.

Tapescripts & Key Vocabulary

The tapescripts can be used solely as a reference for the teacher, or they can be photocopied and distributed either for classroom use or for homework. The tapescripts are also available at our website: www.EFLPress.com. They can be downloaded and then modified, allowing teachers to create their own tailor-made exercises.

Possible ways to use the tapescripts:

1. Have the students read the tapescript and look up new vocabulary.
2. Have the students read the tapescript to check their answers after doing the listening activity.
3. Students can listen to the recording while following along reading the tapescript.
4. Students can work with a partner and practice saying the tapescript for speaking practice.
5. Make gaps in the tapescript and have the students listen and fill in the missing words. Possible things to gap out are important vocabulary, reductions, contractions, or assimilations.

Key vocabulary is listed in a bilingual format at the end of each tapescript. Roman characters are used for the Japanese so that non-Japanese teachers can access the vocabulary and check student comprehension where needed. It is up to the discretion of the teacher which vocabulary to teach, or whether to preteach vocabulary before listening to the recordings or to learn it afterwards.

ANSWER KEYS & NOTES

Unit 1

Page 3, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. b 2. c 3. a 4. a 5. c 6. b

Page 4, Health Habits

If you feel some of the questions are too personal for you to answer, you can skip the last part of the activity.

Page 5, Breaking the Addiction

Answers:

T, T, F, T, F, F

He thought it tasted bad.; He knew quitting would be a good thing.

Page 5, Smoke Free

Possible Answers:

- Get rid of cigarette vending machines.
- Ban all advertising (in newspapers, etc.).
- Make cigarettes really expensive.
- Ban smoking in all public places.
- Educate students about the dangers of smoking.
- Educate the public with (graphic) anti-smoking posters, TV ads, etc.
- Create support groups to help people who are trying to quit.
- Make smoking illegal.

Page 6, Food Facts

Answers:

Partner A: 2, 4, 3, 6, 1, 5

Partner B: 3, 6, 1, 4, 2, 5

For extra practice, one student can ask the questions while his/her partner tries to answer with their book closed. Any answer that makes sense should be accepted.

Unit 2

Page 11, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. c 2. b 3. c 4. a 5. a 6. b

Page 13, Meeting a Vegetarian

Answers:

1. She doesn't like/never liked eating meat.
2. It's better for the environment (to eat less meat).
3. She thinks the farming methods aren't kind to animals (and the animals really suffer).

Page 13, Culture Quiz

Before you start this activity, make sure the students have their books closed!

Page 14, Testing on Animals

Script:

Did you know that most household cleaners, cosmetics and medicines have been tested on animals? Scientists use animals to test whether a product is going to cause an allergic reaction, blindness, cancer, or other problems. Thanks to animal testing, there are many safe medicines for humans to use. We also have a wide variety of safe cleaning products, shampoos, deodorants and cosmetics to enjoy. Unfortunately, each year millions of animals suffer sickness, pain and death because of this testing. For example, rabbits go blind when substances are dripped into their eyes, or their raw skin is burned with chemicals. Fortunately, some cosmetic companies make products without testing them on animals. They put a message like "not tested on animals" on their products so people can know what they are buying.

Page 16, Endangered Species

Instead of presenting the research in small groups, the students could do them as speeches.

Unit 3

Page 19, Comic Comprehension

Answers: 1. b 2. b 3. c 4. b 5. c 6. a

Page 20, Danielle's Views on Fashion

Answers:

1. not important at all
2. loose clothes
3. constantly
4. stiletto heels
5. consumers
6. blue jeans and T-shirts
7. they want to look good and be part of the crowd
8. influences her sense of fashion

Page 21, First Impressions

Ask your students which words in the box are new to them, and then preteach the new vocabulary before beginning the activity. Emphasize that this is an imagination game—there are no right or wrong

Unit 5

answers. Students do not need to be restricted to the personality words in the box—they may use their own ideas too. Get them talking about things other than personality—jobs, habits, likes, dislikes, etc.

Page 22, The Game of Truth

As a way to review and extend, after finishing the game, have the students close their books, stand up, and mill about the room asking different classmates any of the questions they can remember.

Page 24, Sweatshops

The teacher could check the students' answers by listening to the pairs who finish quickly. Those pairs can then go and listen and check/help remaining pairs.

Answers:

A: 7, 5, 13, 3, 15, 1, 11, 9

B: 12, 2, 10, 4, 6, 16, 8, 14

Unit 4

Page 27, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. b 2. a 3. b 4. c 5. b 6. c

Page 29, Grandparents

As students are writing their questions, circulate and correct any grammar mistakes.

Page 30, Extended Families

The eldest son (or only son) is traditionally expected to stay in the family home after marriage and take care of his parents. This tradition is slowly dying in Japan.

Answers:

graduate, expected, independent, follow, selfish, nursing home, terrible, get along, stressful

Page 31, Close Families

You may need to remind students to check off the items as they ask the questions so that it will be easier to see which ones they have finished.

"Respect-the-Elderly Day" (*Keiro no Hi*)—This is a national holiday in Japan, the purpose of which is for younger people to respect the elderly (usually within families) by giving gifts, money, or attention.

Page 32, A Broken Home

Answers:

1. 15 (almost 16) 2. a lot of reasons; they weren't happy 3. She was really upset. (She was) mad and sad. 4. with her mom for a short time but after that with her dad 5. not very often—maybe once every two weeks and (even) less than that sometimes 6. her mom did 7. She thinks it was the best thing and they are both happier now. 8. She hopes she won't have to. (She hopes she'll marry the right person.)

Freewrite

This freewriting topic is much more general than previous units, and students might find it difficult to write about unless you give them a choice of more narrow topics such as:

- Cultural differences between Japan and the USA
- Cultural misunderstandings
- Living abroad (in a new culture)
- Traditional Japanese culture
- etc.

Page 34, Comic

The kanji on the bottle that Kathy is holding reads 'sake' (Japanese alcohol). The other vessels are for pouring and drinking sake.

Page 35, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. c 2. a 3. b 4. a 5. c 6. b

Page 36, Living in Japan

Answers:

1. Australia 2. four months 3. to improve his Japanese 4. Yes, some. A lot of things are different from Australia, like the food; Japanese don't eat as much meat. 5. He loves the people. 6. the language; it's really hard to communicate 7. his trip to Kamakura 8. the relaxed attitude of Australians 9. Enjoy yourself as much as you can, and you need to be careful at times.

Page 36, Interview Project

If you would like to give your students an additional project to do, they can interview another foreigner, this time writing a few of their own questions, video the interviews, and then later the class can watch the videos together. As the class watches, they can try to write down the answers to the questions.

Page 38, Traditional Culture Survey

"hanami"—flower viewing

Page 39, Culture Debate

"omiyage"—souvenirs

For a change of pace, you could get the students to stand up, in two rows, facing a partner. Give them one minute to read the arguments for or against buying omiyage, and then ask them to close their books and argue for two minutes. After that, have them change partners and do the same for keeping kanji—one minute reading, two minutes arguing. Continue until they have done all four debates.

Page 40, A Look at Four Cultures

Answers:

3, 1, 2, 4

unique, similar, fought, stole, populations, save, challenges

Unit 6

Due to the personal nature of this unit, as much as possible, try to group students together who are friends, or at least know each other somewhat. The students will open up much more if you group them this way, and if you encourage them not to be shy and to try to lose their inhibitions as well.

Page 43, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. c 2. a 3. c 4. c 5. a 6. b

Page 45, True Love

Script:

When you first fall in love with someone, you feel WONDERFULLY romantic, and the person you've fallen in love with seems perfect in every way. Your brain releases certain chemicals that make you feel this way. But after a few months you start to feel 'normal' again. At this point, you may begin to notice negative points about the person you fell in love with. In the beginning you feel ecstatic, but over time the feeling changes. It's natural for couples to sometimes feel sad, to disagree about things, and to face problems. TRUE LOVE is when two people always love each other, even when times are difficult. Romance is an important part of true love, but only a small part. There are many other ways that two people must be loving towards each other if they want to have true love that will last forever.

Page 46, True Love...continued

Order of answers:

HELPS, AFFECTIONATE, SHARES EXPERIENCES, LAUGHS, COMMUNICATES, LOVES UNCONDITIONALLY, FAITHFUL, KIND, TREATS EQUALLY, HONEST

Page 47, Weddings

The average Japanese wedding in the mid-90s cost 8 million yen. Recently the cost has been going down, where now, at the time of publication (2009) the average is somewhere between 2 and 4 million yen.

Page 47, Listening

Answers:

venue—zero, chairs—\$200, food—\$23 per person, bride's clothes—\$460, groom's clothes—zero, photographer—\$550, flowers—\$430, Total costs—about \$10,000

Unit 7

Page 51, Comic Comprehension

Answers: 1. b 2. c 3. b 4. c 5. a 6. c

Page 53, Love it or Leave it?

"izakaya"—a Japanese pub

Page 54, Puzzle

Answer: The boy's mother was the doctor (Many people can't figure out the answer because of their conditioning to assume doctors are men).

Page 55, John's Jobs

Answers:

1. maintenance man and manager at McDonald's (worked at McDonald's); (close to) 5 years; yes; he wanted to get a job in his field (accounting)
2. accountant; (a little over) 2 years; no; it was boring, he didn't get along with his boss, (and he didn't like the atmosphere.)
3. bicycle tour leader; summer (and fall); yes (it was great); it was only a temporary job (for one summer)
4. English teacher; 1 year; yes (it was very interesting); he had only a one-year contract (and Taiwan was too crowded and noisy for him)

Page 56, Job Interviews

The interviews will go more smoothly if you give the students time to prepare their answers for the questions ahead of time, either in class or for homework.

The jobs given in the textbook can be changed if you feel other jobs would be more interesting for your students to apply for.

Unit 8

Page 59, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. c 2. a 3. b 4. b 5. b 6. b

Page 60, Shopping Survey

As students are writing their questions, circulate and correct any grammar mistakes.

Page 60, TV Commercial

Preparing for the commercials can take up a lot of valuable class time. If you don't want to use class time, students can prepare their commercials for homework. Students could even make their own videos for homework, and later the videos can be played for the rest of the class to see.

Usually the commercials with the most props and action are the most interesting—it's important to remind students of this.

Page 61, Vocab

Answers: humans-*ningen*, garbage-*gomi*, consumers-*shoohisha*, pollution-*koogai*, global warming-*chikyuu ondanka*, natural resources-*tennen-shigen*, greenhouse gases-*onshitsu kooka gasu*, the environment-*kankyoo*, nonrenewable-*saiseidekinai mono*, packaging-*tsutsumi*; *pakkeji*

Page 62

Answers:

Picture order: 5, 7, 9, 8, 1, 2, 6, 3, 4

1. natural resources
2. nonrenewable resources
3. natural resources
4. Humans, global warming
5. pollution
6. environment
7. packaging
8. garbage
9. environment

For extra practice, for review, or as a test—cut up the pictures and put them in a stack face down. Have the students take turns flipping over the pictures and making sentences about what each picture depicts. Do not expect the students to make sentences exactly like the textbook; accept anything that makes sense and is fairly grammatical.

Page 63, Brainstorm Listening

Points native speakers covered:

conserve gas (carpool, public transportation—take buses and trains), use alternative transportation (bicycles and walking), conserve water (don't leave the water running when you brush your teeth, take shorter showers, take showers instead of baths), don't litter, clean up litter, recycle, buy things made from recycled materials, don't buy excess items (only buy what you need), give your clothes to charity

After the students have listened to the recording several times, they can compare the points they heard with other classmates. If the listening is too hard for your students, have them read the tape-script to find the answers.

Page 64, Opinions

"Fukuro wa ii desu."—means "I don't need a bag." (at a shop).

Unit 9

Page 67, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. b 2. a 3. c 4. a 5. b 6. c

Possible emotions Max felt:

bored, afraid, worried, stressed, nervous, embarrassed, hopeful?, disappointed?

Page 68, Making Changes

"juku"—a Japanese cram school. Many students go to juku to help them pass entrance exams for elementary school, junior and senior high school, and university.

"school cleaning duties"—refers to the reality that Japanese students are often regularly required to clean their classrooms and other parts of the school building and grounds.

Page 69, Problems at School

If the textbook is being used with high school students, you can have your students talk about their

junior high experience, or the questions can be changed to present tense so they can talk about their current school experience.

Note that students may have to write "A Little" instead of circling YES or NO if their partner answers "Maybe a little."

Page 71, A Success or a Failure?

Make sure students read and understand the statements before playing the recording. Explain any new vocabulary.

Answers:

I found it hard to...; I failed...; I was happy...; I did two and a half years...; I'm running my...; I've achieved everything...

Page 72, Homeschooling

You may find it easier to use Japanese to preteach the vocabulary in the box as some of the words are hard to explain. Glosses are as below:

academically-*gakumonteki ni*, commitment-*sekinin*, dedicated-*kenshinteki na*, formal lesson-*kyoozai o tsukatta jugyoo*, legal permission-*hooteki na kyoka*, peer(s)-*onaidoshi no tomodachi*, prevent-*samatageru*, religious-*shuukyoo no; shuukyooteki*, socially-*shakaiteki ni*

Script:

Homeschooling is when children stay home to get an education instead of going to school. It is not the same as truancy—homeschooling parents have been granted legal permission to teach their children at home.

Homeschooled children generally do most of their learning at home, but may also go to private lessons (such as music or dance) or belong to clubs and sports teams. Many of them also make good use of public facilities such as libraries, museums and parks.

There are many different styles of homeschooling. Some parents give their children formal lessons, while others let their children learn just by following their interests. Generally, people who choose to homeschool are very interested in and dedicated to their children's education, and consequently often do a good job of it. Many homeschooled children go on to be very successful at university and in business. However, the opposite can also be true. Occasionally, there are parents without the necessary skills, knowledge, or dedication to do homeschooling well, and their children are unsuccessful academically and/or socially.

There are many reasons why parents may choose to homeschool their children. Some parents are worried about violence and bullying in schools. Others want to give their children a strong religious education. Some homeschoolers believe their children will become more independent and freethinking if they don't go to a regular school, while others may feel that the school environment does not suit their children's style of learning. In some cases, people live too far

away from a school or they travel continuously, making homeschooling the only option.

However, homeschooling is not for everyone. It requires a big commitment from parents, which means they do not have as much free time to follow their own interests. One reason some people choose not to homeschool is that it often prevents one parent from working full-time. Buying books and supplies that a school would normally provide can make homeschooling expensive compared to going to a public school. Another problem is that homeschooled children might get lonely and have difficulty making friends. Also, it may be boring for some children to stay home with their parents everyday instead of mixing with a wider group of adults and peers.

Homeschooling is practiced in countries all over the world including the USA, Canada, New Zealand, Australia, England, Norway, and Taiwan. In Japan as well, people are becoming more interested in homeschooling. Would you want to homeschool your children?

Answers:

A 1. It's when children stay home to get an education instead of going to school. 2. Yes, it's legal. 3. Yes, most are. Many are very successful at university and in business. But some children are unsuccessful because their parents do not have the necessary skills, knowledge, or dedication to do homeschooling well.

B 1. Because of violence or bullying in schools, or to give their children a strong religious education. Also, parents want their children to be more independent and freethinking. And in some cases, people live too far away from a school or travel all the time, so homeschooling is the only option for them. 2. Often one parent has to stay home and cannot work full-time. Also, homeschooling can be more expensive compared to going to a public school. Another problem is that homeschooled children might get lonely and have difficulty making friends. Also, it might be boring for some children to stay home with their parents everyday instead of mixing with a wider group of adults and peers. 3. All over the world including the USA, Canada, New Zealand, Australia, England, Norway, and Taiwan.

Unit 10

Page 75, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. c 2. c 3. b 4. c 5. b 6. b

Page 76, Turned Off by TV

Answers:

1. F 2. T 3. T 4. F 5. F 6. T 7. F

1. study (and read) 2. play the guitar 3. talk with his housemates

Page 77, The News

"bosozoku"—a Japanese motorcycle gang which rides together late at night, often making a great deal of (very irritating) noise.

As a possible extra project, students can work in groups and prepare their own news reports to be given either in front of the class or in small groups. Ideas can be taken from the textbook, or students can use real news they collect as homework. Alternatively, this can be done as a written exercise.

Unit 11

Page 83, Comic Comprehension

Get the students to complete the six sentences before doing the activity at the top of the page.

Answers: 1. a 2. b 3. a 4. c 5. c 6. a

Page 84, Are you a Nature Lover?

As a more challenging way to ask a second partner the questions, have the students ask the questions with their books closed. Write a one-word hint for each question on the board: poem, seeds, clouds, leaves, moon, sunrise, etc. Don't expect them to get the questions the same as the book—the purpose is to communicate.

Page 84, Not so Nature Friendly

You may have to adjust the size of the groups depending on the number of students in your class.

Page 85, Nature and the Environment

Tell students not to write in the boxes yet—wait until doing the activity on the following page.

Answers:

1. I love it. 2. Niagra Falls 3. the Swiss Alps for skiing 4. more than they used to 5. global warming 6. school, clubs, TV 7. Yes. 8. fine people who throw cigarette butts on the ground 9. I never litter. 10. safe, healthy, clean

Page 86, Save the Earth

If you do this activity as a strip story, and you have more or fewer than 12 students, you will have to have a few students share a sentence or give a few students more than one sentence to do. It is important that you do not let the students keep their sentence slips after they have been memorized—if you do, the activity will not be as communicative.

Order:

11, 2, 12, 7, 3, 5, 1, 6, 8, 4, 9, 10

Page 87, You be the Teacher

The group members should have their books closed while listening.

Page 88, True Tree Stories

Story One:

In the North Island of New Zealand there is a farmer who once had a typical New Zealand farm. A typical New Zealand farm is very big...a few hundred hectares...and most New Zealand farms don't have many trees because farmers want the space to grow grass for their cows and sheep. Anyway, this farmer decided to change his farm in a way that would help the earth and help the people in his community. What he did was turn part of his farm into a cemetery. Usually people in New Zealand are buried under a "headstone," but in this cemetery people's ashes are buried under trees. The family of a dead person can plant any kind of tree they like. Next to each tree is a small plaque with the person's name on it. As more people need to use the cemetery, the farmer gives away more of his land. This cemetery is very peaceful; it looks like a beautiful big park...it even has a pond. As time passes, more and more people die and more and more land is used to bury the dead. What a good idea this farmer had covering the earth in trees rather than in headstones.

Story Two:

In California there are forests of ancient redwood trees. Forestry companies cut down these trees to make money. Many people believe this is wrong. Activists try many ways to stop the companies from cutting down more trees. One young woman, Julia Butterfly, climbed 180 feet up into a giant redwood tree and didn't come down at all for two years. She knew that the loggers couldn't cut down the tree if she was in it. Her friends brought her food and water, and she climbed around the tree for exercise. Many people came to interview her. She was even visited by famous musicians and movie stars. As people heard about what she was doing, more and more people became interested in saving the redwood trees. Many people loved and admired her...but not the loggers. They wanted her to come down so they could cut down the tree and the trees around her. After two years, Julia and the forestry company finally came to an agreement. Julia's supporters would pay the company \$50,000, and the company would give the money to a university for logging research. In return, the company agreed not to cut down the tree Julia sat in or any other trees around it.

Page 88, What can I do to help...?

Answers:

1. Don't use disposable chopsticks (Ancient trees are cut down to make disposable chopsticks.).
2. Plant a tree.
3. Don't eat beef (Rainforests are burned down to make space for raising beef cows.).
4. Use both sides of the paper.
5. Recycle paper. *OR* Use recycled paper.
6. Don't use tissues.
7. Donate/give money to the Rainforest Action Network (You can find out about them on the internet.).
8. Don't buy canned food or drink (Rainforests are destroyed to get the minerals to make the cans.).

Students may be confused by the forms "could" and "couldn't", thinking they are being used as the past tense of "can" rather than as modal verbs used for hypothetical situations. You may need to explain this.

Unit 12

Page 90, Crossword

Answers:

DOWN: 1. divorce 2. junk food 3. sweatshop
4. anorexia 5. organic 6. violence

ACROSS: 7. cram school 8. vegetarian 9. extinct
10. global warming 11. disposable

Page 92, Opinions

Preteach the word "cause" (You did volunteer work to help a good cause.), giving a few examples, before the students start to play the game.

Page 93, Write your own Quiz

This activity can also be done as a game involving the whole class. Students come up and read their quiz questions while others listen and write their guesses. When everyone is done, award a prize to the student who got the most answers right.

TAPESCRIPTS & VOCABULARY

Unit 1 Health

Tapescript—p. 5 Breaking the Addiction (Mike asks Laurence)

At what age did you start smoking?

I started smoking when I was in high school. I guess I was about fifteen.

Why did you start?

Well, some of my friends were doing it, and it seemed kind of cool.

Um-huh. How long...how long did you smoke?

Well, I actually didn't smoke continuously through high school. I actually stopped near the end.

So...

But then after I finished college my roommate smoked and I picked it up again.

Uh-huh. So you smoked for... how many years?

Uh...I think I was about...uh...I think I was about twenty-six or twenty-seven when I quit, so I smoked for six or seven years I guess.

Were you a heavy smoker?

Eh...I didn't start out heavy but it got that way near the end.

So how many were you smoking before you quit?

I was smoking about a pack a day.

Uh-huh. And how did you quit?

Well, you know, the funny thing is I never tried to quit.

Uh-huh.

I just quit...uh...

It wasn't difficult?

No, it wasn't difficult actually...uh...and I recommend...uh...anyone who wants to quit should try my way.

Why did you...how did you quit?

I actually quit when I got a cold. I got a cold one day and... um, you know, when you have a cold your mouth tastes bad and your throat feels nasty. And I went home after work and took a puff of a cigarette and it just tasted bad, and it...and it... it felt bad in my throat and...

So you just quit in one day and...?

So then I put the cigarettes on the table and said, "I'm not going to smoke tonight." And then...uh...the next day...uh...I said, "Well, that was a terrible cigarette I had last night! I don't want any today."

Uh-huh.

And then...uh...the third day I said, "Oh man, no more today either." And then after three or four days I thought, "Hey—I don't have to smoke anymore!"

And...why did you decide to quit?

Well, just because...uh...like I said...uh...the last one tasted bad when I had the cold.

They just started tasting bad to you so...

Well, yeah. And then of course I always knew deep down inside that quitting was a good thing...and so when I found the opportunity, I just took it.

Okay. And...are you ever tempted to smoke now?

Uh...actually...I was tempted to smoke for awhile after I quit, but...uh...the longer time has gone on, the less I've wanted to smoke. And, in fact, now...uh...I...I don't...don't really like

smoking. In fact, it bothers me now.

Do your friends smoke?

Now, right now, I only have a couple of friends that smoke.

Are there many rules in America [about] where people can smoke and where they can't smoke?

Well, in America it depends on the state. But a lot of states are really strict. Uh...I was in California last year and...uh...you're not even allowed to smoke in bars there.

Oh, really?

Yeah. People who smoke have to go outside the bar to smoke, and then come back inside to finish their beer.

What do you think of that rule?

I think it's great now that I'm not smoking. Ten years ago I might have been angry.

▶ Unit 1 Health

Key Vocabulary

actually (*jitsuwa; hontoo no tokoro wa*)

bother (*fukai ni saseru*)

continuously (*togire naku*)

cool (*kakkoi*)

deep down inside (*kokoro no oku dewa*)

I guess (=I think)

in fact (*jitsuwa; hontoo no tokoro wa*)

it depends on... (*...ni yoru; ...shidai*)

nasty (*iya na; fukai na*)

not allowed to (*yurusare nai*)

Oh man (*iyahaya*)

opportunity ("chance"; *ii kikai*)

"picked it up again" (*mata hajimeru*)

recommend (*susumeru; suisen suru*)

strict (*kibishii*)

tempted (*...suru ki ni naru*)

"the longer time has gone on, the less I've

wanted to smoke" (*nagaku jikan ga tatsu*

hodo suitai kimochi wa sukunaku naru)

took a puff (*ippuku suru*)

▶ Unit 2 Animals

Tapescript—p. 13 Meeting a Vegetarian (Dave asks Kirsty)

Kirsty, I hear that you're a vegetarian.

Yeah, I am. I never eat red meat or chicken or pork, but I do eat fish occasionally.

So not really a strict vegetarian I'd say.

I see...so how long have you been a vegetarian?

Um...since I left home when I was eighteen. I grew up on a farm and I often watched my dad...um...kill the sheep and chickens for my mum to cook for our dinner. I...I never felt comfortable with it. I never liked eating meat when I was a kid so when I left home I decided to become vegetarian.

You...you became a vegetarian when you were eighteen?

Yeah.

Before that you ate meat?

Yeah, I did. Yeah.

So the main reason you're a vegetarian now is that you don't like eating meat?

Uh...there's a few reasons. Like I said, I just don't like it. But also, I think it's better for the environment to eat less meat. And less fish...too many fish are being caught I think.

Um-huh.

Um...also, I think the farming methods aren't very kind to animals—the animals really suffer and I...I don't like that.

Do you think it's healthy to be a vegetarian?

Uh...some people think it's healthier not to eat meat...I'm not sure if that's true or not but I feel healthy enough.

Meat is such a good source of protein. How do you get enough protein?

Well, I'm careful to try to eat lots of other foods that have protein such as tofu, seeds, nuts and beans.

Do you ever feel like eating meat?

No, not really.

Are there...do you have any problems about being a vegetarian?

Um...well, sometimes I feel uncomfortable having to explain to people that I don't eat meat, especially if they're cooking a meal for me. I don't like to inconvenience people.

Would you raise your kids to be vegetarian?

I'm not sure. Maybe it's important for growing children to eat meat. I think I'd want my children to eat a little meat.

Unit 2 Animals

Key Vocabulary

- environment (*kankyoo*)
- feel comfortable with (something) (*...o kokochiyoku omou*)
- good source of (protein) (=good way to get)
- inconvenience (someone) (*...ni fuben o kakeru*)
- method (*hoofoo*)
- occasionally (*tama ni*)
- raise (*sodateru*)
- strict (vegetarian) (*genkakuna*)
- suffer (*kurushimu*)
- uncomfortable (*ochitsukanai; kizumari*)

Unit 3 Fashion

Tapescript—p. 20 Danielle's Views on Fashion (Katie asks Danielle)

How important is fashion to you?

Oh, fashion's not important to me at all except maybe for entertainment value. I just like to see what's new on the models and stuff, but I don't really care for my own life.

Do you try and stay in fashion?

Not really. Sometimes I look at things in fashion magazines and I think, "Oh, that's really cute!" or "I wish I could wear that." But I don't really care what's in style that much. For me it's more important to wear clothes that are comfortable.

What kind of clothes do you usually like to wear?

Um...clothes that are comfortable, clothes that are um...loose because loose clothes are more comfortable. I don't like to wear anything tight.

How often do fashions change?

Constantly. Fashion trends are constantly changing...uh...they keep...the fashion designers keep bringing back things from different eras. Fashions are constantly changing due to season, or weather, or color or...all those things.

What's a popular fashion style that you dislike?

Oh, stiletto heels—I think they're so ugly! They look so bad, and they must be really uncomfortable, too.

Who...who do you think decides fashion trends?

Probably consumers because they're buying the product, but I think that fashion designers also have an influence. But most...mostly it's consumers who decide fashion trends.

What are some styles that are always in fashion?

Oh—people are always going to wear blue jeans; people are always going to wear T-shirts...uh...things like that.

Why do you think so many people try to follow fashion?

To fit in. To be part of the...the crowd. Uh...to look good, and so that other people don't make fun of them.

Do you think advertising influences your sense of fashion?

My sense of fashion? Yes—probably. Uh...I think it influences most people. It's what you see. It's what's out there. It's what's going...it's what's all around you, so of course you're going to be influenced by that. I certainly try not to be; I try to wear what I like without being influenced by advertising, but I think it's impossible. Most likely I'm going to see it on some skinny model and want to wear it.



Unit 3 Fashion

Key Vocabulary

(be) a part of the crowd (*ippantaishuu no hitori*)
advertising (*kookoku*)
...and stuff (*...toka*)
constantly (*taema naku*)
consumer (*shoohisha*)
due to (*...ni yotte*)
era(s) (*jidai*)
fit in (*choowa suru*)

I don't (really) care (=It's not important)
influence (*eikyoo; eikyoo suru*)
make fun of (*baka ni suru*)
most likely (*tabun; osoraku*)
skinny (*yasehosotta*)
stiletto heels (=very high, narrow heels)
uncomfortable (*kokochi warui*)
value (*kachi*)



Unit 4 Family

Tapescript—p. 32 A Broken Home (Michele asks Lindsay)

How old were you when your parents got divorced?

Um...I was in tenth grade so I was probably fifteen, going on sixteen.

Did they tell you why they got divorced or do you know now or...?

Uh...there were a lot of reasons. It's kind of complicated but, you know, neither of them were happy and...I don't know...it was time for them to be apart.

How did you feel when you found out they were getting divorced?

Um...I was really upset. Pretty mad and sad. I tried to keep my feelings to myself, but that only made me angrier.

Did your parents ask you how you felt?

They tried to talk to me, but I really didn't want to talk about it. I mostly kept my feelings to myself.

Did you live with your mother or your father after the divorce?

I tried to live with my mom for a short time, but that didn't work out. So I went to live with my dad.

So how often did you get to see your mother?

Um...not very often. I saw her maybe once every two weeks, and even less than that sometimes.

Did either of your parents remarry?

Um...my mom did. She remarried soon after they got divorced. And my dad's still single. He has a girlfriend but...

Are they planning on getting married?

No, my dad's not getting married again.

How do you feel about the divorce now?

Uh...I think that it was the best thing...um...they're both a lot happier now and...um...it was terrible at the time, but now I realize that it was the right thing for them to do.

Do you think that you would ever get divorced?

Um...I hope I wouldn't have to. I...I don't know...hopefully I'll marry the right person and we won't have to get divorced.

▶ **Unit 4 Family**

Key Vocabulary

be apart (*wakareru*)

complicated (*fukuzatsu na*)

didn't work out (*umakuikanai*)

get divorced (*rikon suru*)

going on (sixteen) (*moosukoshi de 16 sai ni naru*)

hopefully (*umaku ikeba*)

"keep my feelings to myself" (*kanjoo o mune ni shimau*)

mad (*hara ga tatsu*)

mostly (*taitei wa; hotondo wa*)

realize (*satoru; hakkiri wakaru*)

remarry (*saikon suru*)

upset (*urotaeru; kokoro o midasu*)

▶ **Unit 5 Culture**

Tapescript—p. 36 Living in Japan (Mike asks Degan)

Where are you from?

I'm from Australia.

Australia— which part?

Melbourne.

Melbourne. And how long have you been living in Japan?

Uh...four months.

Just four months?

Yeah—only four months.

Why did you decide to come here?

Uh...I wanted to improve my Japanese.

Oh, so you're studying Japanese now?

Yeah. Yeah, I've been studying at the local ward office...in my town.

Uh-huh. Did you study Japanese in Australia?

I did, yeah. Two years at high school and three years at university.

So you're pretty good at Japanese now?

Uh...I wouldn't say that. My spoken Japanese isn't that great. I'm better at reading and writing than I am at speaking.

Really?

Yeah.

Did you experience any culture shock when you arrived?

Uh...yeah, some.

In what way?

Uh...let's see...a lot of things are different here. For example, the food is very different from what I was used to in Australia. Back home I eat a lot of meat, but here I eat a lot of rice.

So you miss your...do you miss your food?

I do, yeah—definitely.

What do you like about living in Japan?

I love the people. Uh...they're extremely friendly and very very helpful.

What do you find difficult about living in Japan?

The language. Uh...even though I've studied Japanese for five years...uh...I find it really hard to communicate.

What's your most memorable experience so far?

Uh...difficult question. Uh...I would say that my trip to Kamakura was my most memorable experience.

Did you see the Big Buddha?

I did. It was excellent. Fantastic.

What do you miss about your own culture?

I think the relaxed attitude of most Australians.

Yeah, that's right—Australians are very relaxed.

Yeah, very. Very relaxed. Yeah. Yeah, the lifestyle's a little different.

What advice would you give to a Japanese person who was going to live in your country?

Uh...I would say enjoy yourself as much as you can. There's a lot of great people to meet and lots of things to see and do. Of course, when going to any new country, you always need to be careful at times.

 **Unit 5 Culture**

Key Vocabulary

definitely (*zettai ni*)

extremely (*totemo*)

fantastic (*subarashii*)

I find... (*...to kizuku; ...to wakaru*)

I wouldn't say that (*soo wa ienai*)

improve (*jootatsu saseru*)

in what way? (*donna koto de?*)

memorable (experience) (*wasurerarenai*)

relaxed attitude (*kudaketa taido*)

so far (*ima made no tokoro*)

ward office (*yakusho; yakuba*)

 **Unit 6 Love & Marriage**

Tapescript—p. 47 Weddings (Dave asks Nancy)

Nancy, how long have you been married?

About two and a half months.

Two and a half months?

Yeah.

What style of wedding did you have?

We had an outdoor...kind of traditional wedding, except for the setting outdoors was not so traditional.

Not...not in a church?

No.

Oh...on a beach or...?

It was right next to the ocean...

Oh really?

Um...beside a restaurant. We had the reception in the restaurant.

How many guests were there?

Two hundred and fifty.

Two hundred fifty!? That's a pretty big wedding, isn't it?

Yeah. Well, I thought it was big but, you know, some weddings are much bigger.

Was your wedding expensive?

Um...it cost a lot of money, but I would say it wasn't that expensive.

About how much money do you think it cost for everything? Roughly.

Um...probably...about ten thousand dollars.

Um...how did you keep the costs down?

Well, my husband's in the Air Force so we got married at the Air Force Base. And that meant we didn't have to pay anything for the venue. It saved us a lot of money. Um...we just had to pay about two...two hundred dollars to rent some chairs for the ceremony.

Two hundred for the chairs and nothing for the venue—that's pretty good. And...how about the food, was that expensive?

Um...not really. We had to pay...about twenty three dollars per person for the meal. The food was really good, but I didn't get to eat much of it because I was too busy and too... too nervous. Plus...we had to pay for drinks as well, of course.

What...what kind of wedding gown did you wear?

Kind of...um...a fairly long traditional gown.

White?

And white—uh-huh. And, you know, fancy material with embroidery and netting.

Was...did you buy it or rent it?

I bought it.

How much did that cost?

It was about four hundred and sixty dollars.

Uh-huh...and what about your...your husband? What [will] did he wear?

He wore his military dress uniform.

So not a tuxedo? Just a military uniform?

Well, it's... it...it looks kind of like a tuxedo. He already owned it so we didn't have to pay anything for that.

Uh-huh. Did you hire a professional photographer?

Yep.

How much did that cost?

That was five hundred and fifty dollars, kind of expensive but the photos came out great so I think it was worth it.

What other things did you have to pay for? Can you think of anything?

Flowers. We spent...

How much?

We spent...four hundred and...probably four hundred and thirty dollars on flowers.



Unit 6 Love & Marriage

Key Vocabulary

air force base (*kuugun kichi*)

ceremony (*shiki*)

embroidery (*shishuu shitearu*)

except (for) (*...o nozoite wa; ...igai wa*)

fairly (long) (*kekko*)

groom (*hanamuko; shinroo*)

hire (*yatou*)

I would say... (=I think...)

it was worth it (*...suru kachi ga atta*)

"keep the costs down" (*hiyoo o yasuku osaeru*)

nervous (*kinchoo suru*)

reception (*hirooen*)

roughly (=about)

setting (*haikei*)

That meant... (=So...)

yep (=informal "yes")



Unit 7 Jobs

Tapescript—p. 55 John's Jobs (Mike asks John)

What kind of jobs have you had?

Um...Well, the first job...uh...that I can remember was in high school. I had a part-time job working at McDonald's.

McDonald's?

Yeah. I started out as a maintenance man and...uh...mostly on the weekends. And...uh...after a couple of years I got to be Manager, so all the way through university I worked at McDonald's.

Uh-huh. How many years?

So altogether close to five years.

Huh. Did you...did you like it?

Actually, I did like it. Um... it kind of surprises people, but...uh...a lot of my friends were working there so that made it a lot of fun. But when I graduated from university, I really wanted to get a job in my field so I got a job as an accountant after that.

An accountant?

Yeah. I moved to the city of Albany and...uh...I worked as an accountant for a little over two years and uh...

Was that...New York?

Yeah. Albany, New York. It's the capital of New York State. And...um... I...I didn't really like that job. And...and I remember clearly sitting in my office and looking out the window on sunny days thinking, "There's got to be a better job than this!"

An accountant's job is famous for being boring.

That's right, it was boring and I really didn't get along with my boss. Um...he was always asking me to work overtime and...uh...saying, "you should be reading accounting journals" and things like that. I didn't really like the atmosphere there, so I went back to university and I got my Master's degree in English, and... uh...at that time I started getting into bicycling...

Huh.

...and...um...I got a job as a bicycle tour leader in Vermont.

Huh. A bicycle tour leader—that sounds interesting.

Yeah. That was really a great job. I loved it. People from all over the country would come to Vermont and go on these bicycle tours. Uh...and I would show them the routes and take them to all the best places to eat great food.

Sounds like a great job!

Yeah, it was. I mean, the pay was low, but the people gave a lot of tips.

Uh-huh. Was it full-time?

Yeah, it was full-time but only for one summer. I wanted to work longer but by October it's too cold in Vermont, so that job was finished.

What did you do after that?

Uh...after that I wasn't sure what to do. I went back and stayed with my parents for a while. Then I read in a magazine about a job teaching English overseas in Taiwan. So I applied for that job and I got it.

Wow—Taiwan. Did you like that job?

Um... yeah. That...that was a very interesting job. I mean, it was my first time overseas and it was my first time teaching. So I really enjoyed it and I liked the students a lot. And after that year, I really felt like teaching is what I wanted to do. Uh, but I just had a one-year contract and...and certain aspects of living in Taiwan were difficult. Um...it's very crowded and noisy and I come from a small town, so after my contract was finished, I decided to look for another job teaching English.

▶ Unit 7 Jobs

Key Vocabulary

accountant (*kaikeishi; keirishi*)

actually (*jissai; jitsuwa*)

apply for (*mooshikomu; oobo suru*)

atmosphere (*fun'iki*)

capital (*shuto*)

certain aspects (*aru men*)

contract was up (*keiyaku ga kireta*)

get along with (someone) (*...to nakayoku suru*)

get into (something) (*...ni hamaru; ...ni muchuu ni naru*)

I mean... (*Tsumari...*)

in my field (*jibun no senmon bunya*)

maintenance man (*doogu ya setsubi no seibitenken o suru hito*)

mostly (*taitei wa; hotondo wa*)

overseas (*kaigai no; kaigai e*)

remember clearly (*hakkiri to oboeteru*)

route(s) (*michisuji; ruuto*)

▶ Unit 8 Shopping

Tapescript—p. 63 Brainstorm Listening (Michele—Melissa—Mike)

One idea I had was to...um...carpool.

Carpool?

Yeah, I mean people should have to share a car to get to work instead of only one person in each car.

Yeah, that's a good idea. Carpooling saves gas and cuts down on pollution.

Okay—so carpools.

And it cuts down on greenhouse gases.

Also like public transportation—taking buses and trains and stuff.

That's good, too. Or walk...or...um...ride a bike.

Yeah, that would help to conserve fuel, too.

Um...another idea would be to conserve water. Um...like don't leave the tap running when you brush your teeth.

Yeah.

Right.

Try to take shorter showers.

Take showers instead of baths.

Okay, how about litter? We could help the environment by not littering...and by pick... picking up litter um...when we see it.

Yeah. How about cleaning up parks and...and beaches and stuff?

Yeah.

Also, recycle aluminium and plastic. Cans, plastic, paper...glass...

Yeah, good.

Okay...how about...um...like buying things that are made from recycled materials...like recycled paper?

That's good too. An(y)...any other ideas?

What about like giving your old clothes away to charity, you know, instead of throwing them away? Like your shoes, or your old clothes, or things like that?

That's really a good idea.

Yeah, it's less garbage and you're helping people.

Yeah.

▶ Unit 8 Shopping

Key Vocabulary

...and stuff (...*toka*)
carpool (*ainori*)
conserve (*setsuyaku suru; mudazukai shinai*)
"cuts down on (pollution)" (*taikiosen o herasu*)
don't leave the tap running
(*mizu o dashippanashi ni shinai*)
fuel (*nenryoo*)

I mean... (*Tsumari...*)
instead of (...*no kawari ni*)
like... (=for example...)
litter (*chirakasu (v); gomi(n)*)
pollution (*koogai; taikiosen*)
public transportation
(*kookyoo no kootsuushudan*)

▶ Unit 9 School

Tapescript—p. 71 A Success or a Failure? (Katie asks Sarah)

Where did you go to school Sarah?

I went to Westown High School.

Uh-huh. And did you enjoy school?

Some days. But not usually.

Why not?

Um...I felt like it was too hard for me so I lost interest and I didn't learn much. I found it hard to do exams and read. I just...I don't know...I couldn't read properly.

How did you do in your exams?

Oh...I failed miserably.

Uh-huh. And...um...how old were you when you dropped out?

Uh...fifteen.

Fifteen.

Yeah, fifteen.

And...um...how did you feel...how did you feel when you left school?

Oh, I was happy to leave school.

You were?

Absolutely. I didn't really want to be there.

Hmm...and...um...what did you do after you left?

Uh...I worked in cafes for a while. You know, washing dishes, serving people...a bit of cooking. Then...uh...I went traveling.

Oh yeah?

Yeah. I did two and a half years of traveling. Really enjoyed it.

Cool. So what are you doing now?

Um...running my own sandwich-espresso bar.

Yeah? Oh, cool. How's it going?

Really well.

Yeah?

Yeah—it's really successful.

Cool. So you're the...do you own the business?

Yeah, I own it and I manage it.

Wow. And are you happy with your life now?

Yeah. Yep, I've achieved everything I wanted to achieve.

So school wasn't a great success, but now you're really successful. So what...what do you think is the reason for that success?

Uh...I guess I was just really determined to prove something to myself and...uh...to everyone at school—that I can achieve whatever I wanted to do.

▶ Unit 9 School

Key Vocabulary

absolutely (*totemo*)

achieve (*eru; nashitogeru*)

be determined (*kataku ketsui suru*)

cool (*kakkoi*)

drop out (of school) (*taigaku suru*)

(I) found... (*wakaru; shiru*)

How's it going? (*Umaku itteru?*)

I guess... (=I think...)

(failed) miserably (*mijime ni*)

properly (*chanto; tadashiku*)

prove (something) to (someone)

(...*ni shoomei suru*)

run (a business) (*keiei suru*)

successful (*seikoo shita*)

yep (=informal "yes")

▶ Unit 10 TV & Movies

Tapescript—p. 76 Turned off by TV (Dave asks John)

How often do you watch TV?

Um...actually I don't watch TV.

You don't watch TV at all?

*I...I can't really say 'never'—when I go back to my parents' house and stay with them
...uh...I'll watch a little, but other than that I watch no TV.*

Do you have a TV?

Um...well, there is a TV in the house where I live...um...it's not my TV...

Right.

*...it's my housemates'. And the only reason they have it is to watch videos. So they
don't watch TV either, only videos.*

So you don't like TV?

Um...I would say that I hate TV.

Why?

Well, there's a...there are a few reasons. I would say the main reason is commercials.

You don't like commercials?

*No, I don't. I get sick of the constant effort to get people to buy things. You know, the...
the message is always "you need more, you need more, you need this to be happy; you
need that to be happy." So if you sit down for a 30-minute program...um...one third of it
is just commercials telling me the kind of person I should be, and the...the things I should
have. I don't like it.*

What if TV had no commercials, would you like TV then? Do you like the programs?

*I...I would say maybe some. Uh... there are some educational programs that I think are very
good...and...uh...there are some comedy shows that I'll laugh at. But even then, I feel it's
sort of a waste of time.*

What do you do in your spare time instead of watching TV?

*Um... I study...um...I read...I play guitar stuff like that. I bought a guitar and...um... I spend
time practicing guitar. I spend...I spend time talking with my housemates. We sit around and
talk and laugh. We have a good time.*

When is the last time you watched TV? Can you remember?

Um...

Yesterday?

No it wouldn't be yesterday. Probably last summer when I was back at my parents' house.

Do you ever go to movies or watch videos?

Um... not very often. I don't really care for movies, although I think there are some very

good movies. But mostly they're...they're too violent, or they have some kind of message telling us what we need in life to be happy, or a lot about romantic love.

You don't like romantic love?

I...I can't say that I don't like romantic love, but I think people get obsessed with the whole idea, and it's mainly because of movies and TV.

Would you let your children watch TV?

Um...I would have to discuss that with my wife, but...uh...my hope would be no TV.

What if your...your son says, "Dad Dad I want a TV for Christmas?" You'd...you'd say?

I'd...I'd say, "Sorry Son."

▶ **Unit 10 TV & Movies**

Key Vocabulary

a waste of time (*jikan no muda*)

actually (*jitsuwa; hontoo no tokoro wa*)

(I) can't say that I don't like...

(...*sukijanaitte wake dewa nai*)

"constant effort" (*taemanai huntoodoryoku*)

don't care for (something) (*suki dewa nai*)

get obsessed (*toritsukareru*)

get sick of (something) (...*ni unzari suru*)

instead of (...*no kawari ni*)

mostly (*taitei wa; hotondo wa*)

other than that (*sore igai wa*)

sort of (=kind of)

stuff like that (*sonoyoona koto*)

▶ **Unit 11 Nature**

Tapescript—p. 85 Nature and the Environment (Melissa asks Maureen)

Do you enjoy being out in nature?

Yeah, I love being out in nature. It's great.

What famous natural places have you been to in your country?

Um...I've been to Niagra Falls and that's about it.

What natural place in the world would you like to visit most?

Um...I would really like to go skiing in the Swiss Alps; it's something I've always wanted to do.

Do you think most people in your culture respect nature?

I think so. Um...more now than they did before.

What do you think is the most serious environmental problem in the world today?

Today...I think I'd say global warming. Um...and cutting down rainforests...which I...I guess is related to global warming.

How do you learn about environmental problems?

Um...education through school...um...also a lot of clubs teach about environmental problems and stuff like that, and TV too.

Do you think students should learn more about the environment at school?

I think so. So as they grow older they can help find the answers to the problems and to prevent like...um...more problems from happening.

If you could make a new law to help protect the environment, what would it be?

A new law for the environment...mmm... I'd probably say I'd make it illegal to throw cigarette butts on the ground. I hate it when people do that. So they should be fined if they throw them on...on the floor or on the ground.

That's a good idea. What do you personally do to help protect the environment?

I am so against littering. I never litter. If I see somebody litter, I get so frustrated. So I always throw my trash in the garbage.

What kind of environment would you want your children to grow up in?

In a safe and healthy environment with no pollution and no garbage anywhere.



Unit 11 Nature

Key Vocabulary

be against (something) (...ni hantai suru)

be related to (something) (...to kankei ga aru)

cigarette butt (*tabako no suigara*)

environmental (*kankyoo no*)

(be) fined (*bakkin o torareru*)

get frustrated (*mukamuka suru*)

I guess (=I think)

illegal (*kisokuihan; ihoo no*)

litter (*chirakasu*)

personally (*kojinteki ni*)

pollution (*koogai; taikiosen*)

prevent (*fusegu*)

protect (*hogo suru*)

respect (*sonchoo suru*)

stuff like that (...*toka*)

that's about it (*maa sonna tokoro*)