

Compelling Conversations



*Questions & Quotations for
High-Intermediate Japanese English Language Learners*

Search and Share Compilation



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SEARCH and SHARE

Reviewing Pronunciation Tips on the Internet

Student Name: Date:

Class: Teacher:

Find an article or video on the Internet that describes a typical English-speaking family and their daily life. Watch the video, take notes, and review it for your classmates.

Video title:

Web address:.....

Length: Creator:

1. Describe the video.
2. What pronunciation tips did the video give?
3. Which words or sounds did the video focus on?
4. How practical did you find the advice? Why?
5. What was the strongest part? Why?
6. What was the weakest part? Why?
7. Who do you think is the target audience for this video? Why?
8. Why did you choose this video?
9. How would you rate this video on a scale of 1–5, with 5 being the highest? Why?

“I was the kind nobody thought could make it. I had a funny Boston accent. I couldn’t pronounce my R’s. I wasn’t a beauty.”
—Barbara Walters (1929–), American television journalist

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Interviewing English Speakers and Tourists

Student Name: Date:

Class: Teacher:

Go to a local tourist site, find someone on campus, or meet a neighbor in your neighborhood. Choose a few questions to interview English speakers. Many native English speakers will be happy to help you practice your English conversation skills and share their experiences for a few minutes.

1. Can I ask you a few short questions for my English class?
2. Where are you from?
3. Why did you come to?
4. How much time have you spent in so far?
5. What do you like most about being in?
6. What have you seen so far in?
7. What traditional dishes have you eaten so far?
8. Have you found any bargains shopping yet? What?
9. How do you travel from one place to another? Do you walk? Take a bus? Other?
10. What are you planning on doing tomorrow?
11. Will you be going to?
12. Do you expect to go to?
13. What are some other places you would like to see in? Why?
14. How would you describe your time in so far? Why?
15. Would you recommend visiting to your family and friends?

Remember to thank your conversation partner for their time and wish them a good day.

**“Tourists don’t know where they’ve been;
travelers don’t know where they’re going.”**
—Paul Theroux (1941–), American writer and novelist

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My Dream Home Worksheet

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Student Name: Date:

Class: Teacher:

Have you ever thought about living in a dream home? Use your imagination, knowledge, and research to describe the dream home where you would like to live. Use the vocabulary learned in this lesson. Imagine the possibilities. Dream big!

1. Location:
2. Who will live in your dream home?
3. What does the outside look like?
4. How many rooms are there?
5. Describe your bedroom.
6. Describe the room where your family gathers.
7. Describe another room.
8. How would you describe the furniture in your dream home?
9. What else makes this home special?
10. What other information or details can you share?

Be prepared to share your dream with your classmates in class! Show your knowledge and research to describe your dream home.

“There is a role and function for beauty in our time.”

—Tadao Ando (1941–), Japanese architect

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Choosing a Local Restaurant

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Student Name: Date:
Class: Teacher:

Can you recommend a good place for dinner around here? Find and share a positive review for a local restaurant that you like. Pick a favorite local restaurant, do some research, and pick the best review—in Japanese or in English. Use this worksheet to tell us about the review. Remember restaurant reviews should provide examples and details. Tell us about a special restaurant—in English—and help us find a place to eat delicious food.

Restaurant: Location:
Review: Reviewer:

1. Why did you pick this review?
2. How does the reviewer describe the restaurant? What kind of food does it serve?
3. When was the review written?
4. What do you know about the reviewer?
5. What does the reviewer say about the restaurant’s atmosphere?
6. How did the reviewer describe the restaurant’s service?
7. What did the reviewer eat?
8. What was the best part of the restaurant review?
9. Does the reviewer recommend the restaurant? Why?
10. How often have you been to the restaurant? What makes this restaurant special?

“One man’s meat is another man’s poison.”
—Latin proverb

S E A R C H a n d S H A R E

How Do You Spend Your Time?

Student Name: Date:

Class: Teacher:

Enter the amount of time you spend on each of the following activities on a typical weekday. Use your best estimate or guess for each category.

	<u>hours / minutes</u>
sleeping	_____ : _____
eating and drinking	_____ : _____
housework/cleaning up	_____ : _____
attending classes	_____ : _____
working at a job	_____ : _____
commuting/driving	_____ : _____
playing sports and exercising	_____ : _____
using your cell phone	_____ : _____
watching TV	_____ : _____
attending religious services/praying	_____ : _____
socializing and relaxing	_____ : _____

For any of the above activities, would you say that you spend more or less time on it compared to other students in your class?

“All the treasures of the earth cannot bring back one lost moment.”
—French proverb

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Always Be Yourself

Student Name: Date:

Class: Teacher:

For better or for worse, many Americans often pride themselves on their individualism. The mass media often reinforce this idea in entertainment and school. Find a video about being yourself on YouTube.com or another video sharing site.

1. What is the video or series segment about?
2. Can you describe one or two of the people or characters?
3. Did the main person or character face a problem? What was it?
4. What was the main idea of the video?
5. What was the most interesting part for you? Why?
6. Write five new vocabulary words, idioms, or expressions related to the topic.
 - a.
 - b.
 - c.
 - d.
 - e.
7. Do you think “being yourself” is always a good idea? Why? Why not?
8. How would you rate the video on a scale of 1–5, with 5 being the highest? Why?

“Be yourself. Everyone else is already taken.”

—*Oscar Wilde (1856–1900), Irish playwright*

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Watching Our World Change

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Student Name: Date:

Class: Teacher:

Have you heard about TED (Technology, Entertainment, Design) Talks yet? These can be fascinating, surprising, and sometimes controversial talks by global experts in many disciplines. The presenters give highly personal presentations that address many important and interesting topics in short, engaging talks. The exceptional pace of change—technological, social, and economic—remains a constant TED theme.

Give yourself time to explore TED.com, browsing by topic or speaker. Find a short video on a topic of particular interest to you that you can recommend. Watch it twice or more, answer the following questions, and be prepared to share your recommendation. You can also read the subtitles if that will help you better understand the presentation.

Title: Location:

Speaker: Date:

1. Why did you choose this TED talk?
2. How did the presentation begin?
3. What is the theme of the talk?
4. What did you learn from this TED talk?
5. What did the speaker want to accomplish?
6. What do you believe is the best thing about this TED talk? Why?
7. How did the speaker connect to his audience? (humor, visual aids, etc.)
8. Did the speaker convince you? Why?
9. How would you rate this TED talk on a scale of 1–5, with 5 being the highest?
10. Why are you recommending this particular talk to your classmates?

“Make change your friend.”

—William (Bill) Jefferson Clinton (1946–), 42nd U.S. President

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Give a Product Review

Student Name: Date:

Class: Teacher:

Product reviews are increasingly popular, and you can find many places to share reviews. For your next class, pick a consumer product to review. Do some research online about the product. Find at least two sources of information. Then fill in this worksheet, and create a product review to share with your classmates.

Product: Company:

Sources: Date:

1. Do you own the product?
2. What is the purpose of the product?
3. Who is the target audience for this product? Who usually uses it?
4. How is the product used?
5. What does the product cost?
6. What competitors does the product have?
7. What are some disadvantages of the product?
8. Are there some possible dangers or misuses of the product?
9. What did you learn during your research about this product?
10. Do you recommend this product for your classmates? Why?
11. How do you rate the product on a scale of 1–5, with 5 being the highest? Why?

“The customer is always right.”

—*American proverb*

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Documenting Moments in Time

Student Name: Date:

Class: Teacher:

Documentary photographs capture important moments in time. Visit the Library of Congress collection at www.loc.gov/pictures to find a special historical photograph that captures your imagination. Print it out and share it with your classmates.

Title:

Photographer:

Historical Context: Date:

1. Describe the photograph. What is going on?
2. How did the photographer compose his picture? Where are your eyes drawn?
3. What historical moment does it capture? Does it do it well?
4. Why do you think the photographer chose to take this picture?
5. Why did you choose this photograph?
6. What did you learn from it?
7. Do you think a photograph like this would still be taken today? Why? Why not?
8. On a scale of 1–5, with 5 being the highest, how would you rate the photograph? Why?

“There are always two people in every picture: the photographer and the viewer.”

—Ansel Adams (1902–1984), American photographer and environmentalist

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Be a Movie Critic!

Student Name: Date:

Class: Teacher:

Can you recommend an excellent movie? Select one of your favorite movies, go to the website www.imdb.com, and research the selected film. Take notes. A strong movie review will combine both facts and opinions. Use this short worksheet to describe the movie and prepare to share your informed opinion with your classmates.

Title: Genre:

Director: Date: Length:

Actors/Actresses:

Awards?

How many times have you watched the movie? Where?

PLOT INFORMATION:

1. Where does the movie take place?
2. When does the movie take place?
3. Who are the main characters? Can you briefly describe them?
4. What happens in the movie?
5. What makes the movie interesting?
6. What is the best part? Why?
7. Does the movie surprise the audience? How? How could it be a better film?
8. How did you feel when the movie ended? Why?
9. Is there anything else you want to tell me about your favorite movie?
10. Who do you think would like this movie? Why?
11. Would you give a thumbs up (positive) or thumbs down (negative) review?
12. On a scale of 1–5 stars, with 5 being the highest, how do you rate this movie?
Why?

“Every great film should seem new every time you see it.”
—Roger Ebert (1942–2013), American film critic

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Collecting Academic Advice on the Internet

Student Name: Date:

Class: Teacher:

Find a video online that provides tips for success in school or college. The video might suggest ways to improve test scores, get better grades, choose a college, get along with a roommate, or some other aspect of succeeding in school. Watch the video, take notes, and review the video for your classmates.

Video title:

Web address:.....

Length: Creator:

1. Describe the video.
2. What tips did the video provide?
3. Where do you think the video was produced? Why?
4. How practical did you find the advice? Why?
5. What was the strongest part? Why?
6. What was the weakest part? Why?
7. Who do you think is the best audience for this video?
8. Why did you choose this video?
9. On a scale of 1–5, with 5 being the highest, how do you rate this video? Why?

“Education is learning what you didn’t even know you didn’t know.”

—Daniel J. Boorstin (1914–2004), historian

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Exploring a Foreign City!

Student Name: Date:

Class: Teacher:

Let’s explore a foreign city together! Find an article in English about a city outside of Japan. Carefully read the article and summarize it, then bring the article to class and share some information with your classmates.

Title:

Author: Publication date:

Length: Publication:

1. What’s the main idea?
2. How many sources were quoted?
3. Were there any illustrations? What kind?
4. What did you learn about the country where this city is located?
5. What was the most interesting part for you? Why?
6. Write down five new vocabulary words, idioms, or expressions.
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
7. How would you rate the article on a scale of 1–5, with 5 being the highest? Why?
8. Why did you choose this article?

“The bold adventurer succeeds the best.”
—Ovid (43 B.C.E.–17 C.E.) Roman poet