

COMPELLING CONVERSATIONS – JAPAN

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

Eric H. Roth
Shiggy Ichinomiya
and
Brent Warner

Foreword by Richard Jones



Dedicated to Marianne Ichinomiya

(1932–2012)

Born in Germany, Marianne moved to the United States in 1967 and married Shigemitsu Ichinomiya the next year. Marianne learned English by simply circling words she didn't know in newspapers, books, or magazines. She would then look words up in a hardback American Heritage dictionary. Through English, Marianne created new possibilities for herself. Her life and decisions taught her that you could achieve almost anything with determination, focus, and hard work. A lover of travel and cultures, Marianne found that English provided a bridge to many new ideas, different opinions, and new friendships across the globe.



Dedicated to David Russell Hammer

(1925–2015)

He ran a long, strong race and found strength in literature and love.



And to the resilient people of Japan who have created a distinctive, evolving culture.

We build too many walls and not enough bridges.

—Isaac Newton (1643–1727), English physicist, mathematician, and scientist

BECOMING A BETTER CONVERSATIONALIST IN ENGLISH

There is a saying in English that someone is a “good conversationalist.” This phrase can have many meanings; the phrase may suggest that someone is quite interesting to talk to, has a number of fascinating stories, or loves to engage in a spirited debate. However, on a basic level, being a good conversationalist means that one listens and responds to a conversational partner and keeps the discussion going in a thoughtful manner.

In this sense, a conversation is like a friendly game of volleyball; one needs to keep the ball in the air and the game in action. In a conversation, keeping the game going requires paying attention to the way the conversation is directed toward you and then passing the conversation thoughtfully back to a partner.

Compelling Conversations – Japan covers a wide variety of topics. This book allows you to practice keeping a conversation flowing in many directions. It touches on current events, such as the upcoming Tokyo 2020 Olympics, as well as traditions and everyday aspects of life in Japan and abroad. Through these discussions, it offers opportunities for speakers to engage with each other in various “settings,” thus enabling learners to master the skills needed in conversations outside the classroom.



There are, of course, differences in conversational styles among languages and cultures. A common image of English speakers, and in particular Americans, is that they desire to fill up any silence with talk; that is, they talk a lot! This idea is not always correct, but it is true that English speakers in general are less comfortable with longer silence in conversations. A prolonged pause when speaking with others is often

referred to as an “awkward silence,” and as a matter of politeness we try to avoid these longer gaps in conversations. That is not to say one must keep speaking all the time; we all have said at one time or another, “that guy just *never* stops talking!” *Compelling Conversations – Japan* builds fluency by allowing learners to practice the art and rhythm of English language conversation.

Japan is home to some of the world’s most famous historical landmarks and respected international companies. It also hosts, or has hosted, events ranging from Fuji Rock and the Tokyo International Film Festival to the 2006 World Cup games. These settings are among the many in Japan that provide opportunities of intercultural communication. Have you recently used English in such cultural gatherings? Why?

On a broader level, the authors believe in the truth of Wittgenstein’s observation that “The limits of my language are the limits of my world.” For most, learning a second language is not easy; I can attest to the difficulties of learning to converse in Japanese. However, speaking another language opens many wonderful doors, on both the personal and professional level. *Compelling Conversations – Japan* will help you open these doors in English, and I wish you the best in exploring what lies beyond them.

Richard Jones lived and worked in Japan for ten years. He has an M.Ed. in TESOL (Teaching English to Speakers of Other Languages) from Temple University, Japan, and an M.A. in East Asian Studies with a concentration on Japanese Literature and Culture from UCLA.

..... INTRODUCTION

Dear English Student:

Speaking English clearly and creating good conversations in English can open many new doors for you in Japan, across Asia, and around the world.

Do you want to make new international friends? Do you want to talk about movies, restaurants, and memories with native English speakers? Do you want a better job in Japan? Or do you plan to succeed in an American college and need to participate more in class discussions? Have you considered traveling and using English as an international language? Have you wondered about living in Australia, England, or the United States?

This American English conversation textbook for Japanese English language learners will help you become more fluent in English. It will also help you become more confident speaking English and become who you want to be in English.

These activities will help you to:

- ◆ Ask clear, simple questions in English
- ◆ Listen to each other in English
- ◆ Respond to questions in English
- ◆ Understand other English speakers better
- ◆ Become more comfortable speaking English
- ◆ Use common conversation starters in English
- ◆ Learn how to continue conversations on many topics
- ◆ Discover and use new English vocabulary words
- ◆ Memorize some American sayings
- ◆ Recall some Japanese proverbs in English
- ◆ Discuss ideas by studying classical and modern quotations in English
- ◆ Express your opinions and support your statements in English
- ◆ Find and share Internet resources about modern life in English
- ◆ Speak English with greater confidence in Japan and abroad
- ◆ Learn more about your Japanese classmates and yourself in English

You may have heard the phrase, “Practice makes perfect.” We prefer the more practical observation, “Practice makes progress.” Our goal is for you to make significant, meaningful, and verifiable progress in every chapter.

You will learn by doing and creating real, meaningful conversations in English.

Let’s begin!

1

GETTING THE CONVERSATION STARTED



Speaking English allows people to express themselves in an international language. In these lessons, you will work with other students. You will be asking questions about their experiences, and you will be answering questions. In these ways, you will be practicing English, learning about other cultures, and practicing ways to make conversation pleasant and interesting. You will create compelling conversations in English and have fun.

ACTIVITY 1: SHARING EXPERIENCES

Your teacher will pair you with a partner. In conversation, it is often helpful to show other people that we understand what they wish to communicate. A smile, a nod of the head, and eye contact show that you are interested in what your partner is saying and invite your partner to continue. Frowning, shaking one's head no, or looking away while others are speaking may discourage them from continuing the conversation. Interrupting, too, may prevent the other person from sharing thoughts. Positive feedback often helps others build confidence.

In this class, we want to encourage each other. Take turns answering the following questions about English. Remember, “A journey of a thousand miles must begin with a single step.” (Optional: write down your partner’s answers in this book after asking each question.)

1. Why do you want to learn English? Give three reasons.
 - a.
 - b.
 - c.
2. How can English help you?
3. What do you think is the fastest way to learn English?
4. How can English improve your life?
5. How do you think you can improve your English?
6. What dream job would you like to have speaking English in Japan? What dream job would you like to have speaking English outside of Japan?
7. Can speaking English give you more options? How?
8. If you had to teach Japanese to a foreigner, what advice would you give them to improve and learn Japanese?
9. How can you take your English ability to a higher level?
10. What will you commit to do to make this happen?
11. How have other Japanese people who have learned English become better speakers?
12. What additional opportunities does fluently speaking English provide?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. What colors appear in the Australian, American, British, and French flags?
3. What colors often appear in African flags?
4. What are some symbols that appear on flags you know? What do the symbols represent?
5. What is your favorite flag? Why?
6. What is the purpose of a flag?

ACTIVITY 5: PARAPHRASING PROVERBS

Proverbs, or traditional sayings, can show big ideas in a few words. We will use proverbs and famous quotations so we can look at the ideas of many people and cultures and discuss these ideas. We will also often paraphrase, or put into other words, proverbs and discuss quotations to expand our vocabulary.

Paraphrasing is an important skill in both writing and speaking. In this exercise, take turns reading the quotations and proverbs out loud. What does each sentence mean? As a group, paraphrase the proverb by using different words to show the same idea. Remember to encourage each other with words and gestures.

1. You can know ten things by learning one. —Japanese
 2. You catch more flies with honey than with vinegar. —Greek
 3. I hear and I forget. I see and I remember. I do and I understand. —Chinese
 4. We learn by doing. —English
 5. One kind word can warm three winter months. —Japanese
- B. Can you add another proverb offering advice?

ACTIVITY 6: PRONUNCIATION PRACTICE

You can speak English with a distinctly Japanese accent and still be clearly understood. However, reducing confusing sounds can greatly improve your communication with English speakers and help to eliminate confusion in your English conversations.

In each chapter we will focus on one pronunciation issue. Pay careful attention to that issue as you continue to talk with your classmates and English teacher.

“L” and “r” are perhaps the most frequently confused sounds for Japanese learners of English. This pronunciation pattern is because there is only one “in-between” sound in Japanese, which is often written in roman letters as “ra-ri-ru-re-ro.” For native English speakers, though, “l” and “r” are two distinct sounds. The “l” sound is made by pressing your tongue against the hard spot just above your top teeth. The “r” sound is made by pulling the tip of your tongue back and not touching anything in your mouth.

THUMBS UP / THUMBS DOWN GAME

Choose a partner to work with for the following activity. Partner A will choose *any* word on the “l” words list below and say it out loud. If partner A says an “l” word, partner B gives the thumbs up sign. If they say an “r” word, partner B should give the thumbs down sign. When you get three thumbs up in a row, switch roles.

“l” words	“r” words
lice	rice
light	right
long	wrong
play	pray
lock	rock
clown	crown
pilot	pirate
belly	berry
clash	crash
splint	sprint

ACTIVITY 8: DISCUSSING QUOTATIONS

Do you agree or disagree?

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. "Conversation means being able to disagree and still continue the discussion."
—*Dwight MacDonald (1906–1982), American editor*
2. "Be curious, not judgmental."
—*Walt Whitman (1819–1892), American poet*
3. "There is always hope when people are forced to listen to both sides."
—*John Steward Mill (1806–1873), British philosopher*
4. "You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you."
—*Dale Carnegie (1888–1955), American writer, lecturer*
5. "Do what you can, with what you have, where you are."
—*Theodore Roosevelt (1858–1919), 26th U.S. President*
6. "It is difficult to understand the universe if you only study one planet."
—*Musashi Miyamoto (1584–1685), Japanese warrior and author of The Book of Five Rings*
7. "The less you talk, the more you are listened to."
—*Abigail Van Buren (1918–2013), American advice columnist*
8. "When a woman is talking to you, listen to what she says with her eyes."
—*Victor Hugo (1802–1885), French poet, playwright, novelist, essayist*
9. "I never learn anything talking. I only learn things when I ask questions."
—*Lou Holtz (1937–), retired American football coach*
10. "Don't be afraid to make a mistake. But make sure you don't make the same mistake twice."
—*Akio Morita (1921–1999), Japanese chairman of Sony Corporation*

My favorite quote was:

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Why?

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SEARCH and SHARE

___ / 10

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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GOING BEYOND HELLO



ACTIVITY 1: TELLING YOUR STORY

Interview the person sitting next to you. Take turns talking, write notes, and prepare to introduce your partner to our class. Feel free to add or omit any questions that you wish. Challenge yourself by speaking full sentences instead of short, one-word answers. Let's begin!

1. What is your last name? First name?
2. Do you have a nickname? If yes, what is it?
3. Who chose your name? Why? Do you like your first name?
4. What is your favorite Western name for a girl? A guy?

5. Do you have any older brothers? Sisters? Younger siblings?
6. Where did you grow up in Japan? Is that a city, a village, or a suburb?
7. What were you like as a child? Playful? Happy? Curious? Shy? Have you changed?
8. What topics do you like to talk about when meeting someone for the first time?
9. What are a few things you do not talk about when you meet someone for the first time?
10. Do you have a favorite possession from your childhood? Why is it important to you?
11. Are you left-handed? Right-handed? What happens when you try to write with your other hand?
12. What is your favorite color? Number? Season? Why?
13. What kind of music do you listen to? Rock 'n' roll? Jazz? Classical? Hip-hop? J-Pop?
14. Do you have a favorite musician or rock group? Which songs do you like?
15. Which is your favorite radio station or television channel? Why?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe these pictures?
2. When do you shake hands and when do you bow?
3. Have you ever had an awkward handshake? What made it awkward?
4. What makes a good handshake? How would you describe it?
5. What are the rules of bowing? When should you bow more deeply?
6. How many times do you bow on an average day?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the proverbs below. Write what you think they mean in the spaces provided.

1. Flattery is the best persuader of people. —Japanese
2. Strangers are just friends you haven't met yet. —American
3. A single conversation across the table with a wise person is worth a month's study of books. —Chinese
4. You never get a second chance to make a first impression. —American
5. Obey the customs of the village you enter. —Japanese

B. Can you add another proverb about meeting people?

ACTIVITY 6: PRONUNCIATION PRACTICE

You can speak English with a distinctly Japanese accent and still be clearly understood. However, reducing confusing sounds can greatly improve your communication with English speakers and help to eliminate confusion in your English conversations.

“B” AND “V”

Without a natural “v” sound in Japanese, many Japanese people often replace it with a “b” sound. This pronunciation creates confusion for many native English speakers. English has several words with similar sounds.

On the other hand, the “b” sound is common in Japanese, and shouldn’t create any problems. It is the same as “ba-bi-bu-be-bo.”

The “v” sound should be formed the same way as making an “f” sound. Put your upper teeth on your lower lip, and push air out gently. Then, add your voice to the sound. This mouth movement should make the “v” sound.

MINIMAL PAIR BINGO

As a class or in pairs, choose one person to call out random words from the board. When a student has gotten five consecutive choices, say “bingo.” Check against the real answers to make sure the student did not mishear any of the words spoken. The winner gets to call out the next set of words, and the bingo game can continue.

	B	I	N	G	O
1	berry	vet	beer	vote	vase
2	vent	van	best	veer	rebel
3	bale	bat		very	veil
4	boat	dub	base	bent	ban
5	vat	bet	vest	revel	dove

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “There is nothing in the whole world so painful as feeling that one is not liked.”
—*Sei Shōnagon (966–1017?), Japanese author of The Pillow Book*
2. “I never met a man I didn’t like.”
—*Will Rogers (1879–1935), American humorist*
3. “I have always depended on the kindness of strangers.”
—*Tennessee Williams (1911–1983), American writer, playwright*
4. “They (my parents) would give me an African name, Barack, or blessed, believing that in a tolerant America, your name is no barrier to success.”
—*Barack H. Obama (1961–), 44th U.S. President*
5. “Never let your fear of striking out get in your way.”
—*Babe Ruth (1895–1948), American baseball legend*
6. “There’s a difference between solitude and loneliness. I can understand the concept of being a monk for a while.”
—*Tom Hanks (1956–), American actor, director, producer*
7. “Everything becomes a little different as soon as it is spoken out loud.”
—*Hermann Hesse (1877–1962), German novelist and 1946 Nobel Prize winner*
8. “I am simple, complex, generous, selfish, unattractive, beautiful, lazy and driven.”
—*Barbra Streisand (1942–), American singer, actress, director, producer*
9. “We keep moving forward, opening new doors, and doing new things, because we’re curious and curiosity keeps leading us down new paths.”
—*Walt Disney (1901–1966), American cartoonist and entrepreneur*
10. “Successful people ask better questions, and as a result, they get better answers.”
—*Tony Robbins (1960–), American self-help author*

My favorite quote was:

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Why?

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SEARCH and SHARE

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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

3

HOME SWEET HOME



ACTIVITY 1: SHARING EXPERIENCES

Everybody lives somewhere. Share the story of your home with a conversation partner by responding to these questions. Feel free to add other questions.

1. Can you tell me a bit about your home?
2. How long have you lived there? Your whole life?
3. Do you have any traditional Japanese sliding paper doors (*shoji*) in your house?
4. Do you sleep on a futon or a bed? Which do you prefer?
5. Do you always take your shoes off when entering your home? Why?
6. Why do you think many people in other countries keep their shoes on indoors?
7. What are some ways that people relax at home?
8. Describe what you see from your bedroom window.
9. Which is your favorite room? Why? What does it look like?
10. What are some of the advantages of living in small apartments? The disadvantages?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. Can koi fish be pets? Do you have any pets? What kind?
3. Have you ever had an aquarium or fish tank? If yes, what kind of fish? If no, why not?
4. Can you think of some famous fish or fictional fish characters?
5. Can you compare fish to dogs or cats as pets? Which would you prefer? Why?

ACTIVITY 5: PARAPHRASING PROVERBS

A. What do these proverbs and sayings mean? Discuss them with your partner. Circle your favorites.

1. Birds return to old nests. —Japanese
2. Home is where the heart is. —English
3. Home is where we grumble the most and are treated the best. —American
4. A house is not a home. —English
5. A good cup of tea and a bowl of rice at home is better than a banquet somewhere else. —Japanese

B. Can you add another proverb about homes?

ACTIVITY 6: PRONUNCIATION PRACTICE

You can speak English with a distinctly Japanese accent and still be clearly understood. However, reducing confusing sounds can greatly improve your communication with English speakers and help to eliminate confusion in your English conversations.

“TH” AND “S”

Many Japanese students find the so-called unvoiced “th” sound in English hard to remember. The sound is actually not difficult to make, but it is easy to forget if you don’t pay attention. Likewise, the common “s” sound in English is hard to remember. The sound is not difficult to make, but it is easy to forget! This sound is the same as the Japanese “sa-su-se-so,” but it is different from “shi”.

The unvoiced “th” sound needs to be pronounced by putting your tongue between your teeth (or sticking it out!). Some Japanese students find this embarrassing, but remember, this is English. It’s okay to look a little silly!

SILENT SPEAKING

Look at the list of words below. Practice silently “saying” the words without using your voice and making a sound. Your partner should be able to look at your mouth and guess if you are trying to use the “s” sound or the “th” sound.

“s” words	“th” words
mouse	mouth
sing	thing
some	thumb
worse	worth
pass	path
sin	thin
moss	moth
sank	thank
force	fourth
sink	think

How many of the ten silent words did your partner correctly guess? You can repeat the activity and switch roles for more pronunciation practice.

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. "He is happiest, be he king or peasant, who finds peace in his home."
—*Johann Wolfgang von Goethe (1749–1832), German playwright*
2. "A man's home is his castle."
—*Sir Edward Coke (1552–1634), English lord/statesman*
3. "The ache for home lives in all of us. The safe place where we can go as we are and not be questioned."
—*Maya Angelou (1928–2014), American author and poet*
4. "A house is not a home unless it contains food and fire for the mind as well as the body."
—*Benjamin Franklin (1706–1790), American writer, statesman, and scientist*
5. "Every day is a journey, and the journey itself is home."
—*Matsuo Basho (1644–1694), Japanese poet*
6. "No matter under what circumstances you leave it, home does not cease to be home. No matter how you lived there—well or poorly."
—*Joseph Brodsky (1940–1996), Russian-American poet and 1987 Nobel Prize winner*
7. "Have nothing in your house that you do not know to be useful, or believe to be beautiful."
—*William Morris (1834–1896), English artist and writer*
8. "The best way to keep children at home is to make the home atmosphere pleasant, and let the air out of the tires."
—*Dorothy Parker (1893–1967), American writer*
9. "Better to do a good deed near home than go far away to burn incense."
—*Amelia Earhart (1897–1937), American pilot and aviation pioneer*
10. "Architecture is basically a container of something. I hope people will enjoy not so much the teacup as the tea."
—*Yoshio Taniguchi (1937–), Japanese architect*

My favorite quote was:

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Why?

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SEARCH and SHARE
My Dream Home Worksheet

____ / 10

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

4

EATING AND DRINKING



ACTIVITY 1: SHARING EXPERIENCES

Everybody eats. Food is both a necessity and a pleasure. It is also a safe and interesting way to learn more about people. Discuss your eating and drinking experiences with a partner.

1. Do you consider eating an activity that you look forward to, or just a necessity? When do you think it is a pleasure? When is it a chore?
2. What did you eat yesterday for breakfast, lunch, and dinner? Was it a typical day?
3. Do you drink juice, tea, or coffee in the morning? Do you prefer regular or decaf* tea or coffee?
4. Do you eat at the same time every day? Or do you eat when it fits your schedule?
5. Do you prefer salty snacks or sweet snacks? Do you have a sweet tooth?
6. How much do you care about what you eat?
7. What drinks do you enjoy with your evening meal?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



Japanese tourists are often surprised at the huge portions served in the United States. The Sidewalk Café, a famous beachside American restaurant in Venice Beach, California, serves many international tourists.

1. What is happening in this picture?
2. What kind of food do you like to eat when you travel?
3. How much food is too much food for you?
4. Can you think of some fast food restaurants that change their menu to adjust to local tastes?
5. What foods do you think show up in Japanese fast food restaurants that appeal to tourists?
6. With your partner, can you list the last five fast food restaurants you ate in?

ACTIVITY 5: PARAPHRASING PROVERBS

A. We have many expressions about food. Read the following expressions, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. Eggs and promises are easily broken. —Japanese

2. Laughter is brightest where the food is best. —Irish
 3. Eat less, live longer. —German
 4. One must eat to live, not live to eat. —Spanish
 5. A bath refreshes the body; tea refreshes the mind. —Japanese
- B. Can you add another proverb about food, drinks, and meals?

ACTIVITY 6: PRONUNCIATION PRACTICE

“W” AND “U”

While Japanese has the sound “wa,” there are no other vowel combinations that go with the “w” sound. However, in English, there are many “w + vowel” combinations. To make up for this, the Japanese often try to replace the “w” sound with the “u” sound in order to make an approximate match. Unfortunately, this is very confusing for many native speakers.

Some words create no problems: Wine, for example, is very easy because the pronunciation matches the Japanese “wa-in.” Wood, however, cannot be understood when pronounced as “uddo.”

To make the “w” sound, begin as you would with pronouncing “wa” and change the shape of your mouth as you leave the sound.

WORD / NOT A WORD

Take turns reading the words from your lists below. The first words in the shaded boxes are NOT real words. They have been written in “*Katakana* English.” The word in parentheses (...) is the real word. After you read each word, have your partner guess if you are saying a real word or not.

Partner A		Partner B
wood	Use your hand to cover your partner's list.	wolf
uuru (wool)		welcome
wink		uddo (wood)
wave		wafer
urufu (wolf)		ueebu (wave)
ueedo (wade)		ueeru (well)
west		uinku (wink)
uefaa (wafer)		wool
uerukomu (welcome)		wade
well		uesuto (west)

Note: This activity contained many words that do not exist, but that Japanese speakers might say. Be careful with “w” words as they can cause confusion.

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “The eating of meat extinguishes the seed of great compassion.”
—*Buddha, Siddhartha Gautama (563–483 B.C.E.), philosopher*
2. “Tea ... is a religion of the art of life.”
—*Okakura Kakuzo (1862–1913), Japanese scholar*
3. “Understand, when you eat meat, that something did die. You have an obligation to value it.”
—*Anthony Bourdain (1956–), American chef and TV star*
4. “Live. Love. Eat.”
—*Wolfgang Puck (1949–), American celebrity chef*
5. “If it’s beautifully arranged on the plate, you know someone’s fingers have been all over it.”
—*Julia Child (1912–2004), American chef and author*
6. “More die in the United States of too much food than of too little.”
—*John Kenneth Galbraith (1908–2006), American ambassador and economist*
7. “Making sushi is an art, and experience is everything.”
—*Nobu Matsuhisa (1949–), Japanese celebrity chef and restaurant owner*
8. “Every time I look into his eyes, I just want to take the ice cream or whatever I’ve got in my hand and rub it into his face. That’s how much I like him.”
—*Banana Yoshimoto (1964–), Japanese author*
9. “You can’t just eat good food. You’ve got to talk about it too. And you’ve got to talk about it to somebody who understands that kind of food.”
—*Kurt Vonnegut (1922–2007), American author*
10. “Japanese chefs believe our soul goes into our knives once we start using them. You wouldn’t put your soul in a dishwasher!”
—*Masaharu Morimoto (1955–), Japanese chef*

My favorite quote was:

.....

Why?

.....

ROLE PLAY

Night Out at a Fancy Restaurant in Miami

Find online reviews of upscale restaurants in Miami, Florida, for a fun night out with a group of friends. Use the reviews to select a restaurant.

Role Play Preparation: Asking Questions

Eating out can be fun and satisfying, especially if ordering in English. What are three typical questions to ask a waiter at your selected restaurant?

1.
2.
3.

What are three questions you might ask a friend at dinner?

1.
2.
3.

Role Play: Accidents Happen!

Everybody wants to have a good time when they go out, but sometimes bad things happen to good people—even in nice restaurants!

Let's imagine this situation: It's very busy at a fashionable Miami restaurant on Saturday night. A new waiter, Pedro, has just started. He's very nervous. Two friends arrive for dinner, and they want to talk. At the restaurant, everybody wants to have a good time, but accidents do happen.

- What will happen? Who are the friends?
- What do they want to talk about?
- Which Miami restaurant are they going to?
- Who is the waiter?
- Why is the restaurant so busy?
- What accident will happen?
- What will happen next?

“You can say the service is good when it isn't intrusive, but comes straightaway when required.”

—*Nobu Matsuhisa (1949–),
Japanese celebrity chef*

Can you create a fun skit? Answer the questions and act in your own play. Have fun.

SEARCH and SHARE
Choosing a Local Restaurant

____ / 10

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 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*

5

EXPLORING DAILY HABITS



ACTIVITY 1: SHARING EXPERIENCES

Do you know your own habits? Share stories about your habits and find out more about your partner too.

1. How many hours of sleep do you usually get? Are you an “early bird” or a “night owl”?
2. What time do you usually get up in the morning? Do you use the alarm on your phone to wake you up?
3. Do you usually jump out of bed, or do you press the snooze button?
4. Can you describe your morning habits? Are you in a hurry? Do you have time to eat breakfast, walk your dog, or read the newspaper?
5. Do you have any bad habits? Can you tell me one bad habit?
6. Can you think of a few habits people often want to make or break for their New Year’s resolutions?
7. How do you try to develop healthy habits?
8. What do you usually eat for breakfast? Do you eat on the run or do you skip breakfast?

9. How did you come to school today? Did you arrive by bus, by car, by bike, or on foot?
10. How long is your daily commute to work or school?
11. What are your shopping habits for clothes? Do you tend to buy the same type of clothes?
12. Can you describe your daily schedule? Do you have a favorite time of day?
13. What was your daily schedule like five years ago? How is it different now?
14. What tasks or chores have you put off or postponed?
15. Do you do many things at the last minute? Do you like to procrastinate? Why?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. What are these firefighters doing? Why?
3. What do you think the firefighter in the front is feeling? Why?
4. What are some reasons why people might want to be firefighters?
5. Do you think firemen* have unusual sleeping habits? Do you think sleeping is a necessity, a hobby, or a luxury?
6. What habits should firefighters develop to stay calm in stressful situations?

* firemen is the traditional term for firefighters.

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. Character can be built on daily routine. —Japanese
2. Habits are first cobwebs, then cables. —Spanish
3. Love makes marriage possible, and habit makes it enduring. —American

4. The fool in a hurry drinks his tea with chopsticks. —Chinese
 5. The day you decide to do it is your lucky day. —Japanese
- B. Can you add another proverb related to daily choices and habits?

ACTIVITY 6: PRONUNCIATION PRACTICE

“S” AND “SH”

In Chapter 3 we looked at “s” sounds compared to “th”. Here we will focus on the tricky issue of “s” and “sh”. When you see a word written with an “s” instead of an “sh”, it is always pronounced with only the “s” sound. Many Japanese people find this pattern confusing because the “s” is followed by an “i” or “ee” sound in Japanese, which is pronounced as a “sh” sound.

As mentioned above, the problem with “s” and “sh” is usually not the ability to make the sound, but to choose the right one when speaking. Therefore, we need to pay careful attention to the vowels that follow the sound.

CHARADES

In this fun activity, Partner A will choose any word from the “sh” column. Partner B will listen and use physical gestures—but NO voice—to “act out” the word. If Partner B answers correctly, both students will switch roles. If Partner B guesses incorrectly, Partner A will choose another word and Partner B will be the “actor” again.

“s” words	“sh” words
sea	she
seal	shell
seat	sheet
single	shingle
sin	shin
sip	ship
seep	sheep
sift	shift
sill	shill
scene	sheen

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “You can only fight the way you practice.”
—*Musashi Miyamoto (1584–1685), Japanese warrior and author of The Book of Five Rings*
2. “Men’s natures are alike; it is their habits that separate them.”
—*Confucius (551–479 B.C.E.), Chinese philosopher*
3. “We are what we repeatedly do. Excellence, then, is not an act, but a habit.”
—*Aristotle (384–322 B.C.E.), Ancient Greek philosopher*
4. “The more things you do outside of your norm, the more ideas you get exposed to, the more people you get exposed to. I think that’s interesting.”
—*Masi Oka (1974–), Japanese-American actor and special effects artist*
5. “Any man who reads too much and uses his own brain too little, falls into lazy habits of thinking.”
—*Albert Einstein (1879–1955), American Nobel Prize-winning scientist*
6. “Habits change into character.”
—*Ovid (43 B.C.E.–17 C.E.), Ancient Roman poet*
7. “The chains of habit are too weak to be felt until they are too strong to be broken.”
—*Dr. Samuel Johnson (1709–1784), English author*
8. “Notice the difference between what happens when a man says to himself, ‘I have failed three times,’ and what happens when he says, ‘I’m a failure.’”
—*S. I. Hayakawa (1906–1992), Japanese-American linguist and U.S. Senator*
9. “The unfortunate thing about this world is that good habits are so much easier to give up than bad ones.”
—*W. Somerset Maugham (1874–1965), English novelist*
10. “My process is thinking, thinking, and thinking—thinking about my stories for a long time.”
—*Hayao Miyazaki (1941–), Japanese director*

My favorite quote was:

.....

Why?

.....

PROBLEM-SOLUTION WORKSHEET

The English proverb “two heads are better than one” is often true. Solving problems can frequently be difficult. Working with your partners, focus on a problem—at school, at work, or in the local city—and find a reasonable solution together. Follow this widely used problem-solution method. You can also use the 5W/H filter in this exercise. Sharing detailed, precise information is an important skill in academic and professional situations. Be ready to share your process and conclusions with your other classmates. You might even be asked to give a short presentation too!

DEFINE THE PROBLEM

1. What’s the background?
2. What’s the problem?
3. What are some short-term effects resulting from this problem?
4. What are some long-term effects resulting from this problem?

FIND THE BEST SOLUTION

1. What is a possible solution?
 - a. What would be an advantage of this solution?
 - b. What would be a disadvantage?
2. What is another possible solution?
 - a. What would be an advantage of this solution?
 - b. What would be a disadvantage?
3. Is there a third possible solution?
 - a. What would be an advantage of this solution?
 - b. What would be a disadvantage?

**“In the middle of a difficulty
lies an opportunity.”**

—*Albert Einstein (1879–1955),
Time Magazine Man of the
20th Century*

Of these solutions, which do you think is the best? Provide three reasons.

1.
2.
3.

SEARCH and SHARE

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.

hours / minutes

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

6

BEING YOURSELF



ACTIVITY 1: SHARING EXPERIENCES

From consulting charts and reading palms to taking personality tests and reading self-help books, people love to describe themselves. Self-awareness is also an important skill when applying to universities, during job interviews, and going on dates.

1. Which three adjectives describe your personality?
2. Are you shy or outgoing? When are you most outgoing? When are you most shy?
3. Are you adventurous or cautious? In what ways?
4. Are you usually patient or impatient? Can you give an example?
5. Are you quiet or talkative? When are you most talkative? When do you think it is good to be quiet?
6. What are some groups you belong to? Would you call yourself a leader or a follower? Why?
7. Are you generous or selfish? Can you give an example?

8. In what ways are you rigid? In what ways are you flexible?
9. In what ways are you traditional? In what ways are you modern?
10. If pessimistic is a 1 and optimistic is a 10, what would your number be on the scale? Why did you decide on that number?
11. What is one of your favorite words in English? Why? What about in Japanese? Why?
12. Who do you resemble in your family? In what ways?
13. Which color would you use to describe your personality? Why?
14. Which animal would you use to describe yourself? A tiger or a mouse? A cat or a dog? A rabbit or a turtle? Another animal? Why?
15. Have you ever taken a personality test from a magazine or a website? What did it say? What did you think of the test?

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15. Have you ever taken a personality test from a magazine or a website? What did it say? What did you think of the test?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. Why do you think this young woman is smiling?
3. Are there social pressures to get married? What are the best reasons to marry? The worst?
4. Which type of wedding would you prefer?
5. What are some advantages of a traditional Japanese wedding?
6. What are some advantages of a modern Japanese wedding?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. Laughter brings happiness. —Japanese
2. A smile will gain you ten more years of life. —Chinese
3. Trust yourself. —American
4. You can't keep a good man down. —American
5. One who smiles rather than rages is always the stronger. —Japanese

B. Can you add another proverb about character or advice?

ACTIVITY 6: PRONUNCIATION PRACTICE

“A” AND “UH”

Learning how to pronounce vowels correctly can really help listeners understand you better when speaking English. As you may know, the Japanese language has a very limited number of vowel sounds. Therefore, many native Japanese speakers sometimes find it challenging to master the wide variety of vowel sounds in English.

In this lesson, we will look at the difference between the “a” sound in a word like *cat* and the “uh” sound in a word like *cut*. To make the “a” sound, you have to drop your tongue, tighten your jaw, and pull your mouth back in a half-smile.

The “uh” sound is the most common sound in English. Relax every muscle in your face and throat, and let the sound come out. That is the “uh” sound. You might find looking in a mirror helpful for this exercise.

DO WE MATCH?

In the following activity, Student A will read #1 from their list and Student B will read #1 from their list. They will listen carefully to each other and see if they are saying the same word or different words. Remember to fold the page in two, and cover your partner’s word list.

	Student A			Student B
1	bat	Fold the page in two, and cover your partner’s word list.	1	but
2	cup		2	cup
3	match		3	munch
4	fun		4	fan
5	bag		5	bag
6	track		6	truck
7	slum		7	slam
8	mad		8	mad
9	stub		9	stub
10	cat		10	cut

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “Even bigger than Japan is the inside of your head.”
—*Natsume Soseki (1867–1916), Japanese novelist*
2. “Know thyself.”
—*Socrates (470–399 B.C.E.), Greek philosopher*
3. “This above all: To thine own self be true.”
—*William Shakespeare (1564–1616), English playwright*
4. “Character is much easier kept than recovered.”
—*Thomas Paine (1737–1809), American writer*
5. “In everyone’s life, at some time, our inner fire goes out. It is then burst into flame by an encounter with another human being.”
—*Albert Schweitzer (1875–1965), French doctor and 1952 Nobel Peace Prize winner*
6. “Man’s main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his own personality.”
—*Erich Fromm (1900–1980), German-American psychologist*
7. “Generous people are rarely mentally ill people.”
—*Karl Menninger (1893–1990), American psychiatrist*
8. “The easiest kind of relationship for me is with ten thousand people. The hardest is with one.”
—*Joan Baez (1941–), American singer*
9. “Dwell in possibility.”
—*Emily Dickinson (1830–1886), American poet*
10. “I knew I must try to forget the pain.”
—*Shun Fujimoto (1950–), 1976 Olympic Gold Medalist*

My favorite quote was:

.....

Why?

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My favorite quote was:

.....

Why?

SEARCH and SHARE

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*

7

MAKING AND KEEPING FRIENDS



ACTIVITY 1: SHARING EXPERIENCES

We all want good friends. Some people like to have just a few; some people like to have many. How does one make good friends? Share your ideas about friendship with your partner.

1. Did you have a best friend when you were eight years old? Who was it?
2. What did you do together? Can you describe your best friend?
3. Who was your best friend when you were 14 years old? What did you do together?
4. Are you still friends with the best friends of your youth?
5. Why do best friends sometimes drift apart?
6. What are some tips for keeping a friendship strong?
7. Who is your best friend now? How did you meet your best friend?
8. What activities do you do with your best friend? What makes this friendship special?

9. What do you and your best friend have in common?
10. How are you and your best friend different?
11. In your opinion, are there rules for a friendship? What are they?
12. Do you think you are a good friend to others? In what ways?
13. Do you think friends should loan each other money? Why or why not?
14. What do you like to do with your friends? Where do you like to go?
15. Which of your friends would make good roommates? Why?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



This couple got married at Santa Monica Beach in California. What do you think inspired this wedding photo?

1. Describe the picture.
2. Do you think you have to be best friends to marry your partner?
3. What are some tips to help couples remain close friends?
4. Do you believe the phrase “opposites attract” is true? Why?
5. What do you like about this photo?
6. What do you think makes a good marriage?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. Absent friends get further away every day. —Japanese
2. Fate chooses your relatives; you choose your friends. —French
3. Do not protect yourself by a fence, but rather by your friends. —Czech

4. Lend money to a good friend, and you will lose the money as well as your friend.
—Korean
 5. When the character of a man is not clear to you, look at his friends. —Japanese
- B. Can you add another proverb about friends?

ACTIVITY 6: PRONUNCIATION PRACTICE

FINAL “D” AND FINAL “DOE”

Because Japanese words almost always end in a vowel sound, many Japanese English-language learners make the common mistake of adding a vowel sound to the end of English words. Over the next few chapters, we will look at a number of these common mistakes. We could even say that these are “good mistakes” in a way because they are logical. Still, these mistakes only become “good mistakes” when we learn from them.

Words that end in a “d” are often given the Japanese “do” sound, which in English sounds like “doe.”

While there is a voiced sound with “d”, it is very short and cut off almost immediately. The voiced part is more similar to the “uh” sound we learned in Chapter 7 than the “o” sound.

Practice the following words. Repeat them until your partner is satisfied that you are using the correct pronunciation. If you’re not sure, ask your English teacher.

We DO say:	We DO NOT say:
add	a-ddo
Holland	Holland-do
brand	bran-do
bread	bre-ddo
blend	blen-do
found	foun-do
bead	bea-do
bed	be-ddo
second	secon-do
red	re-ddo

This pronunciation problem is very common with proper names and places. Be careful. Many students who are a little bit familiar with this rule tend to cut off the “o” sound on words that should include it. In the United States, there are many cities and towns with names of Spanish origin that end in the “o” sound.

- ✦ Orlando, Florida
- ✦ Sacramento, California
- ✦ Chimayo, New Mexico

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. "In joy or sadness, flowers are our friends."
—*Okakura Kakuzo (1862–1913), Japanese scholar*
2. "Have no friends not equal to yourself."
—*Confucius (551–479 B.C.E.), Chinese philosopher*
3. "The shifts of fortune test the reliability of friends."
—*Cicero (106–43 B.C.E.), Roman statesman*
4. "It is more shameful to distrust our friends than to be deceived by them."
—*François de La Rochefoucauld (1613–1680), French philosopher*
5. "Animals are such agreeable friends; they ask no questions, they pass no criticisms."
—*George Eliot/Mary Ann Evans (1819–1880), English novelist*
6. "It is easier to forgive an enemy than to forgive a friend."
—*William Blake (1757–1827), English poet*
7. "The only way to have a friend is to be one."
—*Ralph Waldo Emerson (1803–1882), American poet*
8. "It's the friends you can call up at 4 a.m. that matter."
—*Marlene Dietrich (1901–1992), German-American actress and singer*
9. "Even where friendships are concerned, it takes me a long time to trust people."
10. "Don't walk behind me, I may not lead. Don't walk in front of me, I may not follow. Just walk beside me and be my friend."
—*Albert Camus (1913–1960), French author/journalist, 1957 Nobel Prize winner*

My favorite quote was:

.....

Why?

SEARCH and SHARE
Watching Our World Change

____ / 10

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

8

SHARING PET PEEVES



ACTIVITY 1: SHARING EXPERIENCES

Sometimes things annoy us, and that's okay. Share your complaints and pet peeves with your partner. Talking and sharing our frustrations and complaints can sometimes help us feel better in difficult situations.

1. What annoys you? Do you have any pet peeves at home or at work?
2. What are some of the things people do that you find impolite? Can you give a couple of examples?
3. How can salespeople be annoying? Can you give some examples?
4. Have you ever had phone problems? How did you respond? Do technical “glitches” bother you?
5. Do you know many people who share your pet peeves? Which ones?
6. What sounds bother you? What do you feel when you hear them?
7. What are some sounds you find annoying? Burping? Sneezing? Blowing one’s nose in public?
8. What are some things you find annoying about the way people talk?

9. What is litter? Have you seen any litterbugs? Where does litter bother you the most? Do you pick it up?
10. What do you consider bad cell phone manners? Why?
11. When, or where, do you most often see people get stressed? Can you give an example?
12. What behavior by a neighbor might be considered annoying?
13. How do you feel about aggressive people? Is there a difference between assertive and aggressive?
14. What is something people do that you find mean, wrong, or immoral?
15. Is there something else you can't stand? Do you have any more pet peeves?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. Do you know anybody who has allergies? How do allergies annoy people?
3. Do you think people should wear a mask when they have the flu or a cold? Why?
4. Do you consider pollen a pollutant? Why or why not?
5. What are some problems that air pollution can cause?
6. What are some causes of air pollution?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. A short temper is a disadvantage. —Japanese
2. Hatred is as blind as love. —Irish
3. Control yourself: remember anger is only one letter short of danger. —American
4. Love makes a good eye squint. —English
5. The reputation of a thousand years may be determined by the conduct of one hour. —Japanese

B. Can you add another proverb about handling anger?

ACTIVITY 6: PRONUNCIATION PRACTICE

FINAL “J” AND FINAL “JI”

As we explored in the last chapter, many Japanese students tend to add an “o” sound when the word ends in a “d”. This pattern usually doesn’t create too much confusion. However, when words end in the “j” sound, it can often create some communication problems because many Japanese speakers will convert the “d” into a “ji” sound. In English, many words (happy, silly, funny) that end in the “i” sound are adjectives.

When words end with a “j” sound, such as hedge, we need to be very careful not to add a final sound. For example, we do not want to convert “hedge” to “hedgy.” It should also be noted that several English words that have this sound —age, page, wage—do not have an adjective form. As a result, some English speakers may not understand your words.

No “i” sound (noun)	“i” sound (adjective)
hedge	hedgy
range	rangy
edge	edgy
ridge	ridgy
stage	stagy
ledge	ledgy
cage	cagey
cabbage	cabbagey
dodge	dodgy
fringe	fringy

Check out the following sentences. Using the lists above, can you pick the correct word and form to fill in the blanks? Say them out loud with your partner.

1. The first time the famous actress Miwa stepped on the, her life was changed forever.
2. What is in this soup? Did you put in it?
3. When I was younger, I loved playing ball.
4. There are many pigeons on the of that building.
5. Nicolas Cage, a famous American actor, is known for portraying characters.

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned.”
—*Buddha (563–483 B.C.E.), Indian spiritual teacher*
2. “Good manners are made up of petty sacrifices.”
—*Ralph Waldo Emerson (1803–1882), American essayist*
3. “Someone who butts in when you’re talking and smugly provides the ending herself. Indeed anyone who butts in, be they child or adult, is most infuriating.”
—*Sei Shōnagon (966–1017?), Japanese author of The Pillow Book*
4. “Anger makes dull men witty, but it keeps them poor.”
—*Francis Bacon (1561–1626), English author and philosopher*
5. “When you’re down and out, something always turns up—usually the noses of your friends.”
—*Orson Welles (1915–1985), American actor and director*
6. “Always forgive your enemies—nothing annoys them so much.”
—*Oscar Wilde (1854–1900), Irish poet, novelist, dramatist*
7. “One thing I hate in movies is when the camera starts circling around the characters. I find that totally fake.”
—*Takeshi Kitano (1947–), Japanese filmmaker, comedian, actor, screenwriter*
8. “People ask you for criticism, but they only want praise.”
—*W. Somerset Maugham (1874–1965), English novelist*
9. “When angry, count to ten before you speak. If very angry, count to one hundred.”
—*Thomas Jefferson (1743–1826), American founding father, 3rd U.S. President and author*
10. “I may be making fashion in the sense of craftsmanship, but I hate the world of fashion.”
—*Yohji Yamamoto (1943–), Japanese award-winning fashion designer*

My favorite quote was:

.....

Why?

.....

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

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—*Yohji Yamamoto (1943–), Japanese award-winning fashion designer*

My favorite quote was:

.....

Why?

SEARCH and SHARE

___ / 10

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*

9

TAKING PHOTOGRAPHS



ACTIVITY 1: SHARING EXPERIENCES

Almost everybody in Japan and the United States seems to have a camera. In the past, a camera was an expensive consumer product that far fewer folks could afford. Over the decades, camera technology has dramatically changed, and it appears almost everyone enjoys taking photographs. We can find photographs in many places and spaces. Chat with your conversation partner about photography and its role in our lives and the modern world.

1. What was the first photo you took? Where were you?
2. Do you have a favorite picture of yourself as a child? What do you remember about the experience?
3. What kind of photographs do you like? Why?
4. In the event of a catastrophe such as a fire or earthquake, which photographs would you take with you? Why are they important to you?

5. What might cause someone to feel embarrassed about a picture? (They were blinking, eyes closed, etc.) What do you suggest someone do with these photographs?
6. What are portraits? What makes a good portrait? What are some problems that might cause a “bad” portrait?
7. Is photojournalism more powerful for you than a written article? Why or why not?
8. Have you ever taken a photo of someone famous? Who? Which famous person would you like to take a photo with?
9. Are you a shutterbug? Do you take a lot of photos? Why?
10. How do you store your photos? In an album? On a computer? On a disk? On a smartphone?
11. Do you have any friends who compose their photos very well? What do they photograph?
12. Have you ever felt sad or even cried because of a photograph? Can you describe the photograph?
13. How is photography used in advertising? What makes an ad memorable for you?
14. How do photographs of models help sell products? Can you think of some famous models?
15. What do you think about fashion photos that have been altered or photoshopped? Why do you think there is controversy over the use of altered photographs of fashion models?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. How would you describe this girl?
3. Do you think she is passionate about photography? Why?
4. Would you ever get a tattoo? If yes, of what? If no, why not?
5. Sometimes Westerners with tattoos want to go to Japanese hot springs (*onsen*), but find they are not allowed. How would you explain the reasoning for this?
6. Does your opinion of people change if you see they have a tattoo? Why?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Photography deals with light, sight, and vision. Black and white photography, with numerous shades of gray, can emphasize shapes, shadows, and contrasts. Some photographers still prefer to shoot in black and white. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. Picture it! —American expression
 2. Out of sight, out of mind. —English
 3. Clicking with people is more important than clicking a shutter. —American
 4. Seeing is believing. —English
 5. A picture is worth a thousand words. —Advertising slogan
- B. Can you think of another proverb about photography or the way we see things?

ACTIVITY 6: PRONUNCIATION PRACTICE

“SL” AND “SUL”

Much like the previous chapter, there are often issues when tricky letters like “s” and “l” are put together. Many Japanese speakers find it easier to mix them by putting a “u” between them, matching the Japanese “su” sound. This is not a natural sound in English, so let’s work to eliminate the unnecessary vowel sound. The word “slam” can often become the word “sulam,” which would be hard for many native English speakers to understand.

Make the “s” sound as you normally would, but instead of pursing your lips to make the “su” sound, lift your tongue to touch the ridge above your upper teeth. Then you can slide your tongue to make the next vowel sound.

WHICH IS RIGHT?

Try to say the following words correctly (with the “sl” pronunciation) three times and incorrectly (with the “sul” pronunciation) once. Try to mix up when you say the word incorrectly. Your partner will mark an X when they hear the incorrect version. Then switch roles.

“sl” word	1	2	3	4
slack				
slay				
slam				
slip				
sleep				
slimy				
slow				
slender				
slip				
slump				

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “You don’t take a photograph; you make it.”
—*Ansel Adams (1902–1984), American photographer and naturalist*
2. “When you look at my pictures, you are seeing my life.”
—*Douglas Kirkland (1934–), American photographer*
3. “When you photograph people in color you photograph their clothes. But when you photograph people in black and white, you photograph their souls!”
—*Dr. Ted Grant (1951–), Canadian photojournalist*
4. “I came to realize that natural features in Japan, like the nature of its people, were extremely diversified and complex. I intended to investigate this conclusion with my own eyes.”
—*Hiroshi Hamaya (1915–1999), Japanese photographer*
5. “The surreal exists within the real. Tireless experimentation with new photography leads to the creation of a new beauty.”
—*Kansuke Yamamoto (1914–1987), Japanese surrealist photographer*
6. “A very subtle difference can make the picture or not.”
—*Annie Leibovitz (1949–), American photographer*
7. “Light makes photography. Embrace light. Admire it. Love it. But above all, know light. Know it for all you are worth, and you will know the key to photography.”
—*George Eastman (1854–1932), American inventor and founder of Eastman Kodak*
8. “Your first 10,000 photographs are your worst.”
—*Henri Cartier-Bresson (1908–2004), French photographer*
9. “Character, like a photograph, develops in darkness.”
—*Yousuf Karsh (1908–2002), Canadian photographer*
10. “Seeing is not enough; you have to feel what you photograph.”
—*Andre Kertesz (1894–1985), American photographer*

My favorite quote was:

.....

Why?

.....

SEARCH and SHARE

___ / 10

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

10

TALKING ABOUT MOVIES



ACTIVITY 1: SHARING EXPERIENCES

Movies are a great topic of conversation when meeting new people. Everybody watches movies. Even people who claim they do not like movies have seen some, and talking about movies can be an easy way to get to know someone better. Talk with your partner and share your movie experiences.

1. Do you like to watch movies? Why?
2. Where do you usually watch movies? At home, on your computer, on a tablet, or in a theater? How often do you see movies?
3. How have you changed the way you watch movies? Do you rent at a store, or do you use the Internet, cable, or satellite?
4. Which movies have you seen more than once? Which movies have you seen more than twice? Why do you like these movies so much?
5. Do you own any movies? Which ones? Do you watch them repeatedly?
6. Have you figured out a way to see movies for free? What is your secret?

7. What do you like about the movie theater experience?
8. Do you have a favorite movie theater? Where do you prefer to sit?
9. Have you ever seen a celebrity or famous actor in person? Where did this happen?
What was the celebrity doing?
10. Have you ever watched a movie in English without looking at the Japanese subtitles?
How much did you understand?
11. Which Japanese movie do you like the most? Why?
12. Who is your favorite actor/actress? Why?
13. Have you ever acted in a play or a movie? Can you describe your experience?
14. What do you think would be difficult about being an actor or actress?
15. Have you ever watched a movie on your smartphone or tablet? If so, how is the experience different from watching a movie in a theater?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.

1. Can you describe this picture?
2. Have you ever seen this actor in English language movies? Which ones?
3. What is your favorite movie you have seen him in? Why?
4. Pick three adjectives to describe this famous actor.
5. Do you think it is difficult for Japanese actors to succeed in Western cinema? What are some obstacles?
6. Who are your favorite film stars? Why?



ACTIVITY 5: PARAPHRASING PROVERBS

- A. What do these proverbs and sayings mean? Discuss them with your partner. Circle your favorite. Can you relate these proverbs and sayings about acting and the theater to movies?
1. Spectators see better than actors. —Persian
 2. Perseverance brings success. —Dutch
 3. Put faith in your own abilities, and not in the stars. —Japanese
 4. It takes ten years to become an overnight success. —American
 5. We're fools whether we dance or not, so we may as well dance. —Japanese
- B. Can you add another proverb related to acting, performing, or the theater?

ACTIVITY 6: PRONUNCIATION PRACTICE

FINAL “P” AND FINAL “PU/POO”

Many English words, as seen in previous chapters, end with consonants. Some Japanese speakers tend to sometimes add an extra vowel to these consonant endings. Unfortunately, this pronunciation pattern is hard to break. We can start with developing some awareness of the problem.

When English words end with a “p” sound, you do not need to make any voice. Simply pause the air behind your lips and quickly let out a small blast of air.

WORD / NOT A WORD

Take turns reading the words from your lists below. The first words in the shaded boxes are NOT real words. They have been written in “*Katakana* English.” The second word in parentheses (...) is the real word. After you read each word, have your partner guess if you are saying a real English word or not. Do your best, and try to have some fun.

Partner A		Partner B
keepu (keep)	Use your hand to cover the other partner's word list.	hip hop
sleep		cup
trap		trappu (trap)
peep		ship
cuppu (cup)		sleepu (sleep)
yelp		peepu (peep)
hippu-hoppu (hip hop)		snap
shippu (ship)		syruppu (syrup)
syrup		keep
snappu (snap)		yelupu (yelp)

Note: This activity contains many words that do not exist, but which Japanese speakers might say.

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “Japan does not understand very well that one of its proudest cultural achievements is in film.”
—*Akira Kurosawa (1910–1988), Japanese film director, producer, screenwriter, editor*
2. “A celebrity is a person who works hard all his life to become well known, then wears dark glasses to avoid being recognized.”
—*Fred Allen (1894–1956), American comedian*
3. “Animation offers a medium of storytelling and visual entertainment which can bring pleasure and information to people of all ages everywhere in the world.”
—*Walt Disney (1901–1966), American film producer and animator*
4. “The day will come when everyone will be famous for fifteen minutes.”
—*Andy Warhol (1928–1987), American artist and filmmaker*
5. “We need families to start taking more responsibility in understanding which movie is good for their children and which movie is not.”
—*Jet Li (1963–), Chinese actor and martial artist*
6. “Movies are fun, but they’re not a cure for cancer.”
—*Warren Beatty (1937–), American actor, director, and producer*
7. “I don’t want to limit myself. I want to keep doing all sorts of roles. I guess what lies behind this urge is the conviction that movies have changed my life.”
—*Rinko Kikuchi (1981–), Japanese film actress*
8. “The success I have achieved in bodybuilding, motion pictures, and business would not have been possible without the generosity of the American people and the freedom here to pursue your dreams.”
—*Arnold Schwarzenegger (1947–), Austrian-American actor and former California governor*
9. “The thing about filmmaking is I give it everything, that’s why I work so hard. I always tell young actors to take charge. It’s not that hard. Sign your own checks; be responsible.”
—*Tom Cruise (1962–), American actor and producer*
10. “Life is like a movie; write your own ending. Keep believing.”
—*Jim Henson (1936–1990), American creator of the Muppets*

My favorite quote was:

.....

Why?

SEARCH and SHARE

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*

11

LEARNING IN SCHOOL



ACTIVITY 1: SHARING EXPERIENCES

We have spent thousands of hours in schools, learned many skills, and collected numerous stories. Many people have their fondest memories from years in school. Share your school stories with a classmate.

1. Approximately how many hours a week were you in school? Did you go to school on Saturdays?
2. How did you usually get to school? Did you walk, take a bus, ride a bike, or use another form of transportation?
3. How long was your commute to high school?
4. How many students were in your class? What do you think is the perfect class size?
5. Did you have a favorite teacher? Why was this teacher your favorite?
6. What is your favorite memory about school?
7. Was there a dress code at your school? What were some of the other rules?

8. How would you describe your high school? Did you enjoy it?
9. Were your parents involved in your studies? How?
10. What does P.E. stand for? What was your favorite P.E. class?
11. Can you describe your high school? College?
12. Which was your least favorite class? Why?
13. What was your favorite class? Why?
14. How can you be a better student?
15. What does success in school mean to you? Why?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. Have you ever seen a yellow school bus? Where?
3. Do you prefer taking a public bus or a public train?
4. As a student, have you taken a tour bus? Where did you go?
5. Would you prefer to ride on an American yellow school bus or a British red double-decker bus? Why?
6. What do you think is the best way to get to school? Why?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. One written word is worth a thousand pieces of gold. —Japanese
2. Character first, ability second. —Japanese
3. He who is afraid to ask is ashamed of learning. —Danish
4. We learn to walk by stumbling. —Bulgarian
5. To teach is to learn. —Japanese

B. Can you add another proverb related to learning and schools?

ACTIVITY 6: PRONUNCIATION PRACTICE

“DR” AND “DOR”

In Chapter 10 we discussed the problem of putting the “o” sound after a “d” at the end of words. This pattern should be avoided in the middle of words too. In English, when two consonants are put together, we want to make a blended sound, such as the “dr” in words like drive.

To make the “dr” sound, position your tongue so it is ready to make the “d” sound, but instead of dropping your jaw, let the air pass by your tongue as you pull it back to the “r” position.

WHICH IS RIGHT?

Try to say the following words correctly (with the “dr” pronunciation) three times and incorrectly (with the “dor” pronunciation) once. Try to mix up when you say the word incorrectly. Your partner will mark an X when they hear the incorrect version. Then switch roles.

“dr” word	1	2	3	4
drive				
drip				
drain				
drag				
drill				
drumbeat				
dry				
drop				
drown				
drew				

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “Education is an ornament in prosperity and a refuge in adversity.”
—*Aristotle (384–322 B.C.E.), Greek philosopher*
2. “Only the educated are free.”
—*Epictetus (55–135), Greek philosopher*
3. “The most important thing we learn at school is the fact that the most important things can’t be learned at school.”
—*Haruki Murakami (1949–), Japanese author*
4. “Education in Japan is not intended to create people accomplished in the arts and science, but rather to manufacture the persons required by the the state.”
—*Mori Arinori (1847–1889), Japanese statesman and Japan’s first education minister*
5. “The beautiful thing about learning is that no one can take it away from you.”
—*B.B. King (1928–2015), American blues guitarist*
6. “The highest result of education is tolerance.”
—*Helen Keller (1880–1968), American author and activist*
7. “[In school] I encountered authority of a different kind than I had ever encountered before, and I did not like it. And they really almost got me. They came close to really beating any curiosity out of me.”
—*Steve Jobs (1955–2011), American entrepreneur and co-founder of Apple*
8. “A child miseducated is a child lost.”
—*John F. Kennedy (1917–1963), 35th U.S. President*
9. “I’m passionate about learning. I’m passionate about life.”
—*Tom Cruise (1962–), American actor and producer*
10. “When love is deep, much can be accomplished.”
—*Shinichi Suzuki (1898–1998), Japanese violinist and world famous music educator*

My favorite quote was:

.....

Why?

SEARCH and SHARE

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), American historian

12

EXPLORING CITIES



ACTIVITY 1: SHARING EXPERIENCES

Cities can be confusing, exciting, and fast paced. Some people love living in cities; some people prefer living in the countryside. Share your experiences and feelings about cities with your partner.

1. Do you still live in your hometown? Can you describe it?
2. What do you like to do in cities? What makes them fun?
3. Which big Japanese cities have you visited?
4. How can people find tourist information about Japanese cities? What do you recommend for Japanese tourists? For international tourists?
5. How do people usually get around in Japanese cities? What are some advantages of public transportation? Disadvantages?
6. What's the most northern city you have visited in Japan? Can you tell me a bit about the place?
7. What makes the capital of Japan an attractive city? Do you have a favorite area?

8. What adjectives describe Tokyo? Why did you choose them?
9. Where do you suggest international tourists visit? Why?
10. Do you recommend that tourists stay in hotels or *ryokans*? Why?
11. Why do you think so many tourists love to go to Kyoto? How has Kyoto changed over the last decade?
12. Which Japanese cities have important archaeological areas?
13. Can you compare Tokyo to Osaka? How are they similar? How are they different?
14. What about Himeji and Hiroshima? How are they similar? How are they different?
15. How is Tokyo preparing to host the 2020 Olympics? Are you excited about the 2020 Tokyo Olympics? Why?

ACTIVITY 4: PHOTOGRAPHS TO START CONVERSATIONS

Photographs capture moments, inform viewers, and start conversations. In small groups, examine the photograph and discuss the questions that follow.



1. Can you describe this picture?
2. What does LAX stand for?
3. Have you ever seen this sign in movies? In magazines? In books?
4. Have you ever been in Los Angeles? What are some of your impressions of that city?
5. What are some airports you know?
6. Which airport is the best? Which airport is the worst? Why?

ACTIVITY 5: PARAPHRASING PROVERBS

A. Read the following proverbs, and discuss them with your partner. What do they mean? Circle your favorites. Explain your choices.

1. He who is always right will never get around the world. —Japanese
2. The city for wealth; the country for health. —English
3. Rome wasn't built in a day. —Latin
4. A city that sits on a hill can't be hidden. —Greek

5. If you are traveling toward the East, you will inevitably move away from the West.
—Japanese

B. Can you add another proverb related to places to live?

ACTIVITY 6: PRONUNCIATION PRACTICE

FINAL “I” SOUND SPELLED WITH “Y”

How can we tell the difference between the noun and verb forms? Sometimes the adjective form of a word will end with a final “i” sound—spelled with a “y”. This exercise will review several words that follow this common pattern. English students often learn how to spell adjectives ending in “y” for this reason.

FINAL “K” AND FINAL “KI”

Much like the previous chapter, the difference between ending a word with a “k” sound or a “ki” sound can also be the difference between the word being a verb or a noun, or being an adjective.

When words end with a “k” sound, you do not need to make any voice. Simply pause the air in the back of your throat and let a small blast of air out quickly.

No “i” sound (noun)	“i” sound (adjective)
fun	funny
luck	lucky
yuck	yucky
smell	smelly
sun	sunny
smoke	smoky
spike	spiky
stick	sticky
pick	picky
gum	gummy

English, of course, is full of exceptions. Adding a final “i” sound to the noun “monk” gives us the very different noun “monkey.” The correct adjective form of “monk” is “monkish.”

No “i” sound (noun)	“i” sound (noun)
monk	monkey

ACTIVITY 8: DISCUSSING QUOTATIONS

Take turns reading these quotations out loud and discuss them with your partner. Do you agree with the quotation? Disagree? Why? Afterwards, pick a favorite quotation by circling the number and explain your choice. Remember to give a reason or example.

1. “Walk around Tokyo and all you see are people trying to sell you something.”
—*Natsuo Kirino (1951–), Japanese novelist*
2. “The people are the city.”
—*William Shakespeare (1564–1616), English playwright*
3. “City life: millions of people being lonesome together.”
—*Henry David Thoreau (1817–1862), American writer*
4. “I’d like to design something like a city or a museum. I want to do something hands on rather than just play golf.”
—*Brad Pitt (1963–), American actor*
5. “Compared to U.S. cities, Japanese cities bend over backward to help foreigners. The countryside is another matter.”
—*Charles C. Mann (1955–), American journalist*
6. “Los Angeles is a city no worse than others; a city rich and vigorous and full of pride, a city lost and beaten and full of emptiness.”
—*Raymond Chandler (1888–1959), American author*
7. “I go to Paris, I go to London, I go to Rome, and I always say, ‘There’s no place like New York. It’s the most exciting city in the world now.’”
—*Robert DeNiro (1943–), American actor*
8. “A great city is that which has the greatest men and women.”
—*Walt Whitman (1819–1892), American poet*
9. “Until we’re educating every kid in a fantastic way, until every inner city is cleaned up, there is no shortage of things to do.”
—*Bill Gates (1955–), American entrepreneur and co-founder of the Gates Foundation*
10. “Every one of a hundred thousand cities around the world had its own special sunset and it was worth going there, just once, if only to see the sun go down.”
—*Ryu Murakami (1952–), Japanese novelist and director*

My favorite quote was:

.....

Why?

SEARCH and SHARE

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

A NOTE TO THE CONVERSATION TEACHER

How can we create more authentic, meaningful, and positive English language experiences for our conversation students?

Compelling Conversations – Japan is our fluency-focused response to that crucial question. Each activity emphasizes a different aspect of building conversations that interest and matter. The variety of short speaking tasks, pair conversations, group discussions, paraphrasing, pronunciation review, and summary activities keep students talking. The activities also encourage critical thinking and reflection while gently expanding a working vocabulary of English words. Finally, each chapter includes material specially designed for Japanese English language learners, from common pronunciation challenges to describing particular Japanese objects and traditions in English.

While we have scaffolded the short speaking and writing exercises, there is no one-size-fits-all formula for teaching English conversation skills in Japan. By alternating between personal and cultural topics and easy and difficult tasks, we hope to spark authentic communication and maintain a comfortable tempo. *Compelling Conversations – Japan* emphasizes functional fluency.

Yet each class is unique. Therefore, we also encourage you to adapt these materials to best fit your English students. Sometimes slightly modifying material can create a better rapport with your students; changing the location, verb tense, adjective, and even order of activities can make a significant difference. You are creative, dedicated educators and not mere page-turners.

Please add to, subtract from, skip, and re-order classroom activities as seems best to match the students in your English class. Each exercise can easily be modified. Conversation pair activities can become small group discussions. Pronunciation exercises and Search and Share summaries can be repeated for greater accuracy, or interviews may be extended and opinion sections reduced. The prompts here allow learners to become more autotelic—self-driven—English language learners.

Conversation classes require participation. The book's activities gently compel students to share. Everyone responds, everyone asks questions, and everyone shares experiences and research. Short summaries in the Search and Share activity can become formal videotaped presentations. (We've included some bonus reproducible presentation worksheets in the Resources section so you can easily give feedback to videotaped student presentations.) Or you may prefer to completely skip that activity to focus on other discussion activities. Be creative. Trust yourself.

Some English teachers might find 25 plus questions per chapter and five proverbs per lesson too many. Others might prefer fewer quotations or question-writing activities. We opted, however, on the side of diversity to elicit student opinions. You can reduce the choices and impose time limits. The key remains students learn by doing. We have provided a plethora of activities and alternatives. We're fond of the American expression, "It's better to have and not need than need and not have." Use or lose. The choice is up to you as you help your students gain fluency.

Encouraging, cajoling, and inspiring sometimes reluctant Japanese English language learners to speak better and clearer English—inside and outside the English classroom—can be exciting and exhausting. These speaking activities should make teaching conversation and discussion classes easier and more interesting. With your focused teaching, your students will create a lively classroom of compelling conversations. Enjoy the experience!

(Reproducible)

**STUDENT PRESENTATION:
INSTRUCTOR EVALUATION**

Speaker:

Topic:

Date:.....

Time:

What was good to see in this presentation?

What could have been better? What still needs to be improved?

Other observations and tips:

Two tips for the student to improve their English speaking skills:

(Reproducible)

**STUDENT PRESENTATION:
PEER RESPONSE AND A QUESTION**

Speaker:

Topic:

Date:.....

Time:

What was good to see in this presentation?

What could have been better? What still needs to be improved?

Other observations and tips:

Share two tips for the student presenter to do better on the next presentation.

Write a question to ask the speaker about the topic.

CUSTOMER COMPLAINTS AND PRACTICING PREPOSITIONS

International companies often conduct business in English. Therefore, many workers need to use proper English to solve customer problems at work. In a small group, fill in the missing blank and take turns reading sentences. Is the sentence a complaint? Or is it a reply?

English prepositions can be very difficult and depend more on convention than pure logic. Therefore, the prepositions are grouped together for clarity and memorization.

To

- ✦ I'm writing complain about your customer service helpline.
- ✦ I'm calling make a complaint.
- ✦ I wish make an inquiry about something on my monthly bill.
- ✦ I've been trying get through to you for two weeks.
- ✦ The order was delivered the wrong branch.
- ✦ I'm sorry that I didn't get back you sooner.
- ✦ The delay wasn't our fault. It was due the bad weather.

On

- ✦ The delivery arrived the wrong day.
- ✦ If you can't deliver time, we'll have to contact other suppliers.
- ✦ I would like to apologize behalf of Nippon Ham for any inconvenience.

For

- ✦ Please accept our apologies the inconvenience.
- ✦ We would like to offer you a discount on your next order to make up our mistake.
- ✦ Thank you bringing this matter to my attention.
- ✦ I'm sorry sending the documents to the wrong address.
- ✦ Who signed the delivery?

Of

- ✦ Please find a list the missing items.
- ✦ There were a number mistakes on the invoice.
- ✦ Several our delivery vehicles are out of service.
- ✦ We were closed for a number days due to the floods.

About

- ✦ I'm sorry. I'm calling to complain your payment system.
- ✦ I'm calling my order. It isn't here yet.
- ✦ I'd like to learn your refund policy.

Under

- * The product is no longer warranty.
- * We found your order someone else's name.
- * Would you please look the counter to see if there are more?
- * I'd like to see the shirt the blue one.

With

- * I had some problems the instruction booklet.
- * reference to your reminder of December 1, it seems to us that an error has been made.
- * We are not satisfied the quality of the products.
- * I have checked the staff involved, and they claim they were not responsible.

In

- * fact, we had already paid the full bill the previous week.
- * We will do our best to make sure mistakes do not occur again the future.
- * Are you sure it was included the shipment?

Into

- * We will look it right away and get back to you as soon as we can.
- * I would be grateful if you could look the matter.

At

- * I believe your sales department is fault.
- * Would you please look the bill I received?
- * Our records show the package was received your address.

By

- * We strongly believe that the mistake was made your company.
- * We will correct the mistake noon today.
- * The part will be replaced the manufacturer.

EXERCISE B

Practice makes progress. Let's practice creating questions and sentences with prepositions tied to consumer service.

Write three questions about a consumer product with a preposition.

Example: Can you answer a question for me?

- 1.....
- 2.....
- 3.....

Write three consumer complaints with a preposition and underline the preposition.

Example: How do I get a refund for this appliance?

- 1.....
- 2.....
- 3.....

Write three responses to consumer complaints with prepositions and underline the preposition.

Example: Sorry, you will have to fill out this form to get a refund.

- 1.....
- 2.....
- 3.....

RECOMMENDED ONLINE ENGLISH AS A FOREIGN LANGUAGE (EFL) RESOURCES TO KEEP LEARNING ENGLISH

Accurate English – Lisa Mojsin works on helping students improve their English through accent reduction courses. Accurate English has a particular focus on helping the troublesome areas for Japanese Learners of English.

www.accurateenglish.com

Compelling Conversations – Visit our website to keep in touch, download free ESL/EFL worksheets, and learn about more books for English Language learners.

www.CompellingConversations.com

ESL-lab – A deep, excellent resource for adult ESL students with developed listening exercises for low, intermediate, and high-intermediate students. Practical and impressive!

www.esl-lab.com

Guide to English Grammar and Writing – A valuable online collection of free tools, quizzes, and worksheets to help Capital Community college students improve their grammar and writing skills.

www.grammar.ccc.commnet.edu/grammar

Many Things – A rich resource for English language learners at multiple levels. The site includes vocabulary quizzes, proverb quizzes, and idioms games.

www.manythings.org

Online Writing Lab (OWL) – Writing tips from Purdue University’s acclaimed Online Writing Lab (OWL). Includes excellent ESL tips.

www.owl.english.purdue.edu/owl

TED talks – Hear some of the world’s leading experts speak about a wide variety of topics. Most talks are 15–20 minutes long, but you can start with the short talks of less than six minutes. Many videos include subtitles too.

www.Ted.com

This I Believe – This nonprofit educational website includes thousands of essays and podcasts about personal beliefs. It is widely used by American high school and college English departments to both encourage and showcase personal essays.

www.thisibelieve.com

USA Learns – This U.S. Department of Education website combines video lessons and clear written English for new English language learners worldwide.

www.usalearns.org

Voice of America – This wonderful public radio website is designed for English language learners. Short, slow radio reports look at American history, national parks, the English language, and current news.

www.voanews.com/learningenglish/home

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It is gratefulness that makes the soul great.
—ABRAHAM JOSHUA HESCHEL (1907–1972)
American rabbi and Jewish philosopher

“You have a book for Vietnam. Why don’t you have one for Japan?”

This book comes from that simple question four years ago. Many friends, colleagues, and ELT professionals have helped bring this project to life. We wrote, we researched, we edited, and we field tested. Then we wrote some more and edited far more. It’s been a creative collaboration among dedicated English teachers.

We’ve had many fine discussions and many delicious meals creating this book. Dozens of people have shared their time and thoughts. We would like to give a small hat tip to the exceptionally generous and often insightful friends and savvy professionals listed to the left.

Some English teachers offered advice, others recommended resources, and many readers gave detailed notes improving the ESL textbook. Some simply encouraged us to continue and shared positive experiences with previous versions of *Compelling Conversations*. We benefited—in tangible and invisible ways—from every email exchange and illuminating discussion. Thank you.

We hope this book meets and exceeds your expectations. If this conversation book realizes its goals of helping more Japanese English language learners become more fluent in our strange native tongue, it will be partly because of your contribution. Your insights helped, and we remain grateful.

We listened and learned to the best of our abilities and resources. We have done our best, and we feel satisfied. Mistakes and missteps, however, may remain. If so, we take full responsibility. Thank you for your time, energy, and help.

Eric H. Roth, Shiggy Ichinomiya, and Brent Warner

Co-authors

August, 2015

AUTHOR PROFILES

ERIC H. ROTH teaches international graduate students the pleasures and perils of academic writing and public speaking in English at the University of Southern California (USC). He also advises the ALI Conversation Group program and co-authors the *Compelling Conversations* textbook series. Roth has taught English and writing courses for over 20 years.



Awarded a full scholarship as a Lilly Scholar, Roth studied philosophy and American history at Wabash College (1980–1984) and received his M.A. in Media Studies from the New School (1988). A former journalist and Congressional aide in New York City, Roth has taught English to high school, community college, adult, and university students since moving to Los Angeles in 1990. Highlights of his teaching career include: teaching the first Saturday morning citizenship class in Santa Monica (1994); directing the CES Adult Education Center (1995–1998); working with international students in summer IEP programs at UCLA Extension (1997–2000, 2003–2005); teaching USC engineering students in Madrid, Spain (2007) and Paris, France (2008); directing the APU International High School in Ho Chi Minh City, Vietnam (2009); winning two USC Teaching with Technology grants (2012); and being promoted to master lecturer at USC (2013).

Roth co-authored *Compelling Conversations: Questions and Quotations on Timeless Topics* in 2006 to help English language learners increase their English fluency. Recommended by *English Teaching Professional* magazine, the advanced fluency-focused textbook has been used in over 50 countries in English classrooms and conversation clubs. *Easy English Times*, an adult literacy newspaper, has also published a conversation activities column by Roth since 2008.

After directing an elite private high school summer program in Vietnam in 2009, Roth co-authored the first country-specific version of the *Compelling Conversations* series for Vietnam in 2011. He wrote *Compelling American Conversations: Questions and Quotations for Intermediate American English Language Learners* the following year for American immigrants and international college students. An active member of California Teachers of English to Speakers of Other Languages (CATESOL) and the international professional organization Teachers of English to Speakers of Other Languages (TESOL), Roth has given many presentations at local, state, and international conferences. Roth hopes to work with other experienced English teachers and material writers to provide additional *Compelling Conversations* titles for specific countries. *Compelling Conversations – Japan* is his fourth book for Chimayo Press.



SHIGGY ICHINOMIYA is a professional photographer, recreational triathlete, and English materials writer. Born in Kobe, Japan, to a Japanese father and German mother and raised primarily in London, England, Ichinomiya graduated with an English literature degree from Boston University in 1991.

Ichinomiya moved to Japan and learned Japanese as a second language. This achievement helped him better serve students during his ten years of teaching English in Kobe, Osaka, and Nagoya. Eventually, he mastered over 1,945 kanji characters to read a newspaper and became fluent in Japanese. During his diverse English teaching career, he worked as an English language immersion teacher for the Hyogo Prefectural Government, the YMCA and YWCA, Shoen Women's College, Shinwa High School, Kawasaki Heavy Industries, and Proctor and Gamble. He also privately tutored a wide range of students, from children, teenagers, and housewives to doctors, business executives, and city officials. Realizing a personal dream, Ichinomiya also appeared regularly on the Japanese afternoon variety TV show *Wide ABCDE~SU* from 2000–2001.

Returning to the United States in 2001, Ichinomiya became a professional photographer/videographer. He also created the *GoShiggyGo.com* website in 2012. Ichinomiya has completed two Ironman triathlons (2010, 2013). A member of CATESOL and TESOL, he is the co-author of *Compelling Conversations – Japan*. He lives in Los Angeles, regularly runs, and loves his pit bull Cali-Blu. *GoSpeakGo.com* is his latest website creation.



BRENT WARNER has recently joined USC (his alma mater)—where he received his Masters in Teaching English as a Second or Other Language—as a full-time faculty member. His passion for ESL/EFL started when Warner took his first Japanese course in college and learned the importance of a good language teacher. Warner received a scholarship to study at Gunma University and ended up living in Japan on and off for 12 years. The majority of his time was spent teaching at the college/university or business levels. Warner began to incorporate technology into his lessons, finding that he could make the lessons more engaging and stronger for everyone involved.

This passion for blending education and technology led Warner to found *www.EdTech.tv*—a website that works as a teacher training tool for educators who want to implement technology into their own classes. His weekly podcast has won critical acclaim and a niche audience of serious educators. Warner also worked as the Academic Manager of Kaplan International, where he contributed to the center's status as the #1 ranked Kaplan International worldwide. His responsibilities included supervising English teachers and monitoring college preparation courses. He currently volunteers for CATESOL Orange County often leads CATESOL workshops. Warner is the author of the EFL ebook, *How to Pass the TOEFLib Test* (2012) and co-author of *Compelling Conversations – Japan*.

EDITORS



After 35 years of teaching English and supervising English teachers, TONI ABERSON (M.A. English; M.A. Psychology and Religion) believes that a lively classroom is the optimal learning environment. “If people are thinking, sharing, and laughing, then they’re learning,” notes Aberson. “The mere fact that those adults are in an English classroom attests to their courage and their determination to learn. Adult English students bring a wealth of interesting experiences with them,” continues Aberson. “They bring the world into the classroom. The challenge for English teachers is to put students at ease and encourage them to practice English. What better way than to ask students about their lives? I love teaching English.”

After retiring and moving close to the beach, Aberson has started a second career as an ESL/EFL author and editor. She is the co-author of *Compelling Conversations: Questions and Quotations on Timeless Topics* (2006), *Compelling American Conversations: Questions and Quotations for Intermediate American English Language Learners* (2012), and *It’s A Breeze: 42 Lively English Lessons on American Idioms* (2012).



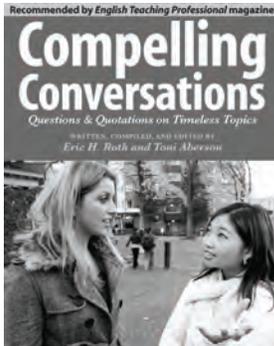
LAURIE A. SELIK is a nonprofit professional with experience providing strategic leadership, creating fundraising plans, writing award-winning grants, and developing authentic relationships with donors. She is currently manager of foundation and corporate giving at The Colburn School in Los Angeles, where she implements and directs the school’s institutional giving strategies. Selik worked for ten years in public radio, reinvigorating foundation support for American Public Media’s *Marketplace*, public radio’s business program, and launched *Weekend America*, where she was managing producer. Selik continues to consult in public radio and manages foundation support for *Localore* produced by AIRmedia, and often lends her nonprofit management skills to nonprofit boards.

Selik is also the co-publisher at Chimayo Press. She holds a master of professional writing degree from the University of Southern California and a bachelor of arts degree in communications from Michigan State University. Selik is currently writing *Compelling Conversations for Fundraisers: Talk Your Way to Success with Donors and Funders* (2016).

CONTRIBUTOR

RICHARD JONES is the founder of TextEdit USA, which provides editing and proofreading services for international scholars publishing in English. He also teaches academic writing courses at Cal State Fullerton and the University of Southern California. Richard lived in Japan from 1998–2008 where he worked as an editor and English teacher. He has an M.Ed. in TESOL (Teaching English to Speakers of Other Languages) from Temple University, Japan, and an M.A. in East Asian Studies with a concentration on Japanese Literature and Culture from UCLA. Richard has also played music with bands in both the U.S. and Japan and spends his free time cooking, writing, and tending to his cats.

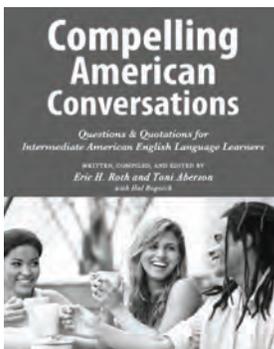
CRITICAL PRAISE FOR THE COMPELLING CONVERSATIONS SERIES



“In my own teaching, I have found questions and quotations to be highly effective in promoting student discussion. Questions are useful in that they require a response from the listener. Asking them also helps students master the tricky rules of the interrogative. Quotations are brilliant flashes of wit expressed in the shortest space possible, often just a sentence or two. The authors have compiled a formidable collection of quotations by famous people. The authors also add some wise proverbs here and there. My two favourites were ‘Recite *patience* three times and it will spare you a murder’ and ‘When money talks, truth keeps silent,’ which are from Korea and Russia. In sum, *Compelling Conversations* is a recommended resource for teachers who want to make their conversation classes more learner-centered. It should be especially appealing to those who wish to escape the confines of the Presentation-Practice-Production approach and do without a formal grammatical or functional syllabus. It reflects the authors’ considerable professional experience, and would be a notable addition to any English teacher’s bookshelf.”

—Hall Houston

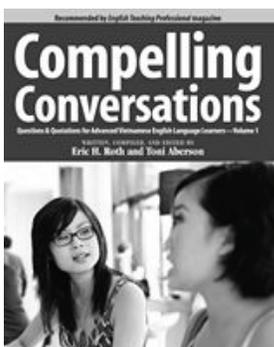
English Teaching Professional magazine (January 2009)



“How can so much learning be in just one book? *Compelling American Conversations* is all that an ESL teacher or student needs to use in their course. With clear, easy-to-follow directions, students learn necessary details about American English and culture, practice critical thinking, and expand vocabulary and idioms as they converse in real, natural adult English. Included in the “Search and Share” component are marvelous lessons on using the Internet. An extra bonus is that any of the conversations, quotes, etc. can be used as writing prompts. The book is fun and stimulating and, fortunately, very accessible for the intermediate learner.”

—Planaria Price

Author, *Life in the USA* and *Realistically Speaking*



“Often it is the duty of the ESL speaking and listening teacher to tailor the text to their class culture and demographics; therefore, it is a novel idea to produce a textbook for speaking skills of a particular English language learner ... Roth and Aberson have employed such an approach for Vietnamese ELLs in *Compelling Conversations: Questions and Quotations for Advanced Vietnamese English Language Learners* ... [It] is a text that encourages multiculturalism, is flexible enough to use for all ages of advanced English learners, and gives a personally relevant, tailored experience for students to formulate their opinions in anticipation of present and future communications with English speakers ...”

—Sarah Elizabeth Snyder, Northern Arizona University

Teaching English as a Second Language – Electronic Journal, September 2012

ABOUT CHIMAYO PRESS



Sophisticated English for Global Souls

CHIMAYO PRESS is an independent educational publishing company committed to publishing niche books that create compelling conversations, deepen relationships, and celebrate the human spirit. We launched in 2005 with one advanced level English as a Second Language (ESL) title—*Compelling Conversations: Questions and Quotations on Timeless Topics*—from authors Eric H. Roth and Toni Aberson. This fluency-focused textbook has blossomed into a series that meets the varying needs of English language learners and their teachers in over 50 countries. It has also become the foundation for an expanding number of ESL and EFL (English as a Foreign Language) titles.

As a small publisher, we are grateful for each purchase of our books. We have a growing list of both nonfiction and fiction titles—our authors include working English teachers, radio professionals, and screenwriters, and each book reflects the passion and perspectives of the authors. Visit www.ChimayoPress.com to see our growing catalog. English language teachers, tutors, and students are also invited to visit www.compellingconversations.com for more conversation materials, audio downloads, and teacher tips.

Chimayo Press is named for our amazingly communicative, talented, and loving first border collie. We met Chimayo soon after a visit to the inspirational New Mexico town on a cross-country trip from Chicago to Los Angeles. That's Chimayo's image in our logo.

Would you like to review this book? We'd love to receive your feedback and start another new conversation!