Useful   Communication   Strategies
--- Main Sheet ---

(1) <u>EXTRA INFORMATION</u>

1.   Read the conversations below. Imagine you are Person A.

Person A:	Have you ever been to Europe?
Person B:	Yes.
Person C:	Yes. When I was 16 years old, I visited Germany with my parents. It is a beautiful country, and the food is delicious. I want to go there again.

Person A:	What kind of music do you like?
Person B:	Rock music.
Person C:	I really like rock music. It has a good rhythm for dancing. My favorite band is "Do One Donut".

Person A:	Where is your hometown?
Person B:	Texas.
Person C:	I grew up in a city called Austin. It is famous for live music. It also has many parks and various wildlife.

Person A:	Do you like to speak English?
Person B:	No.
Person C:	Not really. I become very nervous when I speak English. But I do like reading and writing English.

2.   Who would you prefer to talk to, Person B or Person C? Why? Write your reasons.
     Compare your reasons with a partner.

_____

_____

⭐⭐⭐   *STRATEGY: EXTRA INFORMATION*   ⭐⭐⭐

Speaking with more than one word or one short sentence gives *extra information*. This will help you to have more interesting and natural conversations. There are two kinds of *extra information*:

SPECIFY: information which directly answers the question
EXPAND: information which is related to the question

NOTE: *One answer can both specify and expand. You don't have to*
          choose one answer for specifying and one for expanding.

SPECIFY

This is like an upside triangle. You start with the answer. Then you move from large broad information to more and more detailed information.
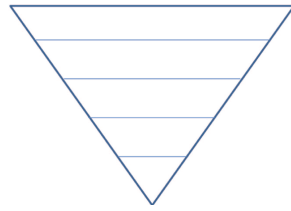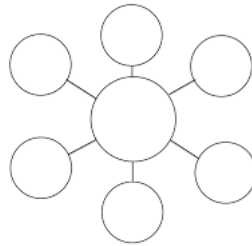
Example:

Question: Where are you from?
Answer: I'm from Texas. My city is in the middle of Texas. The city name is Austin.

EXPAND

You start with the answer. Then you give related yet interesting information.

Example:

Question: Where are you from?
Answer: I'm from Austin. It is an old town in Texas. It is the capital city of Texas. It is famous for live music and bats that come out at night. It is on the Colorado River.

PRACTICE

Answer the following questions. You can specify or expand.

1. Where are you from?

_____

_____

2. What are your hobbies?

_____

_____

3. What country would you like to visit?

_____

_____

4. What famous person would you like to have dinner with?

_____

_____

5. Do you like sweet food?

_____

_____

LISTENING – S1-L1

Listen to the conversations. Does the second person specify or expand? Check (✔) the box.

	SPECIFY	EXPAND
1	☐	☐
2	☐	☐
3	☐	☐
4	☐	☐
5	☐	☐

LISTENING – S1-L2

Listen to the questions and write your answers. You can specify or expand.

1. _____

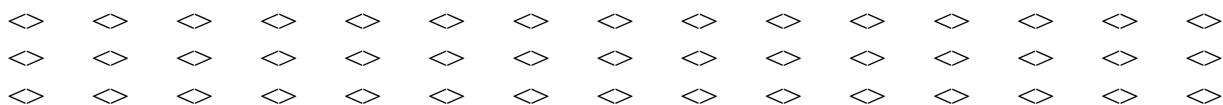_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Decide who is Student A and who is Student B. Student A asks questions 1A, 2A, 3A, etc. Student B asks questions 1B, 2B, 3B, etc. Take turns. Remember: give your answer first. Then give at least TWO pieces of extra information. You can specify or expand.

1A.   Are you a good student or a bad student?

                  1B.   Do you ever speak English outside of school?

2A.   Do you like to read books?

                  2B.   Have you ever been to an amusement park?

3A.   When did you start studying English?

                  3B.   Where is the most exciting place in the world?

4A.   Have you ever been somewhere dangerous?

                  4B.   Did you sleep for more than seven hours last night?

5A.   What is something interesting in your hometown?

                  5B.   Who is a person that you respect?

6A.   When do you think children become independent?

                  6B.   What is something that you can do well?

7A.   How many times a week do you read the newspaper?

                  7B.   Are you a good athlete?

8A.   Do you prefer the mountains or the sea?

                  8B.   Can you play the guitar?

9A.   Do you have any talents?

                  9B.   Why are you studying English?

10A.   Would you like to go to space?

                  10B.   Is your birthday next month?

◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇
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(2) FOLLOW-UP QUESTIONS

Listen to the following conversations. Which one do you think is more natural? Check (✔) your answer. Write your reasons. Compare your answers with a partner.

1. ☐   2. ☐   _____

_____

⭐⭐⭐　*STRATEGY:　FOLLOW-UP QUESTIONS*　⭐⭐⭐

This is not a good way to have a conversation:

Q → A

Q　→　A

Q　→　A

Q　→　A

Q　→　A

This is much better:

Q　→　A　→　Q　→　A　→　Q　→　A　→　Q　→　A

Follow-up questions are the second, third, fourth, etc. questions that you ask about one topic.

A:　　What are you studying at university?
B:　　I'm a first-year English major at Smart University.
A:　　Do you enjoy it? (*Follow-up question #1*)
B:　　Yes, I love it. I've made many friends from many countries and my teachers are very kind.
A:　　What do you want to do after you graduate? (*Follow-up question #2*)
B:　　I would like to work in a hotel and use my English skills to serve guests.
A:　　That's great! Do you want to work in a hotel overseas? (*Follow-up question #3*)
B:　　I would love to, at least for a couple of years. It would be a wonderful experience.
A:　　Well, good luck!
B:　　Thanks.

There are two kinds of follow-up questions:

[1]　YES/NO　(Questions that you <u>can</u> answer "Yes" or "No" to.)

Examples:
・Is he your brother?　　　　　　　　　　・Does your house have a swimming pool?
・Do you always practice on Tuesdays?　　・Should I wear a necktie?
・Can you help me for a moment?　　　　　・Will she take a vacation soon?
・Would it be better to stay until the weekend?　・Have you been to Texas?

[2]　5Ws + H　(Questions that you <u>cannot</u> answer "Yes" or "No" to.)

Examples:
・What is your name?　　　　・Where do you live?　　　・Who is your father?
・Why do you study English?　・How long did it take?　　・How old are you?
・When did you arrive here?　・Where were you born?

Read the conversations between you (Y) and a classmate (C). Think of two Yes/No questions and two 5Ws + H questions you can ask your friend.

Example:

Y: What does your father do?

C: My father is a doctor.

YES/NO	**5Ws + H**
Y: Does he work a lot?	Y: What hospital does he work at?
Y: Can he speak English?	Y: What kind of doctor is he?

1.   Y: Have you ever been abroad?

       C: I have been to Australia twice.

YES/NO	**5Ws + H**

2.   Y: Where can I buy bread?

       C: There are many bakeries near the station.

YES/NO	**5Ws + H**

3.   Y: Are you from a big city?

       C: My hometown is very small.

YES/NO	**5Ws + H**

4.   Y: Can she speak French?

       C: She can speak three languages.

YES/NO	**5Ws + H**

5.   Y: What time will you arrive?

       C: I'll come to your party at 7 o'clock.

YES/NO	**5Ws + H**

6.   Y: What are you going to do this weekend?
      C: I have to go to a wedding tomorrow.

YES/NO	5Ws + H

7.   Y: What happened?
      C: Somebody stole my wallet.

YES/NO	5Ws + H

8.   Y: Why are you so happy?
      C: I have a new (boyfriend / girlfriend).

YES/NO	5Ws + H

Match the follow-up questions that you hear to the statements below. The first one is done for you.

I am a baseball player.	The Pyramids in Egypt are very old.	I enjoyed traveling during my vacation.
What team do you play for?		

Listen to the conversations and write two follow-up questions. Your questions can be 5Ws + H or Yes/No. The first one is done for you.

1.   –   *Was it cold?*

      –

      –

2.	–	*How old is your sister?*

	–

	–

3.	–	*Do you like Italian food?*

	–

	–

Decide who is Student A and who is Student B. Student A asks questions 1A, 2A, 3A, etc.
Student B asks questions 1B, 2B, 3B, etc. Take turns. Ask a follow-up question and
listen to your partner's answer. Ask another follow-up question.

1A.	What do you like to do in your free time?
	1B.	What do you do on weekends?

2A.	Do you think it is easier to be a man or a woman?
	2B.	Do you have a part-time job?

3A.	How many people are in your family?
	3B.	What kind of music do you like?

4A.	Can you play a musical instrument?
	4B.	What do you think about the Prime Minister of Japan?

5A.	Do you like to play video games?
	5B.	What do you think of this school?

6A.	Why are you studying English?
	6B.	If you could go anywhere in the world, where would you go?

7A.	Who is your favorite Japanese talent?
	7B.	What kind of job do you want after graduation?

8A.	Do you think that crime is a problem in Japan?
	8B.	Do you prefer country life to city life?

9A.	What is your dream?
	9B.	What is your least favorite season?

10A.	What do you think is the best thing about learning English?
	10B.	When would you like to get married?

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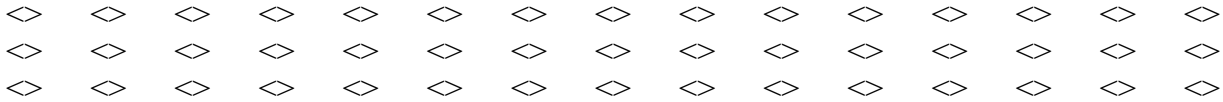
(3) VERBAL CUES

Look at the boxes below. What words or phrases can you think of that have the same meaning? Write them under the box. Compare your answers with a partner. The first ones are done for you.
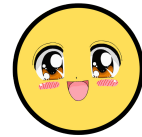
That's terrible!	**I'm surprised!**	**That's great!**
Oh no!	*Really?*	*Wonderful!*
_____	_____	_____
_____	_____	_____

I'm listening.	**I agree.**	**I disagree.**
Uh-huh.	*Me, too.*	*I don't think so.*
_____	_____	_____
_____	_____	_____

⭐⭐⭐ *STRATEGY: VERBAL CUES* ⭐⭐⭐

Verbal Cues (VCs) are messages that the listener sends the speaker during a conversation. They are like a road map. A road map helps a driver decide where to go. *VCs* help a speaker decide what to say and do.

Look at the Glossary of Verbal Cues. Practice the example conversations with a partner.

GLOSSARY   OF   VERBAL   CUES

MESSAGE	POSSIBLE VERBAL CUES	EXAMPLE CONVERSATIONS
I'm listening	・Uh-huh. / Mm-hmm. ・Right. ・Yes. ・Go on.	A: Let me tell you about my weekend. B: Uh-huh.
I agree	・I think so, too. ・That's true. ・Me, too. ・Me neither.	A: I think that Japan is a beautiful country. B: That's true.
I disagree	・I'm sorry, but I disagree. ・I'm not sure about that. ・I don't think so.	A: *Natto* is delicious! B: I don't think so.
I'm surprised	・Really? ・You're kidding! ・Wow!	A: I saw a shooting star last night. B: You're kidding!
I don't understand	・Sorry? ・What? ・Excuse me?	A: Nationalistic tendencies can be harmful. B: Excuse me?
That's good news	・That's nice. ・Great! ・Congratulations! ・Good for you!	A: I got a promotion at work. B: Good for you!
That's bad news	・That's too bad. ・Oh no! ・That's terrible / awful. ・I'm sorry to hear that.	A: I failed my test last week. B: That's too bad.

PRACTICE

Look at the statements below. Think of a *VC* and write it in the space.

I need to tell you some information.	
My wife is having a baby!	
I can't find my wallet.	
This classroom is too hot.	
Diets are dangerous for your health.	
I won a free trip to Peru!	

One in the hand is worth two in the bush.	
Then after I returned home from work…	
Fewer people should drive cars.	

LISTENING – S3-L1

STEP 1: Listen to the story about Momotaro. How many people speak?........._____
STEP 2: Listen to the story again. How many people speak this time?........................._____
STEP 3: Listen again. What *VCs* are used? Check (✔) each time you hear a *VC* for these messages:

MESSAGE	CHECKS
I'm listening	
I agree	
I disagree	
I'm surprised	
I don't understand	
That's good news	
That's bad news	

LISTENING – S3-L2

Listen and write a *VC* for the statements that you hear. Use the glossary on the previous page to help you. The first one is done for you.

|	
1. *Good for you!*	5.
2.	6.
3.	7.
4.	8.

PAIR WORK

STEP 1:	Decide who is Student A and Student B. Student A will read STORY A. Student B will read STORY B.
STEP 2:	Read your story quietly by yourself first. Make sure that you understand the meaning. Ask your teacher or check your dictionary if you don't know any words.
STEP 3:	Slowly read the passage to your partner. Your partner will listen and ask you to explain any words that they don't understand.
STEP 4:	Slowly read the passage to your partner again. Your partner will respond using *VCs*.
STEP 5:	Listen to your partner read their passage. Ask your partner to explain any words that you do not understand. Think about where you could say verbal cues.
STEP 6:	Listen to your partner read their passage again. Respond with *VCs*.

STORY A

I want to tell you about my weekend. I went to Tokyo to visit my friend from high school. We had not seen each other for a long time so we were very excited. We both like shopping so we decided to go to Harajuku. I love the fashions that people wear there! I spent 50,000 yen on new clothes. At night we went to a very nice Italian restaurant, and the food there was delicious. After dinner my friend wanted to go for a walk in Yoyogi Park. Actually, I don't like parks in the city because there are always many strange people there. Anyway, while in the park my friend fell down and broke her leg so we had to go to the hospital! But luckily the doctor at the hospital was very nice and gave us ice cream. I returned to my home on Sunday night and didn't go to bed until 2 a.m. because I had to do my English homework. I don't think we have enough homework at this school. How was your weekend?

STORY B

Now, I want to tell you about my weekend. Friday night was not very exciting. I have a test this week, so I studied from 7 p.m. until midnight. After studying, I decided to go to the convenience store to buy a drink. While I was walking there, I found a kitten crying inside a box. I think that the person who didn't want the cat was crazy! My sister really likes cats, so I brought the cat to her house on Saturday morning. She was very happy and said that she would take care of it. She named it "Blackie" which I think is a very boring name. In the afternoon, I decided to exercise. I think that people who don't exercise often become sick, so I always try to stay in shape. Anyway, I drove to the beach to go surfing. It's my favorite sport. But while I was surfing, a very scary thing happened. I saw two sharks! I quickly got out of the water before the sharks could attack me. After surfing, I went home to eat my favorite food — fried worms. On Sunday, I decided to stay in my house. It's safer there!

◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇
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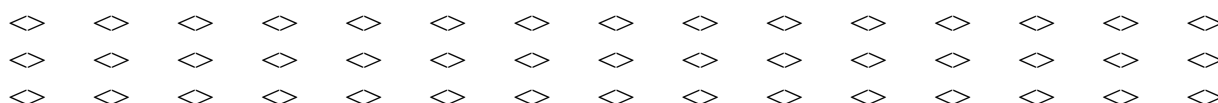
(4) NON-VERBAL CUES

WARM-UP

Look at the words below. What gestures can you think of for each word? When you are finished, show your gestures to other students.

Walk   I'm listening.   Great!   Happy   Me/You   Eat   Big   Down
Stop talking!   I can't hear you   Excuse me?   Excuse me.   What did you say?

⭐⭐⭐   *STRATEGY: NON-VERBAL CUES*   ⭐⭐⭐

You have already learned that *Verbal Cues (VCs)* are spoken messages given by the listener. They help the speaker to decide what to say or do next. *Non-Verbal Cues (NVCs)* are unspoken messages. They are, in fact, gestures. There are two different kinds of *NVC*s (one by listeners, the other by speakers):

1) **MAPPING:**   They are given by the <u>**listener**</u>. They help the speaker to decide what to say next. These are listener gestures.

2) **DEFINING**:   They are given by the <u>**speaker**</u>. They help the listener understand the speaker's words. They show the meaning of a word or phrase. These are speaker gestures.

PRACTICE

1.   Practice these Mapping *NVCs* with a partner. Take turns being the listener and the speaker. The listener should also use *VCs*.

(SPEAKER)	POSSIBLE MAPPING *NVC*S (LISTENER)	MESSAGE (LISTENER)
・ I have important news to tell you.	・ Eye contact ・ Head nod	**I'm listening.**
・ July is a very hot month in Japan.	・ Head nod	**I agree.**
・ Most people in the world are rich.	・ Head shake	**I disagree.**
・ Big dogs are happy people.	・ Frown ・ Tilted head	**I don't understand.**
・ Now let me tell you about my other son.	・ No eye contact	**Please stop talking.**
・ I have 12 fingers!	・Open eyes wide ・Move head forward	**I'm surprised.**
・ I passed my test!	・ Smile ・ Touch speaker's shoulder / Shake speaker's hand	**I'm happy.**
・ My favorite baseball team lost.	・ Touch speaker's shoulder	**I'm sad.**

2.   Practice these Defining *NVCs* with a partner. Take turns being the speaker.

(SPEAKER)	POSSIBLE DEFINING *NVCS* (SPEAKER)	MESSAGE
・ The U.S.A. is a big country. ・ Belgium is a small country.	・ Hands far apart to show *big* and close together to show *small*.	**Show size**
・ Basketball players are very tall. ・ The temperature is very low in winter.	・ Hands above head to show *tall* or *high* and below waist to show *short* and *low*.	**Show size**
・ I have many friends.	・ Hands far apart to show *many*.	**Show amount**
・ There are only a few bears left in Hokkaido.	・ Hands close together to show *few*.	**Show amount**
・ I have three things to say. First, … Second, … Third, …	・ Hold up fingers	**Show numbers**
・ I looked down and then jumped into the air.	・ Use your body to show the action.	**Show actions**
・ I was very shocked when the sleeping lion woke up.	・ Use your body to show the feeling.	**Show feelings**

STEP 1:   Listen to the sentences and choose a Mapping *NVC* with which you could respond.
           The first one is done for you.
STEP 2:   Listen again. Do the *NVC* that you chose at the end of each sentence.

	I'm listening.	I agree.	I disagree.	I don't understand.	Stop talking.
1	✔				
2					
3					
4					
5					
6					

PAIR WORK

Decide who is Student A and who is Student B.

On the next page, Student A ONLY looks at Student A words **at the top of the page**. Student B ONLY looks at Student B words **at the bottom of the page**. Think of some Defining *NVC*s for your words and phrases. Show the *NVC*s to your partner and they will try to guess the words. Switch roles.

WRAP-UP

STEP 1:   Make a group of three or four students. Take turns reading the sentences below.
           Use Defining *NVC*s when you read. Other students should respond with Mapping *NVC*s.

1.   I am pretty sure that someone in this room is an alien!
2.   I have three points that I would like to make. First, study every day. Second, get lots of sleep. Third, ask your teacher when you have a question.
3.   Cheese smells worse than *natto*.
4.   "Women Only" cars on trains are a bad idea.
5.   First, break the eggs. Next, add the flour and then stir.
6.   There has been a little more rain this year than last year.
7.   I looked under my shoe and saw that I had stepped on dog poo!
8.   First, I have a shower, then I get dressed, and finally, I eat breakfast.
9.   I was in a karaoke contest last night. I won first prize!

STEP 2:   Finish these sentences with your own ideas. Use Defining *NVC*s when you speak and
           Mapping *NVC*s when you listen. Extend the conversation with follow-up questions and
   extra information.

10.   One thing I would never eat is …
11.   The strangest thing I have ever seen is a …
12.   I am happiest when I am …
13.   If you want to be successful you should …
14.   I am not very good at …
15.   I wish that I could …
16.   The most important thing I own is …

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STUDENT A

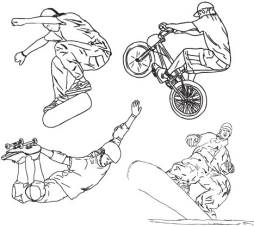|			
1. give	2. sick	3. swim	4. get up
5. bright	6. afraid	7. intelligent	8. throw away
9. receive	10. cry	11. run away	12. look for
13. remember	14. forget	15. married	16. cook

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STUDENT B

1. hungry	2. fast	3. God	4. love
5. dream	6. sleepy	7. strong	8. old
9. understand	10. find	11. die	12. teach
13. burn	14. turn around	15. study	16. carry

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◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇

◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇　◇

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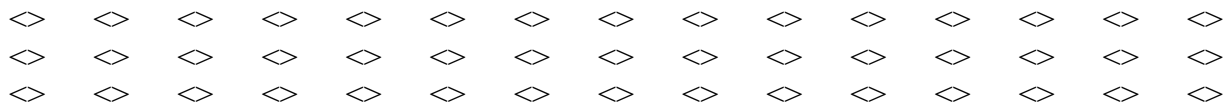
(5) AGREEING AND DISAGREEING

1. Read the statements below. Do you agree or disagree? Check (✔) the box.

Summer is a more enjoyable season than winter.

        Agree   ☐
        Disagree ☐

Sports are very important in our lives.

        Agree   ☐
        Disagree ☐

People should not get married before they are 20.

        Agree   ☐
        Disagree ☐

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2. Talk about your answers with a partner. Why do you agree or disagree?

⭐⭐⭐ *STRATEGY: AGREEING AND DISAGREEING* ⭐⭐⭐

You can agree or disagree after a speaker tells you their opinion. When you agree or disagree you can use the following phrases:

AGREE
=   I agree / I think so, too / Me, too / Me neither   +   **Reason**

DISAGREE
=   I'm sorry, but I disagree
      I don't think so   +   **Reason**
      I think you're wrong

REMEMBER: After you agree or disagree, you give a reason!

GRAMMAR POINT:

ONE sentence is fine, but use "because" in the middle.

TWO sentences are fine, but DO NOT use "because" to start the second sentence.

Example 1:   Person A: Kyoto is beautiful.

                 Person B: **I agree because** there are so many gardens and temples.

     or   Person B: **I agree.** There are so many gardens and temples.

Example 2:   Person A: The most important thing in life is money.

                 Person B: **I'm sorry but I disagree because** you can't buy love or happiness.

     or   Person B: **I'm sorry but I disagree.** You can't buy love or happiness.

PRACTICE

Agree or disagree with the following opinions. Write your reason.

1. **Fast food is wonderful.**   ☐ Agree   ☐ Disagree

     Reason: _____

2. **Crime is a big problem in Japan.**   ☐ Agree   ☐ Disagree

     Reason: _____

3. **People should live together before they decide to get married**.   ☐ Agree   ☐ Disagree

     Reason: _____

4. **The best reason to study English is to get a good job.**   ☐ Agree   ☐ Disagree

     Reason: _____

5. **Homeless people are lazy.**   ☐ Agree   ☐ Disagree

     Reason: _____

6. **Beautiful people have an easy life.**   ☐ Agree   ☐ Disagree

     Reason: _____

Listen to the conversations. Does the listener agree or disagree? Check (✔) the box and write the reasons. The first one is done for you.

	AGREE	DISAGREE	REASON
1.	☐	☑	*She prefers Brad Pitt.*
2.	☐	☐	
3.	☐	☐	
4.	☐	☐	
5.	☐	☐	
6.	☐	☐	

Listen to the statements. Do you agree or disagree? Check (✔) the box and write your reason. The first one is done for you.

|	AGREE	DISAGREE	REASON
1.	☐	☑	*A little bit of meat is healthy.*
2.	☐	☐	
3.	☐	☐	
4.	☐	☐	
5.	☐	☐	
6.	☐	☐	

Decide who is Student A and who is Student B. Student A asks questions 1A, 2A, 3A, etc.
Student B asks questions 1B, 2B, 3B, etc. Take turns.

1A.   Traveling is a dangerous hobby.

         1B.   Japanese people work too hard.

2A.   All babies are cute.

         2B.   It is easier to be a man than a woman.

3A.   Tennis is a more exciting sport than ping-pong.

         3B.   All Japanese people should learn to speak English.

4A.   Men should make more money than women.

         4B.   The world will be safer in 10 years.

5A.   Aliens have visited earth.

         5B.   People should not have children before they are 25 years old.

6A.   People in small towns are kinder than people in big cities.

         6B.   Professional athletes get paid too much money.

7A.   It is important to study history.

         7B.   There should be no tests at schools.

8A.   *Katsudon* is more delicious than *oyakodon*.

         8B.   My English teacher is the funniest teacher in the world.

WRAP-UP

Read the statements below. Check (✔) if you agree or disagree. Discuss with a classmate.

		Agree	Disagree
1.	People should not use mobile phones on trains.	☐	☐
2.	I am a good student.	☐	☐
3.	High school students should have part-time jobs.	☐	☐
4.	My life is too busy.	☐	☐
5.	Osaka is more interesting than Tokyo.	☐	☐
6.	Ghosts really exist.	☐	☐
7.	The most important thing in life is to be healthy.	☐	☐
8.	It is OK for students to sleep in class.	☐	☐
9.	Teachers have an easy job.	☐	☐
10.	Single life is better than married life.	☐	☐
11.	Driving is an interesting hobby.	☐	☐
12.	America is dangerous.	☐	☐

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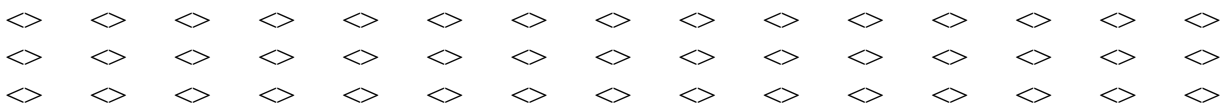
(6) SURENESS PHRASES

1. Answer the questions.
2. How sure are you about your answers? Check (✔) the scale: 0 = not sure at all; 100 = very sure

    1. Where does Santa Claus live? _____

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

    2. What is the largest city in the world by population? _____

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

    3. When did you learn how to ride a bicycle? _____

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

    4. What time will you eat dinner tonight? _____

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

    5. Who is the richest person in Japan? _____

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

⭐⭐⭐ *STRATEGY: SURENESS PHRASES* ⭐⭐⭐

There are many ways to answer a question. Your answer often depends on your confidence.
You can use *sureness phrases* to show your confidence. Look at the table below.

CONFIDENCE LEVEL	SURENESS PHRASES
100%	• I'm positive that… • I'm sure that… • There is no doubt that…
90%	• I'm almost positive that… • I'm pretty sure that…
60%	• I'm not sure, but I think that… • Maybe… • Perhaps…
30%	• I'm just guessing, but I think that… • I'm just guessing, but I imagine that…
10%	• I don't know, but I think that… • I don't know, but I imagine that… • I have no idea, but maybe…
0%	• I don't know / I have no idea (if / whether / who…).

Examples:

| 100% | Person A: | Who will come to the party? |
| | Person B: | I'm positive that my cousin will come to the party. |

| 90% | Person A: | What prefecture produces the best rice? |
| | Person B: | I'm pretty sure that Niigata does. |

| 60% | Person A: | When will you leave school today? |
| | Person B: | I'm not sure, but I think I will leave around 5 o'clock. |

| 30% | Person A: | What do you think about international marriages? |
| | Person B: | I'm just guessing, but I imagine that they are difficult. |

| 10% | Person A: | Is it easy to travel to Africa? |
| | Person B: | I have no idea, but maybe it is expensive. |

| 0% | Person A: | Will you change jobs this year? |
| | Person B: | I have no idea if I will change jobs this year. |

PRACTICE

Read the statements and write a sureness phrase before each one. Be careful about grammar.
Compare your answers with a partner.

1. _____ the Earth is round.

2. _____ it will rain tomorrow.

3. _____ Japan is bigger than England.

4. _____ horseback riding is dangerous.

5. _____ soccer is the most popular sport in the world.

6. _____ I will go abroad next year.

7. _____ people over 40 don't like hip-hop music.

8. _____ Japanese food is healthy.

Listen to the following sentences. How sure is the speaker? Check (✔) the box.

	100%	90%	60%	30%	10%	0%
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

PAIR WORK

Decide who is Student A and who is Student B. Student A asks Student A's questions and Student B answers. Student A writes those answers. Then take turns by switching. Use sureness phrases when you answer. Write your partner's answers. Look at the Sureness Phrases chart to help you.

STUDENT A

1. How many students go to this school?
2. Is Germany bigger than Spain?
3. Who is the Prime Minister of Japan?
4. Who do you think is a very silly person?
5. What is the capital of Iwate Prefecture?
6. When will you get married?
7. What will you do this weekend?
8. Where did Natsume Soseki live?
9. Why do so many people study English?
10. How long does it take to fly from Tokyo to London?

Partner's answers:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

STUDENT B

1. What is the most popular sport in Japan?
2. Who is the president of Pakistan?
3. What is the longest river in the world?
4. How long can you hold your breath?
5. In what year will humans travel to another planet?
6. How many members are on a baseball team?
7. Where is the Taj Mahal?
8. When will you have children?
9. Who is the most famous person in Japan?
10. What will you do this evening?

Partner's answers:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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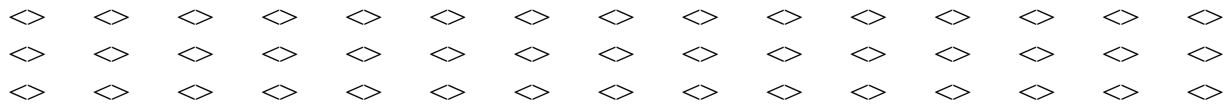
(7) APPROXIMATIONS

Group the words in the box together.

swift	overweight	above	mini	hope	trousers
over	jeans	fat	small	quick	on top of
wish	heavy	tiny	pants	fast	dream

Group 1: _____   Group 4: _____

Group 2: _____   Group 5: _____

Group 3: _____   Group 6: _____

⭐⭐⭐   *STRATEGY: APPROXIMATIONS*   ⭐⭐⭐

There are many words or phrases with the same or similar meaning. These words or phrases are called *approximations*. You can use approximations when you don't know how to say something in English. You can also use approximations when a listener doesn't understand you.
Approximations hint: closer is better! If you are 80% close to the meaning, you should be understood!

PRACTICE

Look at the words below. Think of one or two approximations for each one. Write them in the space. The first one is done for you.

WORD	APPROXIMATION 1	APPROXIMATION 2
look	*see*	*watch*
pretty		
wonderful		
finish		
shoes		
chair		
bad		
new		
talk		
human		

LISTENING   –   S7-L1

Listen to the conversations. The speakers use approximations. What words do they want to say?
Write the number beside the word.

people (   )   smart (   )   usually (   )   famous (   )

before (   )   return (   )   sleep (   )   table (   )

PAIR WORK

Decide who is Student A and who is Student B. Student A ONLY looks at Student A's story.
Student B ONLY looks at Student B's story.
STEP 1:   Read "Your Story" to your partner. You cannot say the words in bold. Use *approximations* to help your partner guess.
STEP 2:   Listen to your partner's story. They will use *approximations* to help you guess the missing words. When you guess a missing word, write it in the blank.

STUDENT A

There is a very big forest behind my **house**. I went for a walk there a **couple** of days ago. You will never believe what happened! Well, after I had been walking for a **half an hour**, I became **tired** so I decided to sit down **under** a tree. I stayed there for a few minutes and **then** I saw something moving **in front** of me. I couldn't see **very** well, so I moved **closer**. It was dark and I felt very **scared**. I slowly walked closer and closer. Finally, I could see it. It was a very **strange** looking **little** person. He said that he was a leprechaun. I was **shocked**! He said that he would give me anything I wanted. I thought about it for a **moment** and then I answered. I told him that I would like to be an **excellent** English language speaker. Then, the leprechaun said, "Your **wish** is my command." But the next day, I got a **terrible** score on my English **test**. I don't believe in leprechauns anymore!

Partner's Story: Listen and write the missing words.

I was watching a French _____ story on television the _____. It was about a _____ man and a _____ woman who lived in a small _____. They had known each other since they were _____. They had loved each other for _____ years, but they had never _____ each other their feelings. One day, the man decided he _____ tell the woman. He asked her to meet him in a park _____ a shoe store. The woman said "_____. I will arrive just before the sun goes _____." The man was very _____ so he _____ his best clothes and bought some _____. He arrived at the park at the correct time and sat down on a _____. He waited for almost an _____. Then, the woman that he loved came and sat down. She did not _____. She gave him a white bird and then the movie was _____. I didn't understand the story. How about you?

STUDENT B

I was watching a French **love** story on television the **day before yesterday**. It was about a **good-looking** man and a **kind** woman who lived in a small **town**. They had known each other since they were **children**. They had loved each other for **many** years, but they had never **told** each other their feelings. One day, the man decided he **had to** tell the woman. He asked her to meet him in a park **beside** a shoe store. The woman said "**OK**. I will arrive just before the sun goes **down**." The man was very **excited** so he **washed** his best clothes and bought some **candy**. He arrived at the park at the correct time and sat down on a **bench**. He waited for almost an **hour**. Then, the woman that he loved came and sat down. She did not **speak**. She gave him a white bird and then the movie was **finished**. I didn't understand the story. How about you?

Partner's Story: Listen and write the missing words.

There is a very big forest behind my _____. I went for a walk there a _____ of days ago. You will never believe what happened! Well, after I had been walking for a _____, I became _____ so I decided to sit down _____ a tree. I stayed there for a few minutes and _____ I saw something moving _____ of me. I couldn't see _____ well, so I moved _____. It was dark and I felt very _____. I slowly walked closer and closer. Finally, I could see it. It was a very _____ looking _____ person. He said that he was a leprechaun. I was _____! He said that he would give me anything I wanted. I thought about it for a _____ and then I answered. I told him that I would like to be an _____ English language speaker. Then, the leprechaun said, "Your _____ is my command." But the next day, I got a _____ score on my English _____. I don't believe in leprechauns anymore!

Make a group of three or four students. Think of as many *approximations* as you can for these words.

WORD	APPROXIMATION
after	
bathroom	
receive	
stop	
give	
cook	
under	
want	
crazy	
sad	

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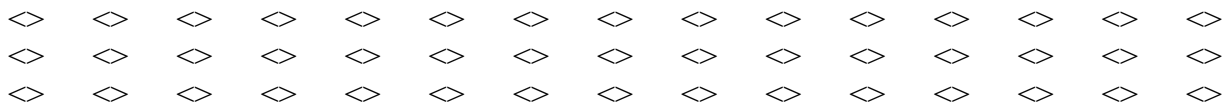
(8) INVENTING

Match the invented words with real words.

foot fingers ·   · shampoo
sick house ·   · beef
neck warmer ·   · camera
cow meat ·   · toothbrush
picture machine ·   · library
learning place ·   · scarf
hair soap ·   · toes
mouth cleaner ·   · hospital
small vegetable tree ·   · school
book house ·   · broccoli

⭐⭐⭐ *STRATEGY: INVENTING* ⭐⭐⭐

You can *invent* your own words when you do not know or have forgotten an English word.
You can also invent when a listener doesn't understand you. Look at the examples below.

[FORGOTTEN WORD]	[INVENTED WORD]
dictionary	word book
supermarket	food store
zebra	striped horse

The above chart shows good invented words. However, a "word book" could also be a "textbook" or a "novel." It is therefore recommended to:

1. Only invent nouns (this is easiest).
2. Invent (change) the noun first.
3. Add at least **three** adjectives before the noun.

Examples:

dictionary	=	new word meaning book
supermarket	=	large daily food store
zebra	=	wild Africa striped horse

There should be **ONLY ONE POSSIBLE ANSWER** to your invented word!

PRACTICE

Invent some English words for the list below. Work with a partner. The first one is done for you.

WORD	INVENTED WORD
refrigerator	*kitchen electric cold box*
restaurant	
baby	
ice	
wristwatch	
key	

elevator	
television	
calculator	
pilot	

Listen to the sentences. The speaker has forgotten some English words. They will invent a word. What word did they forget? Write it in the space. The first one is done for you.

1.	My friend is coming from France today. I have to pick him up at the _____*airport*_____ .
2.	My family is from the country and my father is a _____.
3.	The weather report says that you should bring your umbrella because _____ is forecast.
4.	I will meet you at 6 o'clock in front of the station. We can take the _____ to the restaurant.
5.	Do you know where she lives? I can't remember her _____.
6.	I like hiking in the mountains and through the _____.
7.	A _____ will help you when you are lost.
8.	I am studying English because I want to be an international _____.
9.	I hear that being a _____ is a very stressful job.
10.	I don't like _____ foods such as chili peppers and curry.

Decide who is Student A and who is Student B.
On the next page, Student A ONLY looks at Student A's words **at the top of the page**. Student B ONLY looks at Student B's words **at the bottom of the page**.
Imagine that you have forgotten the words on your list.
STEP 1:   Invent your own words.
STEP 2:   Tell you partner and they can try to guess the real word.
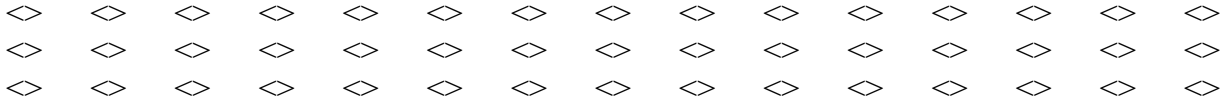Take turns.

STUDENT A

	FORGOTTEN WORD	INVENTED WORD
1.	teacher	
2.	nurse	
3.	chef	
4.	sun	
5.	radio	
6.	car	
7.	wife	
8.	lake	
9.	cartoon	
10.	bakery	

STUDENT B

	FORGOTTEN WORD	INVENTED WORD
1.	comedian	
2.	Disneyland	
3.	pencil	
4.	French fries	
5.	church	
6.	wolf	
7.	marathon	
8.	eyeglasses	
9.	student	
10.	souvenir	

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(9) DESCRIBING

Describe the words below. What do they look like? Where can you find them? What are they used for? Compare your answers with a partner.

apple

_____

monkey

_____

write

_____

post office

_____

⭐⭐⭐ *STRATEGY: DESCRIBING* ⭐⭐⭐

Describing is useful when you cannot think of an approximation or you cannot use inventing.
Look at the four different ways to describe a word:

TYPE:	**What is it?**	Animal, person, object, place, machine, action, etc.
APPEARANCE:	**What does it look like?**	Big, small, black, white, hairy, bald, etc.
PLACE:	**Where can you find it?**	In a school, under your bed, at an airport, etc.
USE:	**What is it used for?**	Cooking, eating, making something, etc.

Examples:

Word	Type	Appearance	Place	Use
banana	This is a fruit.	This is yellow, long, and soft.	You can find this in a tree in a warm place.	This is used for eating.
motorcycle	This is a machine.	This has two wheels, handlebars, and is fast.	You can find this on a road, street, or highway.	This is used for traveling and racing.
drive	This is an action.	You can do this with your hands, feet, and eyes.	You do this in a car.	You do this to travel.

NOTE: You do not have to use all of the above ways to describe a word.
You may only need to use one or two ways to help the listener understand you.

PRACTICE

Write the words being described below. The first one is done for you.

Word	Type	Appearance	Place	Use
policeman	This is a person.	This person wears a uniform and a hat and carries a gun.	You can find this person in a car, or on the street.	This person protects people.
	This is a machine.	This is shaped like a box.	You can find this in a tall building.	This is used to carry people up and down.
	This is a kind of shop.	This shop has sinks, seats, and scissors.	You can find this in any town or city.	You can cut men's hair in this shop.
	This is a kind of clothing.	There are two of these.	You can find these in winter on people's hands.	You use these to keep warm.
	This is a food.	This is round with a hole in the middle. It is sweet.	You can find this in a bakery.	You can eat this.
	This is a household thing.	This is plastic with a small brush on the end.	You can find this in a bathroom.	You can use this to clean your teeth.
	This is an action.	You need money to do this.	You do this in a store or shop.	You do this to get things that you want.

This is a thing.	You hold this in your hand. It is light, long, and round, and made of wood.	You can find this in your desk or a stationery shop.	You use this to write.
_____			
This is a room.	You can find a refrigerator, stove, and food in this place.	You can find this room in any house or apartment.	You can use this room to make food.
_____			

Listen to the speaker describe six words. How is the word being described? Check (✔) the space. The first one is done for you.

Word	Type	Appearance	Place	Use
1.	✔		✔	
2.				
3.				
4.				
5.				
6.				

Listen to the words being described. Write the word in the space. The first one is done for you.

1. _____*ice*_____   6. _____

2. _____   7. _____

3. _____   8. _____

4. _____   9. _____

5. _____   10. _____

PAIR WORK

Decide who is Student A and who is Student B.
On the next page, Student A ONLY looks at Student A's words **at the top of the page**. Student B ONLY looks at Student B's words **at the bottom of the page**.

Describe your words to your partner. Take turns.

STUDENT A

Word Number 1:   fire truck   Word Number 2:   tennis ball
Word Number 3:   parachute   Word Number 4:   cell phone
Word Number 5:   hot spring   Word Number 6:   chocolate

WRAP-UP

Make a group of three or four students. Take turns describing words you know. Your classmates must guess your words. You can write the guessed words on the lines below.

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

STUDENT B

Word Number 1:   alien   Word Number 2:   rice
Word Number 3:   snake   Word Number 4:   supermodel
Word Number 5:   flower   Word Number 6:   solar panel

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◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇
◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇ ◇

(10) REPHRASING

Group the sentences with the same meaning together.

a) Why is the girl leaving?
b) I prefer *soba* to *udon*.
c) The game is still happening.
d) I don't like *udon* more than *soba*.
e) Why is the girl so strange?
f) The game isn't finished.

g) Why is the girl going away?
h) I like *soba* better than *udon*.
i) Why isn't the girl normal?
j) The game isn't over.
k) Why isn't the girl staying?
l) Why is the girl so weird?

[1] ____ ____ ____   [2] ____ ____ ____   [3] ____ ____ ____   [4] ____ ____ ____

⭐⭐⭐ STRATEGY: REPHRASING ⭐⭐⭐

Rephrasing means using different sentences or phrases with the same meaning. You can rephrase when you don't know how to say something in English or when someone does not understand you.

There are three ways you can rephrase:
1. **Positive/Negative + Opposite**   2. **"Opposite of…"**   3. **Define the word**

1. Positive/Negative + Opposite
   A. If the sentence is positive, make it negative. If the sentence is negative, make it positive.
   B. Add the opposite.

Want to say …	Can say …
I live in the **country**.	I don't live in the city.
The boy is playing **outside**.	The boy isn't playing inside.
Can you **keep a secret**?	Can you not tell other people?
I am not **alone**.	I am with other people.
She will **grow** her hair.	She will not cut her hair.

2. "Opposite of…"

Want to say …	Can say …
This is a very **boring** movie.	This is a very "opposite of interesting" movie.
How old is your **brother**?	How old is your "opposite of sister?"
She is a **weak** player.	She is an "opposite of strong" player.

3. Define the word.

Want to say …	Can say …
I arrived **yesterday**.	I came the day before today.
She is **thirsty**.	She wants to drink something.
My **cousin** is 18 years old.	My aunt's daughter is 18 years old.

NOTE: *All three strategies cannot be used for every sentence.*
Sometimes only one or two strategies will work.

Look at the sentences below. Rephrase the words in bold. Use the strategy in brackets.
The first one is done for you.

SENTENCE	REPHRASING
Example: Please **keep going**. (Negative + Opposite)	*Please don't stop.*
1. My neighbor's dog likes to bark at **night**. ("Opposite of…")	
2. I am not sad. (Positive + Opposite)	
3. The boy seems **energetic**. (Define)	
4. She lives **abroad**. (Negative + Opposite)	
5. She **isn't sleeping**. (Positive + Opposite)	
6. The streets of Tokyo are very **narrow**. ("Opposite of…")	
7. My English teacher is a **genius**. (Define)	
8. Do you know the **answer**? ("Opposite of…")	
9. What is your **address**? (Define)	
10. Excuse me for **not being on time**. (Positive + Opposite)	

Look at the sentences below. Listen to each sentence rephrased. Check (✔) the strategy that is used.

1. How old is your grandfather?	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
2. I am not crazy.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
3. The boy was tired after playing baseball all day.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
4. Please remember to tell me your phone number.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
5. My favorite season is spring.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
6. The basketball player is tall.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
7. Do you live in Eastern Japan?	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
8. Many young boys want to become professional athletes.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
9. Lazy people will not reach their goals.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define
10. She is still at home.	☐ Positive/Negative + Opposite ☐ "Opposite of…" ☐ Define

Decide who is Student A and who is Student B. Student A asks questions 1A, 2A, 3A, etc.
Student B asks questions 1B, 2B, 3B, etc.

STEP 1:   Rephrase the questions below using the strategy in brackets.
STEP 2:   Ask your partner the rephrased questions.

Only rephrase the words underlined and in bold.

Example: Do you know an animal that **does not sleep during the night**?
(Positive/Negative + Opposite)

1A.   Are you **an intelligent person**?   (Positive/Negative + Opposite)

_____

1B.   Which do you think is more important, **love** or money?   ("Opposite of…")

_____

2A.   What time do you **wake up** in the morning?   ("Opposite of…")

_____

2B.   Who is a **kind** person that you know?   ("Opposite of…")

_____

3A.   Who is the field **manager** of the Yomiuri Giants?   (Define)

_____

3B.   When is the best time of year to **visit** Kyoto?   (Define)

_____

4A.   Why is karaoke such a popular **hobby** in Japan?   (Define)

_____

4B.   Are you **single**?   (Positive/Negative + Opposite)

_____

5A.   Where do you want to go after this class is **finished**?   ("Opposite of…")

_____

5B.   What is your dream **house**?   (Define)

_____

6A.   Who do you think **will be the winner** of the World Series this year?   (Positive/Negative + Opposite)

_____

      6B.   Is there a **delicious** restaurant near here?   (Define)

_____

7A.   Are you **happy** right now?   (Positive/Negative + Opposite)

_____

      7B.   Would you like to be **rich**?   (Define)

_____

8A.   How many hours per week do you study English **outside** of class?   ("Opposite of…")

_____

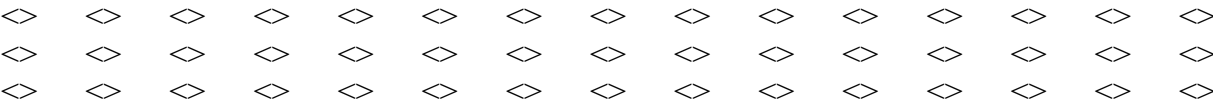   8B.   **Do you have free time** tomorrow?   (Positive/Negative + Opposite; change
                                      "Do you have…" to "Are you not…")

_____

9A.   When was Tokyo Tower **built**?   ("Opposite of…")

_____

      9B.   What would you do if you **won** a lot of money?   ("Opposite of…")

_____

10A.   Do you like to swim in the **sea**?   (Define)

_____

      10B.   Do you think that shopping **is an interesting** hobby?   (Positive/Negative +
                                        Opposite)

_____

◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇   ◇
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(11) REVIEW

Decide who is Student A and who is Student B. Student A ONLY looks at Student A's words.
Student B ONLY looks at Student B's words.

STEP 1: You will make two-part words with your partner. You have the first word and your
partner has the second word. Help your partner guess the words by using the strategies
you have studied. Your partner will help you guess their words.

STEP 2: The words that you have just completed are used to describe people. Look at the meanings
below. Try to match the words with the meanings. The first one is done for you.

STUDENT A

    1. work (*horse*)   7. garbage (   )

    2. bird (   )   8. book (   )

    3. cool (   )   9. black (   )

    4. small (   )   10. two (   )

    5. wet (   )   11. true (   )

    6. home (   )   12. wall (   )

MEANINGS

[   ]   A)   a stupid person
[   ]   B)   a person who likes to read and study
[   ]   C)   an unimportant person
[   ]   D)   a person who is honest
[   ]   E)   a person who often uses bad words when speaking
[   ]   F)   a disappointing member of a family
[   ]   G)   a person who works very hard
[   ]   H)   a person who stops other people from having fun
[   ]   I)   a person who likes to stay at home
[   ]   J)   a very relaxed person who is always calm
[   ]   K)   a person who is very shy and not comfortable around other people
[   ]   L)   a person who says they are your friend but says bad things about you to other people

STUDENT B

    1. (*work*) horse   7. (   ) mouth

    2. (   ) brain   8. (   ) worm

    3. (   ) cat   9. (   ) sheep

    4. (   ) fry   10. (   ) face

    5. (   ) blanket   11. (   ) blue

    6. (   ) body   12. (   ) flower