

Unit 1-16 – Detailed Step Guide

Special Note – In class, teacher logs into teacher section and uses smart phone and bluetooth speaker. Students do not log into website in class. Students log into website when they do their homework.

Step	Details	min
1	Story Quiz Play story quiz audio #1, 2 or 3. The questions are the same in each of the 3 story audio quizzes (#1, 2 or 3), but the a, b, c, d answer order is different for each of the 3 audio quizzes. This allows the teacher to use the same quiz in multiple classes. Teachers use their own smartphone and log into the Teacher Section. Using a bluetooth speaker in the classroom, the teacher plays the Story Quiz. Students take out their WTG 2-sided quiz mark sheet. Students use a ball pen and mark with a black dot. This marking style helps to conter cheating.	8
2	Vocabulary and Sentence Quiz Students turn over the quiz sheet to the Vocabulary and Sentence Quiz side. Using a bluetooth speaker, the teacher plays Vocabulary and Sentence Quiz audio #4, 5 or 6. The questions are the same in each of the 3 Vocabulary and Sentence Quiz audios, but the a, b, c, d answer order is different for each of the 3 quizzes. This allows the teacher to use the same quiz in multiple classes. Students use a ball pen and mark with a black dot. This marking style helps to conter cheating.	8
3	Check Attendance While playing the 2 quizzes, teachers can check student attendance. Using the smartphone and bluetooth speaker allows the teacher to freely walk around the classroom to check attendance and monitor the students.	N/A
4	Check Story Quiz Check Story Quiz in class. Students pass back the quiz paper. The back student brings the quiz paper to the front student (or pass forward and the front student can take the quiz paper to the back student). Teacher plays the answer audio #11, 12 or 13. Be careful to make sure to play the correct A, B or C answer audio which corresponds to the ABC quiz. Teachers can also refer to the online quiz pages below the audio list. Students check the Story Quiz while listening to the abcd answers.. After the audio finishes, students write the Story Quiz score on the quiz paper with a ball pen or felt pen.	2

<p>5</p>	<p>Check Vocabulary and Sentence Quiz</p> <p>Check Vocabulary and Sentence Quiz in class. Students turn quiz paper over to the Vocabulary and Sentence Quiz side.</p> <p>Teacher plays the answer audio #14, 15 or 16. Be careful to make sure to play the correct A, B or C answer audio which corresponds to the ABC quiz. Teachers can also refer to the online quiz pages below the audio list.</p> <p>Students check the Vocabulary and Sentence Quiz while listening to the abcd answers.. After the audio finishes, students write the Vocabulary and Sentence Quiz score on the quiz paper with a ball pen or felt pen.</p> <p>Students give the quiz paper back to the original student.</p>	<p>2</p>
<p>6</p>	<p>Put Quiz Paper Away</p> <p>This is a 4 Unit quiz paper. Be sure to ask students to carefully put the quiz paper away as it will be used again until 4 units have been completed. This quiz paper will be collected together with the 4-unit test paper. See 4-unit test class.</p>	<p>2</p>
<p>7</p>	<p>Give next class homework</p> <p>Explain homework for next class's unit.</p> <ul style="list-style-type: none"> • Review today's class by practicing speaking using online audio #7. • Study 3 textbook pages – Useful Vocabulary-English to Japanese, Useful Vocabulary Samples and Sentence Patterns Q & A. • Listen to online audios #1, 2, 3 and 5. • Read online Story. Translate difficult vocabulary. • Write 10 matching story questions (typing – not hand-written / 2 copies). • Watch story video 2 times. • Try online Story Quiz Challenge. • Try online Vocabulary and Sentence Quiz Challenge. 	<p>2</p>
<p>8</p>	<p>Review 10 matching Story Questions</p> <p>Students will have prepared 2 (typed not hand-written) copies of the 10 matching story questions for the prescribed unit's online story. Students take out their 2 copies. Teacher plays the unit's Audio #7(faster) or #8(slower). While listening, students self-check their sentences for mistakes. If the student finds a mistake, the student tries to fix the mistakes on both copies of their homework.</p>	<p>6</p>

<p>9</p>	<p>Collect Story Question Homework</p> <p>The teacher then collects one copy of the corrected 10 matching story questions. The teacher should collect each paper individually from each student. This allows the teacher to quickly check if each student is doing their homework.</p>	<p>4</p>
<p>10</p>	<p>Match Pair Work Partners</p> <p>While walking around collecting homework papers, move students into pairs if there are some students sitting as a single student. Note, students should always be sitting according to the original seating plan.</p>	<p>N/A</p>
<p>11</p>	<p>Pair Work speaking vocabulary– English to Japanese</p> <p>Students open textbook to Useful Vocabulary – English to Japanese page. In pairs, 2 students practice speaking the vocabulary list together. Students follow these rules:</p> <ul style="list-style-type: none"> • Student A reads (speaks) one English word or phrase. • Student B says the Japanese translation without looking (close textbook). • Student A reads (speaks) the English words /phrases in order not randomly. • If some students finish early, they should continue to practice until the teacher stops the exercise. 	<p>6-7</p>
<p>12</p>	<p>Pair Work speaking vocabulary– Japanese to English</p> <p>Students open textbook to Useful Vocabulary – English to Japanese page. In pairs, 2 students practice speaking the vocabulary list together. Students follow these rules:</p> <ul style="list-style-type: none"> • Student A reads (speaks) one Japanese word or phrase. • Student B says the English translation without looking (close textbook). • Student A reads (speaks) the Japanese words /phrases in order not randomly. • If some students finish early, they should continue to practice until the teacher stops the exercise. 	<p>6-7</p>
<p>13</p>	<p>Students listen and write matching questions</p> <p>Students open textbook to the Sentence Practice page. Teacher plays audio #10. Students listen and write the matching questions for #3 to #20. Students do not look at Sentence Patterns Q & A page while listening and writing the matching questions. The teacher can allow the students to occasionally look at the Sentence Patterns page. It is important that the students listen carefully and try to correctly write the matching question.</p> <p>Points for the teacher</p> <ul style="list-style-type: none"> • Teachers should carry your smartphone with you while walking around the classroom when the audio is playing. Stop the audio after the question sentence has played 3 times. • Start the audio again when most students have finished writing the matching question. Repeat this start and stop process until number 20 has finished. 	<p>15</p>

- While walking around, watch for students that are not participating
- Make sure all students are writing the matching questions.
- Make sure your bluetooth speaker volume is appropriate.
- In some cases, stop after the answer structure has finished as an explanation may be needed sometimes. Generally, teachers only need to explain grammar in special cases.

14 Explain again pair work speaking for Q and A sentences

2-3

Teachers should explain the Answer / Question pair work speaking practice method every time before students start this pair work practice. Many students improperly try to quickly practice saying the sentences together by simply repeating or ignoring mistakes. Please stress the following points before students start the pair work speaking practice. The more the students cooperate with this pair work practice, the less you have to emphasize these points,

- The Question student must always close their textbook.
- The Question student only listens to the Answer student say the answer structure.
- The Question student does not memorize the question before saying the question. The Question student only listens to the Answer student say the answer structure. Then the Question student tries to say the question.
- The objective for the Question student is to say the question structure without looking, without mistakes, and 100% from the first word to the last word of the question structure without help from the Answer student.
- The Question student cannot simply repeat 1/3, 1/3 and 1/3 of what the Answer student says.
- The Answer student should be strict and help the Question student properly make the question structure.
- The students cannot proceed to the next sentence until the Question is properly spoken by the Question student (no help, no mistakes, 100% of the sentence).
- Always have students practice the sentences in order, not randomly. The teacher can then monitor the progress of the students. For example, if a pair of TOEIC 400 level students are practicing #10 after 5 minutes, it is easy to ask them to practice speaking the sentences more carefully.
- Students must practice for at least 20 minutes. This is very important as time is the rule for stopping to practice, not practice until #20.
- If a pair of students finish #20 before 20 minutes, they must start over.
- Students should practice slowly. It is not a competition.
- Students must always include #1 and #2 sentences when they start.
- It is best if Student A is the Answer student for #1, #3, #5..... etc. And Student B is the Answer student for #2, #4, #6.....etc.

Here is a guideline for the time needed to properly practice all 20 sentences:

<u>TOEIC Level</u>	<u>Time Needed</u>
300 – 400	28 – 35 min
400 – 500	23 – 28 min
500 – 600	18 – 26 min
600 – 700	15 – 20 min

	<p>Recommended: Use a 20 minute rule for all classes up to TOEIC level 600. If many of the students are over TOEIC level 600, have students practice for 15- 20 minutes.</p>	
15	<p>Student pairwork speaking practice for Q and A sentences</p> <p>Students open textbook to Sentence Patterns Q & A page. Student A and B practice saying the answers and questions together. People very often communicate by first asking a question, and the other person will answer the question. This pair work practice is irregular. Student A will say the answer structure. Then Student B will say the question structure. This form of practice will improve student's grammar as well as improving memory of vocabulary and expressions.</p> <p>Example for #1 – Unit 2</p> <p>Student A reads and says #1 answer structure:</p> <p style="padding-left: 40px;">This morning, I ate <u>ham, toast and eggs</u> for breakfast.</p> <p>Student B says the question structure with textbook closed and without memorizing the question structure. Student B only listens to Student A say the answer structure:</p> <p style="padding-left: 40px;">What did you eat for breakfast this morning?</p> <p>Students continue practicing for 20 minutes. The teacher walks around the classroom monitoring the students. The teacher should ensure that all students are following the rules as listed above.</p>	20
16	<p>Original Questions PW – Option</p> <p>Time permitting, students write 6 original questions in the Question Making Practice section (below Useful Vocabulary). Students should use the question words provided, make original questions on the topic and try to use studied vocabulary / expressions in their original questions.</p> <p>After writing 6 original questions, students practice in pairs and make free conversation using their original questions, not simply answer the questions. This exercise is usually for students with a TOEIC level 600 or above.</p>	Varies