




Japanese version



Nice to Meet You

Second Edition

David Barker

Nice to Meet You – Teacher’s Guide

Introduction

This guide is for the Japanese and English Editions of *Nice to Meet You* by David Barker. The two versions of the book share the same content, but teachers should be aware that the Japanese explanations are not always word-for-word translations of the English ones. For example, the sentence “Check your answers with your partner” would have a different meaning for Japanese students if translated literally, so the Japanese edition of the book explains it in such a way that students will understand what the teacher is asking them to do. If you are using the English edition of the book with your students, it is a good idea to have a copy of the Japanese edition with you in the classroom. As the layout of the books is identical, students can point to anything they do not understand, and you can show them the Japanese translation.

If you have any questions or comments after reading this guide, please feel free to email us at info@btbpress.com.

Aims of the Book

The aim of this book is to enable students to:

1. Understand the questions they will be asked when they meet someone for the first time.
2. Answer those questions—and a range of follow-ups—fluently, confidently, and accurately.
3. Develop conversations beyond a simple Q & A format.
4. Converse naturally in real time

I believe that there is a danger in conversation classes of jumping to points 3) and 4) above without spending sufficient time on points 1) and 2). This is a bit like trying to teach performance skills to actors who don’t know their lines. *Nice to Meet You* focuses on making sure not only that learners understand simple questions like “Where are you from?”, but also that they can deal with common follow-up questions such as “Are you from Tokyo originally?” and “Which part of Osaka?” The book gives students the opportunity to write and practice answers to all the questions so that you can make sure that the learners know their lines before you try to teach them conversation skills.

Teaching Unit 1 – Classroom English

Unit 1 introduces students to the language they will need in order to interact with you in the classroom. The suggested teaching procedure is as follows: (Note: if you think that your students might not be used to working with a partner, you may find it useful to begin with Activity 1 on page 14 to prepare them for this task.)

1. Have students work with a partner to translate the sentences on page 4. Check their answers with the suggested translations given at the end of this guide.

2. Drill the sentences yourself, or use the audio files to give students practice of saying them. (As you are the one they are going to be hearing say these sentences during the classes, it might be more useful to do the drilling yourself.)
3. Tell the students to close their books. Read out a few of the sentences in a random order. Tell the students to write the sentences you say and then check their answers with their partner.
4. Have students work with a partner to translate the sentences on page 5.
5. Have students test each other: one reads the Japanese translations, and the other tries to reproduce the English sentence without looking at his or her book.
6. When everyone has finished, drill the sentences using your own voice or the audio files.
7. Put students in pairs to read conversations 1-5 and the corresponding points. Point out that they do not need to read them aloud. The purpose of this stage is simply to check that they understand the meaning of both the conversations and the points.
8. Play conversations 1-5 for the students to listen to. The language in these conversations is not difficult, but students will need to pay particular attention to the intonation.
9. Have students act out the conversations, taking turns at being the teacher. Use this as an introduction to the idea of trying to make the exchanges sound like a real conversation rather than simply reading aloud. Make sure you focus strongly on pronunciation.
10. Repeat stages 5-7 with conversations 6-10 and 11-15.
11. Have students practice all the conversations with one student (the "teacher") looking at the book, and the other (the student) answering with their book closed.

If you want students to be able to use this language in your classroom, you will need to review these conversations on a regular basis. Spending five minutes on them at the beginning of each class will be very beneficial. Pages 10 & 11 are for students to write other things that they find themselves wanting to say as they progress through the course. Encourage them to come back to these pages as and when new language arises during the lesson. If you want to give a few suggestions to get them started, you can teach "How do you say this word?" and "What does this word mean?"

The reading exercise in Unit 1 should be done at the beginning of the course. Either set it for homework, or do it in class as described in the table below. If you did not do Activity 1 at the beginning, make sure you cover it before you move on to Unit 2. Note that translations of all the reading exercises in the book are available from the website.

Teaching Units 2-6

All the units from 2-6 have the same layout and format. The following is an explanation of the different sections contained within each unit along with suggestions on how to teach them.

- ❖ **Introduction**—*Teaches students how to answer the main question of the unit.*
- ❖ **Procedure:** The aim of this stage is to make sure that every student can answer the main question properly before you go any further. Check that each student's answer is correct, and that they can say it with good pronunciation. Drill the question with the whole class, and then get students moving around asking and answering the question. Right from Unit 2, you may like to teach the contrast between the pronunciation of the person who speaks first (WHAT'S your NAME?) and the pronunciation when the same question is returned (What's YOUR name?).

- ❖ **Question**—*Lists the main question and a range of follow-ups. Space is provided for students to write translations to make sure they understand the meaning.*
- ❖ **Procedure:** Encourage students to work together in pairs to translate the questions. Point out that there may be more than one correct answer. (Suggested answers are provided at the end of this guide.) If you are not confident in your Japanese ability, leave it to students to work out whether their answers are acceptable or not after you have shown them the suggestions. Students who finish before their classmates can test each other: one reads out the Japanese translations, and the other has to reproduce the English sentence without looking at his or her book. Play the audio files (or read out the questions) and have the students listen and repeat until you are sure they have mastered the pronunciation. Pay particular attention to the stress and intonation. If they do not get the hang of this, it will be difficult for them to recognize the questions when they hear them asked by a proficient speaker of English.

- ❖ **Example Answers**—*Provides students with examples of how the questions might be answered along with points to bear in mind when writing their own responses.*
- ❖ **Procedure:** Put students in pairs or groups to read the example answers and check that they understand the points. They do not need to practice these conversations or even read them aloud.

- ❖ **My Answers**—*Provides space for students to write their own answers to the questions.*
- ❖ **Procedure:** Have students work individually to write their answers. Encourage them to say, "Please check my answers" when they have finished. Make sure that the answers are correct, and suggest ways in which they can be expanded (or reduced) where appropriate. Students will finish at different times, so it should be no problem for you to get around everyone. Students who finish quickly can practice asking and answering the questions with a partner once you have checked their answers.

- ❖ **Example Conversations**—*Provides examples of how conversations can be developed beyond simple Q&A.*
- ❖ **Procedure:** Have students work with a partner to read the conversations and points. The aim of this stage is for students to get an understanding of how the questions and answers they have learned can be combined to make natural conversations. Some students will finish reading before others, so have the faster pairings act out the conversations while they wait for the others. When everyone has finished, play the audio for the students so that they can hear how the conversations are supposed to sound. Tell them to pay particular attention to the intonation and stress. When they have finished,

have them act out the conversations. Using scripted conversations will allow them to focus their attention fully on pronunciation without having to worry about the language. If they can get a good sense of the general intonation and rhythm of the conversations, it will help them to sound more natural when they create their own later on. If you have access to a computer lab, you may like to have students practice using the “one-sided conversations” available on the home page. (These are interspersed with the regular files in the audio player.)

- ❖ **Writing**—*Provides space for students to write their own conversations.*
- ❖ **Procedure:** Have students work in pairs to write conversations similar to the ones they have just read using their own information. Lower level students will simply copy out the conversations, substituting their names for the ones in the book. This is still a worthwhile activity because writing out the conversations will help them to remember the language. Higher-level students can be encouraged to “mix and match” (or add to) parts of the conversations they have read in order to create totally new ones. During this stage, your job is to see whether students have understood the difference between “conversation” and “Q & A.” Read the conversations as the students are writing them, correct any mistakes, and make suggestions as to how the exchanges might be made more natural. Students are asked to write two different conversations to raise their awareness of how the path of a conversation can change depending on the way the questions are asked and how they are answered.

- ❖ **Pronunciation Focus**—*Focuses on one pronunciation point relevant to the unit.*
- ❖ **Procedure:** Have students read the explanations, listen to the audio, and then do the practice exercises.

- ❖ **Listening**—*Gives students practice of listening to conversations on the topic of the unit.*
- ❖ **Procedure:** Have students work in pairs to check their answers after they have listened to the conversations. Answers and tape scripts are available on the home page.

- ❖ **Speaking**—*Gives students the opportunity to develop the ability to converse in real time and build on what they have learned in previous chapters.*
- ❖ **Procedure:** Although the explanation for this stage is shorter than for any of the others, this is actually the most important part of the unit. This is the point at which students put their books down and try to improvise natural conversations. A simple and effective way of doing this is to put students in lines facing each other and get them to change at intervals of two or three minutes. When they change, the students on one side all move one place and begin practicing with a new partner. Stress the importance of changing the style of the conversation slightly every time. When the students have completed one full circuit, have them change roles and go around one more time. Although teachers might get bored if this stage goes on for a long time, students rarely do. It cannot be stressed enough that students will need enormous amounts of practice before they can improvise conversations naturally. As they practice, move along the line and offer advice. This will be the point at which you can really begin to teach conversation skills. When students demonstrate that they are able to have conversations on the topic of the unit, have them add that to the topics (units) they have studied before in order to make longer and longer conversations.

- ❖ **Memo**—Provides space for students to write down any problematic language.
- ❖ **Procedure:** This section has been included so that students will have a list of things that cause them problems that they can refer to when they are revising for the test.

❖ **Reading**—Gives students practice of reading simple English on a topic related to learning English conversation.

❖ **Procedure:** The reading exercises in this book are “content-based” in that they attempt to teach students important points about language learning while giving them practice of reading English. There are no comprehension questions, so have students read the text and then discuss it with their partner when they have finished. Encourage them to use the following expressions as necessary:

- How do you say this word?
- What does this word mean?
- We don't understand this part.

Japanese translations of all the reading texts are available on the home page. If you do not have time to do the texts in the book as English reading exercises, hand out copies of the translations so that students at least have access to the information contained in the texts.

❖ **Activity**—Provides a variety of extra activities on topics related to English conversation.

❖ **Procedure:** See the following section for notes on the individual activities.

Notes on Activities

Activity 1: Working with a Partner

This activity teaches students the language they will need to find and work with partners in the class. If your students are not particularly proactive, repeat the first part of the activity several times so that they get used to the idea of finding and changing partners. This will save a great deal of time in later classes. Have them practice the conversations in the “Working with a Partner” section until they can do them without looking at their books. Finally, get them to find a new partner and do the exercises on page 15 using the language they have learned as they work together. Encourage them to ask you questions using the language provided.

Activity 2: Control-the-Teacher Dictation

The purpose of this activity is to introduce students to the idea that they can influence a speaker as he or she talks. You will need a simple English text for this activity. You might like to use one of the reading exercises in the book, or, if you want to keep the language very simple, you could also use a low-level graded reader. If you use a text that is not in the book, take along copies for each student so that they can check what they have written at the end of the activity. Tell the students that they are going to have to write down what you say, and then begin reading the text at normal speaking speed. The students will probably just look at you in horror, so remind them that you will not stop unless someone tells you to. Encourage a “game” atmosphere so that more and more students will be willing to take part. You will probably find that the dictation ends up being controlled by just one or two vocal students, but this will not be a problem as long as other students are observing and getting the idea that it is okay to stop a speaker when you do not understand.

Activity 3: Saying Numbers

This activity should be quite straightforward. Prepare a list of numbers for the “Listening” section, and then have students dictate numbers to each other. Note that this activity introduces “I’ll go first / You go first / Now it’s my turn.” Point these expressions out to students and encourage them to use them as they do the exercise.

Activity 4: Practice Dialogue

The purpose of this activity is to show students how far they can develop a conversation using just the language they have learned so far in the book. Play the audio, and have students act out parts of the conversation. (Encourage them to actually act it out rather than just reading it to each other while sitting down.) The idea of having a scripted conversation is to remove the language burden in order to allow students to focus on their pronunciation. As the exchange is largely based on sentences they have already learned, students may find that they are able to memorize much more of this conversation than they expect.

Activity 5: Connected Speech

This activity introduces students to three basic rules of English pronunciation. The activity is self-explanatory, so your role will be to give students feedback on their attempts at the exercises. If the students ask you about when to use /j/ and when to use /w/ between vowels, you can explain that /j/ is used between high vowels (those made with the tongue in a high position in the mouth), and that /w/ is used between low vowels. This is not explained in the book because it could be unnecessarily confusing for lower-level students.

Activity 6: Other Ways of Explaining

This exercise encourages students to try different methods of getting their meaning across when they cannot come up with the word or phrase they need. It is quite straightforward, and it should not cause any problems for most students. If students do not know one or more words in the final exercise, tell them to check in a dictionary. If you explain it to them in simpler language, you will have effectively done the exercise for them.

Activity 7: Self-Introduction

Over the course of the book, students will have written a large number of sentences about themselves. This activity gives them a chance to pull all of those sentences together in one place. The language should not be a problem, as students will be using sentences that you have already checked, but make sure they put their sentences together in a logical order. When they have finished, encourage them to memorize their self-introduction and then practice it until they can say it smoothly and naturally.

Testing

This book prepares students for an interview test. In smaller classes, this can be done one-to-one with a teacher. In larger classes, students can do the test in pairs, deciding who will play which role by the usual rock-paper-scissors method. Doing the test in pairs has the advantage of encouraging students to focus on the questions as well as the answers when they practice during the lessons. Doing the test with a teacher will make the test more realistic. It will also give you the option of deliberately asking questions that you know the students will not understand in order to check that they can seek clarification when they need to.

Grading the Test

Over the past ten years, I (and teachers I have worked with) have experimented with many different types of rubric. We have found that using complicated and detailed rubrics in such short tests, particularly where the grader is also the interlocutor is actually counter-productive. For this reason, I recommend using a very basic guide for grading final speaking tests. A student who is able to (a) understand most of the questions you ask, (b) provide accurate answers to most of them with a reasonable degree of fluency (i.e. show clear evidence of practice), and (c) seek clarification when he or she does not understand will pass the test. A student who can do all of this, and who also impresses you in one area of their performance, will be awarded a "B" grade, even if they have some weaknesses. A student who has no noticeable weaknesses and who impresses you in two or more areas of their performance will be awarded an "A" grade.

If you are using *Nice to Meet You* in tandem with other teachers, you may find it helpful to swap classes for the test to avoid any danger of bias. (We have found that doing this also makes students take the test more seriously.) If you have access to video cameras, it is an excellent idea to record all the tests so that teachers can get second opinions on students they found difficult to grade. Videos of your own students being tested by another teacher also provide valuable feedback for you on what you have taught effectively and what your students appear not to have grasped.

Translations of Questions

The following translations are provided as a reference for teachers who are not confident in their Japanese ability. Please note, however, that translation is not an exact science, and for every example given here, there will doubtless be a number of alternatives. If a student has written something different to the suggested answer, leave it to him or her to decide whether what he or she has written has basically the same meaning.

(The questions are listed on separate pages to make them easier to print for use in class.)

Unit 1 Warm Up: Things Your Teacher Might Say

1. Please repeat after me.
私の後について言ってください。
2. Please work with a partner.
パートナーと二人でやってください。
3. Please check your answers with a partner.
パートナーと答えを確認してください。
4. Where is Kenji today?
ケンジさんはどこにいますか?
5. Sorry, what was your name again?
もう一度名前を教えてください。
6. Open your textbooks to page 11.
教科書の 11 ページを開いてください。
7. Can I erase this?
これを消してもいいですか?
8. Do you understand?
分かりましたか?
9. Do you have any questions?
質問はありますか?
10. Are you finished?
終わりましたか?

Unit 1 Warm Up: Things You Might Say to Your Teacher

1. I couldn't come last time because I had to work.
前回は仕事で来られませんでした。
2. I need to leave early today.
今日は早く帰らなければなりません。
3. I can't come to the next class.
次回来られません。
4. Just a minute, please.
ちょっと待ってください。
5. I'm sorry, I don't understand.
すみません。分かりません。
6. Could you say that again, please?
もう一度言ってもらえますか？
7. Could you speak more slowly, please?
もっとゆっくり話してください。
8. How do you say this word?
この単語はどう発音しますか？
9. What does "require" mean?
「require」ってどういう意味ですか？
10. How do you spell that?
スペルを教えてください。
11. How do you say that in Japanese?
それは日本語で何と言いますか？
12. How do you say "kuruma" in English?
「車」は英語で何と言いますか？
13. What's the difference between "mug" and "cup"?
「mug」と「cup」の違いは何ですか？
14. Could you play the CD again, please?
CDをもう一度流してください。
15. I didn't understand the last part.
最後の部分が分かりませんでした。

Activity 1: Control-the-Teacher Dictation

1. Just a minute!
ちょっと待ってください。
2. What did you just say?
今何と言いましたか?
3. Did you say "holiday"?
今「holiday」と言いましたか?
4. How do you spell that?
綴りを教えてください。
5. Please go back to the beginning of the sentence.
文の始めに戻ってください。
6. What did you say after "went for a"?
「went for a」の後に何と言いましたか?
7. What was the word before "vacation"?
「vacation」の前の単語は何でしたか?
8. What was the word after "summer"?
「summer」の後の単語は何でしたか?
9. Please say that again more slowly.
もう一度ゆっくり言ってください。
10. Please continue.
続けてください。

Unit 2: Questions

1. What's your name?
お名前は何ですか?
2. Is that your first name or your last name?
それは名前ですか?それとも名字ですか?
3. What's your first name?
下の名前は何かですか?
4. What's your last name?
名字は何ですか?
5. How do you spell your last name?
名字の綴りを教えてください。
6. Do you have a nickname?
あだ名はありますか?
7. What should I call you?
何と呼ばばいいですか?
8. What is Megu short for?
「めぐ」は何の略ですか?

Unit 3: Questions

1. Where are you from?
出身はどこですか?
2. Where do you live?
どこに住んでいますか?
3. Where is that?
それはどこですか?
4. Which part of Tokyo?
東京のどこですか?
5. Whereabouts in Aomori?
青森のどこですか?
6. Are you from Osaka originally?
出身も大阪ですか?
7. How long have you lived in Osaka?
どのくらい大阪に住んでいますか?
8. When did you move to Osaka?
いつ大阪に引っ越したのですか?
9. Do you still have family in Hokkaido?
北海道にはまだ家族がいますか?
10. What's your hometown like?
出身地はどんなところですか?

Unit 4: Questions

1. What do you do?
職業は何ですか?
2. Where do you work?
どこで働いていますか?
3. How long have you been doing that?
いつからやっていますか?
4. Where did you work before that?
その前はどこで働いていましたか?
5. Why did you change jobs?
何故転職しましたか?
6. What did you do before you got married?
結婚する前は何をしていましたか?
7. What time do you usually finish work?
普段、仕事は何時に終わりますか?
8. What are your days off?
休みの日は何曜日ですか?
9. Do you get along with your boss?
上司と仲がいいですか?
10. Have you ever worked abroad?
海外で働いたことがありますか?

Unit 5: Questions

1. Do you have any brothers or sisters?
きょうだいはいますか?
2. Are you married?
結婚していますか?
3. How long have you been married?
何年結婚していますか?
4. What's your wife's name?
奥さんの名前は何かですか?
5. What does your husband do?
ご主人は何をしていますか?
6. Do you have any children?
子供はいますか?
7. How old are your children?
子供は何歳ですか?
8. What do they do?
彼らは何をしていますか?
9. Do your children still live with you?
子供は一緒に住んでいますか?
10. Do you have any grandchildren?
孫はいますか?

Unit 6: Questions

1. What do you do in your free time?
暇な時は何をしていますか?
2. How long have you been doing that?
それをいつからやっていますか?
3. Do you play any sports?
何かスポーツをやっていますか?
4. Were you in a club when you were in high school?
高校時代は部活をやっていましたか?
5. What kind of music do you like?
どんな音楽が好きですか?
6. Who is your favorite group?
好きな歌手・バンドはだれですか?
7. Can you play any instruments?
楽器は何かできますか?
8. What do you usually do after work?
仕事の後はいつも何をしていますか?
9. What do you usually do on weekends?
普段、週末は何をしていますか?
10. Do you have any plans for the weekend?
週末は何か予定がありますか?

Unit 7: Questions

1. Where did you learn English?
どこで英語を勉強したのですか?
2. How long have you been studying English?
いつから英語を勉強しているのですか?
3. Did you like English in high school?
高校の時は英語が好きでしたか?
4. Have you ever been to an English conversation school?
英会話スクールに通ったことがありますか?
5. Have you ever studied abroad?
留学をしたことがありますか?
6. Do you have any plans to study abroad (again)?
(また)留学をする予定はありますか?
7. Have you ever taken a test like the TOEIC or the *Eiken*?
TOEIC や英検のような試験を受けたことがありますか?
8. Why are you studying English?
どうして英語を勉強しているのですか?
9. Does anyone in your family speak English?
家族に英語のできる人はいますか?
10. Do any of your friends speak English?
友達の中で英語を話せる人はいますか?

Scrambled Conversations

Unit 2: Name

1. Hi, I'm John.
2. Nice to meet you, John, I'm Ryota.
3. Is that your first name or your last name?
4. It's my first name. My last name is Furuya.
5. Sorry?
6. Fu-ru-ya.
7. How do you spell that?
8. F-U-R-U-Y-A.

Unit 3: Hometown

1. Where are you from?
2. I was born in Okinawa, but I moved here when I was a baby.
3. Why did you move?
4. Because of my father's job.
5. So where do you live now?
6. Near the station. It's only about ten minutes from here.
7. Do you still have family in Okinawa?
8. Yes, my grandparents still live there.

**Note that 7 and 8 could also come after 2. It is fine if students come up with different solutions as long as the flow of the conversation makes sense. Discussions of this nature should be encouraged as thinking about flow is the whole point of the exercise.*

Unit 4: Occupation

1. What do you do?
2. I'm a student at Northern University. I'm in my second year.
3. What's your major?
4. Engineering. I want to be a civil engineer in the future.
5. Do you work now?
6. Yes, I work in a convenience store on weekends.
7. Do you enjoy it?
8. Kind of. It's interesting, but I don't like working the night shift.

Unit 5: High School

1. Which high school did you go to?
2. I'm a student at Northern University. I'm in my second year.
3. What's your major?
4. Engineering. I want to be a civil engineer in the future.
5. Do you work now?
6. Yes, I work in a convenience store on weekends.
7. Do you enjoy it?
8. Kind of. It's interesting, but I don't like working the night shift.

Unit 6: Family

1. Do you have any brothers or sisters?
2. I have two older brothers.
3. What are their names?
4. Yutaro and Kosuke. Yutaro is 24, and Kosuke is 27.
5. What do they do?
6. Yutaro works for an advertising company, and Kosuke is a teacher.
7. Do they live with you?
8. Kosuke lives with us, but Yutaro moved to Osaka last year.

Unit 7: Free Time

1. What do you do in your free time?
2. I like to watch movies.
3. What kind of movies do you like?
4. Mainly action movies. My favorite actor is Jason Statham.
5. I like him too. What's your favourite Jason Statham movie?
6. Definitely *The Transporter*. I've watched it more than 10 times!
7. What did you think of *The Expendables*?
8. I like those movies, but not as much as the *Transporter* series.

Answers to Listening Exercises

Unit 2: Name

	Conversation 1 (Track 16)	Conversation 2 (Track 17)	Conversation 3 (Track 18)
First name:	Richard	Jackson (Koon Yat)	Ian
Last name:	Gregg	Lee	MacLean
Nickname:	Not given	Not given	Not given

Unit 3: Hometown

	Conversation 1 (Track 32)	Conversation 2 (Track 33)	Conversation 3 (Track 34)
Where the speaker was born:	Nagoya	Ichinomiya	Nagoya
Where the speaker lives now:	Konan	Ichinomiya	Nagoya (near Atsuta Shrine)
Information about the speaker's hometown:	A suburb of Nagoya. Lots of houses and rice fields.	Quite a big city. Lots of factories and houses. Used to be known for textiles.	A nice place. Lots of things to do, like shopping. Sometimes a bit noisy.

Unit 4: Occupation

	Conversation 1 (Track 47)	Conversation 2 (Track 48)	Conversation 3 (Track 49)
University or school:	Western University	UKG University	Central University
Major:	English Education	Veterinary science	Civil engineering
Future plans:	High school English teacher	Veterinarian. Have own hospital in hometown.	Work for a company building bridges or tunnels.

Unit 5: High School

	Conversation 1 (Track 64)	Conversation 2 (Track 65)	Conversation 3 (Track 66)
Name of school:	Konan High School	Zuiryo High School (Nagoya)	Jishukan High School
Club:	Tennis	Kendo	Soft tennis
Favorite teacher:	Ms. Oyabu (English)	Sayuri Matsunaga	Mr. Kito
Favorite subject:	Math	English	Science

Unit 6: Family

	Conversation 1 (Track 82)	Conversation 2 (Track 83)	Conversation 3 (Track 84)
Parents:	Father manufacturing co., mother part-time at MacDonald's	Father Toyota, mother homemaker	Father KYB, Mother works for the city
Brothers & sisters:	One older brother. Works in sales	One older sister (26). Works for a bank.	Younger brother (Ryosuke 17), Sister (Yumi 28)
Pets:	Used to have a Dachsund	Wants a dog, but parents won't let him	Two birds
Other family:	Not mentioned	Not mentioned	Sister's children, Yurai and Nana

Unit 7: Free Time

	Conversation 1 (Track 96)	Conversation 2 (Track 97)	Conversation 3 (Track 98)
Write some key words & phrases about what each speaker does in their free time.	Part-time job in a cram school three days a week. Usually hangs out with friends at weekends.	Practices English in his club, and also does kendo. Loves foreign music, especially One Direction, Taylor Swift. Goes out with friends or family at weekends.	Plays the piano and the guitar. In a guitar club with 300 members. Works at drug store three days a week.