

Scraps

3rd Edition

Teacher's Guide

PERCEPTIA PRESS

☁ NAGOYA ☁



About Scraps

This book is called Scraps. So, what is a “scrap?” It is a piece of a scrapbook—for example, it could be a photograph, map, sketch, stamp, ticket, sports card, lock of hair, or menu. In fact, it can be anything that can be pasted into a scrapbook. This book has a very clear target—for each student to create a scrapbook showing family, friends, interests, hometown, and many other important topics. They will be able to show this scrapbook to anyone and explain their lives in English. This is important because most of the time, people talk about themselves. A picture is worth a thousand words; a scrapbook is an invitation to a million words!

Scraps is designed to be used in a two-lesson cycle, lessons A and B, explained below with reference to Unit 1. Of course, you can easily tailor the use of the book lessons to your own teaching situation.

Lesson A

Lesson A is based on pages 6-8. It offers a model for the students’ presentations and also provides extensive practice in listening and speaking. Note that the Scraps CD features a wide range of authentic English speakers from around the world, each with their own unique accent. Depending on your teaching situation, you may prefer to read the listening script yourself rather than using the recording. If students finish lesson A early, they can start the Scraps Magazine on pages 12-13. If they need more vocabulary work or preparation for their presentations, use the vocabulary worksheets at the back of the book. These pages also feature extra conversation questions. For homework, students should prepare their own scrapbook page and presentation (pages 9-10).

Lesson B

Lesson B is based on pages 11-13. In this part, students make their presentations and ask questions about each others’ work. The most important page of lesson B is Presentation Time, where students make their presentations. In large classes, presentations are generally best carried out in small groups. Students take turns making a presentation based on their scraps. Other students should listen actively, taking notes and asking questions to the presenter. Depending on the time available, you can use Scraps Magazine in class or assign it for homework. Scraps Magazine consists of interesting articles related to the topic of the unit. The crossword recycles the vocabulary of the unit, and all the sentences or questions in the crossword are designed as language that the students can easily use in their own presentations. These crosswords can be done by students alone or as an information gap in which one student reads the across clues and the other reads the down clues.

Review units

Review units appear after units 4 and 8. These provide an opportunity to review both the model presentations and the students’ own scraps. It also provides an opportunity to explore the culture of the characters in Scraps. The wordsearch puzzle reviews all the vocabulary items within the four units.

Recycling language

Scraps has been carefully designed to recycle language. In each unit, core topic vocabulary is recycled in the model presentation, vocabulary section, interview, Scraps Magazine, and crossword. In addition, the key language for presentation introduced in units 1-4 (standard openings and closings, presentation tips, scraps pointers) is recycled in units 5-8 to ensure that students receive maximum exposure to useful language. For easy reference, this key presentation language is also shown on page 74.

Finishing the scrapbook

When students have successfully completed Scraps, they should transform their work into a real scrapbook and add the included front cover. Completing the scrapbook will give both students and teachers a real sense of achievement. Be sure to tell students to show off their scrapbooks to family and friends. It will provide many wonderful opportunities to practice language as they talk about their own lives. When they get opportunities to talk to other English speakers or to travel overseas, the scrapbook offers an excellent way to introduce themselves and maintain conversation.

Sections in each unit

The next few pages describe the sections in each unit of scraps and give suggestions on how they can be carried out effectively. These are explained below using unit 1 as a guide.

I Brainstorm (p.6)

In a brainstorm activity, the goal is to get students thinking about the topic actively. Your students probably already know a large amount of useful vocabulary that will be featured in the unit and that they can use in their own presentations and conversations. Do not allow them to look at the vocabulary list of the unit until they have completed the task.

- Try to encourage a contest-environment for the brainstorm. Depending on the level of the students, you can tell them to try to write 10 or 20 words within the box within three minutes. All of the words should be related to the topic of the unit in some way. Of course, you can also allow students to write longer lexical phrases, too. When they have written as many words as they can within the allotted time, encourage them to share with other students. In this way, they can have access to a much wider range of vocabulary.
- Depending on time, you may also elicit words from students to write on the board or have the students write their lists on the board themselves.
- At this point, students can compare their lists with the vocabulary list on page 8. Alternatively, you may choose to leave that until later.

2 Sophies's Scraps (p.6)

A: Looking at the Scraps

This is a pre-listening activity that will activate students' schemata. In other words, it will help their brains to get ready for the listening activity. It also provides a clear purpose for listening by asking the students to think about why each of the scraps was chosen.

- Divide students into pairs or groups and have them ask each other questions such as: What is this? Why do you think she chose this scrap? What is happening in this photo?
- Circulate around the class checking that students stay on-task. Help out with vocabulary.
- You may like to elicit an answer about each of the scraps from students. This is also a good chance to introduce scraps pointers such as "the photo at the bottom-left" (see page 8 and page 74).

B: Listening (p.6)

This listening activity is based on the scraps in the previous activity. The listening script is available at the back of the book (p.77), but be sure to let students get listening practice before they see the script. The listening script is carefully designed to use the vocabulary targeted in the unit and to act as a model for the students' own presentations. In some teaching situations, it may be useful to assign the listening

as homework. Note that students can download the audio from the Perceptia Press homepage (www.perceptiapress.com), so there is no need to prepare a CD for each student.

- Play the recording once and see how many of the answers your students get.
- Have them compare their answers in pairs to build confidence and check accuracy.
- Allow students to listen again.
- Direct students to the listening script and have them check their answers.
- Play the recording again as students read along with the script.

Because of the growing importance of different English accents, Scraps features a wide range of Englishes. Some teachers prefer to focus on a standard North American accent or other specific accent. In these cases, you may like to read the listening script yourself rather than using the recording.

3 Interview (p.7)

Practicing (p.7)

This dialogue is an interview of the same character who did the presentation on the previous page. Some of the information is new while some of it recycles the content of the presentation. This interview provides a model for students to begin talking about the topic in a controlled manner. The questions asked by the interviewer are exactly the same questions that the students will ask each other in the next activity, so it provides an excellent model for their own answers.

- Play the recording once to allow students to read along with it.
- Play it again and have students shadow the recording. Alternatively, you may stop the recording after each line and have students repeat each line.
- Divide the students into pairs and have them practice the interview.
- Some teachers may like to encourage the students to memorize or perform the interview in a role play.

Your Turn (p.7)

In this activity, the students interview each other using exactly the same questions as they used in the model interview of the previous activity. All of the questions are designed to make them think and talk about the topic in more detail. This activity provides conversation practice and also helps students to get ready for their own presentations.

- Ask students to write their own answers to the questions in the “Me” column. If there is not enough space, you can ask them to write the answers in their notebooks.
- You may like to ask students to memorize the questions before they carry out the interviews with other students.
- There are two blank rows in the table in the textbook. You can dictate your own questions or ask students to write their own questions. In the latter case, take a few minutes to walk around the class checking the accuracy of student questions. If time is short, there is no need to make additional questions.
- Model the interview by asking a few of the questions to individual students. Be sure to encourage them to give longer answers.
- Have students interview three other students. Depending on the level of the class, you can encourage them to ask follow-up questions.
- You could follow up this interview by calling on students to tell the class what they learned or to

write a few sentences about each of the people that they interviewed.

- If some students finish earlier than others, you can direct them to start the Scraps Magazine at the end of the unit.

4 Preparing your presentation (p.8)

A: Useful Vocabulary (p.8)

In this section, students learn topic-related vocabulary for understanding the model scrapbook and for talking about their own scraps. The vocabulary is divided into categories. All of the vocabulary has been selected so that students can use it easily in their own presentations.

- Have the students repeat the vocabulary to help pronunciation.
- Give some example sentences of how the vocabulary can be used.
- Explain difficult vocabulary or have students check it in their dictionaries.
- Students can also test each other on the vocabulary in several ways, e.g. How do you say “father” in Japanese/Korean/Spanish/Chinese? Make a sentence with the word “sister.”
- These vocabulary items are recycled in the crossword at the end of the unit. You may do this crossword at this point or assign it for homework.

B: Finding Your Scraps (p.8)

This section offers a few ideas for scraps that students can use in their presentation. However, if you can get their imaginations fired up, students can really surprise you with their ingenuity. At this point, you may like to introduce the better work of previous students, or show off any examples of scraps that you have made yourself. There is also a slideshow on the Perceptia Press homepage (www.perceptiapress.com) that shows some good examples.

- Explain the ideas in the textbook, with examples if possible.
- In groups, have students come up with other ideas for their scraps.
- Tell students to find their scraps for their homework. They should find at least four scraps. They should also prepare their notes for their homework. This is explained below in the section “Notes Page.”

C: Scraps Pointers (p.8)

A simple way for students to vastly improve their presentations is to incorporate set phrases such as “In this picture...”, “When you look here, you can see...” etc. In this textbook, these are known as “Scraps Pointers.” Each unit features eight of the pointers and a longer list is available on page 74. This exercise may seem slightly mechanical, but it serves the very important purpose of highlighting the pointers and showing how they are used effectively in the model presentation.

- Have students read the model presentation again and check which of the scraps pointers are used.
- For the pointers that are used, ask students to fill in the missing words.
- Remind them to use these expressions in their own presentations. You may like to specify that they must use a certain number of them in their own presentation.

Scraps Page (p.9)

The scraps page is brown scrapbook paper. It has lines on it to help students to align their scraps easily on the page. This page is specially designed to be detachable from the book. Simply pull the edge of the page and it will come out from the book. This allows the page to be used in poster presentations

or many other fun activities. Students should paste or tape their scraps onto this page securely. You may allow them to write a few words on the page, but it is best to keep it short. They can write longer sentences on the Notes page at the back of this page.

Notes Page (p.10)

The notes page is divided into five boxes in order to allow students to write a few sentences about up to five scraps. Of course, depending on the topic and the type of scraps that they have chosen, they may have less or more than five. Depending on your course goals, you may choose to have students write a full detailed script or simple presentation notes.

5 Presentation Time (p.11)

This is the most important page in each unit. Based on this page, students will carry out their presentations. The first time that you do the presentations, go through this slowly and carefully. Each unit follows the same pattern, and once your students are familiar with it, they will quickly show improvement in their presentations. Presentations are generally best carried out in groups of about four to six students. The table allows for up to six students per group. Group presentations generally make a better use of time than whole class presentations, but this may depend on your own teaching situation. The length of the presentation is also dependent on your situation, but generally two minutes is a suitable length that will maintain listener interest. After a presentation, all of the students in the group must each ask a question. This should ask for more information about something that the presenter has said.

Hints/Tips (p.11)

In a presentation, the speaker and the listeners should be engaged. It is all too common to see classroom presentations where the speaker is mumbling and the listeners are distracted. These hints/tips are simple but effective ways to help ensure that your classroom presentations are successful.

- Explain the presentation tips. Note that they are divided into tips for the presenter and tips for the listeners. Both roles are equally important. These tips are recycled throughout the book in order to reinforce them.
- Demonstrate the good and bad features of a presentation with reference to these tips.

Presentation Table (p.11)

This table provides a systematic way for students to record notes about each of the presentations that they hear, the question that they ask, and the answer that the presenter gives. Depending on your teaching situation, you may have students write these questions before the question-answer session, or they can record them after it is complete.

Today's Best Scrap (p.11)

This section is a great wrap-up activity for making students think about all the presentations again. Each student decides on the best presentation in their group and explains why they liked it. Using this activity effectively can lead to students' presentation level and enthusiasm growing week by week.

Scraps Magazine (p.12)

Scraps Magazine extends the topic in the form of interesting magazine-style articles. The articles are designed to recycle the vocabulary of the unit once again and to encourage students to think about and discuss the topic in more detail. Scraps Magazine can be done at any time or assigned as homework.

Comprehension (p.12)

These are simple reading comprehension questions which give a purpose for reading and allow you to check students' understanding of the text. They can also be carried out by students in pairs where one student asks the question and the other answers. Or they can be used as a memory test by having one student close his or her textbook.

Discussion (p.12)

Depending on the level of your students, these questions can be used in many different ways. They can ask and answer the questions in pairs or groups. Alternatively, they can be used as the basis for writing assignments or other project work.

Crossword (p.13)

The crossword recycles the vocabulary of the unit in a fun way. In addition, all of the clues are designed so that students can immediately adapt them for use in their own presentations. The crossword can be done at any time or assigned as homework. The crossword can also be used as a conversation activity. It is designed so that the Across clues and Down clues are always separated from each other. If one student reads the Across clues (and doesn't look at the Down clues) and the other student reads the Down clues (and doesn't look at the Across clues), it becomes a very effective information gap and listening activity.

Website

You can download the audio tracks or allow your students to download them from the Perceptia Press website at: www.perceptiapress.com. The website also offers other downloadable resources. We are always improving it, so please check back from time to time.

CD Tracks

1. CD Introduction
2. Unit 1 Sophie's Scraps
3. Unit 1 Interview
4. Unit 2 Paulo's Scraps
5. Unit 2 Interview
6. Unit 3 Sasha's Scraps
7. Unit 3 Interview
8. Unit 4 Jack's Scraps
9. Unit 4 Interview
10. Unit 5 Josie's Scraps
11. Unit 5 Interview
12. Unit 6 Frederick's Scraps
13. Unit 6 Interview
14. Unit 7 Sung Mi's Scraps
15. Unit 7 Interview
16. Unit 8 Antonio's Scraps
17. Unit 8 Interview

Tips

- Keep a few magazines on hand in case student don't bring in their scraps. You can give them to students. You may also want to bring a grab-bag of appropriate scraps for the unit. Ask students to take four items from the bag, then the student should make up a story about the scraps. Students who are in this situation will have to create a scenario in which all the scraps make sense.
- Be aware of privacy issues. For example, some students may be reluctant to show photographs of their family. Also, be aware that students may be shy about other issues.
- Showing previous examples of well-designed scraps is a very powerful way to improve student enthusiasm and to increase the quality of their presentations. You can do this by showing actual student scrapbook pages, your own examples, or showing the slideshow from the Perceptia Press website (www.perceptiapress.com). Showing videos of previous student presentations is also a great motivator.
- Give small prizes for the most original scraps. This will encourage students to use things other than photos.
- Some students may not want to stick their special photographs onto the book. If they cut small slits into the paper, they can slide the photo into the page without damaging it.
- If students need more support in making their own presentations, be sure to use the vocabulary worksheets at the back of the book.

Unit I

Listening

1. In Quebec, Canada.
2. 1 million people.
3. St. Josephs Oratory & Mount Royal.
4. June 24.
5. French.
6. Tobogganing, ice skating, snow boarding, skiing, and snowball fighting.

Scraps Magazine Comprehension

	Chesterville	London
Population	Less than 5,000	Almost 400,000
Activities	Walking, festivals, boat race, parade	Shopping, nightllfe, game centre, cinema
Sightseeing spots	Mount Errigon	St. Pauls Cathedral, The history museum, and statue of Nelson

Crossword

1 D

2 F

3 M A R K E T

4 I

5 V I E W

U

S

6 M A L L

7 C

E

8 C I U

U

9 R E S T A U R A N T

10 U N L O

M

11 C I N E M A

12 U R B A N

L

R

Y

B

S

13 S I G H T S E E I N G

D

14 C A T H E D R A L

Unit 2

Listening

1. 300
2. Tom Fallon
3. Last year
4. Capoeira
5. Tambourine, small drum, and guitar

Scraps Magazine

Comprehension

1. Piano and saxophone.
2. On his computer with a pair of good speakers.
3. Rock music and American traditional.
4. Download from iTunes or other music sites.

Crossword



Review I

Vocabulary

T	A	A	H	H	A	S	E	T	C	C	C	E	D	H	
A	E	L	S	M	B	H	L	T	H	O	E	E	O	H	T
S	B	H	C	T	S	R	Y	P	T	S	A	R	C	S	B
E	N	A	L	P	R	I	A	I	B	C	M	A	A	T	P
T	S	A	T	I	H	E	A	H	E	I	E	F	T	R	I
H	S	T	A	T	O	P	T	S	T	B	S	A	E	L	A
E	A	N	R	S	L	E	T	O	H	W	R	I	H	H	T
E	H	T	T	O	A	E	R	A	E	E	R	L	T	R	R
E	T	R	I	L	P	Y	N	E	N	G	E	B	A	T	E
B	Y	Y	D	U	T	S	T	T	Y	H	P	R	B	S	T
P	C	S	E	I	E	C	L	U	B	I	E	D	N	G	T
A	I	A	S	T	E	A	C	H	E	R	T	A	U	O	I
S	P	O	S	E	F	E	E	I	A	R	E	L	S	S	B
E	S	T	E	A	R	T	N	H	Y	I	S	A	C	S	P
G	N	I	R	O	B	R	A	P	Y	T	S	S	S	I	I
E	T	A	T	U	O	R	O	L	E	H	C	A	B	P	A

Unit 6

Listening

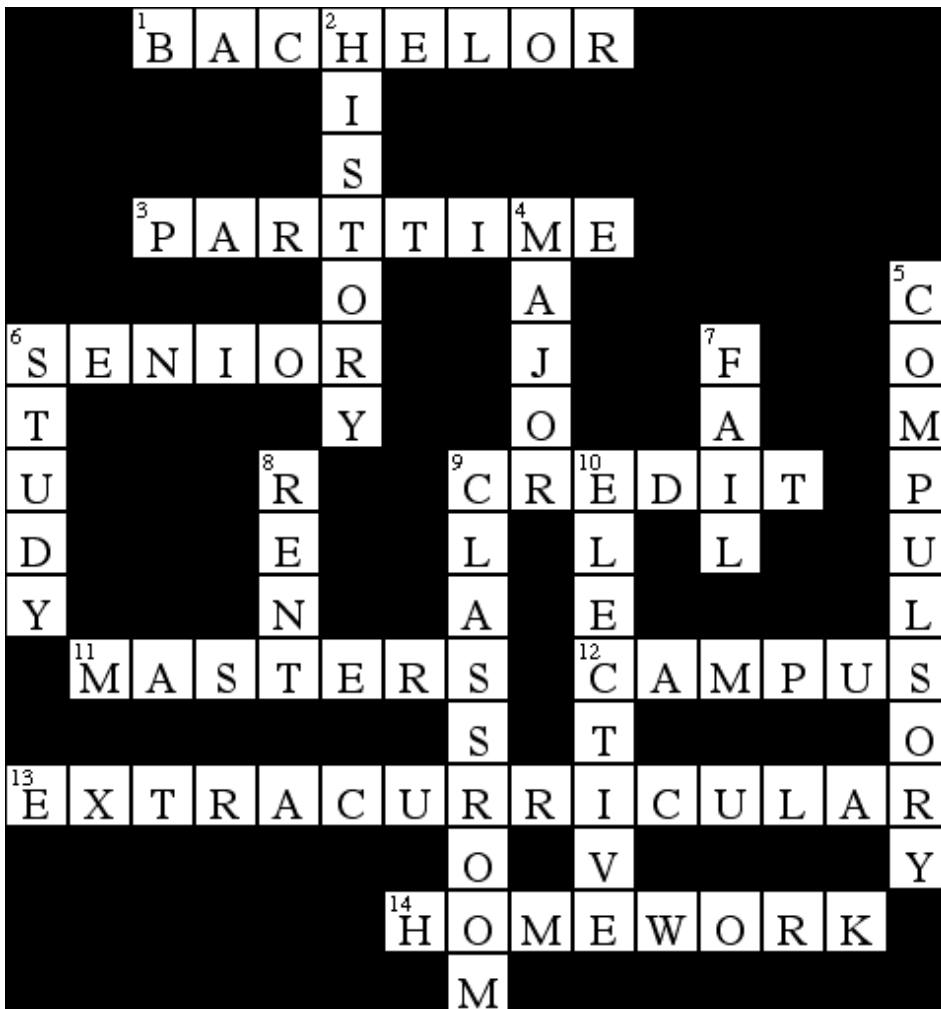
1. International business.
2. In a small apartment, near the campus.
3. He helps people to move furniture.
4. A puppet.
5. He won't get credits.

Scraps Magazine

Comprehension

1. They can affect the rest of your life.
2. Elective.
3. It will help you find a higher-paying job.

Crossword



Unit 7

Listening

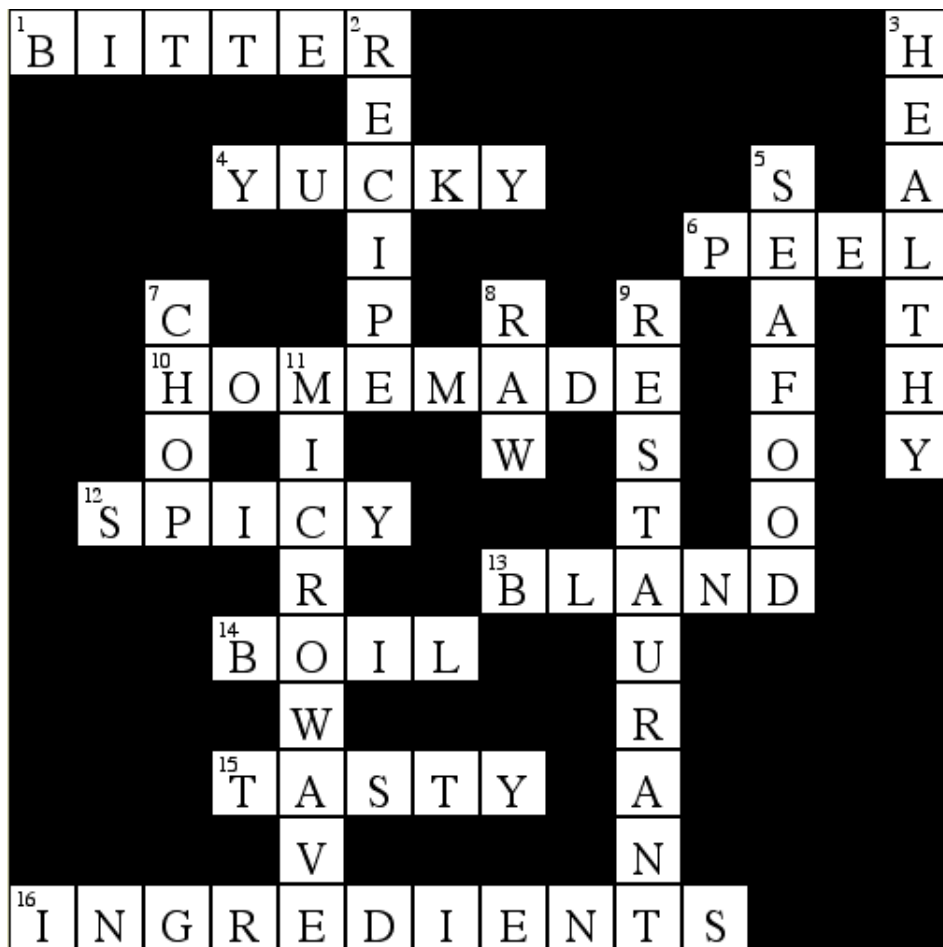
1. Rice, vegetables, and chili paste.
2. They are made of metal.
3. Korean barbeque.
4. Energy to work, study, and play hard.
5. Ginseng tea and soju.
6. Hotteok (sweet bean cake).

Scraps Magazine

Comprehension

1. What's your favourite food?
2. Mexican jalapeno chili.
3. Ice cream, chocolate cake, or pie.
4. Healthy, homemade.

Crossword



Unit 8

Listening

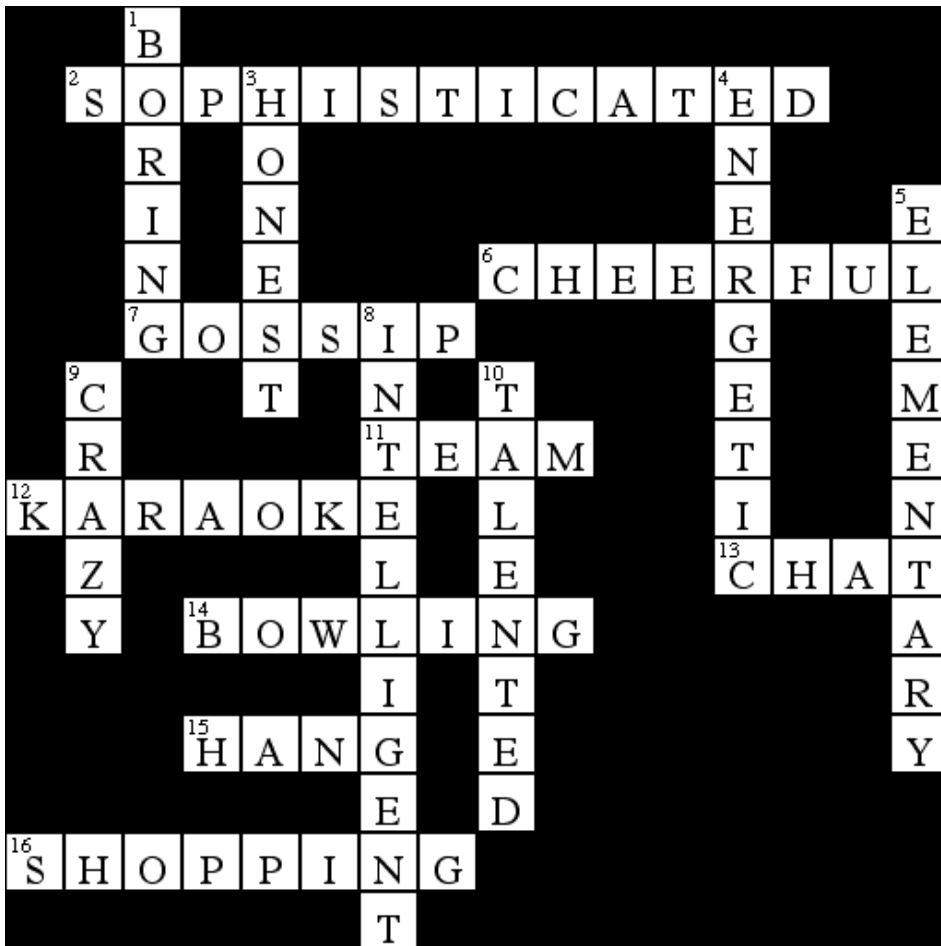
1. Carlo and Frankie.
2. Kindergarten.
3. Basketball.
4. Mr. DeFranco.
5. A lion.
6. It is famous for sports.

Scraps Magazine

Comprehension

1. In her bedroom because the weather is not so good.
2. England.
3. Skip school.

Crossword



Review 2

Vocabulary

Y	R	E	T	S	Y	M	T	F	L	A	T	H	E	S	T
L	U	E	E	A	C	T	G	A	U	N	T	I	A	L	G
I	R	R	R	Y	R	I	S	T	A	T	U	E	X	I	C
B	U	D	H	E	Z	S	R	U	C	L	N	G	T	I	M
R	T	R	F	Y	T	A	I	Y	A	T	N	C	T	C	R
A	A	I	B	L	T	L	L	N	L	I	E	S	I	Y	O
R	W	T	A	A	S	H	O	L	E	L	U	R	D	R	F
Y	T	N	A	T	N	I	M	E	A	O	S	E	M	U	R
Y	I	A	U	G	T	A	S	I	C	N	Y	E	H	G	E
Y	T	R	L	I	E	T	D	A	S	M	A	N	T	N	P
E	L	U	D	N	H	D	D	P	Y	N	F	I	N	I	E
E	E	A	A	G	Y	E	V	E	R	T	L	G	T	T	I
Y	R	T	I	R	U	R	E	M	I	R	R	N	P	I	T
T	Y	S	E	R	U	T	N	E	V	D	A	E	N	C	T
N	L	E	D	C	R	T	T	F	T	T	E	P	C	X	I
N	A	R	L	L	T	E	W	I	T	W	Y	E	H	E	T

Answers to Worksheets

Unit 1

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. urban
2. statue
3. market
4. cinema
5. shrine

True sentences

Answers will vary.

Unit 2

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. jam
2. world music
3. reggae
4. lyrics
5. MP3 files

True sentences

Answers will vary.

Unit 3

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. autobiography
2. detective story
3. non-fiction
4. really informative
5. very moving

True sentences

Answers will vary.

Unit 4

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. uncle
2. wife
3. brother-in-law
4. bit lazy
5. accountant

True sentences

Answers will vary.

Unit 5

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. travel agent
2. destination
3. luggage
4. theme park
5. visit museums

True sentences

Answers will vary.

Unit 6

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. PhD
2. major
3. live away from home
4. entrance exam
5. socialize

True sentences

Answers will vary.

Unit 7

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. frying pan
2. oil
3. tasty
4. main course
5. seafood

True sentences

Answers will vary.

Unit 8

Vocabulary dictation

Choose any eight words or phrases from the vocabulary list and dictate them to the students.

Fill in the blanks

1. met
2. boring
3. play video games
4. study together
5. hang out

True sentences

Answers will vary.