

A World of Difference

Teacher's Notes & Answer Key

by Steve Redford

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Teacher's Notes

WELCOME to *A World of Difference*. The textbook was originally designed for a once-a-week, semester-long reading-and-discussion course, one that students took after completing a semester of basic English conversation. Students in that reading-and-discussion course could be expected to do reading assignments and a variety of preparation for homework; the vast majority of in-class time was reserved for active conversation and discussion among students. Students were expected to complete one chapter per week.

A number of activities, however, have been added to the original format so that 1) teachers can, if they desire, use the book at a pace of one chapter every two weeks and 2) all teachers can have more choice in planning activities and their course overall.

Each chapter is composed of the following sections: *Starting out*, *Vocabulary and expressions*, *Reading, Comprehension (Questions, Create your own questions)*, *Vocabulary (English-English check, Words in action)*, *Speaking practice (Sample conversation, Speaking drill)*, *Let's talk*, and *Language discovery*.

● **Starting out**

Students look at pictures, discuss questions related to them, and predict essay content.

● **Vocabulary and expressions**

The essays are written in simple but authentic native-speaker English that motivated university students with an interest in English should not find too difficult. Words and expressions that students are unlikely to know are glossed in Japanese so that students can, for homework, read the essays at a brisk, enjoyable pace, without having to do a lot of time-consuming dictionary work—and more time can be spent on preparation for active participation in classroom discussion.

Some teachers, however—especially those who want to encourage students to develop strategies for coping with unknown vocabulary—may want to have students skip over the glosses, or have students refer to them only after they have made an initial effort to get through the readings without the glosses.

● **Reading**

The readings range from 500 to a little over 1,000 words in length, gradually becoming longer over the course of the book.

The opinions presented in them are those of one ordinary person, not an expert, and thus students should be encouraged to consider, as they read, whether they agree, disagree, or agree partially with the ideas introduced. The “authors” of the essays are in fact fictional creations of the textbook author.

● **Comprehension—Questions**

Students answer questions to check their comprehension of the reading. Students can use these questions to practice Q & A in pairs or small groups. Example answers are provided in the answer key. Students should be encouraged to realize that the gist of a correct answer can often be expressed in a variety of ways, and that they and their classmates may all use different words and structures to express answers that are all correct!

● **Comprehension—Create your own question**

Students are given key words or expressions from the reading and required to write their own comprehension questions using them. While again confirming their comprehension of the reading, students work on their writing skills. Students can use these self-generated questions for further Q & A work in small groups. The answer key provides one or two example questions for each key word or expression. These are only examples. Students may come up with different questions that are perfectly fine. This is to be encouraged.

● **Vocabulary**

The readings are meant to have an authentic ring to them, and thus, students may occasionally come across words in them that are not necessarily high on frequency lists. The words chosen for further study in the vocabulary section, however, are the six to nine most *useful* words from that particular reading. In both the *English-English check* and *Words in action* sections, students are required to write out the vocabulary items. This should help them commit them to memory.

● **Vocabulary—English-English check**

Students match words and expressions from a box with the most appropriate English definition. Students can turn the exercise into a speaking activity by quizzing each other in pairs or small groups, for example, one student reading aloud a definition, and another guessing the vocabulary item.

● **Vocabulary—Words in action**

Students choose the best words or expressions from a box to complete sentences. Students can turn the exercise into a speaking activity by quizzing each other in pairs or small groups, one student reading the incomplete sentence, another providing the word that completes it.

● **Speaking Practice—Sample conversation**

A sample conversation between two or three speakers is presented. At least one of the speakers is a native speaker, at least one Japanese. The topic of the conversation is one introduced in the *Let's talk* section; thus, the conversation serves as scaffolding for the discussion students will be doing later. As they practice the conversations in pairs or groups of threes, students should be encouraged to identify—and learn—expressions and structures that they can use in their own speech.

The reason for having two speakers in some chapters and three in others is simple: conversation dynamics—and thus the expressions needed—change as the number of people involved in the conversation changes. Chapters 6, 7, 9, 10, and 14 have sample conversations with three speakers.

Likely, the sample conversations will ask students to practice at a level slightly higher than they usually perform at without a model. This is intentional. In a real discussion, participants are often required to take more than one or two turns each, and though often individual turns are brief, occasionally longer individual turns are necessary. These sample conversations, then, are intended to encourage students to develop high expectations for their discussion abilities.

● **Speaking practice—Speaking drill**

This is a controlled substitution activity that allows students to practice key expressions introduced in the sample conversations. For the most part, substitutions are provided for students, but slashes (/) indicate that students have a choice, and an X (X) indicates that students are expected to think of something original to say, although of course, something appropriate to the flow of the conversation. The drill can be extended, of course, by having students think of their own substitutions—or in some cases, simply to continue the conversation beyond the turns given.

● **Let's talk**

Students are given an opportunity to discuss questions related to the chapter's essay topic. It is recommended that students think about the questions and write down their thoughts about them before discussing the questions in pairs or groups. This thinking and writing will have to be done as homework at a one-chapter-per-week pace, but can be done in class at a two-chapter-per-week pace. The best way to manage discussion will of course depend on the students themselves. It's possible for pairs or small groups to discuss the various questions as they like, in the order they like, for as much as twenty or twenty-five minutes (or thereabouts), but some students may feel more comfortable with shorter periods of time (for example, timed two- or three-minute sessions), and some guidance about which question(s) to focus on.

No matter the exact amount of time allotted to discussion, students should be discouraged from simply asking a question quickly, answering quickly, and declaring their discussion over. As much as possible, students should be encouraged to extend their conversations.

● **Language discovery**

This section encourages students to *notice* the useful language they've met as they worked their way through the chapter, whether something they themselves found in the textbook, something they or their speaking partners used during class, or something additional their teacher introduced them to.

● **Writing in the textbook, responding to student writing**

Blank lines are provided in the textbook for all the sections that require a written response on the part of the students. The space provided is normally ample, but there may be a few occasions—for example, when answering some of the comprehension questions—when the line space provided is not quite enough. Most pages contain lots of white space, and there is no reason for students not to write in margins or in the space between exercises.

Some teachers, however, especially those who want to collect student writing and provide feedback on it, may find it easier to have students write some or all of their answers/responses on separate paper—or in a notebook.

Teachers will surely have different ideas on how much they want students to write, as preparation for discussion, in the *Let's talk* section. This may also affect the decision to have students write in the textbook or on separate paper.

Sample Lesson Plan for one 90-minute class

(One chapter per week version, with students willing and able to do significant homework; an 85-minute class is outlined as activities occasionally take longer than expected and some time is necessary for general classroom management)

● **Before class:**

Students read through the chapter and complete the required writing.

● **In class:**

1. Quiz—teacher asks, orally, three to four questions about the reading itself, and one to two questions about the key vocabulary. (10 minutes)
2. Clarification—time reserved for students to ask questions about the material in the reading, or for the teacher to clarify or call attention to items introduced in the chapter. (5 minutes)
3. Comprehension check—in pairs or groups, students ask and answer comprehension questions; teacher monitors activity and offers feedback on the original questions that students have written. (10 minutes)
4. Vocabulary check—in pairs or groups, students quiz each other on vocabulary, for example one student reading a definition, and another providing the vocabulary item. (5 minutes)
5. Speaking scaffolding—teacher selects volunteers to read the sample conversation aloud, then, in conjunction with students, calls attention to useful expressions; in pairs or groups, students practice the speaking drill, and as time allows, sample conversation. (15 minutes)
6. Students engage in free discussion of *Let's Talk* topics. (35 minutes)
7. Consolidation time—teacher, in conjunction with students, call attention to useful expressions met during the lesson. (5 minutes)

● **Options**

Teachers will have individual preferences for how much weight to give each activity. For example, if free talking time is more valuable to students than reading aloud the sample conversation, then (5) might be reduced to 10 or so minutes, and (6) extended to 40 or so minutes. If students are not capable of handling lengthy free talk, this time could be reduced significantly, and other activities could be done at a more leisurely pace.

Answer Key

CHAPTER I

● **COMPREHENSION—QUESTIONS**

1. They can do things like go for drives in the mountains, play volleyball on the beach, eat watermelon at neighborhood picnics, take walks with their girlfriends or boyfriends, and go to see professional baseball games.
2. Summer.
3. Sweat, rashes, mosquitoes.
4. Because he sweats a lot on the way to work.
5. Yes, he does. He says “billions and billions” of mosquitoes come to the pond. Getting bitten seven times a day may also be an exaggeration.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. What can't Sid afford to buy? Can he afford to buy an air conditioner?
2. What did doctors tell Matt?
3. What invades Sid's apartment every summer? How many mosquitoes invade Sid's apartment every summer?
4. Why does Sid feel exhausted and half dead? When does Sid feel exhausted and half dead?
5. What favor does Sid ask his readers?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. unbearable
2. itch
3. invade
4. barely
5. dread
6. afford
7. favor
8. mood

● **VOCABULARY—WORDS IN ACTION**

1. favor
2. barely
3. unbearably
4. afford
5. mood
6. dread

CHAPTER 2

● COMPREHENSION—QUESTIONS

1. When you are angry, or when you talk to your boss.
2. In a big apartment complex.
3. The laundry pole salesman.
4. To emphasize how rude the salesman behavior is.
5. No, she didn't. Because she's the type that doesn't like to annoy or trouble others.

● COMPREHENSION—CREATE YOUR OWN QUESTIONS

1. How long has Dianna lived in Japan?
2. When she first came to Japan, until what time did she sleep on Saturday mornings? What did she like to do on Saturday mornings?
3. On Saturday mornings, who made a big racket just outside her apartment?
4. Who ruined Dianna's Saturday mornings?
5. According to Dianna, how do you say "*Yamete kure!*" in English?

● VOCABULARY—ENGLISH-ENGLISH CHECK

1. annoy
2. antagonistic
3. jovial
4. make sense
5. racket
6. ruin
7. translate
8. occur to

● VOCABULARY—WORDS IN ACTION

1. jovial
2. racket
3. ruined
4. occurred to
5. make sense
6. annoyed

CHAPTER 3

● **COMPREHENSION—QUESTIONS**

1. A view of Mt. Fuji covered in snow.
2. A book about a town that wanted to get rid of human emotion, and a book of Van Gogh paintings.
3. The South of France and Amsterdam.
4. His paintings became more colorful (more vivid and bright).
5. Because looking at Van Gogh's colorful paintings made him feel happy.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. In a book Toshio read, what did the people decide to eradicate?
2. When did Van Gogh paint dark and subdued paintings?
3. When did Van Gogh begin to use vivid colors?
4. Where did Toshio see famous Van Gogh paintings?
5. What two places made Toshio feel so alive?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. ban
2. feast
3. vivid
4. means
5. intense
6. subdued
7. explosion
8. eradicate

● **VOCABULARY—WORDS IN ACTION**

1. means
2. banned
3. eradicate
4. vivid
5. intense
6. subdued

CHAPTER 4

● **COMPREHENSION—QUESTIONS**

1. Japanese people's ability to fall asleep easily, anywhere and anytime.
2. She was an assistant language teacher in junior high schools.
3. The regular classroom teacher thought it was normal. Liz thought it was strange.
4. "Erina" thought that just attending the class was enough to get participation points. Liz only gave participation points to students who participated actively.
5. When they are asleep.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. When the vice-principal came to evaluate Liz's class, what did he do during the class?
2. Why did the students in Liz's junior high school class begin giggling?
3. Who came to Liz's university class full of energy and zest? When was "Erina" full of energy and zest?
4. What did "Erina" always do after Liz checked the roll?
5. In Liz's university class, what was fifty percent of students' grade?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. snore
2. whisper
3. chat
4. evaluate
5. cease
6. shiver
7. giggle
8. clamor

● **VOCABULARY—WORDS IN ACTION**

1. whispered
2. shivering
3. evaluate
4. giggled
5. clamor
6. snoring

CHAPTER 5

● **COMPREHENSION—QUESTIONS**

1. Because he used a machine to sign letters of condolences.
2. One or two.
3. Her favorite professor from college died, so she wrote his wife a letter of condolence.
4. She thinks it is fantastic—but she also thinks it is missing something.
5. Because she remembers the days when she got lots of letters in the mail—and could look forward to them arriving.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. What did grieving family members think was insulting?
2. What did Grace realize had become rare?
3. Why did Grace write a letter to her professor's wife?
4. What does Grace feel is missing something?
5. What type of world can Grace imagine?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. quote
2. condolences
3. overall
4. superficial
5. grieve
6. astounding
7. insult
8. advent

● **VOCABULARY—WORDS IN ACTION**

1. overall
2. insulted
3. condolences
4. astounding
5. superficial
6. advent

CHAPTER 6

● **COMPREHENSION—QUESTIONS**

1. To attend graduate school at the University of North Carolina.
2. Peter's family wore their shoes in the house, their older relatives wore lots of bright clothes, and their house was much bigger than Japanese homes and had lots of toilets. Also, the types of food they ate were different.
3. Making sugar cookies with Peter's family, and Shawn not going to bed on Christmas Eve and Peter's father pretending he was Santa Claus and tumbling off the roof.
4. He climbed up on the roof and pretended to be Santa Claus.
5. He began to think that the differences between the two countries were not so great.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. Did Peter's family serve Toshio herring eggs?
2. What did Peter, Peter's mother and father, and Toshio cook together?
3. Who put a glass of milk under the Christmas tree? Why did Shawn put a glass of milk under the Christmas tree?
4. Who broke his arm? How did Peter's father break his arm?
5. When Toshio was living in the U.S., why didn't he feel far from Japan?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. absolutely
2. tumble
3. stomp
4. festive
5. bellow
6. sneak
7. chill
8. loved one
9. grin

● **VOCABULARY—WORDS IN ACTION**

1. stomped
2. tumbled
3. snuck
4. festive
5. bellowed
6. absolutely

CHAPTER 7

● COMPREHENSION—QUESTIONS

1. To support his belief in love at first sight.
2. Believing you've fallen in love at first sight.
3. It was chauvinistic and contained a stupid metaphor.
4. She could guess what he was thinking.
5. Keep it simple.

● COMPREHENSION—CREATE YOUR OWN QUESTIONS

1. Who do many people ask for advice on matters of the heart? Why do people ask L.V. for advice on matters of the heart?
2. Who uses toilet bowl cleaner to write a love declaration? What does Bob do with toilet bowl cleaner?
3. Who wants to be the *captain* when he gets married? Does L.V. think it is a good idea to say you want to be the captain when you declare your love?
4. Why does Ralph's brother mention peanut butter and jelly? Who does Ralph want to become the peanut butter and jelly? Does Linda's sister think she would like to be Ralph's brother's peanut butter and jelly?
5. Who became dizzy? Why did Todd become dizzy?

● VOCABULARY—ENGLISH-ENGLISH CHECK

1. prophecy
2. chauvinistic
3. consider
4. declare
5. adjust
6. metaphor
7. envision
8. reject

● VOCABULARY—WORDS IN ACTION

1. chauvinistic
2. consider
3. envision
4. adjusted
5. metaphor
6. rejected

CHAPTER 8

● COMPREHENSION—QUESTIONS

1. Working part-time was against her school rules—and she only had two weeks of vacation even if it hadn't been against the rules.
2. At a hotel.
3. He brought a guest a TV that worked.
4. That he didn't want to have a job in which he only did exhausting—and painful—manual labor. That he didn't want to be one of the *bottom* workers.
5. It is okay for them to work part-time jobs, but they shouldn't work more than 15 hours per week, and they should make sure they get plenty of sleep before classes.

● COMPREHENSION—CREATE YOUR OWN QUESTIONS

1. When he was working at a hotel, why did Freddy feel like an absolute fool?
2. What was inside the wheelbarrow Freddy had to push?
3. What did Freddy sell door-to-door?
4. What does Freddy say is no problem? According to Freddy, how many hours of work a week is no problem?
5. According to Freddy, you have to find the right balance between what and what?

● VOCABULARY—ENGLISH-ENGLISH CHECK

1. complement
2. sophomore
3. get going
4. luggage
5. crew
6. make up for lost time

● VOCABULARY—WORDS IN ACTION

1. make up for lost time
2. complements
3. sophomore
4. get going
5. crew
6. luggage

CHAPTER 9

● **COMPREHENSION—QUESTIONS**

1. He decided to take a job as a librarian.
2. He thought he had to look good for his job.
3. She was a volunteer for the literacy program he had started.
4. He doesn't spend much, and he doesn't buy much.
5. Scooter.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. When they were college students, how did Brad tease Stan? Who teased Stan when they were college students?
2. Who bought three new cars in one year? Why did Brad buy three new cars in one year?
3. Who had six credit cards? How many credit cards did Brad have? How many credit cards did Scooter have? Who didn't have any credit cards?
4. Eight years after graduation, who did Brad get fed up with?
5. Who never ceases to amaze Stan?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. brag
2. tease
3. insist
4. stimulate
5. heir
6. chic
7. insane
8. stable
9. faith

● **VOCABULARY—WORDS IN ACTION**

1. brag
2. faith
3. teased
4. insist
5. stable
6. chic

CHAPTER 10

● COMPREHENSION—QUESTIONS

1. He was grateful for their kindness, but he felt uncomfortable with the way his name was written in *katakana*.
2. People in the limelight.
3. To illustrate how names change over time.
4. Because he wanted him to grow up to be a tough person.
5. It could be pronounced easily by relatives in the U.S. and Japan.

● COMPREHENSION—CREATE YOUR OWN QUESTIONS

1. Who falls head over heels in love with Juliet at first sight?
2. Whose name has a “v” sound? Who could not pronounce the “v” sound in Steve’s name well?
3. According to the essay, what type of name do people in the limelight sometimes give their children?
4. What were the top five names for boys in the U.S. in 2004? What were the top five names for girls in the U.S. in 2004?
5. What were the most popular Japanese names for girls in 1925? What were the most popular Japanese names for boys in 1925?

● VOCABULARY—ENGLISH-ENGLISH CHECK

1. in the limelight
2. relatively
3. pick on
4. priest
5. feud
6. go to extremes
7. shrine
8. ordinary

● VOCABULARY—WORDS IN ACTION

1. shrine
2. went to extremes
3. pick on
4. ordinary
5. in the limelight
6. feuding

CHAPTER 11

● **COMPREHENSION—QUESTIONS**

1. The first-born child.
2. The first-born child.
3. The last-born child.
4. Because his wife, Matt's baby sister, had a car accident.
5. The middle-born child.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. According to Matt, in his family, who always has to decide everything?
2. According to Matt, which child do parents tend to place extremely high expectations on?
3. According to Matt, what do first-born children believe is their birthright?
4. When Matt was a child, why did he lose three weeks' allowance?
5. Who drove a car into a tree?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. disobedient
2. accomplish
3. overprotective
4. manipulative
5. mediator
6. adaptive
7. tolerant
8. immature

● **VOCABULARY—WORDS IN ACTION**

1. immature
2. adaptive
3. mediator
4. manipulative
5. accomplished
6. tolerant

CHAPTER 12

● **COMPREHENSION—QUESTIONS**

1. Because Peter is so in love he wants to get married.
2. Because Sid suggested that love and marriage are unrelated.
3. To illustrate that love is a sickness.
4. An aunt who doesn't see well—one who is at least sixty years old.
5. Love.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. Who was Peter dating? How long had Peter and Rosetta been dating?
2. What lovey-dovey things had Peter and Rosetta done?
3. According to Sid, when do people make foolish decisions?
4. What is Sid's advice?
5. Who does Sid think is crazy?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. pet peeves
2. potential
3. divorce
4. stain
5. gaze
6. compatible
7. be suspicious of
8. trivial
9. stuff

● **VOCABULARY—WORDS IN ACTION**

1. trivial
2. stuff
3. divorce
4. am suspicious of
5. gazed
6. compatible

CHAPTER 13

● **COMPREHENSION—QUESTIONS**

1. To teach students the importance of telling the truth.
2. His father hugged him and praised him for telling the truth.
3. A white lie.
4. So that he can pass the course—and graduate.
5. They should tell a whopper.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. According to Wade, what do most historians think about the George Washington story?
2. What is the classic example of a white lie?
3. How does Dirk's voice make Rosemary feel?
4. What does Margaret think about Professor Vitt's poem? Does Margaret like Professor Vitt's poem?
5. Why does Wade mention Adolf Hitler? What did Adolf Hitler say about telling lies?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. be justified in
2. colleague
3. appealing
4. make up
5. imply
6. consequence
7. evidence
8. feel guilty
9. optimistic

● **VOCABULARY—WORDS IN ACTION**

1. felt guilty
2. consequences
3. are justified in
4. implied
5. made up
6. colleagues

CHAPTER 14

● **COMPREHENSION—QUESTIONS**

1. Tabuse's dream came true. He played in an NBA basketball game.
2. Because they give us hope and direction. (They motivate us. They give our lives meaning.)
3. That he or she can become a rabbit. (That he or she can have an ice cream shop on the moon.)
4. Having a small shop that recycles furniture.
5. To help us understand how essential dreams are to our lives.

● **COMPREHENSION—CREATE YOUR OWN QUESTIONS**

1. Who is five foot eight? Are there many five-foot-eight players in the NBA?
2. According to Wade, why do parents encourage silly or absurd dreams?
3. For a long time, what has Emi secretly dreamed?
4. Who doesn't want to study for university entrance exams?
5. According to Wade, what should we be careful never to destroy?

● **VOCABULARY—ENGLISH-ENGLISH CHECK**

1. adversely
2. dare
3. slim and none
4. abandon
5. lavish
6. downside
7. absurd

● **VOCABULARY—WORDS IN ACTION**

1. dare
2. downside
3. adversely
4. lavish
5. absurd
6. abandon

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