

Question/Answer

These homework sets help Japanese children acquire basic English conversation skills using a variety of grammatical patterns. They will form the basis for eventual mini-dialogues, enabling students to begin to hold conversations.

- Although the questions are fixed, the answers are not limited to the situations depicted in the cards; this makes these sets both more useful and more interesting.
- Factual answers are required which will vary according to each child's circumstances, present feelings, etc.
- A range of recommended homework follow-through games help students learn to manipulate the language and structures introduced in the homework, further broadening their English communicative ability.



Students study at home by looking at the illustrated flashcards while listening to corresponding CD tracks. There are two CDs in each set:

- The Study CD teaches questions and possible answers which apply to the respective cards. (Various sound effects and jokes are used to facilitate learning and retention.)
- The Game CD is for playing various games at home to reinforce speedy comprehension and response.

Preparation

These homework sets can be challenging, especially for younger students: Question/Answer Set A requires students to produce fuller sentences than prior homework sets, and Set B features even more challenging grammar. We don't pre-teach the cards, but to make these homework sets a success, we have to prepare the students.

Preparing for Question/Answer Set A (Q/A A)

We recommend that teachers play the Quick Response Questions (QRQ) game with students, starting in the 10th Rank. At the very least, try to complete all of the pink boxes before the students start Q/A A. Also, make sure you get to at least step two of QRQ, in which the students ask you questions as well. Encourage students to use a range of patterns ("OK, everybody, that's enough 'do you like' questions for today"). It's also a good idea to teach students the

'W'-question words, using the Qquestion-able flashcards and mark-off sheets. Try to get to the second stage ("point, translate") on the mark-off sheet.

Preparing for Question/Answer Set B (Q/A B)

Q/A B features more challenging vocabulary and grammar patterns and helps us teach third-person question patterns ('Does your mother like coffee?') and questions featuring plurals ('Where are your shoes?'). To prepare your students, use the Q/A B practice questions listed on the QRQ cue sheet titled 'Quick Response Questions for Q/A B prep and review'. You can also have students do pair work with the Paired Interview Cards (PICs), the follow-up test for which is good practice for the third-person questions they encounter in the homework set. Follow-up questions after Peer Talk, Enterquest, or Speak 'n Sit are also good ways to expose students to these patterns—and to motivate them to listen carefully to their classmates.

In-class Homework Check

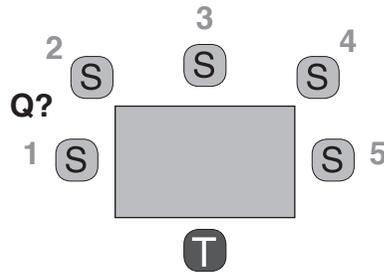
- Two students are involved on each turn, a questioner and an answerer. Both receive a chip for their performance.
- They produce full questions and sentences. Example:
 Student A: Do you like green peppers, Mari?
 Student B: No, I don't. (*Mari's truthful answer.*)
 - This means that they may get stuck midway and need a hint. Just like Daily Expression homework checks, they only get a single hint; after this, if they can promptly say the required phrase, they get a yellow chip; if they still can't, they get a red chip.
Example 1: A student is attempting Q/A A card #5, "Can you ride a bicycle?" She says 'Can you...' and gets stuck. She gets a hint of 'Can you r...' to prompt 'ride (a bicycle)'. Now she is able to finish the question; after her partner answers, she receives a yellow chip.
Example 2: In the same situation as above, if the student gets a hint but still cannot produce 'ride', or she gets stuck saying 'bicycle', etc., she will receive a red chip.
- We require the students to make eye contact with each other, smile, and append names to questions. These rules may seem a little unnatural or repetitive, but they are sound techniques for facilitating communication and

making good impressions on people. We train the TA to help us monitor.

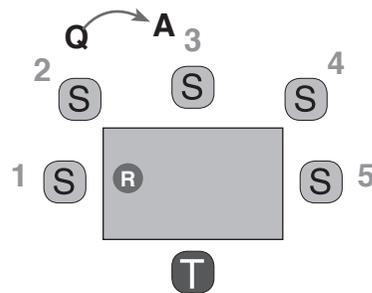
- If a student receives a red chip, the question is redone with the erring student's role passing to the next student.

Scenario 1: A student cannot ask a question.

If Student 1 cannot ask the question, even after receiving a hint, she is given a red chip. We show the same question card to Student 2.

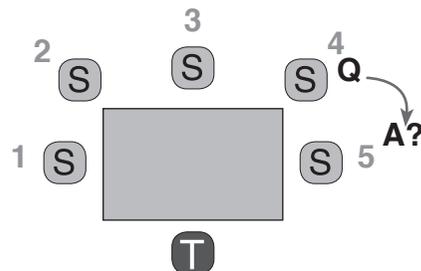


Student 2 asks Student 3, who answers. Both receive blue chips. Teacher asks Student 1 to repeat what Student 2 said, to confirm understanding.

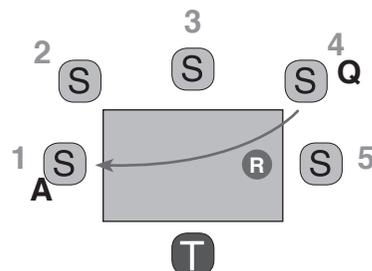


Scenario 2: A student cannot answer a question.

Student 4 asks the question. If Student 5 cannot answer even after receiving a hint, he gets a red chip.



Student 4 asks the same question again, this time to Student 1, who answers. Both receive blue chips. Teacher confirms understanding with Student 5.



Ideally, during a homework check, students will ask and answer two questions each for a total of four chips.

- In a class with an odd number of students, if all are receiving only blue or yellow chips, this will work out naturally: a student who asked a question on the first round will end up answering one on the second.
- However, in a class with an even number, students must swap asking and

answering roles each time. There are a number of ways to work this out; the technique we find best is for the teacher to participate in the check as well: e.g. in a class of six, he or she will become the 'seventh student'.

This system can sometimes get a little messy if several students receive red chips, and you may have to alter things 'on the fly'. It's fine if a student asks three questions and only answers one (or vice versa), but not four.

Question/Answer Set B Workbook

To get the full benefit of the Q/A B homework set, students should use the Q/A B workbook at the same time. Each page is based on four cards included in their listening homework for that week. Each four-card set is focused on for three weeks. The first week is for vocabulary-building and improving comprehension, the second is for practice writing the full questions and answers, and the third has expansion questions using patterns similar to those encountered in the second week.

In the third week of a cycle it is an excellent idea to do a follow-up game after, or instead of, the homework check. We recommend a game which features expansion questions such as Cue Cards, Quick Response Questions with Q/A B Expansion Questions or Hot Seat.

Follow-Up Games

There are a number of follow-up games. Play them when it seems appropriate during the homework set period (and afterwards) for review and motivation. Information on these games is available in this teacher's manual on page 75. They are also covered in training videos and at seminars.

The Question/Answer homework sets are important tools to help us expand our students' range of expression, communicative ability, vocabulary and grasp of English grammar. You can help your students gain the most benefit from them by getting to know them and their associated activities well. Discuss any problems or questions about them with other teachers and staff at your school, or contact PLS anytime. Good luck!