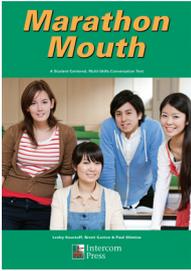


Foreword



This is Marathon Mouth’s first edit in more than 10 years. We hope you will enjoy it and check our website to receive other teachers’ ideas, and give your own ideas about the methodologies and improvements you may have.

The use of any textbook is entirely up to the teachers using it and just because there are often guides, with suggested ways of undertaking the activities, this doesn’t mean you have to follow them. Indeed we encourage you to look for other paths of use, guided by the ability and motivation of your students and your own teaching philosophy.

Good luck and please enjoy this text with your students.

Paul Shimizu

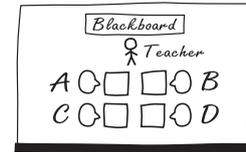
Quick Start

In order to assist you in using this text quickly and effectively, I will outline the basic information you need in order to start right away. Having said that, the activities are relatively easy to understand after a quick look. But firstly, a word about the AB/CD activities.

AB/CD (Information Gap Activities)

Although this is a four person activity, in reality it is 2 information gap activities running simultaneously (AB & CD). There are three main reasons for this unique activity. 1. Students are in a four person ‘comfort’ group. 2. When the AB students and CD students are exchanging their information the ubiquitous ‘echo’ effect disappears so students can concentrate more easily and interestingly talk a little louder. 3. When the AB students and CD students have completed their information exchange, A becomes C, C becomes A, B becomes D, and D becomes B. That is why the AB/CD pages are arranged in AC and BD spreads.

I like to have my students sat in a four person group facing each other sitting sideways to the blackboard. This system allows me to talk with the class as a group and readies the students for their exchange of information. I also have my students make a passage for me between their desks. That way I can move around the class more effectively and easily.



Review

This activity is key to the effective use of the text and the general philosophy of student empowerment. Every unit in the text (except Unit 1) starts with an activity which refers students back to page 2. Thus it goes without saying that the first unit, “HELP!” is considered by us to be the most important unit of the text, since the empowerment language contained therein, runs right through the text. This activity may well encourage you to look carefully at each unit and add, embellish or edit the suggested empowerment language.

Learn

This activity always follows the review activity, but it comes in a variety of guises. When you see them they are usually self evident to the teacher, but students may well need some explanation. Quite often this activity is labeling images, although it sometimes includes writing a sentence, or reading some text. It is this activity which is most likely to elicit empowerment language. These ‘learn’ activities start off all the AB/CD pages with the exception of unit 7.

Prepare

The ‘prepare’ activities always take the form of writing statements, questions or answers. They always precede the interview, survey or find someone who... activities which are towards the end of each unit. They are also found within the AB/CD pages. This activity and the ‘learn’ activity is where you usually circulate the class assisting your students.

Converse

This is the culmination of the AB/CD pages where students exchange their information. It may be useful to model this activity to your students and point out that they should not really be ‘talking to their books’. Demonstrate the ‘Look, Cover, Speak’ method. In addition, after the initial information exchange and before students switch pages, you might like to introduce a challenge. This challenge is where C & D close their books and A & B ask their questions again to see if their partner can remember their answers. This is an extremely valuable activity in that students are usually more engaged, have greater fun, speak louder and have much more eye contact, than when doing the initial information exchange.

### Listen & Check

These two activities are always together. Before doing the listening activity, we strongly suggest having students prepare, by going over the questions and answers. I usually have students prepare alone and ask me for help as they need it, and then go over the material as a whole class activity.

You may want to play the audio track twice depending on your students' ability.

Model the 'Check' activity, pointing out the usefulness of the language of agreement and disagreement. Encourage your students to answer in full sentences.

### Find Someone Who ....

There is only one 'Find Someone Who ...' activity in this text. It is activity 9 in Unit 2. This activity has questions which only have variations of 'Yes' and 'No' answers. Students choose 7 questions from the previous activity and add two questions of their own.

Traditionally this activity is usually undertaken by having all students standing up, milling around the class asking each other their chosen questions. For me this method has never been fully satisfactory since the students' goal and the teacher's goal seem to be quite different; they want to get a list of names whereas I want them to engage in a good question and answer rapport with possible follow-up questions

So over the years I have developed the following system which seems to work very well. Half the class stand up and place their chairs under the desk (this is important since students can now move around the class easily and safely). The sitting students close their books while the standing students walk around the class speaking only to the sitting students. When finished (you have to decide when you think they have finished) simply switch the standing students with the sitting students and off you go again.

### Survey

These activities are in units 3, 5, 7, 9, 10, 12 & 14. The activity basically has one student surveying three other students. This I feel is best done sitting down in a group of four with each group member surveying the other group members. The student who is being surveyed should of course have the book closed to ensure that the question is being 'listened to'.

Though you could do it the same way as described for the 'Find Someone Who...' activity, to give students the opportunity to talk with students in other groups.

### Interview

These activities are in units 4, 6, 8, 11, & 13. This activity is basically a list questions with a variety of answers. Students simply ask one question to one student, record the answer and ask a follow-up question. (if your students are up to it) So this activity works very well if it is undertaken in the same style as the 'Find Someone Who ...' activity.

### About Me!

These activities come at the end of each unit. They give the students a chance to write about themselves using the language they have learned in the unit.

The directions in the About Me! activities are purely a guide. Feel free to modify them in any way which suits you and your students.

### Teacher's Choice

The Teacher's Choice follows an About Me! activity. If students are reading what they have written, instruct them about active listening. The listener should be making small head movements, short affirmative-type sounds, plus anything else you think is relevant to active listening. The following is a short list of possible Teacher's Choice activities.

1. Have students sit in groups of four. Students pass their texts to the left, read what was written in the About Me! section and sign their name in the appropriate box.
2. The same as No. 1 but students write a question instead of signing their name.
3. The same as No. 1 but students write a comment instead of signing their name.
4. Have each student leave his book open on the desk. Students then walk around the classroom and read three other students' books, write a comment and sign their name.
5. Have students walk around the class and read what they have written to three other students. Have the listener sign in the box.
6. The same as No. 5 but the listener must ask at least one question before signing in the box.
7. Use the Teacher's Choice as a one-on-one activity. Have students sit in pairs. The first student reads what she has written, while the listener actively listens and responds with some questions in order to get a dialogue going. When finished, students switch roles.