

What's That You Say?

*Bright Ideas for
Reading, Writing, and Discussing
in the English Classroom*



Written and Photographed
By Jono David



*for
Mom and Dad,
my first teachers*

What's That You Say?
Bright Ideas for Reading, Writing, and Discussing in the English Classroom

©2023 Jono David

PUBLISHER: Nan'un-do Co. Ltd., Tokyo, Japan

All Rights Reserved. No part of this publication may be reproduced, stored or transmitted without the express written consent of the author. Reproduction of any or all parts of this book is an infringement of copyright law.

All text ©2023 Jono David

All photography ©Jono David

Introduction

Welcome to *What's That You Say?: Bright Ideas for Reading, Writing, and Discussing in the English Classroom!*

This textbook offers students a unique approach to learning, activating, and enjoying English through the pleasures of engaging with a range of dynamic social, cultural, and historical topics.

Each of the 15 units builds vocabulary, strengthens grammar, stimulates communication, bolsters confidence, and broadens knowledge about many subjects. Fun and varied classroom activities and homework assignments keep students involved with the goals and challenges of each unit.

What's That You Say? is certain to be a meaningful journey and learning experience for both students and teachers alike. Have fun!

LAYOUT AND CONTENT

Each unit is generally comprised of the following parts:

PHOTO TALK is a warm up activity. Students are instructed to look at the photo(s) with their partner(s) and comment freely. Photo Talk is not meant to be challenging; it is meant to introduce the unit topic and to get the dialogue moving. All of the Photo Talk images are directly related to the theme of the unit. Students should be encouraged to focus their comments on the unit topic and to avoid unrelated ideas. However, the most important thing is to get the students talking!

VOCABULARY is a critical foundation of *What's That You Say?* For many students, the most challenging aspect will be vocabulary.

The vocabulary section highlights 10 key words or phrases from the unit reading. It does not, however, cover all key words. Each reading has a number of key words and expressions highlighted in bold. Only 10 of these are covered in the vocabulary section. Students are encouraged to review the other key words on their own. If the students can master the vocabulary section, the other sections of the units will be considerably more approachable. Therefore, there must be an emphasis on vocabulary building.

READ ALL ABOUT IT readings average approximately 420–450 words. Depending upon the class level, the readings may be assigned as pre-reading homework. Doing so will not only save class time, it will more importantly boost confidence because students will perform better in class when discussing the reading. The texts are varied in their styles and difficulty. There is not an ordered progression for the level of difficulty; it merely depends upon the unit.

For lower level students, have them focus on and identify the main points of each paragraph instead of worrying about all the supporting details and explanations. In just 1–3 words, each paragraph's main idea(s) can be identified. Remind students that understanding the main points is generally sufficient to mastering the reading comprehension questions. It is important that they feel a sense of accomplishment at all times.

READING COMPREHENSION is divided into 3 parts, each with 5 tasks: Answer the Questions, Complete the Sentences, True or False. The questions are a mixture of straight informational understanding and critical thinking as some answers must be formulated based upon the context. When sharing answers with the class, allow at least two students to give their answers so that multiple voices and ideas are heard. While some of the answers are "correct" or "incorrect", many are based upon interpretation and/or opinion while others are factual. In the true-false section, false answers should be corrected to make the statements true.

ACTIVITIES generally features three activities featuring a range of tasks and challenges including additional vocabulary building, grammar exercises, informational gap completions, sentence building, opinion sharing, and discussions.

SMARTPHONE SMARTEN UP is a 5-minute smartphone information search about a series of 8 general knowledge or trivia-type questions. Encourage the students to choose questions randomly so as to avoid all the students answering the same few questions at the top of the list.

WHO SAID THAT? FAMOUS QUOTATIONS features 3 quotations by a range of people from around the world. Some of the quotations are simple and literal in their meanings, but others express metaphorical or symbolic meanings. Allow students to interpret them. Also, be sure to say something about the people who said these quotes or allow students to do a quick search.

What's That You Say? is a fact and learning-based textbook but not a source for reference. While every effort has been made to check facts and figures and other information, there may be inaccuracies, some of which may simply be due to our ever-changing world. Any such errors or discrepancies should not impede upon the main aim of this book, however — practicing English. The publisher welcomes corrections which may be amended in future editions.

About the Author/Photographer

Jono David is uniquely qualified to write *What's That You Say?* He has taught English at numerous universities in Osaka and Tokyo, Japan since 1994 including Osaka University and Sophia University. He has a B.A. English Language & Literature from the University of Maryland, College Park, Maryland, USA; an M.A. Modern English Language from University College London (UCL), London, England; and an M.A. Photography from Middlesex University, London, England. He is also TESOL certified and IPA certified (International Phonetic Association, English). As an independent photographer, Jono has exhibited his work in museums and galleries in the United States, South Africa, Israel, Morocco, the United Kingdom, and Ireland. His online photography portfolio may be visited at: www.jonoDavid.com.

~~~ MESSAGE TO STUDENTS ~~~

Dear Student –

Welcome to *What's That You Say?: Bright Ideas for Reading, Writing, and Discussing in the English Classroom!* You are about to embark upon an exciting journey of English learning and discovery.

What's That You Say?: Bright Ideas for Reading, Writing, and Discussing in the English Classroom is not your usual English course book. It includes topics students care about such as social media, travel, taking risks, issues about society, and love. Moreover, the units offer a range of engaging activities so each unit is a unique learning experience. You will also have plenty of opportunity to use your smartphone – because you know you love your smartphone!

What's That You Say? is designed to maximize communicative opportunities throughout every unit and activity. The book aims to encourage communication without judgement of right or wrong answers by allowing students to interpret information in their own way. This approach allows for flexible comments, sharing of thoughts, and expression of opinions.

It is important to speak English as much as possible, even when it's hard. When you speak English, your classmates will too! Using all of your English skills – speaking, reading, writing and listening – to the fullest extent possible is a sure way to improve your English. Remember to ask questions when you are not sure about something! If you can master 70~80% of the readings, for example, you will be doing a great job. Not everyone is at the same level of English, however, so do not worry if you are not sure about something. Your teacher does not expect you to understand 100%. After all, you are not a native English speaker. *What's That You Say?* does require effort, however. The themes and topics are challenging but not out of your reach! You have the English power!

Enjoy English. Enjoy the challenge. Enjoy your classmates!

Good luck!



Jono David
author/photographer, *What's That You Say?*

Contents

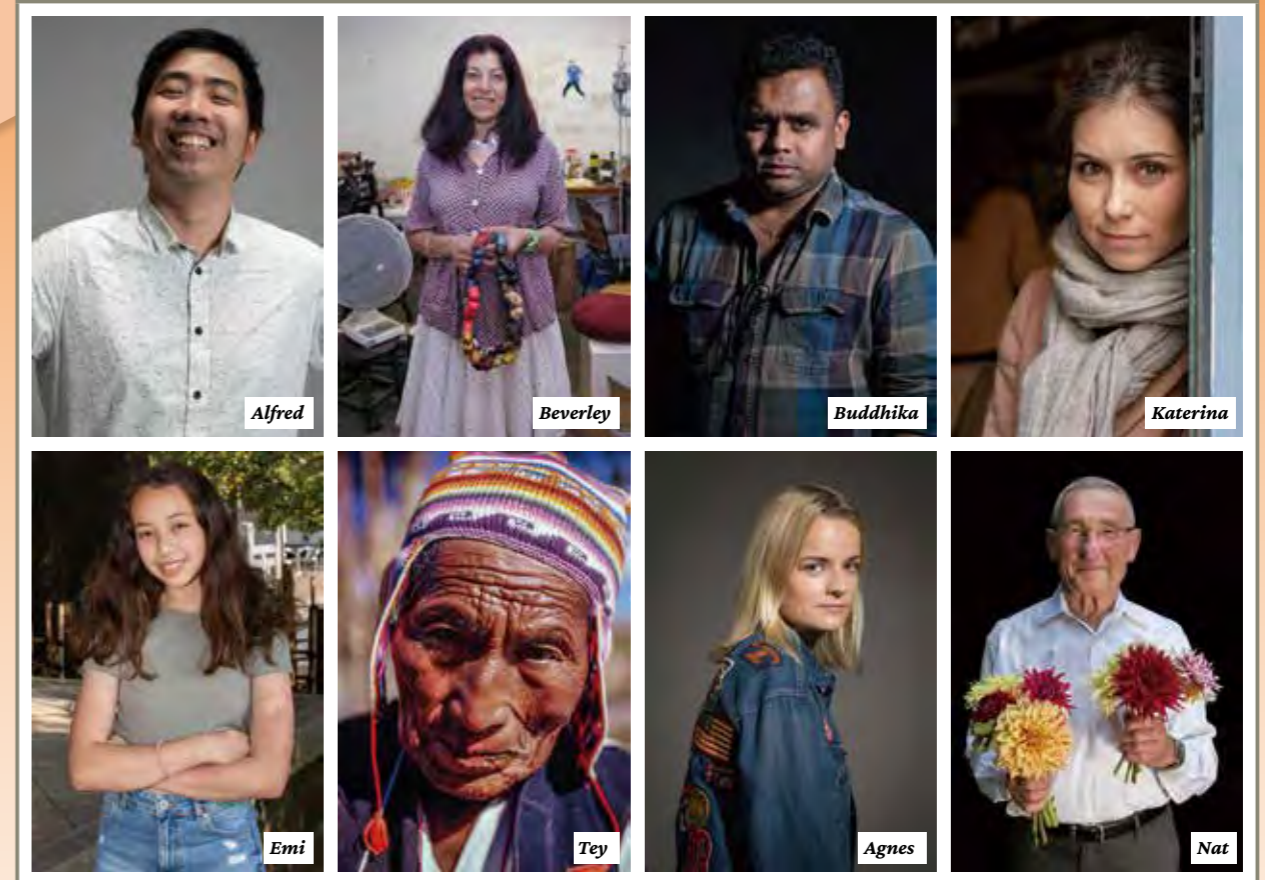
Introduction	i
LAYOUT AND CONTENT	ii
Message to Students	iv
Unit 1 The Last Chance for a First Impression	9
Unit 2 Why Learn English?	14
Unit 3 Focus on Photography	19
Unit 4 Gender Inequality in Japan	27
Unit 5 Social Media and the Internet	32
Unit 6 Indigenous Peoples of the World	38
Unit 7 Great People in History	44
Unit 8 The Road Less (or More) Traveled	50
Unit 9 The Culture of Food	56
Unit 10 Freedom and Responsibility	62
Unit 11 Love One, Love All	68
Unit 12 Money and Finance, Dollars and Sense	74
Unit 13 Careers: Nice Job!	80
Unit 14 Across the Universe: If Earth Were a Cherry Tomato	87
Unit 15 Risks: Take Your Chances	93

Appendices

Numbers	99
Grammar (English Tenses)	100
Irregular Verbs	106

Unit 1 The Last Chance for a First Impression

PHOTO TALK Chat freely about the photos with your partner(s). What do they tell you about today's topic?



VOCABULARY Match the words and sentences (careful of word form).

In the spaces, write: the word in Japanese / a synonym in English

A. split-second	/	F. trait	/
B. encounter	/	G. overcome	/
C. character	/	H. perception	/
D. feature	/	I. consequence	/
E. come across as	/	J. insulting	/

- Bill and I had an _____ at a party, but we never saw each other again.
- I knew it was going to be difficult, but I was able to _____ the problem.
- The doctor had no time to think. He had to make a _____ decision.
- People are complicated. They have many _____ to their personality.
- The car has a lot of new _____ and is fun to drive.
- Jill _____ very cold, but actually she is a nice person.
- Be careful. Even small mistakes can have big _____.
- I know you don't like the boss, but my _____ of her is positive.
- It's upsetting and _____ to hear you speak so unkindly about me like that.
- Your friend has a lot of _____. He's funny and really nice



The Last Chance for a First Impression

1. You don't get a second chance to make a first impression, the **saying** goes. Yet, in just a **split-second**, we form opinions of people we **encounter** based on any number of characteristics including age, gender, language, appearance, voice, culture, economic and social status, and the situation in which we meet. Generally speaking, these impressions are quite **accurate**.
2. In the 1700s, Johann Kaspar Lavater, a Swiss physiognomist, believed that a person's **character** could be **determined** from their **facial features** such as the size of the nose and the shape of the eyes and **forehead**. In 1920, American psychologist Edward Thorndike wrote about the *halo effect* which says that one positive quality generally results in a positive impression of a person **overall**. More recent research suggests that shared attitudes and beliefs, such as family or social values, reduce *first impression bias*.
3. First impression bias means to make an immediate decision about a person based on the limited information we have at the moment of the encounter. So, for example, positive first impressions are more likely with a person wearing an **outfit** you like or if the person is **physically attractive** to you. A negative first impression is more likely if, for example, the person **comes across as** insincere or dirty.
4. More specifically, positive first impressions are influenced by personal character **traits** such as acting naturally, smiling, being honest and confident, listening and being talkative, and **presenting oneself** appropriately such as having good manners and wearing tidy, clean clothes.
5. On the contrary, a negative first impression can result from the opposite of these **qualities** and/or also by being too direct, asking very personal questions, talking about **sensitive** topics such as religion, politics, health, or gossip. A negative first impression is difficult to **overcome** because most people are unwilling to change their **perceptions** even with new positive information.
6. Wrong first impressions can have serious negative **consequences**. These may include losing a job opportunity, **exclusion** from social circles, being denied financial services at banks, or having feelings of **worthlessness**. While negative first impressions are difficult to overcome, it is not impossible. Doing so usually requires time and effort, however. On the other hand, positive first impressions can quickly change to negative with bad behavior such as lying or **insulting** language.

Comprehension: The Last Chance for a First Impression

Answer the Questions. Write short answers.

1. How long does it take to form a first impression?
2. What character traits help to make good first impressions?
3. Why don't you get a second chance to make a first impression?
4. What is the halo effect?
5. What are some character traits that can lead to negative first impressions?

Complete the Sentences. Choose the best option or options.

6. First impressions are often / rarely / never right.
7. Johann Lavatar believed character could be judged from jobs / facial features / shoes.
8. Overcoming a negative first impression takes time and effort / money / apologizing.
9. First impressions are based on personality traits / the time of day / the weather.
10. Everyone / Only some people / More women than men make(s) first impressions.

True (T) or False (F). If false, correct the sentence to make it true.

11. T / F: First impressions are always accurate.
12. T / F: Negative first impressions are hard to change.
13. T / F: First impression bias is to form an opinion based on limited information.
14. T / F: People have more positive first impressions of cute and handsome people.
15. T / F: Negative first impressions are not harmful to people.

FIRST IMPRESSIONS VOCABULARY

Adjectives: Positive or Negative? Write P for positive, N for negative, PN if both.

___ shy ___ bad-tempered ___ cheerful ___ sensible ___ lazy ___ quiet
___ fun ___ calm ___ funny ___ exciting ___ honest ___ intelligent ___ mean
___ moody ___ serious ___ stupid ___ warm-hearted ___ sweet ___ easy-going
___ interesting ___ rich ___ poor ___ sad ___ worried ___ relaxed ___ rude

Add three more adjectives to the list.

FIRST IMPRESSIONS MAKING STATEMENTS

Look at the pictures of the people on the first page of the unit. Use the vocabulary above and the following language to share your first impressions with your partner(s).

- A. He/she looks + adjective and + adjective (because + reasons) / but ...
e.g. Alfred looks cheerful and easy-going because he is smiling.
- B. He/she seems + adjective and + adjective (because + reasons) / but ...
e.g. Emi seems calm and warm-hearted but she looks a bit shy.
- C. He/she appears (to be) + adjective and + adjective (because + reasons) / but ...
e.g. Agnes appears to be quiet and shy because she's turned away from the camera.
- D. He/she look like a/an + noun (because + reasons) / but ...
e.g. Katerina looks like a student because her clothes are simple.
- E. He/she looks like + adjective + noun (because + -ing reasons) / but ...
e.g. Beverley looks like a serious artist because she is showing her work.

Which of these people do you think you would most / least like to meet? Why?

FIRST IMPRESSIONS JOB INTERVIEWS — SHOULD OR SHOULDN'T DO

Imagine you are going on a job interview. Look at the list below, and decide which of these things you should or should not do in order to make a good first impression. WRITE in the spaces: S = should do, SN = should not do, M = maybe

- 1. ___ Be on time. 2. ___ Go with a friend. 3. ___ Dress well. 4. ___ Smile.
- 5. ___ Learn something about the company. 6. ___ Wear sunglasses. 7. ___ Sit up.
- 8. ___ Relax. 9. ___ Shake hands. 10. ___ Talk quietly. 11. ___ Chew gum.
- 12. ___ Don't ask questions. 13. ___ Make eye-contact with the interviewer.
- 14. ___ Ask about salary. 15. ___ Talk about personal problems. 16. ___ Take notes.
- 17. ___ Lean back in your chair. 18. ___ Wear old clothes. 19. ___ Give clear answers.
- 20. ___ Lie on your CV. 21. ___ Use polite language. 22. ___ Say thank you.

What other ideas can you add to this list? Write them here:

CULTURE MATTERS. What ideas do you think are different for Japan and, say, America (or another country of your choice)? Discuss them with your partner(s).

SMARTPHONE SMARTEN UP



You have 5 minutes to search for as many of the following answers as possible:

1. Who is a famous Japanese person you have a good/bad impression of? Search one fact about them.
2. What is a product you have a good/bad impression of? Search one fact about it.
3. What is a country you have a good/bad impression of? Search one fact about it.
4. What is a cuisine you have a good/bad impression of? Search one fact about it.
5. What music you do have a good/bad impression of? Search one fact about it.
6. Who is a politician you have a good/bad impression of? Search one fact about them.
7. Who is a famous American you have a good/bad impression of? Search one fact about them.
8. What company do you have a good/bad impression of? Search one fact about it.

Do the facts you searched further support your impressions or change them? Explain to your partner(s).

WHO SAID THAT? FAMOUS QUOTATIONS

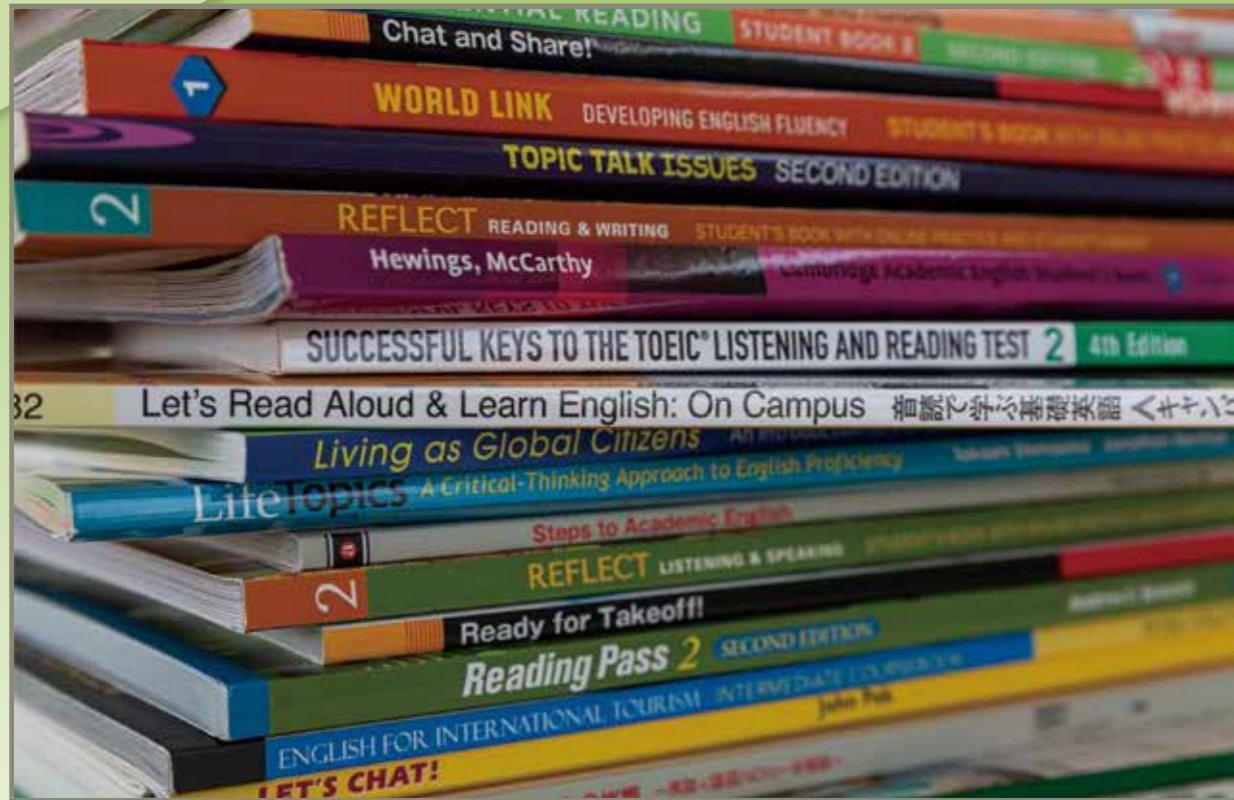
Talk about these quotations with your partner(s). What do you think they mean?

“It is only at the first encounter that a face makes its full impression on us.”
— Arthur Schopenhauer (philosopher, German, 1788-1860)

“I influence anybody who is able to get through the chaos of my first impression.”
— Gary Vaynerchuk (entrepreneur, Belarusian, 1975-)

“Two things remain irretrievable: time and a first impression.”
— Cynthia Ozick (novelist, American, 1928-)

PHOTO TALK Chat freely about the photo with your partner(s). What does it tell you about today's topic?



VOCABULARY Match the words and sentences (careful of word form).

In the spaces, write: the word in Japanese / a synonym in English

A. throughout	/	F. primary	/
B. approximately	/	G. abundance	/
C. shrink	/	H. appreciation	/
D. inter-connected	/	I. sympathetic	/
E. opportunity	/	J. growing	/

- John and Mary's lives are so _____ that they seem like one person.
- Hana speaks Japanese and French, but her _____ language for work is English.
- Traveling is an _____ to learn and experience all kinds of new things.
- There are _____ 14,000,000 people living in Tokyo.
- You were so kind and helpful to me. Here's a gift for you to show my _____.
- The party was great! There was an _____ of food and plenty of laughs!
- I was really sad and _____ when Reika's dog died. I loved that dog too!
- I put the shirt in the washing machine. It _____ and now it's too small.
- _____ her whole life, Nancy has always enjoyed a rich lifestyle.
- Wow, your children are _____ up so fast. They are so big now!



Read All About It

Why Learn English?

- Throughout** all of human history, it is **estimated** that 30,000~50,000 languages have been spoken. Today, however, there are **approximately** 6,500 living languages, and this number is destined to **shrink** further due to a more and more **inter-connected** world. So why learn a second language? Well, think of a language as a key to opening many doors of **opportunity**. Unlocking these doors can lead to a world of possibilities and experiences. English is a good choice of second language. As the world's most widely-spoken language, even basic English skills can **enhance** your life in unexpected ways.
- However, English is not the largest native-spoken language. The top 10 native languages are, in order: Mandarin Chinese, Spanish, English, Hindi, Bengali, Portuguese, Russian, Japanese, Punjabi, and Marathi. By speaking these languages, you could **converse** directly to about half of the world's peoples. That's a lot of open doors!
- There are many reasons to learn English. As the most-widely spoken language, you are likely to be able to communicate with people anywhere in the world. In fact, English is the official language in nearly 60 countries. Surprisingly, even though the United States is the largest English-speaking country in the world, English is not its official language. In fact, the US does not have an official language.
- English is the **primary** language used for international business, politics, science, technology, and education as well as travel, internet web pages, and social networking. Speaking English enhances job prospects. English also gives you access to an **abundance** of entertainment including music, films, books. Opening these doors gives you wider cultural understanding and **appreciation**.
- English is not an easy language to learn, however. It has a challenging grammar, and many spellings do not match their **pronunciation**, for example: though (tho), through (thru), plough (plow), or cough (coff). With more than 1,000,000 words, English is the richest language. However, only about 170,000 of those words are in daily use. Yet, basic English requires knowing only about 1,500 words. Surely, you can master that many!
- Learning a new language — any language — opens not only doors of opportunity, it opens your mind to understanding different ways of thinking, experiencing, and expressing. Speaking another language builds confidence to communicate with people different from yourself and to be more **sympathetic** to their life experiences while **growing** your own. If you knock on English's door, it will welcome you in.
- So, that's why you should learn English.

Comprehension: Why Learn English?

Answer the Questions. Write short answers.

1. About how many languages are spoken in the world today?
2. Why are there fewer and fewer languages spoken in the world today?
3. Why is English the world's primary international language?
4. Why is English a hard language to learn?
5. What are some reasons for learning English?

Complete the Sentences. Choose the best option or options.

6. In human history, there have been about 10,000 / 20,000 / 30,000 languages spoken.
7. English is the official language in approximately 20 / 40 / 60 countries.
8. There are about 117,000 / 170,000 / 217,000 English words in daily use.
9. The biggest native-spoken language in the world is English / Hindi / Chinese.
10. The largest English-speaking country is Britain / America / India.

True (T) or False (F). If false, correct the sentence to make it true.

11. T / F: English has more than 1 million words.
12. T / F: Speaking another language gives you a better understanding of other cultures.
13. T / F: The official language of the United States is English.
14. T / F: Learning a second language is like opening a door of opportunity.
15. T / F: English is the second-most widely spoken language in the world.

WHY LEARN ENGLISH THE INTERVIEW

Ask, answer, and discuss the following questions about learning English with your partner(s). Try to give specific reasons or examples.

1. Do you learn English because you really want to or because you have to learn it?
2. What is the best or worst thing about learning English for you?
3. How do you think you will use English in your life?
4. What motivates you to learn English?
5. What is the hardest thing about learning English?
6. Do you think your English now is good enough?
7. What is something you cannot do if you do not speak English?
8. What is something you can do if you speak English?
9. Compared to Japanese (or your native language), is English harder or easier?
10. Do you enjoy speaking English?
11. Ask your own original questions.

WHY LEARN ENGLISH IF...THEN...

Consider these "if-then" sentence starter ideas about English. Complete each one with as many ideas as you and your partner(s) can think of in 2 minutes (for each). Write down any ideas.

- A. If I could speak English fluently, then ...
- B. If the world only spoke English, then ...
- C. If my parents spoke English, then ...
- D. If I fell in love with someone who only spoke English, then ...
- E. If a job I want to do requires English, then ...
- F. Make your own original if-then sentence starter about English (or another language).

WHY LEARN ENGLISH SO ...

Discuss the following statements with your partner(s). Share any ideas that come to your mind. You do not have to agree with one another.

1. English is a global language, so ...
2. English can help me get a job, so ...
3. With English, I can study all over the world, so ...
4. English is the world's main media language, so ...
5. English is the internet's main language, so ...
6. English will help me learn other languages, so ...
7. English makes international travel easier, so ...
8. English gives me access to music, films, literature, and more, so ...
9. YOUR IDEA ...



SMARTPHONE SMARTEN UP

You have 5 minutes to search for as many of the following answers as possible:

1. How many new English words are added to the dictionary each year?
2. Which English letter is used least?
3. Which English letter in the dictionary has the most words?
4. What is the most-used adjective in English?
5. What is the most-used noun in English?
6. What English word has three consecutive pairs of letters, e.g. aa, bb, cc?
7. What is the longest word (the most letters) in English?
8. Which English word has the most meanings listed in the dictionary?

WHO SAID THAT? FAMOUS QUOTATIONS

Talk about these quotations with your partner(s). What do you think they mean?

“Language is the road map of a culture.”

– Rita Mae Brown (writer, American, 1944-)

“To have another language is to possess a second soul.”

– Charlemagne (King of Francia, 742-814)

“A different language is a different vision of life.”

– Federico Fellini (film director, Italian, 1920-1993)

Unit 3

Focus on Photography

PHOTO TALK Chat freely about the photo with your partner(s). What does it tell you about today's topic?



VOCABULARY Match the words and sentences (careful of word form).

In the spaces, write: the word in Japanese / a synonym in English

A. inception	/	F. fragile	/
B. keepsake	/	G. industry standards	/
C. precious	/	H. radically	/
D. portable	/	I. ubiquitous	/
E. wealthy	/	J. impress	/

1. In the 1980s, it was popular to carry around a _____ radio.
2. Today, smartphones are everywhere. They're _____.
3. He has worked at the company since its _____ three years ago.
4. Some things like glass and my heart are _____ and break easily.
5. To get the job, you need to _____ the interviewer with your knowledge and skills.
6. _____ nations of the world should give more money to poor countries.
7. The museum is filled with rare and _____ jewels and historical items.
8. _____ are methods, processes and practices followed by members of business, for example, the same rules, sizes, quality, and safety.
9. We _____ redesigned our kitchen. You wouldn't recognize it!
10. This _____ reminds me of my childhood. I will never throw it away.