

An abstract watercolor splash featuring a mix of vibrant colors including red, orange, yellow, purple, blue, and green, with some darker, more saturated areas. The colors blend and overlap, creating a dynamic and artistic background for the title text.

Example Lesson Plans, Materials, and Syllabi

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Lesson Plan

"My Hometown"

Instructor: Matthew Barbee

Class: EFL mixed-skills Class (95 min.)

Skill Level: Pre-intermediate College

Date:

Student Learning Objectives:

Students will . . .

1. Identify and recall specific details after listening to a modified English text by answering comprehension questions.
2. Express themselves using written and spoken English.
3. Acquire new English vocabulary and demonstrate their understanding of that vocabulary through listening, speaking, reading, and writing activities.
4. Learn to combine words in English using contractions to better express themselves when using written and spoken English.
5. Learn to use word stress when using compound words in spoken English.
6. Learn to make stressed syllables easy to hear in spoken English.

Materials:

- Handouts
- PPT presentation
- Laptop
- Projector/screen
-

Keywords and Expressions:

- Vocabulary: capital, hometown, nightlife, population, transportation, interesting, fantastic
- Expressions: "Are you kidding?" and "How's the . . .?"
- Grammar: Combining words with contractions
- Pronunciation: Word stress in speech

TIME	TASK	PROCEDURE
5	WARM-UP/ REVIEW	<p>The teacher asks the students several questions relating to hometowns, using some key words from the lesson to get them thinking about the topic. The teacher can write hometowns on the board, list the interesting points, and cover a few vocabulary words.</p> <p>Warm-up Questions:</p> <ol style="list-style-type: none"> 1. Where are you from? What is your <i>hometown</i>? 2. How long (have you lived/did you live) there? 3. Do you like your hometown? Why? 4. What makes your hometown <i>interesting</i>? 5. How many people live in your hometown? What is the <i>population</i>?
15	PART I: Listening Comprehension	<p>The teacher hands out the worksheet with the listening comprehension questions. The students will listen to a modified text about Delhi, India (265 words). After listening, the students will then answer comprehension questions about the text (true and false, short answer, and critical thinking). The text and comprehension questions contain target vocabulary words and grammar from the lesson. The teacher may want to give students time to look at the questions before they listen.</p> <p>Text:</p> <p>My hometown is Delhi. Delhi is the capital of India and is located on the Yamuna River. It's an interesting city because it's both new and old, it's full of markets and college students, and it's ancient.</p>

		<p>Delhi is divided into two parts: Old Delhi and New Delhi. New Delhi is very beautiful. Old Delhi is also beautiful, but it's more crowded than New Delhi with its high population. In New Delhi, there are fantastic parks and gardens. Nehru Park, Talkatora Garden, and Buddha Park are amazing places to visit if you want to relax and experience nature. Today, Delhi is fast-paced, modern city. It has a rapid transportation system and the nightlife is full of energy and busy people.</p> <p>Delhi is a great center of trade and education. Connaught Place, Chandni Chowk, and Lajpat Nagar are famous shopping markets where you can buy anything from clothes to kitchen supplies and food. There are also many universities in New Delhi. Because English is an official language in India, did you know that you could study English in Delhi? You can meet many Indian college students if you come to Delhi.</p> <p>Delhi is also an ancient city. It became a city around 1000 BC. The old buildings remind us about its glorious past. For example, tourists often come to Delhi to see the historical places like the Lotus Temple, India Gate, the National Museum, and the Akshardham Temple.</p> <p>I hope that you will have a chance to visit India someday. The new and old, the college students, and the ancient tourist spots are waiting for you.</p> <p>Comprehension Questions:</p> <ol style="list-style-type: none"> 1. Delhi is the capital of which country? 2. True or False? New Delhi has more people than Old Delhi. 3. True or False? Delhi has a busy nightlife. 4. What is something that you could buy from a market in Delhi? 5. According to the text, why is India a good place to learn English? 6. True or False? All the buildings in Delhi are new and beautiful?
10	Listening Comprehension Check/Vocabulary Building	<p>The teacher instructs students to turn over the handout, the reverse of the handout has the full listening text and target vocabulary words. In groups, the students will peer-check their answers to the listening comprehension questions. If groups finish early, they can use their dictionaries to define the vocabulary words in the word list and circle them in the text, making notes in Japanese if necessary.</p>
10	Vocabulary Review MINI-LESSON: Word stress	<p>The teacher says each vocabulary word while the students repeat. The teacher then does a mini-lesson on word stress using the vocabulary words.</p> <p>Mini-lesson: Word Stress</p> <p>In words with two or more syllables, one syllable is stronger than the others. This syllable has the most stress. Words are made up of stressed and unstressed syllables. Knowing the difference between stressed and unstressed syllables is important to understanding the meanings of words. For example, listen to the following words: tulips, two lips, message, massage, dessert, desert, thirty, thirteen. Without stress, it would be difficult to understand these words.</p> <p>HELPFUL HINT: What makes a syllable sound strong?</p> <ul style="list-style-type: none"> • The vowel in the stressed syllable is clear. [a - GREE - ment] • The stressed syllable is higher in pitch. [a - GREE - ment] • The vowel is long and stretched. [a - G R E E - ment]

		The teacher say the vocabulary words again while students listen and circle which syllable is stressed.
15	PART II: Reading Comprehension/ Vocabulary Application	<p>The teacher passes out the Reading Comprehension handout. The students work individually to fill-in-the blanks of the modified reading comprehension text (330 words) with 12 words from a word list.</p> <p>TEXT:</p> <p>Hello, my name is Matthew. My <u>hometown</u> is Blountstown, Florida in the United States of America. Florida is located in the southeast part of America. Blountstown is a very small city in north Florida. It's only an hour away from the <u>capital</u> of Florida by car. Blountstown is so small that the <u>population</u> is only 8,000 people, and there is no public <u>transportation</u>. Some people think that rural towns are not <u>interesting</u>, but I disagree. Blountstown is a fantastic place to live because it's surrounded by nature, the people are friendly, and the food is delicious.</p> <p>Even though Blountstown is small, it's still full of life. I'm talking about <u>nature</u>. Blountstown is between two rivers. I love to spend my weekends fishing, swimming, and boating on the rivers. As a child, I remember canoeing down the river for hours with my two brothers. We always saw <u>wildlife</u>, for example, alligators, raccoons, giant white egrets, and snakes.</p> <p>Blountstown also has friendly people. One positive point about living in a small town is that everyone knows each other. <u>Neighbors</u> are very helpful and often bring my family extra food when they have too much. Also, because my grandparents are old, their neighbors often help them with their garden. Some people say that this is also a <u>negative</u> side to living in a small town. If everyone knows each other, you must be very careful not to get into trouble. There are eyes everywhere, and someone may tell your family.</p> <p>Also, the food in Blountstown is <u>delicious</u>. Because Blountstown is between two rivers and near the ocean, we eat a lot of fish and seafood. The most interesting food that we eat is crawfish. Do you know crawfish? In Japanese, it's called <i>zarigani</i>. It is <u>fantastic</u> to eat in the summer time.</p> <p>Finally, I know some people love big cities because of the fast-paced <u>nightlife</u>. For me, however, Blountstown is the perfect place to live because of its nature, people, and food.</p> <p>Word bank:</p> <ul style="list-style-type: none"> • nightlife • wildlife • hometown • capital • fantastic • negative • transportation • interesting • delicious • neighbors • nature • population
15	Reading Comprehension Check/Reading Aloud	<p>Students will take turns reading the above essay sentence by sentence in groups while peer checking for meaning. When groups finish, the teacher will call on students or ask for volunteers to read aloud, sentence by sentence. The teacher will recast any stress, intonation, or pronunciation difficulties as they go with a focus on word stress.</p>

5	MINI-LESSON: Contractions	<p>Explanation from the Teacher: The apostrophe mark (') has two main uses in English:</p> <ol style="list-style-type: none">1. To make contractions2. To make nouns possessive <p>Today's focus is on contractions. A contraction happens when two words combine to form a single word. An apostrophe shows where the letters are missing in a contraction (usually the first vowel of the second word, with the exception of contractions that use <i>will</i>).</p> <p>We use contractions in conversation and in informal writing such as letters to friends, but we usually do not use them in formal academic and business writing. (Some teachers allow contractions; others do not. Students should always ask their teachers.)</p> <p>Students complete the short activity. Teacher reviews answers when students finish. Teacher can call on students one by one. Students can then circle all contractions in the reading text, count them, and, with the Teacher, identify which words were combined to make them.</p>	<p>On the handout:</p> <ul style="list-style-type: none">• is not → isn't• she is → she's• it is → it's• they are → they're• we will → we'll <p>Activity: Fill-in the missing information.</p> <ol style="list-style-type: none">1. have not → _____2. _____ → he's3. that is → _____4. will not → _____5. _____ → we're6. they will → _____
10	PART III: Dialogue Practice	<p>First, students repeat the following dialogue after the teacher, focusing on natural word stress and intonation.</p> <p>Next, the students take turns saying the dialogue with a partner. Students can alternate A and B roles. If the students feel comfortable, they can substitute the underlines information with their own answers.</p> <p>The teacher also makes note of the target expression, "Are you serious?", explains the meaning, and give alternate responses.</p> <p>Dialogue:</p> <p>A: Hey, where are you from? B: My hometown is <u>Canberra</u>. A: Really? Where is that? B: It's <u>in Australia between Sydney and Melbourne</u>. It's the capital of <u>Australia</u>. A: I see. Well, do you like living there? B: Of course! My hometown is fantastic. A: Why do you like it so much? B: Well, the best thing is <u>that there are many beautiful buildings and parks</u>. A: Anything else? B: Sure! Also, it <u>has a lower population than Sydney</u>. There are <u>fewer people and less traffic</u>. A: That sounds nice. <i>How's the food?</i> B: The food is really delicious. My favorite food is <u>kangaroo</u>. A: <i>Are you kidding?</i> B: No, really. It's delicious. You should try it sometime. A: Thanks. If I'm ever in <u>Canberra</u>, I'll try it.</p> <p>Target Expression: <i>Are you kidding?</i> There are several responses a student could have to this question:</p> <ul style="list-style-type: none">• No, really.• No, I'm serious.• No, it's true.• Not at all.	

5	PART IV: Communicative Activity (Interview)	<p>Using the handout, students work to fill-in their communication charts with information from several other students based on the previous dialogue. The students will ask interview questions to gather the following information:</p> <ol style="list-style-type: none"> 1. Name 2. Hometown 3. Location of hometown 4. Best thing about their hometown 5. A second good point regarding their hometown 6. A popular/surprising food from their hometown <p>Before the students begin, the teacher can ask one student to volunteer. Together, that student and the teacher can go through the dialogue together as an example for the other students.</p> <p>When students have finished, the teacher can ask several students to present their findings. Essentially, the students will make mini-presentations. Students have to be careful to change to the third-person when talking about their friends.</p>
5	CLOSING/ REFLECTION/ HOMEWORK	<div> <div> <p>Short Essay Writing:</p> <p>Students will write a short essay about their hometown. Students should follow the five-paragraph pattern of writing using the above two texts as examples. Essays should be 250—350 words long, double-spaced.</p> <p>The students must include the following information in their essays:</p> <ul style="list-style-type: none"> • Name and location of hometown • Three interesting/good points about their hometown • Examples/details about each good point • 5 out of 7 words from the vocabulary list </div> <div> <p>FIVE PARAGRAPH ESSAY</p> <ol style="list-style-type: none"> I. Introduction <ol style="list-style-type: none"> A. What? B. Where? C. Description. D. Three good points II. First body paragraph <ol style="list-style-type: none"> A. First good point B. Supporting sentences C. Details or examples III. Second body paragraph <ol style="list-style-type: none"> A. Second good point B. Supporting sentences C. Details or examples IV. Third body paragraph <ol style="list-style-type: none"> A. Third good point B. Supporting sentences C. Details or examples V. Conclusion <ol style="list-style-type: none"> A. Summary of the three points </div> </div>

Variations/Notes

Lower Level Modifications:

1. Teacher may want to repeat the listening comprehension text if time allows or students need more help with the listening passage.
2. The Homework essay could just be a 100-word paragraph instead of a 5-paragraph essay.
3. Instead of having the students write an essay about their hometown, students could write an original skit based on the above dialogue, hitting key vocabulary and grammar points. This could be performed in class the next day.

Higher Level Modifications:

1. During the mini-lesson on contractions, the teacher can have students write original sentences using contractions from the activity. Also, the teacher could use this opportunity to explain the difference between *it's* and *its*.
2. Instead of writing about their own hometown, the students could research another city of their choice and write an essay or dialogue based on their research. "If you could live anywhere in the world, where would it be?"

Alternative Activity:

1. Replace the interview activity with role-playing or a simulation. Students could create cards with their fictional hometown around the world, describing it, saying where it is located, listing its good points, and naming a strange or interesting food from the same fictional place. With this imagined hometown, students would use the information to compete the dialogues with other students.



Part I: Listening Comprehension

Listen to the text, and then answer the questions below. Please take notes while you listen.

1. Delhi is the capital of which country? _____
2. True or False? New Delhi has more people than Old Delhi. _____
3. True or False? Delhi has a busy nightlife. _____
4. What is something that you could buy from a market in Delhi? _____
5. According to the text, why is India a good place to learn English? _____
6. True or False? All the buildings in Delhi are new and beautiful? _____

Part II: Reading and Vocabulary

Read the following text. As you read, use the vocabulary from the word list to fill-in-the-blanks.

Hello, my name is Matthew. My _____ is Blountstown, Florida in the United States of America. Florida is located in the southeast part of America. Blountstown is a very small city in north Florida. It's only an hour away from the _____ of Florida by car. Blountstown is so small that the _____ is only 8,000 people, and there is no public _____. Some people think that rural towns are not _____, but I disagree. Blountstown is a fantastic place to live because it's surrounded by nature, the people are friendly, and the food is delicious.

Even though Blountstown is small, it's still full of life. I'm talking about _____. Blountstown is between two rivers. I love to spend my weekends fishing, swimming, and boating on the rivers. As a child, I remember canoeing down the river for hours with my two brothers. We always saw _____, for example, alligators, raccoons, giant white egrets, and snakes.

Blountstown also has friendly people. One positive point about living in a small town is that everyone knows each other. _____ are very helpful and often bring my family extra food when they have too much. Also, because my grandparents are old, their neighbors often help them with their garden. Some people say that this is also a _____ side to living in a small town. If everyone knows each other, you must be very careful not to get into trouble. There are eyes everywhere, and someone may tell your family.

Also, the food in Blountstown is _____. Because Blountstown is between two rivers and near the ocean, we eat a lot of fish and seafood. The most interesting food that we eat is crawfish. Do you know crawfish? In Japanese, it's called *zarigani*. It is _____ to eat in the summer time.

Finally, I know some people love big cities because of the fast-paced _____. For me, however, Blountstown is the perfect place to live because of its nature, people, and food.

VOCABULARY

- nightlife _____
- wildlife _____
- hometown _____
- capital _____
- fantastic _____
- negative _____
- transportation _____
- interesting _____
- delicious _____
- neighbors _____
- nature _____
- population _____

What makes a syllable sound strong?

- Clear → [a-GREE-ment]
- Higher in pitch → [a-^{GREE}-ment]
- Long → [a-G R E E-ment]

PART III: Dialogue Practice

A: Hey, where are you from?
 B: My hometown is Canberra.
 A: Really? Where is that?
 B: It's in Australia between Sydney and Melbourne. It's the capital of Australia.
 A: I see. Well, do you like living there?
 B: Of course! My hometown is fantastic.
 A: Why do you like it so much?
 B: Well, the best thing is that there are many beautiful buildings and parks.
 A: Anything else?
 B: Sure! Also, it has a lower population than Sydney. There are fewer people and less traffic.
 A: That sounds nice. How's the food?
 B: The food is really delicious. My favorite food is kangaroo.
 A: Are you kidding?
 B: No, really. It's delicious. You should try it sometime.
 A: Thanks. If I'm ever in Canberra, I'll try it.

Target Expressions:

How's the food?

This phrase is useful if you want to know a person's feelings about something or the condition something is in. For example:

- How's the movie?
- How's the weather outside?
- How's your family doing?
- How are you?

Are you kidding?

There are several responses a student could have to this question:

- No, really.
- No, I'm serious.
- No, it's true.
- Not at all.



PART IV: Let's Communicate!

Fill-in the chart by using the dialogue above.

Student's name:	Their hometown:	Location of their hometown/ country:	The best thing about their hometown:	Another good thing about their hometown:	A popular or surprising food:
Ex.					
1.					
2.					
3.					



MINI-LESSON: Contractions

The apostrophe mark (') has two main uses in English:

1. To make contractions
2. To make nouns possessive

Today's focus is on contractions. A contraction occurs when two words combine to form a single word. An apostrophe shows where the letters are missing in a contraction.

We use contractions in conversation and in informal writing such as letters to friends, but we usually do not use them in formal academic and business writing.

- | | | | | | |
|----------|---------|------------|-----------|------------|---------|
| ● is not | → isn't | ● it is | → it's | ● we will | → we'll |
| ● she is | → she's | ● they are | → they're | ● will not | → won't |

Activity: Fill-in the missing information.

1. have not → _____
2. _____ → he's
3. that is → _____
4. will not → _____
5. _____ → we're
6. they will → _____

NOTE: Usually the first vowel of the second word, with the exception of contractions that use will.

From top clockwise: Lotus temple, Humayun's Tomb, Connaught Place, Akshardham temple and India Gate.

Listening Comprehension Text: Delhi, India

My hometown is Delhi. Delhi is the capital of India and is located on the Yamuna River. It's an interesting city because it's both new and old, it's full of markets and college students, and it's ancient.

Delhi is divided into two parts: Old Delhi and New Delhi. New Delhi is very beautiful. Old Delhi is also beautiful, but it's more crowded than New Delhi with its high population. In New Delhi, there are fantastic parks and gardens. Nehru Park, Talkatora Garden, and Buddha Park are amazing places to visit if you want to relax and experience nature. Today, Delhi is fast-paced, modern city. It has a rapid transportation system and the nightlife is full of energy and busy people.

Delhi is a great center of trade and education. Connaught Place, Chandni Chowk, and Lajpat Nagar are famous shopping markets where you can buy anything from clothes to kitchen supplies and food. There are also many universities in New Delhi. Because English is an official language in India, did you know that you could study English in Delhi? You can meet many Indian college students if you come to Delhi.

Delhi is also an ancient city. It became a city around 1000 BC. The old buildings remind us about its glorious past. For example, tourists often come to Delhi to see the historical places like the Lotus Temple, India Gate, the National Museum, and the Akshardham Temple.

I hope that you will have a chance to visit India someday. The new and old, the college students, and the ancient tourist spots are waiting for you.





Country

Names:

Class:

RESEARCH PRESENTATION

Global Contributions to Science and Technology

For the Group Presentation, your group will make a 5 ~ 7 minute presentation about a country and its contributions to science and technology.

You will have **SIX** jobs:

1. Choose a country. (NOT Japan)
2. Answer research questions about your country.
3. Write your speech.
4. Make a poster.
5. Practice, practice, practice.
6. **Make your presentation!**

Date: _____

Research Questions:

1. What is the **name** and **population** of your country?
2. Where is your country located in the world? (Which continent? Which countries are next to your country? Which countries or bodies of water are near your country?)
3. How big is your country? Compare it to Japan. [www.nationmaster.com]
("The size of Denmark is 374,744² km. Japan is 9 **times** larger than Denmark.")
4. What language or languages are spoken? Give basic examples. ("Hej is Danish. It means *hello* in English.")
5. What are two things interesting things that your country is famous for?
 - a.
 - b.

Draw your country's flag:



6. How is your country different from or the same as Japan? Give some examples.



7. Who are three famous scientists (architects, mathematicians, engineers, etc.) from your country? What are they famous for? Nobel Prizes? Discoveries? Inventions? Ideas?

<i>Scientist</i>	<i>Why are they famous?</i>
1.	
2.	
3.	

8. What contributions (discoveries, technology, architecture, etc.) has your country made to science or technology? What are the top three?

<i>Contribution</i>	<i>Explanation/Details</i>
1.	
2.	
3.	

Critical Thinking Questions:

9 . In your opinion, has your country made a large impact on the world? Why or why not?
(How has your country changed the world?)

10. Finally, how has Japan benefitted from your country? Does Japan use your countries technology or science? If not, what could Japan learn from your country? What is a positive point or characteristic of your country that Japan could use to become a better country in the 21st century?

How will you
be scored?

*You will work as a team, but you may receive different scores.
Your score will be based on how much you speak and your
individual performance and preparation.*

Country: _____ Class: _____		Country Research Presentation			
GROUP SCORING		INDIVIDUAL SCORING	Name: _____	Name: _____	Name: _____
Content (5 ~ 7 min.) Research questions were well answered and information was accurate.	2 4 6 8 10	English	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Poster Is it big enough to see/read? Pictures? English? Captions? Is it used well in the presentation?	2 4 6 8 10	Voice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
		Eye Contact	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Performance & Response to Follow-up Questions	2 4 6 8 10	Overall Performance (Attitude, memorization)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Score:	/30	Individual Score:	/20	/20	/20
		TOTAL SCORE:	/50	/50	/50

Websites for Research:

- www.nationmaster.com
- www.wikipedia.org
- www.cia.gov/library/publications/the-world-factbook/
- www.scientificamerican.com/article/the-worlds-best-countries-science/

COUNTRY

RESEARCH PRESENTATION

Global Contributions to Science and Technology

Names:

Class:

Teacher's Example: Denmark

“Hej, jeg hedder Matteau.” That means “hello” and “my name” in Danish. So, my country is Denmark.

Denmark is located in Europe. It is north of Germany and it is surrounded by water on three sides. Denmark consists of more than 400 islands.

There are several interesting facts about Denmark. First, most people in Denmark speak 4 languages, Danish, German, French, and English. Also, do you know Snow White, Elsa, and The Little Mermaid? Well, they are all from Denmark. The famous fairy-tale writer Hans Christian Andersen was born in Denmark and he wrote the original stories.

Besides these interesting facts, Denmark also has a long history of scientific and technological achievement that has greatly contributed to the world especially in the field of computer science. First, raise your hand if you have used Skype? Well, Skype was founded in 2003 by Janus Friis, from Denmark. Skype is telecommunications software product that provides video chat and voice calls from computers, tablets, and mobile devices via the Internet. Next, have you ever used Google Maps? Well, it was first started created by two Danish brothers, Lars and Jens Rasmussen. Their company was acquired by Google in 2004 and was transformed into the web application Google Maps.

Futhermore, many famous scientists come from Denmark. The most famous Danish scientist is physicist Niels Bohr. Along with Albert Einstein, Bohr fundamentally changed our understanding of the world. Within the field of quantum mechanics, Bohr revolutionized our understanding of the atom and was awarded the Nobel Prize in physics in 1922. Next, Danish architects have also gained considerable international respect and approval. The most famous, Jørn Utzon, designed the Sydney Opera House in 1957. You can see the Opera house here with its 60-meter high concrete shells that look like a sailboat. The third Great Dane is the famous computer scientist, Bjarne Stroustrup. He is most notable for the creation and development of the widely used C++ programming language.

Finally, I think Denmark is a great country. Japan is very similar to Denmark because they both have many islands and a large fishing industry. However, I think Japan can learn from Denmark how to better use green technologies. Denmark is a world leader in the use of renewable energy, such as biofuels, wind, and solar power. Denmark aims to get 50% of electricity from wind power by 2020 and to be fossil-free by 2050. If Japan used public bicycles and built more wind power turbines, Japan could better protect the earth like Denmark. If you visit there, be sure to see the Mermaid statue or visit the Copenhagen Museum of Science.

Thank you for listening.

Follow-up Questions:

1. How is Denmark different than or the same as Japan?
2. What is the population of Denmark? OR How big is Denmark compared to Japan?
3. Why did you choose Denmark? What is interesting about Denmark to you?
4. Would you like to live in Denmark? Why or why not?



Country _____ Group Members _____

Presentation Script:

EXAMPLE

CHECKLIST:

English Pronunciation · Grammar	
Delivery Eye Contact · Voice · Attitude	
Content Length (5 ` 7 minutes) Questions well answered.	
Memorization	
POSTER Is it big enough to see/read? Pictures? English? Captions? Is it used well in presentation?	

[illegible]

- ☐ Large title
- ☐ All in English

- ☐ Pictures
- ☐ Colorful

- ☐ Correct spelling
- ☐ Captions (describe pics?)

- ☐ Pictures/Text are easy to see
- ☐ **Is it Useful?**



Country Presentation

INTONATION PRACTICE

Name:

Class:

Intonation is very important in English. Some words are stressed and some words are unstressed. Usually important words are stressed in English. This helps the audience better understand what is being said. Also, taking breaks and breathing is very important when communicating. There is often a break between separate ideas in English.

Important Words

- Nouns
- Action verbs
- Strong Adjectives

Non-Important Words

- Articles (a, an, the)
- Helping verbs, Be-verb
- Pronouns
- Prepositions

Where to break?

- Periods (.)
- Commas (,)
- Before or after long clauses or phrases.

Listen, as the teacher reads the following script. When you hear a break, mark the paper with a [/]. When the teacher puts stress on a word or syllable, put a [•] above the sound.

For example:

• Hello. / My name is Matthew. / I love talking about Denmark. •

You try:

Hello. Today, we will tell you about Denmark.

Denmark is located in Europe. It is north of Germany and it is surrounded by water. Denmark consists of more than 400 islands. The largest island is named Zealand.

Denmark's climate is temperate and coastal. So, the weather changes all the time. It's never really hot or really cold. Also, one day it is sunny, and another day it is rainy.

Denmark also has a large fishing industry. The exports include fish, chemicals, machines, metal, beer, and paper and wood products. Tourism is also an important economic activity.

Finally, Denmark is a great country. Thank you for listening.

Now, decide which words are important in your presentation and where to take breaks. Work together with your group and mark your paper with [/] and [•]. When you are finished marking your paper, practice your presentation together as a group.

10 = GREAT

8 = GOOD

6 = OK

4 = NOT SO GOOD

2 = POOR

Country

Please take notes about each Country.

SCORE 1-10

	1.	English
	2.	Delivery
	3.	Poster
	1.	English
	2.	Delivery
	3.	Poster
	1.	English
	2.	Delivery
	3.	Poster
	1.	English
	2.	Delivery
	3.	Poster
	1.	English
	2.	Delivery
	3.	Poster

SELF-EVALUATION

- How much did you help your group **overall**?
- Do you think you **did your best** on the presentation?
- How much did you help with the **poster**?
- Did your group work well together?
- Did you enjoy making this presentation?

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10

- Which group was the best?

Country: _____

Country:	Class:	Country Research Presentation			
GROUP SCORING		INDIVIDUAL SCORING	Name:	Name:	Name:
Content (5 ~ 7 min.) Research questions were well answered and information was accurate.	2 4 6 8 10	English	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Poster Is it big enough to see/read? Pictures? English? Captions? Is it used well in the presentation?	2 4 6 8 10	Voice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
		Eye Contact	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Performance & Response to Follow-up Questions	2 4 6 8 10	Overall Performance (Attitude, memorization)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Score:	/30	Individual Score:	/20	/20	/20
		TOTAL SCORE:	/50	/50	/50

Country:	Class:	Country Research Presentation			
GROUP SCORING		INDIVIDUAL SCORING	Name:	Name:	Name:
Content (5 ~ 7 min.) Research questions were well answered and information was accurate.	2 4 6 8 10	English	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Poster Is it big enough to see/read? Pictures? English? Captions? Is it used well in the presentation?	2 4 6 8 10	Voice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
		Eye Contact	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Performance & Response to Follow-up Questions	2 4 6 8 10	Overall Performance (Attitude, memorization)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Score:	/30	Individual Score:	/20	/20	/20
		TOTAL SCORE:	/50	/50	/50

Country:	Class:	Country Research Presentation			
GROUP SCORING		INDIVIDUAL SCORING	Name:	Name:	Name:
Content (5 ~ 7 min.) Research questions were well answered and information was accurate.	2 4 6 8 10	English	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Poster Is it big enough to see/read? Pictures? English? Captions? Is it used well in the presentation?	2 4 6 8 10	Voice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
		Eye Contact	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Performance & Response to Follow-up Questions	2 4 6 8 10	Overall Performance (Attitude, memorization)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Score:	/30	Individual Score:	/20	/20	/20
		TOTAL SCORE:	/50	/50	/50

Country:	Class:	Country Research Presentation			
GROUP SCORING		INDIVIDUAL SCORING	Name:	Name:	Name:
Content (5 ~ 7 min.) Research questions were well answered and information was accurate.	2 4 6 8 10	English	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Poster Is it big enough to see/read? Pictures? English? Captions? Is it used well in the presentation?	2 4 6 8 10	Voice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
		Eye Contact	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overall Performance & Response to Follow-up Questions	2 4 6 8 10	Overall Performance (Attitude, memorization)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Group Score:	/30	Individual Score:	/20	/20	/20
		TOTAL SCORE:	/50	/50	/50

Narrative Essay

Name:

Class:

A **narrative essay** tells a story. It uses descriptive language to tell the beginning, middle, and end of an event. It has an introduction that engages the reader's interest, details about the main event or action in the story, and a conclusion that describes the outcome.

Narrative Essay Organization

INTRODUCTION

Hook	The hook gets the reader's attention with an interesting or surprising fact .
Background	The background tells the history or what happened before the action.
Thesis	The thesis sentence prepares the reader for the main action of the story, but it doesn't tell the whole story (just a " hint " about the main action).

BODY PARAGRAPHS

The **body paragraphs** tell the main story. They use a lot of details to bring the story to life.

Situation	The situation paragraph describes the when, where, what happens in the story, and why the main event is happening, step by step . It often uses time order.
Rising Action	The rising action is the main events leading to the climax . It also uses time order and many details.
Climax	The climax is the main action , the surprise, or the height of the action.

CONCLUSION

The **conclusion** paragraph tells (1) what happened after the main event, (2) about a lesson the writer learned, and (3) how the writer's life is changed now.

ACTIVITY 1

Identifying Parts of a Narrative Essay

Match the parts of a narrative essay to the examples on the right.

- Hook**
 - I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. Now, travelling is more enjoyable.
- Background**
 - Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt like home.
- Thesis Sentence**
 - Japan is known as "Land of the Rising Sun."
- Situation**
 - When I was young, I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
- Rising Action**
 - I didn't know that I was going to learn an important lesson because of a simple pastry.
- Climax**
 - I was hungry and I wanted something to eat. I found a bakery, and I saw a strawberry jam pastry.
- Conclusion**
 - I finally bit into the pastry and was shocked to find it was not strawberry.

Narrative Essay Organization: My First Japanese Pastry

Paragraph			
1	INTRO	Hook	• Japan is known as “Land of the Rising Sun.”
		Background	• I always thought Japan was an exotic country with interesting customs. I always wanted to go to Japan.
		Thesis	• Eating a pastry taught me an important lesson.
2	BODY	Situation	• Getting off the airplane, and walking the streets of Tokyo, Japan was very exciting, but it also felt the same as home.
3		Rising Action	• I was hungry and I wanted something cheap and delicious • I found a bakery. • I saw a strawberry jam pastry like back home.
		Climax	• I bit into the pastry and was surprised to find it was not strawberry jam.
4	CONCLUSION		• I began to like sweet bean paste. • I learned that many things in Japan look the same as in the U.K., but they are truly Japanese, and we should appreciate them. • Now, travelling is more enjoyable.



My First Japanese Pastry

Japan is known as the “Land of the Rising Sun.” Ever since I was a child I always thought of Japan as an exotic country, filled with many strange and interesting customs. I had always wanted to travel to Japan and experience its old and unique culture. Luckily, it was my first year in university, and I was able to study abroad in Japan. I was so excited, but little did I know that I was about to learn an important lesson because of a simple pastry.

At first, everything was new and exciting for me. Getting off the airplane from the London and walking the streets of Tokyo for the first time was very exciting. Seeing old temples, shrines, and some people dressed in kimonos was exciting, and it fit my image of Japan exactly. I thought to myself, “My dream has come true!” However, after a while, the new buildings, the modern public transportations system, and the modern department stores with all the signs in English made me feel at home. I thought, “Basically, Japan is like the U. K.”

Walking around, I started to feel hungry. I started looking for something cheap and delicious. I didn’t know where I was, so I followed my nose and found a bakery. There were many breads and pastries everywhere. I really felt like I was back home. Suddenly, I spotted a delicious looking strawberry jam pastry. After I paid, I bit into the pastry. “What is this?” I thought. I was surprised to find that it was not filled with strawberry jam. It was filled with sweet bean paste, called “anko” in Japan. It was such a disappointment.

Although I didn’t like sweet bean pastry that day, I have since learned to love it. What I learned was that many things look the same in Japan as in my country. However, on the inside, they are pure Japanese, and they should be appreciated for what they are. Now, travelling is more enjoyable since I learned that lesson.

Read the essay. Respond to the essay by answering the following questions.

My First Foreign Friend

My first foreign friend broke my heart. However, before I could have a foreign friend, I needed to travel abroad first. I have always wanted to go abroad and make friends around the world. Last winter, I was able to study abroad for four weeks in Toronto. While I was studying in Toronto, I met a Canadian girl named Jem. She told me that she wanted to make Japanese friends, so I was happy to talk to her. I was also happy to talk to her because she is so beautiful. Jem is half white and half Filipino, and I had never seen anyone like her before. It is safe to say that I fell in love with her at first sight, but not everything is meant to be. (115)

In the beginning of our friendship, I was able to meet Jem often because we were language exchange partners. Jem helped me study English, and I helped her study Japanese. Gradually we became more and more friendly, so I invited her to go out to eat dinner with me. We went to a restaurant with her friends who also study Japanese. I talked a lot with her and her friends in English, and we ate katsudon. It is very delicious. Having dinner together made me very happy, and I think that my language skill improved. (100)

One day, I went to watch an American football game with my Kwansei Gakuin friends. At the game, I saw Jem with another student. I said hello, and I asked about her friend. She said "He is my boyfriend." That is, she had a boyfriend. I was surprised, and I was disappointed in love. Furthermore, her boyfriend was also Japanese and was studying abroad like me. I was sad because of that unbelievable fact. At that moment, I thought that my experience in other country was sad. (95)

At last, the day I went back to Japan, I heard from Jem by email. In her email, she wrote, "thank you for being my friend. I want to meet you and speak in Japanese when I go to Japan this summer." Her email really made me smile. I forgot about my feelings at the football game and remembered all the great times I had in Toronto. Overall, I learned that life is made up of good and bad memories, but it is most important to remember the good ones. (90)

Total Words: 400

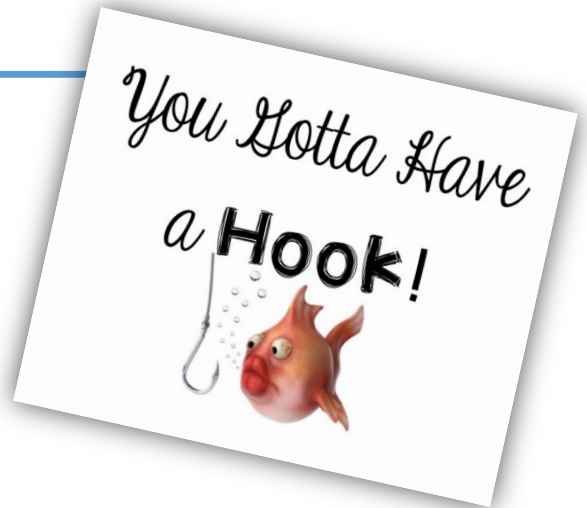
1. Why is the background information in the introduction important to the story?
2. How did the writer and Jem become friends? (What is the situation?)
3. What happened before the writer's heart was broken? (What is the rising action?)
4. What broke the writer's heart? (What is the climax of the story?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 3

Writing a Great Hook

The **hook** is the first sentence of your essay. The purpose of a hook is to get the reader's attention. There are 5 types of hooks:

- Shocking statement
- Interesting fact
- Statistic
- Question
- Quote



A. Below is the introduction to a narrative essay. Read the paragraph and then underline the hook.

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza, I become sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

1. What type of hook do you think is used? _____
2. Why do you think a good hook is important? _____

B. Look at the examples of different types of hooks below. Work together in a small group to write your own hooks. The essay topic is "Japanese pizza."

Hooks	Examples	Write your own:
Shocking statement	<i>I love pizza more than my family.</i>	
Interesting Fact	<i>Pizza was first invented in Italy, but modern pizza has changed a lot.</i>	
Statistic	<i>The average American eats 27 pizzas a year.</i>	
Question	<i>What is your favorite food in the world? Mine is pizza.</i>	
Quote	<i>Einstein once said, "Pizza is the most perfect food."</i>	

Read the essay. Respond to the essay by answering the following questions.

My First Time Cooking

When I was ten years old, I almost died in the kitchen. One day, I was the only one home because my parents went to an elementary school to teach, and my big sister was staying at her friend's house. I was bored, and I played video games a whole lot. In the early evening, I became hungry, but there was nothing to eat. I looked in our refrigerator, but there was only some vegetables and medium spicy curry roux. When I saw that, I thought, "my mother can make curry easily, so I can make curry, too." I decided to make curry by myself, but it would be dangerous because I had never cooked anything until then. (115)

At first, I started to cook some rice. Second, I cut onions, but I couldn't stop crying for 20 minutes. After I stopped crying, I cut carrots. I did well partway, but I cut my middle finger because I didn't fold my fingers away from the knife. I felt foolish. I almost gave up, but I continued to cook. Next, I peeled potatoes with a peeler. I thought it was safe, but I was wrong. My nail was skinned a little by the peeler. After the vegetables, I prepared a deep pot and started to fry vegetables and chicken. However, another problem happened. Before I fried them, I forgot to grease the bottom of the pot and it burned. I moved them from the burned pot to another one, and I started to fry them again. There were a lot of problems, but I completed making curry at last. (150)

After I made curry, I looked at my hand, and it was all cut up. There was some adhesive tape on it, but my heart was full of accomplishment. When I ate MY curry, it was very tasty. Later, when my mother got home, she ate my curry and said, "this is so delicious." She looked so happy, and I was so happy, too. After that, my father came back home, and he ate my curry, too. He was surprised that I had made curry by myself. My parents were happy, so I wanted to cook again. (95)

These days, I often cook curry and rice by myself. Now that I know how to make it properly, I have become much better at it. I think it is good for us to try new things. Even if we are not perfect at first, we can become better and better. As they say, "practice makes perfect." In conclusion, while my first time cooking was terrible, it became an invaluable memory that I will never forget. (75)

Total Words: 435

1. Underline the hook? A. What type of hook is it? B. Write a new hook for the essay using a different type.
A.
B.
2. Why was the writer home alone? What is some other background information of the story?
3. How three problems did the writer have when making curry?
4. What was the climax of the story? (Why were the writer's parent's happy?)
5. What did the writer learn? Was it a positive lesson or a negative lesson?

ACTIVITY 5

Time Adverbs

To sequence events in a narrative essay, we use **time adverbs** such as *then*, *finally*, *eventually*, *after that*, *later*, and *then*. They usually appear at the beginning of the sentence and followed by a comma.

Then is an exception. It is not followed by a comma.

- Our train was running late. **Finally**, it arrived.
- We got on the train. **Then** we realized that we didn't have money for the ticket.

Identifying Time Adverbs

Reread the student essays, *My First Foreign Friend* and *My First Time Cooking*. List time adverbs that you find:

ACTIVITY 6

Subordinating Conjunctions

We also use **subordinating conjunctions** to sequence events such as *before*, *as soon as*, *after*, *when*, and *while* in complex sentences as connectors. Complex sentences contain a main clause (independent) and a dependent clause. The dependent clauses give extra information about the main clause, for example, where or when it happened.

Subordinating conjunctions tell when something happened. When a subordinating conjunction comes at the beginning of the sentences, we use a comma. No comma is needed if it comes at the end.

Time Clause

After our parents left the house,
Before my brother was born,

Main Clause

We had a party
I was an only child

Main Clause

we had a party.
I was an only child.

Time Clause

after our parents left the house.
before my brother was born.

Using Subordinating Conjunctions

Combine each pair of sentences into one complex sentence. Use the subordinating conjunctions in (parentheses) to clarify the sentence.

1. People harvested apples. They cooked and stored them in glass jars. (after)

2. I ate the main course. I ate my salad. (before)

3. She applied for the job. She was accepted. (As soon as)

WRITING

Narrative Essay: First Draft

Now it's time to write your narrative essay. Use the following guidelines to help you write.

1. Write a narrative essay about something that you did for your first time in your life. Use many details to make the story come alive for the reader.
2. Use an interesting hook. (Try to catch a huge fish!)
3. Be sure to tell the reader what you learned at the end of your story. How has your life changed now?
4. Your title should be: "My First _____" (Use Title Style)
5. Your essay must be 4 paragraphs (Intro, Body Paragraphs x 2, Conclusion). You can use the *Narrative Essay Planner* below to help you write.
6. **Word Count: 350 - 450 words.**
7. **Type your essay. Follow the teacher's typing guide.**
8. **Don't forget to write your name, student ID, class, and date at the top of your paper.**

Narrative Essay Planner

Paragraph			
1	INTRO	Hook	
		Background	
		Thesis	
2	BODY	Situation	
3		Rising Action	
		Climax	
4	CONCLUSION		

PEER EDITING

This paper belongs to:

This paper is being checked by:

Exchange papers and answer the following questions about your classmate's essay.

1. Underline the hook? A. What type of hook is it? If there is no hook or you think it could be better, what is your suggestion?
2. What is the background information of the story? What happened before the beginning of the story?
3. Underline the thesis sentence. If there is no thesis or you think it could be better, what is your suggestion?
4. What happened at the beginning of the story? Where was the writer? What was the writer doing?
5. What transition words or time words does the author use? List them below. If they need more time words for clarity, please make a memo on their paper.

6. What was the climax of the story?
7. What did the writer learn? How did the event change the writer's life?
8. Overall, how do you like the essay? Give a comment to the writer.
9. How can the writer make it better? Make a suggestion here.

10. **Grammar and Spelling.** Work in a group to check the essay for mistakes. Underline and add a correction symbol if you find any mistakes. Write a question mark (?) if you don't understand something.

Typing Guide

All Margins: 30mm

Font: Times New Roman, 12 point

Heading: Top Right. Include name, student ID number, class name/number/teacher, date

Title: Centered, **Bold**. Use title style capitalization.

Line Style: Essay must be DOUBLE-SPECED (行間: 2.0). *Use formatting icon, do not hit return between lines.*

Indent: Use "tab" key. The first line of each paragraph must be indented.

Word Count: At the end of the paper.

Shohei Yonemura
Student ID: 67923845
Writing 2-16, Barbee
June 26, 2016

My First Time Eating Japanese Pizza

I cannot live without pizza. If I go very long without eating a hot delicious slice of pizza pie, I become almost sick. When I lived in the United States, I ate a whole pizza every week. But when I started living in Japan, I forgot about eating pizza. I was happy eating delicious Japanese foods at first, but I eventually began to crave a hot slice of bread, sauce, and cheese. After living in Japan for six months, I ordered Japanese pizza for the first time.

It happened on a Friday night. I had to work until 9:00, and I was tired when I got home. To make matters worse, one of the other teachers in my office was eating pizza at lunch time. When I saw their pizza, I felt that old craving rise up in my stomach. "I must have some pizza tonight," I thought to myself. When I got home I called a nearby pizza delivery restaurant. I was not sure how to order pizza in Japan, and I didn't have a menu at my home, so I asked them for their suggestion for the most popular pizza. I ordered the pizza, but I had to wait 30 minutes for it to be ordered.

Finally, the doorbell rang. I jumped up, ran to the door, and gave the pizza man some money. The pizza man gave me a flat, hot, white cardboard box. I set the box carefully on my

That day, I learned that Japan has its own versions of foreign foods. Just like America created the California roll, Japan has also adapted western foods to suit Japanese tastes. Although I still don't understand why Japanese like to put mayonnaise on pizza, I have learned to be more careful when ordering western food in Japan. Since that surprising day, I always check all the toppings before ordering a pizza.

Total Words: 435

Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹	☺ Satisfactory ☺	☺ Excellent ☺			
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed			<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed		
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	

Name: _____ SID#: _____ Class: _____ Score: _____ /50

	☹ Below Expectations ☹	☺ Satisfactory ☺	☺ Excellent ☺			
	0	1	2	3	4	5
Hook	<input type="checkbox"/> Missing hook		<input type="checkbox"/> Hook is present		<input type="checkbox"/> Hook captures the reader's attention well	
Thesis statement	<input type="checkbox"/> Missing thesis		<input type="checkbox"/> Present but does not effectively introduce the contents of the essay		<input type="checkbox"/> Introduces the essay effectively	
Introduction (para 1)	<input type="checkbox"/> Few examples/details <input type="checkbox"/> Contains information not connected to the background		<input type="checkbox"/> Some examples/details <input type="checkbox"/> Background info is present		<input type="checkbox"/> Many thorough and clear details <input type="checkbox"/> Background info well prepares the reader for the story	
Rising Action (para 2)	<input type="checkbox"/> Paragraph does not describe the rising action well		<input type="checkbox"/> Describes the rising action <input type="checkbox"/> Introduces the climax too early		<input type="checkbox"/> Describes rising action with many details and leads into the climax	
Climax (para 3)	<input type="checkbox"/> No climax present		<input type="checkbox"/> Climax is present		<input type="checkbox"/> Climax is clear and effective with many details	
Conclusion	<input type="checkbox"/> Concluding sentences missing <input type="checkbox"/> Short and not appropriate		<input type="checkbox"/> Concluding sentences rephrases the thesis statement <input type="checkbox"/> Missing information		<input type="checkbox"/> Concluding sentences tell what the writer learned from this experience	
Grammar and Spelling	<input type="checkbox"/> Many grammar and spelling mistakes that make it difficult to understand the paragraph		<input type="checkbox"/> Some mistakes, but they don't impact the ability to understand the paragraph		<input type="checkbox"/> Few mistakes in grammar, spelling, and punctuation	
Clarity and Organization	<input type="checkbox"/> There are several problems with understanding and clarity <input type="checkbox"/> Ideas are not well organized <input type="checkbox"/> Few transition words		<input type="checkbox"/> There are some problems with understanding but overall the meaning is clear <input type="checkbox"/> Some transition words <input type="checkbox"/> Transition words are present, but not all specific or varied		<input type="checkbox"/> High level of fluency and clarity <input type="checkbox"/> Natural and expressive English <input type="checkbox"/> Good organization and varied transitions words	
Paragraph style	<input type="checkbox"/> Writing is cut into many smaller paragraphs <input type="checkbox"/> No indenting first line of paragraphs <input type="checkbox"/> Missing title or heading information <input type="checkbox"/> Typing guide not followed				<input type="checkbox"/> Writing is contained within 4 paragraphs <input type="checkbox"/> Paragraphs are indented <input type="checkbox"/> Appropriate title <input type="checkbox"/> Typing Guide followed	
Word count	<input type="checkbox"/> Less than 350 words total		<input type="checkbox"/> Total words: 350-400		<input type="checkbox"/> Total words: 400-450	

GREEN-TECHNOLOGY



As time passes, the world changes and technologies change with it. Thanks to the innovations of humans, technology is not only increasing, but it is also getting more and more sophisticated and efficient. Having energy-efficient technology or GREEN-Technology is necessary when thinking about the future of our planet. Some people believe that technology can be helpful to the environment and can counter the effects of pollution and global warming. However, some technology is the largest contributor to pollution.

A. Organizing Ideas: Harmful or Helpful Tech?

It is true that some technologies are helpful or harmful to our environment. Think about some technologies that have an impact on the world around us. In the chart below, list some technologies that you feel are harmful or helpful to the Earth.

<i>Harmful to the environment:</i>	<i>Helpful to the environment:</i>

B. Vocabulary: Before you read!

In the next activity, you will read a scientific article about a green-technology. Before you read, use a dictionary to define the following words in simple English or Japanese. They will be used in the article.

1. Photosynthesis _____
2. Inexhaustible _____
3. Nutrients _____
4. Mimic _____

5. Chlorophyll _____
6. Catalyst _____
7. Conversion _____
8. Replicate _____

D. Reading: Science article!

Read the following article. As you read, circle any words that you don't understand. When you finish reading, look up any words that you circled and read the article again after you understand the words.

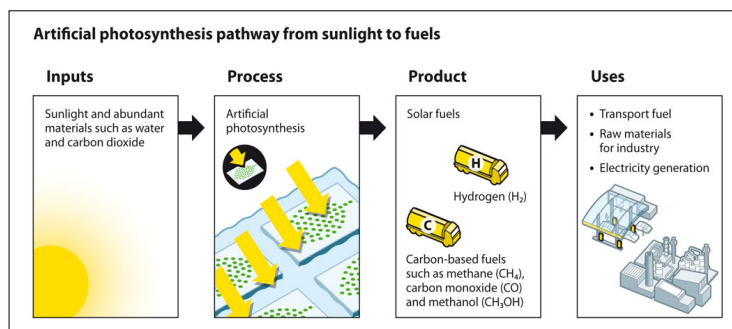
The Ultimate Green-Tech: Artificial Photosynthesis

Written by Matthew Barbee, 2015

Today, we would like to talk about green-tech. As we all know, Global Warming is a major problem in the world today. While there are many theories about how to combat the artificial heating of the earth, many believe that our future lies in the hands of green-technology. This is technology that helps our earth by leaving a small carbon-footprint and undoing some of the damage caused by humans. One example of green-technology is artificial photosynthesis. Artificial photosynthesis attempts to tap the unlimited energy of sunlight. It is a chemical process that takes sunlight, carbon dioxide (CO_2), and water to create fuel. It has the potential to produce an inexhaustible source of energy and may also help stop global warming. While this may seem too good to be true, the idea actually comes from plants. Plants are perhaps the smartest energy producers of all. The energy that they produce is abundant, cheap, clean, and very efficient. The process they use to produce this energy is photosynthesis. During photosynthesis, plants use light from the sun, carbon dioxide absorbed by their leaves, and water absorbed by their roots to create the nutrients they need to live. Artificial photosynthesis mimics this natural photosynthesis of plants, but instead of producing food for plants, it produces fuel – fuel that can be used to power our cars and our homes.

To recreate the photosynthesis that plants have perfected, two crucial things must happen; sunlight must be harvested and water molecules must be split. Plants accomplish these two tasks by using chlorophyll, a chemical in leaves, which captures sunlight and breaks down water molecules into hydrogen and oxygen. The hydrogen is then combined with carbon dioxide to make glucose and carbohydrates, which feed the plants, and oxygen is expelled. First, capturing sunlight is not a problem as current solar-power systems already have that ability. Second, water molecules must be split into oxygen and hydrogen; however, this step is proving difficult for scientists. Splitting water molecules requires extra energy in the form of a catalyst, a substance that stimulates a chemical reaction. Discovering the most efficient and cost-effective catalyst has kept researchers busy for the past decade. Once water is split into oxygen and hydrogen, the hydrogen can then be combined with carbon dioxide to produce liquid fuel like methanol.

Understanding the difficulty of the process, why would we want to develop artificial photosynthesis at all? In short, the development of artificial photosynthesis may have several advantages over traditional sources of energy. For one, artificial photosynthesis can convert and



store solar energy with greater efficiency than current solar-cell technology, found in solar panels. The conversion of sunlight to electricity in solar cells makes solar power a weather-dependent energy, which decreases in efficiency when it is cloudy. Artificial photosynthesis, on the other hand, produces a liquid fuel that can be stored and used even on those rainy days. The second advantage is that it is a renewable energy source. Current sources of energy rely on nonrenewable fuels, such as coal and oil, which are decreasing in supply. Liquid fuels produced through artificial photosynthesis, however, would depend only on carbon dioxide, water, and sunlight, which are plentiful. Artificial photosynthesis could potentially create an endless supply of all the energy we need to power our lives. Third, artificial photosynthesis is a “clean” energy source. Its byproducts of artificial photosynthesis are eco-friendly compared to traditional sources of energy such as the burning of fossil fuels like coal, which is highly toxic to humans and the environment. As a bonus, artificial photosynthesis would remove large amounts of harmful carbon dioxide from the air, greatly reducing the effects of global warming in the process.



Along with the advantages of artificial photosynthesis, there also come disadvantages. First, we must remember that this technology is only in its early stages. Still a relatively new concept, researchers have only been able to make hydrogen from water and sunlight on a small-scale basis in labs. Until this process can be replicated on a large scale, it may not be practical for commercial use. Another major disadvantage of artificial photosynthesis is the cost. The catalysts, in most cases rare metals like platinum, which are needed to split the water molecules during the process of artificial photosynthesis, are very expensive. Scientists are working to find cheaper materials, but progress is slow. Because of these disadvantages, artificial photosynthesis has yet to reach its full potential.

Overall, the ability to produce a clean fuel without producing harmful waste makes artificial photosynthesis an ideal green-technology for future research, and that research is increasing day by day. In fact, an “artificial leaf” has already become a reality. In 2011, Daniel Nocera, an American scientist working at MIT, announced the invention of the first artificial leaf the size of a playing card. Likewise, Panasonic, a technology company located in Japan, has also been working to improve the efficiency of the process. In 2012, they announced that their energy production had matched the efficiency of real plants. Because of the dedication of researchers like the ones in the U.S. and Japan, scientists may soon make artificial photosynthesis a practical reality. We believe artificial photosynthesis is the green-technology of tomorrow and can help end Global Warming.

E. Reading: Comprehension Check!

Answer the following questions about the above article.

1. What is artificial photosynthesis? Explain the process below.
 2. Which part of the process of artificial photosynthesis is troublesome for researchers? Why?
 3. How is artificial photosynthesis different from the natural photosynthesis of plants?
 4. The author calls artificial photosynthesis a “clean” energy source in paragraph 3. What do you think the author means by this?
-

5. What are the advantages of artificial photosynthesis compared to traditional sources of energy? Complete the chart below:

Advantages of Artificial Photosynthesis	Disadvantages of Traditional Energy Sources
1.	
2.	
3	

6. What are two disadvantages of artificial photosynthesis?

7. What breakthroughs have researchers in the U.S. and Japan had with artificial photosynthesis in recent years?

F. Extension Activity!

Use the Internet. What are other examples of Green-technology? How do they benefit the Earth?

Example of Green-Tech	Benefit
1.	
2.	
3.	
4.	

Planning your Presentation

Use the list of green-technologies that you made in Activity F above. With your group, choose one that you want to be the TOPIC of your presentation.



TOPIC: Which Green-Technology did your group choose?



INTRODUCTION:

What is green-technology?
What environmental problem can be fixed with green-technology?
What green-technology do you think can help solve this problem?
Simply, what is your technology and why you think it can help the Earth?

HOW IT WORKS:

Using a lot of detail, explain what your green-technology is and what it does.
How does it work? Find a diagram or chart to help your audience understand.

ADVANTAGES (compare to other technologies):

What are 3 advantages your technology has over other technologies?

OR. . .What are 3 ways it can help solve Global Warming?

1.

2.

3.

**DISADVANTAGES:**

What are 2 disadvantages of your technology?

1.

2.

CONCLUSION:

Overall, how can your technology help the Earth? (same as end of introduction)

What is the current research with your technology? What are scientists doing to make it a reality?

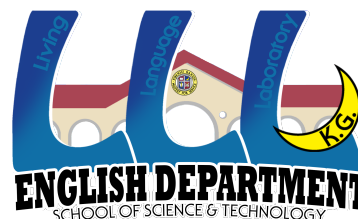
Have scientists had any breakthrough to solve the disadvantages?

EXAMPLE

Communication Curriculum Guidelines

Communication Coordinator:

Matthew Barbee (Comm. I & II)



GENERAL OBJECTIVES

- To equip students with English language skills with a primary emphasis on speaking and listening skills.
- To provide students with guidance and practice in basic conversation and discussion skills.
- To provide students with guidance and practice in academic listening, speaking, and presentation skills.
- To engage students in academic speaking and listening activities across general and science/technology-related topics.
- To help students improve their relative English comprehensibility through pronunciation practice.
- To provide students with instruction and practice toward improving their TOEIC listening test scores.

By the end of the program, students should be able to:

- Effectively communicate in spoken English across different levels of formality from casual conversation, discussions, to academic presentations.
- Comprehend spoken English and demonstrate their comprehension through spoken responses, writing, and comprehension checks such as TOEIC listening quizzes and tests.
- Use spoken English to express their ideas across a variety of topics including science-technology related topics.
- Demonstrate a comprehensible level of English pronunciation.

REQUIRED MATERIALS

Students are required to buy the textbook that corresponds to their year, either 1st year or 2nd year. Each textbook is intended for use across semesters A and B of each year. Textbooks can be purchased from the on-campus bookstore.

- Comm. 1A Textbook: *Bottom Up Listening for the TOEIC Test* (Units 1-12)
- Comm. 1B Textbook: *Bottom Up Listening for the TOEIC Test* (Units 12-24)
- Comm. 2A Textbook: *Practical Situations for the TOEIC Test Listening* (Units 1-10)
- Comm. 2B Textbook: *Practical Situations for the TOEIC Test Listening* (Units 10-20)

CURRICULUM OVERVIEW by Year and Semester

First Year	Second Year
Communication 1A (Spring Semester)	Communication 2A (Spring Semester)
<ol style="list-style-type: none"> 1. Basic conversation skills 2. Basic presentation/speaking skills 3. TOEIC listening 	<ol style="list-style-type: none"> 1. Advanced group discussion skills 2. Advanced presentation/speaking skills for topics in science and technology 3. TOEIC listening
Communication 1B (Fall Semester)	Communication 2B (Fall Semester)
<ol style="list-style-type: none"> 1. Group discussion skills 2. Presentation/speaking skills 3. TOEIC listening 4. LEGO Robots/Applied technology focus (optional) 	<ol style="list-style-type: none"> 1. Advanced group discussion skills for topics in science and technology 2. Advanced presentation/speaking skills for topics in science and technology 3. TOEIC listening

SUGGESTED COMMUNICATION CURRICULUM

COURSE	STUDENT OBJECTIVES	SUGGESTED CONTENT
1A	<ul style="list-style-type: none"> • Improve basic conversation skills • Improve basic presentation and speaking skills • Improve English comprehensibility through pronunciation practice • Improve listening skills in preparation for the TOEIC listening test 	<ul style="list-style-type: none"> • Conversation skills: greeting, giving biographical/self-introduction to others, turn taking, interviewing, articulation of a complete idea rather than fragmented utterances, initiation, changing topic, self-repair, etc. • Conversation activities/topics: <ul style="list-style-type: none"> - Group introduction/interview activities (e.g.; getting to know each other games; lining up in order of birthday, shoe-size, height, etc.; etc.) - Information gathering and reporting activities (e.g., my/his/her favorite . . . , my hometown/my partner's hometown, my school life, my partner's best memory, etc.) • Presentation/speaking skills: <ul style="list-style-type: none"> - Delivery (eye contact, volume, appropriate gestures, pace, etc.) - Reporting (first-person/third-person/present tense) - Individual informative speaking - Group presentation skills (poster) • Presentation/speaking topics: <ul style="list-style-type: none"> - Self-introduction speech - Informative speech (e.g., my hometown, show and tell speech, famous scientists in history, careers/jobs in various fields according to each class' major, Japanese holidays, one aspect of Japanese culture, my best memory, an embarrassing moment, the time I learned a valuable lesson, etc.) • Pronunciation skills: <ul style="list-style-type: none"> - English phoneme production (R/L, TH, V/B, ee/i, SH/S, etc.) - Vowel reduction in unstressed syllables - Reduction of ending vowels produced due to first language transfer - Intonation for statements, questions, and items in a list • TOEIC activities: <ul style="list-style-type: none"> - Weekly listening quizzes (in class or as homework) - Bi-semester TOEIC listening test (taken from the text book) - Describing a TOEIC-style picture in one sentence - Story telling based on graphic story boards, or the reverse, story-boarding drawn from oral story telling - Diagnostic TOEIC Listening Test (full)
1B	<ul style="list-style-type: none"> • Improve group conversation and discussion skills • Improve presentation and speaking skills 	<ul style="list-style-type: none"> • Conversation skills: greeting, self-introduction, turn taking, interviewing, articulation of a complete idea rather than fragmented utterances, initiation, changing topic, self-repair, + asking questions, giving and supporting opinions, etc. • Conversation activities/topics: <ul style="list-style-type: none"> - Group decision-making (e.g., the best country in the world, the best invention ever made, the best place to go on a date, love or money, the best job of the future, etc.) - Task-based topics (e.g., designing a island; choosing a group name, motto, color, flag; Stuck on a deserted island where you must choose survival items to take as a group; designing a house/apartment layout; redesigning Sanda campus; etc.) • Presentation/speaking skills: <ul style="list-style-type: none"> - Delivery (eye contact, volume, appropriate gestures, pace, etc.) - Reporting (first-person/third-person/past-present-future tense) - Informative/descriptive, individual speaking with a visual aid (e.g., artifact, poster, pictures, etc.) - Demonstrative/descriptive group presentation skills (slideshow/multimedia) - Describing a process • Presentation/speaking topics: <ul style="list-style-type: none"> - Informative/descriptive speech (e.g.; my life; where I came from/where I'm going; if I had unlimited money and time; I would . . . ; if I could change the world, I would . . . ; etc.) - Demonstration speech (e.g., how to make a cake, how to make friends, how to get from Campus to Tokyo, how to become the leader of the world, how to make a paper airplane, how to solve a math equation, how to tie your shoes, how to lose weight, how to train for a marathon, etc.)

	<ul style="list-style-type: none"> • Improve English comprehensibility through pronunciation practice • Improve listening skills in preparation for the TOEIC listening test • <i>Utilize the class-sets of Lego Mindstorm (OPTIONAL)</i> 	<ul style="list-style-type: none"> • Pronunciation skills: <ul style="list-style-type: none"> - Stressed/unstressed syllables - Stressed syllables associated with compound nouns (greenhouse vs. green house) - Emphasizing important or contrasting words or ideas in a sentence - Pausing/breaking between thought groups • TOEIC activities: <ul style="list-style-type: none"> - Weekly listening quizzes (in class or as homework) - Bi-semester TOEIC listening test (taken from the text book) - Describing a TOEIC-style picture in one sentence - Diagnostic TOEIC Listening Test (full) • LEGO/TECHNOLOGY PROJECT: <i>Teachers are encouraged to use the classroom sets of Lego Mindstorm to fulfill the objectives of the course. Topics for conversation and presentation within the project could include but is not limited to the following:</i> <ul style="list-style-type: none"> - Describing the process of making a robot - Describing pieces, parts, and construction methods - Explaining the uses for a built robot - Comparing a robot's utility with that of other modern technology - Creating and presenting ideas for new technology using language skills gained from making the robots
2A	<ul style="list-style-type: none"> • Develop and improve advanced group conversation and discussion skills • Develop and improve advanced presentation and speaking skills covering topics in the field of science and technology • Improve English comprehensibility through pronunciation practice • Improve listening skills in preparation for the TOEIC listening test 	<ul style="list-style-type: none"> • Conversation skills: greeting, self-introduction, turn taking, interviewing, articulation of a complete idea rather than fragmented utterances, initiation, changing topic, self-repair, asking questions, giving and supporting opinions, + showing disagreement, disagreement resolution, using appropriate formality and politeness, etc. • Conversation activities/topics: <ul style="list-style-type: none"> - Controversial issues and debate topics (e.g., bullying, global warming, whaling, gender and society, the need for English in Japan, smartphones and the downfall of society, voting/drinking/driving age, technology for a greener or darker future, etc.) • Presentation/speaking skills: <ul style="list-style-type: none"> - Delivery (eye contact, volume, appropriate gestures, pace, etc.) - Academic individual and group presentations involving topics in science or toward English for science fluency (poster/ slideshow/multimedia) - Showing comparisons and persuading an audience to reach conclusions based on facts - Using large-numbers, fractions, decimals - Describing a graph, chart or table • Presentation/speaking topics: <ul style="list-style-type: none"> - Individual or group presentations (e.g., best invention of the 20th century, most influential scientist in history, the invention that changed the world, one country's technological influence on the world, technology of the future, comparing a foreign country to Japan, etc.) • Pronunciation skills: <ul style="list-style-type: none"> - Connected speech/linking sounds (e.g.; consonant + vowel; vowel + vowel; consonant + consonant; double consonant + consonant; /s/, /z/, /t/, /d/ + /y/; etc.) • TOEIC activities: <ul style="list-style-type: none"> - Weekly listening quizzes (in class or as homework) - Bi-semester TOEIC listening test (taken from the text book) - Diagnostic TOEIC Listening Test (full)

2B	<ul style="list-style-type: none"> • Develop and improve advanced group conversation and discussion skills covering topics in the field of science and technology • Develop and improve advanced presentation and speaking skills covering topics in the field of science and technology • Improve English comprehensibility through pronunciation practice • Improve listening skills in preparation for the TOEIC listening test 	<ul style="list-style-type: none"> • Conversation skills: greeting, self-introduction, turn taking, interviewing, articulation of a complete idea rather than fragmented utterances, initiation, changing topic, self-repair, asking questions, giving and supporting opinions, showing disagreement, disagreement resolution, using appropriate formality and politeness, + critical thinking and synthesis, etc. • Conversation activities/topics: (various topics by class' major) <ul style="list-style-type: none"> - Controversial issues and debate on science and technology topics (e.g., global warming, whaling, gender and society, the universal language of science should change from English, smartphones and the downfall of society, technology for a greener or darker future, causes/effects of nuclear power, taking responsibility for global destruction, new technologies and how we will live in the future, ethical issues with animal testing, brain stem research, child engineering and genomics, pandemics and our future, etc.) • Presentation/speaking skills: <ul style="list-style-type: none"> - Delivery (eye contact, volume, appropriate gestures, pace, etc.) - Academic individual and group presentations involving topics in science or toward English for science fluency (poster/ slideshow/multimedia) - Synthesizing and creating new ideas and original content - Presenting quantitative and qualitative data - Using the scientific method as presentation organization - Persuading an audience using quantitative and qualitative data and facts. • Presentation/speaking topics: (various topics by class' major) <ul style="list-style-type: none"> - Academic research presentations (e.g.; new inventions: past, present, future; advertising campaign for new technology; the benefits and drawbacks of alternative power; original survey research where students gather their own quantitative and qualitative data; designing the city of tomorrow based on the problems and pluses of cities of today; the future of . . . ; Japan and its science education policies; proposing new standards for science education; TED Talks style presentations on scientific ideas that will change the world; presenting the procedure and results of basic science experiments utilizing the scientific method, bridge design and construction, etc.) • Pronunciation skills: <ul style="list-style-type: none"> - Connected speech - Issues in prosody (rhythm, stress, intonation) - Issues in World English, pronunciation variation around the world • TOEIC activities: <ul style="list-style-type: none"> - Weekly listening quizzes (in class or as homework) - Bi-semester TOEIC listening test (taken from the text book)
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STUDENT SPEECHES/PRESENTATIONS

Speeches and presentations can take many forms from informal reporting to public speaking with visual aides including anything from using only gestures and facial expressions to posters, slideshows, displays, or artifacts. While presentation skills are a part of the English curriculum, each teacher has a lot of flexibility when it comes to their teaching style. However, it is suggested that teachers include a speech or presentation each semester with increasing complexity and skill-level expectations. Suggested presentation skills, types of presentations, and topics are listed in the table above.

EXAMPLE ASSESSMENT/CLASS-SCORING GUIDE

1A	1B	2A	2B
<ul style="list-style-type: none"> • 10% TOEIC Listening 1 • 10% TOEIC Listening 2 • 10% Individual Speech • 10% Teacher/Student Diagnostic Interview • 10% Group Conversation • 30% Group Presentation • 20% Class Performance, Participation, and Homework 	<ul style="list-style-type: none"> • 10% TOEIC Listening 1 • 10% TOEIC Listening 2 • 10% Group Conversation • 20% <i>LEGO/Technology Project</i> • 30% Group Presentation • 20% Class Performance, Participation, and Homework 	<ul style="list-style-type: none"> • 10% TOEIC Listening 1 • 10% TOEIC Listening 2 • 30% Individual Speech • 30% Group Presentation • 20% Class Performance, Participation, and Homework 	<ul style="list-style-type: none"> • 10% TOEIC Listening 1 • 10% TOEIC Listening 2 • 30% Individual Speech • 30% Group Presentation • 20% Class Performance, Participation, and Homework

EXAMPLE ASSIGNMENT/HOMEWORK POLICY (Teacher's discretion allowed)

- Students must earn a grade of **60%** or higher to pass.
- Homework is important. Students should come to all classes prepared. If students aren't prepared to listen or join in discussions, they will not be able to participate in class.
- If homework is:

one minute – one day late	= 50% OFF
more than one day late	= 100% OFF

Some teachers don't accept late work at all and deduct 100%.

EXAMPLE ATTENDANCE POLICY (Teacher's discretion allowed)

- Students are allowed 5 absences per semester. **(OFFICIAL)**
- 6 or more absences = FAIL **(OFFICIAL)**
- 20 minutes late to class = 1 absence
- 2 times late (<20 minutes) = 1 absence
- If a student is absent for any reason, they are responsible for contacting the teacher prior to the absence if possible. Students should not wait until they return to discuss activities and homework missed. Also, the student is responsible for making arrangements to have their work handed in before or on the due date, and for informing themselves of the information covered in class during the period of their absence.
- In the case of excused absences, either from due to a doctor's note or an official school activity, students are allowed to make up class activities, homework, or tests at the teacher's convenience. A letter from a medical practitioner or the school must be provided upon the student's return or prior to the absence.

However, some teachers count every absence from class (for whatever reason, other than flu) as an unexcused absence. This can be justified by how many absences are allowed per semester.

EXAMPLE COMMUNICATION SYLLABI

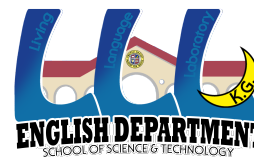
(Communication Coordinator: Matthew Barbee)

Week	1A	1B	2A	2B
1	<ul style="list-style-type: none"> • Orientation 	<ul style="list-style-type: none"> • Orientation 	<ul style="list-style-type: none"> • Orientation 	<ul style="list-style-type: none"> • Orientation
2	<ul style="list-style-type: none"> • Conversation activity • Pronunciation workshop • Speech practice/preparation • 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Speaking skills activity • Individual speech intro • Individual speech preparation 	<ul style="list-style-type: none"> • Conversation/discussion activity • Pronunciation workshop • Speech practice/preparation • 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Speaking skills activity • Individual speech intro • Individual speech preparation
3	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • INTRODUCTION SPEECHES 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Individual speech practice 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • INTRODUCTION SPEECHES 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Individual speech practice
4	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • INDIVIDUAL SPEECHES 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Introduction to individual speech • Speaking skills workshop 	<ul style="list-style-type: none"> • INDIVIDUAL SPEECHES
5	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation activity • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Role-playing activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Pronunciation workshop • Individual speech preparation 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Role-playing activity
6	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 1 • Speaking test review/practice 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 1 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 1 • Individual speech practice 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 1
7	<ul style="list-style-type: none"> • SPEAKING TEST 1 	<ul style="list-style-type: none"> • Listening skills activity • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • INDIVIDUAL SPEECHES 	<ul style="list-style-type: none"> • Listening skills activity • Conversation preparation, practice, activity
8	<ul style="list-style-type: none"> • Listening skills activity • Pronunciation workshop • Pronunciation activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Intro to group presentation • Discussion activity 	<ul style="list-style-type: none"> • Discussion activity • Pronunciation workshop • Pronunciation activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Intro to group presentation • Discussion activity
9	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Intro to group presentation • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Listening skills activity • Group presentation preparation, practice, activity
10	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Discussion activity • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Discussion activity • Group presentation preparation, practice, activity
11	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Conversation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 2 • Pronunciation workshop • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC listening: daily quiz • Pronunciation workshop • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 2 • Pronunciation workshop • Group presentation preparation, practice, activity
12	<ul style="list-style-type: none"> • Speaking test introduction • Speaking test review/practice • Speaking test practice 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS 	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 2 • Group presentation preparation, practice, activity 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS
13	<ul style="list-style-type: none"> • TOEIC LISTENING: TEST 2 • Speaking test practice 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS (cont.) 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS (cont.)
14	<ul style="list-style-type: none"> • SPEAKING TEST 2 	<ul style="list-style-type: none"> • Class/teacher evaluation • End-of-the-year reflection activity 	<ul style="list-style-type: none"> • GROUP PRESENTATIONS (cont.) 	<ul style="list-style-type: none"> • Class/teacher evaluation • End-of-the-year reflection activity

English Reading 1A Syllabus

Teacher: Matthew Barbee (Matthew Sensei)

Homepage: www.matthewbarbee.com



** When you contact me, please include your name and class in subject line.*

REQUIRED MATERIALS (Textbooks)

- Frontiers in Science: English 1A (7th edition) (関西学院大学理工学部) (英語教室)
- TOEIC テストにでる順英単語 (河上源一 [編著] / ブルース・ハード [監修])

(The schedule might change due to class speed or school events.)

Week	Activities	Homework - Write it down!
1	<ul style="list-style-type: none"> • Orientation (<i>Intro to class, teacher, syllabus</i>) • ALL ABOUT ME Worksheet • Information card • Library Information 	<ol style="list-style-type: none"> 1. <i>Information Card (get a picture)</i> 2. <i>ALL About Me Worksheet</i> 3.
2	<ul style="list-style-type: none"> • Intro to Reading Portfolio • Student Introductions • Unit 1: Three Biologists 	<ol style="list-style-type: none"> 1. <i>Read first book. Reading Portfolio</i> 2. 3.
3	<ul style="list-style-type: none"> • Reading Portfolio Check 1 (<i>1 activity</i>) • Unit 2: How Science Figures the Age of the Earth 	
4	<ul style="list-style-type: none"> • Vocabulary Quiz 1 (<i>単語テスト 1: 1 ~ 250</i>) • Unit 4: Masatoshi Koshihara 	
5	<ul style="list-style-type: none"> • Unit 5: Marie Curie 	
6	<ul style="list-style-type: none"> • Extensive Reading Activity (or Library Time) 	
7	<ul style="list-style-type: none"> • Vocabulary Quiz 2 (<i>単語テスト 1: 251 ~ 500</i>) • Unit 6: To Be or Not to Be on Facebook 	
8	<ul style="list-style-type: none"> • Reading Portfolio Check 2 (<i>3 activities</i>) • Unit 7: DNA 	
9	<ul style="list-style-type: none"> • Unit 9: What to Do about CO2 	
10	<ul style="list-style-type: none"> • Extensive Reading Activity (or Library Time) 	
11	<ul style="list-style-type: none"> • Vocabulary Quiz 3 (<i>単語テスト 1: 501 ~ 750</i>) • TOEIC Practice Test (Practice) 	
12	<ul style="list-style-type: none"> • FINAL Reading Portfolio Check 3 (<i>5 activities</i>) • Unit 11: Bio-inspired Robotics 	Note: TOEIC TEST (Saturday, June 27 th)
13	<ul style="list-style-type: none"> • Unit 12: Why was Nuclear Energy Promoted? 	
14	<ul style="list-style-type: none"> • Review for Final Exam 	
—	<ul style="list-style-type: none"> • FINAL EXAM (<i>Date to be announced later</i>) 	

English Reading 1A Syllabus



Teacher: Matthew Barbee (Matthew Sensei)

Email: mkbarbee@kwansei.ac.jp

Homepage: www.matthewbarbee.com

** When you contact me, please include your name and class in subject line.*

COURSE OBJECTIVES

This course aims to improve students' reading ability. This semester, the theme is 'description' and 'reason.' The course features both intensive reading (reading slowly and carefully) and extensive reading (reading a lot without worrying about the details). By doing extensive reading, students are trained to read without depending on a dictionary or translation.

By the end of the semester, students should be able to:

- understand how sentences are connected and organized, how to find main ideas, how to identify key words/sentences, and how to scan for necessary information.
- improve basic reading comprehension skills required to read descriptive and reasoning type passages written for scientific readers.
- improve English vocabulary (750 words).

GRADES

- Students must earn a grade of **60% or more** to pass this class.
- Grades will be based on the following:
 - 50% Final Exam
 - 20% Extensive Reading (5 books, 5 reading portfolio activities)
 - 30% Class Participation, Class work, and Homework
 - Vocabulary Quizzes (3)

BONUS: 1 point/extra book

In order to take the final exam and pass this course, students must get more than 60% on the Vocabulary Quizzes. Students who get less than 60% are subject to fail this course even if getting more than 60% on the total scores of the course.

単語テストを3回行いますが、平均点が60%未満の場合は単位取得不可となります。

DAILY WORK / HOMEWORK

- Class work and homework is VERY important. Come to ALL classes prepared. If you aren't prepared to listen, join in discussions, or review homework, then you will not be able to participate.
- BRING A BOOK TO READ EVERY CLASS! (Some days we will have quiet reading time.)
- If your homework is:

one minute – one day late	= 50% OFF
more than one day late	= 100% OFF

ATTENDANCE POLICY

- Students are allowed 5 absences per semester. (This includes official activities and school events.)
- **6 absents = FAIL**
- **20 minutes late to class = absent**
- **2 times late (< 20 minutes) = 1 absence**

If you are absent for any reason, you are responsible for contacting the teacher prior to the absence. You should not wait until the next class to discuss activities or homework missed. Also, you must make arrangements to hand in assignments before or on the due date.

In the case of excused absences (for example, influenza and other medical or family emergencies), students are allowed to make up class activities, homework, or tests at the teacher's convenience and discretion. A letter from a medical practitioner or the school should be provided upon the student's return or prior to the absence.

STUDENT NAME: _____ CLASS: _____

English 2A Communication

Teacher: Matthew Barbee (Matthew Sensei)

Email: mkbarbee@kwansei.ac.jp

Homepage: www.matthewbarbee.com

** When you contact me, please include your name and class in subject line.*



Week	Activities	Homework - Write it down!
1	<ul style="list-style-type: none"> Teacher Introduction Class Orientation 	<ol style="list-style-type: none"> ALL ABOUT ME worksheet Information Card (get a picture) Buy/Bring TOEIC Listening textbook
2	<ul style="list-style-type: none"> Intro to Introduction Speech Pronunciation Workshop 	
3	<ul style="list-style-type: none"> TOEIC Listening Unit 1 Pronunciation Review Introduction Speech Practice INTRODUCTION SPEECH 	
4	<ul style="list-style-type: none"> TOEIC Listening Unit 2 INTRODUCTION SPEECH (finish) Intro to TOEIC 	HW: TOEIC Listening Unit 3 & 4
5	<ul style="list-style-type: none"> TOEIC Listening Unit 5 Review Homework TOEIC Part I Practice (Picture Game) 	HW: Study Units 1-5, TOEIC Listening Test
6	<ul style="list-style-type: none"> Review Homework LISTENING TEST 1 (Units 1-5) Intro to Role-Plays 	HW: Finish Writing Scripts for Role-Plays
7	<ul style="list-style-type: none"> Pronunciation Workshop BATTLE ROYALE PRONUNCIATION GAME 	HW: Memorize + Practice Role-Plays
8	<ul style="list-style-type: none"> ROLE-PLAYS 	
9	<ul style="list-style-type: none"> Intro to Research Presentation Research Presentation: Research Day 	HW: Finish Research
10	<ul style="list-style-type: none"> LISTENING TEST 2 (Units 5-10) Research Presentation: Writing Day 	HW: Finish Writing
11	<ul style="list-style-type: none"> Research Presentation: Poster Day 	HW: Finish Posters + Begin to Memorize
12	<ul style="list-style-type: none"> Research Presentation: Practice Day Presentation Workshop 	HW: MEMORIZE & PRACTICE!!!
13	<ul style="list-style-type: none"> RESEARCH PRESENTATION: Date _____ 	
14	<ul style="list-style-type: none"> RESEARCH PRESENTATION 	

English 2A Communication



Teacher: Matthew Barbee (Matthew Sensei)

Email: mkbarbee@kwansei.ac.jp

Homepage: www.matthewbarbee.com

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REQUIRED MATERIALS

- **Comm. 2A Textbook:** *Practical Situations for the TOEIC Test Listening* (Units 1-10)
- **Comm. 2B Textbook:** *Practical Situations for the TOEIC Test Listening* (Units 10-20)

COURSE GOALS

By the end of the semester, you should be able to:

- Effectively communicate in spoken English from casual conversation and discussions, to academic presentations on general and scientific topics.
- Use spoken English to express your ideas across a variety of topics including science/technology related topics.
- Comprehend spoken English and demonstrate comprehension through spoken responses, writing, and comprehension checks such as TOEIC listening quizzes and tests.
- Demonstrate a comprehensible level of English pronunciation.

GRADES

- **Students must earn a grade of 60% or higher to pass this class.**
- Grades will be based on the following:
 - 10% Introduction Speech
 - 20% TOEIC Listening Test 1 & 2
 - 20% Role-Plays (group)
 - 30% Research Presentation (group)
 - 20% Class Performance (Attendance, Participation, and Homework)

HOMEWORK

- Homework is VERY important in this class. Come to ALL classes prepared. If you aren't prepared to listen, join in discussions, or review homework, then you will not be able to participate in class.
- If your homework is:

one minute – one day late	= 50% OFF
more than one day late	= 100% OFF

ATTENDANCE POLICY

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In the case of excused absences, (for example, influenza and other medical or family emergencies), students are allowed to make up class activities, homework, or tests at the teacher's convenience and discretion. A letter from a medical practitioner or the school should be provided upon the student's return or prior to the absence.

**If you are absent, please EMAIL YOUR TEACHER ABOUT HOMEWORK.
DO NOT WAIT UNTIL THE NEXT CLASS.**

STUDENT NAME: _____ CLASS: _____

English Writing 2A Syllabus

Teacher: Matthew Barbee (Matthew Sensei)

Email: mkbarbee@kwansei.ac.jp

Homepage: www.matthewbarbee.com

** When you contact me, please include your name and class in subject line.*



Week	Activities	Homework - Write it down!
1	Class Orientation Intro to Writing Portfolio Writing Portfolio 1	1. <i>Writing Portfolio #1</i> 2. <i>Information Card (get a picture)</i> 3.
2	Homework Check Grammar Words Review Activity Intro to Peer Editing Activity Writing Portfolio 1: Peer Editing	
3	Writing Portfolio 2 + Grammar Unit 1 Intro to Paragraph PowerPoint Grammar/Editing Symbols Review Game	
4	Writing Portfolio 3 Review of Paragraph Worksheets	HW: Paragraph Worksheets Activities (NOT 5)
5	Writing Portfolio 4 Homework Check and Review Paragraph Worksheets (Activity 5)	HW: Write "Invention" Paragraph Grammar Unit 2
6	"Invention" Paragraph: First Draft DUE - Self Editing/ Peer Editing - Write final draft in class: Final Draft DUE	HW: Writing Portfolio 5
7	Writing Portfolio 6 + Grammar Unit 3 In-class Writing Test Preparation	HW: Prepare for Writing Test
8	Writing Portfolio 1-5 DUE IN-CLASS WRITING TEST 1	
9	Writing Portfolio 7 Writing Portfolio Pass & Share Activity	HW: Grammar Unit 4 Revise Writing Test
10	Intro to Process Paper Writing Activity: Sequence/Transition Words	HW: Write Process Paragraph First Draft Worksheets p. 6-9 (Act 3 &4)
11	Writing Portfolio 9 Process Paper: First Draft DUE - Peer Editing & Self Revision Checklist	HW: Write Process Paragraph Second Draft Grammar Unit 5
12	Writing Portfolio 10 Process Paper: Second Draft DUE TYPING: FINAL DRAFT	
13	In-Class Writing Test Preparation	HW: Prepare for Writing Test
14	Writing Portfolio 6-10 DUE IN-CLASS WRITING TEST 2	

English Writing 2A Syllabus



Teacher: Matthew Barbee (Matthew Sensei)

Email: mkbarbee@kwansei.ac.jp

Homepage: www.matthewbarbee.com

** When you contact me, please include your name and class in subject line.*

COURSE GOALS

By the end of the semester you will:

- Learn to write several types of paragraphs and essays: descriptive, comparison, cause-effect
- Improve writing skills including brainstorming, organization, and self-editing
- Use basic grammar correctly to express yourself
- Improve your critical thinking skills and English writing fluency through your writing portfolio

GRADES

- Students must earn a grade of **60% or more** to pass this class.
- Grades will be based on the following:

- 20% Writing Portfolio
- 10% “Greatest Invention” Paper (first and final draft)
- 20% In-class Writing Test 1
- 10% Process Paper (first, second, and final draft)
- 20% In-class Writing Test 2
- 20% Class Participation and Homework

HOMEWORK

- Homework is VERY important in this class. Come to ALL classes prepared. If you aren't prepared to listen, join in discussions, or review homework, then you will not be able to participate in class.
- If your homework is:

one minute – one day late	= 50% OFF
more than one day late	= 100% OFF

ATTENDANCE POLICY

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**If you are absent, please EMAIL YOUR TEACHER ABOUT HOMEWORK.
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STUDENT NAME: _____ CLASS: _____