

# ティーチング・ポートフォリオ

筑波学院大学 経営情報学部 ビジネスデザイン学科

ロバート・ジュベ



筑波学院大学

TSUKUBA GAKUIN UNIVERSITY

TEACHING PORTFOLIO

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## **OVERVIEW:** Philosophy of Education

During the past decades in Japan, much time and effort has been spent on 国際化, or internationalization. Though the nation had succeeded tremendously by the end of the 1980s and become a global powerhouse in terms of economics, Japan seemed to want to extend this success to other spheres of society, to make this development more complete. There was a seeming desire on the part of the nation to learn how to relate its knowledge of its country and its region to the larger issues and trends that affect all societies. This internationalization appeared to be of a bipolar nature; it divided neatly into 外国際化 and 内国際化 (external and internal internationalization).

Internal internationalization seems to have progressed greatly. Japan has become a more “foreigner-friendly” country in which non-Japanese residents and visitors can more easily travel, live, and work compared with the late 20<sup>th</sup> century. External internationalization, on the other hand, has proven perhaps more evasive as a goal. Creating a younger generation that has a keen sense of identity as Japanese citizens and at the same time, is able to understand the process of globalization and its impact on societies, culture, and environment around the world without abandoning pride in their cultural identity seems to be the main aim of this undertaking. Perhaps countering the successful implementation of this undertaking has been a deep and underlying fear that the spread of globalization would pose potential danger in terms of tainting an ostensibly pure ethnicity, as well as a fear, seemingly of less concern to the population in general, that the younger generation is in danger of sacrificing its identity via affixation with high-tech devices and an appeal to uniform material lifestyles on a global scale. To avoid these fears and obstacles, it would seem that educators should strive to equip students with the critical skills that affect their lives and communities, both local and global, while heightening their awareness of key issues of importance to the global community.

It would seem that there needs to be a greater understanding of the world in terms of its cultural and sociological diversity, and at the same time, young Japanese need strong language skills to interact in the world without losing their sense of love for and pride in their country. In higher education, in terms of language learning, it is important to foster in young people an interest in the world while at the same time, helping them to develop the communication skills necessary to interact ably with people in other countries while understanding that foreign language, particularly the globe’s lingua franca, English, will be indispensable in developing a certain degree of heightened 人間化 (*ningenka*) at home. Moreover, it is important to impress upon

students that it will be necessary to use English even if they never intend to step outside of Japan. This should be the aim of a culturally rich Japan that retains its identity while accommodating to some degree the cultural elements of a diverse global society.

English education is critical in equipping students with the tools to understand more than just daily conversation and phrases. Students need to be able to interact on a deeper level with both people abroad and people coming into Japan from abroad. It is important to strive to produce students who are able to use English flexibly and effectively for social, academic, and professional purposes. Moreover, more complex communication skills such as providing explanations, giving concise directions, debating alternatives and substantiating one's position on an issue, and finally, expressing oneself spontaneously with fluency and precision are goals that we, as language teachers, need to strive for in working with our students. It is true that devices can provide students with language, instantly, or what I will call here "fish." However, it is important that we instill in students the skills to fish on their own, to give them the confidence to interact with their human counterparts in this world both flexibly and capably, without relying on computing or hand-held devices.

Both the international age and the information age have demanded massive shifts in terms of education. This has been necessary to educate the next generation. This is not a new phenomenon to humankind. During the Renaissance, for example, it was necessary to accommodate enormous changes in society and technology, to name two, to transform the essence of education. With the onslaught of ecological problems, the challenge seems nearly as complex today.

## **EDUCATIONAL RESPONSIBILITY**

It is necessary still to help students gain proficiency in all skills necessary in the mastery of a language: reading, writing, speaking, and listening. While developing competence in the four skills is absolutely necessary, for non-native teachers of English, it is important to focus on not only the development of communicative competence, but a pragmatic competence that will give students more highly developed skills in communicating in the global sphere, whether that encompasses 内国際化 or 外国国際化. Still, it seems difficult for many teachers to avoid the temptation of focusing on examination-oriented instruction. This backwash effect remains an obstinate obstacle to a quick proliferation of effective communicative foreign language education.

Attention to productive language skills (namely, writing and speaking) is essential at the university level. Though the situation has improved greatly overall in Japanese

foreign language education over the past several decades, greater progress is necessary in terms of cultivating self-expression. Greater focus is still given to input at the secondary levels of education. These are naturally important in cultivating a student's ability to process and understand syntax and grammar skills while at the same time helping to develop an extensive vocabulary range. However, this is often done at the expense of productive skills. Therefore, at the university level, it is important to force the birds from the nest, so to speak, to spread their wings and put their language skills to constant use so that students enable themselves to function competently in English. In a sense, the underlying linguistic philosophy of such an approach finds its roots in the work of two imminent language experts, among others: Dr. Henry Widdowson and Dr. Stephen Krashen.

Dr. Widdowson's insistence on developing language skills with an equal emphasis given to fluency and accuracy highlights the necessity of this goal. Dr. Krashen's focus on extensive productive language practice that enriches the four skills (listening, reading, speaking, writing) is helpful in encouraging students to put their limited skills to use and further them, something that is perceived as difficult to do when juxtaposed with Japanese historically: the native language here has always been spoken almost exclusively by Japanese people with an intense emphasis given to precision and perfection. Therefore, getting students to overcome barriers in terms of confidence and motivation are important while striving to encourage them to develop a cognitive or reasoning frame of mind that would help them push to master English.

Regardless of the course, the main emphasis is on practicing the language, and achieving its acquisition/mastery to as great an extent as possible given the level of the student and his or her level of motivation. It often happens in secondary school foreign language education courses that students are left behind. This phenomenon has occurred repeatedly in the past, a bi-product of a system, ostensibly, that hoped to "create a nation of scholars" in terms of virtually every academic pursuit, foreign language included. Teachers often fell prey (or fall prey) to the backwash effect, as mentioned earlier, by which they become tethered to their texts and their completion. The pace of the class is geared toward fast learners, leaving slower learners behind. Moreover, it seems that students are not satisfied with the amount of practice they undertake in secondary courses, as receptive skills (listening/reading) are given seeming subtle priority so as to help students pass entrance examinations.

This has not done at university, at least not in the language courses taught at Tsukuba Gakuin University. Rather, the main aim is to raise students' motivational levels and help them work toward improving their English competence through

constant practice and study. Taking their national identity into consideration, students are to strengthen their and apply them toward better the nation in terms of embracing the elements of a global society and subsequently addressing the needs of that larger entity.

#### **COURSES TAUGHT AT THE UNIVERSITY**

My teaching load consists of the following courses:

**F = Full Year Course      S1 = Semester Course      S2 = Second Semester Course**

<b><u>COURSE</u></b>	<b><u>TYPE OF COURSE</u></b>	<b><u>CREDITS</u></b>
Basic English, Oral Communication	S1, S2	2
(compulsory, two sections per term)		
Basic English, Reading	S2	2
(compulsory)		
Global Studies (elective)	F	4
Discussion and Presentation Skills	F	4
(elective)		
Basic Writing (elective)	S1	2
Intermediate Writing (elective)	S2	2
English Through Film (elective)	S2	2
Travel English (elective)	S1	2
Overseas Study (elective)	S2	2
Thesis Supervision (elective)	F	4

On an individual basis, an overview of the courses taught will be presented and the aims of each course will be provided. Note that all courses are conducted in English so that students become accustomed to listening to English both extensively and

intensively. It is expected that by instilling a positive mind-set in most of the students, they will respond by exercising their language skills and steadily progressing, each at a pace best-suited to his or her needs.

### **BASIC ENGLISH, ORAL SKILLS (compulsory subject)**

**Objectives:** To strengthen and further students' basic communication abilities and skills acquired during secondary school, to encourage students to communicate positively with both classmates and the instructor using English, to enable students to express themselves more extensively.

**Approaches to Achieving Objectives:** Focusing on basic units, students work to extend their vocabulary so that they are able to express themselves about their daily lives. Input-focused activities are used to help students exercise their skills at using input to further listening skills (both extensive and intensive) and vocabulary levels while reinforcing grammatical/syntactic knowledge acquired at the secondary level. Output-focused activities will then be employed so that students can practically and functionally apply this knowledge/information when expressing themselves. Pair and group configurations are used so that students have multiple chances, in every lesson, to put their language skills to use.

**Outside Assignments:** The focus of such assignments is usually on written expression so that students gain confidence in their abilities while constantly improving their accuracy through strict evaluation. All written work is corrected extensively with this improvement in mind.

**Assessment:** Grades are given with heavy weight devoted to attendance and improvement. Special credit is given to students to contribute actively orally, but no penalty is given to reticent/taciturn students who are reluctant to communicate. Industry and effort are rewarded by waiving examinations. It should be noted here that grades (course evaluation) are not administered on an even, fixed allocation basis. Rather, students are graded in accordance with their performance and progress in the course in terms of their **individual skill and ability levels**. In other words, no student will be rewarded upon entering the course for having a higher level of English mastery. Advancement must be demonstrated.

**Materials:** Self-produced, sample attached in Appendix (Exhibit A).

### **BASIC ENGLISH, READING SKILLS (compulsory subject)**

**Objectives:** To strengthen and further students' basic reading skills acquired during secondary school, to encourage students to communicate positively with both

classmates and the instructor using English, to enable students to express themselves more extensively, to enable students to understand a wide variety of text types, to help students prepare for proficiency examinations.

**Approaches to Achieving Objectives:** Students read short passages in class and respond to questions on the content. Vocabulary is provided through reading assignments, and that vocabulary is then exercised through in-class vocabulary activities prepared by the instructor. Pair and group configurations are used so that students have multiple chances, in every lesson, to put their language skills to use. The vocabulary review activities are always organized in pair configuration/dialogue style so that students are able to practice easily and frequently.

**Outside Assignments:** Students are given a weekly vocabulary assignment to complete outside of class and submit two-days prior to the lesson. These vocabulary homework sheets are graded and returned; students then use that sheet to complete the in-sheet review exercise.

**Assessment:** Grades are given with heavy weight devoted to attendance and improvement. Industry and effort are rewarded by waiving examinations. In-class activities are given particular weight (writing/speaking activities used with in-class vocabulary review sheets).

**Materials:** Self-produced, sample given in Appendix (Exhibit B).

### **BASIC WRITING (compulsory/elective subject)**

**Objectives:** To help students gain the confidence to express themselves more clearly through written English, to experiment with forms of expression, to review critical patterns needed in writing English proficiently, and to help students understand the concept of Western paragraphs (their structure, with particular emphasis given to clarity, cohesion, and support.)

**Approaches to Achieving Objectives:** Basic sentence patterns are reviewed through weekly homework assignments (in the form of reading/writing practice) while in-class assignments aim to put the material to use through interaction. In the last part of each lesson, students are given time to apply their reviewed/newly acquired material in the form of a writing assignment.

**Outside Assignments:** Weekly assignments involve the review of patterns already learned, as well as writing assignments that put newly reviewed skills/emphases to use.

**Assessment:** The weekly homework assignments and constant attendance are necessary to practice to the fullest extent. In-class assignments are collected and graded strictly as well so that students progress both in terms of expression and

accuracy.

**Course Materials:** Self-produced, sample given in Appendix (Exhibit C). Also, *Essential Grammar in Use* (Murphy, Cambridge University Press, 2007).

### **INTERMEDIATE WRITING (compulsory/elective subject)**

**Objectives:** To express one's thoughts and feelings concisely through both paragraphs and essays, to master the basic elements of paragraph/essay writing in English, to acquire familiarity with a variety of differing types of paragraphs (e.g., paragraphs organized in terms of time sequence, spatial relations, cause & effect; paragraphs organized by reasons, examples, explanation, definition), to write short, concise essays in varying styles.

**Approaches to Achieving the Objectives:** In-class activities focus on the presentation of certain styles and then lead to practice of those approaches/styles. Errors are identified and addressed through a weekly activity to enhance accuracy and reinforce an understanding of grammatical/syntactic rules. Writing/peer assessment are used to encourage expression (fluency) and accuracy, both receiving equal attention. Time-restricted assignments are carried out periodically to ready students for writing examinations (e.g., TOEFL).

**Outside Assignments:** Students are given weekly assignments to reinforce material practice during the lesson as well as vocabulary activities to extend their ranges.

**Assessment:** Constant attendance and the submittal of writing samples is critical assessing students' improvement. Levels vary, so credit is given more readily to reward student' industry and effort.

**Course Materials:** Self-produced, sample provided in Appendix (Exhibit D). Also, *Effective Writing* (Juppe, Kirihara Shoten, 2005).

### **DISCUSSION AND PRESENTATION SKILLS (elective subject)**

**Objectives:** To make effective presentations given various formats, to give one's opinions on a variety of issues, to support one's opinions with reasoning, to analyze and discuss an issue of relevance, to practice debate, to encourage students to familiarize themselves with contemporary news using English newspapers.

**Approaches to Achieving the Objectives:** A number of speech contests are held in the class in group configurations so that every student can practice giving a presentation in a non-threatening environment. Students discuss issues in pairs and practice giving their opinions/agree-refute those opinions. Two news issues are analyzed and discussed toward the end of the term. Debates take place during the last two lessons

so that students can experience analyzing a resolution, brainstorming reasons, selecting reasons, supporting/arguing them, refuting them, and finally, presenting them (all in English). In the second term, students will practice reading English-language newspapers and acquire techniques for achieving the objectives set in the first term quickly and effectively.

**Outside Assignments:** Vocabulary building activities are frequently provided. For news issues, students need to read simplified newspaper articles and present reasoning to substantiate their opinions. Frequently students need to prepare presentations outside of class.

**Assessment:** Attendance and completion of all work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency.

**Course Materials:** Self-produced, sample provided in Appendix (Exhibit E).

### **GLOBAL STUDIES (elective subject)**

**Objectives:** To deepen students' interest in contemporary issues and discuss them thoroughly in English, to build academic vocabulary necessary for analyzing issues, to familiarize students with a wide variety of issues in various fields/spheres (e.g., health, economics, social problems, environmental issues, political situations, sports, etc.), to prepare students for transnational interaction with people of other cultures in the pursuit of a more sustainable and peaceful world.

**Approaches to Achieving the Objectives:** Students use one newspaper article/issue for a two-week period during which they are to read the article, answer questions regarding the content (including inferential questions), provide their opinions on relevant issues (in writing), and then practice substantiating positions for the purpose of engaging in academic debate. Moreover, critical reading skills are taught to help students defend themselves against intellectual bullying or intimidation, particularly when done in the interests of promoting nationalistic objectives.

**Outside Assignments:** 6-7 articles are used per term. Students are to complete all activities in their entirety.

**Assessment:** Attendance and completion of all work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. The prompt submittal of all written assignments (on a weekly basis) is necessary to achieve a satisfactory mark.

**Course Materials:** Articles self-produced (adapted from international newspaper

articles), sample provided in the Appendix (Exhibit F).

### **ENGLISH THROUGH FILM (elective subject)**

**Objectives:** To listen to native-speed English conversations and catch appropriate information (extensive listening practice), to discuss relevant topics from the film, connecting them to their daily lives, to discuss aspects of a film in English, to discuss cultural aspects of the film, to build on practical vocabulary levels (idiomatic English and relevant vocabulary as is presented through the film dialogue), to listen to a section of a film and catch missing elements of a script. (Intensive listening practice.)

**Approaches to Achieving the Objectives:** Students watch a segment (approximately 15:00-16:00 in length) of a certain film in English only, with no subtitles. Basic questions are provided based on this undertaking. After confirmation of the correct responses, students watch again, with subtitles in Japanese. Following a second viewing, students answer more complex questions and cloze a section of the film to exercise attention to detail. Pair conversation is done nearly on a weekly basis so that students exercise their conversation/discussion skills. Finally, vocabulary worksheets are given frequently to students to ensure their mastery of vocabulary that appeared in the film.

**Outside Assignments:** Vocabulary worksheets and summaries of pair discussions are often given to students to complete outside of class.

**Assessment:** Attendance and completion of all in-class/outside work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. A comprehensive vocabulary examination is given at the end of the term.

**Course Materials:** Self-produced, sample provided in the Appendix (Exhibit G)

### **TRAVEL ENGLISH (elective subject)**

**Objectives:** To listen to conversations/dialogues useful in tourism/travel, to simulate travel situations (in English) via pair work, to exercise relevant micro-skills (e.g., making requests, accepting/refusing requests, describing people, explaining a photograph, etc., all of which would be useful in explaining aspects of one's daily life to homestay family members or acquaintances made abroad), to respond to questions on a given text, to develop vocabulary relevant to travel topics and issues (e.g., exchanging money, passing through passport control in an airport, asking directions, etc.)

**Approaches to Achieving Objectives:** One topic is covered over the course of two lessons. Students listen to a relevant set of short dialogues and try to respond to

questions in English. Thereafter, opportunities are provided for conversations in pairs to simulate the situation (e.g., passport officer/passenger, homestay parent/visitor, bank clerk/customer, etc.)

**Outside Assignments:** Vocabulary worksheets and conversation-writing activities are frequently given to master the particular phrases and material for a given unit.

**Assessment:** Attendance and completion of all in-class/outside work will suffice for evaluating students. As the proficiency level varies, student performance is evaluated based on industry and demonstrated enthusiasm for improvement, not level of proficiency. A comprehensive vocabulary examination is given at the end of the term.

**Course Materials:** Self-produced, sample in the Appendix (Exhibit H). Also, listening material is used from *Passport, English for International Communication* (Buckingham and Lansford, Oxford University Press, 2010).

#### **OVERSEAS STUDY (elective subject)**

**Objectives:** To have students actually go abroad and learn English in an overseas setting, to stimulate an awareness of cultural differences, to enhance practical communicative competence in terms of language skills.

**Approaches to Achieving Objectives:** Students attend pre-departure orientation classes as well as language preparatory classes. The classes are small (1-2 students) so practice is intensive. For the most part, the students practice simulated homestay situations in order to help them acclimate smoothly to the new culture in which they will live for a short period of time.

**Outside Assignments:** There are none for this course. Students are expected to prepare as they deem necessary. A final report on the student's experience needs to be submitted following completion of the program.

**Assessment:** The successful completion of the overseas program in accordance with all of the rules and regulations stipulated will result in a successful mark. Moreover, the student's report will be evaluated in terms of content and presentation.

**Course Materials:** Self-produced, sample in the Appendix (Exhibit I).

#### **THESIS SUPERVISION (elective subject)**

**Objectives:** To write a graduation thesis in English, to prepare an effective presentation on one's thesis in accordance with the guidelines given by the university.

**Approaches to Achieving Objectives:** Students arrange class meetings and presentations to suit their academic/personal schedules. In the first term, presentations on thesis writing and topics relevant to the thesis themes are given. In the second term, guidance is given based on student-output.

**Outside Assignments:** Writing of the theses.

**Assessment:** Evaluation is based on the quality of the thesis and the final presentation (thesis defense), as well as comments provided on the thesis by the staff evaluator.

**Course Materials:** Presentations based on *Effective Thesis Writing* ( )

**Appendix, Exhibit A (基礎英語オーラルスキルズ)**

*(Review worksheet, Week 2, vocabulary review. Note that the conversations are presented in A/B form so that students can practice in a pair formation.)*

**ACTIVITY OBJECTIVES:**

1. To review vocabulary learned during the previous lessons.
2. To practice practical conversation with a partner.
3. To exercise reading, listening, and speaking skills.

**PROCEDURE:**

1. Each student is given a worksheet. He/She can work with a partner to complete the blanks, but the two are not allowed to use a dictionary.
2. Answers are given and explained.
3. Students practice in an A-B, then a B-A configuration (orally).
4. Without looking at the sheet, the instructor takes the role of A or B and practices with a student to assure mastery of the patterns/sentences/vocabulary.

Name: \_\_\_\_\_ Hobby: \_\_\_\_\_

**DIRECTIONS:** *Finish these sentences.*

1. A: Where do you come from?  
B: I am from Ibaraki (P \_\_\_\_\_).
2. A: You look thin.  
B: No. I (p \_\_\_\_\_) (o \_\_\_\_\_) 4 kilograms last month. I had better go on a diet. I want to (l \_\_\_\_\_) (w \_\_\_\_\_) before Christmas.
3. A: What is your (m \_\_\_\_\_)?  
B: International relations. What about you?  
A: I am (m \_\_\_\_\_) in (b \_\_\_\_\_) and (i \_\_\_\_\_).
4. A: Where do your (r \_\_\_\_\_) live?  
B: My uncle, aunt, cousins, and grandparents all live in France. They are (F \_\_\_\_\_). My (a \_\_\_\_\_) were French, too.
5. A: Are you Vietnamese?  
B: Uh, huh. How about you? What is your (n \_\_\_\_\_)?
6. A: Do you live in Tsukuba now?  
B: Uh, uh. I (m \_\_\_\_\_) to Toride two weeks ago.

7. A: Do you have (a                   ) pets?  
B: Just one, a turtle. Do you have (           ) pet?
8. A: Are you going to eat at Shakey's today?  
B: Uh, uh. I'm going to have lunch in the cafeteria. Shakey's is too (e                   ) for me. I have just ¥500 on me.
9. A: How do you (s                   ) 暗記する in English?  
B: 暗記する means "learn by heart" in English.
10. A: I'm really tired.  
B: The (s           ) (h           ). Why don't we get some coffee before the lesson?
11. A: Nice to meet you. I am Professor John Davis.  
B: I'm glad to meet you, too. What should I (c           ) you? John? Mr. Davis? Professor Davis?
12. A: Is this a photograph of your daughter?  
B: Uh, uh. She is my (n                   ), my brother's daughter.  
A: Who is this boy standing next to her?  
B: That is her brother, my (n                   ).
13. A: I would like to meet your parents.  
B: They are standing over there. I will (i                   ) you to them.
14. A: Hi, Bob. How is (           ) going?  
B: Not bad. How are you doing?
15. A: Did you (m                   ) the vocabulary for the test tomorrow?  
B: Uh, huh. I studied for several hours last night.
16. A: I love the cafeteria at Tsukuba Gakuin University.  
B: Me, too. I am (c           ) (a           ) the food there.
17. A: Do you have a class in third (p           ) today?  
B: Uh, uh. My lessons finished at 12:10.

**Appendix, Exhibit B** (基礎英語リディング)

**ACTIVITY OBJECTIVES:**

1. To read a long passage quickly and determine the answers from the context.
2. To practice putting irregular verbs into the past tense form.
3. To exercise the four skills (i.e., reading, listening, writing, speaking).
4. To become acquainted with the lifestyle of the instructor.

**PROCEDURE:**

1. Each student is given a worksheet, face down. Once all students have the sheet, they are told  
to begin working.
2. When three students have completed the worksheet, the answers are checked.
3. Students read the completed sheet once more.
4. Without looking at the sheet, students re-tell the story to the teacher orally.  
(Relating an  
experience or incident.)

Mr. Juppe's KVA Experience

Name: \_\_\_\_\_

**DIRECTIONS:** Use the word box below. Write the words in the correct form (過去形).  
You may use a word ONLY ONCE. Also, you will not need one of these words.

**WORD BOX**

want	sleep	be	spend
walk	get	meet	eat
take	ride	drink	have
buy	speak	wake	fall

Last Saturday, Mr. Juppe \_\_\_\_\_ up at 6:00. He \_\_\_\_\_  
two cups of coffee and then \_\_\_\_\_ his bicycle to  
Shinokachimachi Station. After that, he \_\_\_\_\_ a train to  
Tsukuba. From Tsukuba Station, he \_\_\_\_\_ to the

Tsukuba Gakuin University campus. It took about ten minutes.

He \_\_\_\_\_ to work all day on the English speech contest. It \_\_\_\_\_ a hard day. He \_\_\_\_\_ fried potatoes, but he did not have time to visit any of the other food stands. He \_\_\_\_\_ to buy many different kinds of food.

On Sunday, he \_\_\_\_\_ the day in the room for OB and OG students. He \_\_\_\_\_ many people who had graduated from this university. He \_\_\_\_\_ with lots of ex-students. Also, he \_\_\_\_\_ many snacks in that room. He enjoyed himself very much.

He was very tired when he \_\_\_\_\_ home. He \_\_\_\_\_ asleep early that night.

#### PART II. YOUR KVA EXPERIENCE

*Write about your experiences at the university festival. If you did not attend the festival,*

*then write about your weekend. Be sure to use the past tense (過去形).*

## Appendix, Exhibit C (初級ライティング)

### OBJECTIVES:

1. To review basic sentence patterns learned at the upper secondary level. (Here, the past/past progressive/present perfect tenses. Also, to distinguish between the use of *since/for/ago*.)
2. To read through data and create a suitable topic sentence to head the paragraph.
3. To use modal sentences to express their opinions on easy topics.

### PROCEDURE:

1. Each student is given a copy of this worksheet. After completing it, the answers are checked.
2. Small groups of four are created. Students share their responses for Part II. Then, one ideal response is selected and read to the entire class (from each group).
3. The topic sentences are then confirmed for Part III.

### EXTENSION ACTIVITY:

1. Students write paragraphs for homework on similar topics.

## WORKSHEET

### PART I. REVIEW

*Fill in the blanks to finish the sentences.*

1. Mr. Juppe is on the phone. He has been on the phone \_\_\_\_\_ half past five.
2. Mr. Juppe has a broken rib. It has been broken \_\_\_\_\_ two weeks already.
3. A: I am learning German now. How about you?  
B: Me, too. I have \_\_\_\_\_ German \_\_\_\_\_ a year and a half.
4. A: I moved to Tsukuba in 2012.  
B: So you have \_\_\_\_\_ in Tsukuba \_\_\_\_\_ about five years.

5. A: You play the bass! That is so cool!  
 B: I have \_\_\_\_\_ the bass \_\_\_\_\_ I was 16 years old.
6. A: When did you first meet Professor Ehara?  
 B: I met him 19 years ago. We have \_\_\_\_\_ each other since \_\_\_\_\_.
7. A: The weather \_\_\_\_\_ good yesterday. It rained on and off.  
 B: And it is raining today, too. The weather \_\_\_\_\_ bad \_\_\_\_\_ Monday.
8. A: Bob lives in Tokyo now, but he \_\_\_\_\_ in Austria from 1984-1986.  
 B: Really? How long \_\_\_\_\_ in Tokyo?  
 A: \_\_\_\_\_ 2015. He lived in Chiba Prefecture before that.
9. A: I was in Yokohama last night.  
 B: Really? I \_\_\_\_\_ there just once or twice in my life.
10. A: Have you started your new part-time job at Burger King?  
 B: Uh, huh, I \_\_\_\_\_ it three weeks ago.

PART II. WRITE

1. What did you do on Sea Day?
  - a.
  - b.
2. What were you doing at 9:45 in the evening last night?
3. What are you going to do this Sunday?
4. This summer, I ought to \_\_\_\_\_.  
 (EXPLAIN/REASON) \_\_\_\_\_.  
 This summer, \_\_\_\_\_ should \_\_\_\_\_.  
 (EXPLAIN/REASON) \_\_\_\_\_.

PART III. FINDING THE TOPIC SENTENCE

Paragraph A

Support sentences (data)

1. Bob means "bright and famous."
2. In 1950, it was the third most popular name in the United States for newborn babies.
3. In 1960, it was the most popular name.
4. In 1984, it was the 17<sup>th</sup> most popular name.

5. In 2015, it is not even among the top 50 popular names.
6. American people trust men named Bob, according to a recent survey.
7. However, there has never been a President named Bob.
8. In literature, there is no great character named Bob. This is a mystery.
9. Another mystery is this: No one knows why Robert was shortened to Bob.

TOPIC SENTENCE: The name "Bob" has an \_\_\_\_\_ history in the United States.

#### Paragraph B

Support sentences (data)

1. At 6:07 a.m., I get on the Chiyoda Line. There are many people in it already. It is crowded.
2. I get off at Otemachi. I run to the bus platform. If there are too many people, I have to wait 40 minutes. Only 42 people can get on the bus at 6:20. The next bus leaves at 7:00.
3. If there are a lot of cars on the road, it will take me two hours to get to Tsukuba.
4. If I catch the bus at 7:00 and it takes two hours, I will be late for first period.
5. Mentally and physically, I am often worn out when I arrive at university in the morning.

TOPIC SENTENCE: Going to university during rush hour is t\_\_\_\_\_ and unp\_\_\_\_\_.

**Appendix, Exhibit D (中級ライティング)**

**ACTIVITY OBJECTIVES:**

1. To have students understand the difference between organizing a paragraph supported by reasons vs. a paragraph organized in time sequence.
2. To have the students write a cohesive paragraph based on time sequence.

**PROCEDURE:**

1. Distribute homework papers and discuss the answers.
2. Review the second paragraph (also done for homework). Check the students' topic sentences with the correct answer.
3. Write for 20-30 minutes.
4. Exchange papers with a peer and review for mistakes/offer suggestions.
5. Edit writing and submit it to the teacher for evaluation.

**ORGANIZING A PARAGRAPH BY TIME**

Last week, we looked at this paragraph, which was supported by reasons:

TOPIC SENTENCE: *Patrick is the busiest guy I know.*

- 1) He wakes up every morning to grade essays for his writing class.
- 2) Every day at 5:00, he rushes to Shinjuku to teach a group of business executives.
- 3) On weekends, he is a coach for his son's soccer club.
- 4) He attends PTA meetings one night a week at the local elementary school.

CONCLUSION: I don't know anybody busier than Patrick.

Now let's look at a paragraph organized by time. It is a little different. It does not use reasons; instead, it flows by time.

*My first winter camping experience did not go too well. Scott, Todd, and I spent two days hiking during the end of December in the mountains of lower New York State. The first afternoon was warm and sunny, so there was a lot of slush on the ground. All of us were hiking in sneakers, so the slush made our feet wet. We thought it was fun walking through the watery snow. By five, however, the sun had gone down and the temperature had fallen from about eight degrees to about minus five. Moreover, the wind got stronger as night fell. Each camper's feet became like blocks of ice. We rushed to put up the tent. Because Todd had brought his summer tent by mistake, however, we nearly died that windy night. The next morning, we discovered that we could not cook breakfast because Scott had forgotten to bring fuel for his camp stove. Shivering, we quickly packed our tent and sleeping bags, hiked eight kilometers to a road, and phoned Scott's dad. Our trip ended just 21 hours after it had started. We all learned an important lesson: We would need to prepare better for our next winter camping trip.*

## OUTLINE

TOPIC SENTENCE: *Our camping trip did not go well.* (Support with a story.)

- 1) Early in the afternoon; sunny, not so cold, slushy.
- 2) Late in the afternoon; it became very cold. Our feet got cold.
- 3) At night, we slept in a summer tent. It was not strong enough.
- 4) In the morning, we could not eat breakfast. Scott had forgotten his stove fuel.
- 5) We packed quickly and left.

CONCLUSION: We should have prepared better.

## PART II. WRITE!

*Using one of these topics, write a paragraph in time order.*

1. I had a terrible day the other day.
2. A funny thing happened to me the other day.

3. \_\_\_\_\_ was the worst/best day of my life.
4. I had a terrific holiday in \_\_\_\_\_.

**Appendix, Exhibit E (ディスカッション&プレゼンテーションスキル)**

**ACTIVITY OBJECTIVES:**

1. To make corrections in students' writing to improve their accuracy.
2. To read a statement and select the reason that supports the given opinion.
3. To reinforce students' understanding of how to agree/disagree in English.

**PROCEDURE:**

1. Each student is provided with a handout. He/She works on it for 20-30 minutes.
2. In a class configuration, each item is checked and reviewed.
3. Students complete the second part and the answers are checked.

**(WORKSHEET)**

**PART I. EDITING**

1. My friend is Vu. He went to Gifu prefecture for internship. He stayed one week there.

BETTER: My partner was Vu. He went to ( ) ( ) for ( ) internship.

He (s ) there ( ) one week.

2. On summer vacation, Rajan came back to his country.

BETTER: ( ) summer vacation, Rajan ( ) back to his country.

3. In jixi, He and his's family are shopping and eat. He go to sacrifice. He go to my old home.

BETTER: In ( ), ( ) and ( ) family (w ) shopping and (a ). He

(w ) to ( ) sacrifice. He (w ) to (h ) old home.

4. He went to sea in Oarai in last mouth. with a friends.

BETTER: He went to ( ) sea in Oarai last (m ) with a (f ).

5. He ate seafood and spend money 1.0000 yen. He almost part-time job after that.

BETTER: He ate seafood and (s ) ( ) yen. He almost (a ) (w )

(a ) (h ) part-time job after that.

6. He's persevering in his part-time job by a Chinese noodle shop.

BETTER: He's persevering in his part-time job ( ) a Chinese noodle shop.

7. She bought a small shop in front of university library and sold goods. goods are sweet potato,

Peanuts and soft drinks etc.

BETTER: She ( ) a small shop in front of ( ) university library and sold goods.

(T ) goods ( ) sweet ( ), peanuts, soft drinks, etc.

8. He met his parents and his friends, and they was very happy when saw he came back after 3

years he lived and learned at Japan.

BETTER: He met his parents and his friends, and they ( ) happy when ( ) saw that

He ( ) ( ) back after (l ) and (l ) in Japan ( ) three years.

9. She work 100 km in the 5 days it is very fun

BETTER: She (w ) 100 km in (f ) days. ( ) ( ) very fun.

10. she is spend by 30 thousand only.

BETTER: ( ) (s ) only 30,000 yen.

11. He was going for internship.

BETTER: He (d ) ( ) internship./ He (t ) (p ) (i ) ( ) internship.

12. Getting to Tokyo Hawaiian is quite far from Tsukuba, but because he is with his friend, he is

happy.

BETTER: Getting to (F ) Hawaiian is quite ( ) from Tsukuba, but because he

( ) with his friends, he ( ) happy.

13. He gathered with his friends and went to party.

BETTER: He gathered with his friends and went to ( ) party.

14. He love playing computer game.

BETTER: He ( ) playing computer (g ).

15. This summer, she went to Organic farm. Because, she must do assist farm.

BETTER: This summer, she went to ( ) ( ) farm because she (h ) to assist

(o ) (t ) farm.

## PART II. FIND THE CORRECT SUPPORT STATEMENT

1. A: The price of going to a movie should be ¥500 for college students.

B: That's what I think, too. \_\_\_\_\_.

a. Young people can watch DVDs at home if they don't have enough money.

b. It is important to have inexpensive entertainment for young people.

2. A: Fast food restaurants ought to be abolished, in my opinion.

B: I don't think so. \_\_\_\_\_.

a. The food they serve is inexpensive and delicious.

b. The products they serve are not good for a person's health.

3. A: Living in a small town would not be enjoyable.

B: That's not what I think. \_\_\_\_\_.

a. The air is clean and there is less crime.

b. There is so much to do, such as shopping and dining out.

4. A: In my opinion, credit cards are very useful.

B: Absolutely. \_\_\_\_\_.

a. It is too easy to spend more money than you really have.

b. You can buy things anywhere, anytime.

5. A: Traveling abroad is better than traveling in Japan.

B: I am not sure that I agree with you. If we travel domestically, \_\_\_\_\_

a. we do not have to change money at a bank or at the airport.

b. we can practice English or another foreign language that we have learned.

6. A: Everyone should learn at least two foreign languages.  
B: That's true. \_\_\_\_\_.  
a. By doing so, we can help to improve international relations.  
b. English is a global language. It is a waste of time to learn another language.
7. A: The government should build dormitories for homeless people.  
B: I think so, too. \_\_\_\_\_.  
a. They should get jobs instead of free housing.  
b. If they live outside, they may get sick or die.
8. A: All students should study for 30 minutes a day.  
B: Actually, I think that \_\_\_\_\_.  
a. we can fight off Alzheimer's disease if we learn something for a short period of time daily.  
b. we do not have to study to learn something. We can learn things through our daily life.
9. A: In my opinions, zoos are cruel places.  
B: I am not sure that I agree with you. \_\_\_\_\_.  
a. They are good places to learn about living creatures.  
b. It is not good to keep them in small cages and spaces.
10. A: University students should have part-time jobs.  
B: I agree with you. \_\_\_\_\_.  
a. They can learn how to interact with different types of people.  
b. It is better for them to concentrate on studying while they are at university.

**NOTE:** Though the basis for the article appearing this section came from a foreign newspaper, it was written by the instructor.

**ACTIVITY OBJECTIVES:**

1. To read and understand a newspaper article in English on an issue of contemporary importance.
2. To discuss the article in terms of content.
3. To practice giving opinions on topics related to the article.
4. To exchange opinions based on the structure/opinion given by one's partner (to prepare for debate.)
5. To discuss guesses on material that will appear in the article prior to reading (preview stage).

**PROCEDURE:**

1. Students are given the article during the last five minutes of the lesson.
2. Working through the preview questions, students guess answers to the questions without reading the article.
3. Students read the article outside of class.
4. In the next lesson, the students answer questions. They are then given a vocabulary sheet to review words that were found in the article.
5. In the OPINION section, students complete open-ended sentences. After doing this, they form small groups of four, discuss their answers, and choose one or two interesting responses to share with the class.
6. In the last section, students work with a partner. They agree/disagree in accordance with their own thoughts and opinions.

(SAMPLE UNIT: Reading, Vocabulary Review, Giving Opinion/Agree-Disagree sections)

RUNNING DRY: The Future Comes First to Cape Town

Name: \_\_\_\_\_

### **PRE-READING**

1. How many showers did you take last week?
2. When you take a shower, how long does it last?
3. When you fill your bathtub, how much water does it hold?
4. What problem has Cape Town been having the past six months?
5. What was scheduled to happen there on April 29, 2018?

### **READING**

In January and February each year, thousands and thousands of tourists come to Cape Town, this beautiful city at the bottom of the African continent. With its beautiful beaches, green countryside, and lovely climate, it is not only a good place for visitors, but for new residents. More than one million new people have come to live in Cape Town since 2000. These new residents, and the increased number of tourists, have stressed the city's resources. The biggest problem the city faces right now is a water shortage. As cities around the world grow, they should pay attention to Cape Town. It is an example of what might happen to other cities in the future.

In December, 2017, the city's reservoirs were at 33% capacity. This means that the amount of water for the city was roughly 67% less than in previous years. Due to droughts and climate change, the city has enjoyed far less rainfall in the past two years than it had before. A poor rainy season means less water for the summer months, months in which there is little precipitation. After checking estimated rainfall and consumption rates, scientists came to the conclusion that by April 29, 2018, the reservoirs could decrease to 13.5% of their capacity. If this happens, then water taps will have to be turned off. Police and military officials will have to distribute water at 200 check-points around the city. Water rationing would become a daily reality for the people of Cape Town. Life would become very hard for residents there.

Life is already difficult, however. Residents were restricted to 87 liters of water per day as of December and January. In February, this was reduced to 45 liters per person per day. If Day Zero is announced, then that amount will be lowered to about 23 liters per person. It takes about 80 liters of water to fill a bathtub, so one can imagine that this is not a lot of water for daily use.

City officials have also recommended that people change their habits concerning water. First, showers should be no longer than two minutes. Second, people should not flush their toilets regularly. Third, instead of washing their hands, people are encouraged to use hand sanitizer to clean them. Fourth, people are encouraged to use

buckets to catch the water that is used to wash food, brush one's teeth, and wash up in the sink in the morning or at night. This recycled water is then to be used to flush toilets. Fifth, people are encouraged to wear a shirt two or three times before washing it.

The government has tried to help. It has been repairing old water pipes that might leak. It has been building desalination plants near the sea. A desalination plant is a factory that takes the salt out of sea water. Also, new underground water pumps have been installed. It has published information about water usage and issued warnings to neighborhoods that use too much. However, this is like adding a new lane to a highway in southern California: It just is not enough. There are just too many people living in one place.

Just as people around the world have added solar panels to the roofs of their homes, residents in South Africa are now adding water tanks to catch run-off after rains. Water from these tanks will be used to supply washing machines and toilets.

Above all, this problem has affected the tourist industry. At the airport, signs about the water problem greet tourists. At the Hotel Verde, guests are asked to take showers of one to two minutes only. They are asked to re-use their towels during long stays and not to change the sheets on their beds. At the luxurious Taj Cape Town, the spa and sauna rooms have been closed. Above all, guests are recommended not to flush their toilets every time.

Dr. Anthony Turton, a professor of environmental management, says that this is not a coming problem. It is already here. "We may be able to postpone Day Zero to May, June, or July... or it might not come this April. However, it does not matter. It will come. The rest of the world needs to study our situation and learn from it. We have to re-think how we will use water in the next 50 or 100 years. We need to re-design our homes. We have to re-design our cities. More and more people will come into this world. They will need water. Right now, it is clear that we do not have enough. Cape Town is a wake-up call to the world. We need to be more careful with water."

## **QUESTIONS**

1. At the Hotel Verde and Taj Cape Town, how are tourists asked to help with the problem?
2. What do we have to do in the future, according to Dr. Turton/
3. How is life changing for residents in Cape Town? Give one or two examples.
4. If reservoirs go below 13.5% of capacity, what will happen in Cape Town?
5. Why has the amount of rain dropped in recent years?

6. What do tourists now see at the airport in Cape Town?
7. As of February, 2018, how much water could an average person in Cape Town use in a day?
8. What has the government been doing to improve the situation?
9. What will happen on Day Zero?

**PART II. GIVING YOUR OPINION**

1. \_\_\_\_\_ is a good habit. On the other hand, \_\_\_\_\_ is a bad habit.
2. \_\_\_\_\_ is the biggest problem in Japan today, I think.
3. To save more money, I ought to \_\_\_\_\_.
4. For a visitor to Japan, I recommend \_\_\_\_\_.
5. My home would be better if \_\_\_\_\_.
6. \_\_\_\_\_ would be the most interesting city to visit.
7. If I could install something new in my home, I would add a \_\_\_\_\_.

**PART III. AGREE/DISAGREE**

1. A: I would like to visit Cape Town.  
 B: (So would I./Not me.) \_\_\_\_\_  
 P: \_\_\_\_\_
2. A: I agree with Dr. Turton. We need to be careful when using water.  
 B: (I think so, too./I'm not sure that I agree with him.) \_\_\_\_\_  
 P: \_\_\_\_\_
3. A: Wearing our clothes more often is a good way to save water.  
 B: (I agree./I disagree.) \_\_\_\_\_  
 P: \_\_\_\_\_
4. A: Two minutes is just about right for a shower. We do not need to spend more time doing it.  
 B: (I think you are right./I don't think so.) \_\_\_\_\_

\_\_\_\_\_.

P: \_\_\_\_\_.

5. A: I think that 8% is just right for the consumption tax.

B: Really? (I think so, too./I am not sure that I agree.)

\_\_\_\_\_

\_\_\_\_\_.

P: \_\_\_\_\_.

6. A: I would like to encourage my best friend at TGU to go to graduate school after finishing

here.

B: (I would like my best friend to do the same./I don't think that is such a great idea.)

\_\_\_\_\_.

P: \_\_\_\_\_.

### VOCABULARY (Cape Town)

1. I wanted to go to work at a bakery after I finished high school, but my father (e \_\_\_\_\_ )

me to go to university instead.

2. We cannot water our garden this month. It has not rained for weeks. This terrible (d \_\_\_\_\_ )

has turned our lawn and garden brown.

3. I finished writing the manuscript for my book, but I have not found a company that will

(p \_\_\_\_\_ ) it yet.

4. We have enough rice for just four or five portions. We will have to (r \_\_\_\_\_ ) it until Friday,

when payday comes.

5. During the winter months, we are supposed to (s \_\_\_\_\_ ) our hands before entering the

university.

6. Waking up early is a very good (h \_\_\_\_\_ ). Going to bed late, on the other hand, is a bad

one.

7. We spend too much money every month. We have no money in the bank. I have to either get



### **Appendix, Exhibit G (映画で英語)**

(NOTE: The worksheet is based on a popular film that students watched over several lessons.)

#### **ACTIVITY OBJECTIVES:**

1. To review vocabulary that students encountered in previous lessons.
2. To write answers to questions on the 15-minute section viewed during the lesson.
3. To listen (first in English with no subtitles, then in English with subtitles) and catch specific  
words from the flow of a conversation.
4. To practice self-expression (through writing) using the patterns that appeared in the film by  
writing sentences

#### **PROCEDURE:**

1. Students are given a worksheet. They have 5-10 minutes to complete the sentences in Part I.
2. Responses are checked for accuracy. The correct answers are explained.
3. Students watch a 15-minute film segment and answer questions based on the content.
4. After watching the film a second time, they cloze the section in Part III.
5. Students complete the open-ended structures in Part IV. After finishing writing, they share  
their answers in small groups of four, select interesting sentences, and read them to the class.

#### **(WORKSHEET)**

##### **PART I. BASIC INFORMATION**

1. "Tess" went to a t\_\_\_\_\_ s\_\_\_\_\_ to talk about her  
new book.
2. Ryan saw "Tess" riding on a m\_\_\_\_\_.
3. Harry was dancing on the t\_\_\_\_\_.

4. Jake works in a c\_\_\_\_\_ s\_\_\_\_\_.
5. Ryan had an a\_\_\_\_\_ with "Tess" at the house.
6. "Anna's" f\_\_\_\_\_ came to the rehearsal dinner. They k\_\_\_\_\_ her from  
the dinner.
7. Jake l\_\_\_\_\_ "Tess." He e\_\_\_\_\_ talking with her.
8. "Tess" a\_\_\_\_\_ a stage worker's b\_\_\_\_\_.

#### PART II. AFTER WATCHING

1. Why did "Anna" change her mind about Jake?
  - a. He scolded her for e\_\_\_\_\_ the answers on Stacey's test.
  - b. He tried to help her c\_\_\_\_\_ her answers on the test.
1. What did Ryan say to "Anna" at the rehearsal dinner?
2. "Anna" should be happy about what Ryan said, but she isn't. Why doesn't Anna like Ryan's idea?
  
3. What did Jake and "Tess" talk about?

#### PART III. FILL IN THE BLANKS

A = Anna (really Tess)

J = Jake

- A: Listen, I need you to give me a \_\_\_\_\_.
- J: I thought your mom didn't want you on a \_\_\_\_\_.
- A: You know, you're a little too virtuous, kid.
- J: You know what? I'm late for my \_\_\_\_\_ job.
- A: Just give me the ride. I know for a fact that my mother will understand.
- J: You know, I'm just gonna be really honest with you. You seem really different than the person I thought you were. I mean, I saw what you did to Stacey's test. I think  
you're right. You're too \_\_\_\_\_ for me.
- A: But, but... I don't even know why I did that. It's really not like me. Honestly.
- J: Good \_\_\_\_\_, Anna.
- A: Come on! They'll let her retake the test! Ohh!

PART IV. WRITING

1. I enjoy \_\_\_\_\_.

EX. I enjoy seeing old films in movie theaters.

2. \_\_\_\_\_ really sucks.

EX. My English class really sucks.

Having Donald Trump as President of the United States really sucks.

3. \_\_\_\_\_ is someone I really admire because \_\_\_\_\_.

EX. Mr. Ehara is someone I really admire because he comes to university before 7:00 every day.

4. Recently, I tried to help \_\_\_\_\_ when \_\_\_\_\_.

EX. Recently, I tried to help my neighbor when she had trouble carrying her trash to the garbage station.

5. I was scolded by \_\_\_\_\_ for \_\_\_\_\_.

EX. I was scolded by Professor Oshima for missing the KVA Speech Contest rehearsal.

6. I changed my mind \_\_\_\_\_.

EX. I changed my mind last Friday. I was going to stay in Tokyo last weekend, but I decided to go to Hyogo instead.

7. I have been working \_\_\_\_\_.

I worked \_\_\_\_\_ for \_\_\_\_\_.

EX. I have been working at 7-11 since last April. / I worked at a bakery for three years when I was in high school.

**Appendix, Exhibit H (トラベルイングリッシュ)**

**ACTIVITY OBJECTIVES:**

1. To get students to practice restaurant English by simulating a waiter-customer situation.
2. To have students paraphrase difficult English and explain it in easier terms.
3. To have students practice ordering what they would like to eat/drink (in English).

**PROCEDURE:**

1. Students form a pair. One is A (waiter), one is B (restaurant customer).
2. In pairs, they read the conversation. After talking, they fill in the blanks.
3. The instructor will print some good conversations for reading practice in the following lesson.

(Worksheet)

## A2

A: What would you like for your main course, (sir/ma'am)?

B: I'm not sure. What is \_\_\_\_\_?

A: \_\_\_\_\_.

B: OK, that sounds interesting. I think I'll try it.

A: Would you like anything with that?

B: Uh, huh. I'd like \_\_\_\_\_, please.

A: Very good. Would you care for anything to drink?

B: Yes, please. Could I have \_\_\_\_\_, please?

A: Excellent choice, (sir/ma'am). And would you care for dessert at the end of your meal?

B: Sure. I would like \_\_\_\_\_, please.

A: Certainly, (sir/ma'am). I'll be right back with your drink.

1. Fettucine Alfredo: It is thick pasta cooked in a cream sauce with lots of cheese.

If you like dairy products, then this is the dish for you!

2. Szekeley Goulash: It is pork cooked in cabbage with a spicy paprika and sour cream sauce. It comes with a bread dumpling. It is a very hearty dish.

3. Reuben Sandwich: It is pastrami and corned beef served on rye bread with sauerkraut, Swiss cheese, and Russian dressing. It comes with French fried potatoes.

## B2

A: What would you like for your main course, (sir/ma'am)?

B: I'm not sure. What is \_\_\_\_\_ (1)?

A: a. \_\_\_\_\_.

b. \_\_\_\_\_.

c. \_\_\_\_\_.

B: OK, that sounds interesting. I think I'll try it.

A: Would you like anything with that?

B: Uh, huh. I'd like \_\_\_\_\_, please.

A: Very good. Would you care for anything to drink?

B: Yes, please. Could I have \_\_\_\_\_, please?

(CHOOSE ANYTHING TO DRINK)

A: Excellent choice, (sir/ma'am). And would you care for dessert at the end of your meal?

B: Sure. I would like \_\_\_\_\_, please. (CHOOSE ANY DESSERT)

A: Certainly, (sir/ma'am). I'll be right back with your drink.

(1) a. Szekely goulash    b. fettucine alfredo    c. reuben sandwich

**Appendix, Exhibit I (海外研修)**

**ACTIVITY OBJECTIVES:**

1. To prepare students for their term of residence abroad.
2. To help them converse with their homestay parents.
3. To help them review basic conversational English.

**PROCEDURE:**

1. The course is taught using a tutorial format. Each student receives individual instruction.
2. The instructor poses questions to the student. The student answers them to the fullest extent of his or her ability.

## QUESTIONS YOU WILL PROBABLY BE ASKED DURING YOUR HOMESTAY

*These are questions that many homestay parents/hosts might ask you. It may help you to get ready for conversations with them.*

### **GENERAL (about you)**

1. What does your name mean in Japanese?
2. Where are you from?
3. When were you born?
4. What do you like doing in your free time?
5. Do you have jet lag now?
6. Where did you go to school?
7. What was your elementary school like?
8. Did you belong to any clubs when you were an elementary/a junior high/a senior high school student?
9. Are you religious? Do you go to church every week?
10. What kinds of food do you like to cook? How do you make it?
11. What is your favorite movie?
12. Why did you decide to come to Australia?
13. What would you like to do while you are here?
14. Do you drink? What kinds of drinks do you like?
15. Do you work part-time as well? What kind of job do you have? (Tell me about your part-time job.)
16. What would you like to be in the future?

### **YOUR TOWN**

1. What is your town like? Please tell me about it.
2. What kind of place is it?
3. What is the population of your town?
4. What is your town famous for?

### **YOUR FAMILY**

1. How many people are there in your family?
2. What do your parents do?
3. How many brothers and sisters do you have? How old are they?

4. What does your brother do for a living? What do your sisters do for a living?  
(etc.)