KOBA ENGLISH CLASS: Spring #1

(DATE: __________, __________, __________)


STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

HONESTY
Billy Joel

If you search for (1: a / the /φ) tenderness (2: it isn't / isn't it) hard to find
You can have (3: a / the /φ) love you need to live
But if you look for (4: a / the /φ) truthfulness
You might just as well be (5: bright / blind)
(6: Nowhere / It always) seems to be so hard to (7: get / give)

Honesty is such a lonely (8: _______) Everyone is so (9: _______)
Honesty is hardly ever (10: _______) And (11: ______) what I need from you

I can always find someone to (12: see it / say they) sympathize
If I wear my (13: hard / heard / heart) out on my sleeve
But I don't want some pretty (14: face / faces) to tell me pretty (15: lie / lies)
All I want is someone to (16: believe / relieve)

Honesty is such a lonely (8: _______) Everyone is so (9: _______)
Honesty is hardly ever (10: _______) and (11: ______) what I need from you

I can find (17: a / the /φ) lover I can find (18: a / the /φ) friend
I can have (19: a / the /φ) security until the (20: better / bitter) end
Anyone can (21: come for / comfort / confront) me with (22: a promise / promises) again

When I'm (23: deep / deeper) inside of me don't be too (24: concern / concerned)
I (25: wanna / won't) ask for nothin' while I'm gone
But when I want (26: security / sincerity)
Tell me (27: when / where /who) else can I turn 'cause you're the one that I depend (28: on / upon)

Honesty is such a lonely (8: _______) Everyone is so (9: _______)
Honesty is hardly ever (10: _______) and (11: ______) what I need from you

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

honesty
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: **Babe** (1995)
Directed by: George Miller (II)
Genre: Children’s / Comedy / Drama
Cast: Christine Cavanaugh / Miriam Margolyes / Danny Mann
Plot outline: Babe, a pig raised by sheepdogs, learns to herd sheep with a little help from Farmer Hoggett.

<table>
<thead>
<tr>
<th>USEFUL EXPRESSIONS</th>
<th>1</th>
<th>2</th>
<th>CEG FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☑</td>
<td>☑</td>
<td>Reduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Expansion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Variation</td>
</tr>
<tr>
<td>1 _____, dear.</td>
<td></td>
<td></td>
<td>CEG20, p. 90</td>
</tr>
<tr>
<td>2 a bit</td>
<td></td>
<td></td>
<td>CEG30, p. 138</td>
</tr>
<tr>
<td>3 Oh, well.</td>
<td></td>
<td></td>
<td>CEG21, p. 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG22, p. 104</td>
</tr>
<tr>
<td>4 Feeling good about tomorrow, are you?</td>
<td></td>
<td></td>
<td>CEG4, p. 44</td>
</tr>
<tr>
<td>5 It should be all right, I think.</td>
<td></td>
<td></td>
<td>CEG45, p. 172</td>
</tr>
<tr>
<td>6 You know</td>
<td></td>
<td></td>
<td>CEG22, p. 104</td>
</tr>
<tr>
<td>7 Yes?</td>
<td></td>
<td></td>
<td>CEG21, p. 100</td>
</tr>
<tr>
<td>8 They eat pigs?</td>
<td></td>
<td></td>
<td>CEG49, p. 180</td>
</tr>
<tr>
<td>9 Uh</td>
<td></td>
<td></td>
<td>CEG22, p. 104</td>
</tr>
<tr>
<td>10 That’s the way the world works.</td>
<td></td>
<td></td>
<td>CEG17, p. 78</td>
</tr>
<tr>
<td>11 I haven’t upset you, have I?</td>
<td></td>
<td></td>
<td>CEG17, p. 78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG23, p. 106</td>
</tr>
<tr>
<td>12 Mom? / Mom!</td>
<td></td>
<td></td>
<td>CEG20, p. 90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13 Good heavens!</td>
<td></td>
<td></td>
<td>CEG21, p. 100</td>
</tr>
<tr>
<td>14 What on earth are you doing out in the rain in the middle of the night?</td>
<td></td>
<td></td>
<td>CEG33, p. 146</td>
</tr>
<tr>
<td>15 For many pigs, it’s true.</td>
<td></td>
<td></td>
<td>CEG17, p. 78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG44, p. 170</td>
</tr>
<tr>
<td>16 Even, the boss?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP4: LISTENING FOR COMPREHENSION: Q&A

Question: Why does Babe see his mother?

STEP5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Babes: Mom?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: Mm-mmm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: Mom!*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: Good heavens!*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: What on earth are you doing out in the rain in the middle of the night?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: You should be (1: l______) after yourself with such a big day (2: a______) you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: Are pigs for (3: e______)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: Who told you [that]?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: The cat told me. Pigs don't have a purpose (4: e______) to be eaten by humans. Is it true?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: It's true. For many pigs, it's true.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: (5: _____) my mother, my father, my brothers and my sisters. All...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: (6: P______), dear. Do you want to talk about it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: No, it's all right. I (7: u__________). I'll be all right. Even, the boss?*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moms: Yes, dear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Babes: [Sighs]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

stage directions

What is unsaid here?
7-04: 名詞の単複と冠詞の有無
Plurality of Nouns and Use of Articles

名詞の単複と冠詞の有無の決定

可算名詞
鉛筆や本など具体的な形があり、ひとつ、ふたつ(一本、二本、一冊、二冊)と数えられる物体や具体的な事項

不可算名詞
概念や思想などの抽象名詞や、そのままでは独立した形としては数えられない木などの物質名詞

<table>
<thead>
<tr>
<th>a/an</th>
<th>限定されない単数の可算名詞</th>
<th>I have a picture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>the</td>
<td>限定される単数の可算名詞</td>
<td>I have the picture.</td>
</tr>
<tr>
<td></td>
<td>限定される複数の可算名詞</td>
<td>I have the pictures.</td>
</tr>
<tr>
<td></td>
<td>限定される不可算名詞</td>
<td>You can have the love you need to live.</td>
</tr>
<tr>
<td>φ</td>
<td>限定されない不可算名詞</td>
<td>I can have security.</td>
</tr>
</tbody>
</table>

7-05: 限定・非限定の意味
Defined or Not Defined

<table>
<thead>
<tr>
<th>限定されない</th>
<th>限定される</th>
</tr>
</thead>
<tbody>
<tr>
<td>新情報</td>
<td>旧情報</td>
</tr>
<tr>
<td>初めて提示されるもの</td>
<td>前に一度出てきたもの</td>
</tr>
<tr>
<td>A: I have a picture.</td>
<td>A: I bought this picture yesterday.</td>
</tr>
<tr>
<td>B: What kind of picture?</td>
<td>B: I like the picture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>非共有情報</th>
<th>共有情報</th>
</tr>
</thead>
<tbody>
<tr>
<td>何を指しているかよくわからない</td>
<td>何を指しているかはっきりわかる</td>
</tr>
<tr>
<td>A: Open a door.</td>
<td>A: Open the door.</td>
</tr>
<tr>
<td>B: Which door?</td>
<td>B: Okay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>抽象的情報</th>
<th>具体的な情報</th>
</tr>
</thead>
<tbody>
<tr>
<td>意味が抽象的</td>
<td>意味が具体的</td>
</tr>
<tr>
<td>A: Why do you like this place?</td>
<td>A: What kind of love can I have?</td>
</tr>
<tr>
<td>B: Because I can have security.</td>
<td>B: You can have the love you need to live.</td>
</tr>
</tbody>
</table>

7-06: 限定詞
Determiners

名詞句の前に付いてその名詞の概念が該当する範囲を限定する語

<table>
<thead>
<tr>
<th>冠詞</th>
<th>a / an / the</th>
</tr>
</thead>
<tbody>
<tr>
<td>数量詞</td>
<td>some(-) / any(-) / every(-) / each / no(-)</td>
</tr>
<tr>
<td>指示形容詞</td>
<td>this / that</td>
</tr>
<tr>
<td>代名詞の所有格</td>
<td>my / our / your / his / her / their</td>
</tr>
</tbody>
</table>

限定詞は同音には並ばない
(x) Some my friends speak French.
   ➔ Some of my friends speak French.
   ➔ Some friends of mine speak French.

限定詞は疑問詞の前には置かれない
(x) Tell me the what you like.
   ➔ Tell me what you like.
掲示物の類型
目的
注意喚起
禁止
指示
依頼
案内
説明
謝罪
対象
一般
特定
場所
屋外
屋内
字体
業者仕立
手作り
掲示者
公的機関
私的機関
英文
作成者
母語話者
非母語話者

明確エラーと不明確なエラー
明確なエラー 不明確なエラー
Dangerous!
Danger!
米国 カナダ 英国
ニューヨーク市内 ナイアガラの滝 ロンドン市内
工事現場 にかかる橋 建設現場

英文掲示物のエラー類型
1. Morphological Errors
1-1.
句読点の誤用
1-2.
書まった接続
1-3.
誤った接続
1-4.
必要語の欠落
1-5.
不要語の使用
2. Syntactic Errors
2-1.
綴りの誤用
2-2.
品詞の取り違い
2-3.
誤った順序
2-4.
誤った照応
2-5.
態の誤用
2-6.
誤った接続
3. Semantic Errors
3-1.
誤った語彙選択
3-2.
通じない直訳
3-3.
通じる直訳
3-4.
大幅修正要

エラー類型別発生頻度 (115)
Morphological Errors (53)
Syntactic Errors (34)
Semantic Errors (27)

もっとも多かったエラー類型と発生場所
エラー類型
1位: 句読点
2位: 綴り
3位: 品詞の取り違い

発生場所
1位: ホテル内部
2位: 交通機関
3位: 店舗の看板

日本国にある間違いだらけの英文を放置し続けることで生じる3つの影響
1.
不正確な情報を伝達し人を惑わす
2.
日本人英語学習者を混乱させる
3.
私が国の教育レベルに対する国際的評判を低下させる
GETTING YOU TO SPEAK UP! -- UNIT 1
-- Getting to Know Each Other --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

![Picture 1]

Thank you for CENTRAL SPORTS CLUB MEMBERS
Group: More than 20 people
Please make sure, nothing is left you when you leave.

DON'T PARKING

TASK 2: ROLE PLAY

Key Expression
I major in economics. (N4: p. 59)
私は経済学を専攻しています。

Pattern Practice
1) Repetition: I major in science. （参照: CEG3,p.40）
2) Substitution: I major in ______.
3) Expansion: I major in _____ __ __ ______.

Model Dialog
A: Hi, I'm ______. Nice to meet you. (N4: p. 27) [CEG1: p.34]
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
B: I'm a college student. / I’m a [an] ____ / I work for [at / in] ____. / I run ___ / I own ____.
A: Where do you go to school? (N4: p. 59) / What company are you with? (N4,p. 58)
B: I go to [attend / am a student at] __. (N4: p. 59 / Ranking: p. 64) / I work for [at / in] ___. (N4: p. 58)
A: What year are you in? (N4: p. 59) / What is your position? (N4: p. 58)
B: I'm a freshman [sophomore / junior / senior / graduate]. / I'm a 1st-year [2nd-year/ 3rd-year / 4th-year / graduate] student. / I’m a ____ / I’m in a _____. (N4: p. 58)
A: What is your major [do you major]? (N4: p. 59) / What is your duty? (N4: p. 58)
B: I major in ______. (N4: 59) (pattern practice 1) / My major is _____. / I’m in charge of _____. (N4: p. 58)
A: Why did you decide to major in ______? (pattern practice 2)
B: Because __________________________________________ [CEG14,p.72]
A: __________________________________________
B: __________________________________________
A: Nice meeting you, _____. (N4: p. 43)
B: Nice meeting you too, _____. (N4: p. 43)

フレーズ使用頻度ランキング
(Native Phrase Ranking, p. 99)
お仕事は何をしていらっしゃいますか。
1位: What do you do for a living?
2位: What is your job?
3位: What is your occupation?

A Short, Short Speech:
Message in 30 Seconds
Hi, I’m ______.
Nice to meet you.
I’m from ______.
I am a freshman at ______.
I major in ______.
I decided to major in ______
because I like _____ and
I’d like to be a _____ in the future.
Substitution Cues
1&2: science / engineering / medicine / dentistry / pharmacy / veterinary medicine / agriculture / fisheries / economics / management / commerce / law / literature / history / political science
(Expansion: I major in / science / but I may change my major / in the future / if it's possible)

TASK 3: FIND SOMEONE WHO _____.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ___. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who majors in engineering. Signature: ________________
2) Find someone who comes from Kansai. Signature: ________________
3) Find someone who lives alone near the university campus. Signature: ________________
4) Find someone who comes to college by subway. Signature: ________________
5) Find someone who like food and drinks at university cafeterias. Signature: ________________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
What would you like to learn at college?.
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
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______________________________________________________________________________________

THE GREATEST LOVE OF ALL
Whitney Houston

I believe (1: a / the /φ) children are our future
Teach them well and let them (2: ______) the way
Show them all the beauty they (3: ______) inside
Give them a sense of (4: ______) to make it easier
Let the children's (5: ______) remind us how we used to be
Everybody's searching for (6: a / the /φ) hero
People need someone to (7: look out to / look up to)
I never found anyone who (8: fulfills / fulfilled) my needs
If I (9: A / The /φ) lonely place to be and so I learned to depend on me [CEG__]
I decided long ago never to walk in anyone's (10: ______)
No matter what they take from me, they can't take away my (15: ______)
Learning to love yourself, it is the greatest love (16: ______)
Because the greatest love (16: ______) is happening to me
I've found the greatest love (16: ______) inside of me
The greatest love (16: ______) is easy to achieve

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

love
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: Leon (1994)
Directed by: Luc Besson
Genre: Crime / Drama / Thriller
Cast: Jean Reno, Gary Oldman and Natalie Portman
Plot outline: Professional assassin Leon reluctantly takes care of 12-year-old Mathilda, a neighbor whose parents are killed, and teaches her his trade.

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>CEG FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Checked the mattress?</td>
<td>Reduction</td>
</tr>
<tr>
<td>2</td>
<td>Wow.</td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>3</td>
<td>Yo!</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>4</td>
<td>Bingo!</td>
<td>CEG21, p.100</td>
</tr>
<tr>
<td>5</td>
<td>We better go.</td>
<td>CEG12, p.66</td>
</tr>
<tr>
<td>6</td>
<td>What do you wanna tell’em?</td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>7</td>
<td>Sorry about your father.</td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>8</td>
<td>My sister, she wanted to lose weight anyway.</td>
<td>CEG46, p.174</td>
</tr>
<tr>
<td>9</td>
<td>goddamn pig</td>
<td>CEG34, p.148</td>
</tr>
<tr>
<td>10</td>
<td>You have any ____?</td>
<td>CEG49, p.18</td>
</tr>
<tr>
<td>11</td>
<td>Leon, what exactly do you do for a living?</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>12</td>
<td>You mean you’re a hitman?</td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>13</td>
<td>Yeah. (Yes → Yeah → Yep)</td>
<td>CEG21, p.100</td>
</tr>
<tr>
<td>14</td>
<td>You clean anyone?</td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>15</td>
<td>No women, no kids.</td>
<td>CEG3, p.40</td>
</tr>
<tr>
<td>16</td>
<td>How much would it cost to hire someone to get those dirt-bags who killed my brother?</td>
<td>CEG31, p.142</td>
</tr>
<tr>
<td>17</td>
<td>grand</td>
<td>CEG30, p.138</td>
</tr>
</tbody>
</table>

STEP4: LISTENING FOR COMPREHENSION: Q&A

Question: What does Mathilda want Leon to do?

STEP5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

フレーズ使用頻度ランキング
(Native Phrase Ranking, p. 99)

お仕事は何をしていらっしゃいますか。

1位：What do you do for a living?
2位：What is your job?
3位：What is your occupation?

Leon: Don't (1: ______) that, please.
Mathilda: Leon, what exactly do you do for a living?
Leon: (2: ______).
Mathilda: You mean you’re a hitman?
Leon: Yeah.*
Mathilda: (3: ______) (interval)
Mathilda: You clean anyone?*
Leon: No women, no kids.* That's the (4: r ______).
Mathilda: How much would it cost to hire someone to get those dirt-bags who killed my brother?
Leon: Five grands* a (5: ______).
Mathilda: Wow.
Leon: * That's the (6: ______) that, please.
Mathilda: Vous avez raison, monsieur. (7: ______)
Leon: * No problem.
Mathilda: Merci beaucoup, monsieur. (8: ______)
GETTING YOU TO SPEAK UP! -- UNIT 2

-- Hobbies & Pastime --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

Please cooperate in classify
An item of weight more than 50kg/110lb.
Watch your steps!
Combustible

TASK 2: ROLE PLAY

Key Expression
What do you like to do?  (N4: p. 60 / N5: p. 53 / Ranking p.386)
何をするのが好きですか。

Pattern Practice
1) Repetition:  What do you like to do?
2) Substitution: What do you like to ______?
3) Expansion:  What do you like to _______ _______ _______ _______ _______

Model Dialog
A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)

A: What do you like to do? (N4: p. 60 / N5: p. 53 / Ranking: p.386) ★[pattern practice 1]
B: I like to ______. [pattern practice 2]
A: Oh, do you?  Me, too.  When did you start it?  CEG21: Reaction Signals
B: _____ years ago. / When I was a ______. / When I was ______ years old. / In _____.
A: How did you start it?  (N5: p. 163)
B: ______
B: Every day. / Almost every day. / A few times a week. / Once a week. / Twice a week. CEG3
A: Where do you usually ______?  (N5: p. 152) [pattern practice 4]
B: ______
A: ______

A: Nice meeting you, ______. (N4: p. 43)
B: Nice meeting you too, ______. (N4: p. 43)
Substitution Cues
1: eat / drink / play / watch / wear / buy / cook / watch on TV
2 & 3 & 4: play tennis / play baseball / play volleyball / play basketball / play table tennis / play soccer / play football
(Expansion: What do you like to / do / at home / with your family / on weekends)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ___. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who likes to work out at a sports gym. Signature: __________
2) Find someone who likes to collect something. Signature: __________
3) Find someone who likes to work or study at night. Signature: __________
4) Find someone who likes to spend time alone at home. Signature: __________
5) Find someone who prefers staying single to getting married. Signature: __________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
E.g. "This is a kind of place where you can see a lot of fish in tanks."

TASK 5: WRITING
Write about your hobbies and/or pastime.
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KOBA ENGLISH CLASS: Spring #3

DATE: ____________ / _______ / ________


STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

I’VE NEVER BEEN TO ME
Charlene

Hey lady, you lady, (1: causing / cursing) your life
You’re a discontented mother and a (2: regimented / rich and mental) wife
I’ve no doubt you dream about (3: a / the / φ) things you’ll never do
But, I wish someone (4: have / had) talked to me like (5: want to / wanna) talk to you
Oh, I’ve been to Georgia and California and anywhere I could (6: learn / run)
I took the (7: hand / hands) of a preacher man and we made love in the sun
But I ran out of places and friendly faces because I had to be (8: free / freed)
I’ve been to paradise but I’ve never been to me
Please lady, please lady, don’t just walk away
Cause I have this need to tell you (9: while / why) I’m all alone today
I can see so much of me still (10: live / living) in your eyes
Won’t you share (11: a / the / φ) part of a weary heart that has lived a million lies
Oh, I’ve been to Nice and the Isle of Greece
While I’ve (12: shipped / sipped) champagne on a yacht
I’ve moved like Harlow in Monte Carlo and showed them what I’ve got
I’ve been (13: dressed / undressed) by kings
And I’ve seen (14: some things / something) that a woman ain’t supposed to see
I’ve been to paradise, but I’ve never been to me
Hey, you know what paradise is? It’s a lie, a fantasy we (15: create / created) about people
And places as (16: we / we’d / we’ll) like them to be
But you know what (17: a / the / φ) truth is? It’s that little baby you’re holding
It’s that man you (18: farted / fought) with this morning
The same one you’re going to make love with tonight That’s (19: a / the / φ) truth, that’s love
Sometimes I’ve been to (20: cry / crying) for unborn children
That might have made me (21: complete / concrete)
But I took the sweet life; I never knew I’d be (22: better / bitter) from the sweet
I’ve spent my life exploring the subtle whoring that costs too much to be (23: free / freed)
Hey lady
I’ve been to paradise but I’ve never been to me / I’ve been to paradise, never been to me x 3 times

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: TITANIC (1997)
Genre: Drama / Action / Romance
Directed by: James Cameron (Writing credits James Cameron)
Cast: Leonardo DiCaprio / Kate Winslet / Billy Zane / Kathy Bates
Plot Outline: Fictional romantic tale of a rich girl and poor boy who meet on the ill-fated voyage of the 'unsinkable' ship.

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>No.</th>
<th>Expression</th>
<th>CEG FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Come on.</td>
<td>CEG21, p.100</td>
</tr>
<tr>
<td>2</td>
<td>Give me a hand.</td>
<td>CEG32, p.144</td>
</tr>
<tr>
<td>3</td>
<td>Hold on.</td>
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<td>4</td>
<td>This is it!</td>
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<td>5</td>
<td>Oh, God!</td>
<td>CEG21, p.100</td>
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<td>6</td>
<td>Ready?</td>
<td>CEG4, p.44</td>
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<td>7</td>
<td>I need you to swim.</td>
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<td>8</td>
<td>Keep swimming.</td>
<td>CEG30, p.138</td>
</tr>
<tr>
<td>9</td>
<td>Here, get on it.</td>
<td>CEG44, p.170</td>
</tr>
<tr>
<td>10</td>
<td>It's getting quiet.</td>
<td>CEG31, p.142</td>
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<tr>
<td>11</td>
<td>Don't you do that.</td>
<td>CEG17, p.78</td>
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<tr>
<td>12</td>
<td>Don't you say your goodbyes.</td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>13</td>
<td>Listen, Rose.</td>
<td>CEG19, p.88</td>
</tr>
<tr>
<td>14</td>
<td>You're going to get out of here.</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>15</td>
<td>An old lady warm in her bed.</td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>16</td>
<td>Not here. Not this night. Not like this.</td>
<td>CEG44, p.170</td>
</tr>
</tbody>
</table>

STEP 4: LISTENING FOR COMPREHENSION: Q&A

Question: What does Rose promise Jack?

STEP 5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

Rose: It's getting quiet.*
Jack: It's just going to take them (1: a ________) minutes to get the boats organized. I don't know about you. But I intend to write a strongly worded letter to the White Star Line about all this.
Rose: I love you, Jack.
Jack: Don't you do that.* Don't you say your good-byes. (2: N ________). Do you understand me?
Rose: I'm so cold.
Jack: Listen, Rose.* You're going to get out of here. You're going to go on and you're going to make lots of babies and you're going to watch them (3: g ________) You're going to die old.* An old lady warm in her bed.* Not here. Not this night. Not like this.* Do you understand me?
Rose: I can't (4: f ________) my body.
Jack: Winning that ticket, Rose, was the best thing that ever happened to me. It brought me to you... And I'm (5: t ________) for that. Rose. I'm (5: t ________). You must... You must... You must do me this honor. You must promise me that you'll (6: s ________). That you won't give up... no matter what happens, no matter how (7: h ________) Promise me now, Rose. And never let go of that promise.
Rose: I promise.
Jack: Never let go.
Rose: I'll never let go, Jack. I'll never let go.
GETTING YOU TO SPEAK UP! -- UNIT 3
-- Likes & Dislikes --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

| Please contact us to be supplied hot water. | If a major earthquake occurs go to | If you don’t mind to discard the prohibited item | NO BICYCLE PARKING |

TASK 2: ROLE PLAY

Key Expression
What do you like about your school?  (N4: p. 67)
自分の学校のどういうところが好きですか。

Pattern Practice
1) Repetition: What do you like about your school?
2) Substitution: What do you like about ________?
3) Expansion: What do you like about ________ ________ ________ ________?

Model Dialog
A: Hi, I'm ______. Nice to meet you.  (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too.  (N4: p. 27)
A: What is your favorite _______?  (N4: p. 60 / N5: p. 154) [pattern practice 1]
B: My favorite _______ is _______. / I like _______.
B: Good question.  (N4: 73-78)
A: I see. Just one more thing. Who is your favorite _______? [pattern practice 3]
B: My favorite _______ is _______. / I like _______.
A: What do you like about him [her / them]?
B: ____________________________.
A: When is your favorite time to study [work]?
B: ____________________________.
A: _________________
B: ____________________________.
A: Nice meeting you, _______.  (N4: p. 43)
B: Nice meeting you too, _______.  (N4: p. 43)

A Short, Short Speech: Message in 30 Seconds

Hi, I’m _______.
Nice to meet you.
I’d like to talk about my favorite _______ and my favorite _______.
My favorite _______ is _______.
I like _______ because _______.
My favorite _______ is _______.
I like him/her/them because _______.

13
Substitution Cues
1: food / drink / color / TV program / movie / song / music / sport(s) / book / pastime / animal / word
2: your hometown / your school / your college / this city / Sapporo / Hokkaido / Japan / yourself
3: artist / musician / singer / actor / actress / TV personality / writer / athlete / politician / historical figure
(Expansion: What do you like about / your school / and the classes / you are taking / this semester?)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm _____. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who likes spicy food. Signature: _____________
2) Find someone who likes to work [study] late at night. Signature: _____________
3) Find someone who likes Hollywood films and ask why. Signature: _____________
4) Find someone who doesn’t like Hokkaido and ask why. Signature: _____________
5) Find someone who doesn’t like their room and ask why. Signature: _____________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write what you like and dislike about yourself.
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KOBA ENGLISH CLASS: Spring #4

STEP 1: WRITE DOWN ALL PHRASES YOU HEAR

Title: Thumbtanic (2002)
Directed by: Todd Portugal
Genre: Comedy
Cast: Steve Oedekerk / Mary Jo Keenen / Paul Greenberg

<table>
<thead>
<tr>
<th>USEFUL EXPRESSIONS</th>
<th>1</th>
<th>2</th>
<th>CEG FRAMEWORK</th>
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<tbody>
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</table>
STEP 2: EVALUATE THE MOVIE

1: As a whole, this movie is excellent.

1 2 3 4 5 6 7 8 9 10

← strongly disagree ↑ strongly agree →

2: I’d like to see this movie again.

1 2 3 4 5 6 7 8 9 10

← strongly disagree ↑ strongly agree →

3: This movie is easy to understand.

1 2 3 4 5 6 7 8 9 10

← strongly disagree ↑ strongly agree →

STEP 3: WRITE YOUR COMMENTS

-----------------------------------------------------------------------------------------------------------------------------
GETTING YOU TO SPEAK UP! -- UNIT 4
-- Lifestyle & Habits --

**TASK 1: ERROR CORRECTION**
Look at the pictures below and figure out what is wrong with each sign.

<table>
<thead>
<tr>
<th>Sign 1</th>
<th>Sign 2</th>
<th>Sign 3</th>
<th>Sign 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you sit on the seat, automatically the cold water flow.</td>
<td>Don’t climb straight</td>
<td>Yen 100/Person</td>
<td>Don’t put your luggages (in) front of the counter</td>
</tr>
</tbody>
</table>

**TASK 2: ROLE PLAY**

**Key Expression**
What time do you usually go to bed? (N5: p. 151)
ふだん何時に就寝しますか。

**Pattern Practice**
1) Repetition: What time do you usually go to bed?
2) Substitution: What time do you usually ______?
3) Expansion: What time do you usually ______ ______ ______ ______?

**Model Dialog**

A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: **What time do you usually go to bed?** (N5: p. 151) [pattern practice 1]
B: Around (____ p.m. / midnight / ____a.m.)
A: And what time do you usually get up?
B: At / Around _____ a.m.
A: Do you sleep well?
B: Yes. / No.
A: **What do you usually have for breakfast?** (N5: p. 151) [pattern practice 2]
B: I usually have ______ for breakfast.
A: Sounds good. (Ranking: p. 52) How do you come to college [work]?
B: By (train / subway / bus / car / taxi / walking) and ________.
A: __________________________
B: __________________________.
A: Nice meeting you, _______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)

---

**A Short, Short Speech: Message in 30 Seconds**

Hi, I’m _______.
Nice to meet you.
I’d like to talk about my lifestyle.
I usually go to bed around _____ and get up at ________.
I can [can’t] sleep very well.
I usually have _____ for breakfast.
I like ______ very much.
I come to college by ______ (交通手段).
It takes about ___ minutes to get here.
Substitution Cues
1: go to sleep / get up / wake up / leave home / come home / have dinner
2: lunch / supper / dinner
(Expansion: What time do you usually / get up / in the morning / when you have something / important / to do?)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm_____. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who usually goes to bed before midnight. Signature: ____________
2) Find someone who often stays up late at night. Signature: ____________
3) Find someone who usually eats bread for breakfast. Signature: ____________
4) Find someone who comes to college by bus. Signature: ____________
5) Find someone who lives with their parents. Signature: ____________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your lifestyle and habits.
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KOBA ENGLISH CLASS: Spring #5

(DATE: __________, __________, ________)


STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

IF

Bread

If a picture paints (1: a thousand / thousands of) words
Then why (2: can / can’t) I paint you?
The words will never show the you (3: and I / I’ve) come to know

If a face could launch (4: a thousand / thousands of) ships
(5: Then / There) where am I to go?
There’s no one (6: hall / home) but you
You’re all (7: let’s / that’s) left me too
And when my love for life is (8: running / runny and) dry
You come and pour yourself (9: for / from / on) me

If a man could be two places at one time
(10: I’d / I’ll) be with you
Tomorrow and today, (11: beside / besides) you all the way
If the world should stop revolving spinning slowly down (12: to die / today)
I’d spend (13: a / the / φ) end with you
And when the world was (14: through / true)
Then one by one the stars (15: will / would) all go out
Then you and I (16: will / would) simply fly away

STEP2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

picture
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: The Fugitive (1995)
Directed by: Andrew Davis
Genre: Action / Thriller / Drama
Cast: Harrison Ford / Tommy Lee Jones
Plot Outline: Dr. Richard Kimble, unjustly accused of killing his wife, must find the real one-armed killer while avoiding Marshal Sam Gerard.

USEFUL EXPRESSIONS

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CEG FRAMEWORK

<table>
<thead>
<tr>
<th>Reduction</th>
<th>Expansion</th>
<th>Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’ll be nice now.</td>
<td>CEG17, p.78</td>
<td></td>
</tr>
<tr>
<td>Make yourself comfortable.</td>
<td></td>
<td></td>
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<tr>
<td>Tired.</td>
<td>CEG4, p.44</td>
<td></td>
</tr>
<tr>
<td>Someone, get him quick.</td>
<td>CEG10, p.58 CEG20, p.90 CEG31, p.142</td>
<td></td>
</tr>
<tr>
<td>Oh, shit.</td>
<td>CEG21, p.100 CEG34, p.148</td>
<td></td>
</tr>
<tr>
<td>Hang in there.</td>
<td></td>
<td></td>
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<tr>
<td>What the hell is that?</td>
<td>CEG33, p.146</td>
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</tr>
<tr>
<td>Kiss my ass, doc.</td>
<td>CEG20, p.90 CEG34, p.148</td>
<td></td>
</tr>
<tr>
<td>I don’t give darn which way you go.</td>
<td>CEG17, p.78 CEG32, p.144</td>
<td></td>
</tr>
<tr>
<td>You got that?</td>
<td>CEG31, p.142 CEG49, p.180</td>
<td></td>
</tr>
<tr>
<td>Be good.</td>
<td>CEG5, p.46</td>
<td></td>
</tr>
<tr>
<td>My, my, my, my, my.</td>
<td>CEG21, p.100 CEG26, p.116</td>
<td></td>
</tr>
<tr>
<td>Hundred yards, sir?</td>
<td>CEG4, p.44 CEG20, p.90</td>
<td></td>
</tr>
<tr>
<td>I don’t think he made it.</td>
<td>CEG17, p.78 CEG30, p.138</td>
<td></td>
</tr>
<tr>
<td>With all due respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You wanna change your bullshit story, sir?</td>
<td>CEG18, p.80 CEG20, p.90 CEG49, p.180</td>
<td></td>
</tr>
<tr>
<td>Listen up, ladies and gentleman!</td>
<td>CEG9, p.56 CEG20, p.90 CEG31, p.142</td>
<td></td>
</tr>
<tr>
<td>Go get him.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STEP 4: LISTENING FOR COMPREHENSION: Q&A

Question: What does Gerald instruct his men to do?

STEP 5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

Listen up, ladies and gentlemen!* Our fugitive has been on the run for (1: 19 / 90) minutes. The average foot speed (2: on / over ) uneven ground, barring injury, is (3: _______) miles an hour. That gives us a radius of (4: _______) miles.

What I want out of each and every one of you is (5: _______) hard target search of every gas station, residence, warehouse, farmhouse, hen house, outhouse and dog house in that (6: _______). Checkpoints go up at (7: 15 / 50) miles. Your fugitive's name is Dr. Richard Kimble.* Go get him.*
GETTING YOU TO SPEAK UP! -- UNIT 5
-- Asking Personal Questions --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

IF YOU CAN OPENED RINGING EMERGENCY
Don’t parking without the permission.
A PIECE OF SUSHI START FROM 72 YEN
There is a place to visit underground. Visit freely.

TASK 2: ROLE PLAY
Key Expression
May I ask you about your personal life? (N5: p. 155)
個人的な質問をしてもよろしいですか。

Pattern Practice
1) Repetition: May I ask you about your personal life?
2) Substitution: May I ask you about your _____?
3) Expansion: May I ask you about your ____ ____ ____ _?

Dialog
A: Hi, I'm _____ . Nice to meet you. (N4: p. 27)
B: Hi, I'm _____ . Nice to meet you too. (N4: p. 27)
A: May I ask you about your ____ life? [= Can I ask you something personal?] [pattern practice 1]
B: Sure. / Sure, but make it not too personal. / That depends.
A: Are you married? [pattern practice 2]
B: Why do you ask that? (N4: p. 74)
A: No reason. (N4: p. 78) / Just curious. (N4: p. 78)
B: Do you have any other questions?
A: Yes. Do you have a boyfriend [girlfriend]?
B: I'd rather not say. / It's not your concern. (N4: p. 80) / It's none of your business. (Ranking: p. 35) / Mind your own business. / Stay out of my business. (N4: p. 80)
A: Just one more thing. What are your strengths and weaknesses?
B: ________________________________
A: ________________________________
B: ________________________________
A: Nice meeting you, _______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)

A Short, Short Speech:
A Message in 30 Seconds

Hi, I’m _______. Nice to meet you. I’d like to talk about my marriage. I’m not married yet, but I’d like to get married by ______ years old. I’d like to marry a _____ man / woman. I’d like to have _____ children, ____ boy(s) and ____ girls. I’d like to have my own house and a happy family.
Substitution Cues
1: family / friends / job / business / company / health / past / background / brother / sister / parents
2: single / a spy / a hitman /
   (Expansion: May I ask you about your education background / and the skills and qualifications / you have / to work here?)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else.
Say "Hi, I'm ______. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who is married.  Signature: _______________
2) Find someone who has a boyfriend / girlfriend.  Signature: _______________
3) Find someone who owns a car.  Signature: _______________
4) Find someone who is worried about their future.  Signature: _______________
5) Find someone who wants to quit school.  Signature: _______________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
   e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write something about your personal life.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
KOBA ENGLISH CLASS: Spring #6

(DATE: __________, __________, __________)

STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

MY HEART WILL GO ON
Celine Dion

Every night in my (1: dream / dreams) I see you I feel you
That is (2: how / why / what) I know you go on
Far across the (4: distance / distances) and (5: space / spaces) between us
You have come to show you go on

Near, far, (6: w________) you are I (7: _______) that the heart does go on
Once more, you open the (8: d________) and you’re (9: ________) in my heart and
My heart will go on and on.

Love can touch just one time and last for (10: a / the / φ) lifetime
And never let go till we’re (11: goal / go on / gone)
Love was (12: when / where / what) I loved you
One (13: true / truth / two) time I hold to
In my life (14: we / we’ll) go on

Near, far, (6: w________) you are I (7: _______) that the heart does go on
Once more, you open the (8: d________) and you’re (9: ________) in my heart and
My heart will go on and on.

You're here, there's nothing I (15: fear / feel / hear) and I know that my heart will go on
(16: We / We'll) stay forever this way
You are (17: safe / same / saved) in my heart and
My heart will go on and on.

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

heart
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: Star Wars VI: Return of the Jedi (1983)
Directed by: Richard Marquand
Genre: Action / Adventure / Sci-Fi
Cast: Mark Hamill / Harrison Ford / Carrie Fisher
Plot Outline: Han Solo is imprisoned by Jabba the Hutt, the Empire is building a new Death Star, and Luke hasn’t finished his Jedi training.

USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th></th>
<th>USEFUL EXPRESSIONS</th>
<th>1</th>
<th>2</th>
<th>CEG FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Don’t worry.</td>
<td>☑</td>
<td></td>
<td>Reduction</td>
</tr>
<tr>
<td>2</td>
<td>I got him.</td>
<td></td>
<td>☑</td>
<td>Expansion</td>
</tr>
<tr>
<td>3</td>
<td>On our way.</td>
<td></td>
<td></td>
<td>Variation</td>
</tr>
<tr>
<td>4</td>
<td>I hope you know what you’re doing.</td>
<td></td>
<td></td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>5</td>
<td>This is no cave. This is not a cave. との違いは？</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What?</td>
<td></td>
<td></td>
<td>CEG21, p.100</td>
</tr>
<tr>
<td>7</td>
<td>Don’t make me destroy you.</td>
<td></td>
<td></td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td>8</td>
<td>Not yet.</td>
<td></td>
<td></td>
<td>CEG2, p.36</td>
</tr>
<tr>
<td>9</td>
<td>IS Darth Vader my father?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Yes, sir.</td>
<td></td>
<td></td>
<td>CEG20, p.90 CEG21, p.100</td>
</tr>
<tr>
<td>11</td>
<td>Lord Vader ---</td>
<td></td>
<td></td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>12</td>
<td>You may dispense with the pleasantries, commander.</td>
<td></td>
<td></td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>13</td>
<td>I assure you, Lord Vader, my men are working as fast as they can.</td>
<td></td>
<td></td>
<td>CEG8, p.54 CEG20, p.90</td>
</tr>
<tr>
<td>14</td>
<td>The Emperor’s coming here?</td>
<td></td>
<td></td>
<td>CEG17, p.78 CEG49, p.180</td>
</tr>
</tbody>
</table>

STEP 4: LISTENING FOR COMPREHENSION: Q&A

Question: Why does Vader visit this station?

STEP 5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

Commander: Lord Vader,* this is an (1: expected / unexpected) pleasure. We're honored by your (2: presence / present).
Vader: You may dispense with the pleasantries, commander.* I'm here to put you back on schedule.
Commander: I assure you, Lord Vader, my men are working as fast as they can.*
Vader: Perhaps I can find (3: a new way / new ways) to motivate them.
Commander: I tell you that this station will be operational, (4: as _________).
Vader: The Emperor does not (5: s___________ ) your optimistic appraisal of the situation.
Commander: But he asks (6: a / the / φ) impossible. I need more men.
Vader: Then perhaps you can tell him when he (7: arrived / arrives).
Commander: The Emperor's coming here?*
Vader: That is correct, commander. And he is most displeased with your apparent (8: lack / luck) of progress.
Commander: We shall (9: d___________ ) our efforts.
Vader: (10: _____________), commander, for your sake. The Emperor is not as forgiving as I am.
**TASK 1: ERROR CORRECTION**
Look at the pictures below and figure out what is wrong with each sign.

<table>
<thead>
<tr>
<th>Sign 1</th>
<th>Sign 2</th>
<th>Sign 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please cooperation in Saving Electricity!</td>
<td>When you sit on the seat, automatically the cold water flow.</td>
<td>… and its transported to the 5th station.</td>
</tr>
</tbody>
</table>

**TASK 2: ROLE PLAY**

**Key Expression**
My hometown is famous for ________ for?
～はで有名ですか。

**Pattern Practice**
1) Repetition: My hometown is famous for temples and shrines.
2) Substitution: My hometown is famous for ________.
3) Expansion: My hometown is famous for ________ ________.

**Model Dialog**

A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: Where are you from? / Where do you come from? / Where is your hometown? (N4: p.56)
B: I'm from ________. / I come from ________, / My hometown is ________. (N4: p.56)
A: Oh, are you? What is ________ famous for? (Ranking: p. 392) [pattern practice 1]
B: My hometown is famous for ________. [pattern practice 2]
A: Could you give me more details? (N4: p.xx)
B: Sure.
A: I see. What do you like and dislike about your hometown? (N4: p. 67 / N5: p. 154) [pattern practice 3]
B: ________
A: Would you like to go back to your hometown and live for the rest of your life?
B: ________
A: I like my hometown because ________. I’d like to go back to my hometown and live for the rest of my life.
B: ________.
Substitution Cues
1&3: your school / your college / your company / Hokkaido / Sapporo / Hakodate / Tokyo / Kyoto
2: carbs/ apples/bears/cows/tea/Namahage/kokeshi dolls/Mt. Fuji/Tsutenkaku/Daibutsu
(Expansion: My hometown is famous for / many things / such as its beautiful landscape, / nice food / and good weather.)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else.
Say "Hi, I'm_______. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone from Hokkaido and ask what their hometown is famous for.
Signature:____________
2) Find someone from Kanto and ask what their hometown is famous for.
Signature:____________
3) Find someone from Kansai and ask what their hometown is famous for.
Signature:____________
4) Find someone from an urban area and ask what they like and dislike about their hometown.
Signature:____________
5) Find someone from a rural area and ask what they like and dislike about their hometown.
Signature:____________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write what you like and dislike about your hometown.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
KOBA ENGLISH CLASS: Spring #7

(STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS)

CANDLE IN THE WIND 1997

Elton John

Goodbye (1: ______) rose May you ever grow in our (2: ______)
You were the (3: ______) that placed itself where lives were (4: ______)
You (5: call / called) out to our country and you (6: whisper / whispered) to those in pain
Now you belong to heaven and the stars (7: spell / spelled) out your name
And it (8: s_______) to me you lived your life like a candle in the wind
Never fading with the (9: s_______) when the rain set in
And your footsteps will always fall here along England's greenest (10: h_______)
Your candles burned out long before your (11: l_______) ever will

Loveliness we've (12: last / lost)
These empty days without your (13: smile / smiles)
This (14: touch / torch) we'll always carry
For our nation's golden child and even though we (15: cry / try)
The truth brings us to (16: tear / tears)
All our words cannot (17: expect / express) the joy you brought us through the years
And it (8: s_______) to me you lived your life like a candle in the wind
Never fading with the (9: s_______) when the rain set in
And your footsteps will always fall here along England's greenest (10: h_______)
Your candles burned out long before your (11: l_______) ever will
Goodbye (1: ______) rose May you ever grow in our (2: ______)
You were the (3: ______) that placed itself where lives were (4: ______)
Goodbye (1: ______) rose From a country lost without your (18: Seoul / soil / soul)
Who'll miss the (19: winds / wings / winks) of your compassion
More than you will ever know
And it (8: s_______) to me you lived your life like a candle in the wind
Never fading with the (9: s_______) when the rain set in
And your footsteps will always fall here along England's greenest (10: h_______)
Your candles burned out long before your (11: l_______) ever will

(STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING)

England
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: Contact (1997)
Directed by: Robert Zemeckis (Writing credits - Carl Sagan)
Genre: Drama / Sci-Fi / Romance
Cast: Jodie Foster / Geoffrey Blake / William Fichtner
Plot Outline: Dr. Ellie Arroway, after years of searching, finds conclusive radio proof of intelligent aliens, who send plans for a mysterious machine.

<table>
<thead>
<tr>
<th>USEFUL EXPRESSIONS</th>
<th>1</th>
<th>2</th>
<th>CEG FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reduction</td>
</tr>
<tr>
<td>1 Oh, God!</td>
<td>☑</td>
<td></td>
<td>CEG21, p.100</td>
</tr>
<tr>
<td>2 I’m gonna try and keep recording.</td>
<td></td>
<td></td>
<td>CEG17, p.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG18, p.80</td>
</tr>
<tr>
<td>3 I gotta keep talking.</td>
<td></td>
<td></td>
<td>CEG7, p.52</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG18, p.80</td>
</tr>
<tr>
<td>4 No words to describe it.</td>
<td></td>
<td></td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>5 It’s so beautiful, beautiful, so beautiful.</td>
<td></td>
<td></td>
<td>CEG26, p.116</td>
</tr>
<tr>
<td>6 I had no idea. I had no idea. I had no idea. I had no idea.</td>
<td></td>
<td></td>
<td>CEG26, p.116</td>
</tr>
<tr>
<td>7 Hi, Sparks.</td>
<td></td>
<td></td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>8 Dad?</td>
<td></td>
<td></td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>9 They all travel here through that transit system that you built? (文尾の抑揚に着目)</td>
<td></td>
<td></td>
<td>CEG46, p.174</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG49, p.180</td>
</tr>
<tr>
<td>10 All the other civilization that you find, they come here?</td>
<td></td>
<td></td>
<td>CEG46, p.174</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEG49, p.180</td>
</tr>
<tr>
<td>11 Now, you go home.</td>
<td></td>
<td></td>
<td>CEG19, p.88</td>
</tr>
<tr>
<td>12 Do we get to come back? (=have a chance to)</td>
<td></td>
<td></td>
<td>CEG31, p.142</td>
</tr>
</tbody>
</table>

STEP 4: LISTENING FOR PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

A: Hi, Sparks.*
B: Dad?*
A: I (1: m________) you.
B: Aren't you ...?
A: Oh, I'm sorry I couldn't be there for you, sweetheart.
B: You're not real. None of this is real.
A: That's my scientist.
B: When I was unconscious, you (2: d_______) my thoughts, my memories. Even Pensacola.
A: We thought this might make things easier for you.
B: Why did you contact us?
A: You contacted us. We were just listening.
B: (3: A______ t_______) are others?
A: Many others.
B: They all travel here through that transit system that you built?
A: We didn't build it. We don't know who did. No, they were (4: g_______) long before we ever got here. Maybe someday they'll come back.
B: All the other civilizations that you find, they come here?
A: Not all.
B: Is this some test?
A: No, no tests. You have your mother's hands.... You're an interesting species. An interesting mix. You're (5: g_______) of such beautiful dreams and such horrible nightmares. You feel so lost, so cut off, so alone. Only you're not. See, in all our searching, the only thing we found that makes the emptiness bearable is each other.
B: What happens now?
A: Now, you go home.*
B: Home? But I have so many questions. Do we get to come back?*
A: This was just a (6: f_______). In time, you'll take another.
B: But other people need to see what I've seen. They need to see.
A: This is the way it's been done for (7: b_______) of years.
B: But ...
A: Small moves, Ellie. Small moves.*
GETTING YOU TO SPEAK UP! -- UNIT 7

-- My Dream --

**TASK 1: ERROR CORRECTION**

Look at the pictures below and figure out what is wrong with each sign.

<table>
<thead>
<tr>
<th>May I ask a favor.</th>
<th>A bus platform for Otaru University of Commerce</th>
<th>Put on preparing water and tea drink in that corner</th>
<th>Take off your shoes, and be raised. From here.</th>
</tr>
</thead>
</table>

**TASK 2: ROLE PLAY**

**Key Expression**

私の夢は弁護士になることです。

**Pattern Practice**

1) Repetition: My dream is to start a business.
2) Substitution: My dream is to ______.
3) Expansion: My dream is to ______ ______ ______ ______?

**Dialogs**

A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: Do you have a dream?
B: Yes.
A: What is your dream?
B: **My dream is to ______.** (pattern practice 1)
A: Oh, that’s great! When did you have the dream?
B: I’ve **had this dream since I was ______.** (pattern practice 2)
A: I see. How are you going to make your dream come true?
B: __________________________
A: How difficult is that?
B: It is [may be] very difficult [difficult / not too difficult / not really difficult / very easy / easy]
A: __________________________
B: __________________________.
A: Nice meeting you, ______. (N4: p. 43)
B: Nice meeting you too, ______. (N4: p. 43)

---

A Short, Short Speech:

Message in 30 Seconds

Hi, I’m ______.
Nice to meet you.
I’d like to talk about my dream.
My dream is to ______.
I’ve had this dream since I was ______.
I’m going to make my dream come true by ______.
I know it is very difficult but I’d like to try hard to make it come true.
Substitution Cues
1: become a doctor / become an actor [actress] / travel around the world / be rich / be beautiful
2: really young / a child / a primary school student / a junior high school student / a high school student
(Expansion: 1) My dream is to / become a lawyer / to save people / in trouble / around the world.  2) My dream is to / start a business / to sell glasswork / and / furniture / in Ginza)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ______. Nice to meet you. Could I have your signature here? Thank you. See you around."

  1) Find someone who has a dream and ask them what it is. Signature: _______________
  2) Find someone who has many dreams and ask them what they are. Signature: _____________
  3) Find someone who wishes to start their own business. Signature: _______________
  4) Find someone who wishes to be rich and ask why. Signature: _______________
  5) Find someone who wishes to be famous overseas. Signature: _______________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your dream and how to make it come true.
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
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KOBA ENGLISH CLASS: Spring #8

(DATE: __________, __________, _______)


STEP 1: WRITE DOWN ALL PHRASES YOU HEAR

Title: Bean (1995)
Directed by: Mel Smith
Genre: Comedy
Cast: Rowan Atkinson
Plot Outline: Bean works as a caretaker at Britain's formidable Royal National Gallery, and his bosses want to fire him because he sleeps at work all the time, but can't because the chairman of the gallery's board defends him.

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<tr>
<th>USEFUL EXPRESSIONS</th>
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<th>CEG FRAMEWORK</th>
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### STEP 2: EVALUATE THE MOVIE

1: As a whole, this movie is excellent.

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2: I’d like to see this movie again.

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3: This movie is easy to understand.

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### STEP 3: WRITE YOUR COMMENTS

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32
GETTING YOU TO SPEAK UP! -- UNIT 8
-- My Career --

**TASK 1: ERROR CORRECTION**

Look at the pictures below and figure out what is wrong with each sign.

<table>
<thead>
<tr>
<th>PM12:00 – AM3:00</th>
<th>Please pickup this phone for Front desk</th>
<th>This Building is a Main Building</th>
<th>DO NOT ENTRY BY BICYCLES</th>
</tr>
</thead>
</table>

**TASK 2: ROLE PLAY**

**Key Expression**

I’d like to be a scientist.
科学者になりたいです。

**Pattern Practice 2**

1) Repetition:  I’d like to be a scientist.
2) Substitution: I’d like to be _______.
3) Expansion:  I’d like to be______ _______ _______.

**Model Dialog**

A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: Are you concerned about your future? [pattern practice 1]
B: Yes.
A: What would you like to be in the future? (N4: p. 61) / What career are you seeking? (N4: p. 61)
B: I'd like to be a __________. [pattern practice 2]
A: How come? (Ranking: p. 355)
B: Because ________________.
A: Oh, I see. How are you going to make it?
B: ____________________________
A: Are you sure you can make it?
B: Yes, I'm sure. / No, I'm not sure. But I try.
A: ____________________________
B: ____________________________.
A: Nice meeting you, ______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)

**A Short, Short Speech:**

Message in 30 Seconds

Hi, I’m ______.
Nice to meet you.
Are you concerned about your future?
Me, too.
I’m really concerned about my future.
I’d like to be a______ because _______.
It may be difficult to be a __________, but
I’d do my best.
Substitution Cues
1: career / employment / job hunting / health / house / reputation / grade / score
2: engineer / a scholar / a researcher / a medical doctor / a dentist / animal doctor / a CPA / a lawyer / a counselor
(Expansion: I'd like to be / a scientist / to make this world / more convenient / and interesting.)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ______. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who has a specific career goal.                     Signature: _______________
2) Find someone who always plans ahead.                           Signature: _______________
3) Find someone who wishes to move out.                           Signature: _______________
4) Find someone who plans to live abroad.                         Signature: _______________
5) Find someone who is concerned about their own future.          Signature: _______________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
E.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your career in the future.
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KOBA ENGLISH CLASS: Spring #9

(DATE: __________, ___________, __________)

STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

UNCHAINED MELODY
The Righteous Brothers

Oh my (1: _____), my darling. I've hungered for your (2: ____).
A long (3: _____) time.
(4: _____) time goes by so (5: ____).
(6: _____) time can do so much.
Are you still (7: _____)?
I need your love. I need your love.
God, (8: _____) your love to me.

Lonely rivers flow to the sea, to the sea. To the open (9: arm / arms) of the sea, yeah.
Lonely rivers (10: cites / sighs), wait for me, wait for me.
I'll be coming home. Wait for me.

Oh my (1: _____), my darling. I've hungered, hungered for your (2: ______).
A long (3: _____) time.
(4: _____) time goes by so (5: ____).
(6: _____) time can do so much.
Are you still (7: _____)?
I need your love. I need your love.
God, (8: _____) your love to me.

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

melody
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: **Die Hard 3** (1995)
Directed by: John McTiernan
Genre: Action / Thriller
Cast: Bruce Willis / Jeremy Irons / Samuel L. Jackson
Plot Outline: John McClane and a store owner must play a bomber's deadly game as they race around New York while trying to stop him.

<table>
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<tr>
<th>USEFUL EXPRESSIONS</th>
<th>Reduction</th>
<th>Expansion</th>
<th>Variation</th>
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<tbody>
<tr>
<td>1 Go to St. John’s emergency in case we got any walk-ins from the streets.</td>
<td>CEG18, p.80</td>
<td>CEG24, p.110</td>
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<td>2 I got to find out our damage report.</td>
<td>CEG18, p.80</td>
<td>CEG24, p.110</td>
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<tr>
<td>3 Don’t let the damn TV crews in.</td>
<td>CEG17, p.78</td>
<td>CEG24, p.110</td>
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<td>4 Who the hell would want to blow up a department store?</td>
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<td>CEG33, p.146</td>
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<tr>
<td>5 Get 5th avenue cleaned up by 3:00 or we got the traffic jam from hell.</td>
<td>CEG18, p.80</td>
<td>CEG24, p.110</td>
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<td>6 So, what’s the backup gonna be? [introducing a question]</td>
<td>CEG17, p.78</td>
<td>CEG22, p.104</td>
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<td>7 Walter, what is this all about, huh?</td>
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<td>CEG20, p.90</td>
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<td>8 Hey, yo, uncle.</td>
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<td>CEG20, p.90 CEG30, p.138</td>
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<td>9 Come look at this.</td>
<td>CEG9, p.56</td>
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<td>10 You mean you want us to take it back to Tony?</td>
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<td>CEG49, p.180</td>
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<td>11 Uncle, you better come look at this.</td>
<td>CEG12 p.66</td>
<td>CEG20, p.90</td>
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<tr>
<td>12 Get your butts to school. You hear me?</td>
<td>CEG9, p.56</td>
<td></td>
<td>CEG32, p.144 CEG49, p.180</td>
</tr>
<tr>
<td>13 You having a nice day, sir?</td>
<td>CEG7, p.52</td>
<td>CEG20, p.90</td>
<td>CEG49, p.180</td>
</tr>
<tr>
<td>14 Listen, I’m a cop.</td>
<td>CEG17, p.78</td>
<td>CEG20, p.90</td>
<td>CEG30, p.138</td>
</tr>
<tr>
<td>15 Why you keep calling me “juice”?</td>
<td>CEG4, p.44</td>
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<td>CEG30, p.138</td>
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</table>

STEP4: LISTENING FOR COMPREHENSION: Q&A

Question: What does the man want Lieutenant McClane to do?

STEPS: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

A: Major Case Unit Inspector Cobb.
B: Said Simple Simon to the pie man going to the fair, I (1: g________) your pies or I'll cave your head in. You see, the bomb was just to make sure I had your attention. Is there a detective (2: n________) McClane there?
A: He's on suspension.
A: Who is this?
B: Call me Simon.
A: What do you want?
B: I want to play a game.
A: What (3: k________) game?
B: Simon says. Simon's going to (4: t________) Lieutenant McClane what to do. Noncompliance will (5: r________) a penalty.
A: What penalty?
B: Another big bang in a very (6: p________) place.
A: What is it that you want Lieutenant McClane to do?
B: Simon says Lieutenant McClane is to go to the corner of 138t St and Amsterdam, which is in Harlem, if I'm not (7: m________).
GETTING YOU TO SPEAK UP! -- UNIT 9
-- Compliments --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

Please push a lower button and wait for.
End of ticket saling
ENVIRONMENT AGENCY
Rotating dials while sliding

TASK 2: ROLE PLAY

Key Expression
I like your shirt.
いいシャツを着ていますね。

Pattern Practice
1) Repetition: I like your shirt.
2) Substitution: I like your ______.
3) Expansion: I like your _______ ______ _______ _______.

Dialogs
A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: I like your _______ [clothes, accessories, etc] (Ranking: p. 54)(pattern practice 1)Where did you get it [them]?
B: __________________________
A: I also like your _______ [body parts] (pattern practice 2)
B: My _______[body parts]? No one has said that to me.
A: I really like it [them].
B: I really don’t like it [them].
A: You're too modest. (Ranking: p. 446) You should be proud of your ______. (pattern practice 3)
Could I have your autograph?
B: My autograph? For what?
A: Come on! Just curious. (N4: p.78)
B: Okay. Here you go.
A: __________________________
B: __________________________.
A: Nice meeting you, _______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)

A Short, Short Speech:
Message in 30 Seconds
Hi, I’m ________.
Nice to meet you.
I like my ______ very much because ______.
I’m very proud of my ________.
However, I don’t like my ______ because ______.
I wish I had ___________.
**Substitution Cues**
1: cap / hut / ear rings / glasses / necklace / bracelet / ring / shirt / dress / pants / jeans / skirt / shoes
2&3&4: smile / voice / hair style / haircut / face / eyebrows / eyes / nose / lips / mouth / beard / ears / jaw / neck / shoulder
(Expansion: I like your / smile / and voice / because they make me happy / and forget something sad.)

**TASK 3: FIND SOMEONE WHO ______.**
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm _____ Nice to meet you. ___Could I have your signature here? Thank you. See you around."

1) Find someone who looks good and praise them. Signature: ______________
2) Find someone who looks intelligent and praise them. Signature: ______________
3) Find someone who wears nice clothes and praise them. Signature: ______________
4) Find someone who has nice hairstyle and praise them. Signature: ______________
5) Find someone who has a nice proportion of body and praise them. Signature: ______________

**TASK 4: COMMUNICATION STRATEGIES**
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

**TASK 5: WRITING**
Write about the best compliment you can remember.
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KOBA ENGLISH CLASS: Spring #10

(DATE: __________, __________ __, __________)

STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

**ABBA**

Super Trouper (1: _______) are gonna (2: _______) me

But I won't feel blue (3: _______) I always do 'cause somewhere in the crowd (4: ____________)

I was sick and tired of (5: anything / everything) when I called you last night from Glasgow
All I do is eat and (6: sing and sleep / sleep and sing) (7: Wished / Wishing) every show was the last show

So imagine I was glad to hear you're coming, suddenly I (8: feel / felt) all right
And it's gonna be so different when I'm on (9: a / the / φ) stage tonight

Tonight the Super Trouper lights are gonna (10: _______) me

Shining like the sun, (11: _____) having fun, feeling like a number one

Tonight the Super Trouper (1: _______) are gonna (2: _______) me

But I won't feel blue (3: _______) I always do 'cause somewhere in the crowd (4: ____________)

Facing twenty thousand of your friends How can anyone be so (12: lonely / lovely)

Part of (13: a / the / φ) success that never ends Still I'm thinking about you only
There are (14: a / the / φ) moments when I think I'm going crazy But it's gonna be alright

Everything will be so different when I'm on (9: a / the / φ) stage tonight

Tonight the Super Trouper lights are gonna (10: _____) me

Shining like the sun, (11: _____) having fun, feeling like a number one

Tonight Super Trouper (1: _____) are gonna (2: _____) me

But I won't feel blue (3: _____) I always do 'cause somewhere in the crowd (4: ____________)

So I'll be there when (15: you arrive / you're alive)
The (16: sight / site / size) of you will prove to me I'm still alive
And when you take me in your (17: arm / arms) and hold me tight
I know it's gonna mean so much tonight

Tonight the Super Trouper lights are gonna (10: _____) me

Shining like the sun, (11: _____) having fun, feeling like a number one

Tonight Super Trouper (1: _____) are gonna (2: _____) me

But I won't feel blue (3: _____) I always do 'cause somewhere in the crowd (4: ____________)

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

**super**
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: The Matrix (1999)
Directed by: Andy Wachowski / Larry Wachowski
Genre: Action / Thriller / Sci-Fi
Cast: Keanu Reeves / Laurence Fishburne / Carrie-Anne Moss
Plot Outline: A computer hacker suddenly learns from mysterious rebels that his whole reality is not what it appears to be at all.

USEFUL EXPRESSIONS

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STEP 4: LISTENING FOR COMPREHENSION: Q&A

Question: What does the man want Neo to do?

STEP 5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

As you can see, (1: we / we've) had our eye on you for some time now, Mr. Anderson. It seems that you've been living two lives. In one life, you are Thomas A. Anderson, program writer for a (2: respectable / respected / respective) software company. You have a social security number, you pay your (3: tax / taxes) and you help your landlady carry out her garbage. The other life is (4: lived / living) in computers where you go by the hacker alias Neo, and are guilty of virtually every computer crime we have (5: a / the / Ø) law for. One of these lives has a future. One of them does not. I'm (6: going to / gonna) be as forthcoming as I can be, Mr. Anderson. You are here because we need your help. We know that you've been contacted by a certain individual, a man who calls himself Morpheus. (7: Whatever / Whenever / Wherever) you think you know about this man is irrelevant. He is considered by many authorities to be the most (8: ________) man alive. My colleagues believe that I am wasting my time with you, but I believe you wish to do the (9: light / right) thing. We're willing to wipe the slate clean, to give you a fresh start and all we are (10: asked / asking) in return is your cooperation in bringing a (11: ________) terrorist to justice.

字幕翻訳の文法「1秒4文字」の法則に従い、指示した字数制限を守り日本語の字幕を作成しなさい。句読点は使わないこと。

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ [13]
GETTING YOU TO SPEAK UP! -- UNIT 10
-- Inviting to an Event --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

| Let's Join Us! | Passage Way | Dangerous! | Import Dress |

TASK 2: ROLE PLAY
Key Expression
Would you be interested in coming to a party? (N5: p. 23 / Ranking: p. 161)
パーティーにしらっしゃいませんか。

Pattern Practice
1) Repetition: Would you be interested in coming to a party?
2) Substitution: Would you be interested in ______?
3) Expansion: Would you be interested in _______ ________ ________?

Dialog
A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
A: Are you free tonight? (N4: p. 150) (pattern practice 1)
B: Yes, why?
A: Would you be interested in coming to a party? (N5: p. 23 / Ranking: p. 161) (pattern practice 2)
B: Sounds interesting. Could you tell me more? (Ranking p. 178)
A: Sure. It's a potluck, so bring something to eat or drink. What can you bring?
B: Well, I'll bring ______.
A: That's great! (Ranking: p. 482) I really appreciate it.
B: Who else is coming to the party?
A: ________________________________.
B: ________________________________.
A: Nice meeting you, ______. (N4: p. 43)
B: Nice meeting you too, ________. (N4: p. 43)

A Short, Short Speech:
Message in 30 Seconds
Hi, I'm _____. Nice to meet you.
Are you free tonight?
Would you be interested in _________?
I'm going to _______ at[en] ________.
I have already invited _____ and _____.
It starts at _______ p.m.
Let's have fun. See you tonight.
Substitution Cues
1: joining the baseball club / joining the basketball club / donating money / changing the world / becoming rich
(Expansion: Would you be interested in / coming to a party / at a karaoke bar / located in Susukino / this weekend)

TASK 3: FIND SOMEONE WHO _____.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm _____. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who likes to be invited to eat out anytime. Signature: ______________
2) Find someone who is often invited to go out at night. Signature: ______________
3) Find someone who likes to talk to new people at parties. Signature: ______________
4) Find someone who likes to meet new people every day. Signature: ______________
5) Find someone who likes to join many social events. Signature: ______________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
E.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about any event you want to invite your friends.
________________________________________________________________________________________
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KOBA ENGLISH CLASS: Spring #11

DATE: __________, __________ __, ____________


STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

SUKitYAKI

4 p.m.

It's (1: on / of / all) because of you (2: I feel / I'm feeling) sad and blue
You went away and now my life is just a (3: rainy / raining) day
I love you so how much (4: you / you'd / you'll / you're / you've) never know
You've gone away and (5: let / left) me lonely
Untouchable memories seem to keep (6: haunting / hunting) me
Of a love so (7: too / through / too / true) that once (8: tuned / turned) all my gray skies blue
But you disappeared and now my eyes are (9: feeling / filled) with tears
And (10: I wish / I'm wishing) you were here with me
(11: Soaked / Solved) with love are my thoughts of you
Now that (12: you / you'd / you'll / you're / you've) gone I just don't know what to do
If only you were here (13: you / you'd / you'll / you're / you've) wash away my tears
The sun would (14: shed / shine / shy) and once again you'll be mine
All mine
But in reality you and I (15: ____ ) never be (16: _____ ) you took your love away from me

Girl I don't know what I did to make you (16: lead / leave / live) me
But what I (17: do / don't) know is that since you've been gone
There's such an (18: emptiness / enviousness) inside
I'm wishing (19: you / you'd / you'll / you're / you've) come back to me
If only you were here (13: you / you'd / you'll / you're / you've) wash away my tears
The sun would (14: shed / shine / shy) and once again you'll be mine
All mine
But in reality you and I (15: ____ ) never be (16: _____ ) you took your love away from me
Ah baby you took your love away from me

STEP2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

sukiyaki
**STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION**

**Title:** The Negotiator (1998)  
**Directed by:** F. Gary Gray (Writing credits - James DeMonaco & Kevin Fox)  
**Genre:** Action / Drama / Thriller  
**Cast:** Samuel L. Jackson / Kevin Spacey / David Morse  
**Plot Outline:** In a desperate attempt to prove his innocence, a skilled police negotiator accused of corruption and murder takes hostages in a government office to gain the time he needs to find the truth.

**USEFUL EXPRESSIONS**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th><strong>CEG FRAMEWORK</strong></th>
</tr>
</thead>
</table>
| **It’s like that, ain’t it, Omar?** | ✔ | CEG17, p.78  
| **I’m not gonna hurt her.** | ✔ | CEG17, p.78  
| **You gotta keep him out of there.** | ✔ | CEG18, p.80  
| **Yo, Omar!** | ✔ | CEG20, p.90  
| **I got to come look.** | ✔ | CEG9, p.56  
| **Not cold, cool, kinda brisk.** | ✔ | CEG4, p.44  
| **See, nothing here, Lieutenant.** | ✔ | CEG18, p.80  
| **Like I told you, gotta check out everything.** | ✔ | CEG4, p.44  
| **HT’s down. (HT = hostage t_____)** | ✔ | CEG17, p.78  
| **He’s down.** | ✔ | CEG20, p.90  
| **You’re serious?** | ✔ | CEG17, p.78  
| **Wonder why.** | ✔ | CEG4, p.44  
| **Looks like offshore accounts.** | ✔ | CEG4, p.44  
| **Don’t you stand here. Don’t you stand in my face.** | ✔ | CEG17, p.78  
| **Everything’s gonna be fine.** | ✔ | CEG17, p.78  
| **Get him outta here.** | ✔ | CEG18, p.82  
| **’cause I’m not goin’ to jail today.** | ✔ | CEG14, p.72  
| **Hey, listen.** | ✔ | CEG20, p.90  
| **You’re lying. And I know you’re lying.** | ✔ | CEG21, p.100  
| **See, this is what us real cops do.** | ✔ | CEG20, p.90  
| **And we know you’re full of shit.** | ✔ | CEG34, p.148  

**STEP 4: LISTENING FOR COMPREHENSION: Q&A**  
**Question:** How does Roman tell if someone is lying?  

**STEP 5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY**

A: I want you to (1: look / look at) me in the eye, Niebaum. Right here. Now tell me. When did you (2: f_____)?  
B: I first found that Nathan was conducting (3: an / the / φ) investigation after I spoke with you after he was killed.  
A: You’re lying. And I know you’re lying.  
B: Oh, you know it, huh? What, you can (4: r_____)?  
A: No, I’m not. I’m (5: r_____). Your eyes. The eyes can’t lie.  
B: (6: Did / Didn’t) you know what I was doing?  
A: (7: Q_____).  
B: Did you and Didn’t youの違いは何か  
A: We study (8: lying / lies / liars). Example: if you ask a question about something visual, like your favorite color, and your (9: eye / eyes) go up and to the left. Well, neurophysiology tells (10: eye / eyes) go in that direction because you’re accessing the visual cortex. Therefore, you’re telling the (11: t______). If your eyes go and right, then you’re accessing the creative centers of (12: a / the / φ) brain. And we know you’re full of shit.*
GETTING YOU TO SPEAK UP! -- UNIT 11
-- Asking a Favor --

**TASK 1: ERROR CORRECTION**

Look at the pictures below and figure out what is wrong with each sign.

- What is your thing wanting it?
- Temporary Baggage Check
- Please watch a step
- NO BICYCLES PARKING

**TASK 2: ROLE PLAY**

**Key Expression**

Could you possibly lend me 10,000 yen?
できたら1万円を貸してくれませんか。

**Pattern Practice**

1) Repetition: Could you possibly lend me 10,000 yen?
2) Substitution: Could you possibly ______?
3) Expansion: Could you possibly _______ _______ _______?

**Dialogs**

A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
B: Yes. What can I do for you? (Ranking: p. 226)
A: **Could you possibly ______?** (N4: p. 181) (pattern practice 1)
B: No way! / Give me a break! / What are you talking about? (Ranking: p. 147) / Do you know what you’re asking? / I’d rather die than ______, (Ranking: p. 288) (pattern practice 2)
A: You know, friends help friends. (Ranking: p. 225)
B: I hate to say this, but I’m not your friend yet. We’ve just met, you know.
A: You’re right. I’m sorry. I apologize. (Ranking: p. 114)
B: That’s all right.
A: Just one more thing. **Could I possibly ask you to ______?** (N5: p. 31) (pattern practice 3)
B: ______________________________
A: ______________________________
B: ______________________________
A: Nice meeting you, _______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)
Substitution Cues
1&2&3: clean my room / clean the toilet / take out the garbage / collect garbage / fix dinner / make me happy
(Expansion: Could you possibly / lend me 100,000 yen / or more / tonight / or tomorrow morning?)

**TASK 3: FIND SOMEONE WHO _____**.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm____. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who may do anything for you. Signature: ______________
2) Find someone who often asks others to do something. Signature: ______________
3) Find someone who hates to do any favor for others. Signature: ______________
4) Find someone who always likes to do something for others. Signature: ______________
5) Find someone who can hardly refuse others’ favors. Signature: ______________

**TASK 4: COMMUNICATION STRATEGIES**
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

**TASK 5: WRITING**
Write about what you want your friends to do for you.

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KOBA ENGLISH CLASS: Spring #12

(DATE: ___._____.___., ___.)

STEP 1: WRITE DOWN ALL PHRASES YOU HEAR

Title: Tarzan (1999)
Directed by: Chris Buck / Kevin Lima

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STEP 2: EVALUATE THE MOVIE

1: As a whole, this movie is excellent.

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\leftarrow\text{strongly disagree} & \uparrow & \text{strongly agree}\rightarrow
\end{array}
\]

2: I'd like to see this movie again.

\[
\begin{array}{ccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\leftarrow\text{strongly disagree} & \uparrow & \text{strongly agree}\rightarrow
\end{array}
\]

3: This movie is easy to understand.

\[
\begin{array}{ccccccccc}
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \\
\leftarrow\text{strongly disagree} & \uparrow & \text{strongly agree}\rightarrow
\end{array}
\]

STEP 3: WRITE YOUR COMMENTS

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48
GETTING YOU TO SPEAK UP! -- UNIT 12
-- Asking Opinions --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

- All types of credit can be used it.
- When placing without notice removes promptly and it reports to the police.
- It is danger at the platform edge.
- Burning garbage

TASK 2: ROLE PLAY
Key Expression
What do you think about the consumption tax raise? (N4: p. 66 / Ranking: p. 348)
消費税増税をどう思いますか。

Pattern Practice
1) Repetition: What do you think about the consumption tax raise?
2) Substitution: What do you think about ______?
3) Expansion: What do you think about ______ ______ ______ ______ ______?

Dialogs
A: Hi, I'm ______. Nice to meet you. (N4: p. 27)
B: Hi, I'm ______. Nice to meet you too. (N4: p. 27)
B: As far as I'm concerned, (Ranking: p. 209) ____________.
A: Why do you think so? (Ranking: p. 371)
B: Because ____________________________________.
A: Could you be more specific? (N4: p.96 / Ranking: p. 178)
B: Yes. ________________________________________
A: By the way, are you for or against ______? (N5: p. 90 / Ranking: p. 243) (pattern practice 2)
B: I'm for [against] it.
A: Why is that? (Ranking: p. 355)
B: Because ____________________________________.
A: ________________________________.
B: ________________________________.
A: Nice meeting you, ______. (N4: p. 43)
B: Nice meeting you too, ______. (N4: p. 43)

A Short, Short Speech:
Message in 30 Seconds

Hi, I’m ______. Nice to meet you.
What do you think about ______?
As far as I'm concerned, ______ because ______.
I’m for [against] ______ because __________________.
**Substitution Cues**
1: the system / the law / the rule / the design / the idea / the proposal / the project / the plan
2: school uniforms / whaling / abortion / death penalty / gay marriage / war / nuclear power generation /
(Expansion: What do you think about / the speech / made by the Prime Minister / on TV / last night?)

**TASK 3: FIND SOMEONE WHO _____**.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm _____. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who is against the consumption tax raise. Signature: ____________
2) Find someone who hates to express their opinions in public. Signature: ____________
3) Find someone who likes to ask others’ opinions. Signature: ____________
4) Find someone who makes others listen to their opinions. Signature: ____________
5) Find someone who has written letters to newspaper editors. Signature: ____________

**TASK 4: COMMUNICATION STRATEGIES**
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. "This is a kind of place where you can see a lot of fish in tanks."

**TASK 5: WRITING**
Write your opinions about your school or workplace.
KOBA ENGLISH CLASS: Spring #13

(DATE: __________, ________, _____)

STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

CRAZY FOR YOU
Madonna

(1: Playing; Swaying; Waiting) room as the music starts
Stranger's making most of the dark, two by two their (2: body / bodies) become one
I see you through the (3: smoking; smoke; smoky) air
Can't you feel the weight of my (4: stair; star; stare)
You're so close but still a (5: walk; word; world) away
What I'm (6: dying; lying; trying) to say, is that I'm crazy for you
(7: ______) me once and you'll know it's (8: ______)
I never (9: ______) any one like this It's all (10: ______)
You'll feel (11: it / in / it in) my kiss I'm crazy for you Crazy for you
Trying hard to control my (12: hard; heard; heart) I (13: walk / work) over to where you are
Eye to eye, we need no words (14: and all; at all; of all)
(15: Slowly now; Show me now) we begin to move
every breath I'm (16: deeper / dipped) into you Soon we two are standing (17: still / till) in time.
If you (18: lend; lead; read) my mind (19: You / You'd / You'll) see I'm crazy for you
(7: ______) me once and you'll know it's (8: ______)
I never (9: ______) any one like this It's all (10: ______)
You'll feel (11: it / in / it in) my kiss I'm crazy for you Crazy for you
You'll feel (11: it / in / it in) my kiss because I'm crazy for you
(7: ______) me once and you'll know it's (8: ______)
I never (9: ______) any one like this It's all (10: ______)
You'll feel (11: it / in / it in) my kiss
I'm crazy for you Crazy for you Crazy for you Crazy for you
It's all (10: ______) I'm crazy for you. And you know it's (8: ______)
I'm crazy, crazy for you. It's all (10: ______) I'm crazy for you
And you know it's (8: ______) Yeah, I'm crazy for you Crazy for you, baby

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

ceg36, p.152

Crazy
STEP 3: LISTENING FOR PERCEPTION: PHRASE RECOGNITION

Title: The Last Emperor (1987)
Genre: Drama
Directed by: Bernard Bertolucci
Cast: John Lone / Peter O'Toole
Plot Outline: A dramatic history of Pu Yi, the last of the Emperors of China, from his lofty birth and brief reign in the Forbidden City, the object of worship by half a billion people; through his addiction, his decline and dissolute lifestyle; his exploitation by the invading Japanese, and finally to his obscure existence as just another peasant worker in the People's Republic.

USEFUL EXPRESSIONS

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<th>CEG FRAMEWORK</th>
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<tbody>
<tr>
<td>1</td>
<td>Quick! Quick!</td>
<td>Reduction</td>
<td>CEG10, p.58</td>
</tr>
<tr>
<td>2</td>
<td>Are you afraid of me? Everyone is.</td>
<td>Expansion</td>
<td>CEG136, p.68</td>
</tr>
<tr>
<td>3</td>
<td>These other men, they are not real men. They are all eunuchs.</td>
<td>Variation</td>
<td>CEG46, p.174</td>
</tr>
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<td>4</td>
<td>Look!</td>
<td>Reduction</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>5</td>
<td>He is my friend, Majesty.</td>
<td>Expansion</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>6</td>
<td>You see. I will end up living in prison longer than you.</td>
<td>Variations</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>7</td>
<td>Look!</td>
<td>Reduction</td>
<td>CEG20, p.90</td>
</tr>
<tr>
<td>8</td>
<td>Cannot be.</td>
<td>Expansion</td>
<td>CEG4, p.44</td>
</tr>
<tr>
<td>9</td>
<td>Fuck off!</td>
<td>Reduction</td>
<td>CEG34, p.148</td>
</tr>
<tr>
<td>10</td>
<td>Accused of what?</td>
<td>Expansion</td>
<td>CEG48, p.178</td>
</tr>
</tbody>
</table>

STEP4: LISTENING FOR COMPREHENSION: Q&A

Question: Why is the old man forced to walk on the street like this?

STEP5: LISTENING PERCEPTION: FILL-IN-THE-BLANKS & ROLE PLAY

Pu Yi: Comrade. **This must be a (1: m_____).** I know this man. He is a good man.
Red Guard #1: Who are you?
Pu Yi: I am a gardener.
Red Guard #1: (2: J______) us, Comrade, or fuck off!*
Pu Yi: But has he (3: d______)?
Red Guard #1: He has been accused.
Pu Yi: Accused of (4: w______)?*
Red Guard #2: Emperor's lackey.
Red Guard #3: [unclear]
Red Guard #4: Rotten rightist.
Red Guard #1: Confess your crimes!
Governor: I have nothing to confess.
Red Guard #1: Kowtow to Chairman Mao!
Red Guard #1: Confess your crimes!
Governor: I have nothing to confess.
Red Guard #1: Kowtow!
Red Guard #1: Confess your crimes!
Pu Yi: (5: W______)!
Pu Yi: He is a teacher. He is a good teacher!
Red Guard #2: You!
Pu Yi: (6: Y______ ______ ____) this to him!
Red Guard #2: Move! You want to be him?!
Pu Yi: You are (7:_______)!! He is a good teacher.
Red Guard #2: Move!
GETTING YOU TO SPEAK UP! -- UNIT 13

-- Asking for Advice --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

Freshly-brewed coffee and delightful fresh our mind and soften our heart. They are indispensable to us.

After the next day, the extra charge costed every day.

Skies and snowboard only one day only
The use is finished on March 31

Would these passengers with tickets colored white on the reverse side please hand them to this attendant.

TASK 2: ROLE PLAY

Key Expression
What is the best way to learn English? (N5: p. 44)
英語を学ぶ最善の方法は何ですか。

Pattern Practice
1) Repetition:  What is the best way to learn English?
2) Substitution: What is the best way to ____?
3) Expansion:  What is the best way to ____ ____ ____ ____?

Dialogs
A: Hi, I'm ____. Nice to meet you. (N4: p. 27)
B: Hi, I'm ____. Nice to meet you too. (N4: p. 27)
A: Could you give me some advice?
B: Sure.
A: What is the best way to ____? (N5: p. 44) (pattern practice 1)
B: I could be wrong, but (Ranking: p. 448) I think the best way is to __________. (pattern practice 2)
A: Could you be more specific? (N4: p. 96)
B: Sure. ____________________________.
A: That sounds great.
B: I hope you can try it.
A: Yes, but ____________________________.
B: ____________________________
A: ____________________________
B: ____________________________.
A: Nice meeting you, _____. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)

A Short, Short Speech:
Message in 30 Seconds

Hi, I’m _______.
Nice to meet you.
What is the best way to ______?
I could be wrong, but I think the best way to _____ is _____.
Another way is to ___________________.
I hope you can try either way,
Substitution Cues
1: learn Chinese / learn Korean / learn French / learn German / be rich / be strong / be popular
2: study abroad / attend a language school / make friends from abroad / work hard / go to a gym / be nice to others
(Expansion: What is the best way to / make friends / with students / from abroad /, especially from Europe?)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ______. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who often asks advice from others. Signature: ______________
2) Find someone who often gives advice to others. Signature: ______________
3) Find someone who rarely accepts others’ advice. Signature: ______________
4) Find someone who is not good at giving advice. Signature: ______________
5) Find someone who has failed following someone’s advice. Signature: ______________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your best advice you got from someone in your life.

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KOBA ENGLISH CLASS: Spring #14

(DATE: __________, __________, _______)


STEP 1: WRITE DOWN ALL PHRASES YOU HEAR

Title: MIB (1997)
Directed by: Barry Sonnenfeld
Genre: Action / Comedy / Science-Fiction

<table>
<thead>
<tr>
<th>USEFUL EXPRESSIONS</th>
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<th>2 ☑</th>
<th><strong>CEG FRAMEWORK</strong></th>
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<td>Reduction</td>
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</tbody>
</table>
STEP 2: EVALUATE THE MOVIE

1: As a whole, this movie is excellent.
   1 2 3 4 5 6 7 8 9 10
   ← strongly disagree ▲ strongly agree →

2: I'd like to see this movie again.
   1 2 3 4 5 6 7 8 9 10
   ← strongly disagree ▲ strongly agree →

3: This movie is easy to understand.
   1 2 3 4 5 6 7 8 9 10
   ← strongly disagree ▲ strongly agree →

STEP 3: WRITE YOUR COMMENTS

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GETTING YOU TO SPEAK UP! -- UNIT 14
-- Problem Solving --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
<th>Picture 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not Slippers outside of your room</td>
<td>Watch your steps</td>
<td>LET’S PARTY</td>
<td>During the season, this trail is not safety.</td>
</tr>
</tbody>
</table>

TASK 2: ROLE PLAY

Key Expression
If I were you, I would consult a lawyer.

私があなたなら、弁護士に相談します。

Pattern Practice
1) Repetition: If I were you, I would consult a lawyer.
2) Substitution: If I were you, I would ___.
3) Expansion: If I were you, I would ___ ___ ___ ___ ___.___.

Dialogs
A: Hi, I'm ____. Nice to meet you. (N4: p. 27)
B: Hi, I'm ____. Nice to meet you too. (N4: p. 27)
A: I'm in trouble.
B: What seems to be the trouble? (N4: p. 212)
A: Yes, thank you for asking. ___________________
B: Sorry to hear that. (N4: p. 218) I know how you feel. (N4: p. 218)
B: **If I were you, I would _______.** (N5: p. 53 / Ranking: p. 38) (pattern practice 1)
A: That's easier said than done. (Ranking: p. 55) But thank you for your advice.
B: **Don't worry too much about it.** (N5: p. 52) (pattern practice 2)
A: I hope things will work out for you. (Ranking: p. 80)
A: Thank you so much.
B: Don't mention it. Chin up! (N4: p. 225)
A: ____________________________
B: ____________________________
A: Nice meeting you, _______. (N4: p. 43)
B: Nice meeting you too, _______. (N4: p. 43)
Substitution Cues
1: consult the police / call the police / see a doctor / make a lawsuit / run away / take the chance / not take the chance
2: your future / your career / your grade / your face / your health / your money / your loan / your tax
(Expansion: If I were you, I would / consult a lawyer / or the police / without hesitation / to stay out of trouble.)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ______. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who has a lot of problems. Signature: ____________
2) Find someone who is bothered by a troublemaker at school [work]. Signature: ____________
3) Find someone who can solve most problems easily. Signature: ____________
4) Find someone who often causes troubles to others. Signature: ____________
5) Find someone who likes to help others solve their problems. Signature: ____________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
e.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your problem(s) and how you’re going to solve them.

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KOBA ENGLISH CLASS: Spring #15

(DATE: __________, __________ __, ______)  

STEP 1: LISTENING TO SONG LYRICS FOR FILLING-IN-THE-BLANKS

I WANT TO HOLD YOU HAND

The Beatles

Oh yeah
I think (2: you / you’d / you’ll / you’ve) understand
When (3: I / I’d / I’ll) say that something
I wanna to hold your hand  I wanna hold your hand  I wanna hold your hand

When (3: I / I’d / I’ll) say that something
I wanna to hold your hand  I wanna hold your hand  I wanna hold your hand

I wanna hold your hand  I wanna hold your hand  I wanna hold your hand

When (3: I / I’d / I’ll) say that something
I wanna hold your hand  I wanna hold your hand  I wanna hold your hand

And when I (7: _____) you I feel happy (8: _____)  
(9: _____) such a feeling that my love I can’t (10: _____), I can’t (10: _____), I can’t (10: _____)

Yeah, (11: you / you’ve) got that something  I think (2: you / you’d / you’ll / you’ve) understand
When (3: I / I’d / I’ll) say that something
I wanna hold your hand  I wanna hold your hand  I wanna hold your hand

And when I (7: _____) you I feel happy (8: _____)  
(9: _____) such a feeling that my love I can’t (10: _____), I can’t (10: _____), I can’t (10: _____)

Yeah, (11: you / you’ve) got that something  
I think (2: you / you’d / you’ll / you’ve) understand.
When (3: I / I’d / I’ll) feel that something
I wanna hold your hand  I wanna hold your hand  I wanna hold your hand

STEP 2: SINGING TOGETHER / VISUAL VOCABULARY MAPPING

hand
Quick Reference for CEG Features

前の数字はCEGナンバー、後の数字は掲載されている本書のページを表しています。

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<th>拡張 Expansion</th>
<th>変換 Variation</th>
</tr>
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<td>● → ● W</td>
<td>● → ● W</td>
<td>● → ● W</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>省略 Ellipsis</th>
<th>短縮 Contraction</th>
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<tr>
<td>7. 文中での動詞 53</td>
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<td>8. 柔軟的 54</td>
<td>53. □</td>
<td>54. □</td>
<td>55. □</td>
<td>56. □</td>
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</tr>
<tr>
<td>9. 不定詞 54</td>
<td>57. □</td>
<td>58. □</td>
<td>59. □</td>
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<td>10. 話実語 - 5 50</td>
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<td>62. □</td>
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</tr>
<tr>
<td>11. 他動詞化 63</td>
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<td>66. □</td>
<td>67. □</td>
<td>68. □</td>
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</tr>
<tr>
<td>12. 主語を動詞化 66</td>
<td>69. □</td>
<td>70. □</td>
<td>71. □</td>
<td>72. □</td>
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<tr>
<td>13. 助詞での省略 68</td>
<td>73. □</td>
<td>74. □</td>
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<td>76. □</td>
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<td>14. 助詞での省略 68</td>
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GETTING YOU TO SPEAK UP! -- UNIT 15
-- Job Interviews --

TASK 1: ERROR CORRECTION
Look at the pictures below and figure out what is wrong with each sign.

and it’s transported to the 5th station.
REFRAIN FROM JUMPING IN TO THE POOL
Burnable tible
If you don’t mind to discard the prohibited

TASK 2: ROLE PLAY
Key Expression
Tell me what you know about our company.
弊社について知っていることをお話ください。

Pattern Practice
1) Repetition: Tell me what you know about our company.
2) Substitution: Tell me what you know about ____.
3) Expansion: Tell me what you know about.____ ______ ______.

Dialogs
01: A: Hi, I'm ____. Nice to meet you. (N4: p. 27)
B: Hi, I'm ____. Nice to meet you too.
02: A: How are you today?
B: I'm fine, thank you.
03: A: How did you get here today?
B: I came here by _____.
04: A: How do you like the weather lately?
B: ____________
05: A: Why did you apply for this job?
B: ____________
06: A: Tell me what you know about our company? (pp. 1)
B: ____________
07: A: What can you bring to our company?
B: ____________
08: A: What are your strengths and weaknesses?
B: ____________
09: A: What qualifications do you have?
B: ____________
10: A: Which do you prefer, working in a group or individually?
B: ____________
11: A: Do you work better in the morning or at night?
B: ____________
12: A: What kind of work would you not like to do?
B: ____________
13: A: What are your career goals?
B: ____________
14: A: Nice meeting you, _____. (N4: p. 43)
B: Nice meeting you too, ___. (N4: p. 43)

A Short, Shirt Speech:
A Message in 30 Seconds
Hello.
My name is _______.
I applied for this job because _________.
My strengths are _________.
My weaknesses are _________.
My career goals are _________.

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Substitution Cues
1: consult the police / call the police / see a doctor / make a lawsuit / run away / take the chance / not take the chance
(Expansion: Tell me what you know about / our company / and our products / and services / in detail.)

TASK 3: FIND SOMEONE WHO ______.
Ask one person one question only at a time. You can talk to the person again after you talk to someone else. Say "Hi, I'm ___. Nice to meet you. Could I have your signature here? Thank you. See you around."

1) Find someone who has never had job interviews before. Signature: _____________
2) Find someone who has failed in many job interviews before. Signature: _____________
3) Find someone who hates job interviews and ask why. Signature: _____________
4) Find someone who has interviewed someone in job interviews. Signature: _____________
5) Find someone who believes companies should not depend too much on interviewing when they employ someone. Signature: _____________

TASK 4: COMMUNICATION STRATEGIES
Describe the words you have in English orally to get your meanings across to your listeners.
E.g. “This is a kind of place where you can see a lot of fish in tanks.”

TASK 5: WRITING
Write about your experiences of job interviews.

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