

平成24年度文部科学省  
成長分野等における中核的専門人材養成の戦略的推進事業

# ブリッジSE育成 基礎英語教材

ブリッジSEの中核的専門人材養成のための  
実践的カリキュラムの構築推進プロジェクト

学校法人浦山学園 富山情報ビジネス専門学校

# Basic Level English

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[English version]

## Basic Level English.

This course will be 32 hours long and will be run over 16 Units

After “Unit 1” the first 15-20 minutes of each class will be a review of the previous class. Students will be required to keep a Units log of new words they learn in each class. The teacher will do random checks to see the students keep this up.

Required classroom items. *pens/ pencils, notebook, flip card for vocabulary a dictionary.*

### Unit 1: **Self Introductions.** . . . . . 4

The aim of this lesson will be to provide the students a base were they will be able to talk/ write freely introducing themselves and cover what and what not maybe appropriate to say.

### Unit 2: **Specialist Vocabulary** . . . . . 6

The aim of this class is to introduce a wide range of specialist vocabulary related to system engineering. A lot of words are already used in katakana so the goal here is to introduce English spellings and pronunciation of these words.

### Unit 3: **Everyday Useful Words.** . . . . . 9

The aim of this class will be to introduce, or even re-introduce basic words they can be helpful in the work place. Ranging from simple verbs like “I want” “I need” etc through to nouns like “photocopier, cafeteria”

### Unit 4. **Grammar and Punctuation. (this will be a 6 hour section split over 3 Units)**

. . . . . 11

The aim of this class is to introduce some of the basic grammar in English such as sentence order like SVO ( subject verb object), basic verb tenses and punctuation (uses of commas, exclamation marks capitalization etc.)

The idea will be to keep to the more simple rules of grammar so as not to overwhelm the students.

### Unit 5: **Grammar Part 2.** . . . . . 14

The aim of this class will be to continue on from the previous Unit.

Unit 6: **Future Tense - “Will” and “Going to”**. . . . . 18

This will be the third part of the three-Unit grammar section.

Unit 7: **Key Word Focus Part 1**. . . . . 21

This is also a 4 hour section split over 2 Units, and is an extension of the grammar classes.

The aim of this class is to encourage students to develop a skill of locating key words in written sentences in order to understand what is be communicated.

Unit 8: **Key Word Focus Part 2**. . . . . 25

This a continuation of the previous Units class and will be a lot more student drill based.

Unit 9: **E-mail**. . . . . 28

The aim of this class is to increase the students’ abilities to be able to read a variety of e-mail communications ranging from personal e-mails through to business ones.

This is also a two Unit section. The first Unit the students read through e-mails with the teacher and receive explanations of the transactions.

Unit 10: **Reading E-mail**. . . . . 34

This will be a continuation of part 1 and will be based more on comprehension drills.

Unit 11: **Business Writing**. . . . . 39

The aim of this class will be to develop the students’ abilities to construct business related e-mails.

Unit 12: **Writing E-mail**. . . . . 43

The aim of this class is to develop students’ abilities to construct e-mails based on a more personal level.

Unit 13: **E-mail Responses Part 1**. (This will be a six-hour section over 3 Units.) . . . 48

The aim of these classes will be to expand the skills the students learnt in the e-mail reading and e-mail writing sections.

This will be done by providing the students with different scenarios of workplace e-mails in which they must send an initial reply to, and also continue a line of correspondence with the sender.

The first Unit will be mostly teacher led explanations and examples to be looked at, at a class level and discussed.

**Unit 14: E-mail Responses Part 2. . . . . 53**

This will be a continuation of Unit one where the focus will start to shift from the teacher centric position to a more student based one. Students will be provided with example e-mails and will have to think of ways to respond to the e-mail. The replies will then be discussed by the class as a whole with correct model answers to be provided by the teacher.

**Unit 15: E-mail Responses Part 3. . . . . 56**

This class should be as a focused much on student based learning as possible. Students will be encouraged to construct their own e-mail about a work based problem and send it to their partner, their partner should construct a reply and or solution e-mail and communication should continue back and forth for several e-mails. This drill will then be repeated with different partners and different ideas.

**Unit 16 : Final Test. . . . . 57**

The aim of this class will be to test the students learning abilities throughout the course with several different kinds of test, including vocabulary tests, grammar tests and a writing test. The writing test will include the students having direct contact with the teacher through e-mail correspondence.

## **Unit 1: Self Introductions Teachers Guide Sheet.**

*Materials- Students will need a pen, some blank paper and if possible a dictionary*

5 mins - Teacher introduces himself (name only) and checks students names

15 mins - Teacher introduces course outline (syllabus)

20-30 mins -Teacher asks students to think of seven things to say when they introduce themselves. Students work in pairs and write their answers on blank paper or in a notebook. (This is done with the aim of starting the slow process of students trying to think how to communicate effectively in English.)

*All students start with*

*1. Hello. My name is \_\_\_\_\_ (The teacher writes this sentence only, on the board)*

*Then they think of 6 more things to say.*

10 mins- Teacher then checks students work and corrects mistakes.

5 mins - The teacher will then explain a good out line for self introductions writing his own version on the board.

10 mins- The teacher then gives students a template in which they fill in their own information

5 mins - Teacher checks students' answers.

15 mins - Students practice their template versions of the self introduction with several partners.

Example self introduction.

1. Hello my name is Yoshihiro Tanaka.
2. I am from Toyama City in Japan.
3. I graduated from Toyama Information Business College.  
(here students will use their high school as they have already graduated from there.)
4. I work as a computer engineer.
5. I come from a *small/ large/ 4 people etc* family
6. My hobby is playing video games.
7. I also enjoy listening to music.



## **Unit 2: Specialist Vocabulary. Teacher's guide.**

***Materials: Pen, paper, flip chart , computer and dictionary.***

- 10 mins- Unit1 review. The teacher will ask class members to say their self introductions again.
- 5 mins - Teacher will explain the topic of this Unit's class.
- 15 mins- Teacher will give students a word list with specialist IT vocabulary on it.  
The teacher will first, just for fun, ask the students to try and read the words and see how their pronunciation is.  
The teacher will then read through the words. And students will repeat.
- 20 mins- The teacher will then ask the students to try and write what they think the Japanese meaning of the words are, next to the English ones, without using their dictionaries. The teacher will then check and tell the students how many are correct.
- 20 mins- Students will use their computers/ dictionaries to check the remaining words they don't know then the teacher will check and then give a full explanation.
- 10 mins- Students will then repeat the words again after the teacher and then the teacher will check individual pronunciation.
- 10 mins- Students will read through the words themselves one more time.
- 10 mins- Testing, the teacher will test the students in a quiz to see what they have remembered. The teacher will decide the format of the quiz (spelling quiz, translation quiz or even a flash card quiz.)



## Unit 2: Students Worksheet (with answer).

Group	English	Japanese
hardware	computer	コンピュータ
	server	サーバー
	personal computer(PC)	パソコン
	memory	メモリ
	hard disk drive(HDD)	ハードディスク
	optical drive	光学ドライブ
	display (noun)	ディスプレイ
	keyboard	キーボード
	mouse	マウス
	smart phone	スマートフォン
	flash drive	USB メモリ
software	operating system(OS)	オペレーティングシステム
	application program	アプリケーション
	middleware	ミドルウェア
	data base	データベース
	anti-virus software	ウィルス対策ソフト
	browser	ブラウザ
programming	source code	ソース
	object code	オブジェクト
	development environment	実行形式
	software development kit(SDK)	開発環境
	programming language	プログラミング言語
	input	入力
	output	出力
	click	クリック
	drag	ドラッグ
	tap	タップ
design	determine	確定する
	calculate	計算する
	display	表示する
	compare	比較する
	execute	実行する
	process	処理する
	recognize	承認する
	permit	許可する
	reliability	信頼性
	response time	応答速度
	extensibility	拡張性

## Unit 2: Students Worksheet.

分類	英語	日本語
hardware	computer	
	server	
	personal computer(PC)	
	memory	
	hard disk drive(HDD)	
	optical drive	
	display (noun)	
	keyboard	
	mouse	
	smart phone	
	flash drive	
software	operating system(OS)	
	application program	
	middleware	
	data base	
	anti-virus software	
	browser	
programming	source code	
	object code	
	development environment	
	software development kit(SDK)	
	programming language	
	input	
	output	
	click	
	drag	
	tap	
design	determine	
	calculate	
	display	
	compare	
	execute	
	process	
	recognize	
	permit	
	reliability	
	response time	
	extensibility	

### **Unit 3: Everyday Useful Words Teacher's Guide.**

***Materials: Pen, paper, flip chart and dictionary/ computer.***

The outline of this class will be the same as Unit 2, just replacing I.T vocabulary with everyday words.

I have chosen the top 25 nouns, verbs and adjectives in English language use to study from.

If students' levels are lower only the top 10 words etc can be studied.

10 mins- Review test from Unit 2. The teacher will ask the students to spell ten words from their list, and then check the answers.

*The rest of class will then follow the same pattern as Unit 2. Students will be given a list of the top 75 most used words in English.*

### Unit 3: Everyday Useful Words. Student's Worksheet

*Here is a list of the top 25 "nouns", "verbs" and "adjectives" in English.*

#### *Nouns*

1. Time
2. Person
3. Year
4. Way
5. Day
6. Thing
7. Man
8. World
9. Life
10. Hand
11. Part
12. Child
13. Eye
14. Woman
15. Place
16. Work
17. Week
18. Case
19. Point
20. Government
21. Company
22. Number
23. Group
24. Problem
25. Fact

#### *Verbs*

1. Be
2. Have
3. Do
4. Say
5. Get
6. Make
7. Know
8. Take
9. See
10. Come
11. Think
12. Look
13. Want
14. Give
15. Use
16. Find
17. Tell
18. Ask
19. Work
20. Seem
21. Feel
22. Try
23. Leave
24. Call
25. Become

#### *Adjectives*

1. Good
2. New
3. First
4. Last
5. Long
6. Great
7. Little
8. Own
9. Other
10. Old
11. Right
12. Big
13. High
14. Different
15. Small
16. Large
17. Next
18. Early
19. Young
20. Important
21. Few
22. Public
23. Bad
24. Same
25. Able

## Unit 4: Grammar and Punctuation Part 1. Teacher's Guide

**Materials:** *pen, paper and a dictionary.*

15 mins- Review test. The teacher will give a spelling or translation quiz based on Unit 3, with the students and check their answers.

20 mins- The teacher will then introduce "the present continuous ( I am doing etc) to the students. Plus and negative and question forms.

*I am ( I'm) doing... I am not doing.. Am I doing..?*

*He/ She/ It is (He's etc) doing... He/ She/ It isn't doing... Is he/she/ it doing..?*

*We/ You/ They are (We're ) doing.. We/ You/ They aren't doing...Are we/you/they doing..?*

The teacher will explain the 3 usages of this tense

A- Something is happening at the time of speaking.

*I am driving now.*

B- In the middle of doing something but haven't finished it.

*Please be quiet, I am working.*

C- Something happening in a period around now.

*You are working hard today. Is Sarah working this week?*

Then the teacher will write several examples of uses A, B and C, on the board and the students will take notes.

15 mins- The students will then write the **ing** form of the verbs on their sheet(Drill 1). The teacher will then check their answers.

15 mins- The students will fill in the blanks on the example questions(Drill 2). The teacher will check the answers and give and explain answers.

20 mins- The students will then use the verbs and nouns the studied from Unit 3 and make their own example sentences(Drill 3). (number of example sentences can vary depending on student's level)

15 mins- The teacher checks student's answers and then students compare sentences in groups.

## Unit 4: Grammar and Punctuation Part 1. Student Worksheet

*Drill 1: Please write the ~ing form of these verbs. (example: play- playing)*

- |                   |                  |
|-------------------|------------------|
| 1. Stop - _____   | 2. Jump- _____   |
| 3. Look- _____    | 4. Make- _____   |
| 5. Start- _____   | 6. Try- _____    |
| 7. Happen- _____  | 8. Get- _____    |
| 9. Stay - _____   | 10. Work- _____  |
| 11. Finish- _____ | 12. Come - _____ |
| 13. Study- _____  | 14. Eat- _____   |
| 15. Drink- _____  | 16. Go- _____    |
| 17. Have- _____   | 18. Enjoy- _____ |
| 19. Change- _____ | 20. Help- _____  |

*Drill 2: Now please use am/is/are plus the ~ing form of the verbs above in the following sentences. (e.g. He is playing soccer.)*

1. "You \_\_\_\_\_ hard today." "Yes I am very busy."
2. I \_\_\_\_\_ for Haruka. Do you know where she is?
3. It \_\_\_\_\_ cold. Can i turn on the heater?
4. "Dave! Let's go!" " OK I \_\_\_\_\_ ."
5. My brother's in Tokyo on business. He \_\_\_\_\_ at the Hilton hotel.
6. My sister is at college. She \_\_\_\_\_ computer science.
7. "Where are John and Mike?" "I think they \_\_\_\_\_ coffee over there.
8. "This is a great dictionary." "Yes I know, it \_\_\_\_\_ me study English well."

### **Unit 4: Student Worksheet Continued.**

9. Why are all these people here? What \_\_\_\_\_?
10. Do you have an umbrella? It \_\_\_\_\_ to rain.
11. Jane likes Osaka. She \_\_\_\_\_ living there.
12. Do you have the service manual? I \_\_\_\_\_ to fix this computer.
13. Look! That man \_\_\_\_\_ off the roof!
14. You \_\_\_\_\_ a lot of noise! Please be more quiet.
15. We \_\_\_\_\_ the drivers on the printers today, so you can't print out anything till tomorrow.

*When you have finished, please compare (check) your answers with the person next to you. After that the teacher will check with the class.*

*Drill 3: Next use the nouns, verbs and adjectives from Unit 3 and write 10 more "present continuous" sentences in your notebooks. Compare (check) with the person next to you when you have finished.*

## Unit 5: Grammar Part 2: Simple Past Tense. Teacher's Guide Part 1

15 mins- Review test from Unit 4. This can be in a form of a spelling quiz or translation drills.

5 mins- Teacher explains the usage of simple past tense (過去形)

Usually simple past tenses is used when the time is definite (めいゝかく)

**"I played tennis yesterday."**

The teacher will also explain that some verbs are regular ( base form +ed)  
And some verbs are irregular.

15 mins- Students then write the past tense of the irregular verbs on their worksheets (Drill 1).

5 mins- The teacher then checks and writes answers on the board.

10 mins- The teacher then explains the negative **"I didn't play tennis yesterday."**  
and question forms, **" Did you play tennis yesterday?"** using various examples on the board. The teacher will also explain the use of **was** and **were**.

15 mins- The students will then do Drill 2 on their worksheets.

15 mins- The students will complete the templates (Drill 3) with their own answers then exchange with a partner. The partner will then answer in the past tense(Drill 4).

Drill 3 Example answers: **"I usually get up at 7:00 and have a small breakfast. I take the train to school which takes about 20 minutes.**

**I start school at 9:00 am. I don't eat lunch.**

**I usually finish school at 4:30 pm. I am always tired/ hungry etc(adjective) when I get home.**

**I usually eat dinner at 7:00 pm.**

**I go to bed at about 11:00pm."**

20 mins- Students will choose some of the verbs they have learned and construct their own simple past tense sentences/ questions.

This last exercise is only to be used as a time-filler if the students finish Drill 3 and 4 quickly.



## **Unit 5: Grammar Part 2: Simple Past Tense. Teacher's Guide Part 2**

*Example answers for Drill 3*

I usually get up at **7am** and have **a small/ big/ no** breakfast.

I **drive/ take a bus etc** to school, which takes about **30 minutes** .

I start school at **9:30 am** . I **have/ don't have etc** lunch.

I usually finish school at **4pm** . I am always **tired/ hungry/ happy etc** when

I get home. I usually eat dinner at **8pm** . I go to bed at about

**12 midnight** .

*Example answers for Drill 4.*

1. Yesterday you ***got up*** at 7am.
2. Yesterday you ***had a small*** breakfast.
3. Yesterday you ***drove*** to school.
4. Yesterday you ***didn't have*** lunch
5. Yesterday you ***were tired*** when you ***got*** home.
6. Yesterday you ***went to*** bed at ***12 midnight***.

## **Unit 5: Grammar Part 2; Simple past Tense Students Worksheet Part 1**

*Drill 1: Please check the meaning of these base form verbs and then change them into the past tense form.*

- 1: buy- \_\_\_\_\_ 2: catch- \_\_\_\_\_ 3: cost- \_\_\_\_\_  
4: drink- \_\_\_\_\_ 5: fall- \_\_\_\_\_ 6: hurt- \_\_\_\_\_  
7: sell- \_\_\_\_\_ 8: spend- \_\_\_\_\_ 9: teach- \_\_\_\_\_  
10: throw- \_\_\_\_\_ 11: win- \_\_\_\_\_ 12: write- \_\_\_\_\_  
13: steal- \_\_\_\_\_ 14: have- \_\_\_\_\_ 15: eat- \_\_\_\_\_

*Drill 2: Next please use the past tense verbs from above and then please fill in the blanks of the following sentences.*

1. "How did you learn to drive?" "My mother \_\_\_\_\_ me."
2. I was very thirsty. I \_\_\_\_\_ water very quickly.
3. J.K Rowling \_\_\_\_\_ the Harry Potter books.
4. Takeshi \_\_\_\_\_ the stairs yesterday and \_\_\_\_\_ his leg.
5. Jessica \_\_\_\_\_ a lot of money this morning. She \_\_\_\_\_ a \$220 dress.
6. Spain \_\_\_\_\_ the last soccer world cup.
7. Last week I \_\_\_\_\_ my old car and got a new one.
8. The catcher \_\_\_\_\_ the ball to first base.
9. A thief \_\_\_\_\_ my computer from school last week.
10. I was so hungry after the test that I \_\_\_\_\_ 4 cheeseburgers.

## **Unit 5: Grammar Part 2- Simple Past Tense Student's Worksheet Part 2**

*Drill 3: Fill in the blanks with your own answers, writing about your **usual day**.*

I usually get up at \_\_\_\_\_ and have \_\_\_\_\_ breakfast.

I \_\_\_\_\_ to school, which takes about \_\_\_\_\_ .

I start school at \_\_\_\_\_ . I \_\_\_\_\_ lunch.

I usually finish school at \_\_\_\_\_ . I am always \_\_\_\_\_ when

I get home. I usually eat dinner at \_\_\_\_\_ . I go to bed at about

\_\_\_\_\_ .

*Drill 4: Now check your partners answers and write 6 sentences about what they did yesterday.*

Eg " Yesterday you **got up** at 7:00 am.

1.

2.

3.

4.

5.

6.

## **Unit 6: Future Tense- "Will" and "Going to" Teacher's Guide Sheet.**

- 15 Mins- Teacher will give a review test from Unit 5 Past tense in the form of a word quiz or asking students to write several sentences about what they did yesterday.
- 10 mins- Teacher will explain to the students the ways to use "going to"  
(Eg have already decided/ have the intention to do something in the future.)  
Teacher will write several examples on the board.
- 10 min- Students then do *Drill 1* (writing about future plans). Teacher then checks their answers. Students then read them to a partner.
- 15 mins- Students then do *Drill 2*, first checking the meaning of the questions and then writing their own answers. Then they will ask another student the questions too. (Teacher may need to teach some pronunciation first.)
- 15 mins- Teacher will then introduce ways to use "will" to the students.  
(Eg "will" is used when we decide to do something at the time of speaking. It is also used for making predictions about the future and for offering/ asking to do something, agreeing to do something and for promising to do something.)
- 15 mins- Students then do *Drill3*
- 5 mins- Teacher checks answers.
- 20 mins- Students then do *Drill 4*. Teacher may have to teach pronunciation first. Students should also try to check their dictionaries to understand the questions first. But if they can't then the teacher may have to explain to help.
- 10 mins- Students then do *Drill 5* and teacher explains answers after.

## **Unit 6: Future Tense- "Will" and "Going to" Student's Worksheet 1.**

*Drill 1: Please use the time expressions below and write true sentences about yourself.*

*Eg (tonight) I'm going to meet a friend tonight.*

1. (tonight) \_\_\_\_\_
2. (tomorrow morning) \_\_\_\_\_
3. (tomorrow night) \_\_\_\_\_
4. (next Sunday) \_\_\_\_\_
5. (choose another time) \_\_\_\_\_

*Drill 2: Please fill in the table below with your answers using "Yes I am" , " I'm not sure" or "No I'm not " Then ask your partner and write their answers too.*

<b>Are you going to....</b>	<b>You</b>	<b>Partner</b>
.. do homework tonight?		
.. go to bed after midnight tonight?		
..wash dishes tomorrow?		
..watch TV tomorrow night?		
.. relax this weekend?		
.. do the laundry this week?		
.. eat at a restaurant this weekend?		
.. go anywhere next vacation?		
..get married before you're 25		
.. retire at 60 years old?		

## Unit 6: Future Tense- "Will" and "Going to" Student's Worksheet

*Drill 3: Complete the sentences below with **I'll** plus appropriate verb.*

Example: I'm too tired to walk home. I think **I'll take a taxi** home.

1. "It's cold in this room." "You're right. \_\_\_\_\_ on the heater.
2. "We don't have any milk." "OK \_\_\_\_\_ from the shop."
3. "I don't know how to use this computer." "OK, \_\_\_\_\_ you."
4. "Would you like tea or coffee?" " \_\_\_\_\_ tea please."
5. "Would you like bread or rice?" " \_\_\_\_\_ rice thanks."
6. "It's cold in here." " I know, \_\_\_\_\_ the window."

*Drill 4: Next answer the following questions with " **I think I will.**" , " **I might**" or " **I don't think I will.**"*

*Drill 5: Then ask your partner and write their answers too.*

<b>Do you think you'll...</b>	<b>You</b>	<b>Partner</b>
be living in the same place 5 years from now?		
have a big wedding when you get married?		
ever buy a house?		
ever live abroad?		
have more than 2 children?		
make more than 10 million yen a year?		
ever see a woman be prime minister of Japan?		

## **Unit 7 : Key Word Focus Part 1- Teacher's Guide.**

- 10 mins- Teacher will review Unit 6 by asking the students to write 5 sentences about their plans for next weekend.
- 25 mins - The teacher will introduce suffixes (word endings) of verbs, adjectives and nouns to the students by reading through the list on the student's sheet.
- 15 mins- The students will then try to do Drill 1. The teacher will have the student guess if each word is a noun or verb using student's sheet 1 first. The teacher will then tell the students the answers and then ask the students to check any words they don't understand the meaning of, in their dictionaries.
- 30 mins- The teacher asks students to do Drill 2 and then tell the students the answers. The teacher will then ask the students to think about what words they can use in the sentences. The students then will write what words they think they can be used and check with a partner after they have completed a list. The teacher will then check with all the class.

*Answer key 1. Verb- play/ watch etc. 2. Noun- security/ seats/ room etc.  
3. Verb- check/ read/ simplify. 4. Noun - order/ buy. 5. Noun- one/ sound card.  
6. Noun- document/ textbook/ paper. 7. Verb- worked. 8. Verb- activate.  
9. Verb- realized/ remembered 10. Noun- celebration/ party*

- 20 mins- The teacher asks students to fill in the blanks in Drill 3 using an adjective with a suffix form introduced on student's sheet 1. The students then compare answers with a partner, then the teacher will check all members of the class.

Answer key: 1. doable 2- flexible 3- active 4- legal 5- dangerous 6- useful  
7- useless 8- economical 9. economic 10- eightish

## Unit 7: Key Word Focus Part 1 Student's Worksheet 1.

*Please read the explanation of the following suffixes*

### **Noun Suffixes**

- er** is added to some verbs to use for the person who does an activity: *writer, worker, singer,...* (sometimes **-or**, as in *actor, sailor, supervisor,...*)
- er/-or** are used for things which do a particular job: *tin-opener, projector, ...*
- er** and **-ee** can contrast with each other, meaning "person who does something" (**-er**) and "person who receives or experiences the action" (**-ee**): *employer/employee, ...*
- (t)ion** is used to make nouns from verbs: *communication, pollution, admission, ...*
- ist** (person) and **-ism** (activity or ideology): *Marxist/Marxism, terrorist/terrorism, ...*
- ist** is also used for people who play musical instruments: *pianist, violinist, ...*
- al** is added to some verbs to make nouns: *arrival, refusal, ...*
- ness** is used to make abstract nouns from adjectives: *happiness, goodness, weakness, ...*
- ment** is used to make abstract nouns from verbs: *excitement, enjoyment, ...*
- hood** is used to make abstract nouns, especially family terms, from nouns: *childhood, brotherhood, ...*
- ship** is used to make abstract nouns, especially status, from nouns: *friendship, membership, partnership, ...*
- (i)ty** is used to make abstract nouns from adjectives: *honesty, loyalty, ...*

### **Adjective Suffixes**

- able/-ible** with verbs means "can be done": *readable, countable, edible, flexible, doable, ...*
- ive** is used to make adjectives from verbs: *active, passive, ...*
- al** is used to make adjectives from nouns: *brutal, legal, ...*
- ous** is used to make adjectives from nouns: *dangerous, furious, ...*
- ful** is used to make adjectives from nouns or verbs: *hopeful, useful, forgetful, ...*
- less** is used to make adjectives from nouns or verbs: *useless, harmless, cloudless, ...*
- ic/-ical** are used to make adjectives with nouns: *economic/economical, ...*
- ish** can be added to most common adjectives, ages and times to make them less precise: *reddish hair, she's thirtyish, come about eightish, ...*

### **Verb Suffixes**

- ise/-ize** make verbs from adjectives: *modernise, industrialise, ...*
- ify** makes verbs from nouns: *electrify, terrify, ...*
- en** makes verbs from adjectives: *shorten, deepen, darken, ...*



## Unit 7: Key Word Focus Part 1 Student's Worksheet 2.

Drill 1:

Now read through the words below and write "N" if you think it is a noun or "V" if you think it is a verb, next to them.

cooperation _____	simplify _____	security _____
criticize _____	quickness _____	widen _____
partnership _____	modify _____	proposal _____
department _____	celebration _____	realize _____

Drill 2:

Now read each sentence and decide if the missing word is a noun (N) or a verb (V).

Eg Doing an   N   is a good way for students to get work experience.

1. Are you busy tomorrow? If not do you want to        soccer with us?
2. Do we have enough        for the visit of the prime minister next week?
3. Can you        this English sentence for me?
4. I would like to        a new hard drive please.
5. My sound card is broken, I need to buy a new        .
6. Bill realized he had forgotten to bring an important        to class.
7. John        for the Science Department at Seoul University.
8. Could you please        my password. I want to use the school's computer system.
9. Kensuke        he had left his homework on the train, when he arrived at school.
10. There was a big        in Tokyo when Nadeshiko Japan won the world cup.

## **Unit 7: Key Word Focus Part 1 Student's Worksheet 3.**

Drill 3:

*Please fill in the blanks with an adjective form from the suffixes list on sheet 1.*

1. What do you think about this project? Is it \_\_\_\_\_ in two weeks?
2. A gymnast is a very \_\_\_\_\_ person.
3. This is a very \_\_\_\_\_ class, they always enjoy speaking and asking questions.
4. A lawyer is a person who works in the \_\_\_\_\_ system.
5. Drinking alcohol and driving is very \_\_\_\_\_.
6. A dictionary is a very \_\_\_\_\_ thing to have in an English class.
7. This keyboard is broken, it is \_\_\_\_\_ now.
8. The new hybrid car is very \_\_\_\_\_ on gasoline.
9. This is a great \_\_\_\_\_ textbook to help you study business.
10. Seven o'clock is too early and nine o'clock is too late so please come about \_\_\_\_\_.

## Unit 8: Key Word Focus Part 2- Teacher's Guide.

15 mins- Teacher reviews last Units class by giving students a word list (any words used from Drill 1 or 2 should be used) from last Unit and asking them to write whether each word is an adjective, noun or verb next to them.

20 mins- The teacher asks the students to arrange the words in Drill 1 into the correct order, then check with a partner.

*Eg receive did you e-mail my sent yesterday I =*  
*Did you receive my e-mail I sent yesterday?*

The teacher then tells the class the correct order of each sentence.

15 mins- The teacher then asks each student to underline what they think are the main words (key words) need to understand each sentence. The students then check with each other before the teacher tells them the answers.

*Answer key. (key words are hi-lighted in bold)*

- 1. Why was the **meeting** called?*
- 2. A **computer shop** has **closed**.*
- 3. **What announcement** was **made** at the meeting?*
- 4. The **hard drive** is **infected with** a **virus**.*
- 5. The **train** should **arrive** at the station at **10:15***
- 6. Did you **send** the **files** to me **yet**?*
- 7. I am sorry but **today's class** is **canceled**.*
- 8. We are **collecting money** for the **party**.*
- 9. Please **contact Jim** for more **information**.*
- 10. The **boss** is very **happy with** your **work**.*

50 mins- The students are asked to write 10 sentences or questions, using the verbs given to them in Drill 2. ( The students can change the verb tense if they want.)  
After the students have made their sentences/ questions, they first show them to the teacher who will check the sentences for grammar/ spelling mistakes etc.  
Next they will show their sentences to a partner, who will try to underline the key words they think are need to be able to understand each sentence.  
Then they check with the teacher, and after that repeat again with a new partner.

## **Unit 8: Key Word Focus Part 2- Student's Worksheet 1.**

### Drill 1

*Please put the words into correct order and make sentences/ questions. Remember to use capital letters and punctuation too.*

*Eg: receive did you e-mail my sent yesterday I = Did you receive my e-mail I sent yesterday?*

1. called was meeting why the

---

2. closed computer has shop a

---

3. meeting the at announcement made was what

---

4. the drive hard virus infected a with is

---

5. 10:15 at station at train the arrive should the

---

6. yet send files me you did the to

---

7. I today's sorry am canceled is class but

---

8. party the for money collecting are we

---

9. more Jim for information contact please

---

## **Unit 8: Key Word Focus Part 2- Student's Worksheet 2.**

Drill 1 continued.

10. happy boss very work your the is with

---

*Next check your answers with a partner. After you have done that, the teacher will tell you the correct answers.*

*Now please look at questions 1- 10 again and decided which words are the key words to understanding what is being said. After you have done that please check with a partner. Finally your teacher will tell you the key words.*

Drill 2

*Please use the following verbs ( you can change the tense if you want) and make your own sentences/ questions like in Drill 1.*

1. ( think) \_\_\_\_\_

2. (work) \_\_\_\_\_

3. (leave) \_\_\_\_\_

4. (want) \_\_\_\_\_

5. (give) \_\_\_\_\_

6. (call ) \_\_\_\_\_

7. (know) \_\_\_\_\_

8. (find) \_\_\_\_\_

9. (tell) \_\_\_\_\_

10. (use) \_\_\_\_\_

*After you finish your sentences please show them to your teacher, then show your sentences to your partner and ask them what they think are the key words.*

*Finally check with your teacher.*

## Unit 9: Email – Teacher’s Guide Sheet

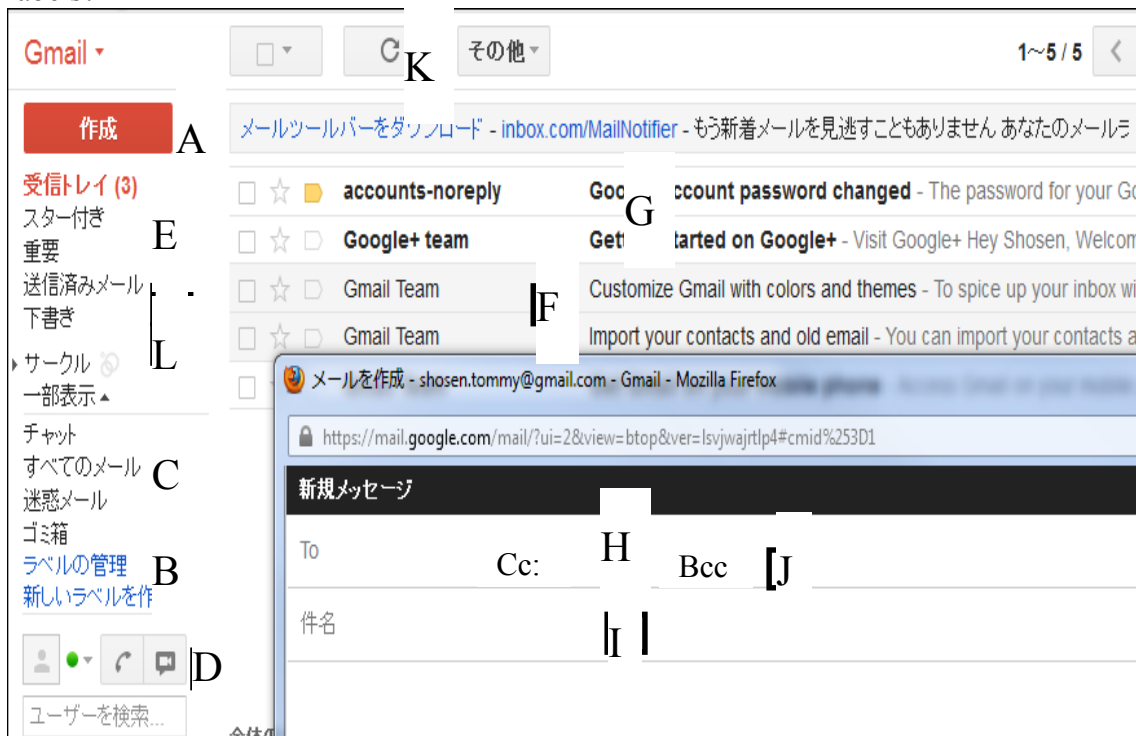
- 15 min – Review test for Unit 8
- 10 min – Students do drill 1 on worksheet, and check with a partner.
- 10 min – Students do drill 2 on worksheet, and read answers to partner.
- 10 min – Students do Drill 3 then check with a partner. The teacher will then write the answers on the board.
- 10 min – Drill 4: The teacher reads out prepared numbers to class and students write them down and the check in pairs. The teacher will then check answers and write answers on the board.
- 10 min – Students do Drill 5 and check with a partner. The teacher then writes the answers on the board.
- 15 min – Drill 6, students do this in pairs then check answers with teacher.
- 20 min – Drill 7 and 8 to be done by students together at same time and then teacher will write answers on the board.

### Answer Key for Drill5:

- |                               |    |                                      |    |
|-------------------------------|----|--------------------------------------|----|
| 1. Send a link                | ΔX | 5. Send a copy to the same person    | ΔX |
| 2. Send a clickable link      | X  | 6. Send a copy to a different person | X  |
| 3. Send a flower              | Δ  | 7. Add a file attachment             | X  |
| 4. Send a picture of a flower | ΔX | 8. Send a floppy disc                | Δ  |
|                               |    | 9. Automatically save a draft        | X  |
|                               |    | 10. Send a secure document           | ΔX |

## Parts of the email interface

labels?



## Unit 9 : Email: Student's Worksheet 1

### Making a Webmail Address

A webmail address consists of a username, the “@” mark and a domain name:

For example: [smith.john@kmail.com](mailto:smith.john@kmail.com)

**Drill 1:** Your email address makes a very important first impression, so be careful to choose one that is professional, and not too personal or inappropriate.

*Please place a ○ if it's appropriate for business email addresses , place a △ if it's good for friends, place an × if it's never appropriate:*

1. japan\_is\_number\_one@ymail.com
2. kill100kittens@ymail.com
3. toyama\_taro@lmail.com
4. masochism\_lover@lmail.com
5. soccer\_player@wmail.com
6. tanaka\_t25@wmail.com
7. fridaythe13th@omail.com
8. ueda@dmmail.com
9. toshiaki@pmail.com
10. aya35@rmail.com

**Drill 2:** Personal Information: *Please fill in the blanks with your information*

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

First: \_\_\_\_\_

Last: \_\_\_\_\_

Username: \_\_\_\_\_

Password: \_\_\_\_\_

Password again: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender: \_\_\_\_\_





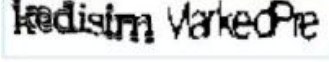

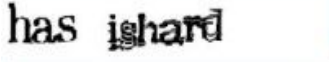

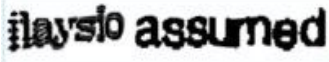

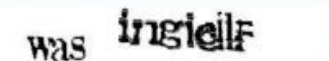










Mobile phone number: \_\_\_\_\_



**Information Verification Practice:**

Often you need to verify personal information to make sure you are a real person and not a robot! Verification is usually done in two ways, through the Captcha system or through listening to a computer generated code. Please try!

**Drill 3:** Captcha: Please write the words in normal font next to the captcha

_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	

**Drill 4:** Listening for telephone number verification

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

## Unit 9: Email: Student Worksheet Part 2

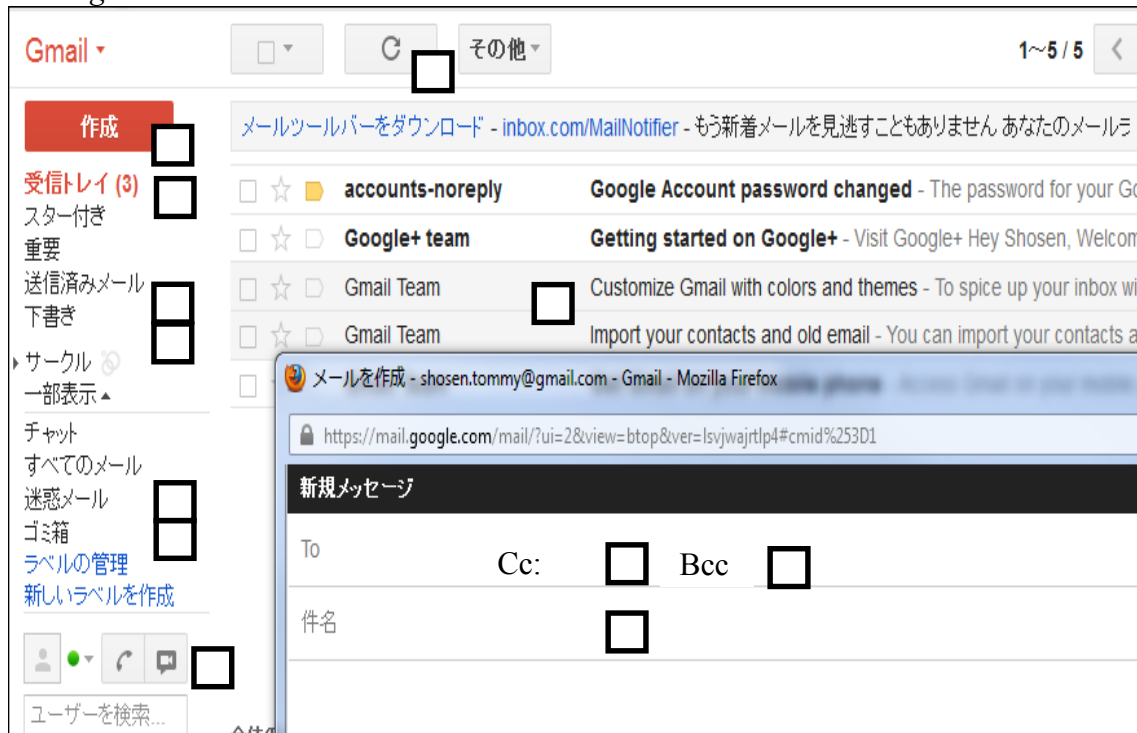
### Advantages of email

**Drill 5:** Email is often used in place of the ordinary letter due to several advantages. From the following list, place a **X** next to what you can do with an email and place a **Δ** for an ordinary paper letter.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. Send a link                    | 6. Send a copy to a different person |
| 2. Send a clickable link          | 7. Add a file attachment             |
| 3. Send a flower                  | 8. Send a floppy disc                |
| 4. Send a picture of a flower     | 9. Automatically save a draft        |
| 5. Send a copy to the same person | 10. Send a secure document           |

### Parts of the email interface

**Drill 6:** Following is an example of a popular webmail interface. Can you fill in the missing labels?



- |            |              |                |              |
|------------|--------------|----------------|--------------|
| A: Compose | D: Chat      | G: Sent mail   | J: Blind CC: |
| B: Trash   | E: Inbox     | H: Carbon Copy | K: Refresh   |
| C: Spam    | F: Read mail | I: Subject     | L: Drafts    |

**Drill 7:** Key phrases : *Please write an "I" next to the phrases for "introductions," "B" next to phrases for "body" and "C" next to phrases used for "closing" an e-mail*

Yours sincerely

Dear Sir/Madam

Thank you for your email

I'm looking forward to meeting you

I can't wait to see you

Love and kisses

Good to hear from you

If you require assistance, please call

I am pleased to

As your requested

Regards

If you have any questions

Thanks again for your interest

Attached is

I'm sending

As we discussed

I'll be happy to provide you with

Sincerely

This will confirm

In response to your question

**Drill 8:** Using phrases in sentences

*Complete the sentences by matching the phrases 1-7 with A-G*

- 1] If you have any questions...
- 2] This will confirm...
- 3] I'll be happy to provide you with...
- 4] As we discussed...
- 5] In response to your question...
- 6] I'm looking forward to meeting you...
- 7] Thanks again for your interest...

A...I am sending you a link to our FAQ page on our website

B...in our last meeting, the price per unit will be 70% of the listed catalog price

C...the English instruction manual in pdf format.

D...in our new solid state drive.

E...at the conference in England this summer.

F...please feel free to email me or call me at the number below.

G...your request in your email dated April 1st, 2012

## Unit 10 : Reading Email: Teacher's Guide

10 min – Review test for Unit 9

15 min – Explain Drill 1 activity and have students check with a partner when they have finished. Teacher then checks the vocabulary.

15 min – Read email aloud, students do Drill 2, check in pairs

5 min – Teacher then checks answers and corrects mistakes.

10 min – Explain Drill 3 activity

25 min – Students first try to do the drill alone, after that they check with a partner then in groups.

15 min – Teacher then reads through the e-mail and writes the answers on the board and checks the students understanding.

15 min – Drill 4, first the students check true or false then check the answers with a partner. Teacher then checks answers and corrects mistakes. They then explain why, why not for each word, and for T/F

Answer Key:

Comprehension questions (Drill2)

In this email, who are “ssingh” and “sato”?

They are software developers at CSU.

Why is Tommy Toyama writing them?

He wants to follow-up his conversation from last year.

He wants to start working with them.

He needs help with the CSU software

Where do “ssingh”, and “sato” work?

They work at CSU.

What is different about this year and last year?

Last year, Tommy had no assistants.

Reply by filling in the blanks with the words at the bottom (Drill3)

Fr: Hiroyuki Sato

To: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

Cc: Sinjit Singh

Re: Re: Our meeting last year

It's great to hear from you, especially to hear the wonderful news that you'll have two assistants working with you this year. Just the other day, Sinjit and I were talking about your interviewing system. We think it's a wonderful idea and we are ready to help you with any of your questions regarding the database you will set up.

If possible, please send us the email addresses of the programmers, so we can keep in direct contact. We'll make sure to Cc: you on any email we send.

When you download our software to implement within your system, there are some exact procedures that must be followed. Please check the attached manual on how to do so.

Again, it is nice to hear from you. Please keep in touch.

P.S. If your students are interested, we have an internship program for those studying JAVA or Ruby on Rails.

It's 3 Units long and free for any students who attend schools who are research partners like us. Please give it a thought.

Hiroyuki Sato  
Professor of Robotics  
CSU, Massachusetts, USA

assistants	friendly	programs	email	Ruby on Rails	Cc:	followed
home	Sinjit	Singh	system	internship	research	researcher
any	idea	computers	attached	direct	database	implement

True and False (Drill4)

Hiroyuku Sato and Sinjit Singh are going to help Tommy Toyama with the project. T/F

They sent a file attachment to help Tommy set up the database. T/F

Tommy's students will go to the USA to learn C++. T/F

Tommy needs to follow the instructions in the manual for the download. T/F

Both Hiroyuki and Sinjit seem interested in Tommy's program. T/F

## **Unit 10 : Reading Email: Student's Worksheet.**

**Drill 1:** *Read the following email and check the words you don't know.*

Fr: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

To: ssingh, sato

Re: Our meeting last year

Good day. This is Tommy Toyama from Toyama College in Imizu, Japan.

I hope you remember me. We met about 1 year ago at CSU regarding the incorporation of your software into my virtual interviewing system. This past year has gone by very slowly and there were so many things to do on so many different levels. I apologize for not replying earlier to follow-up our conversation

During this past year, we were unable to find a programmer who could construct the necessary database to implement your idea. If you remember from our conversation, you recommended that I set up a database with text audio and scores. As the database grows, there is a possibility to give some automatic feedback based on what was scored before.

I hope you do remember what we were talking about, and I hope we can cooperate in the future. This year, I am lucky to have 2 programmers, with one handling the database, and the other ready to implement the current Pyramid system into ours.

Thank you for your time.

Tommy Toyama  
Professor in the Information Technology Department  
Toyama College, Japan

**Drill 2:** *Comprehension questions: Please answer the following questions about the e-mail above.*

In this email, who are “ssingh” and “sato”?

---

---

Why is Tommy Toyama writing them?

---

---

Where do “ssingh”, and “sato” work?

---

---

What is different about this year and last year?

---

---

**Drill 3:** Please use the words in the box below and fill in the blanks.

Fr: Hiroyuki Sato

To: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

Cc: Sinjit Singh

Re: Re: Our meeting last year

It's great to hear from you, especially to hear the wonderful news that you'll have two \_\_\_\_\_ working with you this year. Just the other day, \_\_\_\_\_ and I were talking about your interviewing \_\_\_\_\_. We think it's a wonderful \_\_\_\_\_, and we are ready to help you with \_\_\_\_\_ of your questions regarding the \_\_\_\_\_ you will set up.

If possible, please send us the \_\_\_\_\_ addresses of the programmers, so we can keep in \_\_\_\_\_ contact. We'll make sure to \_\_\_\_\_ you on any email we send.

When you download our software to \_\_\_\_\_ within your system, there are some exact procedures that must be \_\_\_\_\_. Please check the \_\_\_\_\_ manual on how to do so.

Again, it is nice to hear from you. Please keep in touch.

P.S. If your students are interested, we have an \_\_\_\_\_ program for those studying JAVA or \_\_\_\_\_. It's 3 Units long and free for any students who attend schools who are \_\_\_\_\_ partners like us. Please give it a thought.

Hiroyuki Sato  
Professor of Robotics  
CSU, Massachusetts, USA

assistants	friendly	programs	email	Ruby on Rails	Cc:	followed
home	Sinjit	Singh	system	internship	research	researcher
any	idea	computers	attached	direct	database	implement

**Drill 4: True and False: Please circle T for True or F for false**

Hiroyuku Sato and Sinjit Singh are going to help Tommy Toyama with the project. **T/F**

They sent a file attachment to help Tommy set up the database. **T/F**

Tommy's students will go to the USA to learn C++. **T/F**

Tommy needs to follow the instructions in the manual for the download. **T/F**

Both Hiroyuki and Sinjit seem interested in Tommy's program. **T/F**



## **Unit 11 :Business Writing: Teacher's Guide**

- 10 min – Review test for Unit 10  
5 min – Teacher explains drill 1 activity  
5 min – Students answer questions, check in pairs  
5 min – Teacher then writes answers on board.  
20min- Repeat for drill 2  
20 min- Repeat process for drill 3.  
10 min – Students first read the e-mails in drill 4 and check vocabulary by themselves.  
15 min – Students then read emails aloud to their partners, students answer questions, check in pairs  
20 min – Teacher then checks answers with the class and explains the answers in detail.

### **A. Try to match up the words with the simpler meaning:**

- |               |         |                |              |
|---------------|---------|----------------|--------------|
| 1. Duplicate  | 4 Drink | 6. Terminate   | 8 Show       |
| 2. Concept    | 1 Copy  | 7. Currently   | 10 Get       |
| 3. Subsequent | 5 Best  | 8. Demonstrate | 7 Now        |
| 4. Beverage   | 3 Next  | 9. Miniscule   | 9 Very small |
| 5. Optimum    | 2 Idea  | 10. Obtain     | 6 End        |

### **B. Try to match up the phrases with the simpler meaning:**

- |                       |          |                      |              |
|-----------------------|----------|----------------------|--------------|
| 1. At all times       | 3 Meet   | 6. On a weekly basis | 10 Sometimes |
| 2. Be considered as   | 8 About  | 7. Take action       | 7 Act        |
| 3. Hold a meeting     | 6 Weekly | 8. With reference to | 2 Is         |
| 4. In many cases      | 4 Often  | 9. On a daily basis  | 5 Soon       |
| 5. In the near future | 9 Daily  | 10. In some cases    | 1 Always     |

### **C. Please rewrite the sentences using the simpler phrases:**

1. There is a miniscule chance that we will obtain the results in the near future.  
There is a small chance that we will get the results soon.
2. Duplicating another concept could be considered as cheating  
Copying an idea is cheating.
3. In many cases, we hold a meeting on a weekly basis.  
Often, we meet weekly.
4. Somebody should take action with reference to the problem.  
Somebody should act about the problem.
5. Currently, the optimum solution is to demonstrate the subsequent action.  
Now, the best solution is to show the next action.

**D. On the left there is an email that's a little difficult to understand, try to match it up with the simpler message on the right that has a similar meaning.**

- 
1. With respect to your last order, we will confirm the shipping date at our earliest convenience.
2. In the majority of instances, the necessity for you to pay extra handling fees for our merchandise have been eliminated.
3. The company's newly manufactured robot exhibits the ability to take bodily temperatures deliver medicine and to serve as a doctor's aide in a medical institution.
4. Our recently created software allows the user to enhance their communicative skills in listening and speaking English.
5. The transmission of all correspondence regarding the conference, are due on the 25<sup>th</sup> of January.
- You must send all the information about the conference by January 25<sup>th</sup>.
- We made software to help you communicate in English
- We will tell you the shipping date of your last order as soon as we are able.
- Usually, you don't have to pay extra money to receive our product.
- The new robot can work as a nurse.

## Unit 11 : Business Writing: Student's Worksheet.

In Units 4-6, you learned there are 3 main verb forms that can help you communicate in most situations. They are the 1] present continuous eg. am ...ing; 2] simple past eg. played and; 3] future tense eg, will/going to. Using simple words and basic verb forms can help you understand the message and make your message easier to understand too.

**Drill 1:** *Try to match up the words with the simpler meaning:*

1. Duplicate	Drink	6. Terminate	Show
2. Concept	Copy	7. Currently	Get
3. Subsequent	Best	8. Demonstrate	Now
4. Beverage	Next	9. Miniscule	Very small
5. Optimum	Idea	10. Obtain	End

**Drill 2:** *Try to match up the phrases with the simpler meaning:*

1. At all times	Meet	6. On a weekly basis	Sometimes
2. Be considered as	About	7. Take action	Act
3. Hold a meeting	Weekly	8. With reference to	Is
4. In many cases	Often	9. On a daily basis	Soon
5. In the near future	Daily	10. In some cases	Always

**Drill 3:** *Please rewrite the sentences using the simpler phrases:*

1. There is a miniscule chance that we will obtain the results in the near future.

\_\_\_\_\_

2. Duplicating another concept could be considered as cheating

\_\_\_\_\_

3. In many cases, we hold a meeting on a weekly basis.

\_\_\_\_\_

4. Somebody should take action with reference to the problem.

\_\_\_\_\_

5. Currently, the optimum solution is to demonstrate the subsequent action.

\_\_\_\_\_

**Drill 4:** *On the left there is an email that's a little difficult to understand, try to match it up with the simpler message on the right that has a similar meaning.*

- |  |  |
|--|--|
| 1. With respect to your last order, we will confirm the shipping date at our earliest convenience.   | You must send all the information about the conference by January 25 <sup>th</sup> . |
| 2. In the majority of instances, the necessity for you to pay extra handling fees for our merchandise have been eliminated.  | We made software to help you communicate in English                                  |
| 3. The company's newly manufactured robot exhibits the ability to take bodily temperatures, deliver medicine and to serve as a doctor's aide in a medical institution. | We will tell you the shipping date of your last order as soon as we are able.        |
| 4. Our recently created software allows the user to enhance their communicative skills in listening and speaking English.  | Usually, you don't have to pay extra money to receive our product.                   |
| 5. The transmission of all correspondence, regarding the conference, are due on the 25 <sup>th</sup> of January.   | The new robot can work as a nurse.   |

## **Unit 12 : Writing Email: Teacher's Guide**

10 min – Review test for Unit 11

20 min- Students first read through the e-mail in Drill 1 by themselves then they check vocabulary they don't know in their dictionaries. They then compare with a partner.

10 min- Students do Drill 2 and check with a partner, teacher will then write the answers on the board.

20 min- Students first try to do drill 3 without looking at the words in the box. They then check with a partner and after that the students will then look at the words in the box and try again using them. The teacher will then write the answers on the board.

10 min- The students will read through the " urgent reply" in Drill4 and check any words they don't know. The teacher will then explain to the class.

20 min- The students will write their e-mail in the template(Drill5) and finish for homework. The teacher will check this during the review time of unit 13 in the next Class.

Answers for student's worksheet.

Drill 2 Q1. A Q2. C Q3. C

Drill 4. 1- sorry 2- information 3- have 4- sooner 5- leave 6-return  
7- full 8- important 9- Seoul

## Unit 12 : Writing email: Student Worksheet

When going on business trips, there are also other things to consider, like where'll you stay and personal business outside of the working hours.

**Drill 1:** *Please read the following email from your travel agent.*

Fr: Tomoko Takaoka [toyama\\_tomo@jvt.co.jp](mailto:toyama_tomo@jvt.co.jp)

To: Tommy Toyama

Re: your request

Dear Mr. Toyama

Thank you for e-mailing me to help you arrange your travel plans for your company's next business trip to Shanghai, China. As you may know, in China the busiest season for travelling starts near the end of January and the start of February, this is due to the New Year's celebrations.

Therefore, it is very important that we quickly book your reservations. To do so, I need to ask you a few questions: Do you have any airline preference? What dates are you available to travel? And you requested 6 seats, right? Do you need a direct flight? And finally is there any place that you'd like to stopover?

If possible, please reply within the week. When you do decide, you'll need to make a non-refundable deposit for the tickets in the sum of \$200 US. You can pay either by cash or credit card. Unfortunately money transfers are not accepted.

Thanks,  
Tomoko

**Drill 2:** *Answer the following questions:*

Q1. Tomoko is replying to an email that Tommy sent.

- A] True
- B] False
- C] Maybe

Q2. Tommy and his colleagues are planning a trip to China for...

- A] sightseeing during the Chinese New year.
- B] a business trip by himself.
- C] a business trip with co-workers.

Q3. Tomoko is worried that...

- A] they will have a good time in China and not work.
- B] they'll be too busy in China.
- C] she won't be able to get flights for them.

**Drill 3:** Please fill in the blanks in the following reply:

Fr: Tommy Toyama  
To: Tomoko Takaoka

Re: Trip to China

Good afternoon Tomoko, and thank you for your quick reply. I'm 1 \_\_\_\_\_ for leaving out that important 2 \_\_\_\_\_. Let me try and answer your questions one by one. First, we really don't 3 \_\_\_\_\_ an airline preference, the 4 \_\_\_\_\_ the better. Secondly, we would like to 5 \_\_\_\_\_ Japan on January 26th and 6 \_\_\_\_\_ before February 5<sup>th</sup>. I'll be traveling with a group of 5 people. I know the flights are 7 \_\_\_\_\_, so while a direct flight would be convenient, it is not 8 \_\_\_\_\_. Actually, some of the others were thinking about stopping over in 9 \_\_\_\_\_ on the way back.

Thanks again Tomoko, and have a nice day,

T.T.

*If you have trouble, please use the words in the box to fill in the blanks.*

Seoul	full	important	sorry	information	leave
return	have	sooner			

**Drill 4:** Read the "urgent reply" below and check any words you don't know.

Urgent reply

**Fr: Tomoko Takaoka**

**To: Tommy Toyama**

**Re: Trip to China**

**I am so sorry to send you this urgent email, but I've been able to reserve the last 5 seats on Air China leaving Toyama on the 25th. However the return trip is a problem. The only tickets available are Beijing-Seoul-Toyama, Beijing-Xian-Shanghai-Osaka and Shanghai-Seoul-Singapore-Tokyo, and they all leave Beijing on the 6th. Please email me as soon as possible, and tell me what you want me to do. Also, if you do want to book one of these flights, please let me know how and when you'll pay.**

**Please email me before closing today.**

**Thanks,**

**Tomoko**



**Drill 5:** *Write your short response*

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### **Unit 13 : E-mail Responses Part 1: Teacher's Guide.**

10 min – Review of last Unit will be the checking of the student's homework in the drill.

This is a peer-writing exercise requiring collaboration and discussion

10 min – Explain the activities

5 min – Brainstorming for first email

10 min – Individual writing

10 min – Produce 1 email per group

5 min – Brainstorming for second email

10 min – Individual writing

10 min – Produce 1 email per group

10 min – Brainstorming for third email

10 min – Individual writing

10 min – Produce 1 email per group

**Unit 13 : E-mail Responses Part 1: Student's Sheet.**

***Writing***

*In this unit you will write a series 3 emails with your team.*

***1. Plan a party with your project team and invite a guest: First think of answers for the following***

A: Reason to hold the dinner: \_\_\_\_\_

B: When (day & time)? \_\_\_\_\_

C: Where (place & name)? \_\_\_\_\_

D: Attire (business, formal, casual)? \_\_\_\_\_

E: How many people? \_\_\_\_\_

F: What will you eat? \_\_\_\_\_

H: Who will you invite? \_\_\_\_\_

*Now use the above information and write the email with your team:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**2. Report a problem and ask for advice**

What's the Problem?

---

When did you notice it?

---

Who will you write to?

---

What do you want them to do?

---

Do you need it repaired or replaced?

---

What will you eat?

---

Who will you invite?

---





## **Unit 14 : Email Responses Part 2: Teacher's Guide**

This is a peer-writing exercise requiring collaboration and discussion

10 min – Explain the activities

10 min – Comprehension & Key-word/phrase identification for first email

15 min – Individual writing

10 min – Produce 1 email per group

10 min – Teacher checks

10 min – Comprehension & Key-word/phrase identification for second email

15 min – Individual writing

10 min – Produce 1 email per group

10 min – Teacher checks

## **Unit 14 : Email Responses Part 2: Student's Sheet.**

*Please write a reply to the email. Make sure you include details, prices and links to appropriate information.*

### Email #1 - Business

To: Toyama College IT Department  
Fr: Tommy Toyama  
Subj: Request for Information

Feb. 13<sup>th</sup>, 2013

Dear Sir/Madam,

My name is Tommy Toyama and I work for the Rocky Mountain Research Group, here in Banff, Canada. I am writing to you today to request more information on your Intranet Office Systems Solutions.

We are a small research group with several buildings in various places around the mountains. We heard that you specialize in high-quality, high-spec wireless office intranet systems. And since you work in Toyama, maybe you are familiar with our situation.

If possible, please send us some more information on options for the system, as well as prices.

Thank you again for your time. We look forward to receiving your information.

Sincerely,  
Tommy Toyama  
IT Specialist, Rocky Mountain Research Group  
Banff, Canada

### Email #2 – Business Casual

To: Toyama College IT Department  
Fr: Sinjit Singh  
Subj: Request for Information

Feb. 13<sup>th</sup>, 2013

Dear Tommy,

This is Sinjit from CSU.

I heard you were coming to the Computer Conference in California. If you are not too busy in the evening after the first day of lectures, we were wondering if you'd be interested in going out to dinner with me and Hiroyuki.

Please have a look at this website [www.californiarestaurants.com](http://www.californiarestaurants.com), there are 3 different choices. Let us know what kind of food you like to eat, and we'll find a good place.

We're looking forward to seeing you again.

Sincerely,  
Sinit Singh  
Professor, Computer Studies  
CSU, California, USA





## Unit 15: E-mail Responses Part 3 - Teacher's Guide Sheet

There will be no student worksheets for Unit 15.

15 mins- Review test of Unit 14 to be set by teacher.

10 mins- Teacher explains to the students what to do this Unit.

First students are split into pairs, Student A and Student B.

Student A must think of a work related e-mail and send it to Student B.

Example problem:

***"Hello Takeshi  
How are you? This is Futoshi from BIT.  
We have a problem with our server.  
Can you send somebody out to help us fix it?"  
Yours sincerely  
Futoshi."***

Then A shows the e-mail to the teacher who will do a quick check to see if the e-mail is understandable. (note; e-mail does not have to be perfect English, the main point is effective communication and NOT a grammar class.)

After the teacher checks the e-mail, it is sent to B. Then B must read the e-mail and send a suitable response to it.

Before sending the response B must have the teacher do a quick check first.

Example response:

***"Hello Futoshi.  
I am fine thanks, and hope you are too.  
I checked with our staff and somebody can come check this  
afternoon.  
They said they can come to your office for about 3pm.  
Hope this helps you.  
Thanks  
Takeshi"***

Then student A and B swap roles and repeat. After that they can swap partners and use new ideas.

The entire class should be spent doing this drill with the students regularly checking with the teacher.

## **Unit 16: Final Test- Teacher's Guide.**

In this Unit testing will be split into two-fifty minute tests.

The first 50-minute will be a test a general English covering Units 1-8.

The second 50-minute test will be a student based e-mail exchange test.

The first 50 minute test will start with

**SECTION 1:** review of self-introductions, and the students will be asked to write 3 sentences introducing themselves.

**SECTION 2:** The students will then be tested on ten specialist vocabulary words asking them to translate into Japanese.

**SECTION 3:** The students will then be tested on general vocabulary and will be asked to write which words are adjectives, verbs or nouns.

**SECTION 4:** The students will then be tested on the basic grammar. On this section the students will be given sentences that are out of order and will have to put the words into the correct order.

The second 50-minute test will see the teacher send the students an e-mail that requires an action to be done, the students will send the teacher a reply e-mail saying what action they will take.

Example

<p>To <u>name</u></p> <p>I am sorry but I won't be able to join visit your company tomorrow to check your server. We have a lot of work to finish here first. Could you please tell what other days will be good for you to do the check? Sorry for all the problems caused.</p> <p>Yours sincerely Futoshi.</p>
--

The students will then send a reply to this e-mail and think of a solution.

## Unit 16 : Final Test -Student's Worksheet. Part 1.

Section 1: Please write 3 sentences introducing yourself to a new person.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Section 2: Next please write the Japanese name next to the English words.

Eg computer = コンピュータ

11. object code = \_\_\_\_\_
2. anti-virus software = \_\_\_\_\_
3. keyboard. = \_\_\_\_\_
4. optical drive = \_\_\_\_\_
5. flash drive = \_\_\_\_\_
6. click = \_\_\_\_\_
7. drag = \_\_\_\_\_
8. calculate = \_\_\_\_\_
9. execute = \_\_\_\_\_
10. source code = \_\_\_\_\_

Section 3: Next please write **adjective**, **noun** or **verb** next to the appropriate word.

Eg finish verb table noun big adjective

- able \_\_\_\_\_ be \_\_\_\_\_ person \_\_\_\_\_
- time \_\_\_\_\_ good \_\_\_\_\_ get \_\_\_\_\_
- know \_\_\_\_\_ government \_\_\_\_\_ old \_\_\_\_\_
- important \_\_\_\_\_ problem \_\_\_\_\_ find \_\_\_\_\_
- try \_\_\_\_\_ new \_\_\_\_\_ fact \_\_\_\_\_

## **Unit 16 : Final Test -Student's Worksheet. Part 2.**

*Section 4: Please write the words in correct order to make sentences.*

*Eg TV yesterday watched I = I watched TV yesterday*

1. I women prime minister will be of think Japan a.

---

2. yesterday you go did where

---

3. tennis playing now I am park in the

---

4. Tokyo going tomorrow am I to

---

5. I visited friend my college from week last

---

6. John hard working is today

---

7. week last project the on hard very worked I

---

*The second part of the test will be an e-mail based test. Please respond to the e-mail your teacher will send you.*

# 基礎英語

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[日本語版]

## 基礎英語

このコースは、16回にわたり、32時間かけて行う。

すべてのユニットにおいて、最初の15分から20分間は、前回の復習をする。学生には、各ユニットで学習した新しい単語を、記録に残させる。教師は、学生がちゃんと記録しているかどうかを、抜き打ちでチェックする。

授業で必要なもの： ペン、ノート、単語帳、辞書

### ユニット1： 自己紹介・・・・・・・・・・・・・・・・・・・・・・・・1

このクラスの目的は、簡単な自己紹介の仕方と、適切な内容を紹介することにある。

### ユニット2： スペシャリストの語彙・・・・・・・・・・・・・・・・6

このクラスの目的は、システムエンジニアに関する、スペシャリストの語彙を幅広い範囲で紹介することにある。すでに、カタカナ表記でそのまま使われている単語も多いため、ここでは、英語のつづりと発音を覚えること目標とする。

### ユニット3： 役立つ日常単語・・・・・・・・・・・・・・・・9

このクラスの目的は、仕事場で有用な基本単語を紹介することにある。これには、“want” や “need” といった基本的な動詞から、“company, problem” といった名詞まで含まれる。

### ユニット4： 文法と句読法(3回にわたり6時間かけて行う)・・・・・・・・10

このクラスの目的は、基本的な動詞の時制といった英語の基本的な文法をいくつか紹介することにある。

これは、簡単な文法のルールのみを使うことで、学生が英語に対してしり込みしないようにしている。

### ユニット5： 文法パート2・・・・・・・・・・・・・・・・14

このクラスの目的は、前回のユニットのものを継承している。

### ユニット6：未来形 “Will” と “Going to”・・・・・・・・18

このクラスは、3回にわたる文法セクションの最後である。

ユニット7：キーワード パート1・・・・・・・・・・・・・・・・・・19

2回にわたり4時間かけて行う。これも、文法セクションの続きといえる。

このクラスの目的は、学生に、キーワードを文章に組み込むスキルを身につけさせることにより、何について書かれているのかを理解させるものである。

ユニット8：キーワード パート2・・・・・・・・・・・・・・・・・・20

このクラスは、前回のユニット7の続きであり、練習問題を解くことに、より重点をおいたものである。

ユニット9：eメール・・・・・・・・・・・・・・・・・・28

このクラスの目的は、私的なものからビジネスのものまで、いろいろなeメールを読むスキルを身につけさせることである。

これも、2回にわたるクラスである。最初の回は、eメールの一般的な知識について学習する。

ユニット10：eメールを読む・・・・・・・・・・・・・・・・・・34

このクラスは、前回のユニット9の続きであり、練習問題を解くことに、より重点をおいたものである。

ユニット11：ビジネスライティング・・・・・・・・・・・・・・・・・・39

このクラスの目的は、ビジネスに関するeメールを構築するスキルを身につけさせることにある。

ユニット12：eメールを書く・・・・・・・・・・・・・・・・・・43

このクラスの目的は、ビジネスにおける、少し私的な部分に関するメールを構築するスキルを身につけさせることにある。

ユニット13：eメールの返信 パート1（3回にわたり6時間かけて行う）

・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・48

このクラスの目的は、「eメールを読む」や「eメールを書く」といったセクションで学んだスキルを、より伸ばさせることにある。

これは、メールへの最初の返信や、送信者と複数回のメールのやり取りを求めるといった、様々なシナリオを学生に提供することで進められる。

最初の回は主に、注目し議論するべきところを、学生のレベルに応じて、教師が説明し例を挙げながら、授業を進めていく。



ユニット14：eメールの返信 パート2・・・・・・・・・・・・・・・・・・53

これは、前回のユニット13の続きであるが、教師主導の授業から、学生主体のものへとシフトしている。問題として与えられたeメールに対し、どのように返信をするかを、学生が自分たちで考える必要がある。

ユニット15：eメールの返信 パート3・・・・・・・・・・・・・・・・・・56

このクラスは、できるだけ学生主体のものにする。

学生は、仕事に関するメールを作成し、パートナーの学生に送る。パートナーは、それに対する返信メールを作成する。このやりとりは複数回行う。

この演習は、パートナーや内容を変えて、繰り返し行う。

ユニット16：最終テスト・・・・・・・・・・・・・・・・・・・・・・・・・・57

このクラスの目的は、語彙テストや文法テスト、筆記テストといった、様々なテストを通して、学生の理解度を測ることにある。

筆記テストには、教師とeメールのやりとりを直接行う問題も含まれる。

## ユニット1 自己紹介 教師用指導書シート

用意するもの ペン、紙、できれば辞書

5 分間- 教師の自己紹介（名前のみ）と学生の名前確認をする。

15 分間- コースの概要（シラバス）を説明する。

20-30 分間 - 学生に、自己紹介するとき言う文を7つ考えるよう言う。学生はペアで作業にあたり、答えを紙かノートに記入する。（これは、学生が英語で効果的に考えを伝えるにはどうしたらよいか、徐々に考え始める事を目的とする）

文章はすべて以下の文より始める事とする。

1. Hello. My name is \_\_\_\_\_. こんにちは。私の名前は \_\_\_\_\_ です。（教師はこの文のみ黒板に書く）

その後、学生に、残り6つの文を考えさせる。

10 分間- 学生の答えをチェックし、誤りを直す。

5 分間- 教師の考えた文章を黒板に書き、自己紹介の流れの1つの良い例として説明する。

10 分間- 学生に、穴埋め式の紙を渡し、彼ら自身の情報を記入させる。

5 分間- 学生の答えをチェックする。

15 分間- 学生に、自分達の自己紹介の文章を、他の学生と練習させる。

自己紹介例文

1. Hello my name is Yoshihiro Tanaka. こんにちは。私の名前はタナカヨシヒロです。

2. I am from Toyama City in Japan. 日本の富山市から来ました。

3. I graduated from Toyama Information Business College. 富山情報ビジネス専門学校を卒業しました。（ここでは、学生それぞれが卒業した高校の名前を使う）

4. I work as a computer engineer. コンピュータエンジニアとして働いています。

5. I come from a *small/ large/ 4 people etc* family. 私の家族は、小/大/4人の家族です。

6. My hobby is playing video games. 趣味は、ゲームをすることです。

7. I also enjoy listening to music. 音楽を聴くのも好きです。



用意するもの ペン、紙、単語帳、コンピュータ、辞書

10 分間- 第一回の復習。教師は、学生に、再び自己紹介をさせる。

5 分間- 今回のテーマを説明する。

15 分間- ITスペシャリストの語彙を集めた単語リストを、学生に渡す。始めに、試しに学生に単語を読ませてみて、彼らの発音がどんな感じか確認する。それから、教師がリストを読み、学生に復唱させる。

20 分間- 学生に、試しに辞書を使わずに、単語の意味をその横に書かせてみる。それから、学生の答えをチェックし、いくつ正解したかを伝える。

20 分間- 学生に、コンピュータ/辞書を使い、残りの分からない単語を調べさせる。その後、教師がそれをチェックし、詳細な説明をする。

10 分間- もう一度、教師のあとについてリストを復唱させた後、一人ひとりの発音をチェックする。

10 分間- 学生だけで、もう一度リストを読ませる。

10 分間- テスト。学生の理解度を知るために、クイズ形式のテストを行う。教師は、そのクイズの形式を決める。(つづりのクイズ、訳のクイズ、フラッシュカード)

## ユニット2 学生用ワークシート (回答付き)

Group	English	Japanese
hardware	computer	コンピュータ
	server	サーバー
	personal computer(PC)	パソコン
	memory	メモリ
	hard disk drive(HDD)	ハードディスク
	optical drive	光学ドライブ
	display (noun)	ディスプレイ
	keyboard	キーボード
	mouse	マウス
	smart phone	スマートフォン
	flash drive	USB メモリ
software	operating system(OS)	オペレーティングシステム
	application program	アプリケーション
	middleware	ミドルウェア
	data base	データベース
	anti-virus software	ウィルス対策ソフト
	browser	ブラウザ
programming	source code	ソース
	object code	オブジェクト
	development environment	実行形式
	software development kit(SDK)	開発環境
	programming language	プログラミング言語
	input	入力
	output	出力
	click	クリック
	drag	ドラッグ
	tap	タップ
design	determine	確定する
	calculate	計算する
	display	表示する
	compare	比較する
	execute	実行する
	process	処理する
	recognize	承認する
	permit	許可する
	reliability	信頼性
	response time	応答速度
	extensibility	拡張性

## ユニット2 学生用ワークシート

分類	英語	日本語
hardware	computer	
	server	
	personal computer(PC)	
	memory	
	hard disk drive(HDD)	
	optical drive	
	display (noun)	
	keyboard	
	mouse	
	smart phone	
	flash drive	
software	operating system(OS)	
	application program	
	middleware	
	data base	
	anti-virus software	
	browser	
programming	source code	
	object code	
	development environment	
	software development kit(SDK)	
	programming language	
	input	
	output	
	click	
	drag	
	tap	
design	determine	
	calculate	
	display	
	compare	
	execute	
	process	
	recognize	
	permit	
	reliability	
	response time	
	extensibility	

用意するもの ペン、紙、単語帳、辞書/コンピュータ

この回の授業の概要は、ITスペシャリストの語彙と日常単語を入れ替えるだけで、ユニット2のものと同じです。学習する英単語として名詞と動詞、形容詞のトップ25をそれぞれ選びました。学生のレベルが低いようなら、トップ10ぐらいでよいでしょう。

10分間- 第二回の復習テスト。リストから単語を10個選び、学生にスペルを書かせ、答えあわせをする。

授業の残りの時間は、ユニット2の授業と同じ様式で行う。学生に、最も使われている英語トップ75のリストを渡す。

「名詞」「動詞」「形容詞」の英単語トップ25のリストです。

名詞	動詞	形容詞
1. Time	1. Be	1. Good
2. Person	2. Have	2. New
3. Year	3. Do	3. First
4. Way	4. Say	4. Last
5. Day	5. Get	5. Long
6. Thing	6. Make	6. Great
7. Man	7. Know	7. Little
8. World	8. Take	8. Own
9. Life	9. See	9. Other
10. Hand	10. Come	10. Old
11. Part	11. Think	11. Right
12. Child	12. Look	12. Big
13. Eye	13. Want	13. High
14. Woman	14. Give	14. Different
15. Place	15. Use	15. Small
16. Work	16. Find	16. Large
17. Week	17. Tell	17. Next
18. Case	18. Ask	18. Early
19. Point	19. Work	19. Young
20. Government	20. Seem	20. Important
21. Company	21. Feel	21. Few
22. Number	22. Try	22. Public
23. Group	23. Leave	23. Bad
24. Problem	24. Call	24. Same
25. Fact	25. Become	25. Able



用意するもの ペン、紙、辞書

15 分間- 復習テスト。ユニット3の授業内容に基づいたつづりと訳のテストをし、答えをチェックする。

20 分間- 学生に「現在進行形」(I am doing etc) の説明をする。否定形と疑問文も加えて説明する。

*I am (I'm) doing... I am not doing.. Am I doing..?*

*He/ She/ It is (He's etc) doing... He/ She/ It isn't doing... Is he/she/ it doing..?*

*We/ You/ They are (We're ) doing.. We/ You/ They aren't doing...Are we/you/they doing..?*

現在進行形の用法を3つ説明する。

A 何かが、話しをしている時点で進行中である

*I am driving now. わたしは今運転しているところです。*

B 何かをしている途中で、それは終わっていない

*Please be quiet, I am working. 静かにしてください。わたしは働いているところです。*

C 何かが、今現在に近い間で起こっている

*You are working hard today. 今日あなたは忙しく働いていますね。 Is Sarah working this week? セアラは今週仕事ですか？*

次に、用法A, B, Cの例文をいくつか黒板に書き、学生にそれを書き写させる。

15 分間- 学生に、ワークシートにある、動詞のing型を答える問題(質問1)を解かせ、その後、教師が答えをチェックする。

15 分間- 学生に、ワークシートにある、穴埋め問題(質問2)を解かせる。答えをチェックした後、模範解答を示す。

20 分間- 学生に、ワークシートにある、ユニット3で習った動詞と名詞を使った作文問題(質問3)をさせる。(作文の量は、学生の英語レベルにより変える)

15 分間- 教師は、学生の答えをチェックした後、学生に、グループでお互いに、自分達が作った文を発表させあわせる。

ユニット4 文法と句読法 パート1 学生用ワークシート

質問1 : 次の動詞の *ing* 型を答えてください。(例 : *play - playing*)

- |                   |                  |
|-------------------|------------------|
| 1. Stop - _____   | 2. Jump- _____   |
| 3. Look- _____    | 4. Make- _____   |
| 5. Start- _____   | 6. Try- _____    |
| 7. Happen- _____  | 8. Get- _____    |
| 9. Stay - _____   | 10. Work- _____  |
| 11. Finish- _____ | 12. Come - _____ |
| 13. Study- _____  | 14. Eat- _____   |
| 15. Drink- _____  | 16. Go- _____    |
| 17. Have- _____   | 18. Enjoy- _____ |
| 19. Change- _____ | 20. Help- _____  |

質問2 : 質問1 の動詞を使って、空所に *am/is/are +ing* 型を入れてください。(例 : *He is playing soccer.*)

1. "You \_\_\_\_\_ hard today." "Yes I am very busy."
2. I \_\_\_\_\_ for Haruka. Do you know where she is?
3. It \_\_\_\_\_ cold. Can I turn on the heater?
4. "Dave! Let's go!" " OK I \_\_\_\_\_ ."
5. My brother's in Tokyo on business. He \_\_\_\_\_ at the Hilton hotel.
6. My sister is at college. She \_\_\_\_\_ computer science.
7. "Where are John and Mike?" "I think they \_\_\_\_\_ coffee over there.
8. "This is a great dictionary." "Yes I know, it \_\_\_\_\_ me study English well."

#### ユニット4 学生用ワークシート続き

9. Why are all these people here? What \_\_\_\_\_?
10. Do you have an umbrella? It \_\_\_\_\_ to rain.
11. Jane likes Osaka. She \_\_\_\_\_ living there.
12. Do you have the service manual? I \_\_\_\_\_ to fix this computer.
13. Look! That man \_\_\_\_\_ off the roof!
14. You \_\_\_\_\_ a lot of noise! Please be more quiet.
15. We \_\_\_\_\_ the drivers on the printers today, so you can't print out anything till tomorrow.

問題が終わったら、隣の人と答えあわせをしてください。その後、教師がクラスみんなと答えあわせをします。

質問3： ユニット3の名詞、動詞、形容詞を使い、現在進行形の文を10作り、ノートに書いてください。終わったら、隣の人と比べてみてください。

15 分間- ユニット4の復習。つづりクイズや訳演習といった形で。

5 分間- 過去形の用法を説明する。

通常、過去形は、時間が明確な場合に用いられる。

例 **"I played tennis yesterday."**

また教師は、動詞には、規則的に変化するもの(動詞の基本形 +ed)と不規則に変化するものがあることを説明する。

15 分間- 学生に、ワークシートの質問1の、過去形における動詞の不規則変化の問題を解かせる。

5 分間- 教師は答えをチェックして、正解を黒板に書く。

10 分間- いろいろな例文をあげて、過去形の否定形 **"I didn't play tennis yesterday."** と、疑問文 **"Did you play tennis yesterday?"** を黒板に書いて説明する。また、be 動詞の過去形 **was** と **were** についても説明する。

15 分間- 学生に、ワークシートの質問2を解かせる。

15 分間- 学生に、質問3を解かせる。

その後、彼らのパートナーとワークシートを交換させる。パートナーに、相手の作った現在形の文から6つ選び、過去形へと変換する問題を解かせる(質問4)。

質問3 解答例: **"I usually get up at 7:00 and have a small breakfast. I take the train to school which takes about 20 minutes.**

**I start school at 9:00 am. I don't eat lunch.**

**I usually finish school at 4:30 pm. I am always tired/ hungry etc(adjective) when I get home.**

**I usually eat dinner at 7:00 pm.**

**I go to bed at about 11:00pm."**

20 分間- 学生に、習った動詞をいくつか選ばせ、自分で過去形の文章を作らせる。(この最後の問題は、学生が質問3、4を早く終わらせたときの時間つぶしに使うためのものである。)

質問3の解答例

I usually get up at 7am and have a small/ big/ no breakfast.

I drive/ take a bus etc to school, which takes about 30 minutes .

I start school at 9:30 am . I have/ don't have etc lunch.

I usually finish school at 4pm . I am always tired/ hungry/ happy etc when

I get home. I usually eat dinner at 8pm . I go to bed at about

12 midnight .

質問4の解答例

1. Yesterday you **got up** at 7am.
2. Yesterday you **had a small** breakfast.
3. Yesterday you **drove** to school.
4. Yesterday you **didn't have** lunch
5. Yesterday you **were tired** when you **got** home.
6. Yesterday you **went to bed** at **12 midnight**.

ユニット5 文法パート2 過去形 学生用ワークシート パート1

質問1 次の動詞の意味をチェックし、また、過去形を答えてください。

- 1: buy- \_\_\_\_\_ 2: catch- \_\_\_\_\_ 3: cost- \_\_\_\_\_  
4: drink- \_\_\_\_\_ 5: fall- \_\_\_\_\_ 6: hurt- \_\_\_\_\_  
7: sell- \_\_\_\_\_ 8: spend- \_\_\_\_\_ 9: teach- \_\_\_\_\_  
10: throw- \_\_\_\_\_ 11: win- \_\_\_\_\_ 12: write- \_\_\_\_\_  
13: steal- \_\_\_\_\_ 14: have- \_\_\_\_\_ 15: eat- \_\_\_\_\_

質問2 上の質問1の動詞の過去形を使い、次の文の空欄を埋めてください。

1. "How did you learn to drive?" "My mother \_\_\_\_\_ me."
2. I was very thirsty. I \_\_\_\_\_ water very quickly.
3. J.K Rowling \_\_\_\_\_ the Harry Potter books.
4. Takeshi \_\_\_\_\_ the stairs yesterday and \_\_\_\_\_ his leg.
5. Jessica \_\_\_\_\_ a lot of money this morning. She \_\_\_\_\_ a \$220 dress.
6. Spain \_\_\_\_\_ the last soccer world cup.
7. Last week I \_\_\_\_\_ my old car and got a new one.
8. The catcher \_\_\_\_\_ the ball to first base.
9. A thief \_\_\_\_\_ my computer from school last week.
10. I was so hungry after the test that I \_\_\_\_\_ 4 cheeseburgers.

ユニット5 文法パート2 過去形 学生用ワークシート パート2

質問3 あなた自身の日常生活について、空欄を埋めて、次の文章を完成してください。

I usually get up at _____ and have _____ breakfast.
I _____ to school, which takes about _____ .
I start school at _____ . I _____ lunch.
I usually finish school at _____ . I am always _____ when
I get home. I usually eat dinner at _____ . I go to bed at about
_____ .

質問4 あなたのパートナーの答えをチェックしてください。また、上の文章から6つを選び、昨日パートナーがしたことを書いてください。

例 " Yesterday you **got up** at 7:00 am.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## ユニット6 未来形 "Will" と "Going to" 教師用指導書

- 15 分間- ユニット5の復習テスト。単語テストあるいは昨日したことを尋ねたりする。
- 10 分間- "going to" の使い方の説明をする。(例 すでに決まっている/ 未来に何かをするつもりであることに使うなど)  
教師は、黒板にいくつか例文を書く。
- 10 分間- 学生に質問1(未来の予定についての記述問題)を解かせる。教師は答えをチェックし、その後、学生は、パートナーに対して、質問1の文を読み聞かせる。
- 15 分間- 学生に質問2を解かせる。最初に質問の意味をチェックさせ、次に彼ら自身の答えを記入させる。その後パートナーに質問させ、その答えを“パートナー”の欄に記入させる。(最初に教師が発音を教える必要があるかもしれない。)
- 15 分間- 学生に"will"の使い方を説明する。  
(例 "will" は、話している時点でなにかしようとしたことに使う。  
また、未来の出来事を予測したり、提案や申し出をしたり、相手からの要請を承諾したり、約束したりする時にも使う。)
- 15 分間- 学生に質問3を解かせる。
- 5 分間- 教師は答えをチェックする。
- 20 分間- 学生に質問4を解かせる。教師がまず、発音を教える必要があるかもしれない。また、最初に質問の意味を理解するために、学生に辞書で調べさせるが、それでも分からなければ、教師が説明しなければならない可能性もある。
- 10 分間- 学生に質問5を解かせた後、教師が答えを説明する。



## ユニット6 未来形 "Will" と "Going to" 学生用ワークシート1

質問1 次の時間表現を使い、あなた自身の文章を作ってください。

例 (tonight) I'm going to meet a friend tonight.

1. (tonight) \_\_\_\_\_
2. (tomorrow morning) \_\_\_\_\_
3. (tomorrow night) - \_\_\_\_\_
4. (next Sunday) \_\_\_\_\_
5. (choose another time) \_\_\_\_\_

質問2 "Yes I am", "I'm not sure" or "No I'm not" のいずれかを使い、下の "You" の欄を埋めてください。その後、パートナーに同じ質問をし、パートナーの答えを "Partner" の欄に書いてください。

Are you going to....	You	Partner
.. do homework tonight?		
.. go to bed after midnight tonight?		
.. wash dishes tomorrow?		
.. watch TV tomorrow night?		
.. relax this weekend?		
.. do the laundry this week?		
.. eat at a restaurant this weekend?		
.. go anywhere next vacation?		
.. get married before you're 25		
.. retire at 60 years old?		

## ユニット6 未来形 "Will" と "Going to" 学生用ワークシート2

質問3 **I'll** と適切な動詞を使って次の文を完成してください。

例: I'm too tired to walk home. I think I'll take a taxi home.

1. "It's cold in this room." "You're right. \_\_\_\_\_ on the heater.
2. " We don't have any milk." "OK \_\_\_\_\_ from the shop."
3. "I don't know how to use this computer." "OK, \_\_\_\_\_ you."
4. "Would you like tea or coffee?" " \_\_\_\_\_ tea please."
5. "Would you like bread or rice?" " \_\_\_\_\_ rice thanks."
6. "It's cold in here." " I know, \_\_\_\_\_ the window."

質問4 "**I think I will.**", "**I might**" "**I don't think I will.**"のいずれかを使い、下の"**You**"の欄を埋めてください。

質問5 パートナーに同じ質問をし、答えを下の"**Partner**"の欄に記入してください。

Do you think you'll...	You	Partner
be living in the same place 5 years from now?		
have a big wedding when you get married?		
ever buy a house?		
ever live abroad?		
have more than 2 children?		
make more than 10 million yen a year?		
ever see a woman be prime minister of Japan?		

## ユニット7 キーワード パート1 教師用指導書

- 10 分間- ユニット6の復習。次回の予定について作文を5つさせる。
- 25 分間- 教師は、学生用シートにあるリストを読んで聞かせ、動詞、形容詞、名詞の接尾辞（単語の最後）を説明する。
- 15 分間- 学生に質問1を解かせる。教師は学生に、まず学生用シート1にある接尾辞の説明を読んで、単語が名詞か動詞かを考えさせる。教師は学生に答えを教え、その後、学生に意味の分からない単語をすべて辞書で調べさせる。
- 30 分間- 学生に質問2を解かせた後、答えを教える。  
その後、学生に、空欄にどんな単語が入るか考え、記入させる。リストを完成させたら、パートナーとチェックさせる。  
教師は、クラス全員と答えをチェックする。

*Answer key 1. Verb- play/ watch etc. 2. Noun- security/ seats/ room etc.  
3. Verb- check/ read/ simplify. 4. Noun - order/ buy. 5. Noun- one/ sound card.  
6. Noun- document/ textbook/ paper. 7. Verb- worked. 8. Verb- activate.  
9. Verb- realized/ remembered 10. Noun- celebration/ party*

- 20 分間- 学生に質問3を解かせる。  
学生にパートナーと答えをチェックさせた後、教師は、クラス全員と答えをチェックする。

**Answer key:** 1. doable 2- flexible 3- active 4- legal 5- dangerous 6- useful  
7- useless 8- economical 9. economic 10- eightish

## ユニット7 キーワード パート1 学生用ワークシート1

次の接尾辞の説明を読んでください。

### 名詞の接尾辞

- er 動詞に接続しある活動をする人を表す: *writer, worker, singer, ...* (sometimes **-or**, as in *actor, sailor, supervisor, ...*)
- er/-or 特定の仕事をし物に使う: *tin-opener, projector, ...*
- er と -ee 「何かをする人」(-er) と「その行動を受けたり経験したりする人」(-ee)として、対になる: *employer/employee, ...*
- (t)ion 動詞から名詞を作るのに使う: *communication, pollution, admission, ...*
- ist (人) と -ism (活動またはイデオロギー): *Marxist/Marxism, terrorist/terrorism, ...*
- ist 楽器を演奏する人を表す: *pianist, violinist, ...*
- al 動詞に接続し名詞を作る: *arrival, refusal, ...*
- ness 形容詞から抽象名詞を作るのに使う: *happiness, goodness, weakness, ...*
- ment 動詞から抽象名詞を作るのに使う: *excitement, enjoyment, ...*
- hood 名詞から抽象名詞(特に家族に関する)を作るのに使う: *childhood, brotherhood, ...*
- ship 名詞から抽象名詞(特に状態)を作るのに使う: *friendship, membership, partnership, ...*
- (i)ty 形容詞から抽象名詞を作るのに使う: *honesty, loyalty, ...*

### 形容詞の接尾辞

- able/-ible 動詞に接続し「されることが出来る」: *readable, countable, edible, flexible, doable, ...*
- ive 動詞から形容詞を作るのに使う: *active, passive, ...*
- al 名詞から形容詞を作るのに使う: *brutal, legal, ...*
- ous 名詞から形容詞を作るのに使う: *dangerous, furious, ...*
- ful 名詞や動詞から形容詞を作るのに使う: *hopeful, useful, forgetful, ...*
- less 名詞や動詞から形容詞を作るのに使う: *useless, harmless, cloudless, ...*
- ic/-ical 名詞から形容詞を作るのに使う: *economic/economical, ...*
- ish 年や時間など一般的な形容詞に接続し意味をぼやけさせる: *reddish hair, she's thirtyish, come about eightish, ...*

### 動詞の接尾辞

- ise/-ize 形容詞から動詞を作る: *modernise, industrialise, ...*
- ify 名詞から動詞を作る: *electrify, terrify, ...*
- en 形容詞から動詞を作る: *shorten, deepen, darken, ...*

## ユニット7 キーワード パート1 学生用ワークシート2

質問1:

以下の単語を読み、名詞だと思ったら "N" を、動詞だと思ったら "V" を記入してください。

cooperation \_\_\_\_\_      simplify \_\_\_\_\_      security \_\_\_\_\_  
criticize \_\_\_\_\_      quickness \_\_\_\_\_      widen \_\_\_\_\_  
partnership \_\_\_\_\_      modify \_\_\_\_\_      proposal \_\_\_\_\_  
department \_\_\_\_\_      celebration \_\_\_\_\_      realize \_\_\_\_\_

質問2:

以下の文章を読み、空欄に入る語が名詞なら (N) を、動詞なら (V) を記入してください。

Eg Doing an   N   is a good way for students to get work experience.

1. Are you busy tomorrow? If not do you want to \_\_\_ soccer with us?
2. Do we have enough \_\_\_ for the visit of the prime minister next week?
3. Can you \_\_\_ this English sentence for me?
4. I would like to \_\_\_ a new hard drive please.
5. My sound card is broken, I need to buy a new \_\_\_ .
6. Bill realized he had forgotten to bring an important \_\_\_ to class.
7. John \_\_\_ for the Science Department at Seoul University.
8. Could you please \_\_\_ my password. I want to use the school's computer system.
9. Kensuke \_\_\_ he had left his homework on the train, when he arrived at school.
10. There was a big \_\_\_ in Tokyo when Nadeshiko Japan won the world cup.

## ユニット7 キーワード パート1 学生用ワークシート3

質問3:

ワークシート1の接尾辞リストから適切な形容詞を選び、空欄に入れてください。

1. What do you think about this project? Is it \_\_\_\_\_ in two weeks?
2. A gymnast is a very \_\_\_\_\_ person.
3. This is a very \_\_\_\_\_ class, they always enjoy speaking and asking questions.
4. A lawyer is a person who works in the \_\_\_\_\_ system.
5. Drinking alcohol and driving is very \_\_\_\_\_.
6. A dictionary is a very \_\_\_\_\_ thing to have in an English class.
7. This keyboard is broken, it is \_\_\_\_\_ now.
8. The new hybrid car is very \_\_\_\_\_ on gasoline.
9. This is a great \_\_\_\_\_ textbook to help you study business.
10. Seven o'clock is too early and nine o'clock is too late so please come about \_\_\_\_\_.

## ユニット8: キーワード パート2 教師用指導書

15 分間- 復習。単語リスト(ユニット7の質問1と2で使った単語から作る)を学生に渡し、それぞれの単語が、形容詞・名詞・動詞のいずれかを答えさせる。

20 分間- 学生に質問1(単語の並べ替え問題)を解かせた後、その答えをパートナーとチェックさせる。

例 *receive did you e-mail my sent yesterday I =*  
*Did you receive my e-mail I sent yesterday?*

その後、教師がクラス全員に正解を教える。

15 分間- 学生に、質問1の文における、主要な語(キーワード)に下線をつけさせる。パートナーと答えをチェックさせた後、教師は正解を教える。

解答 (太字がキーワード)

1. **Why** was the **meeting** called?
2. A **computer shop** has **closed**.
3. **What announcement** was **made** at the meeting?
4. The **hard drive** is **infected with a virus**.
5. The **train** should **arrive** at the station at **10:15**
6. Did you **send** the **files** to me **yet**?
7. I am sorry but **today's class** is **canceled**.
8. We are **collecting money** for the party.
9. Please **contact Jim** for more **information**.
10. The **boss** is very **happy with** your work.

50 分間- 学生に質問2を解かせる。これは与えられた動詞を使い、10の英文を作る問題である。(動詞の時制は問わない)

問題を解かせた後、まず教師が、文法やつづりのミスなどをチェックする。次に学生にパートナーとワークシートを交換し、相手の作文した文の中のキーワードに下線を引かせる。その後教師がそれをチェックし、最後に学生に、新しいパートナーと復唱させる。

ユニット8: キーワード パート2 学生用ワークシート1

質問1

単語を正しい順序に置き換え、文章（疑問文もあり）を作ってください。正しい英文を作るよう、大文字と句読点を忘れずに使ってください。

例: receive did you e-mail my sent yesterday I = Did you receive my e-mail I sent yesterday?

1. called was meeting why the

---

2. closed computer has shop a

---

3. meeting the at announcement made was what

---

4. the drive hard virus infected a with is

---

5. 10:15 at station at train the arrive should the

---

6. yet send files me you did the to

---

7. I today's sorry am canceled is class but

---

8. party the for money collecting are we

---

9. more Jim for information contact please

---



## ユニット8：キーワード パート2 学生用ワークシート2

### 質問1の続き

10. happy boss very work your the is with

---

次に、パートナーと答えをチェックしてください。その後、教師がクラス全員に答えを教えます。

次に、質問1の1～10の文章において、内容を理解するのに重要なキーワードと思う単語に下線を引いてください。終わったら、パートナーと答えをチェックしてください。最後に、教師が答えを教えます。

### 質問2

以下の動詞を使い、質問1にあるような文章（疑問文でもかまいません）を作ってください。動詞の時制は問いません。

1. ( think ) \_\_\_\_\_
2. ( work ) \_\_\_\_\_
3. ( leave ) \_\_\_\_\_
4. ( want ) \_\_\_\_\_
5. ( give ) \_\_\_\_\_
6. ( call ) \_\_\_\_\_
7. ( know ) \_\_\_\_\_
8. ( find ) \_\_\_\_\_
9. ( tell ) \_\_\_\_\_
10. ( use ) \_\_\_\_\_

問題が終わったら、教師に見せてください。その後、パートナーにあなたの作った文章を見せ、キーワードに下線をつけてもらってください。

最後に、教師があっているかチェックします。

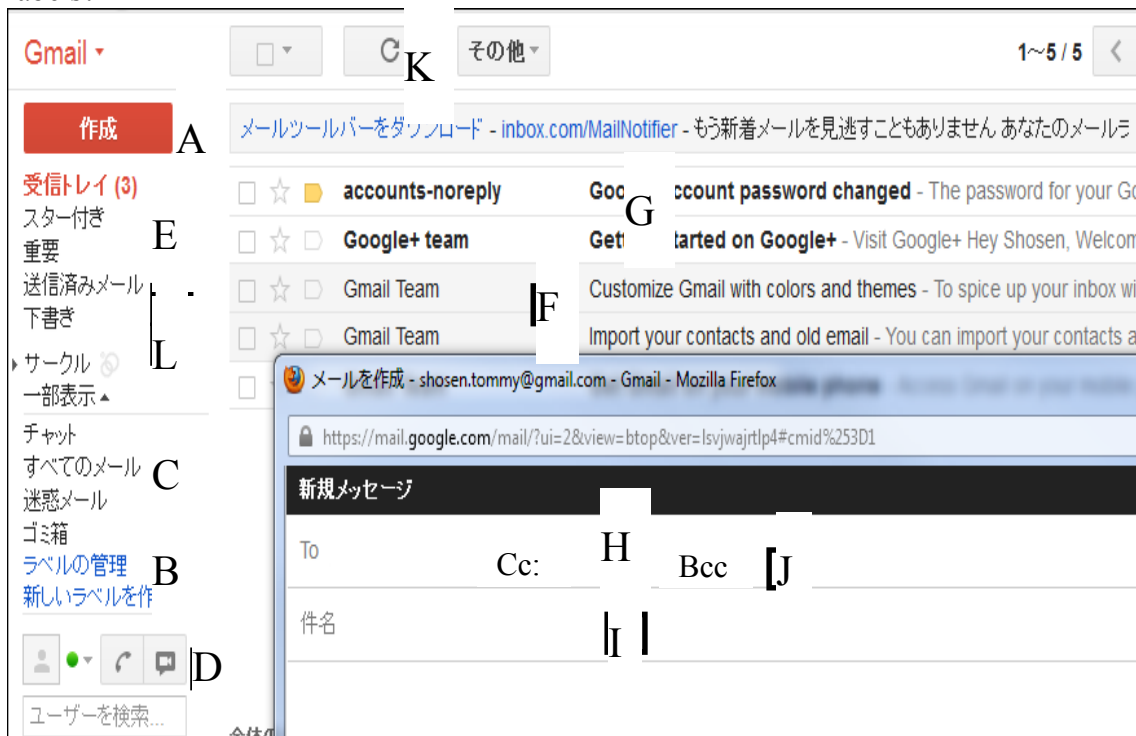
- 15 分間 – ユニット8の復習。
- 10 分間 – 学生に質問1を解かせた後、パートナーと答えをチェックさせる。
- 10 分間 – 学生に質問2を解かせた後、パートナーに読み聞かせさせる。
- 10 分間 – 学生に質問3を解かせた後、パートナーと答えをチェックさせる。その後、教師が答えをチェックし、黒板に書く。
- 10 分間 – 質問4。教師は用意した数字を読み上げ、学生にそれを書き取らせた後、ペアで答えをチェックさせる。その後、教師が答えをチェックし、黒板に書く。
- 10 分間 – 学生に質問5を解かせた後、ペアで答えをチェックさせる。その後、教師が答えをチェックする。
- 15 分間 – 質問6。学生にペアで解かせた後、教師が答えをチェックする。
- 20 分間 – 学生に質問7と質問8を続けて解かせた後、教師が答えを黒板に書く。

質問5の解答:

- |                               |    |                                      |    |
|-------------------------------|----|--------------------------------------|----|
| 1. Send a link                | ΔX | 5. Send a copy to the same person    | ΔX |
| 2. Send a clickable link      | X  | 6. Send a copy to a different person | X  |
| 3. Send a flower              | Δ  | 7. Add a file attachment             | X  |
| 4. Send a picture of a flower | ΔX | 8. Send a floppy disc                | Δ  |
|                               |    | 9. Automatically save a draft        | X  |
|                               |    | 10. Send a secure document           | ΔX |

## Parts of the email interface

labels?



## ユニット9 : eメール 学生用ワークシート パート1

web メールアドレスを作る

web メールアドレスは、ユーザーネーム・“@” マーク・ドメインネームから成ります。

例: [smith.john@kmail.com](mailto:smith.john@kmail.com)

質問1: e メールアドレスが与える第一印象は、大変重要です。個人的なものや不適切なものは避け、プロフェッショナルなものを選びましょう。

次の e メールアドレスで、ビジネスに相応しいものには○を、私的なことに適するものには△を、アドレスとして不適切なものには×を、それぞれ付けてください。

1. japan\_is\_number\_one@ymail.com
2. kill100kittens@ymail.com
3. toyama\_taro@lmail.com
4. masochism\_lover@lmail.com
5. soccer\_player@wmail.com
6. tanaka\_t25@wmail.com
7. fridaythe13th@omail.com
8. ueda@dmail.com
9. toshiaki@pmail.com
10. aya35@rmail.com

質問2: 個人情報: 空欄にあなたの情報を入れてください。

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

First: \_\_\_\_\_

Last: \_\_\_\_\_

Username: \_\_\_\_\_

Password: \_\_\_\_\_

Password again: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Gender: \_\_\_\_\_

Mobile phone number: \_\_\_\_\_



## ユニット9:eメール 学生用ワークシート パート2

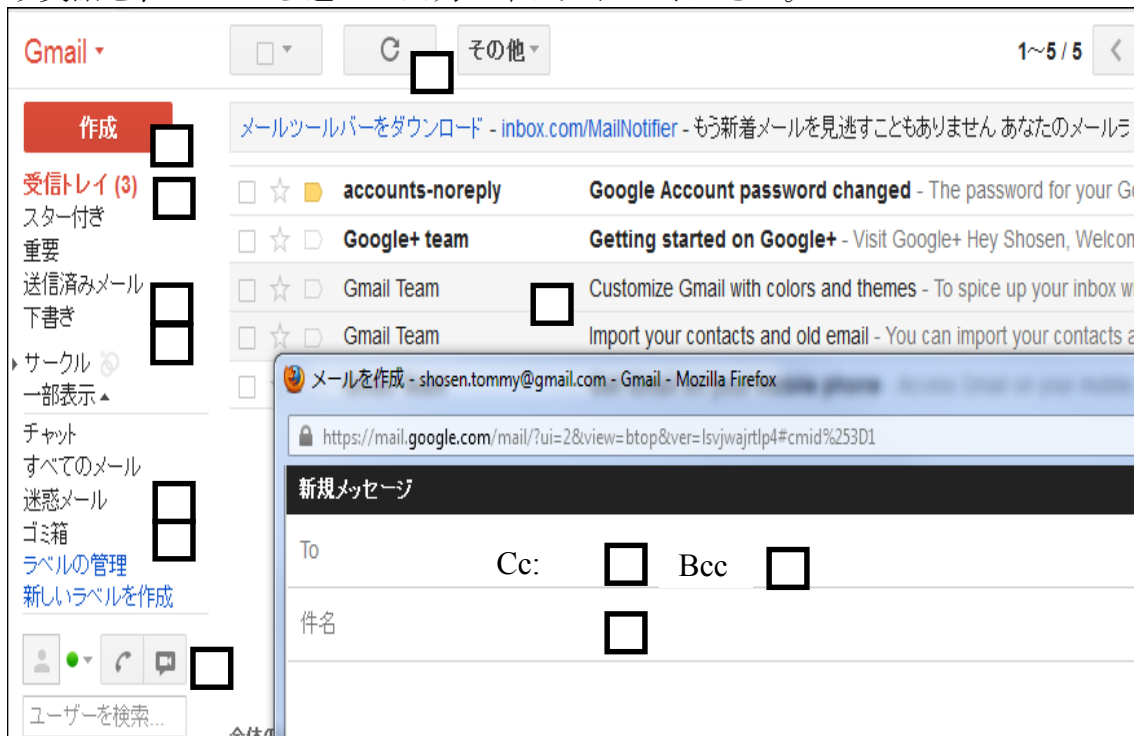
### Eメールの利点

質問5: eメールにはいくつか利点があるために、よく通常の手紙の代わりに使われます。次のリストのうち、eメールで出来ることにはXを、通常の手紙で出来ることには△を、それぞれ記入してください。

- |                   |                  |
|-------------------|------------------|
| 1. リンク先を送る        | 6. 違う人にコピーを送る    |
| 2. クリックできるリンク先を送る | 7. 添付ファイルを付ける    |
| 3. 花を送る           | 8. フロッピーディスクを送る  |
| 4. 花の写真を送る        | 9. 下書きを自動的にセーブする |
| 5. 同じ人にコピーを送る     | 10. 安全に書類を送る     |

### eメールインターフェースのパーツ

質問6: 以下は、人気のあるwebメールインターフェースの例です。日本語に合う英語を、A~Lから選んで四角の中に入れてください。



A: Compose  
B: Trash  
C: Spam

D: Chat  
E: Inbox  
F: Read mail

G: Sent mail  
H: Carbon Copy  
I: Subject

J: Blind CC:  
K: Refresh  
L: Drafts

質問7: キーフレーズ: eメールにおいて、「書き出し」のフレーズの横には“I”を、「本文」のフレーズの横には“B”を、「結び」のフレーズの横には“C”をそれぞれ記入してください。

Yours sincerely  
Dear Sir/Madam  
Thank you for your email  
I'm looking forward to meeting you  
I can't wait to see you  
Love and kisses  
Good to hear from you  
If you require assistance, please call  
I am pleased to  
As your requested

Regards  
If you have any questions  
Thanks again for your interest  
Attached is  
I'm sending  
As we discussed  
I'll be happy to provide you with  
Sincerely  
This will confirm  
In response to your question

質問8: 文章の中のフレーズ

フレーズ1-7とA-Gを組み合わせて、文章を完成してください。

- 1] If you have any questions...
- 2] This will confirm...
- 3] I'll be happy to provide you with...
- 4] As we discussed...
- 5] In response to your question...
- 6] I'm looking forward to meeting you...
- 7] Thanks again for your interest...

- A...I am sending you a link to our FAQ page on our website  
B...in our last meeting, the price per unit will be 70% of the listed catalog price  
C...the English instruction manual in pdf format.  
D...in our new solid state drive.  
E...at the conference in England this summer.  
F...please feel free to email me or call me at the number below.  
G...your request in your email dated April 1st, 2012

## ユニット 10 : eメールを読む 教師用指導書

- 10 分間 – ユニット 9 の復習。
- 15 分間 – 質問 1 のやり方について説明し、学生に問題を解かせた後、パートナーと答えをチェックさせる。  
その後、語彙を説明する。
- 15 分間 – 教師は、質問 1 の eメールを音読する。学生に質問 2 を解かせた後、ペアで答えをチェックさせる。
- 5 分間 – その後教師は、答えをチェックし、誤りを正す。
- 10 分間 – 質問 3 のやり方を説明する。
- 25 分間 – 学生に、まずは一人で問題を解かせ、次にパートナーと、その後グループで答えをチェックさせる。
- 15 分間 – 教師は、質問 3 の eメールを音読し、答えを黒板に書く。学生の理解度を測る。
- 15 分間 – 質問 4。まず学生に問題を解かせた後、パートナーと答えをチェックさせる。次に教師は答えをチェックし、誤りを正す。その後教師は、詳細な説明をする。

解答:

### *質問 2 の解答*

In this email, who are “ssingh” and “sato”?

They are software developers at CSU.

Why is Tommy Toyama writing them?

He wants to follow-up his conversation from last year.

He wants to start working with them.

He needs help with the CSU software

Where do “ssingh”, and “sato” work?

They work at CSU.

What is different about this year and last year?

Last year, Tommy had no assistants.



質問 3 の解答

Fr: Hiroyuki Sato

To: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

Cc: Sinjit Singh

Re: Re: Our meeting last year

It's great to hear from you, especially to hear the wonderful news that you'll have two assistants working with you this year. Just the other day, Sinjit and I were talking about your interviewing system. We think it's a wonderful idea and we are ready to help you with any of your questions regarding the database you will set up.

If possible, please send us the email addresses of the programmers, so we can keep in direct contact. We'll make sure to Cc: you on any email we send.

When you download our software to implement within your system, there are some exact procedures that must be followed. Please check the attached manual on how to do so.

Again, it is nice to hear from you. Please keep in touch.

P.S. If your students are interested, we have an internship program for those studying JAVA or Ruby on Rails.

It's 3 weeks long and free for any students who attend schools who are research partners like us. Please give it a thought.

Hiroyuki Sato  
Professor of Robotics  
CSU, Massachusetts, USA

assistants	friendly	programs	email	Ruby on Rails	Cc:	followed
home	Sinjit	Singh	system	internship	research	researcher
any	idea	computers	attached	direct	database	implement

質問 4 の解答

Hiroyuku Sato and Sinjit Singh are going to help Tommy Toyama with the project. T/F

They sent a file attachment to help Tommy set up the database. T/F

Tommy's students will go to the USA to learn C++.

T/F

Tommy needs to follow the instructions in the manual for the download.

T/F

Both Hiroyuki and Sinjit seem interested in Tommy's program.

T/F

## ユニット10 : eメールを読む 学生用ワークシート

質問1: 次のeメールを読み、分からない単語をチェックしてください。

Fr: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

To: ssingh, sato

Re: Our meeting last year

Good day. This is Tommy Toyama from Toyama College in Imizu, Japan.

I hope you remember me. We met about 1 year ago at CSU regarding the incorporation of your software into my virtual interviewing system. This past year has gone by very slowly and there were so many things to do on so many different levels. I apologize for not replying earlier to follow-up our conversation

During this past year, we were unable to find a programmer who could construct the necessary database to implement your idea. If you remember from our conversation, you recommended that I set up a database with text audio and scores. As the database grows, there is a possibility to give some automatic feedback based on what was scored before.

I hope you do remember what we were talking about, and I hope we can cooperate in the future. This year, I am lucky to have 2 programmers, with one handling the database, and the other ready to implement the current Pyramid system into ours.

Thank you for your time.

Tommy Toyama  
Professor in the Information Technology Department  
Toyama College, Japan

質問2: 理解度を測る問題: 上のeメールについての質問に教えてください。

In this email, who are “ssingh” and “sato”?

---

---

Why is Tommy Toyama writing them?

---

---

Where do “ssingh”, and “sato” work?

---

---

What is different about this year and last year?

---

---

質問3: 下のボックスにある単語を使い、空欄を埋めてください。

Fr: Hiroyuki Sato

To: Tommy Toyama [toyama\\_tommy@toyama-college.ac.jp](mailto:toyama_tommy@toyama-college.ac.jp)

Cc: Sinjit Singh

Re: Re: Our meeting last year

It's great to hear from you, especially to hear the wonderful news that you'll have two \_\_\_\_\_ working with you this year. Just the other day, \_\_\_\_\_ and I were talking about your interviewing \_\_\_\_\_. We think it's a wonderful \_\_\_\_\_, and we are ready to help you with \_\_\_\_\_ of your questions regarding the \_\_\_\_\_ you will set up.

If possible, please send us the \_\_\_\_\_ addresses of the programmers, so we can keep in \_\_\_\_\_ contact. We'll make sure to \_\_\_\_\_ you on any email we send.

When you download our software to \_\_\_\_\_ within your system, there are some exact procedures that must be \_\_\_\_\_. Please check the \_\_\_\_\_ manual on how to do so.

Again, it is nice to hear from you. Please keep in touch.

P.S. If your students are interested, we have an \_\_\_\_\_ program for those studying JAVA or \_\_\_\_\_. It's 3 weeks long and free for any students who attend schools who are \_\_\_\_\_ partners like us. Please give it a thought.

Hiroyuki Sato  
Professor of Robotics  
CSU, Massachusetts, USA

assistants	friendly	programs	email	Ruby on Rails	Cc:	followed
home	Sinjit	Singh	system	internship	research	researcher
any	idea	computers	attached	direct	database	implement

質問4: 正誤問題: 次の文が正しいければ **T** に、誤っていれば **F** に丸をつけてください。

Hiroyuku Sato and Sinjit Singh are going to help Tommy Toyama with the project. **T/F**

They sent a file attachment to help Tommy set up the database. **T/F**

Tommy's students will go to the USA to learn C++.  
**T/F**

Tommy needs to follow the instructions in the manual for the download. **T/F**

Both Hiroyuki and Sinjit seem interested in Tommy's program. **T/F**

## ユニット 1 1: ビジネスライティング 教師用指導書

- 10 分間 – ユニット 10 の復習。  
5 分間 – 教師は、質問 1 のやり方を説明する。  
5 分間 – 生徒に質問 1 を解かせた後、ペアで答えをチェックさせる。  
5 分間 – その後教師は、答えを黒板に書く。  
20 分間 – 質問 2 も、同じやり方で行う。  
20 分間 – 質問 3 も、同じやり方で行う。  
10 分間 – まず学生に、質問 4 の e メールを読ませ、語彙をチェックさせる。  
15 分間 – 次に学生に、パートナーと e メールを音読させた後、問題を解かせ、ペアで答えをチェックさせる。  
20 分間 – 教師は、クラス全員と答えをチェックし、答えを詳細に説明する。

### 質問 1 の解答

- |               |         |                |              |
|---------------|---------|----------------|--------------|
| 1. Duplicate  | 4 Drink | 6. Terminate   | 8 Show       |
| 2. Concept    | 1 Copy  | 7. Currently   | 10 Get       |
| 3. Subsequent | 5 Best  | 8. Demonstrate | 7 Now        |
| 4. Beverage   | 3 Next  | 9. Miniscule   | 9 Very small |
| 5. Optimum    | 2 Idea  | 10. Obtain     | 6 End        |

### 質問 2 の解答

- |                       |          |                      |              |
|-----------------------|----------|----------------------|--------------|
| 1. At all times       | 3 Meet   | 6. On a weekly basis | 10 Sometimes |
| 2. Be considered as   | 8 About  | 7. Take action       | 7 Act        |
| 3. Hold a meeting     | 6 Weekly | 8. With reference to | 2 Is         |
| 4. In many cases      | 4 Often  | 9. On a daily basis  | 5 Soon       |
| 5. In the near future | 9 Daily  | 10. In some cases    | 1 Always     |

### 質問 3 の解答

1. There is a miniscule chance that we will obtain the results in the near future.  
There is a small chance that we will get the results soon.
2. Duplicating another concept could be considered as cheating  
Copying an idea is cheating.
3. In many cases, we hold a meeting on a weekly basis.  
Often, we meet weekly.
4. Somebody should take action with reference to the problem.  
Somebody should take action about the problem.
5. Currently, the optimum solution is to demonstrate the subsequent action.  
Now, the best solution is to show the next action.

#### 質問4の解答

- 
1. With respect to your last order, we will confirm the shipping date at our earliest convenience.
2. In the majority of instances, the necessity for you to pay extra handling fees for our merchandise have been eliminated.
3. The company's newly manufactured robot exhibits the ability to take bodily temperatures deliver medicine and to serve as a doctor's aide in a medical institution.
4. Our recently created software allows the user to enhance their communicative skills in listening and speaking English.
5. The transmission of all correspondence regarding the conference, are due on the 25<sup>th</sup> of January.
- You must send all the information about the conference by January 25<sup>th</sup>.
- We made software to help you communicate in English
- We will tell you the shipping date of your last order as soon as we are able.
- Usually, you don't have to pay extra money to receive our product.
- The new robot can work as a nurse.

## ユニット 1 1: ビジネスライティング 学生用ワークシート

ユニット 4～6 で、様々な場面でのコミュニケーションに役立つ、3つの動詞の形を学んできました。1] 現在進行形 (am ...ing;) と 2] 過去形 (played) と 3] 未来形(will/going to)です。簡単な単語と基本の動詞形を使うことで、メッセージをより理解しやすくなり、また相手にも、より理解してもらうことができます。

質問 1: 似たような意味で、より簡単な単語を探してください。

1. Duplicate	Drink	6. Terminate	Show
2. Concept	Copy	7. Currently	Get
3. Subsequent	Best	8. Demonstrate	Now
4. Beverage	Next	9. Miniscule	Very small
5. Optimum	Idea	10. Obtain	End

質問 2: 似たような意味で、より簡単な単語を探してください。

1. At all times	Meet	6. On a weekly basis	Sometimes
2. Be considered as	About	7. Take action	Act
3. Hold a meeting	Weekly	8. With reference to	Is
4. In many cases	Often	9. On a daily basis	Soon
5. In the near future	Daily	10. In some cases	Always

質問 3: より簡単な単語を使って、下の文章を書き直してください。

1. There is a miniscule chance that we will obtain the results in the near future.

\_\_\_\_\_

2. Duplicating another concept could be considered as cheating

\_\_\_\_\_

3. In many cases, we hold a meeting on a weekly basis.

\_\_\_\_\_

4. Somebody should take action with reference to the problem.

\_\_\_\_\_

5. Currently, the optimum solution is to demonstrate the subsequent action.

\_\_\_\_\_

質問4: 少し難しいeメールが、左側に並んでいます。似たような意味で、より簡単なメッセージを右側から選んでください。

- |  |  |
|--|--|
| 1. With respect to your last order, we will confirm the shipping date at our earliest convenience.   | You must send all the information about the conference by January 25 <sup>th</sup> . |
| 2. In the majority of instances, the necessity for you to pay extra handling fees for our merchandise have been eliminated.  | We made software to help you communicate in English                                  |
| 3. The company's newly manufactured robot exhibits the ability to take bodily temperatures, deliver medicine and to serve as a doctor's aide in a medical institution. | We will tell you the shipping date of your last order as soon as we are able.        |
| 4. Our recently created software allows the user to enhance their communicative skills in listening and speaking English.  | Usually, you don't have to pay extra money to receive our product.                   |
| 5. The transmission of all correspondence, regarding the conference, are due on the 25 <sup>th</sup> of January.   | The new robot can work as a nurse.   |



## ユニット 12: eメールを書く 教師用指導書

- 10 分間 - ユニット 11 の復習。
- 20 分間- 学生に、質問 1 の e メールを読ませた後、分からない語彙を辞書で調べさせる。その後、パートナーと比べさせる。
- 10 分間- 学生に、質問 2 を解かせ、パートナーと答えをチェックさせる。その後教師が、答えを黒板に書く。
- 20 分間- まず学生に、ボックスの中の単語を見ずに質問 3 を解かせる。パートナーと答えをチェックさせた後、ボックスの単語を使ってもう一度問題を解かせる。その後教師は、黒板に答えを書く。
- 10 分間- 学生に、質問 4 の "urgent reply" を読ませ、分からない単語をチェックさせる。その後教師は、クラス全員に説明する。
- 20 分間- 学生に、質問 5 の e メール返信の問題を解かせ、終わらない場合は、宿題にする。  
教師は、次のクラス (Unit13) の復習の時間に、宿題をチェックする。

### 解答

質問 2 Q1. A Q2. C Q3. C

質問 4. 1- sorry 2- information 3- have 4- sooner 5- leave 6- return

7- full 8- important 9- Seoul

## ユニット12: eメールを書く 学生用ワークシート

出張に行くとき、宿泊先や仕事の後の付き合いなど、仕事以外にもいろいろ考えなくてはならないことがあります。

質問1: 次の、旅行代理店からのeメールを読んでください。

Fr: Tomoko Takaoka [toyama\\_tomo@jvt.co.jp](mailto:toyama_tomo@jvt.co.jp)

To: Tommy Toyama

Re: your request

Dear Mr. Toyama

Thank you for e-mailing me to help you arrange your travel plans for your company's next business trip to Shanghai, China. As you may know, in China the busiest season for travelling starts near the end of January and the start of February, this is due to the New Year's celebrations.

Therefore, it is very important that we quickly book your reservations. To do so, I need to ask you a few questions: Do you have any airline preference? What dates are you available to travel? And you requested 6 seats, right? Do you need a direct flight? And finally is there any place that you'd like to stopover?

If possible, please reply within the week. When you do decide, you'll need to make a non-refundable deposit for the tickets in the sum of \$200 US. You can pay either by cash or credit card. Unfortunately money transfers are not accepted.

Thanks,  
Tomoko

質問2: 質問に答えてください。

Q1. Tomoko is replying to an email that Tommy sent.

- A] True
- B] False
- C] Maybe

Q2. Tommy and his colleagues are planning a trip to China for...

- A] sightseeing during the Chinese New year.
- B] a business trip by himself.
- C] a business trip with co-workers.

Q3. Tomoko is worried that...

- A] they will have a good time in China and not work.
- B] they'll be too busy in China.
- C] she won't be able to get flights for them.

質問3: 次の返信文の空欄を埋めてください。

Fr: Tommy Toyama  
To: Tomoko Takaoka

Re: Trip to China

Good afternoon Tomoko, and thank you for your quick reply. I'm 1\_\_\_\_\_ for leaving out that important 2\_\_\_\_\_. Let me try and answer your questions one by one. First, we really don't 3\_\_\_\_\_ an airline preference, the 4\_\_\_\_\_ the better. Secondly, we would like to 5\_\_\_\_\_ Japan on January 26th and 6\_\_\_\_\_ before February 5<sup>th</sup>. I'll be traveling with a group of 5 people. I know the flights are 7\_\_\_\_\_, so while a direct flight would be convenient, it is not 8\_\_\_\_\_. Actually, some of the others were thinking about stopping over in 9\_\_\_\_\_ on the way back.

Thanks again Tomoko, and have a nice day,

T.T.

難しいようなら、ボックスの中の単語を使って、空欄を埋めてください。

Seoul	full	important	sorry	information	leave
return	have	sooner			

質問4: 下の "urgent reply" を読み、分からない単語をチェックしてください。

Urgent reply

**Fr: Tomoko Takaoka**

**To: Tommy Toyama**

**Re: Trip to China**

**I am so sorry to send you this urgent email, but I've been able to reserve the last 5 seats on Air China leaving Toyama on the 25th. However the return trip is a problem. The only tickets available are Beijing-Seoul-Toyama, Beijing-Xian-Shanghai-Osaka and Shanghai-Seoul-Singapore-Tokyo, and they all leave Beijing on the 6th. Please email me as soon as possible, and tell me what you want me to do. Also, if you do want to book one of these flights, please let me know how and when you'll pay.**

**Please email me before closing today.**

**Thanks,**

**Tomoko**

質問5: あなたの返事を書いてください。

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## ユニット 13:eメールの返信 パート1 教師用指導書

10 分間 - ユニット 12 の復習。質問 5 の宿題をチェックする。

今回は、グループで協力し議論をしながら進める、共同演習となる。

10 分間 - 授業のやり方を説明する。

5 分間 - 最初の e メールについて、アイデアを出し合う。

10 分間 - 一人ひとりが、それぞれ作文する。

10 分間 - グループで、1 つの e メールを完成させる。

10 分間 - 授業のやり方を説明する。

5 分間 - 二番目の e メールについて、アイデアを出し合う。

10 分間 - 一人ひとりが、それぞれ作文する。

10 分間 - グループで、1 つの e メールを完成させる。

10 分間 - 三番目の e メールについて、アイデアを出し合う。

10 分間 - 一人ひとりが、それぞれ作文する。

10 分間 - グループで、1 つの e メールを完成させる。



*2. Report a problem and ask for advice*

What's the Problem?

---

When did you notice it?

---

Who will you write to?

---

What do you want them to do?

---

Do you need it repaired or replaced?

---

What will you eat?

---

Who will you invite?

---







## ユニット14:eメールの返信 パート2 教師用指導書

今回は、グループで協力し議論をしながら進める、共同演習となる。

10分間 – 授業のやり方を説明する。

10分間 – 最初のeメールの理解と、キーワード・キーフレーズの確認。

15分間 – 一人ひとりが、それぞれ作文する。

10分間 – グループで、1つのeメールを完成させる。

10分間 – 教師のチェック。

10分間 – 二番目のeメールの理解と、キーワード・キーフレーズの確認。

15分間 – 一人ひとりが、それぞれ作文する。

10分間 – グループで、1つのeメールを完成させる。

10分間 – 教師のチェック。

## ユニット 1 4: eメールの返信 パート 2 学生用シート

次の二つの e メールに対する返信を書いてください。詳細な情報や、値段、適切な情報へのリンクを入れるのを、忘れないでください。

### Email #1 - Business

To: Toyama College IT Department  
Fr: Tommy Toyama  
Subj: Request for Information

Feb. 13<sup>th</sup>, 2013

Dear Sir/Madam,

My name is Tommy Toyama and I work for the Rocky Mountain Research Group, here in Banff, Canada. I am writing to you today to request more information on your Intranet Office Systems Solutions.

We are a small research group with several buildings in various places around the mountains. We heard that you specialize in high-quality, high-spec wireless office intranet systems. And since you work in Toyama, maybe you are familiar with our situation.

If possible, please send us some more information on options for the system, as well as prices.

Thank you again for your time. We look forward to receiving your information.

Sincerely,  
Tommy Toyama  
IT Specialist, Rocky Mountain Research Group  
Banff, Canada

### Email #2 – Business Casual

To: Toyama College IT Department  
Fr: Sinjit Singh  
Subj: Request for Information

Feb. 13<sup>th</sup>, 2013

Dear Tommy,

This is Sinjit from CSU.

I heard you were coming to the Computer Conference in California. If you are not too busy in the evening after the first day of lectures, we were wondering if you'd be interested in going out to dinner with me and Hiroyuki.

Please have a look at this website [www.californiarestaurants.com](http://www.californiarestaurants.com), there are 3 different choices. Let us know what kind of food you like to eat, and we'll find a good place.

We're looking forward to seeing you again.

Sincerely,  
Sinit Singh  
Professor, Computer Studies  
CSU, California, USA



## ユニット 15: eメールの返信 パート 3 教師用指導書

ユニット 15には、学生用ワークシートはない。

15 分間- ユニット 14の復習テスト。

10 分間- 今日の授業内容を学生に説明する。  
まず学生を、学生 A と学生 Bに分ける。  
学生 A は、コンピュータ関連の仕事に関する Eメールを作る。

例文:

**"Hello Takeshi  
How are you? This is Futoshi from BIT.  
We have a problem with our server.  
Can you send somebody out to help us fix it?"  
Yours sincerely  
Futoshi."**

次に学生 A は、それを教師に見せ、意味が通じるか簡単にチェックしてもらおう。(注: eメールは完璧な英語である必要はない。効果的なコミュニケーションを取ることが、この授業の目的であって、文法主義では決しないからである。)

教師のチェックの後、メールは学生 B に送る。学生 B はそれを読み、適切な返信を送る。

もちろん返信を送る前に、学生 B は、教師にさっとチェックをしてもらう。

例文(返信):

**"Hello Futoshi.  
I am fine thanks, and hope you are too.  
I checked with our staff and somebody can come check this  
afternoon.  
They said they can come to your office for about 3pm.  
Hope this helps you.  
Thanks  
Takeshi"**

その後、学生 A と B は役目を交替し、同じ作業をする。その後は、新しいパートナーと組んで、新しい話題で演習を行う。

教師は、授業の間中クラスの中を回り、常に助言や指導を行う。

## ユニット16：最終テスト- 教師用指導書

今回は、50分のテストを2回行う。

最初のテストは、ユニット1から8で学習した一般的な英語についてである。

二番目のテストは、eメール交換のテストである。

最初のテストは、次のように行う。

**セクション 1:** 自己紹介の復習。自分について文を3つ書かせる。

**セクション 2:** スペシャリストの語彙から10語の日本語訳を解かせる。

**セクション 3:** 一般的な語彙から、形容詞か動詞か名詞かを問う問題を解かせる。

**セクション 4:** 基本的な文法問題。単語の並べ替えをして、文を完成させる問題を解かせる。

二番目のテストは、教師が学生に何らかの行動を依頼するeメールを送り、学生に、実現可能な行動を伝える返信メールを送らせる形で行う。

例文

<p>To <u>name</u></p> <p>I am sorry but I won't be able to join visit your company tomorrow to check your server. We have a lot of work to finish here first. Could you please tell what other days will be good for you to do the check? Sorry for all the problems caused.</p> <p>Yours sincerely Futoshi.</p>
--

学生はこのeメールに対する解決策を考え、返事を送る。

## ユニット16：最終テスト 学生用ワークシート パート1

セクション1: 初対面の人に自己紹介をするための文章を、3つ書いてください。

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

セクション2: 次の語に対応する、日本語を記入してください。

例 *computer* = コンピュータ

11. object code = \_\_\_\_\_ 2. anti-virus software = \_\_\_\_\_

3. keyboard. = \_\_\_\_\_ 4. optical drive = \_\_\_\_\_

5. flash drive = \_\_\_\_\_ 6. click = \_\_\_\_\_

7. drag = \_\_\_\_\_ 8. calculate = \_\_\_\_\_

9. execute = \_\_\_\_\_ 10. source code = \_\_\_\_\_

セクション3: 次の語が、形容詞なら **adjective**、名詞なら **noun**、動詞なら **verb** をそれぞれ記入してください。

例 *finish* verb *table* noun *big* adjective

*able* \_\_\_\_\_ *be* \_\_\_\_\_ *person* \_\_\_\_\_

*time* \_\_\_\_\_ *good* \_\_\_\_\_ *get* \_\_\_\_\_

*know* \_\_\_\_\_ *government* \_\_\_\_\_ *old* \_\_\_\_\_

*important* \_\_\_\_\_ *problem* \_\_\_\_\_ *find* \_\_\_\_\_

*try* \_\_\_\_\_ *new* \_\_\_\_\_ *fact* \_\_\_\_\_



## ユニット16：最終テスト 学生用ワークシート パート2

セクション 4: 正しい語順で文を完成してください。

例 *TV yesterday watched I = I watched TV yesterday*

1. *I women prime minister will be of think Japan a.*

---

2. *yesterday you go did where*

---

3. *tennis playing now I am park in the*

---

4. *Tokyo going tomorrow am I to*

---

5. *I visited friend my college from week last*

---

6. *John hard working is today*

---

7. *week last project the on hard very worked I*

---

二番目のテストは、eメールに関する問題です。教師が送ってくるeメールに返信してください。

平成24年度 文部科学省  
成長分野等における中核的専門人材養成の戦略的推進事業

**ブリッジ SE 育成 基礎英語教材**

平成25年3月  
ブリッジ SE の中核的専門人材養成のための実践的カリキュラムの構築推進プロジェクト  
(代表校:学校法人浦山学園)

連絡先:〒939-0341 富山県射水市三ヶ 576  
学校法人浦山学園 富山情報ビジネス専門学校  
電話:0766-55-1420

\*本書の内容を無断で転記、記載することは禁じます。