

Handouts

Level 6



Semester 2





Print Edition 4.0 (Interchange Fourth Edition)

With thanks to

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Lesson 22 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 59. Choral drill the model and do the post model A > Q individually, compare with your partner and then report to class. Act out the conversations. P.59のスキットをワークアウトしましょう。モデルを声に出して発音し、一人で回答から質問文を考え、パートナーと比べクラスで発表しましょう。会話も練習しましょう。

Activity 3 : Vocabulary for describing people

Put the words below which are used to describe people into the correct categories. Use classroom language if necessary. それぞれの項目に対して使われる単語を表に書いていきましょう。

	Facial Features 顔立ち	Complexion (skin) 肌の色	Body Shape 体型	
a big nose >				< medium sized chin
heavy >				< muscular
skinny >			muscular	< light skin
wrinkles >				< full lips
small ears >				< dark skin
slim >				< freckles

When these words are adjectives, or participles being used as adjectives, we use the form 'He/She is .. ', when they are nouns, we use 'He/She has .. ' Put the words below into the correct verb category. Compare. Report to class. これらの単語が形容詞、または形容詞として使われる分詞の場合、文章の形はHe/She is...となります。またこれらの単語が名詞の場合、文章の形はHe/She has...となります。下の単語がどちらの文章の形で使われるか判断し、書き込んでいきましょう。

	He/She is..	He/She has..	
pretty >			< skinny
big ears >			< gray hair
medium height >			< a big nose
a mustache >			< freckles
26 years old >			< 1 meter 70.
a big chin >			< elderly
medium sized eyes >			< short
bald >			< curly hair

Often both 'have' and 'is' are possible if the subject changes between the person and the feature as the subject, for example, 'She HAS long hair' has the same meaning as 'Her hair IS long'. Fill in the chart below. 主語が人と物でかわることがあるので、haveとisはどちらの場合も正しいことが多いです。例えばShe HAS long hair.はHer hair IS long.と同じ意味です。下の空欄に文を書き入れ、完成させてください。

<i>With 'has'</i>		<i>With 'be'</i>		<i>With pronoun + 'be'</i>
She has very long hair.	< >	Her hair is very long	< >	Her hair? It's very long.
He has a black beard.	< >		< >	
	< >	Her eyes are blue.	< >	
He has bushy eyebrows.	< >		< >	
	< >	His nose is big.	< >	

Secretly choose a person from below. Describe them. Have your partner guess who you are talking about. 下から内緒で一人選んで、その人について説明してください。パートナーはあなたが誰について話しているか分かりましたか？



Activity 4 : Speaking

Now you are going to work in pairs. The teacher will assign pairs. Janken with your partner, the winner is student A and the loser is student B. After finishing the activity, swap roles. Your instructor will pass round color pencils.. これからペアになって練習します。講師がそれぞれペアを決めますので、相手とじゃんけんをして勝った人が生徒A、負けた人が生徒Bになりましょう。一回目が終われば役割をかえて行ってください。講師が色鉛筆をお渡しします。

Student A

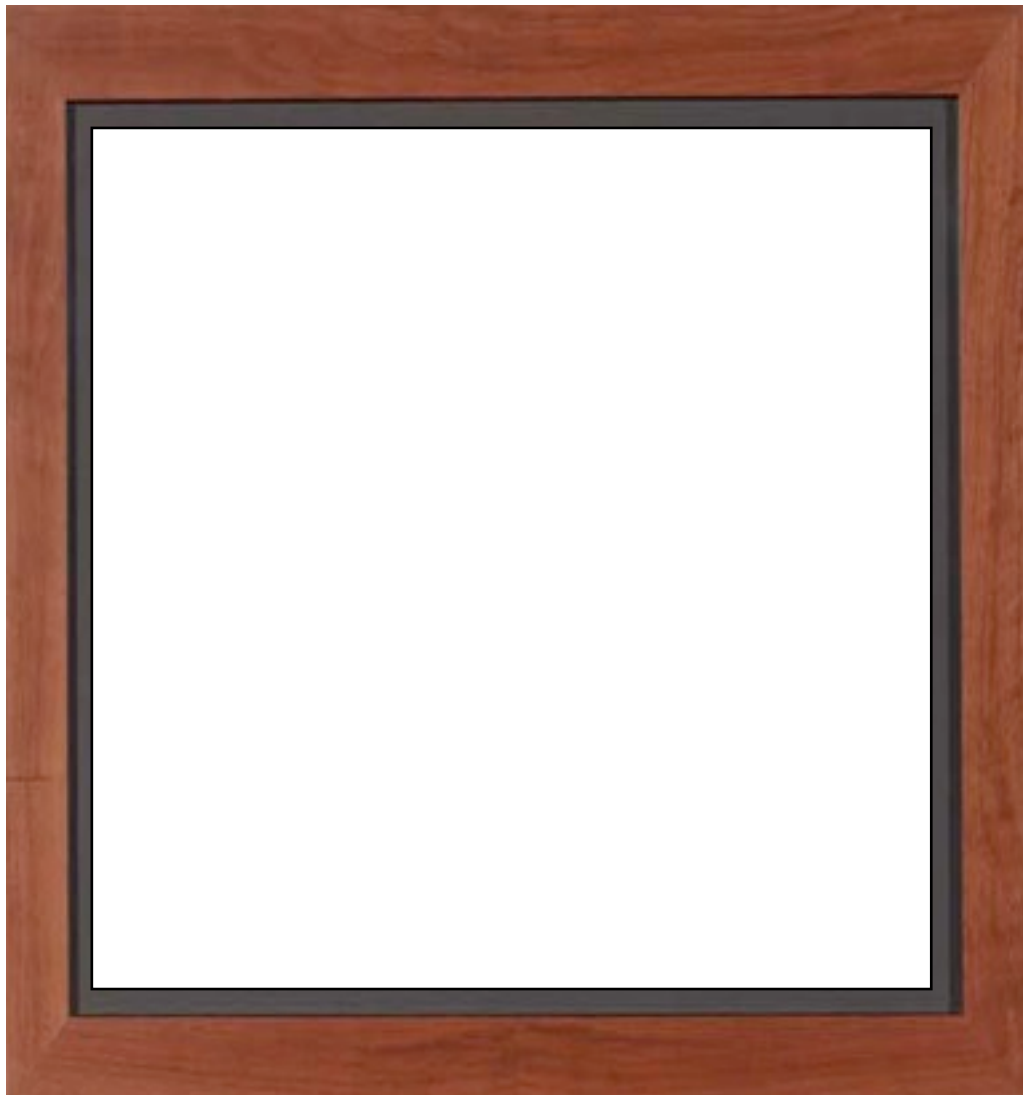
Choose a family member (e.g. your mother or father) and answer Student B's questions. When you answer try to give as much information as possible.

家族の一人を選びBさんの質問に答えましょう。答えるときは出来るだけたくさんさんの情報を与えましょう。

Student B

Ask Student A which family member they have chosen, you are going to draw this person in the frame. Ask your partner 'has', 'does' or 'Wh' questions. Use this information to draw the person.

Aさんに'has' 'does' 'wh'を使って質問し、答えを絵で描きましよう。



Lesson 22 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1, 2A, 2B, 4, 5 on pages 49 to 51 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.49~P.51の練習 1, 2A, 2B, 4, 5 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認下さい。

Homework 2 : Lesson 23 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 23' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 23' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

How many people are at the party? 何人がパーティに参加していますか？

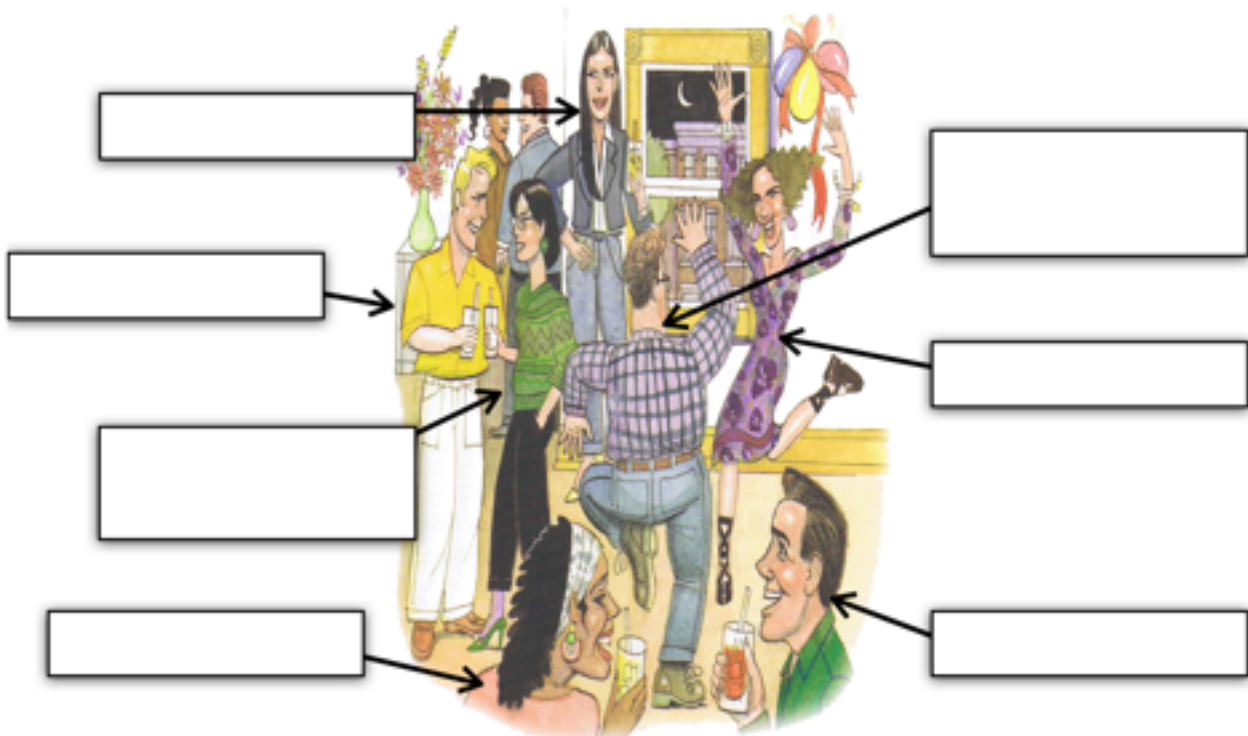
What are they wearing?どんな服を着ていますか？

What do they look like? Can you describe them? どんな様子ですか？表現出来ますか？

What are they doing?彼らは何をしていますか？

Homework 4 : Listening Frame

Listen to the audio track online. Write the name of the person. オーディオを聞きましょう。彼らの名前を書きましょう。



Lesson 23 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 61. Choral drill the model on page 62 and do the post model activity 9A individually, compare with your partner and then report to class. 61頁のスキットをワークアウトしましょう。62頁のモデルを声を出して読み、例を参考に9Aを完成させパートナーと見比べ、クラスで発表しましょう。



Activity 3 : Describing People

For each of the responses below, write the question being asked. When you have finished, check your answers by acting them out with your partner. 下の返答に対する質問を作ってください。完成したら、パートナーを質問にして質問文が正しいか確認しましょう。

Question		Response
How long is her hair?	< >	Her hair is very long
	< >	She is quite tall.
	< >	He is in his 30's
	< >	She is attractive
	< >	No, he wears contacts

Question		Response
	< >	It's medium length
	< >	Blonde, but it may be fake!
	< >	Her eyes? Blue. I think.
	< >	No, he isn't. He's short
	< >	How long?? He's bald!!

We can abbreviate (reduce) 'the one who' or 'the thing which' sentences using 'modifiers'. We can usually only do this with people, places or objects that both the speaker and the listener can see or have seen. We usually abbreviate the object/person to 'the one(s)', you must use the article the. 'Is wearing' can be reduced to 'in'. Finish the table.

話し手と聞き手がその人、場所、物を見知ってる場合は'the one who' 'the thing which'を'the one'を使い省略する事が出来ます。また'is wearing'は'in'を使って省略できます。下の表を完成させましょう。

Full Sentence (response to which one(s) is/are ... ?)		Abbreviated Sentence
Martina? Martina is the woman who is drinking a cocktail	< >	She's the one drinking a cocktail
Tim? Tim is the short boy who is wearing a denim jacket	< >	He's the one in a denim jacket
Angela and Annie? Angela and Annie are the children who are living in Apartment 4	< >	They are the ones living in Apartment 4
Karl? Karl is the man who is standing near the door and who is wearing jeans	< >	
The instructor? She is the tall woman who is sitting in front of you.	< >	
The director? He is the short guy with the blue necktie who is working in the office.	< >	
The manager? She is the short stressed-out lady in a suit who is waiting for you in the waiting area.	< >	

Activity 4 : Speaking

Your instructor is going to split you into pairs (A-san and B-san). A-san has to sit with their book open to page 123 (Interchange 9A) and their back to the screen. B-san has to sit with their book closed and ask questions using the skit below as a model in order to label (name) each of the people in the picture below. When you have finished, swap roles, B-san must open his/her book to page 'Interchange 9B'. B-san can invent 6 new names. If you can abbreviate, you must abbreviate. Good luck!. 講師がこれからあなたをペア (Aさん、Bさん) にわけます。Aさんは教科書123頁の「Interchange 9A」のページを開きスクリーンに背中を向けて座って下さい。Bさんは教科書を閉じて座り、下の基本会話を使い、下の絵の中の人の名前を尋ねて下さい。それが終われば次はBさんが教科書124頁の「Interchange 9B」のページを開き、スクリーンに背中を向けて座って下さい。Bさんは6人の名前を新たに付けることが出来ます。もし、本日のレッスンで学んだ省略形を使えるなら使ってください。頑張ってください。



Model Conversation

B: Right, who is the man standing in front of the armchair?

A: Err.. I'm not sure who you mean.

B: OK, who is the man in beige slacks holding a drink standing in front of the purple armchair?

A: Oh! I see. That's Neil.

B: How do you spell that?

A: N-E-I-L.

B: Thanks. Right, who is the slim man in..

Activity 5 : Speaking

Now try the same exercise using your classmates. クラスメートを使って同じエクササイズをしましょう。

Lesson 23 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 8 and 9 on page 53 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.53の練習 8, 9 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 24 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 24' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 24' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

What can you see behind Jan and Todd? ジェンとトッドの後ろに何が
見えますか？

Which is the only city in the world where you can see these things?
世界中のどの1つの都市でこの光景が見れるでしょうか？

Do you think Jan and Todd live there or are tourists there? ジェンとトッドはそこに住んでるか観光で来ているか、どちらだと思いますか？

What other things can you do there? 他にその場所で出来る事はありますか？



Homework 4 : Listening Frame

Listen to track 4 of the student CD. Write the name of the person. オーディオを聞きましょう。
人物の名前を書きましょう。

Jan asks: Have you been to...	Has Todd done it? Y / N
Jan asks: How about...	Has Todd done it? Y / N
Jan asks: Have you...	Has Todd done it? Y / N
What does Todd want to do?	Why?

Lesson 24 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 64. Choral drill the model on page 65 and do the post model activity 3B individually, compare with your partner and then report to class. 64頁のスキットをワークアウトしましょう。65頁のモデルを発音し3Bを行いパートナーと比べクラスで発表しましょう。



Activity 3 : Time Linker

Link the time expressions on the left in English with their Japanese translations on the right. 左の英語と右の日本語訳をマッチさせましょう。

twice	2ヶ月間	yet	今までに
for 2 months	2年前	in 1987	明日
lately	先週	ever	1987年に
last week	2回	already	昨日
2 years ago	先週から	yesterday	まだ
since last week	最近	tomorrow	もう既に



Activity 4 : Time Expressions & Perfect Tense

Japanese has no tense like perfect tense. It is best to decide whether it is necessary or not by considering what the time expression of the sentences is. When a sentence has a time clause that puts the act clearly starting and finishing in the past AND gives some indication of WHEN (you could, for example, circle the act on a calendar) perfect tense CANNOT be used. Perfect tense is only used to indicate WHETHER an act has occurred, it gives no indication of when. 日本語は完了などの時制がありません。文章の時間の表現が何かを考えることにより完了形が必要かどうか決める必要があります。文章中の出来事が過去に始まりすでに終わっている時や、Whenで表せる一過性の過去の出来事の時完了形は使えません。完了形はWHEREで表せる時制か不確定な時のみ使え、Whenで表せる確定した過去の時制には使えません。

	OK to use with Present Perfect	DON'T use with Present Perfect
last week >	since last week	< yet
twice >		< in 1997
already >		< since last week
never >		< when I was a baby
yesterday >		< for 3 weeks
2 years ago >		< tomorrow

Activity 5 : Speaking

Let's play a guessing game. Take it in turns to secretly choose one of the professions below and then answer your partners questions as they try to guess who you are. The patterns below may help you but you can use your imagination. Your instructor will model both asking and answering roles If time allows. 推理ゲームをしましょう。順番ずつ下の職業を選び、パートナーはあなたが誰か当てる為に質問するので答えましょう。下の例は助けになりますが、自分でも考えましょう。



In the last 12 months,
have you...

got up at 2pm in the afternoon?
killed anyone?
started work at 10pm?
been in danger at work?
worked for 9 days in a row?
worked outside?
used a gun at work?
talked to a businessman for a long time?
worked at an airport?
worked in a hospital?
worked abroad?
worked in a bar?
been really lost?
been in a courtroom?
had to take very very hard examinations?
lied?
worn a uniform to work?
made a lot of money in one day?
got injured at work?

Lesson 24 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1, 2, 4, 5 on pages 55 to 57 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.55~P.57の練習 1, 2, 4, 5 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 25 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 25' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 25' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

Are Peter and Mandy in the residential, business or entertainment district?ペーターとマンディーは住宅街、ビジネス街、歓楽街の内のどこにいますか？

Where do you think they are going to go next?次にどこに行くと思いますか？

Is there a good choice of restaurants there?良いレストランがあると思いますか？

What kind of relationship do you think Mandy and Peter have?マンディーとペーターはどのような関係でしょうか？

Where do you usually go to eat out? Why?普段どこに食べにいきますか？なぜですか？



Homework 4 : Listening Frame

Listen to track 5 of the student CD. Write the name of the person.オーディオを聞きましょう。

Has Mandy been waiting long?		Has Mandy ever eaten green curry?	
Has Peter ever eaten Moroccan food?		When and where?	
Has Mandy ever eaten Moroccan food?		How long did she live there?	

Lesson 25 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 66. Choral drill the model and do the post model activity 5A individually, compare with your partner and then report to class. P.66のスキットをワークアウトしましょう。モデルを発音し5Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : For vs Since

Look at the time expressions below, put them into the correct category. Both for lengths of time and for points in time we can use present perfect tense. For points in time, we use the preposition 'since', for lengths of time we use the preposition 'for'. 下の時間表現を見て正しいカテゴリーに記入しましょう。'point in time'も'length of time'も両方現在完了形が使えます。'point in time'には前置詞として'since'を'length of time'には'for'を前置詞として使います。

	points in time ある時点	lengths of time 時間の長さ	
a few months >	July		< a long time
this morning >			< December the 17th
on Tuesday >			< July
last week >			< 74 seconds
4 minutes >			< several years
2 weeks ago >			< most of my life

Activity 4 : For or Since?

Read the sentence. Is the time adjunct (underlined) a point in time OR a length of time? For points in time, add 'since', for lengths of time, add 'for'. Notice how all of the 'since' sentences are present perfect tense. Translate the sentences back to your instructor. 下の文章を読みましょう。下線の時間付接詞はある時点か時間の長さのどちらですか？ある時点の時は"since" 時間の長さの時は"for"を書きましょう。Sinceを使う時は現在完了を使います。講師に訳を伝えましょう。

I have lived in America _____ 3 years.

I have lived in America _____ a year ago.

When I was a child, I lived in America _____ 6 and a half years.

I have worked at Kyocera _____ 3 months.

I have worked at Kyocera _____ 3 months ago.

3 years ago, I worked in Ginza _____ 6 months.

Activity 5 : Speaking

Who do you think is the most adventurous in your class? Who is the least adventurous? Rank everyone on the white board. Now let's see if you are right. Your instructor will work out who must ask who. Everyone should have their scores worked out from rounds of pair work. Put the scores on the whiteboard at the end of each round. Each time you survey, ask for more information about the HIGHEST scoring activity. Your instructor will ask you to report what you found out at the end. クラスの中で誰が一番冒険心があり、誰が一番慎重でしょうか？ホワイトボードに全員の順位をつけてみましょう。さて皆の予想が正しいか確認しましょう。講師が誰が誰を質問するか決めますので、ペアになった人の得点をつけていきましょう。それぞれ得点が出たらホワイトボードに書いてください。調査するときは毎回、一番高い得点の行為についていろいろな情報を手に入れてください。最後に講師より結果を聞かれます。

A d v e n t u r e S u r v e y			
Have you ever ...			
(climbed)	Mt Yoshino 1 point	Mt Fuji 2 points	Mt Everest 10 points
When?いつ How long?どのくらい い Etc.			
(been)	on a motor boat?	surfing or sailing?	white water rafting?
When?いつ How many times? 何回 Etc.			
(flown)	in an airplane?	in a helicopter?	in a hot air balloon?
When?いつ Where?どこで Etc.			
(gone/been)	ice skating?	in-line skating?	snowboarding?
When?いつ Who with?誰と Etc.			
Sub-totals:			

Lesson 25 Homework



Homework 1 : Interchange 1B Workbook

Work through workbook exercises 7, 8, 9 on pages 59 to 60 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.59~P.60の練習 7, 8, 9 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。



Homework 2 : Lesson 26 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 26' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 26' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 3 : Answer to Question

For each answer, write the question. The model may help. The first one has been done for you.それぞれの答えに質問を書きましょう。モデルが参考になるかもしれませんが。最初の質問は既にかかれています。

Interrogative Pronoun	Auxiliary or Modal	Subject <i>(Pronoun / Subject / Noun Phrase / Relative Clause etc.)</i>	Verb <i>(base-form, verb + infinitive, present participle, past participle etc.)</i>	+ alpha <i>(object, complement, relative clause etc.)</i>
Who				there?
What				there first?
Where	do / does			your homework
How	am / is / are	a spider		me
How many	have / has	you	have/had/having	him
How many times	was / were	a panda	live/lived/living	her
How long	did	your hair	play/played/playing	it
How quickly	can	he	drive/driven/driving	us
When	will	they	go/gone/been/going	them
What color	should	my grandparents	work/worked/working	you
What color eyes	could	Melissa		this morning
What model of car	would			English
What color hair				to everyone
How often				
疑問代名詞	助動詞、又は法助動詞	主語	動詞	目的語

How long have you lived in Tokyo?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

I have lived in Tokyo for 9 years.

I have worked at NEC since 1984.

I was born in Nagasaki.

No, I haven't had breakfast yet. Let's go!

I have brown eyes.

Melissa? She has short, brown hair.

Guam? Sure, I've been there 8 times.

First? I went there first in the late 80's.

No, I've never seen a snow leopard.

Lesson 26 (Review) In-Class

Q Review 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Review 2 : Who Am I?

Using the model below, review some of the language we learned in lesson 22 to describe appearances. Secretly choose a famous celebrity, describe your features/appearance to your partner. For every sentence you produce, allow them to take one guess as to your identity. 下のモデルを使ってレッスン22で学んだ外見を表現する事を復習しましょう。内緒で1人有名人を選び、外見をパートナーに表現しましょう。1つセンテンスを言うたびにパートナーにあなたが誰か当てさせましょう。



I have..	a big/long/slim nose wrinkles big ears/big teeth/big eyes grey/blond/brown/black hair freckles short/medium-length/long hair	a mustache/a beard a big/weak/square chin blue/green/brown eyes light skin/dark skin full lips straight/curly hair
I am	skinny/slim plump/heavy attractive/pretty/cute/sexy short/medium height/tall in my 20s/30s/40s/50s/60s male/female	bald/balding muscular/in good shape about one-sixty young/middle-aged/elderly (not so) good looking white/black/asian/hispanic



Review 3 : Super Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

1. Describe yourself in terms of appearance.
2. Describe your instructor in terms of appearance.
3. Describe someone in the room. Have the others guess who you are talking about. Use 'He/She is... He/She has..'
4. Describe someone in the room. Have the others guess who you are talking about. Use 'He/She is the in [xxx clothing] sitting next to [xxx person]'
5. Who is your favorite celebrity? Describe them in terms of appearance.
6. Have you had breakfast/lunch/dinner today? What did you have? Was it good? Why?
7. Which famous landmarks in Japan have you seen? Which was the best? Why?
8. Which countries have you been to? Which was the best? Why?
9. Have you ever worked outside? Explain if you have.
10. Have you ever worked in a hospital? Explain if you have.
11. Have you ever worked for the government? Explain if you have.
12. Have you ever worked for a member of your family? Explain if you have.
13. Have you ever worked for 9 days in a row? Explain why if you have.
14. Have you ever worn a uniform? When?
15. Have you ever got injured at work? What happened?
16. Have you ever eaten green curry? Where? How was it?
17. What did you do yesterday?
18. Where do you live? How long have you lived there?
19. How long have you been a student at English-Please!?
20. When did you do your Lesson 25 homework?
21. When do you usually do your Level 6 homework?
22. When did you start taking Level 6 lessons?
23. How much of Level 6 have you already completed?
24. Has your English improved since starting this course?
25. Which parts of the course have you found difficult? Why?

Lesson 26 Homework & Test



Homework 1 : Schema 5 Badge Test

Log on to your computer and do the online progress test. Your score will be accessible to your teacher. You are expected to get a score of at least 80% in order to earn your Schema 5 Badge Progress Award. Remember to relax when you take tests, they are meant to be fun and they are there for your benefit! プログレス・テストをしましょう。点数は講師が確認出来るようになっています。スキーマ5・バッジ賞は80%以上正解すると獲得出来るようになっています。テストをする前は、リラックスしてみなさん楽しんで頂くよう作ってありますので、楽しんで受けて下さい。



Homework 2 : Lesson 27 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 27' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 27' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

This is the capital of Puerto Rico, San Juan. Have you ever been to San Juan? プエルトリコの首都のサンファンです。行った事ありますか？

Look at this picture of San Juan, is San Juan beautiful or ugly? 写真を見て下さい、サンファンはきれいですか汚いですか？

Does San Juan have nice weather or bad weather? サンファンの気候は良いですか、悪いですか？

Do you think San Juan is cheap or expensive? サンファンは物価が高いですか、安いですか？

Does San Juan have any beaches? サンファンにはビーチがありますか？



Homework 4 : Listening Frame

Listen to track 7 of the student CD. As you listen, complete the chart. The first one has been done for you. オーディオを聞き、下の表を完成させましょう。

Topic	What does Carmen say about it?
San Juan	
The weather	
The beaches	
Cost of living	
City size	



Activity 5 : Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

1. Where do you live?
2. How long have you lived there?
3. How big is it?
4. How dangerous is it?
5. How expensive are the houses there compared to other parts of Japan?
6. How exciting is it?
7. How crowded is it?
8. Are the shops good?
9. Summarize for me using 'and' OR 'but' OR 'though' OR 'however'.
10. What is your favorite city in Japan?
11. Is it far? How long does it take to get there?
12. How many times have you been there?
13. What is it famous for?
14. How big is it?
15. How dangerous is it?
16. How expensive are the houses there compared to other parts of Japan?
17. How exciting is it?
18. Are the shops good?
19. Summarize for me using 'and' OR 'but' OR 'though' OR 'however'.
20. What is your favorite country in the world?
21. Is it far? How long does it take to get there?
22. How many times have you been there?
23. How big is it?
24. How dangerous is it?
25. What can you see and do there?
26. How expensive is it?
27. Summarize for me using 'and' OR 'but' OR 'though' OR 'however'.



Lesson 27 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1, 2, 3 on pages 61 to 62 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.61~P.62の練習 1, 2, 3 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 28 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 28' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 28' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

What do you think is inside this building?建物の中はどのようになっていると思いますか？

Do you know where this is?これがどこか分かりますか？

Have you every been to Mexico City?メキシコシティーに行った事ありますか？

What can you see there?そこでは何が見れますか？

Is it best to visit Mexico City in the summer or in the winter?メキシコシティーを訪れるには夏か冬かどちらが良いですか？



Homework 4 : Listening Frame

Listen to track 8 of the student CD. Complete the chart below .オーディオを聴いて、下の表を完成させましょう。

<i>Thomas asks:</i>	<i>Elena answers:</i>
What should I _____ ?	You should definitely _____ _____ You shouldn't miss _____ _____ .
Is there anything _____ _____ ?	You can _____ , _____ _____, _____ _____ .

Lesson 28 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 75. Choral drill the model and do the post model activity 8A individually, compare with your partner and then report to class. P.75のスキットをワークアウトしましょう。モデルを発音し8Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : Missing words Challenge

All of the following sentences have a word missing. Annotate each sentences with the missing word. The first one has been done for you.下の全ての分は単語が抜けています。抜けている単語を例のように注記で付けましょう

- you**
1. Can ~~you~~ tell me about your country?
 2. You should definitely the art museum.
 3. You should go to the park, it's terrible!
 4. You can the zoo there, it's great!
 5. You should warm clothes.
 6. Can you me what time the movie starts?

Activity 4 : Could, Would, Can, Should

Could, would, can and should are all modal verbs. Each has many uses. In the sentences above 'You can' and 'You should' are being used in the sentences above as exponents for making suggestions. 'Can you' is being used for making requests. When 'You can' and 'You should' are being used to make suggestions, we can also use 'You could' and 'I would'. When 'Can you' is used for making requests, we can also use 'Could you' which is slightly more polite. Replace 'Can you' 'You can' and 'You should' in the following sentences. could,would,canとshouldはすべて助動詞で、たくさんの使い方があります。上の例題で'You can' と'You should'は提案として使われています。'Can you'はリクエストとして使われています。'You can' と'You should'が提案するのに使われる時'You could' と'I would'も使えます。'Can you'がリクエストとして使われる時、'Could you'も使えこちらの方が丁寧な言い方です。表の文を書き換えましょう。

Sentence using 'You can' 'You should' 'Can you'		Sentence using 'You could' 'I would' 'Could you'
Can you tell me about your country, Bob?	<>	
You should definitely visit the art museum.	<>	
You shouldn't go to the park, it's terrible!	<>	
You can visit the zoo there, it's great!	<>	
You should wear warm clothes.	<>	
Can you tell me what time the movie starts?	<>	

Activity 5 : 21 things to do in Kyoto

Work with your partner. Think of 21 things you can do in Kyoto. Make sentences using the exponents below. Report to class. For every good idea that is unique to your pair, score 1 point. The team with the most points is the winner.パートナーと一緒にいきましょう。京都で出来る21の事を考えましょう。下のモデルを使って文を作り発表しましょう。ユニークなアイデアは1ポイント獲得します。最もポイントを取ったグループが勝ちます。



1.
2.
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14.
15.
16.
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18.
19.
20.
21.

Exponents for making suggestions; -base forms		Exponents for making suggestions; -ing forms OR noun	
Why don't you	visit Ryoanji	How about	visiting Ryoanji Ryoanji
You can		What about	
You could		You must try	
You should		You should try	
Why not		You could try	
I would (definitely)		You must try	

Lesson 28 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 7, 8, 9 on pages 65 to 66 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.65~P.66の練習 7, 8, 9 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 29 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 29' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 29' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

What do you think Craig and Joan's relationship is? クレッグとジョアンはどんな関係でしょうか？

What can you see on Craig's desk? クレッグの机には何がありますか？

What color is Craig's nose? クレッグの鼻の色は何色ですか？

How do you think is Craig feeling? クレッグどう感じているでしょう？

What do you think Joan is doing? What do you think she is saying? ジョアンは何をしていると思いますか？ また何を言っているでしょう？



Homework 4 : Listening Frame

Listen to track 10 of the student CD. Complete the chart below. オーディオを聴いて、下の表を完成させましょう。

How is Craig?	What's wrong with him?	
Joan makes 3 suggestions.. 1) You should 2) It's really important to	Does Craig agree? Y / N	Why?
3) It's helpful to	Does Craig agree? Y / N	Why?

Lesson 29 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Today's Vocab

Write each of the remedies A ~ F under the correct photo 1 ~ 10. 写真1~10に合う治療法をA-Fから選び書いて下さい。



A) see a doctor	E) eat some chicken soup	I) take some aspirin
B) put a heating pad on it	F) take some vitamins	J) use some eye drops
C) get some rest	G) drink lots of liquids	x
D) put it under cold water	H) use some ointment	x

Activity 3 : Grammar Focus

Act out the skit on page 78. Choral drill the model on page 79 and do the post model activity 3A, compare with your partner and then report to class. P.78のスキットをワークアウトしましょう。P.79のモデルを発音し3Aを行いパートナーと比べクラスで発表しましょう。

Activity 4 : Applying the model

For each of the problems below, suggest a remedy using infinitive complements. 下の各症状の為の治療法を不定使って提案しましょう。

"I taught 7 classes of naughty children! My throat really hurts!"	"I have the hiccups."	"9 hours in front of my computer - my eyes are red!"	"It's 2 a.m. and I can't sleep!"



Activity 5 : Doctor Collocates

Below are 12 medical problems. Link the predicate on the left with the complement on the right. Notice that there are broadly 3 patterns:下の12個は病気の症状です。左の述語と右の補語をリンクさせましょう。症状を表すにはおおよそ3つのパターンがあります。

- Part of body + verb or adjective, e.g. My throat hurts, my nose is blocked 体の部分+動詞又は形容詞
- I have + noun (symptom/disease), e.g. I have the chicken pox, I have a sore throat I have +名詞 (症状/病気)
- I feel/am + adjective (symptom/disease), e.g. I feel nauseous, I am dizzy I feel/am +形容詞 (症状/病気)

I feel	hurts
My nose is	the flu
My back	red
My eyes are	nauseous
I have	blocked
I have	insomnia

I am	toothache
My muscles are	depressed/stressed
My tooth	diarrhea
I have	sore
I have	hurts
I have	a fever



Activity 6 : Doctor's Advice

Below are 5 health problems. You have 1 of them. Luckily, your friend (your partner) is a doctor and is there to help you. He/she will ask you about your symptoms and make a diagnosis. Even better, your doctor friends is also going to suggest a remedy using some of the exponents for making suggestions from last lesson OR the infinitive complements from this lesson! Lucky you! 下は5つの健康上の問題で、あなたは一つの症状があります。幸運な事にあなたのパートナーは医者で、あなたを助けてくれます。彼(彼女)はあなたの症状について聞き診断をします。さらに良いことに治療法を先週のレッスンや、このレッスンの不定詞を使って提案してくれます。良かったですね!

[pic]	Ailment	Symptom 1	Symptom 2	Model Conversation
	work-related stress	insomnia	headache	Doctor: How are you? Patient: Not so good. <u>I have a fever.</u>
	the flu	fever	sore throat	Doctor: Do you have any other symptoms? Patient: Yes, <u>I have a sore throat</u> , too.
	jet lag	sore muscles	insomnia	Doctor: I think <u>you have the flu.</u> Patient: What should I do?
	hang over	nauseous	headache	Doctor: <u>It's important to get some rest.</u> Patient: OK. Is there anything else?
	food poisoning	stomachache	diarrhea	Doctor: <u>How about drinking lots of liquids?</u> Patient: Okay, I'll try that. Thank you!

-base forms		-ing forms OR noun	
Exponent	Remedy	Exponent	Remedy
You should	see a specialist	How about What about You must try You should try	seeing a specialist
I would (definitely)	get some rest		getting some rest
It's important to	eat some chicken soup		eating some chicken soup
It's helpful to	take some vitamins		taking some vitamins
It's a good idea to	drink lots of liquids		drinking lots of liquids
	take some aspirin		taking some aspirin
	use some eye drops	using some eye drops	



Lesson 29 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1A, 1B, 2, 3 on pages 67 to 68 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.67~P.69の練習 1A, 1B, 2, 3 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 30 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 30' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 30' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

Where is Mrs Webb? ウェブさんはどこにいるでしょう？

What is the pharmacist handing her? 薬剤師は彼女に何を渡しているでしょう？

What else is Mrs Webb buying? (please include the container!) ウェブさんは何を買ってるでしょう？ (入れ物まで含めて下さい)

What do you think Mrs Webb is saying? ウェブさんは何と言ってるでしょう？



Homework 4 : Listening Frame

Listen to track 11 of the student CD. Complete the chart below .オーディオを聴いて、下の表を完成させましょう。

Mrs Webb asks: "Could I have..	The Pharmacist suggests: 1)
Mrs Webb asks: "What do you suggest..	2)
What's her husband's health problem?	3)
Mrs Webb asks: "May I have..	x

Lesson 30 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 81. Choral drill the model and do the post model activity 9A individually, compare with your partner and then report to class P.81のスキットをワークアウトしましょう。モデルを発音し9Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : Remedies and Containers

Look at the pictures below. Put the 12 items into the correct cells in the table. The first one has been done for you.下の写真を見ましょう。12個のアイテムを正しく表の中に入れましょう。

water	a bag of	a jar of	a bottle of	a pack of	face cream
tissues					cotton balls
gum					wet wipes
deodorant	a box of	a stick of	a can of	a tube of	band aids
muscle rub		gum			aspirin
laxatives					cough drops
	mosquito spray	toothpaste	ointment	shaving cream	



Activity 4 : Applying the model













For each of the problems below, suggest a remedy from the products you covered in Activity 3 using the exponents for suggestion 'Try this _____', 'I suggest this _____', 'You should use this _____'.下の病状の解決策をアクティビティー3で使った商品を使って、'Try this~'などを使用して提案しましょう。





Activity 5 : Speaking

Act out some role plays, A-san will be a customer in a pharmacy and B-san is the pharmacist. Some problems you can describe as having are listed below along with exponent for asking for help and exponents for offering a remedy. Keep swapping roles until you cover most of the ailments below. You can also invent your own. ロールプレーをしましょう、Aさんは薬局に来たお客様で、Bさんは薬剤師です。下のモデルを使い、症状を訴え、治療法を提案しましょう。症状をすべて終えるまでAとBを交替して行いましょう。

Ailments			
			
cracked lips	itchy eyes	constipation	a cough
			
sore muscles	a cold	insomnia	dry skin
			
sore throat	a burn	a cut	low energy

Asking for help	Offering a remedy
Can you suggest something for ~ Do you have something for ~ I'm looking for something for ~ I have ~. What do you suggest? I have ~. What do you recommend? I have ~. Can/Could/May I have a [box of .., tube of.., stick of.. etc]	Try this ~ You should try this ~ I suggest this ~ You should use this ~ You should get this ~ I recommend ~ This ~ really works!



Activity 6 : Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

- Where do you keep your medicines at home?
- What medicines do you take with you when you go on holiday?
- What would you buy or do if you had sore muscles?
- What would you buy or do if you had a cut?
- What would you buy or do if you had a burn?
- What would you buy or do if you had a cold?
- What would you buy or do if you had the flu?
- What would you buy or do if you had a hang over?
- What would you buy or do if you had low energy?
- What would you buy or do if you had insomnia?
- What would you buy or do if you had cracked lips?
- What would you buy or do if you had jet lag?
- What would you buy or do if you had a cough?
- What would you buy or do if you had lots of insect bites?

Lesson 30 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 5A, 5B, 7, 8 on pages 70 and 72 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.70~P.72の練習 5A, 5B, 7, 8 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 31 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 31' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 31' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 2 : Answer to Question

For each answer, write the question. The model may help. The first one has been done for you.それぞれの答えに合った質問を書きましょう。モデルが参考になるかもしれませんが。最初の質問は既にかかれています。

Interrogative Pronoun	Auxiliary or Modal	Subject <i>(Pronoun / Subject / Noun Phrase / Relative Clause etc.)</i>	Verb <i>(base-form, verb + infinitive, present participle, past participle etc.)</i>	+ alpha <i>(object, complement, relative clause etc.)</i>
Who				there?
What				there first?
Where	do / does			your homework
How	am / is / are	a spider	have/had/having	me
How many	have / has	you	suggest/suggested/suggesting	green curry
How many times	was / were	a panda	live/lived/living	her
How long	did	your hair	play/played/playing	it
How quickly	can	he	drive/driven/driving	in Kyoto
When	will	they	go/gone/been/going	to Canada
What color	should	your dad	visit/visited/visiting	in Canada
What color eyes	could	Melissa	eat/eaten/eating	you
What model of car	would		like	this morning
What color hair				a student
How often				to everyone
疑問代名詞	助動詞、又は法助動詞	主語	動詞	目的語

How long have you lived in Tokyo?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

I have lived in Tokyo since 1981

A sore throat? I suggest cough drops.

My dad? He is short and has grey hair.

Not yet, but I did eat breakfast & lunch.

A student here? Since last October.

Green curry? No, I've never had it.

I would visit Kyomizudera.

You should try getting some rest.

No, I have never been to Canada.













Lesson 31 (Review) In-Class

Q Review 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Review 2 : What's wrong with you?

Match the ailments below from lesson 30 with the picture in the table. Play charades with your teacher doing the gestures using the skit below. レッスン30で学んだ症状の穴埋め問題をしましょう。下のスキットを使って先生のジェスチャーから症状をあて治療法を提案しましょう。

			
	itchy eyes		
			
			
constipation	sore muscles	a cut	cracked lips
a cough	insomnia	a cold	sore throat
itchy eyes	dry skin	a burn	low energy

Students: Sensei, what's wrong with you?

Teacher: I'm not sure, what do you think?

Student: I think you have [itchy eyes..a cut..a burn etc.]

Teacher: That's right.. Now, what do you suggest?

Student: I suggest a tube of ointment and get some rest.

Review 3 : Medical Vocab Review

Over the last few lessons we have been learning many new medical words that can help you if you get sick when abroad. Can you remember all of them? Try doing these 2 linkers individually. Compare with your partner. Use classroom language if you get stuck. Check your answer on the screen. 前回までのレッスンで、沢山の医療の単語を学んできましたので外国で病気に

なった時に使えます。すべて覚える事が出来ましたか？下の表の単語と日本語をリンクさせ、パートナーと比べてみましょう。もし分からなくなったらクラスルームランゲージを使い講師に聞きましょう。スクリーンで答え合わせをします。

a rash	クラクラする
sick	意識を失った
sore	しゃっくり
dizzy	かゆい
unconscious	骨折した
itchy	痛い
diarrhea	発疹
the hiccups	下痢
broken	調子が悪い

earache	脚の骨折
sunburnt	花粉症
bruised	船酔いした
swollen	詰まった
nauseous	腫れた
hay fever	耳痛
seasick	アザがついた
blocked	日焼けした
a broken leg	吐き気がする

Review 4 : Super Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

- Where do you live?
- How long have you lived there?
- How big is it?
- How dangerous is it?
- How expensive are the houses there compared to other parts of Japan?
- How exciting is it?
- How crowded is it?
- Are the shops good?
- Summarize for me using 'and' OR 'but' OR 'though' OR 'however'.
- What is your favorite city in Japan?
- Is it far? How long does it take to get there?
- How many times have you been there?
- What is it famous for?
- How big is it?
- How dangerous is it?
- How expensive are the houses there compared to other parts of Japan?
- How exciting is it?
- Are the shops good?
- Summarize for me using 'and' OR 'but' OR 'though' OR 'however'.
- Give me some advice about visiting Sapporo
- Give me some advice about visiting Kyoto
- Give me some advice about visiting Mie
- Give me some advice about visiting Kyushu
- Give me some advice about visiting Tokyo
- Give me some advice about visiting Nara
- Give me some advice about visiting your hometown
- Give me some advice about visiting Seoul
- Last night, I drank 12 cans of Asahi, 2 chu-hai and had 4 shots of tequila. Today I have a headache and nausea. Doctor, what is wrong with me? What do you suggest?
- Last night, I ate a chicken drumstick that had been in my fridge for just over a month. A little bit of it was green but I thought it would be OK. Now I have a stomachache and I feel nauseous. Doctor, what is wrong with me? What do you recommend?
- 2 days ago, I played all day with my 2 cousins, Miki and Masa. They are so cute! Miki had been in bed with the flu. She got it from Masa. Today, I have a high fever and a sore throat. Doctor, what is wrong with me? What should I do?

Lesson 31 Homework & Test



Homework 1 : Schema 6 Badge Test

Log on to your computer and do the online progress test. Your score will be accessible to your teacher. You are expected to get a score of at least 80% in order to earn your Schema 6 Badge Progress Award. Remember to relax when you take tests, they are meant to be fun and they are there for your benefit! プログレス・テストをしましょう。点数は講師が確認出来るようになっています。スキーマ6・バッジ賞は80%以上正解すると獲得出来るようになっています。テストをする前は、リラックスしてみなさん楽しんで頂くよう作ってありますので、楽しんで受けて下さい。



Homework 2 : Lesson 32 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 32' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 32' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

Where are Jeff and Bob?ジェフとボブはどこにいますか？

What are they doing?彼らは何をしていますか？

Did you go to college?大学に行きましたか？

Did you often chat in the library?図書館で話をしましたか？

Did you live at home or live near your university?実家に住みましたか？

大学の近くに住みましたか？

How often did you eat out?外食をどの頻度でしましたか？

What kind of foods did you try for the first time when you were a student.

学生の時どんな食べ物を初めて食べましたか？



Homework 4 : Listening Frame

Listen to track 13 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

What food does Jeff suggest? (First Speaker)	Does Bob like it? Y / N	Will they eat it today? Y / N	Why?
What food does Bob suggest? (Second Speaker)	Does Jeff like it? Y / N	Will they eat it today? Y / N	What's the name of the restaurant?

Lesson 32 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。



Activity 2 : Rejoinders for (+)ve statements

Everybody knows '私も' in English can be translated to 'me, too'. However, this is usually only used by children and you can't apply it to other people (so, for example, you can't say 'us, too' or 'they, too'). In each case you must reply using the same auxiliary (Vx) as the statement you are expressing 'same' to, using either of the patterns below (for example, present tense>'do', past tense>'did'). Complete the chart. Compare, report to class. “私も”と言うとき、英語では“me too!”を使います。しかし、これは普通子供が使う言い方です、“us, too”や“they, too”といったように他の人に使うことはできません。be動詞 do did 助動詞を使って答えることができます。表を完成させ、比べて、発表してみましょう。

Your friend says	You say (if you feel the same)				
	So + Vx + S		S + Vx + too		Me, too
I really like kitsune udon.	So do I.	< >	I do, too.	< >	Me, too.
I can touch my wrist with my thumb.	So can I.	< >	I can, too.	< >	Me, too.
I am a big fan of Keanu Reeves.		< >		< >	
I watched the news last night.		< >		< >	
I think my instructor is not only sexy but really smart.		< >		< >	

Let's see how fast you are verbally; your instructor will give you all 3 'lives' and give you opinions and statements at rapid speed that you must agree with or immediately. どれだけ早くあなたが表現できるかみてみましょう。インストラクターがあなたに3つの変化形をいいます、同感するという内容で、早いスピードで返事してみましょう。



Activity 3 : Rejoinders for (-)ve statements

Adding to the frustration, you can't use 'me, too' for negatives like you can in Japanese. If you do, the speaker will not understand. You must use 'not either' and 'neither'. Complete the chart. 困った事に、“me too”は日本語とはちがって否定的なことに同意するときには使えません。もし、使ったなら、理解できなくなってしまいます。この場合、“not either”または“neither”を使います。下の表を完成させてみましょう。





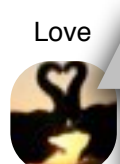





Your friend says	You say (if you feel the same)				
	Neither + Vx + S		S + Vxn't + either		Me, too
I don't like kitsune udon at all.	Neither do I.	< >	I don't either.	< >	×
I can't touch my wrist with my thumb.	Neither can I.	< >	I can't, either.	< >	×
I am not a big fan of Keanu Reeves.		< >		< >	×
I didn't watch the news last night.		< >		< >	×
I don't think my instructor is sexy, or even smart.		< >		< >	×

Activity 4 : Grammar Focus

Act out the skit on page 87. Choral drill the model. P.87のスキットをワークアウトしましょう。

Activity 5 : Speaking; Controlled Practice

Write in the flavors of the foods in the pictures in the boxes. Do the ranking exercise. Using the model below and the model on page 87, practice with your partner explaining how you feel about these foods, then get a response, then change roles. Your instructor will model the exercise. 下の写真の欄に食べ物の味を書き込みましょう。下の文型とP.87の文型を使って順位をつけてみましょう。パートナーと、この食べ物についてどう思うかを説明する練習をしましょう。入れ替わりで練習しましょう。インストラクターが例を示します。

				 Love  Hate +like	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		I like	I can't stand
					I'm crazy about	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		I don't mind	I don't like

rich food, spicy food, sweet food, bland food, salty food, sour food, greasy food, healthy food

Student A: OK. I'll go first. I can't stand bland food.

私から始めます。薄味の食べ物は嫌いです。

Student B: Really? I like it. I don't like healthy food.

本当に？私は好きですよ、ヘルシーフードが好きではありません。

Student A: I don't either. I'm crazy about spicy food.

私も好きではありません。辛い食べ物大好きです。

Student B: So am I. I don't mind...

私もです。~も嫌いではありません。

Activity 6 : Speaking; Open Practice

Work as a class and give your opinions about the things listed below. The first student will give their opinion about anything on the list and then each member of the class will respond to their statement by either agreeing or disagreeing. Students who disagree will have to give a reason for disagreeing. When the time is up, your instructor will write up any of your errors on the board. GOOD LUCK! クラス内で下のリストにあるトピックに対しての意見をのべてみましょう。最初の生徒がリストにあるものを選んで意見を述べます。それに対して、他の生徒が同意するか同意しないかの意見を返して下さい。同意しない人は同意しない理由を言って下さい。時間がきたら、インストラクターがホワイトボードに見つけた間違いを書き出します。頑張ってください。

TOPICS			
listening to enka	western hotels	fast cars	hip hop music
Koda Kumi	exercise	horror movies	costumes
manga	saving money	drinking alcohol	cats
summer	100 yen stores	dancing	Level 6

Lesson 32 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1, 2A, 2B on pages 73 to 74 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.73~P.74の練習 1, 2A, 2B をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 33 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 33' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 33' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider... リスニングをする前に絵を見て、会話の内容を考えてみましょう。

What is the customer holding? お客は何を持っていますか？

What do you think he is asking the waiter?何をウエイターに頼んでると思いますか？

How does the waiter look? ウエイターの見かけはどうですか？

Is the customer being polite or rude?お客は礼儀正しいですか？失礼ですか？

Does the customer look hungry? お客はお腹がすいているように見えますか？

Will he order a lot or a little?彼は沢山注文しますか、少しですか？

What kind of food do you think is available at this restaurant?このレストランではどんな種類の食べ物を提供してると思いますか？



Homework 4 : Listening Frame

Listen to track 14 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

The waiter asks: May I ...	The customer replies: Yes, I'd ...
All right. And	Yes, I'll ...
OK. What kind ... We have ...	A) Blue Cheese B) Vinaigrette (circle)
And would you ...	Yes, I'd ...

Lesson 33 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Types of dishes

Look at the dishes below and categorize them into appetizers/entrees, main courses, desserts and drinks. Then turn to page 88 in your book and complete activity 5 - International dishes. 下の料理を見て、前菜、メインコース、デザート、ドリンクに分類しましょう。テキスト88ページを見て、アクティビティ5ー世界の料理を完成させましょう。

entrees / appetizers	main courses	desserts	drinks
pumpkin soup			

pumpkin soup, cheese cake, nachos, orange juice, apple pie, steak and fries, chocolate pudding, grilled salmon, cheese pizza, beer, wine, garlic bread

Activity 3 : Introducing polite modals

This lesson we will be looking at the modal verbs "will" and "would". Lets start by ranking the responses to the question below from least polite to most polite. このレッスンでは助動詞'will'と'would'を見ていきます。質問に対する下の答えを、最も丁寧なものから順に並べていきましょう。

<p>Most Polite</p> <p>↑</p> <p>↓</p> <p>Least Polite</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>←</p>	<p>I want a salad</p> <p>I'll have a salad</p> <p>I'd like a salad.</p> <p>Give me a salad</p> <p>Could I have a salad please?</p>
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Activity 4 : Grammar Focus

Act out the skit on page 88. Choral drill the model on page 89 and do the post model activity individually, compare with your partner and then report to class. P.88のスキットをワークアウトしましょう。P.89のモデルを発音しを行いパートナーと比べクラスで発表しましょう。

Activity 5 : Speaking

Your instructor will model the conversation with one of the students and add any other interesting set phrases you may hear in a restaurant on the board. Work through the conversation with your partner, once as the waiter/waitress and once as the customer. When you are the waiter/waitress, take notes on what is being ordered and how much it comes to. Who can spend the most? インストラクターが生徒一人とレストランで行われる会話の見本をいたします。パートナーと店員とお客に分かれて会話を練習しましょう。店員の時は何が注文されて、いくらになり、誰が一番支払うかメモしましょう

Model Conversation

- A: May I take your order? 注文をお伺いいたしますでしょうか?
 B: Yes, thanks, erm.. I think I'll have the steak. はい、ステーキをお願いします。
 A: Sure! Great choice, erm.. would you like an entree? もちろんです、前菜はいかがですか?
 B: I'm not sure, what do you recommend? 何がお勧めですか?
 A: I recommend the nachos, they're our speciality. ナチョスです、うちの特別料理です。
 B: Uh... OK, I'll have the nachos then. ではナチョスを下さい。
 A: And what would you like for dessert? デザートは何にされますか?
 B: Erm.. I'll have an ice cream sundae. アイスクリームサンデーにします。
 A: It comes in 3 flavors, chocolate, strawberry or cherry. チョコレート、ストロベリー、チェリーの3種類あります。
 B: Oh! OK.. er.. I'll think I'll go for the cherry. チェリーをお願いします。
 A: Great! Thank you, and, er, anything to drink? かしこまりました、お飲物はいかがなさいますか?
 B: Just water, please, tap water would be fine. お水で結構です。
 A: OK, great, thank you, the food will be with you shortly. かしこまりました、料理をすぐお持ちいたします。

Useful Phrases

- I recommend the _____.
 ~をお勧めします。
 Would you like a salad with that?
 サラダも一緒にどうですか?
 Does the cake come with cream?
 ケーキにクリームがつきますか?
 That comes to \$ _____.
 ~ドルになります。
 Can I pay by credit card?
 クレジットカードで支払えますか?

Beverages	Price	Appetizers / Entrees	Price	Main Courses	Price
Alcoholic Drinks		Hot Snacks		Meat	
<u>Wine</u>		Hot chips	\$4.00	Lamb Kebabs	\$11.50
• Red wine (Napa)	\$13.50	Wedges	\$5.00	Steak and Fries	\$15.00
• Red wine (Italian)	\$6.00	Nachos	\$6.50	Stuffed Goose	\$50.00
• White wine (French)	\$5.00	Garlic Bread	\$2.50	Pork Chops	\$6.30
• Champagne	\$8.00	Soups		Seafood	
<u>Beer</u>		Chicken soup	\$4.00	Grilled Salmon	\$15.00
• Dark Stout	\$7.00	Seafood chowder	\$6.00	Boiled Crab	\$20.00
• Lager	\$4.50	Lobster & steak soup	\$20.50	Prawn Terrine	\$70.00
Soft Drinks		Hot water in a bowl	\$1.50	Boiled Jelly Fish	\$3.60
<u>Juice</u>		Salads		Specials	
• Orange	\$3.00	Waldorf salad	\$7.00	Stir-fried Tofu	\$10.00
• Apple	\$3.00	Caesar salad	\$7.00	Eggplant Lasagna	\$12.00
<u>Soda</u>		Chicken salad	\$8.50	Gourmet Mushroom	\$44.00
• Cola	\$2.50	Caviar salad	\$32.50	Omelet	
• Lemonade	\$2.50	Grass salad	\$2.00	Yakitori	\$5.30
<u>Hot drinks</u>		Platters		Deserts	
• Black Tea	\$2.50	Seafood platter	\$7.00	Ice Cream Sundae	\$4.00
• Coffee	\$3.00	Meat platter	\$8.00	Tiramisu	\$5.00
• Latte	\$5.00	Cheese platter	\$7.50	Peach Flan	\$8.00
<u>Water</u>		Bread platter	\$5.50	Chocolate Mint	\$1.50
• Bottled	\$2.50	Caviar platter	\$25.00		
• Tap	\$0.50				

Lesson 33 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 5, 7, 8 on pages 76 to 78 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.76~P.78の練習 5, 7, 8 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 34 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 34' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 34' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に絵を見て、会話の内容を考えてみましょう。

Where are Mike and Wendy? マイクとウエンディーはどこにいますか?

What is Mike holding? マイクは何を持っていますか?

What do you think Mike is asking? マイクは何を尋ねていますか?

What part of the world is Wendy thinking about? 世界のどの場所をウエンディーは考えていますか?



Homework 4 : Listening Frame

Listen to track 16 of the student CD. As you listen, complete the chart. オーディオ聞き、下の表を完成させましょう。

Mike asks:	Wendy answers:
1) Which country...	1) I know...
2) What's the...	2) Hmm, I think...
3) Which country... Monaco or Singapore?	3) I'm not sure, I think...
4) Which South American...	4) Oh, that's...

Lesson 34 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。



Activity 2 : Geographical Features

Let's warm up with some geography vocabulary. Write the correct letter in each circle on the picture below. まずは地理に関する言葉を使ってウォームアップしましょう。下の絵の○の中に合う単語を見つけ、そのアルファベットを書き入れましょう。

<p>A. Beach</p> <p>B. Desert</p> <p>C. Forest</p> <p>D. Hill</p> <p>E. Island</p> <p>F. Lake</p>		<p>G. Mountain</p> <p>H. Ocean</p> <p>I. River</p> <p>J. Valley</p> <p>K. Volcano</p> <p>L. Waterfall</p>
--	--	---

Activity 3 : Grammar Focus

Act out the skit on page 93. Choral drill the model and do the post model activity 3A individually, compare with your partner and then report to class. P.93のスキットをワークアウトしましょう。モデルを発音しP.93を行いパートナーと比べクラスで発表しましょう。

Activity 4 : Categorization; ~est or most ~

Today, we will be looking at comparatives with adjectives. Lets start by categorizing the adjectives below into words that use -er/-est in comparisons and words that use more/most in comparisons. このレッスンでは形容詞の比較級を学んでいきます。下の形容詞を、-er/-estの形になるものと more/mostを使うものに分類してみましょう。

	-er/-est	more/most	
crowded >	high		< beautiful
fast >			< populated
expensive >			< high
young >			< dangerous
large >			< old
heavy >			< peaceful

Activity 5 : Answer to Question

For each answer, write the question. The model may help. The first one has been done for you.それぞれの答えに合う質問を書きましょう。モデルが参考になるかもしれません。最初の質問は既にかかれてあります。

What is the world's fastest land mammal?

.....

.....

.....

.....

.....

.....

.....

.....

The cheetah is the world's fastest land mammal.

Jupiter is the largest planet in the solar system.

Mount Kosciuszko is the tallest mountain in Australia

Kabul is the most dangerous city in the world.

Tungsten is strongest metal in the world.

The Germans are on average taller than the French.

The shinkansen is faster than the TGV.

Scotland is more idyllic than Wales.

Activity 6 : Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

- | | |
|--|---|
| 1. Who is the oldest person in the class today? | 10. Which city has the most people: Karachi, Mumbai, Moscow or Tokyo? |
| 2. Who is the youngest person in the class today? | 11. What is the largest species of snake in the world? |
| 3. Who is the oldest person in your family? What is their name? How old are they? Where do they live? What are they doing now? | 12. Where is the world's tallest tree? |
| 4. Which of your parents is elder than the other? | 13. Where is the most active volcano in the world? |
| 5. On which day of the week are you the busiest? Why? | 14. Where is the furthest point you have been from Japan? |
| 6. Which is taller, Tokyo Sky Tree or The Burj Khalifa? | 15. What is the scariest thing you have ever done? |
| 7. Which is bigger, Brazil or Australia? | 16. Which do you watch more often, variety bangumi or the news? |
| 8. Which is more crowded, Monaco or Macau? | |
| 9. What is the biggest mammal in the world? | |

13. (Kilauea volcano on) Hawaii!!
6. The Burj Khalifa, 7. Brazil, 8. Macau, 9. The Anaconda, 10. The Blue Whale, 11. The Anaconda, 12. California,



Lesson 34 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 2, 3, 4 on pages 80 to 81 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.80~P.81の練習 2, 3, 4 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 35 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 35' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 35' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

What mountain is this?これはどの山ですか？

Where is it?どこにありますか？

Is Mount Cook famous in Japan?マウントクックは日本で有名ですか？

How tall is it? Is it taller than Mount Fuji?高さはどれくらいですか？富士山より高いですか？

Have you ever been to New Zealand?ニュージーランドに行った事がありますか？

How far is it from Japan?日本からどのくらい離れていますか？

What is your image of New Zealand?ニュージーランドに対してのイメージは何ですか？



Homework 4 : Listening Frame

Listen to track 17 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

Scott asks: Aren't you from ...	Beth answers: Actually, I'm from _____
So what's it ...	It's ... There are ... It's ...
How high are ...	Well, the highest one ... It's about ...
How far is ...	Well, I live in _____, and _____ _____ kilometers _____ .

Lesson 35 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 95. Choral drill the model on page 96 and do the post model activity 10A individually, compare with your partner and then report to class. P.95のスキットをワークアウトしましょう。P.96のモデルを発音し10Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : Answer to Question 1

To begin with let's look at some common questions that begin with the word 'how' followed by an adjective. Fill in the blanks with the correct words, then link them to the correct answers. Ask your instructor or fellow students for help using classroom language. The first one is done for you. まずはじめに、how+形容詞で始まる一般的な質問を見てみましょう。空欄に正しい単語を入れ、正しい答えと線で結びましょう。クラスルームランゲージをつかって講師やクラスメイトに聞いてみましょう。最初に例文が示してあります。

How <u>hot</u> is Japan in January?	It's 5,970 kilometers long
_____ is the Mississippi River?	It's 1,900 meters deep
_____ is the Grand Canyon?	It's 3,776 meters high
_____ is the city of Singapore?	It's about 35 degrees
_____ is Mount Fuji?	It's 2,000 kilometers away
_____ is Cairo in August?	It goes down to about 10 degrees
_____ is New Zealand from Australia?	It's 648 square kilometers

Activity 4 : Answer to Question 2

Now create questions for the answers below. When time is up, compare with your partner by acting out the Q+A's. Report to class. さて今度は、下の答えにあう質問を考えてみましょう。時間がきたら、パートナーと質疑応答形式で答えを比べ、発表しましょう。

<i>Student Question</i>	<i>Answer</i>
1.	1: The Amazon River is 6,575 kilometers long.
2.	2: The Vatican City is 0.44 square kilometers.
3.	3: Yosemite Falls is 739 meters high.
4.	4: Siberia gets as cold as -65 degrees in winter.
5.	5: The distance from Alaska to Florida is 6,300 km.
6.	6: Lake Baykal in Russia is 1,642 meters deep.

Activity 5 : Where Am I From?

Your instructor will model the game with one of the students in today's class. As you answer your partners questions, you can make their job harder by answering with a comparison using the target pattern from last lesson. You can also answer using a modifier like "it's about ~" or "it's over ~".インストラクターは生徒の一人とゲームの見本をします。パートナーの質問に答える際に前回のレッスンの比較級のパターンを使って答えを難しくしても良いでしょう。また"it's about ~" か "it's over ~"を使って良いですね。



Country	Size (km2)	Tallest Mountain	Longest River
Australia	7,692,024	2,745 m	2,375 m
Japan	377,930	3,776 m	367 km
Monaco	2.02	161 m	No river
Singapore	710	164 m	10 km
Brazil	8,514,877	2,994 m	6,992 km
New Zealand	270,467	3,754 m	425 km
United Kingdom	242,900	1,344 m	354 km
Canada	9,984,670	5,959 m	4,241 km

Model Conversation

A: OK, readyどうぞ

B: OK, how big is your country? あなたの国はどれくらいの大きさですか?

A: It's smaller than Japan but bigger than The United Kingdom.日本より小さいですが、イギリスより大きいです。

B: And how high is the tallest mountain? 一番高い山の高さはどれくらい?

A: Erm, it's shorter than Japan's tallest mountain! 日本の一番高い山より低いです。

B: How long is the longest river? 一番長い河の長さはどれくらい?

A: It's shorter than Canada's longest river. カナダの一番長い川より短いです。

B: Ah ha! Are you from New Zealand?! ニュージーランド出身ですか?

A: Correct! 正解です!



Lesson 35 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 6 and 7 on pages 83 to 84 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.83~P.84の練習 6, 7 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 36 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 36' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 36' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Answer to Question

For each answer, write the question to help you review. The model may help. The first one has been done for you.それぞれの答えに合う質問を書きましょう。モデルが参考になるかもしれません。最初の質問は既にかかれています。



How long is the Amazon river?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

It's 6,992 km long.

It's 3,776 m high.

The Mariana trench? It's 2.5 km deep.

No, Mt Blanc is taller than Mt Fuji.

Yes, Japan is a lot bigger than Taiwan.

Just tap water, thanks.

I don't either. It's too spicy.

So do I. I have all their albums.

No, it only comes with fried potatoes.

Lesson 36 (Review) In-Class

Q Review 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Review 2 : Famous People Preferences

Using the model below, review some of the language we learned in lesson 32. Your instructor will model the target pattern; one of you will express an honest opinion about how he/she feels about one of the famous people below, their partner must give a natural and honest response using the model as a guide where necessary. レッスン32で学んだ事を復習しましょう。写真の有名人の率直な感想を述べて下さい、パートナーはそれについて感想を述べます。下のモデルを使って答えてもかまいません。



	<i>position</i>	<i>+ ve</i>	<i>- ve (not)</i>
I like.. I can't stand.. I'm crazy about.. I don't mind.. I don't like.. I have never heard of.. I'd love to meet.. I wasn't a fan of.. I love.. I can't forgive.. I will never understand..	AGREE	So (aux) I (e.g So do I) - OR - I (aux) too (e.g. I do, too)	Neither (aux) I (e.g Neither wouldn't I) OR - I (aux)n't either (e.g. I wouldn't either)
	DISAGREE	Really? I (aux) (e.g. Really? I would)	Really? I (aux)n't (e.g. Really? I couldn't)



Review 3 : Super Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

1. Who is the oldest person in the class today?
2. Who is the youngest person in the class today?
3. Who is the oldest person in your family? What is their name? How old are they? Where do they live? What are they doing now?
4. Who is the tallest person in your family? What is their name? How old are they? Where do they live? What are they doing now?
5. Who is the shortest person in your family? What is their name? How old are they? Where do they live? What are they doing now?
6. Who is the smartest person in your family? What is their name? How old are they? Where do they live? What are they doing now?
7. Which of your parents is elder than the other?
8. On which day of the week are you the busiest? Why?
9. Where is the furthest point you have been from Japan?
10. What is the scariest thing you have ever done?
11. Which do you watch more often; variety shows or the news? Why?
12. Ask a geography question.
13. Express an opinion about a well know politician or sports personality using 'I love ..' or 'I can't stand ..'. Have every person in the class respond to your comment using a rejoinder.
14. What the largest country you have ever visited? What did you do there?
15. Are units 13 and 14 difficult? Were they harder than previous units? Why?
16. Tell me of 2 famous rivers in your country, or in the region where you live. Using a full sentence, tell your instructor which of the two rivers is longer. Explain which is more beautiful.
17. When did you last eat out at a restaurant? What did you eat? Was it good?
18. With the help of everyone in the class, your instructor will put the names of at least 10 world cuisines on the board. Using the exponents from Review 1, everyone must express how they feel about 1. Everyone else in the class must agree or disagree using the same model.
19. Where is the tallest place you have every been? How high is it there? How was it?
20. What is the most beautiful place (country, region or city) you have every been? Why is it so beautiful?
21. Choose one of these questions for another member of the class to answer.
22. Which of these questions is the hardest?
23. Which is the longest?
24. How long is it? (count the words)



Lesson 36 Homework & Test



Homework 1 : Schema 7 Badge Test

Log on to your computer and do the online progress test. Your score will be accessible to your teacher. You are expected to get a score of at least 80% in order to earn your Schema 7 Badge Progress Award. Remember to relax when you take tests, they are meant to be fun and they are there for your benefit! プログレス・テストをしましょう。点数は講師が確認出来るようになっていきます。スキーマ7・バッジ賞は80%以上正解すると獲得出来るようになっていきます。テストをする前は、リラックスしてみなさん楽しんで頂くよう作ってありますので、楽しんで受けて下さい。



Homework 2 : Lesson 37 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 37' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 37' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に絵を見て、会話の内容を考えてみましょう。

Where do Lynn and Miguel work?リンとミゲルはどこで働いていますか？

What is their relationship? 彼らの関係は？

Are they just starting or finishing their day?彼らは仕事を始めたばかりですか、それとも終えたばかりですか？

About how old do they look? 彼らは何歳ぐらいに見えますか？

What might they do in their free time?自由時間には何をしたいと思いますか？



Homework 4 : Listening Frame

Listen to track 19 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

Lynn asks: Do you ...	Does Miguel accept? Y/N	Why?
Miguel asks: Are you ...	Does Lynn accept? Y / N	What time are they going?
Lynn says: Afterward, maybe we ..	Does Miguel accept? Y / N	X

Lesson 37 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 100. Choral drill the model on page 101 and do the post model activity 3A individually, compare with your partner and then report to class. P.100頁のスキットをワークアウトしましょう。P.101のモデルを発音し3Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : Present Continuous vs Going to

We can form future tense for future events that have been planned and decided upon before the conversation begins using S + is going to + V + C. However, this is interchangeable with present continuous. Turn the 'Future with Going to' sentences to 'Present Continuous Tense' sentences. The two sentences have the same meaning. The first one has been done for you. 将来の出来事を 主語+ be動詞+going to 動詞 +補語 で表しますが、現在進行形+時制でも表す事が出来き、同じ意味になります。下の表を完成させて下さい。

I'm going shopping on Tuesday	<>	I'm going to go shopping on Tuesday.
I'm doing my English homework tonight.	<>	
	<>	I am going to go to Tokyo in December.
I'm going swimming at the weekend.	<>	
	<>	Are you going to do anything tomorrow?
I'm washing my dog next week.	<>	

Activity 4 : Activities linker

Link the activities on the left with the translations on the right. 左の英語と右の日本語をマッチさせて下さい。

go stargazing	ロッククライミングをする	go caving/spelunking	屋根裏の掃除をする
go canoeing	夕食会を開く	clean the attic	クッキーを焼く
go to a ballet recital	星を観測する	go and see a show	乗馬に行く
have a dinner party	果物狩りをする	bake cookies	劇を見に行く
go rock climbing	カヌーをしに行く	go for a drive in the country	洞窟探検に行く
pick fruit in the yard	バレーを見に行く	go horse riding	田舎をドライブする

Activity 5 : Diary Fun

Your partner has kindly agreed to help you prepare for the next Level 6 Badge Test by giving you 4 free English lessons. Arrange to meet you partner on 4 separate occasions using the diary and the model conversation below. Try to mix 'going to' and present continuous. When you have finished, swap roles. Before you begin, your instructor will model the activity with one of the students.パートナーがバッジテストの為、フリーレッスンを4回してくれます。下のモデルを使って4回のレッスンの日程を決めましょう。going to と現在進行形の両方を使ってみましょう。役割を交替して行って下さい。

Model Conversation

A: OK! Thanks again for the offer of help with my Level 6 English. So.. I'm thinking Wednesday morning. How does that work for you? テスト勉強の手伝いありがとう、水曜の朝はどう？

B: Mmm... Let me check my schedule. Erm.. Sorry, no. Wednesday morning is not good for me. I'm going to go for a drive in the country. I could do Wednesday afternoon though... 水曜の朝は、田舎にドライブに行くから都合が悪いんだ。水曜の午後はどう？

A: OK... Sounds good. Let's make that lesson 1 then. Now, for lesson 2 I was thinking Saturday

night. Would that work? レッスン1はその日にしましょう、レッスン2は土曜日夜でどう？

B: Saturday night? Er... No, I'm sorry I can't do Saturday night. I'm having a dinner party. Hey! Would you like to come? 土曜日夜は夕食会があるから無理なんだ、一緒に行かない？

A: Sure! もちろん！

B: So Saturday night is out, but Saturday afternoon would be OK. Would that work with you? 土曜夜はダメだけど、昼間は大丈夫だから、どう？

A: Yes, that would work. So that would be lesson 2. Now, how about..... レッスン2はその時間で、次のレッスンは.....

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
M	clean the attic		go for a drive in the country	go canoeing		go caving/ spelunking	
A		go rock climbing		go horse riding	pick fruit in the yard		bake cookies
E	go to a ballet recital		go and see a show		go stargazing	have a dinner party	



Lesson 37 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 2, 3, 5 on pages 85 to 87 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.85~P.87の練習 2, 3, 5 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 38 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 38' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 38' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に絵を見て、会話の内容を考えてみましょう。

This is the secretary. Where is he?彼は秘書です、どこに居ますか？

What is his boss's name?上司の名前は何でしょう。

What TWO things is he doing?彼が行っている2つの事は何ですか？

Why is he writing?なぜ彼は書いているのですか？

Ms. Graham's office door is closed. Do you think she is in or out?グラハムさんのドアは閉まっています。彼女は部屋に居ますか？



Homework 4 : Listening Frame

Listen to track 20 of the student CD. As you listen, complete the chart.オーディオを聞き、下の表を完成させましょう。

Who is calling?	What is their number?	What is their message?	What is their request?

Lesson 38 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 102. Choral drill the model on page 103. P.102のスキットをワークアウトしましょう。P.103のモデルを練習しましょう。

Activity 3 : Requests vs. Messages

Messages are statements of information and usually have the form SVO (subject, verb, object). Requests are instructions and require the listener to act and usually take the form VO (verb, object). Classify the following as requests OR messages. The first one has been done for you.メッセージは主語+動詞+目的語からなる情報の伝達で、リクエストは動詞+目的語からなる指示となります。下の文をメッセージとリクエストに分けましょう。

	MESSAGE (SVO)	REQUEST (VO)
Pick me up at 1800. >	I forgot the memory card	< The meeting is canceled
The museum closes at 6. >		< Meet me at 8, at Jon's
It's a boy!!! >		< I forgot the memory card
Bring the tickets >		< They accepted the offer.
I've got your hiking socks >		< Don't call Jill, I'll do it.

Activity 4 : Requests vs. Messages

With requests, 'tell' and 'ask' are interchangeable. 'Would you ask A to VC' has the same meaning as 'Would you tell A to VC'. With messages, you cannot use the word ask when asking someone to relay messages. In all cases, 'Would you', 'Could you' and 'Please' are all interchangeable.リクエストにおいてはtell とask は取り替えが可能で同じ意味を持ちますが、メッセージではaskが使えません。'Would you' 'Could you' 'Please'は両方において取り替えが可能です。

	Message / Information	Request / Instruction
Example	The Saints won the Superbowl.	Please cancel the dinner reservation.
Use with TELL	Would you tell Jane that the Saints won the Superbowl	Could you tell Jane to cancel the dinner reservation?
Use with ASK	X	Would you ask Jane to cancel the dinner reservation?

in all cases; COULD YOU = WOULD YOU = PLEASE

Activity 5 : Speaking

Look through the following silly messages and requests. Ask your instructor about any words you don't know. As a class, you (A-san) will be giving messages with either information or instructions to the student to your right (B-san) to give to the student to their right, C-san. Your instructor will then randomly pick any student (D-san) to describe exactly what happened. C-san will then become A-san and repeat the process around the room. Use the skit below as an example. 下のおかしな伝言や依頼を見て下さい。分からない単語は講師に聞いて下さい。Aさんは右隣のBさんに、メモの情報または指示の1つをCさんに伝える様に依頼します。最後にDさんが何が行われたか発表し、次にCさんがAさんになって同じ手順で繰り返します。下の基本文型を使いましょう。

Model Conversation

A: B-san? Bさん.

B: Yes? はい?

A: Could you tell C-san to give a thumbs-up to your instructor? Cさんに講師に親指を上げるしぐさをするように伝えて下さい。

B: Err.. OK! Hey C-san. OK、Cさん

C: Yes? はい?

B: Could you give a thumbs-up to our instructor? 講師に親指を上げるしぐさをして下さい。

C: Seriously!? 本当に?

B: Yes. もちろん

C: OK.. *****give a thumbs-up!*****. 分かりました。
(親指を上げるしぐさをする。)

Instructor: Great job! Now D-san, please describe what happened. 素晴らしいです! Dさんは今起こった事を説明して下さい。

D: Err.. A-san told B-san to ask C-san to give a thumbs-up to you. B-san told C-san to give a thumbs-up to you. Then, C-san gave a thumbs-up to you. AさんはBさんにCさんがあなた(講師)に親指を上げるように頼みました。Cさんが親指を上げるしぐさをしました。

Instructor: Great job D-san! Now it's your turn, C-san. 良く出来ました、次はCさんから始めてください。

Give the people next to you high-fives.

Pretend you are swimming underwater.

You are the most lovely member of our class

I think you are the teacher's favorite student.

Your cat has died!

Give a thumbs-up to your instructor.

Write your name in the air using your finger

You are flying low!

Stand up, shake your instructor's hand and then sit back down.

Lesson 38 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 8, 9, 10 on pages 89 to 90 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.89~P.90の練習 8, 9, 10 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認下さい。

Homework 2 : Lesson 39 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 39' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 39' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に写真を見て、会話の内容を考えてみましょう。

How old do Diane and Kerry look? ダイアンとケリーは何歳に見えますか？

Does Kerry look proud of herself, or sad? ケリーは嬉しそうですか？
悲しそうですか？


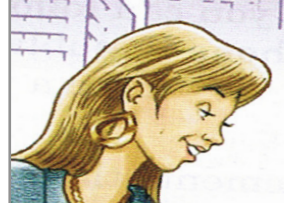
Do Diane and Kerry see each other often? ダイアンとケリーはよく会っていますか？

Who is getting married soon, Diane or Kerry? ダイアンとケリーのどちらが間もなく結婚しますか？



Homework 4 : Listening Frame

Listen to track 22 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

Picture	What's changed?	Job	Appearance	Personal Life
	Kerry		1) 2) 3)	
	Diane		X	

Lesson 39 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 106. Choral drill the model on page 107. P.106のスキットをワークアウトしましょう。P.107のモデルを練習しましょう。

Activity 3 : Opposites

Look over the following statements indicating a change. To indicate no change, we usually use 'still', and/or 'the same'. Write the opposite for each of the statements below, the first has been done for you.変更を表している下の表（左側）を見てください。変更していない事を表す時は"still" "the same"を使います。例を参考に左側の文の逆（変更していない）の文を書きましょう。

I've changed my hairstyle	<>	My hairstyle is still the same.
I dress differently now	<>	
I've lost weight	<>	
I moved into my own apartment	<>	
I got married	<>	
I'm more outgoing than before	<>	
I don't go to parties anymore	<>	
My life is easier now	<>	

Now do the activity 3A on page 107 (check the sentences that are true for you). Use the model below and the chart to share your responses.P.107のアクティビティー3Aをして下さい。（文があなたにとって正しいかチェックしてください）下のモデルと表を使って答えて下さい。

Tell me about how you are different now to when you were a teenager?

あなたが10代の頃と今ではどう違ってるか教えて下さい。



Activity 4 : How Did They Say It?

As the model on page 107 suggests, we can communicate a state of change using present tense, past tense, present perfect or a comparative. Link the 8 sentences to the pattern being used to form them. P.107のモデルによると変更の過程を現在形、過去形、現在完了形、比較形が使えます。下の例文8つがどのパターンに当てはまるかリンクさせましょう。

I've changed my hairstyle.
I dress differently now.
I've lost weight.
I moved into my own apartment.

Present Tense

Present Perfect

Past Tense

Comparative

I got married.
I'm more outgoing than before.
I don't go to many parties anymore.
My life is easier now.

Activity 5 : Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

- How has your hair style or fashion sense changed over the past 5 years?
- How has your day-to-day schedule changed? Do you think it has been a good change or a bad change?
- Tell us about someone in your family whose life has changed a lot since they were a teenager. Explain how it has changed.
- Have you learned any new skills since you graduated from high school? What are they?
- Is life tougher for your generation compared to your parents generation? Why?
- How has TV changed in the last 50 years?
- How has the region where you live changed in the last 50 years?
- How have cars changed in the last 50 years?
- When did you first buy a mobile phone? Do you have one now? Is it the same one? If it is different from your first mobile phone, how is it different?
- Tell me one way in which a teenage friend of yours, or cousin, has changed since you were teens.
- How has Japan changed since you were a child?



Lesson 39 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 1, 3, 4, on pages 91 to 92 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.91~P.92の練習 1, 3, 4 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 40 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 40' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 40' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に絵を見て、会話の内容を考えてみましょう。

What event are Alex and Susan attending?アレックスとスーザンはどんなイベントに参加していますか？

Do they look excited about the event, or not?イベントについて興奮している様ですか？



Do you think they live with their parents, or on their own?彼らは両親と同居していますか？一人暮らしをしていますか？

What kinds of plans do you think they are talking about?どんなプランを話していると思いますか？



Homework 4 : Listening Frame

Listen to track 23 of the student CD. As you listen, complete the chart. オーディオを聞き、下の表を完成させましょう。

Picture	Person	What are they going to do?			Why?
		1	2	3	
	Susan				→
	Alex			X	→

Lesson 40 In-Class

Q Activity 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Activity 2 : Grammar Focus

Act out the skit on page 108. Choral drill the model on page 109 and do the post model activity 7A individually, compare with your partner and then report to class. P.108のスキットをワークアウトしましょう。P.109のモデルを発音し7Aを行いパートナーと比べクラスで発表しましょう。

Activity 3 : Levels of Certainty

The following verbs can all be followed with infinitives. Categorize them according to how strong the intention of the user is; strong intent or weak intent. 下の動詞は不定詞 (to + 動詞の原型) が使えます。どれが強い意図を表し、どれが弱い意図を表すかを分けてみましょう。

Strong Intent (強い意図)	Weak Intent (弱い意図)
I plan to	

~~I plan to~~, I'd like to, I hope to, I intend to, I am going to, I'd love to, I'm expecting to, I aim to, I want to. It would be nice to

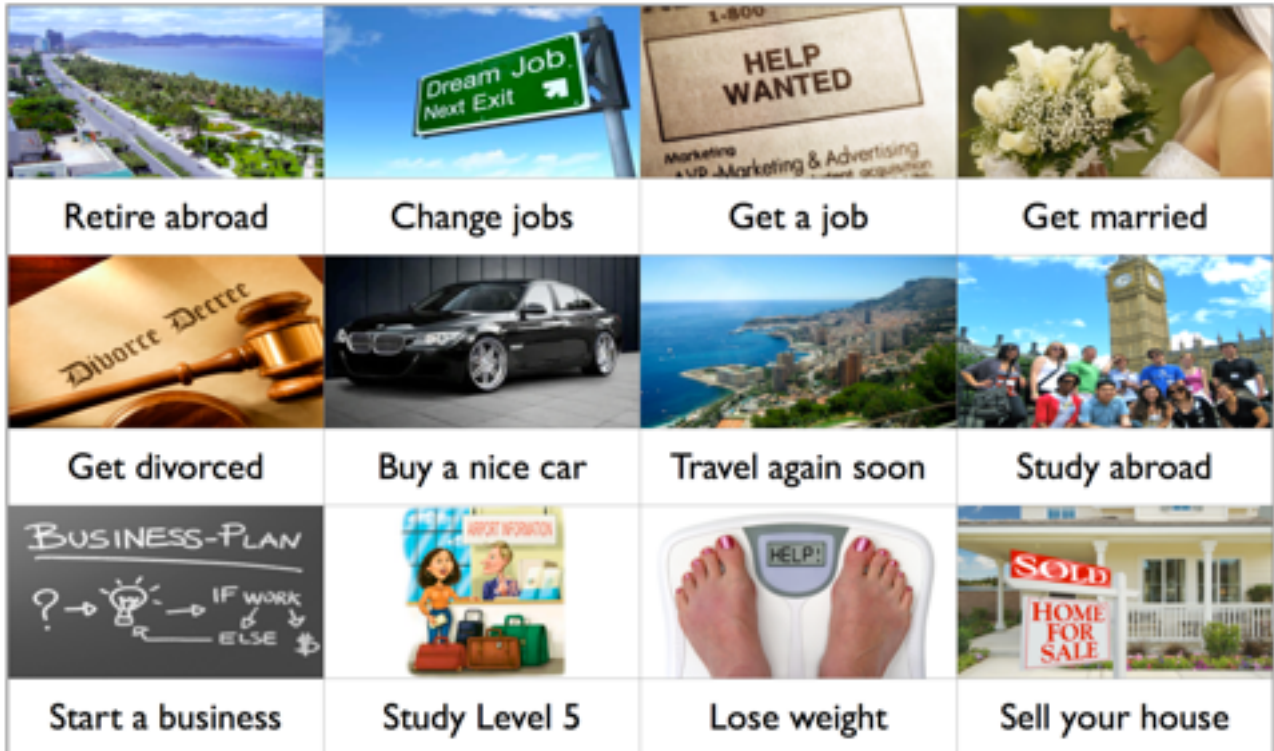
Activity 4 : Gerund or Infinitive Review

Which of these SVVC verbs are also followed by infinitives? Which are followed by gerunds (-ing)? Which are followed by both? Work through each of them as a class. どれが、不定詞 (to+動詞の原型) を、動名詞 (動詞ing) を、または両方使えるかクラスで学びましょう。

Subject + V(1)	V(2)		Subject + V(1)	V(2)		Subject + V(1)	V(2)	
	GERUND? (driving)	INFINITIVE? (to drive)		GERUND? (driving)	INFINITIVE? (to drive)		GERUND? (driving)	INFINITIVE? (to drive)
I don't mind	OK	X	I can't stand			I want		
I like	OK	OK	I hate			I decided		
I hope	X	OK	I would like			I expect		
I am good at			I intend			I enjoy		
I love			I am going			I keep		

Activity 5 : Controlled Output

Use the exponents from Activity 3 to explain to your partner which of these you intend to do, would consider doing or would not do. When the time is up, your instructor will ask you what your partner said. アクティビティー3のモデルを使ってパートナーに下の写真のどれを行う意図があるか、行う事を考えている又は行いたく無いか説明しましょう。時間が来たら講師がパートナーに何を聞いたか確認します。



Activity 6 : Mini Express

See how many of the mini express questions you can complete in the time remaining. 残りの時間でどれだけ『ミニエクスプレス』が出来るか試してみましょう。

1. What are you planning to do after the lesson tonight?
2. When do you plan to take the Level 6 Schema 8 practice test?
3. What course do you intend to study next semester?
4. Which country or region would you like to travel next?
5. Which of the possibilities in Activity 4 did you express a strong intention to do? When? Could you tell us why?
6. Aside from English, what else would you like to study? Why?
7. Where in the world would you study it?
8. Which of the options in Activity 4 would you never consider doing? Why?
9. Did you have a New Year's Resolution this year? What did you intend to do? Did you keep to it? Why?
10. How do you intend to use the English you have picked up in Level 6?
11. Where do you hope to be 5 years from now? What do you hope to be doing?

Lesson 40 Homework

Homework 1 : Interchange 1B Workbook

Work through workbook exercises 7, 8, 10 on pages 94 to 96 of the workbook. A guide to the meaning of the instructions can be found online. ワークブックのP.94~P.96の練習 7, 8, 10 をしましょう。練習問題の詳細はウェブ上にございますので、ご確認ください。

Homework 2 : Lesson 41 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 41' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 41' のフラッシュカードを使用して必要な単語を覚えましょう。

Homework 3 : Answer to Question

For each answer, write the question. The model may help. The first one has been done for you.それぞれの答えに合う質問を書きましょう。モデルが参考になるかもしれません。最初の質問は既にかかれています。



What are you going to do tonight?

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.....

.....

.....

.....

.....

.....

Tonight? I'm going to watch TV

Tomorrow? I'm going to go spelunking.

The meeting is cancelled? Sure, I'll give Anne the message.

You want Karl to call? Tonight? OK, sure, I'll tell him.

Yes, I did!! We're getting married in May.

After graduation? I'm going to get a job!

After retiring? I'm going to travel, a lot!

Lesson 41 (Review) In-Class

Q Review 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。

Review 2 : Diary Fun 2

To help you review the exponents for making appointments, before you begin this activity, act out the skit from Lesson 37, Activity 5. このアクティビティーを始める前にレッスン37のアクティビティー5を見て、約束の仕方を復習しましょう。

Your instructor will now split you into pairs, decide who is Student A and who is Student B. Below are your schedules for next week. Student A should only look at Student A's schedule. Student B should only look at Student B's schedule. You and your partner need to arrange to meet up 4 times to review the grammar and vocabulary of Level 6. Your instructor will model the activity with a class member before you begin インストラクターがペアに分け、どちらが生徒A,Bをするか決めます。下のテーブルはあなたの来週のスケジュールです。AはAだけの、BはBだけのスケジュールを見ます。あなたとパートナーは4回会うに手配します。インストラクターが始める前に見本をします。

Student A's Schedule

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<i>M*</i>	take my car for a service		visit the dentist	sleep in		take an English class	
<i>A*</i>		work part time at the flower shop		go skiing	take my mother to the clinic		make pizza in my new pizza oven
<i>E*</i>	have a cocktail party		go to a movie at the cinema		go for a drive to see the city lights		

* **M**orning, **A**fternoon, **E**vening

Student B's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
M*		OK	pick up my friend from the airport	go to the hair dressers		working at the home centre	OK
A*	OK	have a massage		have a job interview	go to a movie	have a tennis lesson	go hiking with mt father in law
E*		OK	visit my gran	OK	teach my nephew to drive	OK	go to see a classical concerto

* Morning, Afternoon, Evening

Review 3 : Making Requests

To help you review the exponents for making requests, before you begin this activity, act out the skit from Lesson 38, Activity 5. このアクティビティーを始める前にレッスン38のアクティビティー5を見て、リクエストのやり方を復習しましょう。

As a class you are going to take it in turns to choose a task below and ask another member of the class to perform that task. Naturally, you should use the polite language exponents you practiced in the skit. 課題を決める人、行う人を順番に変えて行いましょう。依頼する際は丁寧な表現を使いましょう。





Review 4 : Levels of Certainty

Review levels of certainty by performing this task again.意思の度合いを復習しましょう。

The following verbs can all be followed with infinitives. Categorize them according to how strong the intention of the user is; strong intent or weak intent.下の動詞は不定詞 (to +動詞の原型) が使えます。どれが強い意図を表し、どれが弱い意図を表すかを分けてみましょう。

Strong Intent	Weak Intent
I plan to	

I ~~plan to~~, I'd like to, I hope to, I intend to, I am going to, I'd love to, I'm expecting to, I aim to, I want to. It would be nice to

Now discuss how likely you are/are not going to do the following things in the next 12 months.12ヶ月の間に行う事、行いそうにない事を話し合しましょう。

Travel abroad	Give birth	Move house	See a movie
Change phones	Eat out	Take Level 5	Take up golf

Lesson 41 Homework & Test



Homework 1 : Schema 8 Badge Test

Log on to your computer and do the online progress test. Your score will be accessible to your teacher. You are expected to get a score of at least 80% in order to earn your Schema 8 Badge Progress Award. Remember to relax when you take tests, they are meant to be fun and they are there for your benefit! プログレス・テストをしましょう。点数は講師が確認出来るようになっています。スキーマ8・バッジ賞は80%以上正解すると獲得出来るようになっています。テストをする前は、リラックスしてみなさんに楽しんで頂くよう作ってありますので、楽しんで受けて下さい。



Homework 2 : Lesson 42 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 42' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 42' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 3 : Answer to Question

For each answer, write the question. The model may help. The first one has been done for you.それぞれの答えに合う質問を書きましょう。モデルが参考になるかもしれません。最初の質問は既にかかれてあります。



What do you intend to do next year?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Next year? I intent to continue studying.

Yes, I am. I got married in May.

Tonight? I'm meeting Tony for a beer.

Tomorrow? No, I'm free all day.

Sure..... Anne, Susan want to talk to you.

Sure..... Jim, Andy says Milan lost!

No, my hair is the same length as before.

Yes, I have, thank you! It's my new diet.

After Level 6? I'm going to take Level 5!

Lesson 42 In-Class

Q 1Review 1 : Quizlet

Use Quizlet to review the words and patterns you'll be using in today's lesson. クイズレットを使って、今日のレッスンで使う単語の復習をしましょう。




Review 2 : Mega Express

Let's see how many of the 'mega express' questions your class can complete over the course of the lesson. You will all be asked questions individually. If you can successfully answer that question without unreasonable pause or grammatical/word usage error, the question is then 'dead'. When this happens, as a class, please strike through the question number with a pencil. If you cannot successfully answer the question, the question must be posed to another member of the group chosen by your instructor. The question remains 'live' until a member of the group successfully answers it without error. Every time a question 'dies', a new student is chosen to answer the next question and the cycle repeats. Keep going until time is up. You will also get bonus points for multiple clause answers. Can your group out-perform the rest of the school in terms of the number of questions you can answer in the allocated lesson time!?? Work as a team, do your best and GOOD LUCK! メガエクスプレスの質問を何問クラスで答える事ができますか?個別に質問されます。不自然な沈黙、文法や単語の間違いが無く完璧に答える事ができたら、その質問は"dead"となり終わりです。この際は質問番号をペンで消して下さい。質問に答える事ができなかった場合、講師が他のクラスメートを指名して、指名された方が答えます。クラスの誰かがミス無しで完璧に答えるまでその質問は"live"となり続きます。毎回質問終わるたび、他の生徒が指名され次の質問に答えます、この手順が繰り返されます。時間制限になるまで質問は続きます。2節以上の文で答えるとボーナスポイントがもらえます。限られた時間の中で他のクラスよりも多く質問に答える事ができますか?チームワークを発揮して頑張ってください!

1. What is your first name?
2. What's your family name?
3. What should we call you in class?
4. Do you have any brothers or sisters? What are their names?
5. What is your favorite food?
6. What is your star sign?
7. How long have you been learning English?
8. Are you working?
9. Is English difficult?
10. Do you like ice cream?
11. Are you interested in politics?
12. Were you born in Japan? Where exactly were you born?
13. What color is a flamingo?
14. How many legs does a flamingo have?
15. What time did you get up this morning?
16. What time do you get up on weekdays?
17. What time do you get up on the weekend?
18. What time do you go to sleep?
19. Which day of the week is your busiest day? Why?
20. Which day of the week are you the most free? What do you do?
21. Do you have any brothers or sisters? What are their names? Where do/does (brother(s)/sister(s) name) live?
22. Tell me something about your teacher.
23. Tell me something about each one of your classmates.
24. Tell me the star signs of all the other people in your class, including your teacher.
25. Are you single?
26. Are you interested in politics?
27. When is your birthday?
28. How long does it take you to finish your homework?
29. Which country would you like to visit?
30. Where did you go this morning?
31. Which countries have you been to?
32. Where do pandas live?
33. Why did you start to learn English?
34. Which do you prefer, Japanese or western style hotels? Why?
35. Which do you prefer, Japanese tea or English tea? Why?
36. Which do you prefer, Japanese drama or Korean drama? Why?
37. Which do you prefer, Japanese movies or Hollywood movies? Why?

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38. Which do you prefer, ebooks or hard copy? Why?
 39. What kinds of music did your parents listen to? Did you grow up loving or hating their taste in music? Do you listen to that kind of music now?
 40. Act out a skit where one of you is ordering food and one of you is taking the order. Include the bill and the exchange of money. When you are done, nominate another 2 people to do the same.
 41. When did you last go and see a movie at the movie theatre? What did you see? Was it good?
 42. What cinema genre or genres do you dislike?
 43. What is the greatest movie of all time, in your opinion? How many times have you seen it?
 44. Are Hollywood movies popular in Japan?
 45. Which Japanese movie stars do you like?
 46. Have you ever met or seen a famous movie star or movie actor?
 47. Do you watch TV every day?
 48. What kinds of TV programs do you like to watch?
 49. What kinds of TV programs do you dislike?
 50. What kinds of entertainment is Japan good at producing?
 51. If your English teacher hit a student, what would you do?
 52. If I were to buy a house in this city with 2 bedrooms, how much would it cost?
 53. When would you like to finish the lesson today?
 54. Would you like me to turn down the air conditioning?
 55. Would you like me to do your homework for you?
 56. What would you do if the Prime Minister walked into this room right now?
 57. Where would you like to live when you retire?
 58. If you could start university again, what would study?
 59. What is the full name of the oldest person in your immediate family? How is he/she related to you? How old is he/she? What does she do? What do you think she is doing now? What is the time? Does she do that at [time now, day today] every week?
 60. In Japan, how many men can cook?
 61. In Japan, how many men spend too much time at work?
 62. In Japan, how many husbands help with cleaning the house?
 63. In Japan, how many men drink too much?
 64. Think of a famous politician and say "I don't like XXXX or I like XXXX". Have everyone in the class respond using rejoinders (So do I, I do, too, etc.)
 65. Think of a famous place and say "I don't like XXXX or I like XXXX". Have everyone in the class respond using rejoinders (So do I, I do, too, etc.)
 66. Think of a famous actor or actress and say "I don't like XXXX or I like XXXX". Have everyone in the class respond using rejoinders (So do I, I do, too, etc.)
 67. Think of a popular hobby and say "I don't like XXXX or I like XXXX". Have everyone in the class respond using rejoinders (So do I, I do, too, etc.)
 68. Think of something you are good at and say "I am good at XXXX or I can XXXX quite well". Have everyone in the class respond using rejoinders (So am I, I am, too, So can I, Really? I can't! etc.)
 69. How often do you go to the gym?
 70. How often do you go swimming?
 71. How often do you eat candy?
 72. How good are you at sports?
 73. How fast can you run?
 74. How tall are you?
 75. How well can you swim?
 76. How strong are you?
 77. How well can you climb?
 78. How attractive are you?
 79. What are you planning to do after the lesson tonight?
 80. When do you plan to take the Level 6 Schema 8 practice test?
 81. What course do you intend to study next semester?
 82. Which country or region would you like to travel to next?
 83. Aside from English, what else would you like to study? Why?
 84. Where in the world would you study it?
 85. Did you have a New Year's Resolution this year? What did you intend to do? Did you keep to it? Why?
 86. How to intend to use the English you have picked up in Level 6?
 87. Where do you hope to be 5 years from now? What do you hope to be doing?
 88. How many insects have 6 legs?
 89. How many insects eat meat?
 90. How many people in Japan like speaking English?
 91. How many people in Japan have been abroad?
 92. How many people in Japan want to live abroad?
 93. How many people in Japan travel abroad every year?
 94. Last weekend, did you read? What did you read? Was it good? Why?

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95. Last weekend, did you watch TV? What did you watch? Was it good? Why?
 96. Last weekend, did you spend time with family? What did you do together? Was it good? Why?
 97. Last weekend, did you go somewhere nice? Where did you go? Was it good? Why?
 98. Last weekend, did you play sports?
 99. Is your instructor friendly?
 100. Who is the oldest person in the class today?
 101. Who is the youngest person in the class today?
 102. Who is the oldest person in your family? What is their name? How old are they? Where do they live? What are they doing now?
 103. Which of your parents is elder than the other?
 104. On which day of the week are you the busiest? Why?
 105. Which is taller; Tokyo Sky Tree or The Burj Khalifa?
 106. Which is bigger; Brazil or Australia?
 107. Which is more crowded, Monaco or Macau?
 108. What is the biggest mammal in the world?
 109. Which city has the most people; Karachi, Mumbai, Moscow or Tokyo?
 110. Where is the world's tallest tree?
 111. Where is the most active volcano in the world?
 112. Where is the furthest point you have been from Japan?
 113. What is the scariest thing you have ever done?
 114. Which do you watch more often; variety bangumi or the news?
 115. Using the chart from Lesson 35, Activity 5, ask your instructor a geography question that includes a comparative. See if you can catch him/her out. An example would be; "Which is bigger; Brazil or Australia?" or "Which has the taller mountain; New Zealand or Japan?"
 116. What is the largest country you have ever visited? What did you do there?
 117. Are units 13 and 14 difficult? Were they harder than previous units? Why?
 118. Tell me of 2 famous rivers in your country, or in the region where you live. Using a full sentence, tell your instructor which of the two rivers is longer. Explain which is more beautiful.
 119. When did you last eat out at a restaurant? What did you eat? Was it good?
 120. With the help of everyone in the class, your instructor will put the names of at least 10 world cuisines on the board. Using the exponents from Review 1, everyone must express how they feel about 1. Everyone else in the class must agree or disagree using the same model.
 121. Where is the tallest place you have ever been? How high is it there? How was it?
 122. What is the most beautiful place (country, region or city) you have ever been? Why is it so beautiful?
 123. How has your hair style or fashion sense changed over the past 5 years?
 124. How has your day-to-day schedule changed? Do you think it has been a good change or a bad change?
 125. Tell us about someone in your family whose life has changed a lot since they were a teenager. Explain how it has changed.
 126. Have you learned any new skills since you graduated from high school? What are they?
 127. Is life tougher for your generation compared to your parents' generation? Why?
 128. How has TV changed in the last 50 years?
 129. How has the region where you live changed in the last 50 years?
 130. How have cars changed in the last 50 years?
 131. When did you first buy a mobile phone? Do you have one now? Is it the same one? If it is different from your first mobile phone, how is it different?
 132. Tell me one way in which a teenage friend of yours, or cousin, has changed since you were teens.
 133. How has Japan changed since you were a child?

Lesson 42 Homework



Homework 1 : Lesson 1 Quizlet

Work through the vocabulary in the quizlet flashcard set 'English-Please! Level 6 Lesson 1' either online or using your mobile device. パソコンや携帯端末で 'English-Please! Level 6 Lesson 1' のフラッシュカードを使用して必要な単語を覚えましょう。



Homework 2 : Listening Speculation

Before you listen try to think about the context of the conversation. Look at the picture and consider.. リスニングをする前に絵を見て、会話の内容を考えてみましょう。

What are they doing? 彼らは何をしていますか？

Are they old or young? 彼らは年配ですか？それとも若いですか？

Do you think they are workers or students? 彼らは仕事をしている人と思いますか？それとも学生だと思いますか？

What does the banner say? 垂れ幕には何と書いてありますか？

Where do you think they are? 彼らはどこにいると思いますか？

Who are they looking at? 彼らは誰を見ていますか？

What are the nationalities of these 2 people and the girl they are looking at? 彼ら2人の国籍はどこですか？また、彼らが見ている女の子の国籍はどこですか？



Homework 3 : Listening Frame

Listen to track 1 of the student CD. complete the chart. オーディオを聞いて、表を完成させましょう。

<i>What's their first name?</i>	<i>What's their last name?</i>	<i>What's their nick name?</i>	<i>Where are they from?</i>
	Garza	x	
			Brazil
	x	x	South Korea



英会話

奈良県下生徒数No.1の英会話スクール

English-Please!

