

Academic English I

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Academic English I Course Outline

Welcome to Academic English 1! This course is centered around thinking critically about global themes. This course is based on developing your critical reasoning skills, where you learn to identify an argument, evaluate key details and inferences, and synthesize information. You will participate in discussions and answer critical thinking questions on 21st century global themes such as global culture, education access, and pollution. Finally, you will complete several presentations or written texts on these themes, including a personal response speech, a research and policy proposal paper, and a video and justification presentation.

Course Goals

- Students can gain a worldwide perspective on and critically analyze different points of view (both written and oral) about the themes of world culture, education, pollution, food, the future, and human rights.
- Students can expand their vocabulary base to better understand academic writing within the above themes.
- Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- Students can understand the main point of short videos or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- Students can understand the majority of films in standard dialect with English subtitles.
- Students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Students can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.
- Students can take an active part in discussion in familiar contexts, accounting for and sustaining views.
- Students can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Students can write simple connected text on topics which are familiar or of personal interest.
- Students can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

Assessment Rubric

Assessment Type	Weight	Grade	Criteria
Participation	15%	S	90%-100%
Class Homework	20%	A	80%-89%
Vocabulary Tests	10%	B	70%-79%
Presentations	30%	C	60%-69%
Written Assignments	15%	D	0%-59%
Final Exam	10%	E	Attend less than 2/3 of all lessons
Total	100%		

Participation

You should participate actively in class and do your best to speak in English. You will be expected to participate actively in class discussions regarding both the lesson contents and the previous week's homework. All communication in the class will be in English. Arriving late to class, sleeping, and failing to complete the week's homework will result in participation penalties. Participation is worth 15% of your grade.

Class Homework

After most lessons, your teacher will assign you reading and writing homework or unit reflections. This homework will utilize the unit theme and will incorporate ideas from both the course book (Pathways Reading Writing and Critical Thinking 1) and the lesson discussions. Often, this homework will require online research, and you will be expected to actively discuss these questions during the following lesson. Any digital assignments must be posted on Moxtra by the start of the lesson in which they are due.

During 10 weeks of the semester, you will be assigned words from the Academic English vocabulary list. With these words, you will make a vocabulary journal using Quizlet, an online flashcard website (www.quizlet.com). These will be due at the start of the next lesson, so you will be required to look ahead in this book to find the vocabulary assignment. Each list has 20 words, and you are required to input the word, its Japanese translation, the part of speech, and an example sentence. The example sentence must be a complete sentence (with a subject and a verb), and it cannot be one you find in a dictionary, meaning you must write it yourself. After you finish your journal, please post a link to your journal in Moxtra. Other students may use your journal to help them with their own journals, and you are encouraged to see how other students translated words and wrote sentences, as you will be tested upon these words at two points during the semester. See the screenshot on the next page for an example vocabulary journal format.

complex (adjective)	複雑な The machine had a complex mechanism.
depth (noun)	深さ They dived to a depth 25 meters.
desire (noun/verb)	を強く望む We can see the qualities that they desire in thier employees on the official website.
fortunate (adjective)	運の良い He was fortunate to meet such a nice woman who knows about local information a lot.
genuine (adjective)	本物の I got a genuine signature by famous baseball player, Kuroda.
humid (adjective)	湿気が多い It's humid in June in Japan.
illusion (noun)	幻想 She was suffering from illusion of drugs.
invisible (adjective)	見えない The microbs are invisible to the naked eyes.

Class homework (a combined category of reading and writing homework and Quizlet vocabulary sets) is worth 20% of your course grade.

Vocabulary Tests

Twice during the term, you will take a vocabulary test based on the words in the vocabulary list. You will be tested on word definitions and the ability to use words in sentences. Each vocabulary test is worth 5% of your grade (5% x 2 = 10% total). Each test consists of twenty questions of four different formats as shown below.

Section	Question Type	Question Count	Points per Question
1	Multiple Choice: English Definition to English Word	5	1
2	Fill in the blank: Japanese Translation to English word	5	1
3	Multiple Choice: Sentence Gap Fill	5	1
4	Sentence Writing: Use the English word correctly in a sentence (Your sentence must demonstrate your understanding of the word and use it as the correct part of speech)	5	2

Section 1 Example – Multiple Choice: English Definition to English Word

A person who studies the past by looking at old buildings and objects in the ground.

- a) archaeologist → A
- b) bioengineer
- c) ecologist

Section 2 Example – Fill in the blank: Japanese Translation to English word (first letter given)

特定する, 確認する → i_____ → identify

Section 3 Example – Multiple Choice: Sentence Gap Fill

My daughter sometimes plays with _____ friends, because she often talks to people even when she is alone!

- a) cultural → B
- b) imaginary
- c) normal

Section 4 Example – Sentence Writing: Use the English word correctly in a sentence

nocturnal → _____

Model answer: Bats are nocturnal animals.

(The meaning of “nocturnal” is clear AND it is correctly used as an adjective)

contact → _____

Model answer: I had a question, so I contacted my teacher.

(The meaning of “contact” is clear AND it is correctly used as a verb. It is okay that “contact” was changed to “contacted” because they are both verbs.)

Final Exam

You will take a final exam that covers content from the three units in the semester. The exam will have writing questions taken from the unit themes. In the lesson before the exam, you will receive a list of writing topics that may appear on the exam. Your final exam is worth 10% of your grade.

Presentations and Written Assignments

You will have two spoken presentations each term. Each presentation will use the unit theme, and each will have a different presentation focus. Your teacher will give you presentation details at the beginning of each unit. You may also need to prepare a Keynote presentation.

Before your presentation, you should ask your teacher to check your language and content. This must be done at least 2 days before the due date. However, language that has been clearly auto-translated from Japanese beyond the word level will not be checked or graded. Each spoken presentation is worth 15% of your grade (15% x 2 = 30% total).

You will also have one written assignment each term. This assignment will focus on the chapter theme, will use a unique type of text, such as reports, proposals, or essays. Your teacher will give you your assignment details during the unit, including formatting requirements and how to submit your assignment.

Before you submit your assignment, it is strongly advised you ask your teacher to check your language and content. This must be done at least 2 days before the due date. However, language that has been clearly auto-translated from Japanese beyond the word level or text that has been clearly plagiarized (copied directly or with insufficient paraphrasing) will not be checked or graded and will require a complete rewrite. The written assignment is worth 15% of your grade.

For both written and spoken assignments, you will receive grades for both the quality of your language and also the quality of your ideas. As this is not a grammar course but one primarily based on the strength of examining an argument and relaying it to your audience, you should not focus primarily on perfect text but rather on the strength of your ideas. For writing assignments, you will also receive a score regarding how closely you followed the formatting and referencing conventions of the assignment. For details and scoring, see the rubrics on the next page.

Academic English Presentation Assignment Rubric

Score	Criteria A: Command of Language (Fluency, Clarity, Grammar, Vocabulary, Intonation)	Criteria B: Content (Complexity of Ideas, Presentation of Ideas, Presentation Skills)
1	<p style="text-align: center;"><i>The student does not present.</i></p> <p>Very limited command of language:</p> <ul style="list-style-type: none"> Nearly no fluency with very frequent hesitations. Grammar and sentence complexity are extremely limited, greatly interfering with meaning. Very limited range of simple vocabulary used. Intonation seriously interferes with communication. 	<p style="text-align: center;"><i>The student does not present.</i></p> <p>Weak ideas and presentation skills:</p> <ul style="list-style-type: none"> Student struggles greatly to present even simple ideas. Ideas are presented with no sense of order or logic. Presentation skills are very poor, keeping the audience almost completely disengaged in the presentation.
3	<p style="text-align: center;"><i>Performance shares qualities of the 2 and 4 band.</i></p> <p>Limited command of language:</p> <ul style="list-style-type: none"> Poor fluency with frequent hesitations. Grammar and sentence complexity are limited, interfering with meaning. A limited range of simple vocabulary used. Intonation occasionally interferes with communication. 	<p style="text-align: center;"><i>Performance shares qualities of the 2 and 4 band.</i></p> <p>Limited ideas and presentation skills:</p> <ul style="list-style-type: none"> Student manages to present and somewhat justify simple ideas, albeit with difficulty. Ideas are presented in a mostly disorganized fashion. Presentation skills are poor, keeping the audience mostly disengaged in the presentation.
5	<p style="text-align: center;"><i>Performance shares qualities of the 4 and 6 band.</i></p> <p>Adequate command of language:</p> <ul style="list-style-type: none"> Decent fluency with few hesitations. Grammar and sentence complexity are decent, allowing for basic conveying of meaning. A decent range of simple vocabulary used. Intonation does not interfere with nor aid communication. 	<p style="text-align: center;"><i>Performance shares qualities of the 4 and 6 band.</i></p> <p>Adequate ideas and presentation skills:</p> <ul style="list-style-type: none"> Student presents and justifies simple ideas clearly. Ideas are presented with some reservations as to their order. Presentation skills have lapses, keeping the audience only partly engaged in the presentation.
6	<p style="text-align: center;"><i>Performance shares qualities of the 6 and 8 band.</i></p> <p>Good command of language:</p> <ul style="list-style-type: none"> Good fluency with very few or no hesitations. Grammar and sentence complexity are good, allowing for good conveying of meaning. A range of simple vocabulary and some complex vocabulary used. Intonation aids communication. 	<p style="text-align: center;"><i>Performance shares qualities of the 6 and 8 band.</i></p> <p>Good ideas and presentation skills:</p> <ul style="list-style-type: none"> Student presents and justifies simple ideas clearly and attempts to present and justify complex ideas. Ideas are presented in a logical and organized structure. Presentation skills are good, keeping the audience mostly engaged in the presentation.
8	<p style="text-align: center;"><i>Performance shares qualities of the 8 and 10 band.</i></p> <p>Excellent command of language:</p> <ul style="list-style-type: none"> Very good fluency with no hesitations. Grammar and sentence complexity are excellent, allowing for excellent conveying of meaning. A wide range of both simple and complex vocabulary used. Intonation greatly enhances communication. 	<p style="text-align: center;"><i>Performance shares qualities of the 8 and 10 band.</i></p> <p>Excellent ideas and presentations skills:</p> <ul style="list-style-type: none"> Both simple and complex ideas are presented and well-justified. Ideas are presented in an intuitive logical and well-organized structure. Presentation skills are excellent, keeping the audience fully engaged in the presentation.
10	<p style="text-align: center;"><i>Performance shares qualities of the 8 and 10 band.</i></p> <p>Excellent command of language:</p> <ul style="list-style-type: none"> Very good fluency with no hesitations. Grammar and sentence complexity are excellent, allowing for excellent conveying of meaning. A wide range of both simple and complex vocabulary used. Intonation greatly enhances communication. 	<p style="text-align: center;"><i>Performance shares qualities of the 8 and 10 band.</i></p> <p>Excellent ideas and presentations skills:</p> <ul style="list-style-type: none"> Both simple and complex ideas are presented and well-justified. Ideas are presented in an intuitive logical and well-organized structure. Presentation skills are excellent, keeping the audience fully engaged in the presentation.

*Adapted from the International Baccalaureate English B SL Individual Oral Assessment Rubric

Academic English Writing Assignment Rubric

Score	Criteria A: Language (Vocabulary Breadth, Sentence Clarity and Complexity)	Criteria B: Message (Organization of Ideas, Complexity of Ideas)	Criteria C: Text Format (Cleanliness, Conventions) (Score divided by 2)
1	<i>The student does not submit the assignment.</i>	<i>The student does not submit the assignment.</i>	<i>The student does not submit the assignment.</i>
2	The language is highly inadequate: <ul style="list-style-type: none"> Vocabulary usage is profoundly limited and not appropriate Even simple sentences are unclear. 	The message has not been communicated: <ul style="list-style-type: none"> Ideas presented are not relevant to the assignment. Ideas are not developed with researched details or examples. 	The text type is not recognizable or appropriate: <ul style="list-style-type: none"> The text type looks nothing like the assignment. Conventions appropriate to this text type are ignored.
3	<i>Performance shares qualities of the 2 and 4 band.</i>	<i>Performance shares qualities of the 2 and 4 band.</i>	<i>Performance shares qualities of the 2 and 4 band.</i>
4	The language is inadequate: <ul style="list-style-type: none"> A limited range of vocabulary is used with many basic errors. Simple sentences are often unclear, and complex sentences are unclear or not attempted. 	The message has been poorly communicated: <ul style="list-style-type: none"> Ideas presented are limited in relevance. Ideas are mostly incoherent and underdeveloped with few or irrelevant researched details or examples. 	The text type is nearly unrecognizable or appropriate: <ul style="list-style-type: none"> Formatting errors are numerous. Conventions appropriate to this text type are largely ignored or done incorrectly.
5	<i>Performance shares qualities of the 4 and 6 band.</i>	<i>Performance shares qualities of the 4 and 6 band.</i>	<i>Performance shares qualities of the 4 and 6 band.</i>
6	The language is decent despite many errors: <ul style="list-style-type: none"> A fairly limited range of vocabulary is used with frequent errors. Simple sentences are usually clear, while complex sentences are attempted but often unclear. 	The message has been somewhat communicated: <ul style="list-style-type: none"> Ideas presented are mostly relevant. Ideas are somewhat coherent and limited in their development, with researched details or examples at times missing or over-simplistic. 	The text type is somewhat recognizable or appropriate: <ul style="list-style-type: none"> Formatting errors are limited but distracting. Conventions appropriate to this text type are limited or found but done incorrectly.
7	<i>Performance shares qualities of the 6 and 8 band.</i>	<i>Performance shares qualities of the 6 and 8 band.</i>	<i>Performance shares qualities of the 6 and 8 band.</i>
8	The language is effective despite some errors: <ul style="list-style-type: none"> A range of appropriate vocabulary is used with a few errors. Simple sentences are clear, and complex sentences are well-attended and sometimes clear. 	The message has been communicated fairly well: <ul style="list-style-type: none"> Ideas presented are relevant, although there are struggles to present complex ideas Ideas are coherent and developed, using adequate but simple researched details and examples. 	The text type is recognizable and appropriate: <ul style="list-style-type: none"> Formatting errors are slight and not distracting Conventions appropriate to this text type are found with minimal errors.
9	<i>Performance shares qualities of the 8 and 10 band.</i>	<i>Performance shares qualities of the 8 and 10 band.</i>	<i>Performance shares qualities of the 8 and 10 band.</i>
10	The language is highly effective with minimal errors: <ul style="list-style-type: none"> A wide range of appropriate vocabulary is used with minimal errors. Both simple and complex sentences are clear and effective. 	The message has been communicated very well: <ul style="list-style-type: none"> Ideas presented are highly relevant. Ideas are highly coherent and well-developed with highly relevant researched details and examples. 	The text type is highly recognizable and appropriate: <ul style="list-style-type: none"> Formatting errors are minimal or not present. Conventions appropriate to this text type are frequently and accurately used.

* Adapted from the International Baccalaureate English B SL Paper 2 Rubric

Attendance Policy

Each time you are absent you lose 2% of your final grade. If you sleep in class you will be marked absent. If you miss six classes or more you fail the course. If you are more than 20 minutes late to class you will be marked absent. If you are more than 5 minutes late to class you will be marked late, and three lates is equal to one absence.

If you are absent for a valid reason (such as those below) and present your teacher with a kesseki todoke, you will not lose participation points.

- Illness/injury
- Mourning
- Public transportation problems
- Disaster (earthquake, typhoon, flood, fire etc.)
- Job hunting
- Teacher training
- Test from another university
- Study abroad
- Departmental event
- Extracurricular activities

Late assignments and missed tests or presentations will be reduced by 30% for being late (unless caused by severe illness, family bereavement, natural disaster etc.). Provided the teacher accepts a student's excuse for absence, a makeup can be arranged within two weeks of the missed test date. This may be in front of peers or to the teacher, at the teacher's discretion. Writing assignments will not be accepted in lieu of presentations. Students who miss a test or presentation due to absence must come and see their teacher as soon as possible to arrange a makeup appointment. This is student's responsibility.

If a student misses her makeup appointment or two weeks have passed since the original assessment date she receives a zero for her assessment grade and no further opportunities for makeup work will be given.

The only exception to this is for final exams (held in exam week). If students are absent, but present a kesseki todoke with a doctor's note within 7 days of the original exam date they have the right to take the exam within the same semester. Please note that a student who has failed due to lack of attendance (i.e. has an 'E' grade) is not eligible to sit the final exam.

Academic English I

Lesson I

Unit I: Life in a Day I

Key Words	Introduction, Quizlet, People, Culture, Rubrics
Content	This class will introduce the content of the first semester of Academic English, explain assessment policies, and give opportunities for students to ask questions. Students will discuss their daily lives and consider how people around the world live.
Preparation Activities	None
Review Activities	Read the course documentation, review the material learned in class, and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Unit 1 Overview – Life in a Day

In this unit, we will explore how different people live around the world. Through watching and discussing a documentary, we shall consider the connections between people, including emotions, religion, food, animals, and routines, to understand how life is both similar and different at various spots on our planet. We will also look at how our lives could be fundamentally different to how are in Japan, including looking at case studies of North Korea and Syria. Finally, we shall cap our unit with a personal response speech based on your reflections of the lesson contents, the documentary, and your life experiences.

During this unit, you will reflect on the following key questions:

- How is life around the world both similar and different?
- What commonalities can be found among all people on the planet?
- What does it mean to have an “ordinary” life? Can “ordinary” be defined, or is it just a matter of perspective?
- How could our lives be very different to how they are now? Where in the world can we find these different lives, and what about them is different?

This unit will cap with a personal response presentation, which emphasizes the following academic skills:

- Organizing
- Drawing connections
- Critical thinking
- Keynote building
- Reflection
- Presenting

Discussion and Textbook Companion

Complete these activities as you read and complete pages 1-7 of Pathways Reading, Writing and Critical Thinking

1a. Look at the pictures and discuss the questions on page 1 and think about your daily life. What do you do every day? List several actions that you do every day as part of your normal daily life.

1b. Can you think of another person who has an interesting life? What makes this person’s life interesting? What is different about their life than yours?

2a. Look at the pictures, read the text, and discuss the questions on pages 2-3 with your group.

2b. How much does the world population increase every day?

2c. Do you think people all over the world live in the same way? If not, what is different about the way people live in other countries compared to you?

3a. Complete the vocabulary exercises (A and B) on page 4.

3b. Complete the brainstorming activity (C). List the ideas your group came up with below:

3c. Why do you feel these activities are done by everyone?

3d. If there was a society or culture that did **not** do these activities, would you consider it to be strange? Why?

4. Read the article on pages 5-6. Then, complete activities B, C, and D from page 7.

Writing Homework

1. What is the current world population? How about Japan's population? What percentage of the world's people live in Japan?

2. Define an "ordinary" day. (There is no right or wrong answer – how do **you** define it?)

3. Find the Link Index in the back of this book and open the daily life photo gallery link. Read about the photos of life around the world. Choose one of the photographs. *In your own words*, describe this photo. Why did you choose it?

Photograph chosen:	Reason:
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4. In the "exotic" daily life photo gallery from question 3, which is from the United States, there is a picture of a lady preparing for *hanami* in Kyoto, Japan. This photo is presented among pictures of life in places such as Kenya, Morocco, Ethiopia, and Nepal. How does this make you feel?

Academic English I

Lesson 2

Unit 1: Life in a Day 2

Key Words	People, Culture, Daily Life, Personal Response
Content	Students will continue their discussion regarding daily lives, read an article about a world culture documentary, watch a portion of the film, and receive their first presentation assignment.
Preparation Activities	Complete vocabulary assignment I and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 1

Number	Word	Part of Speech	Number	Word	Part of Speech
1	arrive	verb	11	globe	noun
2	attach	verb	12	goes on	verb
3	banal	adjective	13	imaginary	adjective
4	behavior	noun	14	last	verb
5	communicate	verb	15	normal	adjective
6	connect	verb	16	produce	verb
7	connected	adjective	17	project	noun
8	contribute	verb	18	result	noun / verb
9	cultural	adjective	19	ship	verb
10	extraordinary	adjective	20	take care of	verb

Post this vocabulary journal on Quizlet before the start of Lesson 2.

Discussion and Writing Homework

Discuss your week 1 writing with your classmates in small groups. Then, choose a discussion leader to report your discussion to the class.

Watch the movie “Life in a Day” (see the Link Index in the back of this book). As you watch, do your best to answer these questions.

1. In the film “Life in a Day”, we see themes repeated several times, such as love, life, health, possessions, fear, animals, children, religion, or death. Choose two themes and write scenes with this theme.

<i>Example: Health</i>		
<p><i>-A man thanks the nurses who saved his life.</i></p> <p><i>-A mom calls her doctor and talks to her little boy about her illness.</i></p> <p><i>-A man talks about taking care of his family in a very poor home, including his sick adult son.</i></p> <p><i>-A woman shows her scars to her husband.</i></p> <p><i>-A sick lady talks about her love for her children.</i></p> <p><i>-A man talks about his fear of dying.</i></p>		

2. Choose one of the themes in question 1. Thinking about the theme, discuss how your life is similar or different to at least 3 of the scenes you wrote about.

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3. Describe three people/scenes that you had a strong emotional reaction to. Also, why did you have a strong reaction to these people/scenes?

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4. What person/scene/theme surprised you the most during this film? Why?

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5. What do you think the message of this film is? What are the directors trying to tell us?

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Unit 1 Assignment:

Life in a Day Personal Response Presentation

Overview:

The film Life in a Day by Kevin Macdonald gives us a picture of life on Earth on July 24, 2010. The film introduces us to different people's lives and the ways we are all so similar and yet different at the same time.

Assignment:

Prepare a speech (with Keynote or PowerPoint) about your personal response to Life in a Day. Ultimately, the content of your personal response is up to you, as everyone's response will be different. However, you are encouraged to consider the following questions:

1. Which person or scenes in Life in a Day do you feel are most *similar* to your own life? Which were the most *different* to your own life? Why?
2. What themes are present in Life in a Day? How does each person experience the theme similarly or differently? How are the people in the film connected by these themes (even if their lives are different)?
3. Regarding the common themes in question 2, are you also connected to these people through these themes? How about most Japanese people?
4. What scenes in Life in a Day surprised/shocked you the most? Why were you shocked by these scenes?
5. What do you feel is the overall message of this movie? (Why did the directors make this film?)
6. What did you learn from watching this movie?
7. If you were to submit part of your life to Life in a Day, what part would you submit and why? Why do you think this part of your day would be meaningful to audiences around the world?

Information

- Because this is YOUR presentation, and since you have limited time, you don't have to answer ALL of the above questions (or any of them if you have something you would like to discuss. Pick the ones you can prepare the best answers to that show your critical thinking. The order of your presentation is up to you.
- You are also strongly encouraged to use the Lesson 3 class lecture, videos, and discussion on Syria and North Korea in your presentation. Questions 1, 2, 3, 4, or 6 can also be answered by changing Life in a Day to Syria and North Korea.
- Your presentation should be 10 minutes long (between 8 to 12 minutes is acceptable).
- Your presentation should include screenshots of the different scenes you will discuss. You do NOT need to include video clips in your presentation.

Academic English I

Lesson 3

Unit 1: Life in a Day 3

Key Words	People, Culture, Comparisons, North Korea, Syria
Content	Students will listen to a lecture and videos regarding daily life in Syria and North Korea and discuss their reaction to them.
Preparation Activities	Complete vocabulary assignment and any assigned homework.
Review Activities	Review the material learned in class. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 2

Number	Word	Part of Speech	Number	Word	Part of Speech
1	archaeologist	noun	11	identify	verb
2	balance	noun / verb	12	laboratory	noun
3	biodiversity	noun	13	measure	verb
4	bioengineer	noun	14	nocturnal	adjective
5	buried	adjective	15	realize	verb
6	depend on	verb	16	scientist	noun
7	during	preposition	17	spend time	verb
8	ecologist	noun	18	stuff	noun
9	engineer	noun	19	unexpected	adjective
10	environment	noun	20	volunteer	noun

Post this vocabulary journal on Quizlet before the start of Lesson 3.

Discussion

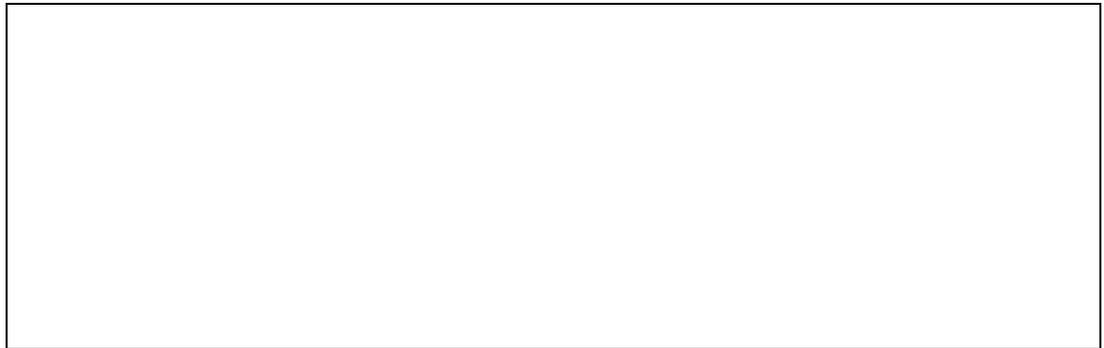
1. Discuss with your group several ways your life could be *significantly different* than it is now. Write down your group's ideas in the box.

2. Listen to your teacher's lecture and watch the images and videos. (To see them again, refer to the Link Index in the back of this book). Use this space to write down notes about life in Syria and North Korea. Afterwards, discuss the ideas you wrote with your group.

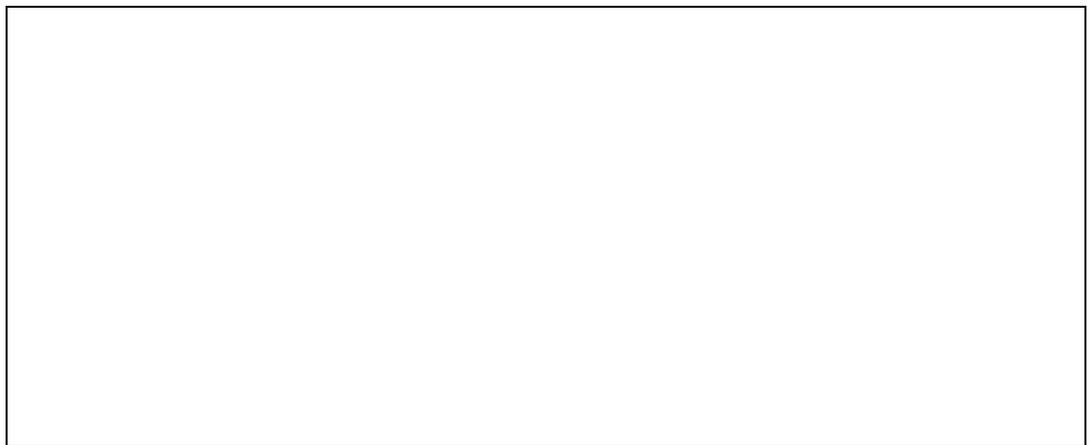
Syria:

North Korea:

3. How do you feel about life in Syria and in North Korea? How about your own life? Discuss with your group and write down your ideas.



4. What do you think a regular person from Syria would think and feel about life in Japan? How do you think they would react to your life? How about a regular person from North Korea? Discuss with your group and write down your ideas.



Writing Homework

1. Find a news story (article, photo gallery, video) from outside of Japan of an event that happened somewhere in the world *today*. Describe in a paragraph what happened in the event, and bring a photo of the event to the class to share.

2. We often hear that the world is a small place. However, we often don't know anything about what is happening in other places in the world *right now*. Why do you think this is?

3. Should we care about what is happening in other places in the world? Why or why not?

4. Research about life in another country that is VERY different to life in Japan. Write a summary of your research.

Academic English I

Lesson 4

Unit I: Life in Day 4

Key Words	People, Culture, Daily Life, Themes, Assessment
Content	Students will give a personal response speech presentation about their thoughts and connections drawn regarding their own lives and daily life around the world.
Preparation Activities	Prepare your presentation.
Review Activities	Review the material learned in class. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Presentation Outline Space

Use this space to make an outline of your presentation. Consider which questions you will answer, the screenshots you will use, and the overall order of your presentation.

Unit 1 Presentation Notes

Write down some interesting ideas from each presentation. Also, tell what each presenter did well!

Name	Her/His Interesting ideas	Comments for her/him (what she/he did well!)

Unit 1 Life in a Day Reflection



1. What have you learned about daily life around the world (consider the textbook, the film, Syria and North Korea country profiles, and student presentations)?

2. What was the most difficult part of preparing your presentation? Circle one or more and explain your choice(s) in the box:

Understanding the film
Preparing your script

Thinking of your presentation ideas
Giving your presentation

Choosing the best ideas
Other: _____

3. What skill(s) do you feel you developed the most through doing your presentation?
What can you do better now than you could before?

4. Did you enjoy this unit and presentation? Why or why not?

Academic English I

Lesson 5

Unit 2: Education Access I

Key Words	Education, Access, Literacy, Kenya, Quiz
Content	Students will participate in readings and discussions regarding the value and necessity of literacy and education.
Preparation Activities	Complete vocabulary assignment 3, your Unit 1 Reflection, and any assignment homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Unit 2 Overview – Education Access

In this unit, we will think about the impact education has in our lives and in the lives of people around the world. We will look at the value an education brings, the problems a lack of education can cause, and challenges countries face in providing education to all people. We will also look at how organizations try to improve education access by identifying a problem and creating specific programs and services to help people. Finally, you will research a specific country or community that has barriers to education and propose your own creative plan to help the problem.

During this unit, you will reflect on the following key questions:

- What do we learn in school?
- Why is literacy important? What does it mean to be illiterate?
- What happens in a place where literacy is limited?
- What barriers to education can be found around the world?
- How can we help these problems?

This unit will cap with a research and proposal paper, which emphasizes the following academic skills:

- Research
- Organization
- Persuasion
- Citing sources
- Brainstorming
- Editing

Vocabulary Assignment 3

Number	Word	Part of Speech	Number	Word	Part of Speech
1	access	verb	11	generate	verb
2	achieve	verb	12	literacy	noun
3	adjust	verb	13	mobile	adjective
4	aid	noun/verb	14	NPO	noun
5	ban	noun/verb	15	poverty	noun
6	conduct	verb	16	primary	adjective
7	disadvantage	noun	17	program	noun
8	discrimination	noun	18	record	verb
9	enrollment	noun	19	services	noun
10	famine	noun	20	solve	verb

Post this vocabulary journal on Quizlet before the start of Lesson 5.

Discussion and Textbook Companion

Companion to Pathways Reading, Writing and Critical Thinking Pages 21-27

1. Look at Page 21 and at the questions below. Brainstorm ideas in the box with your group. Then, share them with the class.

a. Why do we go to school? What kind of skills do we learn there?

b. Is going to school important?

c. What does "literacy" mean? How does being "illiterate" put a person at a disadvantage?

d. What will happen if too many people in a community are illiterate?

2. Read pages 22 and 23. Answer the questions on these pages with your group. Then answer the questions below.

a. What are the lowest rates shown on the maps?

b. Some areas are shaded as "No data". Why do you think this is?

c. What connections can you draw between these two maps?

d. Why do you think girls attend school at a lower rate than boys?

3. Complete vocabulary activities A and B on page 24. Check your answers with a partner.

4. Read “The World’s Oldest First Grader” on pages 25-26. Answer the questions below:

a. Why couldn’t Kimani Maruge go to school when he was young?
b. What challenges did he face after starting school?
c. What happened in 2005?

5. Complete activity B on page 27.

6. Read the explanation below about *inferencing*. Then, complete activities C and D on page 27.

Inferencing is to pick up an idea from a text even when the text does not *directly say it*. Rather than scanning for exact words, inferencing requires the reader to think about the ideas presented in the text. For example, the text on pages 25-26 states that many parents did not want Kimani Maruge to join the first-grade class. The text also says that Maruge moved to a refugee camp and lived in a tent. However, he still went to school. Therefore, we can *infer* (understand) that Maruge is very **persistent**. The text does not directly say this, but we have enough information in the text to infer this fact.

7. Discuss these questions with your group. Then, share your ideas with the class.

a. What was Kimani Maruge’s life dream?
b. Consider your position as a young, educated college student from a wealthy country. How does understanding Kimani Maruge’s life dream make you feel?

Writing Homework

1. (Online Research) Kimani Maruge, from Kenya, waited nearly his entire life to go to school, until the Kenyan government made primary school education free in 2004. However, does Kenya still have education challenges today? If yes, what are the problems? (75-100 words) *(Do not copy any direct text from websites – use your own words!)*

2. (Creative Writing) YOU ARE KIMANI MARUGE on January 12, 2004. Today is your first day of first grade. Write a journal entry about your entire day. How does going to school make you feel? (100-150 words)

Academic English I

Lesson 6

Unit 2: Education Access 2

Key Words	Education, Access, Challenges, NPO, Terror
Content	Students will read and discuss education access providing NPOs and areas where education access is limited. They will also critically read about how terror organizations restrict education access.
Preparation Activities	Complete vocabulary assignment 4 and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 4

Number	Word	Part of Speech	Number	Word	Part of Speech
1	analyze	verb	11	lack	noun/verb
2	background	noun	12	law	noun
3	benefit	noun/verb	13	layer	noun
4	evidence	noun	14	malnutrition	noun
5	financial	adjective	15	mode	noun
6	gap	noun	16	nonprofit	adjective
7	hardship	noun	17	permission	noun
8	income	noun	18	privilege	noun
9	inspire	verb	19	provide	verb
10	justice	noun	20	responsibility	noun

Post this vocabulary journal on Quizlet before the start of Lesson 6.

Discussion and Textbook Companion

Companion to Pathways Reading, Writing and Critical Thinking Pages 30-34

1. Share your answer to question 1 from your Lesson 5 writing homework with the class.
2. Watch a news report about a school in Kenya. (To watch it again, refer to the Link Index in the back of this book). What challenges do the school and the teachers face?

3a. Complete the vocabulary activity on page 30.

3b. What are some ways that people can help with education problems in the world? Brainstorm ideas with your group and write them below. Then share them with the class.

4. Read the article on pages 32 and 33. As you read, take notes on the four education problems and the programs that were created to aid them.

Buton Island, Indonesia	South Central Los Angeles
Awassa, Ethiopia	Western Mongolia

5. Complete the identifying main ideas and key details activities B and C on page 34.

Reading

Read the following speech by Forest Whitaker and Irina Bokova.

Education Is the Key to Breaking the Cycle of Violence

May 23, 2016 By Forest Whitaker and Irina Bokova

This is part of a speech given at the 2016 World Humanitarian Summit in Istanbul, Turkey.

Schools should be helping to build peace, not war.

Two years ago, we crossed South Sudan together and saw the impact of conflict and war on children of all ages. These children were traumatized and left without skills or hope. We talked to girls and boys about their suffering and also about what they wanted the most. They all said the same thing: education.

Education is under attack by conflict today. School children are kidnapped and forced into militias. Their teachers are taken away and killed. Classrooms have become torture chambers and playgrounds used to hold weapons.

The world is shocked at the tragedy of school children in Syria and by the attacks of Boko Haram and al-Shabab. But this challenge goes much deeper. Between 2009 and 2013, there have been attacks on schools and universities in more than 70 countries. About

1.5 billion people live in places with war, and 40% of them are young people. Half of the world's elementary school age refugees and 75% of junior high school or high school age refugees do not have access to education.

Every child attacked is an attack on our common humanity and the dignity we all want to have. This giant human-rights crisis darkens the future of millions of young people and the countries they live in. The world cannot afford to lose entire generations of young people to fear and hopelessness. When this happens, the logic of war becomes stronger for these people. Young people who lack an education face a future of poverty, and poverty leads strongly toward violence and extreme viewpoints.

We know that education has the power to give peace to young minds. It provides a sense of safety and a normal life. Going to school is a source of hope. It builds curiosity and dreams and gives young people tools they need to rebuild their communities. Education is the best long-term way to break cycles of violence and push communities on a road to peace.

However, education is simply not being supported enough. Governments often cut education money first when they need to save money. Only 2% of the world's foreign aid money supports education. Therefore, governments must promise to protect schools and universities, and they must not use them for military purposes. Governments also need to do more to stop and punish people who hurt the human rights of children or destroy schools.

At this World Humanitarian Summit, we will create **Education Cannot Wait**, a special fund for education in emergency areas. Today, about \$2.3 billion dollars are needed to fight education problems in places destroyed by war, but all governments around the world combined only provide 10% of that number. This new fund will help fill that gap.

Education must increase to create peace. To open education's ability to build peace, we must support education systems that are open to all people and teach human rights and global citizenship. Children must have these rights to escape their country's dark histories and give them a future. We want to give schoolchildren access to sports, culture, and most of all education. Because, as one boy told us, the children don't just want peace. They want to build peace themselves.

※This article has been simplified from the original. To read the original, refer to the link index in the back of this book.

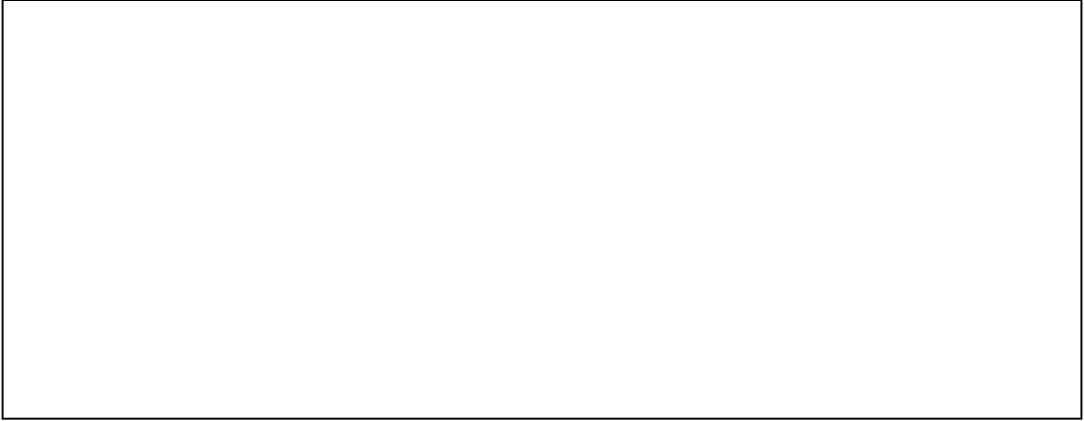
Writing Homework

1. Write down at least 10 new words from the article and look up their Japanese definition.

English Word	Japanese

2. What is the main idea of this article? (15-25 words)

3: In paragraph 3, the authors write about recent attacks by Boko Haram. Google Boko Haram and read about it. What is Boko Haram? What kind of harm do they do?



4: Please write your thoughts after reading this article. Was anything surprising?



5. All of us in this classroom come from and enjoy living in a wealthy country, where we do not have to worry about being able to go to school or being attacked while at school. Because of this, do we have a responsibility to help less-fortunate people around the world?



Academic English I

Lesson 7

Unit 2: Education Access 3

Key Words	Education, Access, NPO, Lecture, Mind-Map
Content	Students will discuss their writing homework, listen to a lecture about a personal NPO experience, and outline NPO programs.
Preparation Activities	Complete vocabulary assignment 5 and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 5

Number	Word	Part of Speech	Number	Word	Part of Speech
1	accurate	adjective	11	foundation	noun
2	alternative	adjective	12	illiterate	adjective
3	available	adjective	13	mission (goal)	noun
4	civil	adjective	14	practical	adjective
5	cognitive	adjective	15	reliable	adjective
6	conservation	noun	16	resident	noun
7	decade	noun	17	specific	adjective
8	dropout	noun/verb	18	substance	noun
9	efficient	adjective	19	united	adjective
10	essential	adjective	20	wealthy	adjective

Post this vocabulary journal on Quizlet before the start of Lesson 7.

Discussion

1. Discuss the reading and writing homework from week 6 in small groups. Then, choose a discussion leader to report your group's ideas to the class.
2. Listen to the lecture about an education access challenge Washington State, USA, and your teacher's experience working at a non-profit organization there. Write down notes about the following topics:

High School Graduation Rates 10+ years ago:

Reasons for these numbers:

The College Success Foundation:

High School Graduation Rates in recent years:

Reading

Read the text about a non-profit organization, a model of section 3 of your upcoming Unit 2 Assignment.

The College Success Foundation

My NPO is called the College Success Foundation, located in Seattle, Washington. The mission of our NPO will be to provide mentoring and scholarships to students who are smart with good grades but do not have much money. Many of these students do not know how to access or believe they cannot access educational opportunities around them such as a university education due to a lack of money, knowledge or both, and as a result many graduate from high school unprepared or even drop out before graduating. We are especially interested in reversing these current high school dropout rates and promoting equal access to college among minority students and students in poverty. There will be openings for about 150 people at this NPO. Half of these people will work in our head office, and the other half will work directly with students in 30 schools around Washington State.

My NPO will have three programs to help students. The first is the **Achievers' Program**. The NPO will put college advisors in the most at-risk schools. These advisors will work with grade 11 and 12 students with good grades but who don't understand how to go to college, especially low-income and minority students. Advisors will provide college planning workshops, financial planning workshops and individual counseling. In schools with greater numbers of students, advisors will also have an assistant that can hold additional counseling sessions for students or manage supplementary events. Students that work together with our counselors the closest and attend all events will receive a full-tuition scholarship for university, called the Achiever's Scholarship. After they are selected for the scholarship, all students are matched with a local mentor and must hold monthly meetings to check their progress. They must also attend a week-long summer camp "College Experience" at a university to give them a real look at college life and its expectations. This program will be supported by our home office staff who will manage finances and data, coordinate the scholarship selection process, and track student progress.

The second program is called **HERO**, which stands for Higher Education Readiness Opportunity. This program will also have a set of advisors called HERO Advisors. HERO Advisors will work in the same schools as the college advisors, but with students from

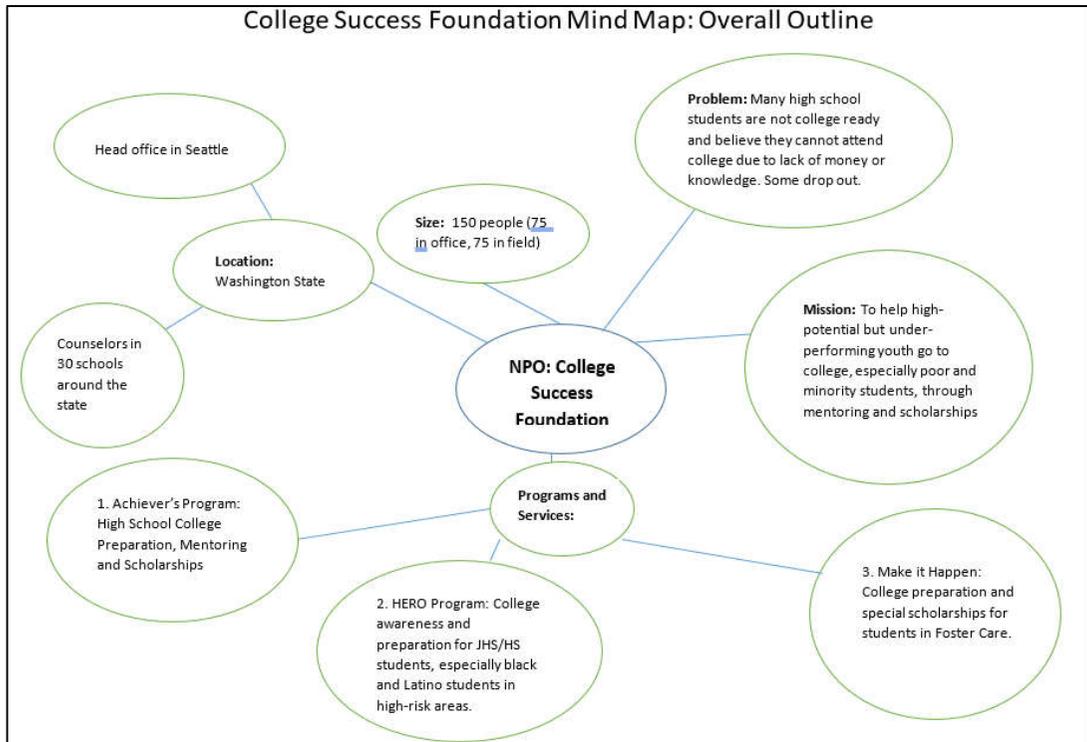
grades 7-10. Our target students are minority (black, Latino, and American Indian) boys, who are currently one of the lowest college-going populations in the state. These advisors will help prepare students for both high school and college through course planning, mentoring, and encouragement. HERO advisors act like an older brother to these students: if a student breaks a school rule or gets in trouble with the law, they will have to answer to the HERO advisor! HERO advisors will have weekly meetings where students can share their preparation and their college dreams. We will also hold yearly events with all of the **HERO** students in our schools around Washington State. At these events, students can listen to motivational speakers, participate in educational workshops, and meet their peers to know that HERO is large program with hundreds of students statewide who all have similar dreams. Once students graduate from the HERO program, they will be on their way toward receiving an Achiever's scholarship.

Finally, the third program is called **Make it Happen**, and it will track and support students in foster care (students without parents or other family). These students will work with our college advisors and HERO advisors on the same programs as other students. However, we will have additional counselors who are experienced in handling foster youth in our office as extra support for these students. Because foster youth have such a low-college going rate and a high rate of crime, our counselors will often make one-on-one home visits to ensure our students are safe and out of trouble. Similar to the Achiever's Program, we will hold a large college experience seminar meeting once a year especially for foster youth, where students can get necessary knowledge they need about college applications and also network with other foster youth to show they are not alone in their college journey. Finally, we will have a special full-tuition scholarship fund just for these students so they do not have to compete with students for Achiever's scholarships.

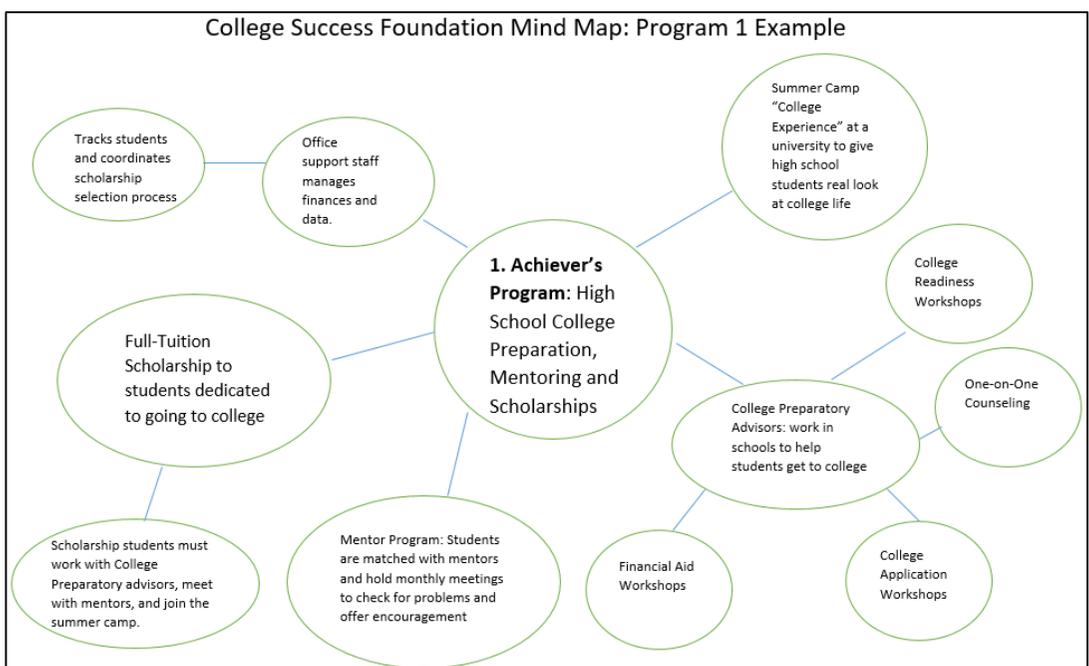
If my programs succeed, we will see more students with good grades going to college, even if they don't have much money. As a result, the high school dropout rate, especially for students in poverty or low-income students will decline, and so will the gang population and the amount of young people in prison. Instead of a dark future, students, who before did not even understand *what* college is or *how* to go there, will be excited and proud to be the first in their family to go to college. These students will teach their friends, and someday, children how to go to college, making the schools and communities better. Low-income and minority students should have the same opportunities as everyone else, and my NPO will help them be successful!

Writing – Mind Mapping 1

Below are two mind maps about the College Success Foundation. Mind Map A gives an overall picture of the NPO, including its basic information, its education access problem and mission, and a brief summary of its programs and services.

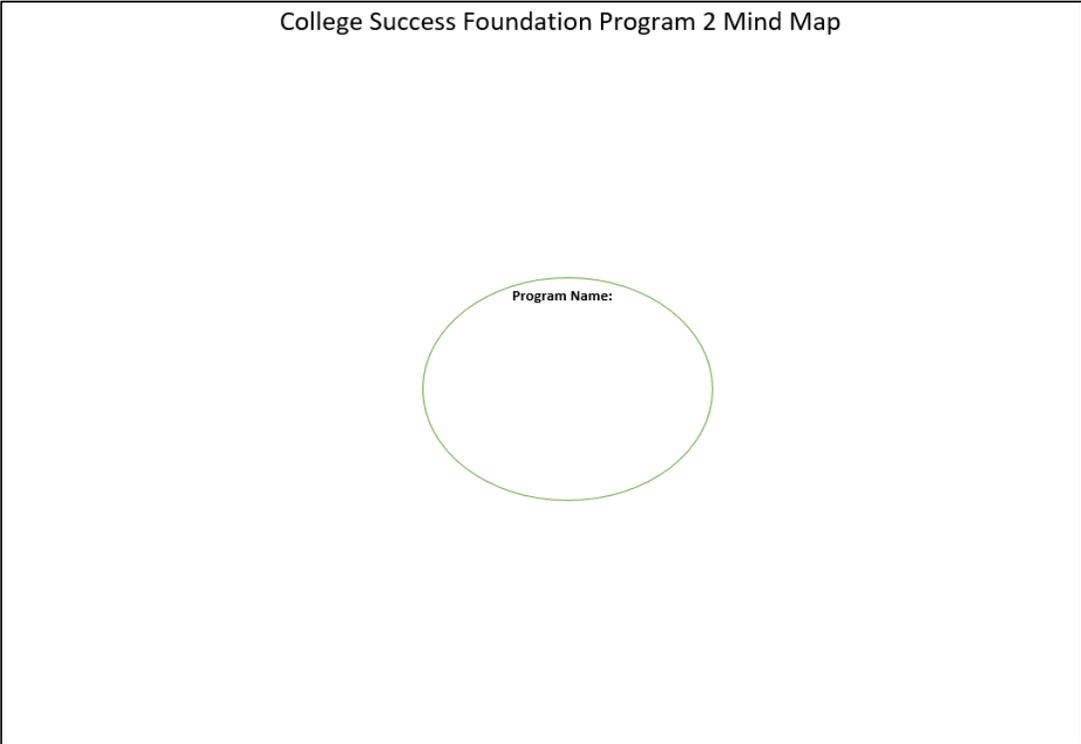


Mind Map B goes into greater detail about the first of the NPO's programs, the Achiever's Program.



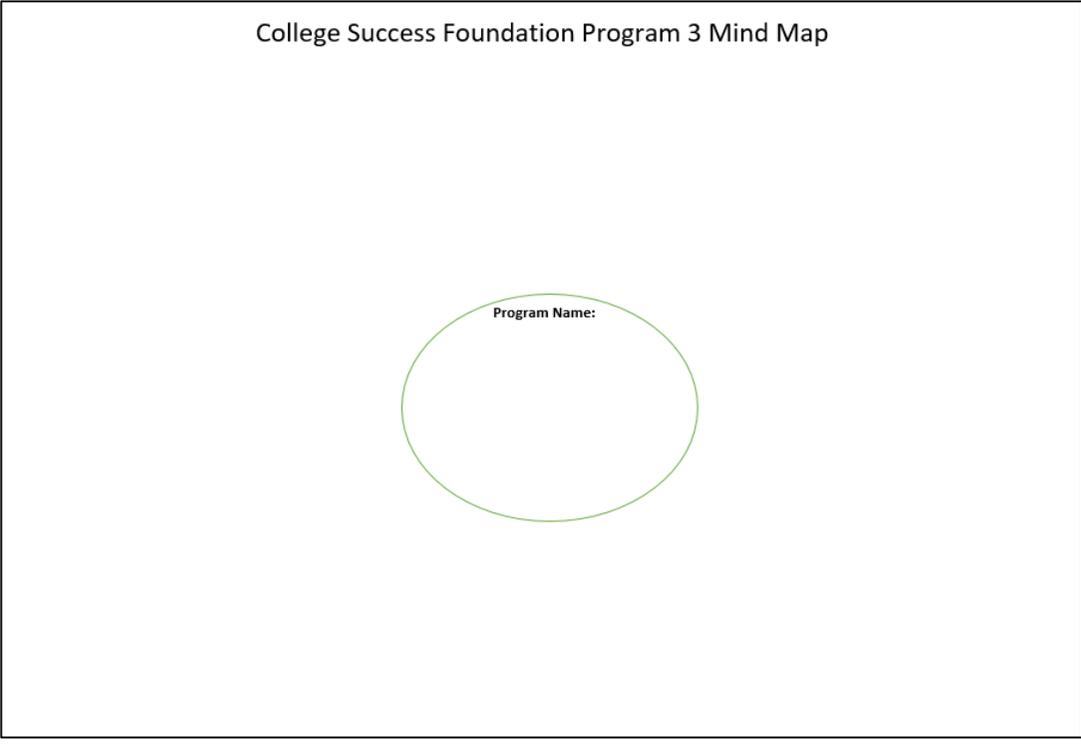
Using the text and Mind Map B as a guide, complete mind maps of the College Success Foundation's second (HERO) and third (Make it Happen!) programs.

College Success Foundation Program 2 Mind Map



Program Name:

College Success Foundation Program 3 Mind Map



Program Name:

Academic English I

Lesson 8

Unit 2: Education Access 4

Key Words	Education, Access, NPO, Test, Proposal
Content	Students will take a vocabulary test, receive their Unit 2 writing assignment, and write a short essay on the importance of receiving an education.
Preparation Activities	Complete vocabulary assignment 6 and any assigned homework, and study vocabulary assignments 1 through 5 for the vocabulary test.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 6

Number	Word	Part of Speech	Number	Word	Part of Speech
1	aspect	noun	11	range	noun
2	candidate	noun	12	reality	noun
3	clue	noun	13	response	noun
4	commercial	noun	14	satellite	noun
5	facility	noun	15	situation	noun
6	feedback	noun	16	structure	noun
7	majority	noun	17	target	noun
8	manner	noun	18	tax	noun
9	motivated	adjective	19	version	noun
10	publicity	noun	20	wildlife	noun

Post this vocabulary journal on Quizlet before the start of Lesson 8.

Unit 2 Writing Assignment – Research + NPO Proposal

1. Background Information

In lessons 6 and 7, we read about and listened to experiences at *non-profit organizations*, or *NPO's*. An NPO is an organized group of people, usually with an office, that provides **programs and services** in real places to real people to help make problems around the world better. Each NPO has a **specific problem and specific area** they focus on helping, such as clean drinking water in India, anti-bullying in Hiroshima, or environmental protection in the Amazon rainforest.

Similar to a company, the workers at an NPO usually collect a salary. However, unlike a company, the owners of the NPO do not take **profits**. All the money an NPO receives goes into supporting its programs and services (and paying for NPO **expenses**, like employees).

Since NPO's are not a company and do not sell any products, NPOs receive money from larger, **parent organizations**. These are sometimes bigger NPOs, or sometimes they are large companies such as Sony, Mazda, or Coca-Cola. Because there are many, many NPOs that want the money of these parent organizations, only the NPOs with the best ideas and proposals will receive the money.

2. Assignment Details

The Bill and Melinda Gates Foundation (one of the world's largest NPO parent organizations) wants to make the world a better place, so it has decided to give away \$10,000,000 (~十兆円) to a smaller NPO. The Foundation is asking for proposals from NPO's to identify a specific problem, explain why it is so important to be fixed, and demonstrate its plan to fix the problem. The best proposal gets the money!

To receive the money, an NPO must **convince** the Gates Foundation of three things. First, the NPO must clearly explain why the Gates Foundation should focus on *education* (i.e. instead of health, the environment, human rights etc.). Second, the NPO must identify a **specific** place in the world that is having an education access problem (where children cannot go to or stay in school) and tell why this problem is so critical to be fixed. Third, the NPO must explain its plan to fix this problem through providing programs and services to this place in the world.

YOU, as a young global citizen who cares deeply about global education access, want to receive this money to start your own education-focused NPO! **Write your proposal to the Bill and Melinda Gates Foundation requesting the money for your NPO.** You will explain the importance of education, identify a **specific** place in the world that is having an education access problem (where children cannot go to or stay in school), describe in detail how you will tackle this problem.

Your proposal will have three sections.

Section 1: Discuss the critical importance of education access.

- Why is education important?
- How does having an education change people’s lives?
- What kind of future do people who are uneducated or illiterate have?
- How does having many uneducated or illiterate people hurt a country?
 - In section 1, you can give **general examples**, but don’t talk about your country yet. The purpose of this section is to convince the Gates Foundation that they should give the money to an education NPO like yours!

Section 2: Introduce **specific** information about a **specific** place that is having an education access problem.

- What is the problem (or problems)?
- What is the background and history of the problem?
- Why is it still happening today?
- Why and how does it prevent children receiving an education?
- How does it hurt people in the country or community today?
 - Give as much **detail** and **examples** as possible about how this education challenge makes life difficult for these people.
 - Research is **required** for this section. Give real numbers, pictures, and examples.
- Are there any NPO’s in this area? What do they do? What especially do they **not** do?

Section 3: Introduce your NPO and its programs and services.

- What is your NPO’s name, location, and mission (the “main goal” of your NPO)?
- What programs and services will you provide for the people in section 2?
 - Include at least 3 programs.
 - **BE CREATIVE AND DETAILED. Remember, you have \$10,000,000!**
 - Imagine YOU are an employee at your NPO. What is your job? What do you do all day? How **EXACTLY** do you help people?
- How will these programs help the people you wrote about in section 2?
 - If your NPO is successful, how will life change for these people?

✧ *Section 3 must be **at least 5 paragraphs** – one for your NPO introduction, one for each program, one for your conclusion (discussion of how these programs will help people).*

✧ *The week 7 reading about the College Success Foundation is an example section 3 text.*

3. Format and Length

Format: Double spaced text with a single-spaced heading.

Your heading should look like the box on the right:

Name
Date
Academic English 1
NPO Proposal

Length: Between 800-1200 words in length (or about 3-5 pages).

Images: You are encouraged to use pictures, although they do not add to your word count.

References: Please include a list of all the websites or books you used to find your information. Refer to the citations and references guide in Lesson 9.

4. Resources

These links will help you get started! You can also find these links in the link index in the back of this book.

1. www.gatesfoundation.org → The Bill & Melinda Gates Foundation
2. www.jnpoc.ne.jp → Information about NPOs in Japan
3. data.unicef.org → UNICEF database
4. www.unicef.org/education → One of the world's largest NPOs for children. It has many articles about where children are suffering around the world
5. data.worldbank.org/products/wdi-maps → Has many maps of world happiness and problems, great to find a place for section 2
6. data.uis.unesco.org → A database of statistics and numbers about world education
7. www.humanium.org/en/right-to-education → Information about the importance of education and children's education rights, great for section 1
8. www.humanium.org/en/map-respect-children-rights-worldwide → Easy to understand map of where children are suffering around the world, helpful for section 2

※ You will need to do **additional research** about your **specific place and problem** beyond these links. You should also read about local NPOs in your specific area to learn what they do (and don't do!)



Writing Homework

Based on the class discussions in weeks 5-7, the week 6 article, and your personal ideas, describe why access to education (vs. illiteracy) is so important for people. Especially consider what happens if people are denied access to education. (At least 100 words)

Note: This text can be used in section 1 of your Unit 2 Writing Assignment.

Academic English I

Lesson 9

Unit 2: Education Access 5

Key Words	Education, Access, Mind-Map, Research, Citations, References
Content	Students will learn how to use citations to reference researched sources and research education access challenges.
Preparation Activities	Complete vocabulary assignment 7 and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 7

Number	Word	Part of Speech	Number	Word	Part of Speech
1	brainstorm	verb	11	heal	verb
2	complete	verb	12	ignore	verb
3	consume	verb	13	involve	verb
4	contact	verb	14	manage	verb
5	criticize	verb	15	oppose	verb
6	demand	verb	16	persuade	verb
7	draft	verb	17	plan	noun/verb
8	edit	verb	18	react	verb
9	encourage	verb	19	revise	verb
10	force	verb	20	significant	adjective

Post this vocabulary journal on Quizlet before the start of Lesson 9.

Academic Skill: Citing Online Sources (In-Text Citations and References Page)

For sections 1 and 2 of your NPO paper, you will need to do online research to learn about education problems in a specific place. You may want to talk about a real NPO to compare your programs to its programs. When you write about this information, you need to use **in-text citations** and a **reference list**.

1. In-Text Citations

An in-text citation tells where your information came from. It is the name of the source (author or website) and a date.

Some rules:

1. Any ideas from section 1 and 2 that come from your sources must include a **citation**. A citation is the author's last name and the year the text was written.
2. If an entire paragraph is from a source, you can put the citation at the end of the paragraph.
3. If you use a direct quote from a source, use quotation marks and put your citation at the end of the sentence.
 - However, do **not** use quotes longer than **three typed lines of text**.
4. If you do not use quotes, you must paraphrase the text. You still need a citation.
5. If the text is **your idea** (like section 3), you don't need a citation.
 - However, text you **rewrite** from your sources still needs a citation.
6. **Citations are good. Don't worry about having a lot of them. It shows you did a lot of research.**

In-Text Citations without a direct quote

Include the author(s) name and year the text was written in parentheses at the end of the sentence (before the period).

→ Schools and universities in over 70 countries have been attacked since 2009 (*Whitaker and Bokova 2016*).

Often, a website (such as a newspaper or an NPO site) doesn't list an author. In this case, list the information source instead.

→ Creating new educated young leaders is the only sustainable way to stop violence in South Sudan. (Project Education South Sudan, 2017)

Another option is to use the name or source in the sentence. If you do, just put the year in parenthesis after the name.

→ To promote young female leaders, Project Education South Sudan (2017) has given scholarships to over 60 girls.

Important! If you do not use quotes, you may *not* copy any text directly! Instead, you must rewrite the text in your own words.

In text-citations with a direct quote

Use the same style as no quotes (author's name and date in parentheses) but put quotation marks around the exact words you use.

→ Without an education, children will continue to grow up in poverty, and "poverty has always been a recruiting sergeant for extremism and violence" (*Whitaker and Bokova 2016*).

2. Web References Page

A references page is a final page of your paper where you include the full details of your paper's citations. Order your references alphabetically by author's last name. Include the following information.

Include:

1. The author's last name and the first letter of their first name
2. The year (in parentheses)
3. The page or article title.
4. The source in *Italics*.
5. The website after "Retrieved from"

→ Whitaker, F and Bokova, I. (2016) Education Is The Key to Breaking the Cycle of Violence. *Time Ideas*. Retrieved from: <http://time.com/4343256/un-world-humanitarian-summit-education>.

Data sets or NPO websites often do not have an author’s name. In this case, put article title first. The year still comes second.

- Mines to Markets. (2017) *Pact*. Retrieved from www.pactworld.org/mines-markets.
- Our Work: PESS Is Doubling Down on Girls’ Education. (2017) *Project Education South Sudan*. Retrieved from www.projecteducationsouthsudan.org/our-work.
- World Bank Open Data. (2017) *The World Bank*. Retrieved from data.worldbank.org.

Online Reading – Tracking Sources

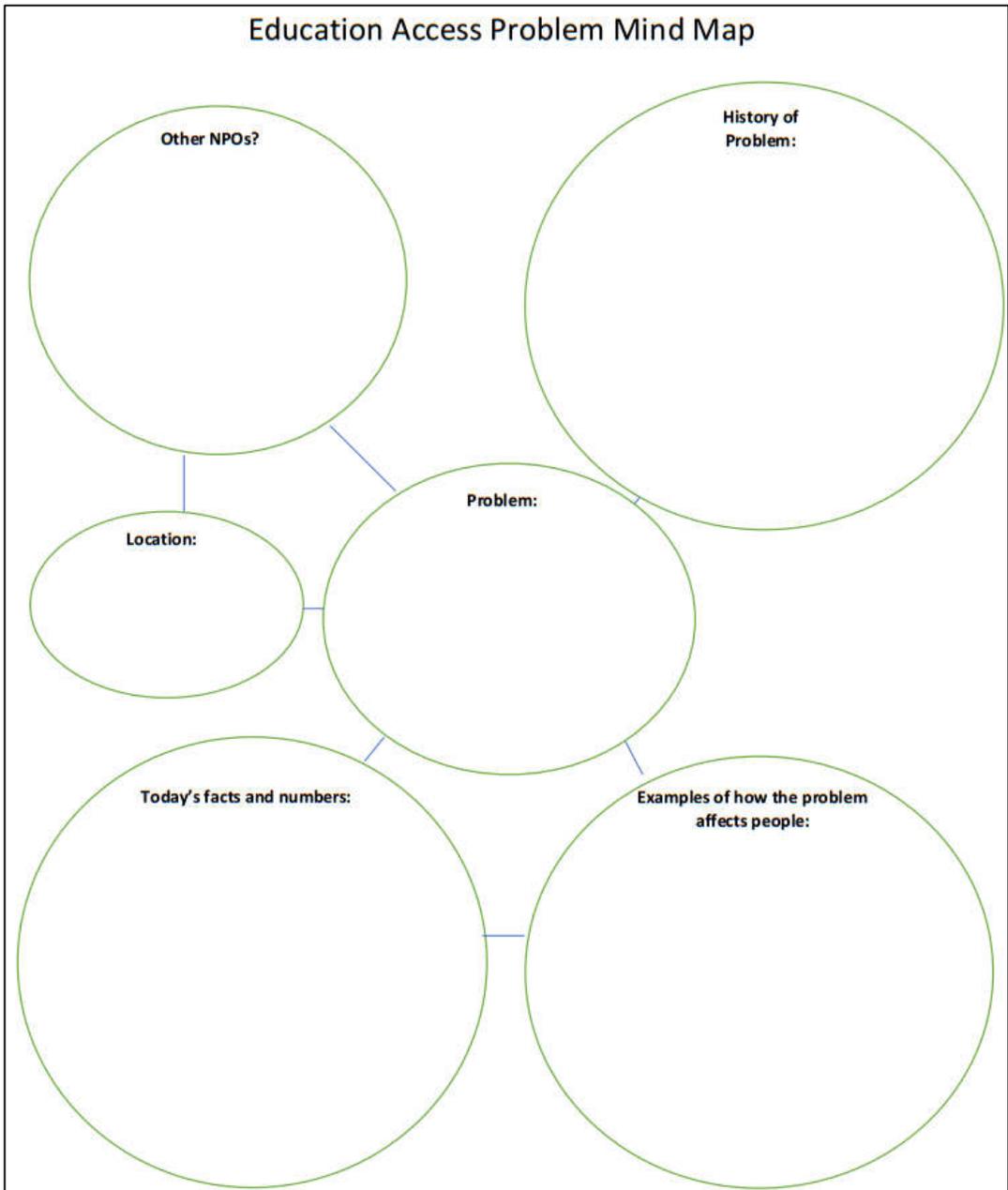
As you research your education access problem, list the sources you use below. There are three categories of sources:

- Category A: Data and arguments for education’s importance (section 1)
- Category B: Information and data about your specific education problem (section 2)
- Category C: NPO’s that are currently working in your specific location (section 2)

Source	Information	Category

Writing – Mind Mapping 2

Use the following mind map to outline the education access problem you have researched in section 2 of your NPO Paper.



Academic English I

Lesson 10

Unit 2: Education Access 6

Key Words	Education, Access, Proposal, Outline, Programs
Content	Education Access (Unit 2, Pathways Chapter 2) Students will brainstorm policy proposals for their NPO research and policy paper and discuss their plan with their teacher.
Preparation Activities	Complete vocabulary assignment 8 and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 8

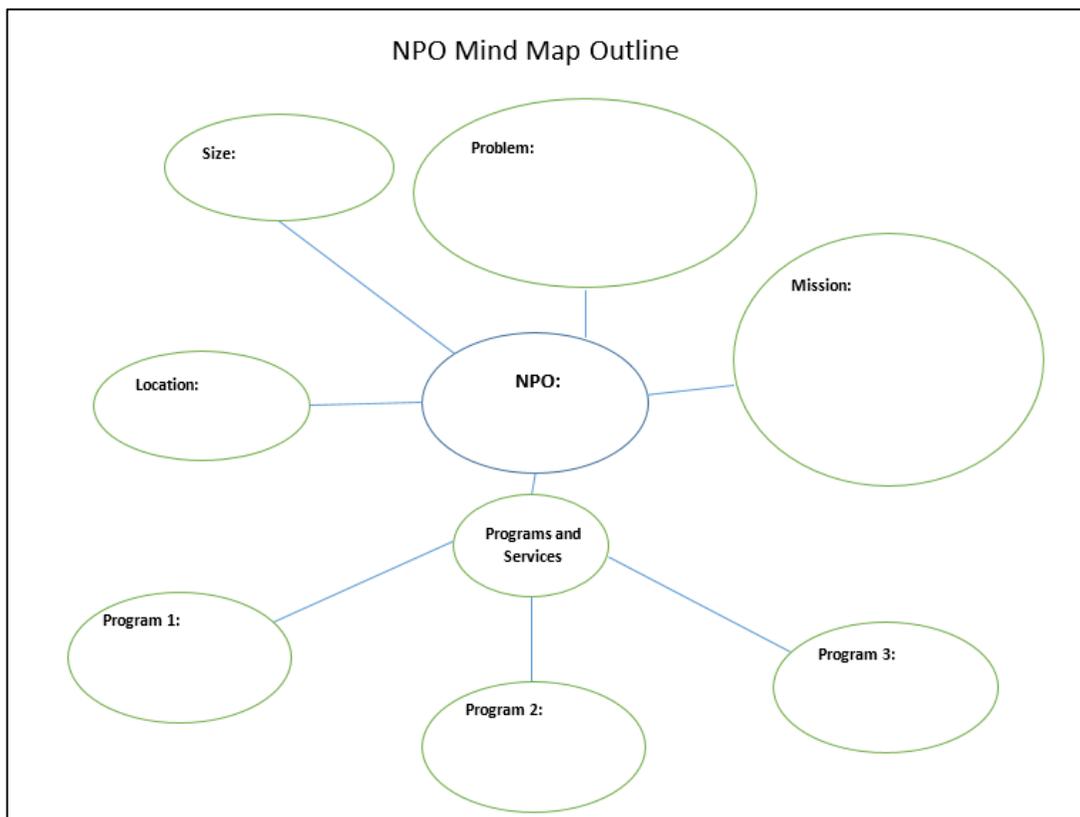
Number	Word	Part of Speech	Number	Word	Part of Speech
1	account	noun	11	confirm	verb
2	awareness	noun	12	effect	noun
3	be aware of	verb	13	impact	noun/verb
4	carbon	noun	14	pollute	verb
5	cause	noun/verb	15	pollution	noun
6	clean up	verb	16	recycle	verb
7	collapse	verb	17	report	noun/verb
8	collect	verb	18	solution	noun
9	commit	verb	19	take action	verb
10	conclude	verb	20	throw away	verb

Post this vocabulary journal on Quizlet before the start of Lesson 10.

Writing – Mind Mapping 3

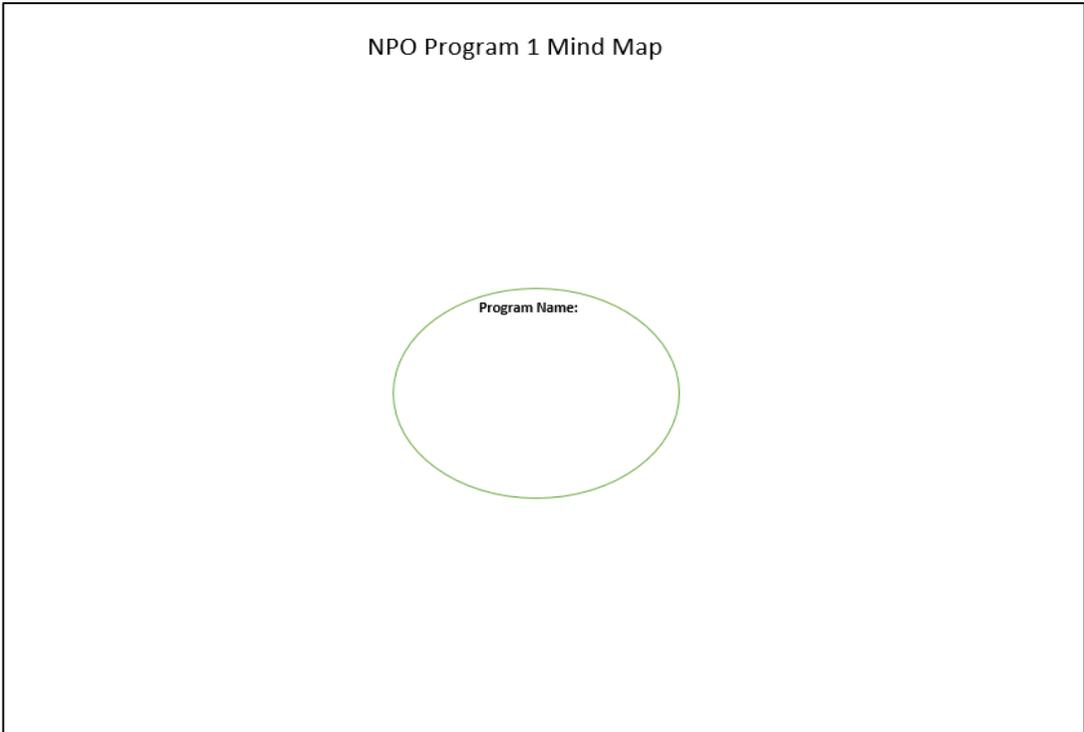
Continue planning your NPO. Create mind maps of your NPO and its three programs.

1. (Section 3) The overview of your NPO, including the basic information, mission, and overall plan.



3. (Section 3) The details of your NPO’s first program

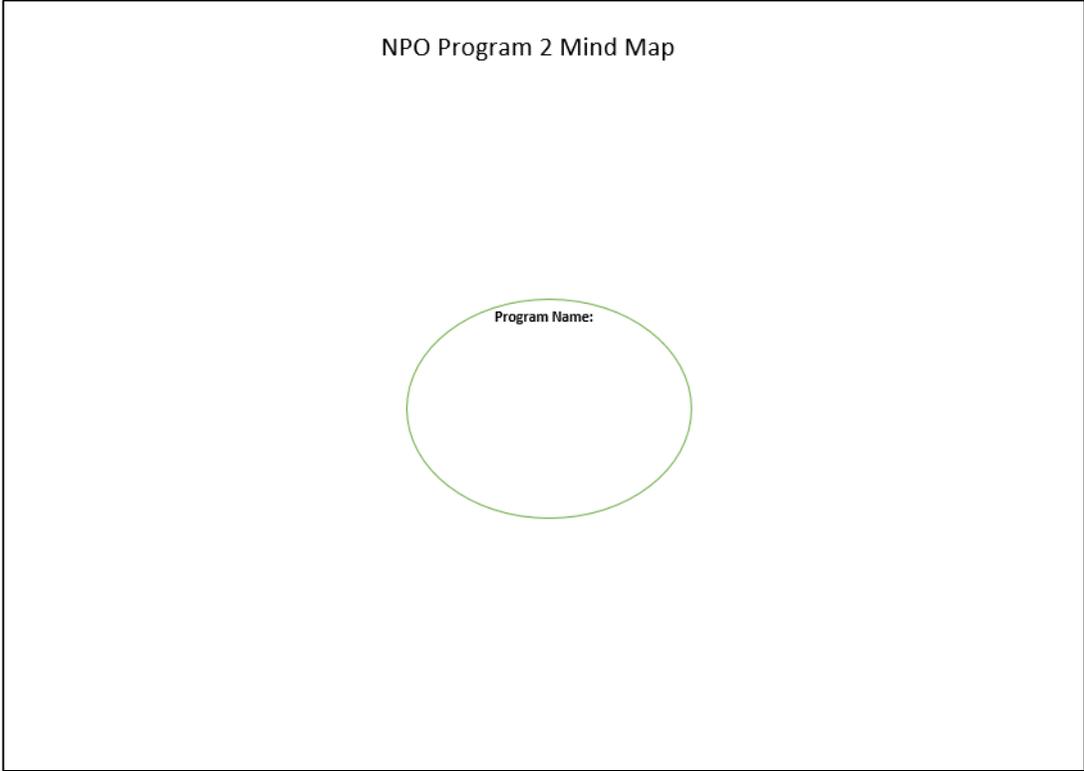
NPO Program 1 Mind Map



Program Name:

4. (Section 3) The details of your NPO’s second program.

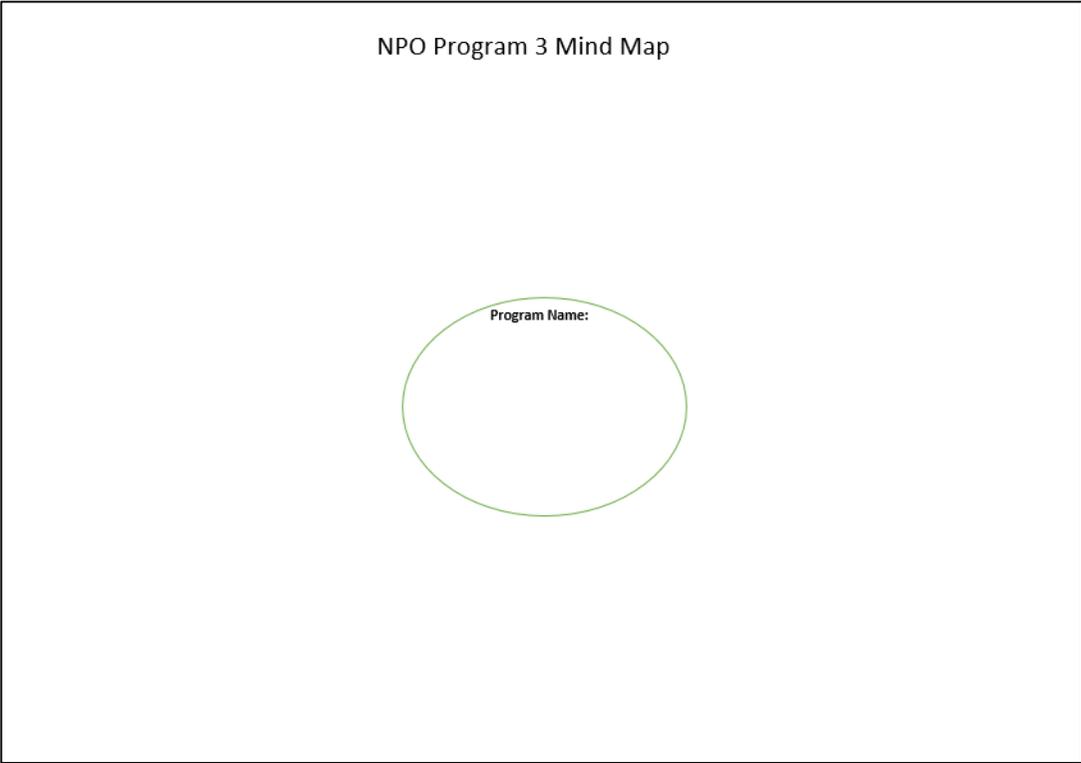
NPO Program 2 Mind Map



Program Name:

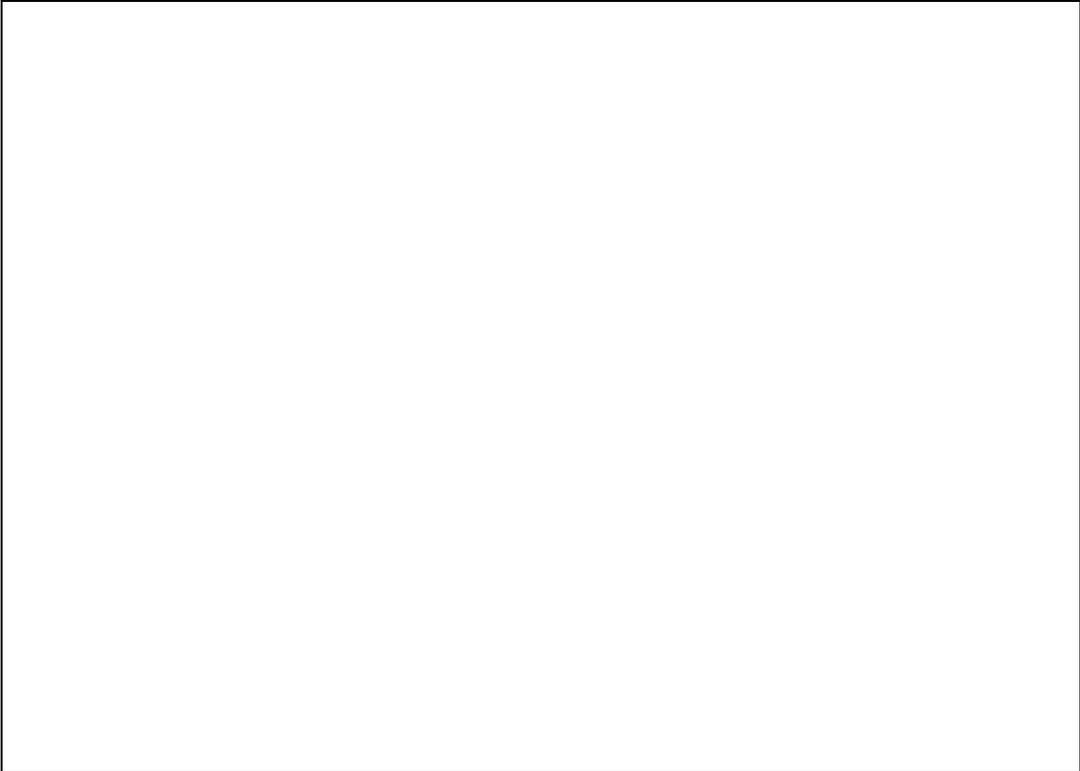
5. (Section 3) The details of your NPO's third program.

NPO Program 3 Mind Map



Program Name:

Use this space to plan your conclusion. How will these three programs help the people and improve their futures? Connect your ideas back to section 1.



Unit 2 Reflection – Education Access



Complete this reflection after you submit your final draft of your NPO Proposal.

1. What have you learned in this unit about education, education access problems, and NPOs?

2. What was the most difficult part of writing your NPO proposal? Circle one or more and explain your choice(s) in the box:

Section 1 – Education’s Importance

Section 2 – Education Access Problem

Section 3 – My NPO and its Programs

Other: _____

3. What skills do you feel you developed the most after completing this project?
What do you feel you can do better now than before?

4. Did you enjoy this unit and proposal project? Why or why not?

Academic English I

Lesson 11

Unit 3: The Trouble with Trash I

Key Words	Garbage, Plastic, Pollution, Great Pacific Garbage Patch, Infographics
Content	Students will complete a reading and engage in discussions regarding plastic usage and waste awareness.
Preparation Activities	Complete vocabulary assignment 9, and complete the rough draft of your Unit 2 NPO research and proposal paper and post it on Moxtra.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Unit 3 Overview – The Trouble with Trash

In this unit, we will look at the environmental impacts of our material production and consumption habits. We shall read and watch about the Great Pacific Garbage Patch, the largest man-made garbage flow in history, and consider how we are personally contributing to its growth. We shall also think about how to raise awareness about these hidden issues by preparing a persuasive video to show to our community.

During this unit, you will reflect on the following key questions:

- What happens to our garbage?
- How do our consumption habits impact the planet?
- What responsibility do we bear to fix pollution problems?
- How can we raise awareness about the issue? What is the most effective way of doing so?

This unit will cap with a persuasive video and justification presentation, which emphasizes the following academic skills:

- Organization
- Consideration of audience
- Critical thinking
- Research
- Persuasion
- Presenting

Vocabulary Assignment 9

Number	Word	Part of Speech	Number	Word	Part of Speech
1	bpa (<i>bisphenol A</i>)	noun	11	emphasize	verb
2	combine	verb	12	encounter	verb
3	conspiracy	noun	13	habitat	noun
4	convince	verb	14	image	noun
5	create	verb	15	landfill	noun
6	deal with	verb	16	material	noun
7	deserve	verb	17	organization	noun
8	despite	preposition	18	proud	adjective
9	distribute	verb	19	ton	noun
10	ecosystem	noun	20	transform	verb

Post this vocabulary journal on Quizlet before the start of Lesson 11.

Discussion and Textbook Companion

Complete these activities as you read and complete pages 61-67 of Pathways Reading, Writing and Critical Thinking.

1a. Look at the picture on page 61 and read the caption. Discuss the questions with your group. Write down your ideas in the box below and share them with the class.

--

2a. Read pages 62-63. Answer the questions with your group.

2b. How did Cheung Yan and Willow Tufano make money? Write notes in the box.

Cheung Yan:	Willow Tufano:
-------------	----------------

2c. How much garbage does an average Japanese family produce? Use Google to find the answer and write it below:

--

2d. Look at the infographic your teacher will show you. (To see it again, find it in the Link Index in the back of this book). What objects take the longest to decompose? How long?

--

3a. Complete vocabulary activity A on page 64.

3b. Following the directions for part C, brainstorm everyday items made of plastic and share them with your small group.

3c. Complete part D by predicting the main idea of the reading on pages 65 and 66.

4a. Read “Garbage Island” on pages 65-66. Be sure to look at the picture captions and at any words explained at the bottom of the page.

4b. Complete the main idea and key details exercises B and C on page 67. Check your answers with a partner.

4c. Considering causes and effects, complete activity D on page 67 and check with a partner.

Writing Homework

1. On Page 63, we learned about two entrepreneurs who use garbage to make money (Cheung Yan and Willow Tufano). Research about another garbage entrepreneur and write a short profile of him or her (40-50 words).

2. On pages 65-66, we learned about the Great Pacific Garbage Patch (GPGP). Research more about the GPGP and write in up to three new facts that we did not see in the reading.

-

-

-

3. What is your reaction to learning about the Great Pacific Garbage Patch? (40-50 words)

Reading Homework

Find and access the article about Japan's Recycling Rate from the Link Index in the back of this book. Read the article and fill in the chart below:

What percentage of its plastic does Japan recycle?	How is the plastic recycled?
Why has Japan been successful at recycling plastic?	What plastic problems does Japan still face?



Academic English I

Lesson 12

Unit 3: The Trouble with Trash 2

Key Words	Garbage, Pollution, Plastic, Documentary, Discussion Questions
Content	Students will discuss their writing homework and watch and reflect on a documentary about the Great Pacific Garbage Patch.
Preparation Activities	Post the final draft of your Unit 2 NPO Proposal paper to Moxtra, and complete any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Discussion

Discuss your week 11 writing and reading homework with your classmates in small groups. Then, choose a discussion leader to report your discussion to the class.

Viewing

Watch the film **Plastic Paradise – The Great Garbage Patch**. As you watch, listen for key details and answer the following questions:

1. Plastic is different from any other material because it lasts _____.
2. It took Angela _____ years to go to Midway Atoll.
3. Lewis found a _____ in a bottle he found on the beach.
4. Five of the most profitable companies in the world are _____ and _____ companies.
5. Angela was surprised by the number of _____ on Midway Atoll.
6. Angela's boat found a plastic _____ that was causing damage to coral reefs.
7. Plastic has been found inside of _____, which humans then eat.
8. Angela took a blood test to determine if bpa (a harmful chemical in plastic) can be put into your body by touching _____.
9. The biggest problem with plastics are with products that are used only _____.
10. Nobody from the American Chemistry Council wanted to _____ with Angela.
11. Andy Keller created the _____ _____ to communicate how many plastic bags people use in a year.
12. Worldwide plastic production will quadruple in _____ years.

Writing Homework

After watching the film, answer the questions using your own ideas. Then, discuss the questions and your answer with your group and write down the best of your group's ideas.

1. Do you now feel differently about plastics than before you watched the movie? If yes, what made you change your mind?

Your ideas:	Your group's ideas:
--------------------	----------------------------

2. How are YOU making the plastics problem worse, and what can you do to stop it?

Your ideas:	Your group's ideas:
--------------------	----------------------------

3. The movie said some plastic is very useful, but one-time use plastic bags and bottles are very wasteful. Can you think of some other examples of wasteful plastic? (Consider the reading homework from week 11).

Your ideas:	Your group's ideas:
--------------------	----------------------------

4. What message from the video do you most want to tell your family and friends about?

Your ideas:	Your group's ideas:
--------------------	----------------------------

5. What are some ways Bunkyo can be more environmentally friendly, especially toward plastics?

Your ideas:	Your group's ideas:
--------------------	----------------------------

6. How can we best share the ideas in questions 1-5 with everyone in our university?

Your ideas:	Your group's ideas:
--------------------	----------------------------

7. *Challenge* As human life has become more and more convenient, the Earth has suffered. Is our convenience worth the price to the environment? How about in 100 years? 200 years?

Your ideas:	Your group's ideas:
--------------------	----------------------------

Academic English I

Lesson 13

Unit 3: The Trouble with Trash 3

Key Words	Plastic, Pollution, Discussion, Public Service Announcement, Videos
Content	Students will discuss their writing homework, learn about public service announcements and how they serve to raise awareness about important issues, and receive Unit 3 presentation information.
Preparation Activities	Complete vocabulary assignment 10, your Unit 2 Reflection, and any assigned homework.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Vocabulary Assignment 10

Number	Word	Part of Speech	Number	Word	Part of Speech
1	abuse	verb	11	inform	verb
2	accomplish	verb	12	load	noun/verb
3	acquire	verb	13	monitor	verb
4	adapt	verb	14	observe	verb
5	associate	noun/verb	15	obtain	verb
6	assume	verb	16	operate	verb
7	automatically	adverb	17	qualify	verb
8	constantly	adverb	18	reproduce	verb
9	guarantee	verb	19	resist	verb
10	indicate	verb	20	strengthen	verb

Post this vocabulary journal on Quizlet before the start of Lesson 13.

Discussion

1. Discuss your week 12 writing with your classmates in small groups. Then, choose a discussion leader to report your discussion to the class.
2. What does the term “raise awareness” mean? Brainstorm ideas with your group and share them with the class.

Viewing and Discussion

What is a Public Service Announcement (PSA)?

- A PSA is a message to raise awareness and spread information about important topic, such as the dangers of drugs and alcohol, domestic violence, or pollution. Other social issues include bullying, suicide prevention, or encouraging people to recycle.
- PSAs can be made by governments, by companies, or even by individuals or groups that want to raise awareness. They are usually short and are shown on TV or on the Internet (YouTube).

Watch the PSAs your teacher will show you and answer the questions. (To watch the videos again, refer to the Link Index in the back of this book).

PSA	What is the topic of the PSA?	What is the message of the PSA?	Describe the mood of the PSA.	Is the PSA effective? (Your opinion)
1	Littering	<i>All of us must be more careful not to litter because the environment becomes dirty.</i>	<i>Serious, but a little hopeful.</i>	<i>Yes, because it shows us examples of waste and makes us feel responsible.</i>
2				
3				
4				
5				
6				

Unit 3 Presentation Assignment

1. In pairs, create a PSA in order to raise awareness on the topic of plastic garbage. You will record the PSA on your iPad in iMovie. Then you will edit the video files, add text, music, sound, and lighting effects, and complete a short movie (target length is between 1:00 and 3:00).
 - Before you make your PSA, you need to decide...
 1. The message – what do you want people to learn?

- Your PSA must have a clear message. If it is unclear, you won't be able to raise awareness. Instead, you will confuse people. Some ideas are:
 - **Teach** better ways to recycle.
 - **Increase people's knowledge** of environmental problems and pollution.
 - **Scare people** into being more responsible with their garbage.

2. The style – what kind of PSA will you make?

- Your PSA can be any style that you like, such as a skit, a voiceover narrative, an interview, or a slideshow. You don't even have to speak if you don't want to. If text and music words better than speech, that is fine!

3. The mood – what is the tone of your PSA?

- Your PSA's mood can be funny, serious, scary, or something else. Think about how you can match the topic of your PSA with showing that topic through the mood.
- Your PSA should use music and text. You can also use lighting or color filter effects. Consider how you can use music and lighting to create the feeling or atmosphere you want your viewers to feel. (For example, scary music for a serious PSA or light music for a funny PSA.)

2. Your pair will give a presentation to the class following this order:

1. Introduce yourselves and give an outline of the presentation.
2. Introduce your topic of plastic pollution and **explain** why it is so important that we must raise awareness about it.
3. **Describe** your PSA – tell the class the message, the mood, and the style you chose. Also, tell your target audience for your PSA (children, college students, the elderly, etc.)
4. *Show your PSA to the class.*
5. **Justify** the decisions you made about your PSA, message, mood, style, and content. (Why did you choose this PSA message, mood, style and content, and why were they the best choices?) Also, **justify** why this PSA will appeal to your target audience.
6. **Explain** what you want people (especially your target audience) to feel/think/do after watching your PSA. Then, **discuss** whether you think your PSA will overall be effective in raising awareness about plastic garbage. Why or why not? How will/could/might things change?
7. Conclude the presentation by **giving your reflection** on both your PSA and your PSA creation process. Also, tell what more you can do to continue raising awareness about plastic garbage.

Total Length: 10 minutes (including showing your PSA)

Academic English I

Lesson 14

Unit 3: The Trouble with Trash 4

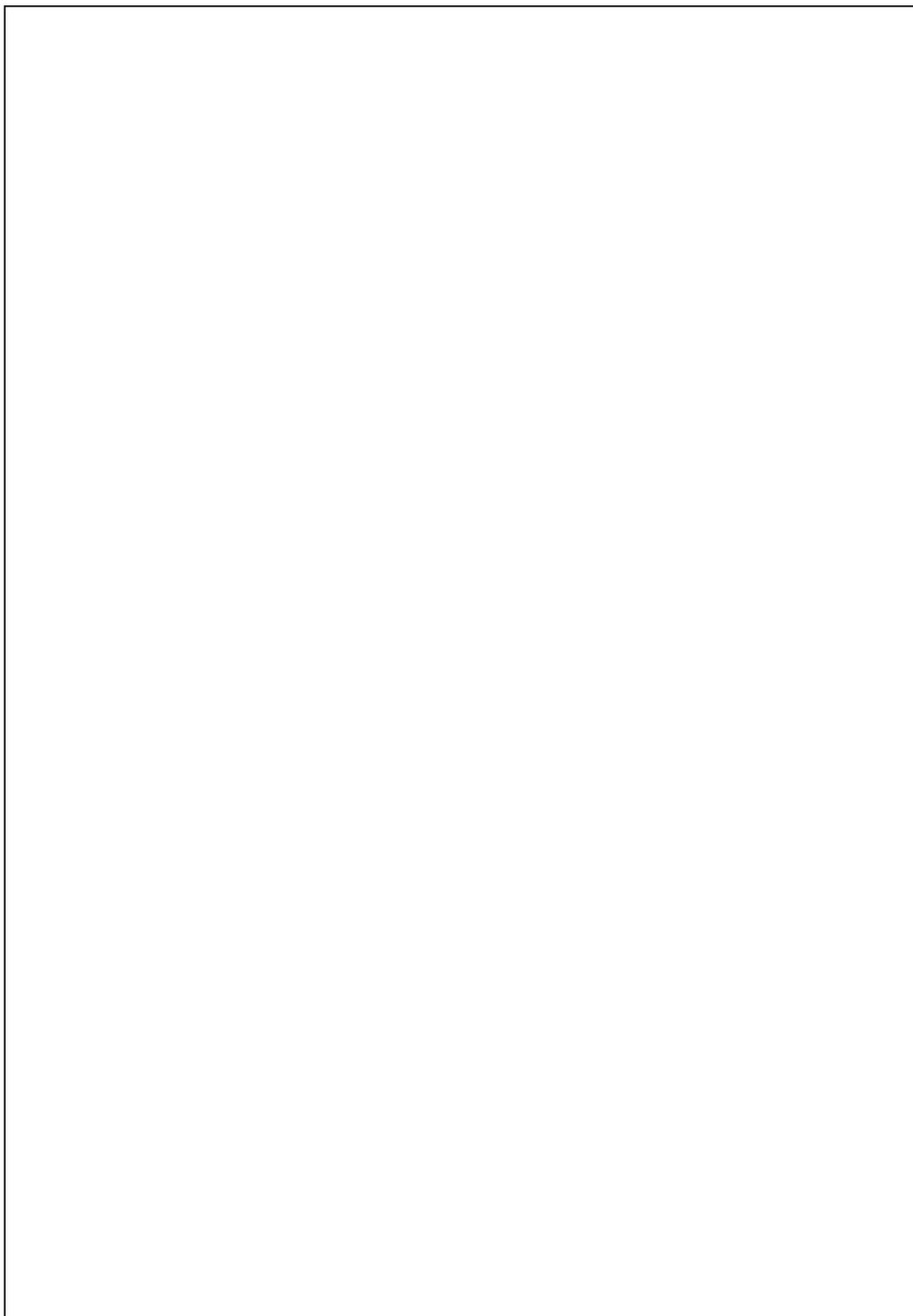
Key Words	Plastic, Pollution, Public Service Announcement, Quiz, Filming
Content	Students will take a vocabulary test and work with their presentation partners to film and justify a public service announcement video regarding plastic waste awareness and reduction.
Preparation Activities	Review vocabulary assignments 6 through 10 for the vocabulary test.
Review Activities	Review the material learned in class and complete any homework. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Unit 3 Assignment Outline

PSA Concept	Idea
Topic	<i>Plastic Waste Reduction and Awareness</i>
Message	
Style	
Mood	
Target Audience	
Content	
Music	

Unit 3 Assignment Script

With your partner, brainstorm your PSA script in the box. You may use this space or a sheet of paper.

A large, empty rectangular box with a thin black border, intended for students to brainstorm their PSA script. The box occupies most of the page below the instructions.

Unit 3 Assignment Script

With your partner, brainstorm and outline your presentation in the box. You may use this space or another paper for your full script.

Academic English I

Lesson 15

Unit 3: The Trouble with Trash 5

Key Words	Plastic, Pollution, Public Service Announcement, Rehearsing, Presentation
Content	Students will receive final exam information, rehearse their Unit 3 presentations, and present.
Preparation Activities	Prepare your Unit 3 presentation.
Review Activities	Study weeks 1-15 content for your final exam. Clarify any unclear points with the teacher or a BECC staff member in the SALC.

Unit 3 Presentation Notes

Watch each presentation. Write down the key details about the presentations below.

Names:		
PSA message	PSA style, mood, and target audience	
Their interesting ideas	Your comments for this group	

Names:		
PSA message	PSA style, mood, and target audience	
Their interesting ideas	Your comments for this group	

Unit 3 Reflection – The Trouble with Trash



1. What have you learned from this unit (textbook, documentary, discussions) and through making your PSA presentation?

2. What was the most challenging part of the PSA and presentation? Circle one and explain your choice in the box:

Choosing a topic

Planning your PSA

Filming and editing

Planning your presentation

Giving your presentation

Other: _____

3. What skill(s) do you feel you developed the most after completing this project?
What can you do better now than you could before?

4. Did you enjoy this unit and presentation? Why or why not?

Academic English 1 Final Exam Scope

Contents: Short answer writing related to key points and ideas of our three units. You will receive 7 questions from the list of 9 below, and you must answer 5 of them. Your answers should be between 50-65 words each. This test is 10% of your term grade.

From Unit 1 (Chapter 1) – Life in a Day:

1. What does “ordinary life” mean, and how would different people from around the world understand it?
2. How can people (including us) benefit from learning about life in different parts of the world?
3. Choose Syria or North Korea. Discuss the fundamental ways people’s lives are different to ours in Japan.

From Unit 2 (Chapter 2) – Education Access:

4. Who was Kimani Maruge, and why should we remember him?
5. Why does education access matter, and in what ways can it be denied to people?
6. Explain what NPOs are and how they work.

From Unit 3 (Chapter 4) – The Trouble With Trash:

7. What is the Great Pacific Garbage Patch, and why is it a problem?
8. Define “raise awareness” and give an example.
9. What level of responsibility to clean up the problem of plastic garbage do people in 2017 have?

Example: What is a public service announcement (PSA), and how do they raise awareness?

A PSA is a short non-profit commercial to teach people and raise awareness about important issues, such as drugs, social media habits, or environmental protection. They are made to target a specific audience and can be funny, serious or shocking so people remember their message and think and talk more about the topic. People might change their habits or even take action.

(62 words)

Link Index *(for articles and videos used in class and in this textbook)*

Lesson	Resource	Web Address	Web Source
1	Daily Life Photo Gallery	bit.ly/2j8GCAP	Huffington Post
2	Life in a Day Movie	bit.ly/1I57VWE	YouTube
2	If The World Were 100 People	bit.ly/1YTN8Zq	YouTube
3	North Korea Escapee Interview	bit.ly/2hffOPU	YouTube
3	Inside North Korea Report	bit.ly/2y0sP5P	YouTube
3	North Korea Undercover	bit.ly/1SE2DPN	YouTube
3	Syria News Report	bit.ly/2CUqlCT	YouTube
3	Syria Daily Life Interview	bit.ly/2jbjJU6	YouTube
3	Life in Aleppo	bit.ly/1TOHrNS	YouTube
3	Syria Live Map	syria.liveaumap.com	Live AU Map
6	World Humanitarian Summit Speech	ti.me/1TKUwFB	Time Ideas
6	Kenya Education Under Attack	bit.ly/2ASd7KX	YouTube
7	College Success Foundation	bit.ly/2zkFjYz	YouTube
8	Bill & Melinda Gates Foundation	www.gatesfoundation.org	Gates Foundation
8	Japan NPO Foundation	www.jnpo.ne.jp	Japan NPO Foundation
8	UNICEF Database	data.unicef.org	UNICEF
8	UNICEF Education Summary	www.unicef.org/education	UNICEF
8	UNESCO Database	data.uis.unesco.org	UNESCO
8	World Bank Database	data.worldbank.org	World Bank
8	World Happiness Maps	bit.ly/2wXixTV	World Bank
8	Children's Rights to Education	bit.ly/2CBL2YQ	Humanium
8	Maps of Child Suffering	bit.ly/1TtsSMK	Humanium
11	Ocean Decomposition Infographic	http://bit.ly/2BkgRF8	GeoLounge
11	Japan's Recycling Rate	bit.ly/2Cybwu2	The Guardian
13	PSA - Littering	bit.ly/2j8FE7A	YouTube
13	PSA - Drugs	bit.ly/2oBRa19	YouTube
13	PSA - Texting and Driving	bit.ly/1pAkInz	YouTube
13	PSA - Teaching	bit.ly/2yRmmsP	YouTube
13	PSA - Social Media	bit.ly/2elbPem	YouTube
13	PSA - Bullying	bit.ly/2CU2n03	YouTube
13	PSA - Strangers	bit.ly/218x59N	YouTube

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Academic English I

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