

International Communication

Strategies 2

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International Communication Strategies 2



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Class 1

Introduction to the course & Student Profile

Theme:	Introduction to the course & Student Profile
Keywords:	Syllabus, documentary
Content:	This lesson focuses on discussing different dances and their cultural origins. Students will watch a documentary about elementary students in New York City compete in a ballroom dance competition.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Meet your teacher!

The instructor will give a short introduction.
Please listen and ask questions.



2. Course Outline

- Read the ICS 2 course outline.
- Listen to the instructor and ask questions.



3. Summer Holiday Find Someone Who . . .

- Look at the paper. Do you know the words and phrases?
- Ask your classmates some questions.
 - If she says YES, write her name in the box.

How many names can you write in the boxes?



4. Student Profile

Write your answers to the questions. Your answers will help the instructor customize this course for your learning needs.



5. Video: Ballroom Dances

- Watch the video and guess the dance.
- Write the correct dance and its country below.

Tango

Rumba

Merengue

Swing

Fox Trot

		Country
Dance 1:		
Dance 2:		
Dance 3:		
Dance 4:		
Dance 5:		



6. Dice Game

- Make a group of 3-4 people.
- Roll the dice and discuss the question below.

Which dance do you . . .

1. like the best? Why?

4. think is the most difficult? Why?

2. dislike? Why?

5. want to try? Why?

3. think is the easiest? Why?

6. not want to try? Why not?



7. Video: MAD HOT BALLROOM

- Watch the documentary.
- Answer the questions below.

Which of these dances do you like the most? Why?

Write some of the social issues discussed in the film below.

Social Issue	Information



8. Write your Ideas about the Video

Choose TWO or more and answer in complete sentences.

Think about your life when you were the same age. What are some cultural differences between the students in the film and Japanese students? Why do you think so?

What are some things you saw in the film that surprised you?

Write some positive and negative points about the students learning ballroom dancing and participating in the dance competition.

Would you have liked to learn ballroom dancing and participate in a dance competition like the one in the film when you were an elementary school student? Why or why not?



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Class 2 *Party Time!*

Theme: Unit 7: Let's Celebrate—Party Time!

Keywords: Get together, have a good time, throw a party

Content: This lesson focuses on discussing kinds of parties in different cultures, inviting someone to do something, accepting and refusing invitations, and planning a party. Students write about their impressions of the documentary.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



I. Student Self-Assessment BEFORE

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't</u> know this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

Unit 7: Let's Celebrate!

Lesson A: *Party Time!*Lesson B: *Festivals & Holidays*

Skill / Page	Content		BEFORE Unit	AFTER Unit	
Vocabulary Link A pg. 70	a host celebrate / celebration get presents get together (with others)		have / throw / host a party have a good time invite (someone to something)	plan a party root for (something or someone) wild/ rowdy	
Vocabulary Link B pg. 75	be held / take place full (of something) gather		participate / participation / participant Perform / performance / performer race	win/ winner (win) a contest (win) first prize	
Language Link A pg. 73	Similarity and Agreement with SO, TOO, EITHER, NEITHER				
	with <i>be</i>	I am going to Sayuri’s party. <i>So am I. / I am, too. / Me, too.</i>			I’m not going to Sayuri’s party. <i>Neither am I. / I’m not, either. / Me, neither.</i>
	other verbs	I need a costume for the party. <i>So do I. / I do, too. / Me, too.</i>			I don’t have a costume for the party. <i>Neither do I. / I don’t, either. / Me, neither.</i>
Language Link B pg. 78	Time clauses with BEFORE, AFTER, and WHEN				
	AFTER= the event happened first. (had dinner) <u>After</u> she had dinner, Pam went to bed.				
	BEFORE= the event happened second. (turned off lights) <u>Before</u> I left, I turned off the lights . WHEN= two events happen at the same time (see / hello) <u>When</u> you see a friend, you say, “Hello.”				
Speaking / Speaking Strategy pg.72	Inviting someone to do something Accepting or refusing an invitation				
	Do you want... Would you like... ...to go with me? How’d you like...		Sure, I’d love to. / That sounds great. <i>I’m sorry, but I can’t. I have plans.</i> <i>Unfortunately, I can’t. I have to work.</i> <i>I’d love to, but I’m busy.</i>		
	Get ready to get dirty				
Reading pg. 76-77	Prediction, scanning for information, guess the meaning of words, summarizing				
	In my country				
Writing pg. 79	Reading/ answering questions about a Korean holiday. Writing about your favorite holiday/ festival.				



2. Practice

- Look at your Unit 7 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		



3. Party Quiz

- Make a group of 3-4 people.
- Guess the type of party.
- Write your answers in the textbook on page 70.



4. Dice Game: Plan a Party

- Make a group of 3-4 people. Choose a party.
- Roll the dice. Talk about the questions below.

Pool Party

Costume Party

Baby Shower

Birthday Party

Bachelorette Party

Rave / Dance Party

1. When?

4. What food?

2. Where?

5. What decorations?

3. Who?

6. Other?



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Class 3 *Festivals and Holidays*

Theme:	Unit 7: Let's Celebrate—Festivals and Holidays
Keywords:	Take place, first prize, perform
Content:	This lesson focuses on reading about unusual holidays on a website, discussing international festivals, and listening for main ideas, details and drawing conclusions about a holiday.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.

1. A Strange Holiday



- Look at the website your instructor shows.
- Read about a strange holiday. Write the information below.

When?	
Where?	
What happens?	
Why?	
Other?	



2. Talk about a Strange Holiday

- Make a pair.
- Tell your partner about the strange holiday in activity 1.
- Listen and write some information about your partner's holiday below.

BONUS: *Talk about your favorite holiday.*



4. Writing: Make a Role Play

- Make a group of 3 people. Who is A / B / C?
Student A: You will host the party. Invite Students B & C to your party. Answer their questions.

Student B: Ask questions about Student A's party. Accept the invitation and ask what you can bring to the party.

Student C: Ask questions about Student A's party. Decline the invitation and give a reason why you will not attend the party.
- Use extra language and look at pages 72, 73 and 74.

Student A	Student B	Student C



5. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
<p>I still <u>don't know</u> this information.</p> <p>I will continue to practice this skill.</p>	<p>I know the information <u>a little</u>.</p> <p>I will continue to practice this skill.</p>	<p>I <u>know</u> the information!</p> <p>I do not need to practice this skill anymore.</p>



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Class 4 *Happily Ever After*

Theme:	Unit 8: Storytelling—Happily Ever After
Keywords:	Same old story, a happy ending, predictable
Content:	This lesson focuses on discussing fairy tales, listening for sequence, and reading for point of view of the author.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



I. Student Self-Assessment **BEFORE**

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

Unit 8: Storytelling

Lesson A: What's the Story?

Lesson B: Happily Ever After

Skill / Page	Content			BEFORE Unit	AFTER Unit	
Vocabulary Link A pg. 80	a (TV/drama) series a soap opera a true story be based on (a true story)	make up (a story) tell a story the same old story a happy ending	be hooked on (something) character follow (something or someone) predictable realistic			
Vocabulary Link B pg. 85	brave clever eventually	incredible / unbelievable overcome struggle	survive uneducated			
Language Link A pg. 83	Past Continuous vs. Simple Past					
	Simple Past	I / He / She walked down the street. You / We / They walked down the street.				
	Past Continuous	I / He / She was walking down the street. You / We / They were walking down the street.				
Language Link B pg. 88	Adverbs of Manner (and review of Static Verbs- Unit 3 Lesson A p 25)					
	HOW something is done. Cinderella danced happily with the prince. Often come AFTER a VERB. He speaks twelve languages fluently . Often end in -ly. Common ones that don't are... <i>fast, hard, late, well</i>					
Speaking / Speaking Strategy pg.82	Introducing the story	Continuing the story		Ending the story		
	It's (a story) about . . . The story begins / starts in . . . One day . . .	So (then), . . . After that,	Later, . . . It turns out that, . . .	In the end, . . . Finally, . . .		
Reading pg. 86-87	The Cinderella Story					
	Identify important details in a story, make a statement based on the information in the text.					
Writing pg. 89	A fairy-tale diary					
	Imagining and writing a diary about a character in the Cinderella story.					



2. Practice

- Look at your Unit 8 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		



3. Listening

- Make a group of 3-4 people.
- Complete the Listening activities on page 86 together.



4. Communication

- Make a group of 3-4 people.
- Complete the Communication activity on page 84 together.



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Class 5 *Halloween*

Theme: Halloween Lesson

Keywords: Vanish, abandon

Content: This lesson focuses on discussing Halloween/ Day of the Dead in various cultures, watching a short thriller film and making predictions. Students practice retelling the story and stating a moral of the story.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Vocabulary

- Match the English and Japanese words.
- Check your answers with a partner.

- | | |
|--|--------------------|
| ___ 1. Creepy: Walking in the woods at night is very <u>creepy</u> . | a. 消えた |
| ___ 2. Vanished: One day the girl <u>vanished</u> and no one saw her again. | b. 幽霊のよく出る |
| ___ 3. Twisted: The murderer had a <u>twisted</u> way of thinking. | c. 偶発事件 |
| ___ 4. Counselor: I talk with a <u>counselor</u> to help me feel better. | d. ひねくれた |
| ___ 5. Accident: The police don't know if his death was an <u>accident</u> . | e. 相談相手 |
| ___ 6. Haunted: I think this place is haunted because I saw a ghost. | f. ぞくぞくする/
気味悪い |
| ___ 7. Abandoned: No one works in the <u>abandoned</u> office now. | g. 記念日 |
| ___ 8. Anniversary: Every year I remember the <u>anniversary</u> of my grandfather's death. | h. 廃れた (廃家) |



2. Discuss

Talk about some ghost stories or haunted places you know.



3. Reading

Read the story below.

Vanished!

This is a story about a murder. Maybe it is **based on a true story**, or maybe it is made up. We don't know. The characters are Jen, her boyfriend, Scott, and Jen's counselor. The story begins in the counselor's office. Jen tells a story to the counselor about her boyfriend Scott. One day, Jen and Scott were walking in the woods. It was their six-month anniversary and Jen wanted to show Scott an incredible place. Scott didn't want to go, but he reluctantly followed Jen through the woods. Then, they saw an old house. It was abandoned. Later that night when they were sitting on the sofa, she tells Scott a creepy story about a girl named Mary. She had murdered her parents in the house and then killed herself. Jen tells Scott that people constantly say Mary haunts the house.

How does it turn out? Do you think there will be a happy ending?

Watch carefully, it might be hard to follow.



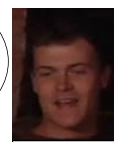
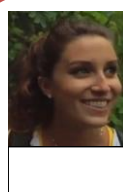
4. Video: *Vanished!*

- Watch the video.
- Discuss the questions below with your group members.

1. Who are the **characters**?



Write the characters' names in the box below their picture.



2. Where do Jen and Scott go? Why?

3. Who is Mary? What did Mary do?

4. Do you think this is a **realistic** story?

5. Did you think the ending was **predictable**?

6. Was it easy or difficult **to follow**? Why or why not?



5. Review

- Look at Activity 3.
Highlight Unit 8 Vocabulary words in **YELLOW** (pg 80 & 85)
Highlight Unit 8 Speaking Strategy in **PINK** (pg 82)
Underline Unit 8's Grammar (pg 83 & 88)



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Class 6 *What's a Story?*

Theme: Unit 8: Storytelling—What's a Story?

Keywords: Same old story, a happy ending, predictable

Content: This lesson will focus on telling a story, discussing the truth of a story, listening for key details and drawing conclusions. Students will write a creative story about a fictional character's death and include a moral.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Brainstorm: "dumb"

- Make a group of 3-4 people.
- Write some synonyms for "dumb" below.



2. Video: *Dumb Ways to Die*

- Watch the videos.



3. Discuss

Discuss the questions below with your group members.

1. What is this video / song about?
2. What is the purpose of this video? Why was it made?
3. Which character is your favorite? Why?
4. Which character is the worst way to die? Why?



4. Reading

- Make a pair.
- Read about a dumb way to die. Write you memos below.

Is the story real or made up?



5. Speaking: Tell your Story

- Make a new pair. Tell your story using phrases on page 82.
- Listen to your partner's story. Is it real or made up?

Name	Story Title	Real or Made up?
1.		
2.		
3.		
4.		



6. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information. I will continue to practice this skill.	I know the information <u>a little</u> . I will continue to practice this skill.	I <u>know</u> the information! I do not need to practice this skill anymore.

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:	Skill:	Page:
1. Why did you choose this activity to practice again?		
2. Write your memos for the activity here.		
3. How do you feel about this activity now?		



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Class 8 *Cross- Cultural Exchange*

Theme: Cross-Cultural Digital Exchange

Keywords: Exchange, assume, assumptions

Content: This lesson focuses on brainstorming current knowledge about a culture, questions to ask and information students want to know. Students set up technology and discuss the goals of the project.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Brainstorm

- Make a group of 3-4 people.
- Write some information you know about the country and culture below.



2. KWHLAQ Chart

Write the information in each box during this project.

K	What do we KNOW ?
W	What do we WANT to know?
H	HOW can we find out?
L	What are we LEARNING ?
A	What ACTIONS can we do?
Q	What QUESTIONS do we still have?

K

*What do we
KNOW?*

W

*What do we
WANT to know?*



***HOW** can we
find out?*



*What are we
LEARNING?*



*What **ACTIONS**
will we do?*



*What
QUESTIONS do
we still have?*



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Class 9 *Work History*

Theme:	Unit 9: World of Work—Work History
Keywords:	Knowledgeable, pleasant, punctual
Content:	This lesson focuses on personality attributes vocabulary, interviewing for a job and doing a role play for a job interview.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



I. Student Self-Assessment **BEFORE**

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

Unit 9: The World of Work

Lesson A: Work History

Lesson B: *Dream Jobs*

Skill / Page	Content	BEFORE Unit	AFTER Unit
Vocabulary Link A pg. 90	cautious courageous efficient flexible independent knowledge pleasant punctual unpredictable		
Vocabulary Link B pg. 95	a dead-end job a dream job be out of a job demanding diverse dull exhausting hazardous rewarding steady		
Language Link A pg. 93	Present Perfect: FOR and SINCE <i>Use the Present Perfect for an action that started in the past and continues up to now.</i> I / You / We / They have(n't) lived here <u>for</u> five years. He / She has (n't) lived here <u>since</u> graduation.		
Language Link B pg. 98	Verb + infinitive (to + V) <i>Some verbs can be followed by an infinitive (to + V).</i> agree, arrange, choose, decide, expect, forget, hate, hope, learn, like, love, need, plan, prepare, start, try, want. I like <u>to sing</u> . I <u>wanted to become</u> a singer. I <u>was planning to move</u> to New York. Then, I got a job in LA so I <u>needed to move</u> there.		
Speaking / Speaking Strategy pg.92 Interviewing for a Job Interviewer Interviewee	Starting the interview Thanks for coming in today. It's great to be here. / My pleasure. Discussing Abilities & Experience Tell me a little about yourself. I'm a first- year university student. I'm majoring in... Can you ... (work independently)? Yes I can. For example... Are you... (punctual)? Yes I am. For example... Have you ever...(done this kind of work)? Yes, I work... Ending the interview Do you have any questions? Yes, I do. / No, I don't think so. When can you start? Right away. / On... / Next... I'll be in touch. I look forward to hearing from you.		
Reading pg. 96 - 97	I Love My Job Skim for the gist. Summarize a text.		
Writing pg. 98	Writing about Jobs Write about a job or a job interview.		



2. Practice

- Look at your Unit 9 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		



3. Vocabulary

- Match the vocabulary with the correct definition/ synonym
- Take a photo and insert it below.

My Guess	Correct Answers



4. Extra Vocabulary

- Look at the extra vocabulary words below.
- Highlight each word GREEN – YELLOW – RED.
- Add YELLOW or RED words to your vocabulary notebook.

Cooperative

Patient

Motivated

Helpful

Outgoing

Caring

Thorough

Positive

Organized

Creative



5. Communication

- Make a group of 3-4 people.
- Complete the Communication activity on page 94 together.
- Write your Interview questions for your partner below.
Look at page 92 for help.



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Class 10 *Dream Job*

Theme:	Unit 9: World of Work—Dream Job
Keywords:	Demanding, hazardous, rewarding
Content:	This lesson focuses on job vocabulary, guessing a classmate's job, and listening for the gist, details and inferring information.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Brainstorm:

- Discuss the questions and write your ideas below.



2. Video: *The Big Job Interview*

- 1st Watching: What job qualities, skills or attributes does the interviewer want? Write them in the box below.
- 2nd Watching: Circle the correct answer.

1. What does Claudia say she's "really good at"?

- a. listening to customers
- b. designing software
- c. using software

2. How much experience has she had training people to use software?

- a. two years
- b. one year
- c. none

3. How long has she been with her company?

- a. four years
- b. three years
- c. two years

4. How many times has she been “salesperson of the month”?

- a. four times
- b. three times
- c. twice

5. What subject is she studying in graduate school?

- a. software design
- b. management
- c. marketing

6. Why is she taking graduate courses?

- a. to learn about software programs
- b. to understand the market
- c. to get a degree



3. Speaking: What will happen?

- Make a group of 3-4 people.
- Discuss the questions and write your ideas below.

- Do you think Ms. Li is planning to contact Claudia? Why / Why not?
- Do you think Claudia will get the job? Why / why not?
- What do you think, “we’ll be in touch” means?



4. Writing:

You will research and make a presentation about a dream job.

Write the information below.

Dream Job: _____

Describe the Job (*What Do You Do?*)

Job Qualities / Skills

Your Abilities / Experience

Advantages & Disadvantages



5. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information. I will continue to practice this skill.	I know the information <u>a little</u> . I will continue to practice this skill.	I <u>know</u> the information! I do not need to practice this skill anymore.



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Class 11 *Dream Job Presentations*

Theme:	Dream Job Presentation
Keywords:	Presentation, job qualities, experience
Content:	This lesson focuses on researching and giving a presentation about a dream job.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Watch the Presentations

- Watch the presentations about dream jobs
- Write some information about each job below.

Presenter	Job	Information
Example Kelly	Jazz singer	<i>The hours are in the evening and night. She has been singing since junior high school and can play the piano.</i>
1.		
2.		

3.		
4.		
5.		
6.		
7.		
8.		



2. Write Questions

Write some questions about the presentations and the answers below.

Presenter	Job	My Question / Presenter's Answer



3. Ask / Answer Questions

- Ask your questions in Activity 2.
- Answer the questions about your presentation.



4. Reflect

- Think about your presentation.
- Write your ideas below.

What did you do well? Why?

--

What was challenging for you? Why?

How can you improve in the future?



International Communication Strategies 2



Class 12 *Telephoning*

Theme: Unit 10: Telecommunications —Telephoning

Keywords: On the phone, hang up, wrong number

Content: This lesson focuses on using the telephone politely. Students write and perform a role play of a polite and rude telephone conversation.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



I. Student Self-Assessment **BEFORE**

- Look at the Student Self-Assessment and your textbook.
- Color the before box GREEN – YELLOW – RED and mark the line according to how well you know the information.

BEFORE the Unit		
RED	YELLOW	GREEN
I <u>don't know</u> this information.	I know the information <u>a little</u> .	I <u>know</u> the information!
I will practice this skill in the textbook.	I will practice this skill in the textbook.	I do not need to practice this skill in the textbook.

Unit 10: Telecommunications

Lesson A: Telephoning

Lesson B: Cell Phone Society

Skill / Page	Content			BEFORE Unit	AFTER Unit	
Vocabulary Link A pg. 104	answer the phone hang up be on the phone turn on – turn off your phone	call (someone) back get a call (from someone) make a call screen your calls	check your messages get a message leave a message sent a text (message) take a message			
Vocabulary Link B pg. 109	allowed – banned delete – add	ignore - respond lower your voice – raise your voice	thoughtful – selfish / thoughtless polite – rude turn up – turn down			
Language Link A pg. 107	Permission with MAY, CAN, COULD, WOULD / DO YOU MIND IF...					
	Would you mind if... ----- Do you mind if ... May / Could ... Can ...	I used your phone? ----- I use your phone?	Not, not at all. / No, go ahead. Sorry, but... ----- Certainly. / Of course. Sure, no problem. / OK Sorry, but...			
Language Link B pg. 112	Verb + gerund (V+ ing) / Verb + infinitive (to + V)					
	<i>Some verbs can be followed by an infinitive (to + V). Some verbs can be followed by a gerund (V+ing). Some can be followed by both.</i> I need <u>to buy</u> a new cell phone. I avoid <u>talking</u> on the phone when I’m driving. I like <u>to talk</u> / <u>talking</u> on the phone.					
Speaking / Speaking Strategy pg.106	Ask for someone/ Respond	Ask about the caller	Ask caller to wait	Take a message		
	Hi Lisa? / Hi. Is Lisa there? Hello. May / Could / Can I speak to Lisa, please? <u>This is Lisa. / Speaking</u>	Who’s calling? May I ask who’s calling?	Hang on. Can you hang on (for a moment / second)? Would / Could you hold (for a moment / second)?	Can I take a message? May I take a message? Would you like to leave a message?		
Reading pg. 110-111	Phone Free in the Car?					
	Understanding main ideas. Finding details. Find opinions.					
Writing pg.112	Opinions about Cell Phones					
	Write about your opinions about using cell phones.					



2. Practice

- Look at your Unit 10 self-assessment.
- Choose 3-4 RED or YELLOW activities and practice them in your textbook.
- Write about the activity below.

Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		
Unit:	Skill:	Page:
Why did you choose this activity?		



3. Dice Game: *Talking on the Telephone*

- Make a group of 3-4 people.
- Roll the dice and discuss the question.

1. How much time do you spend talking **on the phone** every day?
2. Do you always **answer your phone** or do you **screen your calls**?
3. If someone **doesn't answer** their phone, do you **leave a message**?
4. What are some ways you use your phone? (talking...)
5. In one day... how many **texts do you get**? ...texts **do you send**?
6. How often do you **make calls** in private? ...in public?

BONUS: Have you ever been annoyed by someone using a cell phone?



4. Video: *Mr. Cell Phone*

Watch the video and circle the phrases you hear.



5. Speaking

- Make a group of 3-4 people.
- Discuss the questions below.

- Do you think she should give him a second chance? Why/ why not?
- What are some phrases that surprised you?

I love you too

What Do You Hear?

Circle the phrases you hear.

Ignore

*Who's there?
(who's calling?)*

Excuse me

Lower your voice

I'm getting a call

*I'm distracting you
from your phone calls.*

What's up?

Screen your calls

Hello? /Hi

*Get off the phone
(hang up)*

I have someone on the other line

interrupting

Oh my god

May I take a message?

Shut it off

On the phone

(turn it off)

*Hold on a second
Can you hang on?*

It's not allowed

On a date

Can I speak to Mr. Right?

I have another call

RUDE



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Class 13 *Cell Phone Society*

Theme: Unit 10: Telecommunications —Cell Phone Society

Keywords: Rude, raise your voice, banned

Content: This lesson focuses on reading for main ideas, supporting details and the author's point of view and listening about and discussing polite and rude behavior with cell phones.

Pre- Study: Students should preview the lesson handouts before class.

Review: Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



1. Brainstorm: Cell Phones

- Make a group of 3-4 people.
- Where are some places cell phones are allowed or banned? Discuss and write your ideas below.

Cell Phones are BANNED	Cell Phones are ALLOWED
1.	1.
2.	2.
3.	3.
4.	4.



2. Writing: Make a Mind Map

- Make a mind map of 1 place cell phones are allowed and 1 place they are banned.

Cell Phones are BANNED

Cell Phones are ALLOWED



3. Video: *I Can't Stand Cell Phones!*

Watch the video and write the number of the events 1-8

- _____ The woman who was on a cell phone earlier asks Mike to be quiet.
- _____ Mike gets a call from his mother.
- _____ Mike's dad gives him his new phone number.
- _____ Roberto and Mike criticize people who use cell phones in public places.
- 1 Roberto and Mike see a woman chatting on a cell phone.
- _____ Mike gets a call on his cell phone from his father.
- _____ Mike's mom tells him her vacation plans.
- _____ Mike uses his cell phone to connect his mother and father.



4. Brainstorm: Make a Role Play

- Make a group of 3 people.
- Write a telephone conversation role play.
Use FORMAL and INFORMAL language. Look on page 106.

What is your relationship?

Character 1	Character 2 (informal)	Character 3 (formal)



5. Writing: Make a Role Play

- Write a telephone conversation role play.
Use FORMAL and INFORMAL language. Look on page 106.



6. Student Self-Assessment AFTER

- Look at the Student Self-Assessment and your textbook.
- Color the AFTER box GREEN-YELLOW-RED and mark the line according to how well you know the information.

AFTER the Unit		
RED	YELLOW	GREEN
I still <u>don't know</u> this information. I will continue to practice this skill.	I know the information <u>a little</u> . I will continue to practice this skill.	I <u>know</u> the information! I do not need to practice this skill anymore.



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Class 14 *Exchange Ending & Review Units 9 & 10*

Theme:	Exchange Ending & Review Units 9& 10
Keywords:	Review, celebrations, storytelling, telecommunications
Content:	This lesson focuses on discussing the cross-cultural exchange and reviewing information/ practicing language skills from units 9 and 10.
Pre- Study:	Students should preview the lesson handouts before class.
Review:	Students should review the lesson materials, complete assigned homework and clear up any doubts with their instructor.



I. Reflect

- Think about the cross-cultural digital exchange.
- Write your ideas below.
- Discuss with your group members.

What did you really enjoy learning about or doing?

What surprised you? What challenged you?

What will you remember in the future about this project?



2. Review & Practice

- Look at the AFTER columns of your Self-Assessment papers units 9 & 10. Which parts are YELLOW or RED?
- Choose 3 areas to review and practice again.
- Write your information below.

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?

Unit:

Skill:

Page:

1. Why did you choose this activity to practice again?

2. Write your memos for the activity here.

3. How do you feel about this activity now?



2. Reflect

- Think about the lessons and projects in this course.
- Write your ideas below.
- Discuss with your group members.

What did you really enjoy learning about or doing?

What was challenging for you? Why? How can you improve in the future?

What will you remember in the future?

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