

Reading • Archeology • 'Humans in North America'
R01-02 • p.26-27 (answers: p.688) (CD track: 3)

● **Vocabulary**

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|---------------------------------------|---|
| 1. de _ _ _ _ _ (v) 議論する [19] | 22. col _ _ _ _ _ (v) 移住する |
| 2. cr _ _ _ _ _ (v) 渡る | 23. anth _ _ _ _ _ (adj)
人類学的な |
| 3. su _ _ _ _ _ (v) 支持する [6] | 24. pr _ _ _ _ _ (v) 提供する [5] |
| 4. th _ _ _ _ _ (n) 理論 [17] | 25. acc _ _ _ _ _ (adj) 正確な [49] |
| 5. evi _ _ _ _ _ (n) 証拠 [12] | 26. pa _ _ _ _ _ (n) 過去 [8] |
| 6. sim _ _ _ _ _ (n) 類似点 [A2] | 27. re _ _ _ _ _ (n) 遺体 [8] |
| 7. cu _ _ _ _ _ (n) 文化 [12] | 28. pa _ _ _ _ _ (n) 型 [17] |
| 8. re _ _ _ _ _ (v) 残る [8] | 29. sin _ _ _ _ _ (n) 中国歯型 |
| 9. re _ _ _ _ _ (n) 記録 | 30. arch _ _ _ _ _ (adj) 考古学的な |
| 10. str _ _ _ _ _ (n) 構造 [13] | 31. ca _ _ _ _ _ (n) 洞窟 |
| 11. an _ _ _ _ _ (v) 分析する [32] | 32. su _ _ _ _ _ (v) 生き残る [27] |
| 12. loc _ _ _ _ _ (n) 場所 [29] | 33. ava _ _ _ _ _ (adj) 手に入る～ [10] |
| 13. pe _ _ _ _ _ (n) 時代 [8] | 34. co _ _ _ _ _ (adj) 沿岸の |
| 14. ac _ _ _ _ _ (n) 入手方法 [17] | 35. de _ _ _ _ _ (v) 浸食する [A9] |
| 15. re _ _ _ _ _ (v) 保持する [39] | 36. det _ _ _ _ _ (v) 確認する [14] |
| 16. tr _ _ _ _ _ (n) 特徴 [A2] | 37. cr _ _ _ _ _ (adj) 頭蓋の |
| 17. ind _ _ _ _ _ (n) 個体 [9] | 38. de _ _ _ _ _ (adj) 歯の |
| 18. cat _ _ _ _ _ (n) 分類 [24] | 39. des _ _ _ _ _ (v) 説明する [10] |
| 19. me _ _ _ _ _ (n) 方法 [14] | 40. di _ _ _ _ _ (v) 消化する |
| 20. la _ _ _ _ _ (n) 不足 [16] | |
| 21. pa _ _ _ _ _ (n) 文章 [39] | |

● **Key Phrases**

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|---|-------------|
| 1. col _ _ _ _ _ t _ _ _ Ame _ _ _ _ _ | アメリカ州に移住する |
| 2. fi _ _ _ hu _ _ _ _ _ | 最初の人間 |
| 3. hu _ _ _ re _ _ _ _ _ | 人骨 |
| 4. cl _ _ _ _ _ res _ _ _ _ _ | ～に酷似している |
| 5. str _ _ _ _ _ o _ t _ _ te _ _ _ | 歯の構造 |
| 6. fa _ _ in _ _ a cat _ _ _ _ _ | カテゴリーに分類される |
| 7. re _ _ _ _ _ t _ _ fin _ _ _ _ _ | 調査結果を記録する |
| 8. li _ _ _ _ _ t _ As _ _ _ | アジアと関係がある |
| 9. fi _ _ ma _ _ simi _ _ _ _ _ | 多くの類似点を見つける |
| 10. ma _ _ _ _ _ t _ _ lif _ _ _ _ _ | 生活様式に合っている |



● **Key Sentence:** *Find the sentence in the reading that matches the pattern.*

After (clause), (clause).

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1. After she prepared for the party, Janice was too tired to enjoy herself.
2. After she invented the first ice cream maker, Nancy Johnson sold the patent for 200 dollars.
3. After the man returned home, he found that his family had gone to the park.
4. After their first baseball game ended, the team realized that they needed to practice much more.
5. After his mom got angry with him, the boy decided to clean his room more often.

My Sentence:

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● **Summary**

Scientists studied the way humans first came to ¹ **col** _ _ _ _ the Americas. Based on human
² **rem** _ _ _ _ found in caves, they believe people came from Asia. Scientists were able to study the
³ **stru** _ _ _ _ of the teeth they found. They were able to ⁴ **rec** _ _ _ their findings and compare them
with Native Americans. Scientists found many ⁵ **simil** _ _ _ _ _ in the tooth patterns between Native
Americans and Asians.

● **More Practice (optional): Summarize the passage in teams**

Time: 10~15 minutes (5 minutes to prepare; 2~3 minutes for each team to present)

Members: 2 or 3

Variation 1: Each paragraph is assigned to one partner to summarize.

Variation 2: One partner gives the general point of each paragraph; the other partner gives a key detail.

Expansion: Each team presents their summary to the class.

Listening • Lecture: Music • 'Cool Jazz'

L01-01 • p.194 (answers: p.704) (transcript: p.637) (CD track: 71)

● **Vocabulary**

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|---|--|
| 1. ca _ _ _ (n) 原因 [8] | 22. mu _ _ _ _ _ (adj) 音楽の |
| 2. ef _ _ _ _ (n) 結果 [7] | 23. com _ _ _ _ _ (n) 比較 [31] |
| 3. ma _ _ to _ _ _ (coll) 主要議題 | 24. ba _ _ (n) バンド [24] |
| 4. le _ _ _ _ _ (n) 講義 [51] | 25. te _ _ _ (n) テンポ |
| 5. or _ _ _ _ (n) 起源 [39] | 26. ins _ _ _ _ _ (n) 楽器 |
| 6. ty _ _ (n) 種類 [8] | 27. mov _ _ _ _ _ (n) 変化, 動き [17] |
| 7. fo _ _ (n) 形 [6] | 28. sax _ _ _ _ _ (n) サクソフォーン |
| 8. th _ _ _ _ (n) 理論 [17] | 29. tr _ _ _ _ _ (n) トランペット |
| 9. ch _ _ _ _ (v) ~を変える [3] | 30. ra _ _ _ _ (adj) 競争の |
| 10. inf _ _ _ _ _ (n) 影響 [14] | 31. cla _ _ _ _ _ (adj) 伝統的な [51] |
| 11. oc _ _ _ _ (v) 起こる [15] | 32. pr _ _ _ _ _ (v) ~を促進する [27] |
| 12. i _ ge _ _ _ _ _ (coll) 一般に | 33. fl _ _ _ _ (n) フルート |
| 13. agg _ _ _ _ _ (adj) 活動的な [51] | 34. tu _ _ (n) チューバ |
| 14. co _ _ _ _ _ (v) 成る [30] | 35. orc _ _ _ _ _ (v) ~を編成する |
| 15. a _ _ _ (v) ~を加える [9] | 36. ic _ _ _ (n) アイドル |
| 16. pl _ _ _ _ (n) 演奏者 [15] | 37. re _ _ _ _ (v) ~を録音する [8] |
| 17. fo _ _ _ (n) 注目 [12] | 38. bi _ _ _ _ (n) 誕生 |
| 18. ind _ _ _ _ _ (adj) 個々の [9] | 39. rec _ _ _ _ _ (n) 認識 [41] |
| 19. at _ _ _ _ (v) に出席する [16] | 40. co _ _ _ _ _ (n) コンサート [23] |
| 20. spe _ _ _ _ _ (adj) 特定の [16] | |
| 21. ja _ _ (n) ジャズ [A16] | |

● **Key Phrases**

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|---|-------------------|
| 1. li _ _ fl _ _ _ _ a _ _ tu _ _ _ | フルートやチューバのような |
| 2. t _ _ pre _ _ _ _ _ fo _ _ o _ ja _ _ mu _ _ _ | ジャズ音楽のこれまでの形態 |
| 3. mid- _ _ _ _ _ orch _ _ _ _ _ gr _ _ _ _ | 中規模の編成された集まり |
| 4. t _ pr _ _ _ _ _ a fa _ _ _ _ _ mo _ _ agg _ _ _ _ _ mu _ _ _ | より速くより攻撃的な音楽を制作する |
| 5. t _ _ fi _ _ _ tr _ _ co _ _ ja _ _ ic _ _ | 最初の本当のクール・ジャズの象徴 |
| 6. dr _ _ att _ _ _ _ _ t _ t _ _ mus _ _ _ _ _ | 音楽家に注目した |
| 7. fa _ _ _ _ rec _ _ _ _ _ | 有名な録音 |
| 8. att _ _ _ _ _ con _ _ _ _ _ | コンサートに参加した |
| 9. rec _ _ _ _ _ a _ a mu _ _ _ _ _ ar _ _ _ _ | 音楽芸術家としての認識 |
| 10. fav _ _ _ _ _ per _ _ _ _ _ | お気に入りの演奏者 |



● **Key Sentence:** *Write the sentence you hear.*

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1. Because of the weather, we had to cancel the picnic and stay inside.
2. Because of the delayed train, we missed the beginning of the movie.
3. Because of this new material, shoes are now lighter than ever.
4. Because of the difficulty of the reading, the students were confused.
5. Because of the cheaper prices, many people are now shopping online.

My Sentence:

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● **Summary**

The professor is talking about cool jazz from the 1940s and '50s. This jazz had more classical European influences than earlier forms of jazz. This meant that jazz musicians could also use instruments like flutes and ₁ **tu** _ _ . The music sounded lighter and softer and jazz bands became bigger. Bands grew to be mid-sized ₂ **orche** _ _ _ _ _ groups and also gave individuals more focus. The first true cool jazz ₃ **ic** _ _ was Miles Davis. He made a famous ₄ **reco** _ _ _ _ _ that brought him much ₅ **reco** _ _ _ _ _ as a musical artist.

● **More Practice** (*optional*): **Shadowing or role-play**


Time: 2~3 minutes (same as CD track)

Members: 1

Shadow (speak along with the) the CD.

Challenge 1: Shadow without looking at the script.

Challenge 2: For conversations (Service Encounter, Office Hours), role play with a partner and try to keep as much eye contact as possible (minimize reading from the book).

 **Speaking • Preference • 'Q2 Preview'**
Preview • p.296

● **Vocabulary**

- | | |
|--|---|
| 1. re _ _ _ _ _ (v) ~を要求する [8] | 6. exe _ _ _ _ _ (n) 運動 [19] |
| 2. phy _ _ _ _ _ edu _ _ _ _ _ (coll) 体育 | 7. tea _ _ _ _ _ (n) チームワーク |
| 3. co _ _ _ _ _ (n) 教科 [4] | 8. par _ _ _ _ _ (v) 参加する [31] |
| 4. aca _ _ _ _ _ (adj) 学問の [37] | 9. con _ _ _ _ _ (v) 貢献する [26] |
| 5. su _ _ _ _ _ (n) 教科 [8] | 10. lif _ _ _ _ _ (n) 生活様式 [A15] |

You will have 15 seconds to read the prompt and plan a 60-second speaking response.

 **Do you think students should be required to take physical education courses, or should they only focus on academic subjects? Use reasons and examples to support your answer.**

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Speaking Self-Check

Within 45 seconds, using clear, correct speech, I gave...

- a main idea that directly answers and rewords the question
- a 1st general point that supports the main idea
- details that add specific information to this 1st point
- a 2nd general point that supports the main idea
- details that add specific information to this 2nd point

	1st try	2nd try
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Now listen to a partner's response and take notes. Be ready to give feedback.

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Check my partner

Within 45 seconds, using clear, correct speech, my partner gave...

1st try

2nd try

- a main idea that directly answers and rewords the question
- a 1st general point that supports the main idea
- details that add specific information to this 1st point
- a 2nd general point that supports the main idea
- details that add specific information to this 2nd point

<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

● **More Practice** (*optional*): **Devil's Advocate**

Time: 1 minute (Variation A) / 1~2 minutes (Variation B)

Members: 1 or 2

Variation A: Answer the same question prompt again, this time choosing the opposite side.

Variation B (debate style): Listen to your partner's response and take notes. Think about your partner's response, then speak for 60 seconds, challenging each of his/her points with your own specific reasons and details. Then your partner will do the same for your response.