

COLLABOYOU ENGLISH:
AN ENGLISH EDUCATION PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS
TO BE ABLE TO COMMUNICATE IN ENGLISH

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SAITA Yuri

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Abstract

The purpose of this paper is to discuss the potentialities of Collaboyou English, an English education program targeting senior high school students. The goal of this program is to develop students' oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest. The program focuses on automatization of oral skills through communication practice, using the knowledge which students already have, and a set of chosen 1,000 words in Oxford English Corpus.

In this paper, the author analyses to what extent six senior high school second-year students, who were provided with a 15-hour and 25-minute Collaboyou English program, developed their oral communication abilities. Online listening tests, trial examinations at school, speaking tests, and questionnaires were used to provide data for the purpose of evaluating the results of this program.

The improvement of the students' listening and speaking abilities were clearly observed. For example, on the online listening tests, three out of the six students improved their levels, based on the "Common European Framework of Reference for Languages" by the Council of Europe (2001). In the trial examinations, in the period between 2013 and 2014 the difference between the national students' average and Collaboyou English students' average increased by 16.5 percentage points in favor of Collaboyou English. Therefore, Collaboyou English could be considered as an effective English education program in terms of cultivating oral English.

In the first chapter of this paper, Collaboyou English is explained in detail. In the second chapter, the research methods and the final results of this program are analyzed and discussed.

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Introduction and Overview

1. Two premises

Collaboyou English is an English education program aimed to enable senior high school students to orally communicate in English (see Chapter 1 for details). This paper has the following two premises.

The first premise: Collaboyou English is an English education program which targets senior high school students. The author of the program recommends this program not as an addition, but as a compulsory part of high school education. It focuses on improving speaking skills; therefore, it is advisable that it is accompanied by other English subjects, such as reading or writing. At the time this paper was created, the Collaboyou English program was provided as an extracurricular activity and not as a regular English course of study for high school students.

The second premise: Limitations of the present research should be considered. The first limitation is that the data given in the research covers only six senior high school students at N Senior High School in Japan. Moreover, their senior high school puts many efforts into English education. For example, the students of this senior high school have opportunities to engage in cross-cultural communication – going abroad, talking with exchange students, etc. Therefore, the results cannot be generalized to all Japanese senior high school students. The second limitation is that during the term of the program, they had regular English classes at school. Furthermore, the six students might have had studied by themselves. Therefore it cannot be said that the results of this research have been achieved only by this program. The third limitation is that the duration of this research was 37 lessons, spanning around five months. Ideally the program should span across one school year, covering 192 lessons in total.

Taking these premises into consideration, the purpose and significance, as well as the results of the Collaboyou English program will be discussed in this paper.

2. Background

In my experiences of teaching English full-time at a Japanese senior high school, it was observed that the following problem occurred there. At the time of graduation, many students could not communicate orally in a successful manner even after they had studied English for six years. I do not know exactly what percentage of the entire student population did not have the ability to orally communicate in English because of the lack of quantitative data to measure it. When working for the senior high school, I conducted a small experiment with two students. I discovered that both of them who achieved good English scores even at their university entrance examinations could not orally express their ideas and opinions in English.

In the experiment, those two senior high school students participated in an English program after they had just finished their university entrance examinations. In the program they talked in English with a foreign teacher through a Skype video call¹. Both of them had good English subject grades at school. As a matter of fact, one of them entered Tokyo Gakugei University, a national university which requires a high English score of the National Center Test for University Admissions.

After the program ended, they said that they understood most of what the teacher said. Based on my observation, however, they did not. It occurred many times that when the teacher asked questions, they would just smile. It was obvious that they did not understand the questions nor did they know how to respond or continue the conversation on their own. For further research, interviews were also carried out with all the students, including the six students, who participated in the Collaboyou English program in order to determine the problem with ordinary high school English classes (see Appendix 1). To summarize the interviews, most of the students merely memorized and understood as much vocabulary and grammar as possible for university entrance examinations. That knowledge did not seem

¹ Skype is software of Microsoft. It offers video and voice calls, instant messaging, and file sharing via the Internet which are available free of charge. (Microsoft, n.d.)

necessarily to be “procedural knowledge²”; nevertheless, their “declarative knowledge³” seemed to be enough to pass university entrance examinations.

From the small experiment and interviews, it is presumed that one of the imminent problems of the high school English education is the quality of learned knowledge (mostly declarative), which lacks vital procedural knowledge, when students aim to have adequate skills of oral communication in English.

3. Automatization for oral communication

Procedural knowledge is necessary for oral communication because “procedural knowledge supports language processing rather than declarative knowledge” (Sasaki, 2011, p. 156; my translation). Here, the key is that procedural knowledge “is thought to underlie automatic performance” (Hummel, 2014, p. 76). Looking from the listening and speaking perspective, the reasons why automatization⁴ is important for oral communication are explained below.

3.1 The importance of automatization of listening

First of all, let us think about automatization from the listening perspective. Kadota (2007) divides the listening process into two stages: (1) Perception and (2) Comprehension (pp. 44-45). (1) In the perception stage, sound is received by the ear, which is then transmitted to the language processing system. The sounds are processed and converted into phonetic representation. (2) In the comprehension stage, various processes are comprehensively carried out in order to understand the meaning of the sounds. In particular,

² “Procedural knowledge is knowing how to do something without having conscious awareness, as being able to produce L2 sentences without conscious reflection on what needs to be done first, second, etc., and is thought to underlie automatic performance” (Hummel, 2014, p. 76).

³ “Declarative knowledge consists of what the learner explicitly knows, as knowing the grammar rule that you need to add an “s” to a noun to form the plural in English” (Hummel, 2014, p. 76).

⁴ “There are a number of ways that automaticity can be conceptualized, but the most central of these is that there is fast, unconscious, and effortless processing” (Gass & Selinker, 2008, p. 231).

the following five operations are implemented based on voice and phonological representation, which is formed in the mind: lexical processing, syntactic processing, semantic processing, contextual processing and schema processing.

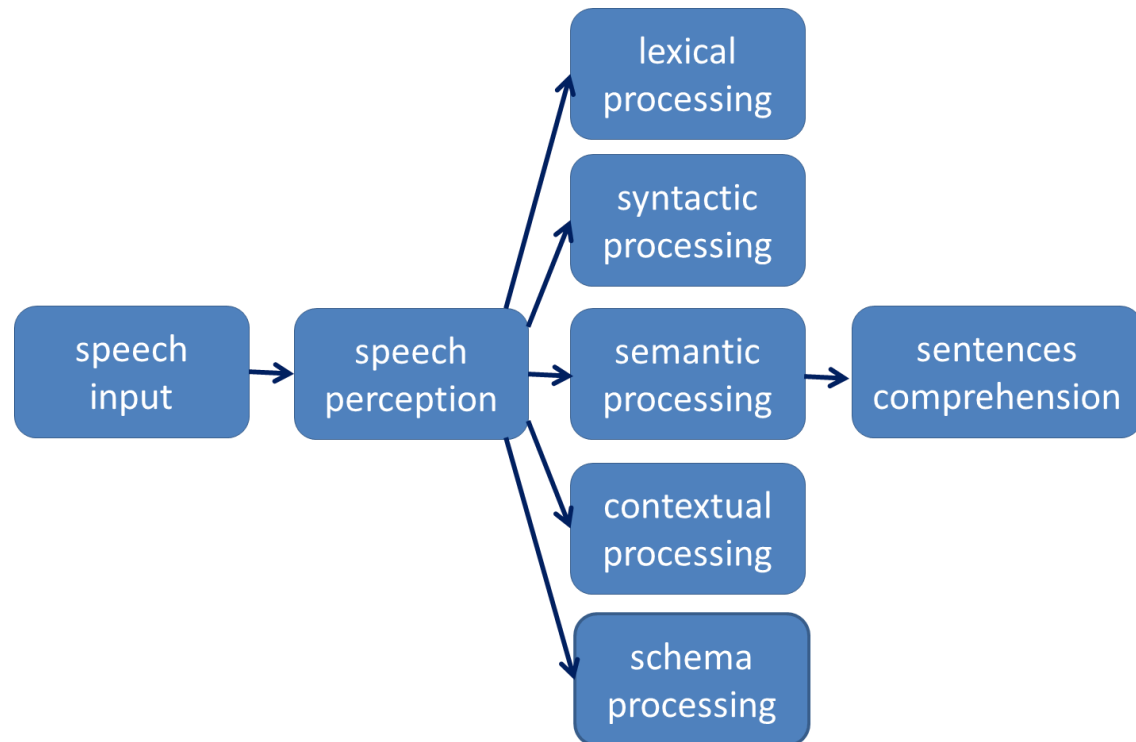


Figure 1. Kadota's (2007) summary of the language information processing in the comprehension stage (p. 45). From *Science of shadowing and reading aloud* (p. 45), by S. Kadota, 2007, Tokyo: Cosmopier. Copyright 2007 by the Kadota Shuhei. Reprinted with permission.

Listening to and understanding what people are saying in our first language (L1) are normally not difficult, meaning that the perception stage is completely automatized. However in a foreign language, this stage is not automatized (Kadota, 2007, pp. 54-56). Practice for the automatization of the listening process is crucial. This is because there is a limitation of the amount of information that people can process at once (Miller, 1956). For example, beginning learners pay more attention to processing the meaning of each word they hear and the relationships between them, so they cannot pay attention to the overall meaning of the text or conversation. On the other hand, proficient listeners can understand the overall meaning of what they hear, even without much attention, for example, when there are some

noises and they cannot focus on every sound clearly.

In relation to the above, automatization of listening is important for learning, because “attention to input is a necessary condition for any learning at all” (Schmidt, 1993, p. 35). If there is no available resource, learners cannot notice new things. In other words, “the more that can be handled routinely - that is, automatically - the more attentional resources are available for new information” (Gass & Selinker, 2008, p. 230). For example, beginning learners can only pay attention to understanding each word in a conversation and they do not pay attention to the form. In this situation they cannot learn the form or grammar.

3.2 The importance of automatization of speaking

Next, let us think from the speaking perspective. According to Levelt (1989), there are four main components necessary for speech processing. The first is the Conceptualizer where preverbal messages are generated. The second is the Formulator where the preverbal messages become verbal messages. It has two subcomponents: the Grammatical Encoder which generates “surface structure” and the Phonological Encoder, which creates a phonetic plan (“internal speech”). The third is the Articulator where the phonetic plan from the Formulator becomes overt speech. The fourth is the Speech-Comprehension System: self-produced internal and overt speech will be available to the conceptual system. Speakers monitor their own productions. These four components work almost simultaneously. Levelt (1989) mentions as follows:

Message generation and monitoring were described as controlled activities requiring the speaker’s continuing attention. Grammatical encoding, form encoding, and articulating, however, are assumed to be automatic to a large degree. They are speedy and reflex-like, require very little attention, and can proceed in parallel. (p. 28)

According to this model, speakers generate messages automatically in many ways in the L1. So when we learn foreign languages, we need to practice in order to stimulate automatization.

(Sasaki, 2011, p. 160)

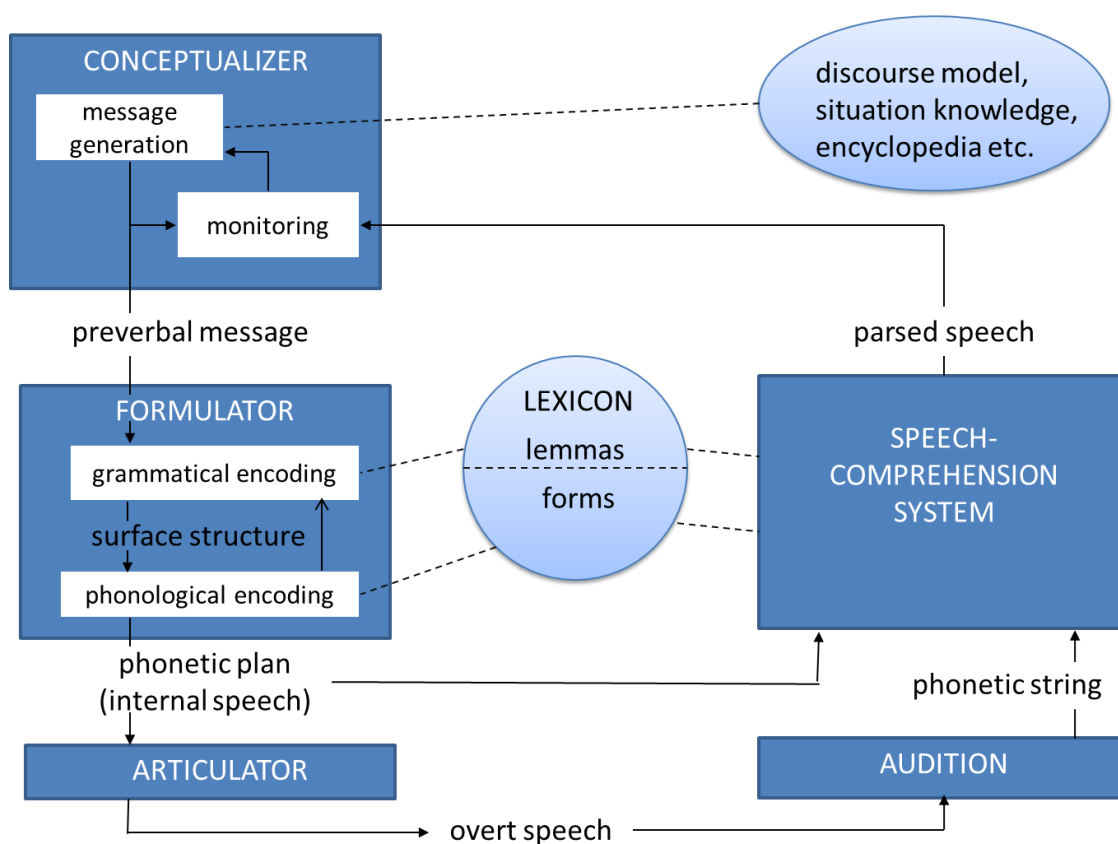


Figure 2. Levelt's (1989) blueprint for the speaker (p. 9). From *Speaking: From intention to articulation* (p. 9), by W. J. M. Levelt, 1989, Cambridge, MA: the MIT Press. Copyright 1989 by the MIT Press. Reprinted with permission.

4. Research Question

DeKeyser (2001, 2007) says that declarative knowledge may become procedural knowledge through consistent practice. "Once established, procedural knowledge can become automatized" (2007, p. 3).

Based on the English education problems, which were identified earlier, the question to be investigated in this research is as follows:

If senior high school students have the learning environment to practice for automatization, they will be able to communicate orally. In particular, if senior high school students take the English education program, Collaboyou English, whose

purpose is automatization through oral communication practice, using the knowledge which they already have, coupled with a set of chosen 1,000 words, they will develop oral communication abilities, such as accurately understanding and appropriately conveying information, ideas, etc. about their interesting fields.

Gass & Selinker (2008) state that there are many definitions of automatization. In this paper, however, automatization is defined as “fast, unconscious, and effortless processing” (p. 231).

5. The significance of designing a new English program

In the small experiment described above, the participating students had good English grades at their senior high school. I wanted to design an English education program which would enable as many senior high school students as possible, at all skill levels, to orally communicate in English. There are four reasons why I believe this is important.

Firstly, in 2003 the Ministry of Culture, Sports, Science and Technology (MEXT) noted in their action plan for cultivating “Japanese with English abilities” that one of the biggest problems is that the Japanese people cannot speak in English. The plan aims to drastically improve English education and states that it is important to acquire communication skills in listening, speaking, reading, and writing (p. 1).

【Goals】**English-language abilities demanded of all Japanese nationals →**

“To be able to communicate in English after graduation from junior and senior high schools”

- Upon graduation from junior high school: To be able to communicate about simple topics such as greetings and responses and about familiar matters related to their lives (English-language ability of the graduates should be at the third level of the Test in Practical English Proficiency (Eiken test), on average).
- Upon graduation from senior high school: To be able to communicate about everyday topics (English-language ability of the graduates should be at the second level or semi-second level of the Eiken test, on average).

English-language abilities demanded for his or her field of specialization and of those active in the international community → “To be able to use English in the work place after graduation from universities”

- Attainment targets to be established by individual universities with a view to cultivating human resources capable of using English in work place.

Figure 3. Attainment targets of the strategic plan to cultivate “Japanese with English abilities” (MEXT, 2003, p. 1; my translation).

In February 2014, a “meeting for English education by experts” was held for the first time at MEXT. The senior vice minister Mr. Nishikawa called for transformation of Japanese students into international students who are able to use English as a communication tool.

Secondly, English is one of the necessary elements for the Japanese economy. According to a survey to foreign-affiliated companies which the Ministry of Economy, Trade and Industry (METI) commissioned to a private research company (Accenture, 2014), the following three points were identified as the main weaknesses of the Japanese business environment: (1) Business activity costs, (2) Smooth communication in English, and (3) Business customs. The survey also included comments given by foreign companies. The following comment is by a North American chemical company:

Japan is superior in terms of the legislation, such as intellectual property, the customers, and R&D partners. Japan would have been the best location for R&D centers if there were abundant human resources equipped with English language

abilities. Unfortunately, we are always facing language problems. (p. 31; my translation)

It is extremely discouraging and woesome that Japan loses business chances because of the lack of ability to communicate in English. Not necessarily concerning only business, the necessity of English has come to places which we have not yet expected: for example, workers at kiosks. Staying in Japan may let people think that English is a language with little or no importance. The problem occurs when “abroad” comes to you – Japan has become and is increasingly becoming a bigger and bigger tourist destination. So even a job position which typically required no English skill in the past has now come to a point where English can be encountered daily. We cannot stop internationalization and we should make the best of what it has to offer. Japan will hold the Tokyo Olympic Games in 2020, which means that it will bring huge numbers of tourists to Japan. This alone will dramatically increase the number of situations where Japanese people would require or benefit greatly from knowing English as a communication tool.

Thirdly, it should be pointed out that it can be interesting to communicate with people in English. If you can speak English you can talk not only with native English speakers, but also with many people from all over the world, since English is, without a doubt, a lingua franca. This may bring you to a point where you can see and know about many new and exciting things in the world.

Fourthly, we can say that the ability to speak English will give students more educational, social, or business possibilities and positive chances now and in their future. The internationalization has allowed people to connect with each other directly via the Internet. In such an environment, the ability to speak English will make it possible to expand people’s activity range immensely.

CHAPTER 1

What is Collaboyou English?

Collaboyou English is an English education program dedicated to senior high school students. It is composed of three elements:

- (1) Goal limitations
- (2) Selection of vocabulary
- (3) Linguistic knowledge practices

In Chapter 1, the details of Collaboyou English will be explained.

1. Goal limitations

1.1 The goal of Collaboyou English

The goal set in the Course of Study for senior high school English by MEXT (2010) is the following:

To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. (p. 1)

Taking this into consideration, the more focused goal of Collaboyou English was set as follows: "To develop students' oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest". In the next section the goal limitations will be described more deeply.

1.2 What are the limitations?

The goal set by MEXT (2010) has been limited in three ways.

(1) Limiting the four communication abilities (speaking, reading, writing, and listening) by the Course of Study to only two: emphasizing listening and speaking (see "4.

Research Question” in Introduction and Overview for the reasons behind the focus on oral communication).

(2) Narrowing the primary range of communication contents. Each student will usually have a different field of interest. Therefore, the focus of the communication content shifts accordingly. In the Course of Study, communication topics are not specified.

(3) Prioritizing intelligibility. The Commentary on Course of Study (MEXT, 2009) mentions that the phonetic sound, rhythm, and intonation should be properly instructed in addition to the pronunciation of each word, because they are important in conveying the speaker’s intentions and feelings to the listener (p.13). In Collaboyou English, intelligibility is the most important idea of all, which will be described later in greater detail. Even though unclear pronunciation, rhythm, intonation, slowness, and pauses which make listeners wait for a while are problematic, if the contents which are discussed are being conveyed accurately, the quality of speech, such as pronunciation, fluency, rhythm, and intonation, is not really emphasized. The point of Collaboyou English does not push native-like English at least in the beginning of learning.

1.3 Details of the goal

The Collaboyou English goal details and descriptions are partly based on the “Common European Framework of Reference for Languages (CEFR)” by the Council of Europe (2001). The global scale, self-assessment grid and qualitative aspects of spoken language use are selected for the details of the goal of Collaboyou English and the levels are set (see Table 1). The reason for setting the levels mainly at B1 is that B1 is the closest objective of Collaboyou English. In order to make the framework more suitable for the Collaboyou English program, some parts have been deleted from each section, shown by the crossed-out parts in the Table 1. According to the goal, the CAN-DO statements by the author were also set for listening, spoken interaction and spoken production.

Table 1

The details of the goal adapted from CEFR

| The details of the goal by CEFR | | | CAN-DO |
|---------------------------------|--------------------------|---|--|
| Global Scale | Independent User B1 | <ul style="list-style-type: none"> Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. | |
| Self-Assessment Grid | Listening A2~B1 | <ul style="list-style-type: none"> Can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Can catch the main point in short, clear, simple messages and announcements. | Can convey my interests by having a 15 minute-long interaction if the partner speaks clearly and with a standard accent. |
| | | <ul style="list-style-type: none"> Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | |
| | Spoken Interaction B1 | <ul style="list-style-type: none"> Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | |

Table continues

Table continued

| | | | |
|--|-------------------------|---|---|
| | Spoken Production B1 | Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe my reactions. | Can give a 5-minute speech about my interests including self-introduction without looking at memos after preparation. |
| Qualitative Aspects of Spoken Language Use | Range B1 | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. | |
| | Accuracy A2 | Uses some simple structures correctly, but still systematically makes basic mistakes. | |
| | Fluency B1 | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | |
| | Interaction B1 | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding. | |
| | Coherence B1 | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. | |

There are no specific reasons for individual duration times set for the CAN-DO list.

The lesson is 25 minutes long, while the level check tests are also carried out during the lesson. The test is carried out as follows: (1) 5 minutes of self-introduction, (2) 15 minutes of conversation with a foreigner or teacher, (3) 5 minutes of feedback by the teacher.

1.4 Why is the goal limited?

There are three main reasons why the goal is limited.

Firstly, it will enable many senior high school students to communicate verbally in English. Limiting the goal will allow more senior high school students to attain it. According to Suzuki & Shirahata (2012, pp. 172-173), because other abilities besides the language ability are strongly related to second language (L2) learning, there are differences in ability to tackle L2 learning for each individual. This does not only mean that the starting point of an individual's L2 learning will be different, but also their reach or learning range will also be different (Mochizuki, 2010, pp.90-91). Thus, the more limited the goal, the more senior high school students will be able to attain it.

Secondly, intelligibility should be the highest priority considering English as a lingua franca. Torikai (2014) says that English as a lingua franca requires intelligibility rather than native-speaker-like fluency (p. 196). "Many have already reconsidered the value of native-like pronunciation in this internationalized society and have had the idea of 'Englishes', English with each country's accent. Japanese people, for example, do not need to worry about speaking with a Japanese accent" (Torikai, 2010, p. 61; my translation). This does not mean to just focus on conveying what you want to say, while completely ignoring the pronunciation, fluency, rhythm and intonation. Having an extremely bad pronunciation, for example, would make it difficult to communicate successfully. Taking everything into consideration, it is most desirable to avoid situations where students cannot say anything, because they believe and have been drilled into the mindset that requires extreme accuracy, for example, caring about every letter, every word, every structure.

Thirdly, in the perspective of cognitive science, it is very difficult to master an L2. Imai, Okada and Nojima (2012) state the following:

It is not realistic from the cognitive perspective to aim for the automatic level of information processing of native speakers. Once a brain neural circuit is optimized for a task, it is impossible to optimally execute another task which requires other information processing. Moreover, it is extremely difficult to rebuild the neural circuit

after a certain age. (p. 144; my translation)

2. Collaboyou English vocabulary

2.1 The selected vocabulary

Collaboyou English has incorporated the “Top 1000 frequently used words” (Oxford University Press, n.d.<c>), which have been selected by the Oxford English Corpus (OEC). The reason for using the OEC is that it is one of the largest corpora in the world. As stated by the Oxford University Press (n.d.), “the corpus contains nearly 2.5 billion words of real 21st century English, with new text being continuously collected”.

The reason for the selection of the corpus-based 1,000 words by the OEC (OEC1000) is that the higher frequency of each word’s use means that the learner will have a higher chance of coming across such a word in everyday life. The words should not be chosen for specific purposes or fields because each student will undoubtedly have different fields of interest. Because the OEC1000 includes many difficult words, such as political and economic terms which are perhaps not common in casual conversation or literature, for the purpose of the program, the OEC1000 was divided into six levels, according to CEFR: A1, A2, B1, B2, C1 and C2 (see Appendix 2 for the details).

2.2 Comparison to the current Course of Study

The current Course of Study has determined that a total of 3,000 words are to be learned (MEXT, 2008, 2010): 1,200 words in junior high school and 1,800 words in senior high school. Collaboyou English, which is designed for senior high school students, provides the OEC1000 in addition to 1,200 words learned in junior high school. About 560 of 1,200 words are also covered in the OEC1000. Therefore, only about 440 words⁵ are virtually new

⁵ The number of covered words is concluded by cross-referencing the OEC1000 with junior high school textbook word lists, provided by all six major publishing companies. The referred word lists are taken from

for learners.

The inclusion of the 560 words already learned in junior high school may seem unnecessary and redundant. However, that is not the case. On the contrary, basing our findings on the results of the small experiment, which is described in “2. Background” in Chapter 1, it can be assumed that many senior high school students do not have the ability to verbally use even the most basic and elementary words which should have already been learned in junior high school. Repeating a big part of that vocabulary is therefore more than beneficial and necessary in practice.

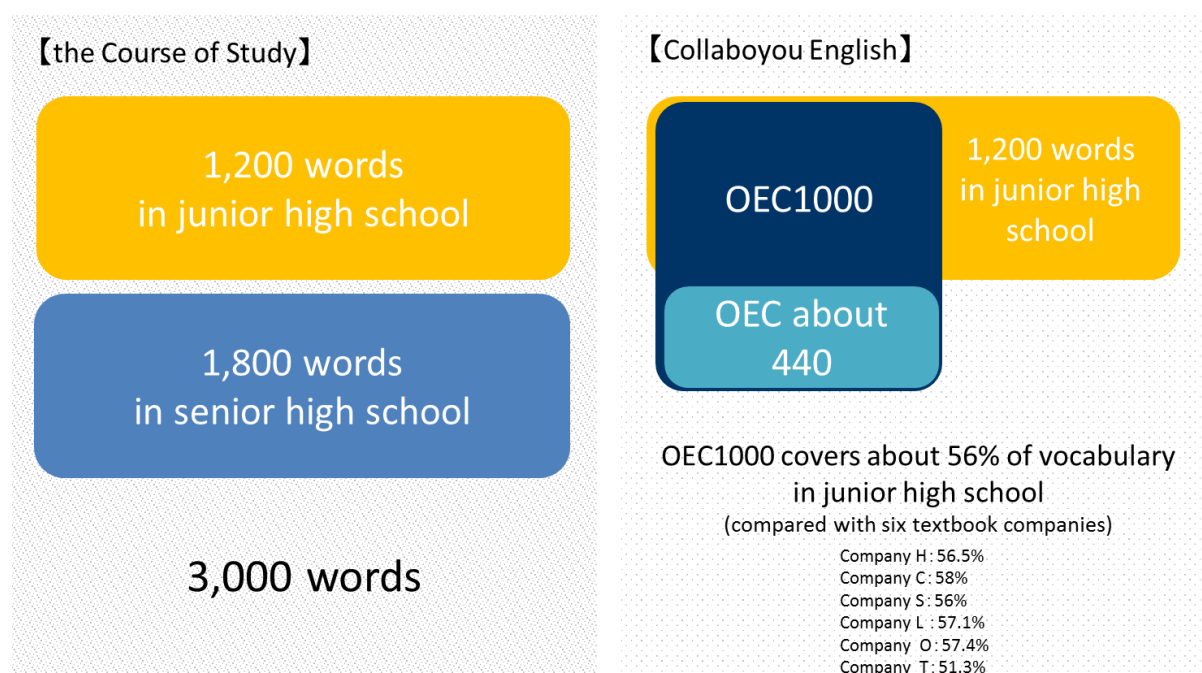


Figure 4. Comparison of the number of vocabulary items between the Course of Study and Collaboyou English.

2.3 Why 1,000 words?

There are three main reasons for deciding on the number, 1,000.

Firstly, reducing words lightens learners' burden. “Learners must master each word's

nuances, associative meanings, and so on in order to effectively use a lot of synonyms. This is quite difficult for foreign learners. Having to learn many words heavily burdens learning” (Aizawa, 1995, p. 15; my translation).

According to the Oxford University Press (n.d.<a>), the OEC1000 accounts for 75% of all the words used in the OEC. However, to account for 90% of the corpus, a vocabulary of 7,000 lemmas is required (see Table 2). Even though there is a lack of concrete evidence that the figure of 75% is enough for speaking English, we can deduce that this will lead to the first BIG step for learners, when they can think, feel, and know that 1,000 words is not an impossible amount to master. Knowing that may even fill them with motivation. This is extremely important because 62.9% of junior high school second grade students think that “memorizing vocabulary is difficult”, as shown by the result of the questionnaire, which encompassed about 3,000 junior high school second grade students, conducted by Benesse Educational Research and Development Center (2009). Furthermore, although vocabulary is not the only main factor, 77.7% of students, a shockingly high percentage, have expressed that they are “poor at English” at the latter half of the first grade in comparison with only 11.7% of students claiming the same before entering a junior high school.

Table 2

The relationship between the vocabulary size and the percentage of content in the OEC. From “*The OEC: Facts about the language*”, by Oxford University Press, n.d.<a>. Copyright by Oxford University Press. Reprinted with permission.

| Vocabulary size (no. lemmas) | % of content in OEC | Example lemmas |
|------------------------------|---------------------|--|
| 10 | 25% | the, of, and, to, that, have |
| 100 | 50% | from, because, go, me, our, well, way |
| 1000 | 75% | girl, win, decide, huge, difficult, series |
| 7000 | 90% | tackle, peak, crude, purely, dude, modest |
| 50,000 | 95% | saboteur, autocracy, calyx, conformist |
| >1,000,000 | 99% | laggardly, endobenthic, pomological |

Secondly, according to Abe’s (1991) study, which analyzed casual movies, about 1,000-1,500 English words, excluding the names of people and places, are used in a movie on average. From this point of view, it is not impossible to presume that 1,000-1,500 words are indeed enough for a conversation based on one theme. As mentioned in the previous section, because students’ fields of interest are different, the necessary words for conversation will also be different. In this situation, the 1,000 words selected by the frequency of use can be a good way to provide general knowledge, which can then be applied as widely as possible.

Thirdly, the goal is “to be able to communicate orally”. It will therefore be more helpful to have some words, which learners can use correctly in their output, than to have a lot of words, which learners merely recognize and understand but cannot use correctly in their output. In other words, this program lets students learn productive vocabulary rather than merely having receptive vocabulary. Most of my students, when they first started out Collaboyou English, were only able to translate words from Japanese to English and vice versa. However, they were not able to form new sentences by using those same words. Although it is true that vocabulary is required and it is important to gain a larger vocabulary,

its quality, such as the depth of the knowledge, is also important (Takada, 2006, p.156).

Aizawa (1995) mentions about the merits of reducing vocabulary in order to memorize words more successfully. The same words are eventually repeatedly used; therefore, learners will be able to naturally learn various usages and different meanings in each context of those words (pp. 219-220). Moreover, Sasaki (2011) says that “improving speaking skills means improving overall language processing skills, so simply increasing the amount of vocabulary cannot improve speaking skills rapidly” (p. 156; my translation).

2.4 The way to provide vocabulary

Learners use the Collaboyou English textbook, which was originally designed with the OEC1000 at its center. The OEC1000 is organized into the levels from A1 to C2, based on CEFR. Each chapter in the textbook is composed according to the level. The frequency of appearance of each word is different at each level. For example, the words of level A1 appear more than five times in the textbook (see Appendix 2 for the details).

3. Linguistic knowledge practices

Here the linguistic knowledge practices for automatization are introduced. Collaboyou English has two main types of practices using two kinds of linguistic knowledge (one for each).

- (1) The knowledge which learners attained in junior high school
- (2) The knowledge which were chosen for this program (the OEC1000)

3.1 Consolidation of the knowledge already attained

Because the target of Collaboyou English is senior high school students, it is expected that they must have junior high school knowledge, at least to varying degrees. Declarative knowledge needs to be developed into procedural knowledge and automatized. According to

Yubune (2007):

Grammatical knowledge learned as semantic memory cannot become completely automatized for learners unless repeating language use practice, focusing only on conveying the meaning without thinking about grammar, because without such practice they will acquire a habit to use grammar consciously even when speaking in a real situation. (p. 159; my translation)

In other words, automatization will hopefully be promoted by conveying meaning in practice, using grammatical knowledge which has already been gained. The following five steps are a set, designed for the practice for automatization. However, this will be difficult for learners who do not have enough linguistic knowledge which they should have already carried over from junior high school. Their output without any preparation will be much more difficult. Thus, those students can skip this section (3.1 Consolidation of the knowledge already attained) and start with the OEC1000 practice section.

Five steps for automatization practice:

- (1) One-minute impromptu speech
- (2) Feedback
- (3) Interaction between the participating students about the one-minute speech
- (4) Oral reproduction (Repetition of the one-minute impromptu speech by another student in their own words)
- (5) One-minute speech (Repetition of the one-minute impromptu speech by the same original speaker improving the first one)

3.1.1 One-minute impromptu speech

One of the Collaboyou English speech activities is a one-minute impromptu speech. This is for output practice for the students. Output practice will promote automatization of linguistic knowledge (Swain, 1985, 1995). “What comes to mind immediately is that

language production provides the opportunity for meaningful practice of one's linguistic resources permitting the development of automaticity in their use" (Swain, 1993, p. 159).

An easy lesson style, in which a teacher asks questions and students answer them, takes away the opportunity for the students to be engaged in normal communication. There are no questions asked by students, no branching discussions, and no dynamic flow. We must keep in mind that the real conversation, which people are exposed to in their daily lives, is not just about answering questions. Letting students experience authentic conversations, therefore, will contribute to their output.

3.1.1.1 Why "impromptu"?

An impromptu speech is "a speech that is delivered with only seconds or minutes of advance notice for preparation and is usually presented without referring to notes of any kind" (Verderber, Sellnow & Verderber, 2011, p. 219). The reason why "impromptu" speeches have been selected is that students should get used to the feeling of the sudden and unexpected nature of real communication. The aim of this activity is "to encourage students to think on their feet, giving them confidence to meet impromptu situations" (Lundy & Swartz, 2011, p. 53). When experiencing out-of-the-classroom communication, one cannot know what kind of questions/opinions he or she will be asked. "[I]mpromptu communications are common in real life, may it be a formal or informal speech, a spontaneous conversation, a group discussion, or a meeting" (Tseng & Huang, 2004, p. 50). In light of all these reasons, an impromptu speech is one of the most important practices of Collaboyou English.

3.1.1.2 Why "one-minute"?

There are two reasons.

Firstly, communication does not always equally quick and brief conversation composed of short sentences or phrases, such as "How old are you?", "10 o'clock", and "I'm fine, thank

you!”. Communication often requires a cohesive description, explanation, or opinions. As mentioned before (see Table 1 on pages 12 and 13), the detail concerning Collaboyou English goal is set as follows:

Spoken Production B1: Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans.

Coherence B1: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Impromptu speakers can practice gathering their thoughts and organizing them under time pressure.

Secondly, because of the time limitation, students try to express things which they do not know how to say directly in English by using English words which they already do know. The fact is that from this author’s experience, when students were given no time limit, they often took their time during a speech to ask a friend or the teacher questions such as “How do you say [Japanese] in English?” All these questions are of technical nature concerning grammar or vocabulary and do not belong in normal communication between two individuals in real life. However, under time pressure, they stopped asking and tried to express what they wanted to say with the vocabulary they already had. Swain (1993) said that “[l]earners need to be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest; they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness and accuracy” (pp. 160-161). The so-called “putting it in other words” is therefore very important.

Even in the first language, we are sometimes put in a situation where we cannot think of the right word in order to say what we want. When we cannot find the exact word, we try to explain it in other words which we already know. This surely is a significant part of our language activities (Yanagisawa & Sato, 1997, p. 13). Both the L1 and L2 situations are the

same and it is best that we adapt the L2 process in the same way as we do in the L1.

Learning new words is important. However, it is also very important to express what you want to say by making trial and errors using the resources given to you at that time, and using the words which have already been or are being learned in Collaboyou English. Also, using the same words again and again will help you to understand the different shades of meaning in different contexts and how to use them in a variety of situations (Aizawa, 1995, pp. 219-220). Moreover, it will lead to automatization.

One-minute impromptu speeches should be changed or adapted according to each learner's level. This might be very difficult for beginners to think and speak in English under time pressure. It will go over and above their information processing ability. When that happens, they are unable to speak for the duration of one minute. For these kinds of students, it is better to take time to communicate about/discuss the speech topic with a teacher first, to let them think and prepare, and then ask them to make a one-minute speech, even though this is not an impromptu speech. For further details about this, see Appendix 3 for an example of a beginner's one-minute speech.

3.1.2 Feedback

During the feedback phase, the speaker can ask the teacher about what he or she really wanted to say in their allotted one minute, but was not able to because of their English skill. The teacher gives the speaker feedback about grammatical mistakes, because the students, both the speaker and the listener(s), could memorize the mistakes, wrong expressions or grammatical structures, if the teacher does not point them out. However, as mentioned before, Collaboyou English regards intelligibility more important than speaking perfect English (see "1. Goal limitations" in Chapter 1 for an explanation).

In Collaboyou English, imprinting the importance of intelligibility on the students is extremely important. Intelligibility does not focus on accuracy when using a second language.

If students choose, voluntarily or not, to abandon accuracy during their pursuit of successful communication, this might consequently bring forth a certain level of mainly grammatical mistakes. Between the L1 and the L2 lies the interlanguage, which includes all the mistakes a learner naturally makes when developing his or her second language knowledge. The mistakes are not the same all the time because “[interlanguage] changes as learners receive more input and revise their hypotheses about the second language” (Lightbown & Spada, 2013, p.220). This fact can reduce learners’ anxiety (Hojo, 1992, p. 61).

3.1.3 Interaction between the students

After both the speech and feedback are finished, each listener asks at least one question to the speaker about the contents of the speech. This style of teaching can avoid teacher-centered lessons. It also offers more opportunities for students to use English under a time limit.

3.1.4 Oral Reproduction (Dicto-comp, an oral version)

In this paper, oral reproduction is defined as a situation where “a student listens to a friend’s speech with or without taking memos and reproduces what the speaker said, either with the speakers’ words or their own”. In this case one student makes an oral reproduction of the previous speech including the information gained during the interaction between the students. The time allocated is again one minute. A minor challenge of this kind of oral reproduction is that the oral reproducer should use reported speech based on the original speech (I went shopping → He or she went shopping).

This can perhaps be identified as an oral version of dicto-comp (Ilson, 1962). In the dicto-comp, students listen to the teacher reading a text. Then they write down the text from memory using the original words or their own. It is not necessary to completely write the same text as the original.

Ilson (1962) mentioned why the dicto-comp is useful for learning:

1. The students have to learn the technique of “getting the drift” of an utterance even though they do not catch all the words.
2. People learning a foreign language must for a long time express complicated ideas in a simple way. In so far as the students who work on a dicto-comp are unable to reproduce exactly what they hear, they must re-phrase the content of the passage using structures and vocabulary items within their active control - just as they will have to do in real life when recounting others’ ideas, or their own. (p. 301)

There are three more reasons for using oral reproduction. Firstly, the sentences of the reproduction do not necessarily have to be the same as the original speech. In this respect, this can be an output practice. That means this activity has an effect on automatization.

Secondly, this gives learners the opportunity to immediately use new expressions which they did not know before. For L2 learning it is very important to imitate or borrow expressions which others use (Prabhu, 1987, pp. 60-61; Kunihiro, 1970, pp. 118-119; Kunihiro, 1999, pp. 277-304). If a reproducer uses their own words, the first speaker can learn other expressions. If he or she thinks the expressions are better, they can use them in their second speech. Actually, from my observation made during this research, it was apparent that students learned from each other in this way.

Thirdly, it is a good way for learners, who do not have many things to say, to learn from other students and improve their English. Hirai (2011) researched the effects of retelling of reading. One of his results shows that “retelling written material (stories) can provide a great learning effect for learners who do not have enough linguistic knowledge about speaking, and can further promote speaking” (p. 2; my translation). In the Collaboyou English lesson, this does not derive from reading but from listening. It is believed that this gives a similar effect. Not all English learners have their own opinions or what they want to tell in their mind. In such cases, reproduction lets such students speak out. Based on

experience, one of the students, who was not a participant in this research, was not able to say anything during the one-minute impromptu speech, because she did not know what to say (perhaps even in Japanese). However, she was able to do oral reproduction. Sawanobori (1980) says that “one of the Japanese people’s characteristics is ‘being a poor talker’. We can assume the reason why people keep silent is that people may not have their own ideas and the way of their talking is consequently poor” (p. 9; my translation). For these kinds of learners this activity seems suitable.

3.1.5 One-minute speech (the second time)

At the end of the lesson, the first speaker makes another one-minute speech on the same topic as the original speech. Since the content is the same, the speaker will basically repeat the speech, which is regarded as a key to automatization. Although the method according to the 4/3/2 technique⁶ researched by Arevart and Nation (1991) is slightly different, it ultimately concludes that repetition promotes fluency. They found that “[h]aving the same material repeated from one talk to the other allows the speaker to reach a level of performance in terms of fluency and accuracy which is higher than the speaker’s usual performance” (1991, p. 85).

As mentioned in Arevart and Nation (1991), it was also observed in the Collaboyou English lessons that the second speech was always far more fluent than the first one. Most of the time, the second speech finishes within one minute. The time pressure is not increased and students are allowed to add more information in the second speech. This is one of the differences from Arevart and Nation’s approach where the same speech is repeated. This is because the style of the Collaboyou English speech is impromptu: making its structure on the

⁶ A technique devised by Maurice (1983). “In this technique, learners deliver a 4-minute talk on a familiar topic to a partner. Then they change partners and deliver the same talk to a different partner but with a 3-minute time limit. Finally, they change partners again and deliver the same talk in two minutes to their new partner” (Arevart & Nation, 1991, p. 84).

spot makes it easy to change the contents. The reason behind this is that the students should experience direct improvement in their output. The feeling of achievement can increase students' motivation. However, they do not have to think of the new information in the second speech on the spot, but it can be derived from the feedback or interaction between students, which takes place after the first speech. This might decrease the speaker's pressure to create new information. If it is possible, they can also add completely new information.

3.2 The practice of the selected vocabulary for this program

The selected vocabulary refers to the OEC1000. Here, stress is put on organizing the knowledge because well-organized knowledge will be connected to automatization. Organizing knowledge is defined as “putting together with classifying and arranging pieces of information” (Sotoyama & Sotoyama, 2010, p. 76; my translation). Organizing knowledge promotes chunking information in short-term memory.

“A chunk is meaningful unit (sic) of information built from smaller pieces of information, and chunking is the process of creating a new chunk” (Gobet & Lane, 2012). In Miller's (1956) classic article, he proposed that the so called “chunk” is the correct measurement of information that a human brain can keep in its short-term memory. The term gained wide acknowledgment in psychology and is regarded to be psychologically important for a person to be able to overcome the limit of short-term memory capacity. On average, the number of chunks that can be held by the human brain is 7 ± 2 . Chunking makes it possible for a person to keep in mind a much wider range of information. If chunks are well made, information process can be carried out with a small number of chunks. Therefore, information processing can be made with very little conscious awareness. The following two steps are a set designed for the organization of knowledge and automatization.

3.2.1 The core images

The core image of every selected word is introduced in each lesson of the textbook. According to Tanaka (2008), “‘Core’ is the essential kernel meaning of each word and it does not depend on the context” (p. 12; my translation). For example, the core of “have” is “possession/experience space” (Tanaka, 2008, p. 22; my translation). If learners understand the core image of the word “have”, they will not need to memorize all 20 individual Japanese meanings of the word⁷. Core images will help learners to understand the word effectively (Ikemura & Shimizu, 2006, pp. 18-21). As Figure 5 shows, it is desirable that various meanings and situations are connected around the core rather than being tied individually, such as every English word to every Japanese meaning separately. This can be described as well-organized knowledge. “Understanding the cores lets learners know in what kind of situations and how to use the words without depending on Japanese meanings” (Tanaka, 2008, pp. 12-13; my translation). Every word picked for each lesson, especially eight important verbs (come, go, have, make, get, give, take, put), have a lot of meanings and are useful in various situations.

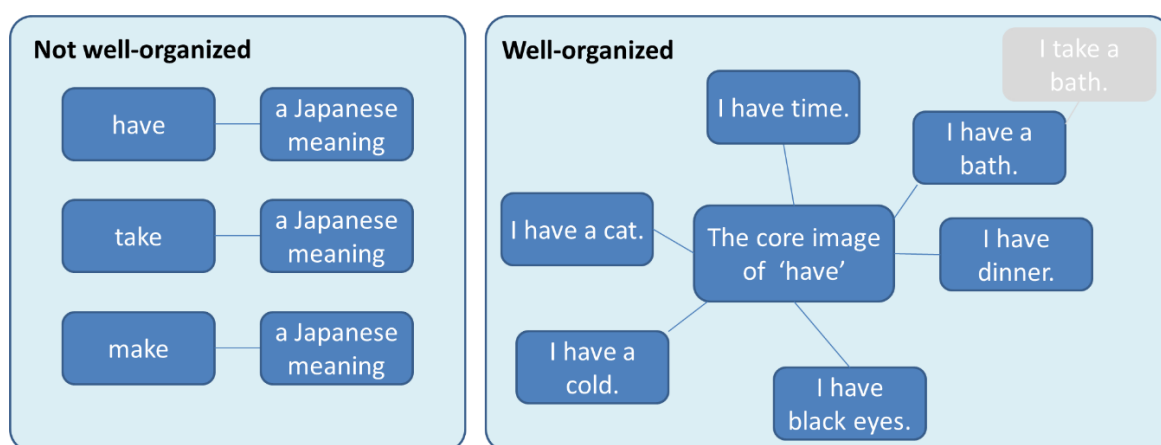


Figure 5. An image of well-organized knowledge of the word = have

⁷ The number of the meanings are referenced at Weblio English-Japanese dictionary (<http://ejje.weblio.jp/>).

3.2.2 Having many examples with pictures

In each lesson, after learning the core image, a large number of examples with pictures are introduced to learners in order for them to know various uses of words, as shown in Figure 5 above. Using pictures has effects on memorizing, retaining, and reproducing, and also are useful for establishing memories of vocabulary (Nishiyama, 2006, p.87).

(1) The teacher reads the example aloud and students listen to the teacher while looking at the images and try to understand the situation. First, the students check all the examples at once, listening to the teacher. (2) After reading through all the examples, the teacher confirms each example's meaning and situation together with the students. At this time, the teacher asks some questions according to the example or the situation. Most of the questions are connected to the students' lives, and these examples should not stay only inside of the textbook. Teachers should pay extra attention to this. These kinds of questions are "not only producing the process of communication, but also including the possibility to motivate students through self-expression" (Hirose, 1984, p.185; my translation).

4. Lessons

Lessons are remotely provided via the video calling system by Microsoft Lync 2013 (see Figure 6). As described by Microsoft (n.d.<a>), Lync is:

Microsoft Lync is an enterprise-ready unified communications platform. Lync connects people everywhere, on Windows 8 and other operating systems including mobile devices, as part of their everyday productivity experience. Lync provides a consistent, single client experience for presence, instant messaging, voice, video and a great meeting experience.

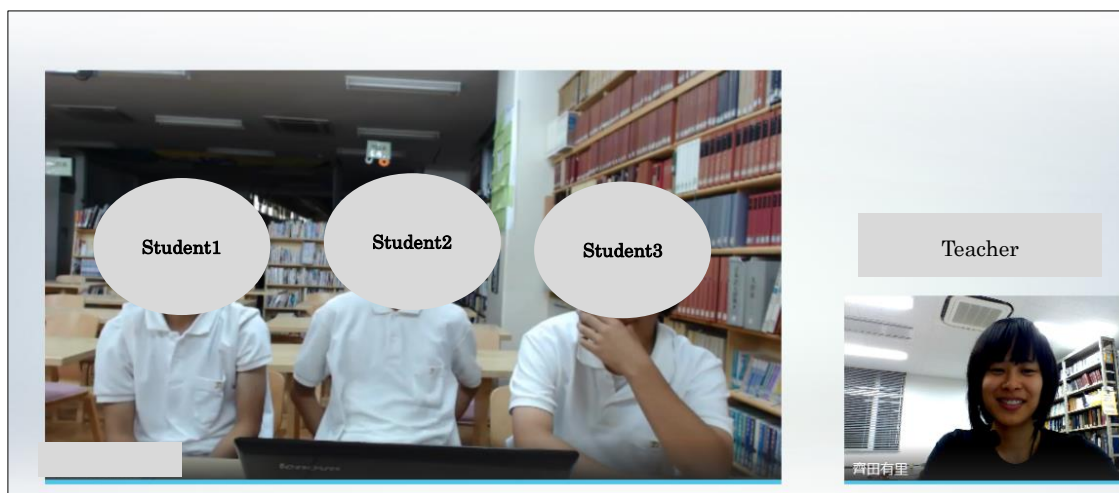


Figure 6. A screen shot of Lync on the teacher side computer.

Collaboyou English is currently still an extracurricular activity aiming at Japanese senior high schools.

Lessons are scheduled to take place 192 times (see Appendix 4 for the details). However, this can be changed depending on the learners' level. In fact, so far none of the students has finished the entire curriculum. Therefore, there is still some room for reconsidering the curriculum. The frequency of the lessons depends on requests by schools or learners, for example, weekdays, twice a week.

Each lesson is normally 25 minutes long. It is also changeable according to the requests by the school or the number of learners. Each lesson usually has one to four students. The ideal number is less than four in terms of providing each student with ample opportunity to learn.

The flow of each lesson is as follows:

1. One-minute impromptu speech (the first time)
2. Feedback by a teacher
3. Interaction between the students
4. Oral reproduction
5. Textbook: OEC1000 practice

6. One-minute speech (the second time)

CHAPTER 2

Learning effects of Collaboyou English

In this chapter, the learning effects of Collaboyou English will be discussed. In particular, it will be verified whether the senior high school students who take the Collaboyou English program can “develop oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest”, achieving “1.3 The details of the goal” set by the Collaboyou English program.

The experiment term was five months in total. The participants were six senior high school students. They were provided with the Collaboyou English program. Listening tests, speaking tests and questionnaires were used for data gathering. The details are given below.

1. Method

1.1 Participants

Six senior high school students (Students 1-6) from N Senior High School participated in the program. All six students felt positive about learning English (see Figure 7-9) from the questionnaire taken before the program. Three out of the six students answered “Like very much” to the question, “Do you like learning English at school?” The other three students answered “Do not like much.” However, to the question, “Do you like English?”, three out of the six answered “Like very much”, two students answered “Like” and one answered “Do not like much”. To the question, “How is your motivation for learning English?” five out of the six answered “High”, one answered “Medium”.

These six students were randomly divided into two groups: Students 1, 2 and 3 were in Group A, Students 4, 5 and 6 were in Group B.

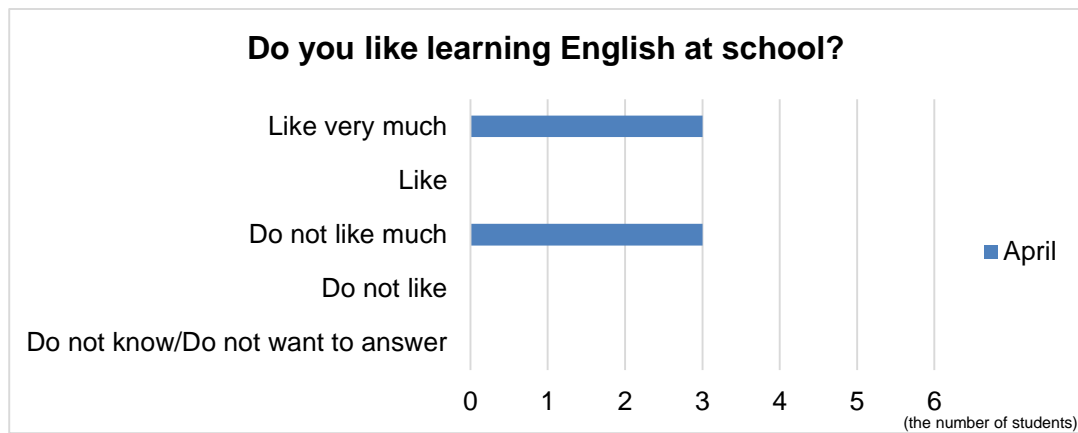


Figure 7. A question about motivation (1/3).



Figure 8. A question about motivation (2/3).

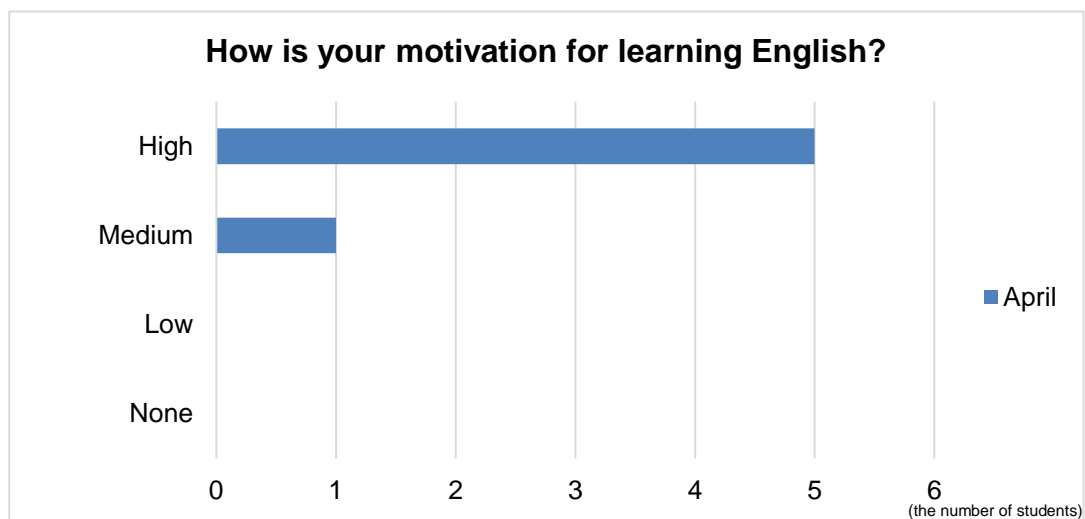


Figure 9. A question about motivation (3/3).

1.2 Material and experimental procedure

To the Collaboyou English participants, the program was provided remotely by Lync 2013 developed by Microsoft as mentioned before. The program was conducted from April 2014 to September 2014. The frequency of lessons was four times a week: Mondays, Tuesdays, Wednesdays, and Thursdays after school. However, because of the school events and testing periods, the total number of lessons was 37 out of 192 including the orientation and level check tests (see Appendix 5 for the lesson records). Each lesson had a duration of 25 minutes resulting in a total time of 15 hours and 25 minutes.

The students' abilities, before and after the program, were observed and the learning effects of Collaboyou English were analyzed. The ways of measuring the participants' abilities were the following: (1) Listening tests and (2) Speaking tests, which were carried out before and after the program. Furthermore, (3) pre- and post-questionnaires were carried out and this program was also evaluated from the participant's perspective. Moreover, after the tests and questionnaires had been carried out, in order to know more about the particularities of the questionnaire answers, a ten-minute interview with each student was carried out. The details of each test and questionnaire are below.

Table 3

The flow of the overall evaluation

| Schedule | Students | Evaluators | Evaluation |
|-----------|--|--|--|
| Nov. 2013 | Listening test (1 st Shinken trial examination) | | Data collection |
| Apr. 2014 | Listening test (1 st Free online listening test) | | |
| | 1 st Speaking test | 1 st test result announcement | |
| | Pre-questionnaire | | |
| Sep. 2014 | Listening test (2 nd Free online listening test) | | |
| | 2 nd Speaking test | 2 nd test result announcement | |
| | Post-questionnaire | | |
| Oct. 2014 | | | Data collection & Data analysis Comparing the results of: -Free online listening tests (Apr/Sep) -Shinken trial examinations (Nov 2013/ Nov 2014) -Speaking tests (Apr/Sep) -Pre/Post questionnaires (Apr/Sep) |
| Nov. 2014 | Listening test (2 nd Shinken trial examination) | | |
| | Interview | | |

1.2.1 Listening tests

Two kinds of listening tests were used. One was a free online listening test, which is described in more details below. The other was the Shinken trial examination, which was carried out at school. The reason why these external examinations were used was to increase the objectivity of the students' assessment.

(1) A free online listening test

Exam English provides free online listening tests. One of their tests named the Listening Level Test was used because the test provides the test results with CEFR levels A2-C2. This matches with the methodology used in this research to measure the students' levels.

The test includes listening to scripts (about 30 seconds for each question) and answering 15 questions. According to the responses, the questions get easier or harder, so the difficulty varies through the test. The contents of the questions are about normal life and business. The style of the test is multiple-choice questions (four choices). Examinees can go

through the test as fast or slow as they want: they press the “play” button and listen to the script, answer the question, and move on to the next question. However, the test should be finished within 20 minutes. Although the scripts can be repeated and stopped freely, students were instructed not to use these functions for the purpose of measuring the results accurately. There is however one negative point concerning this test; examinees cannot skip questions when they do not understand them. Students cannot leave questions unanswered. When they are unsure of the correct answer, they select an answer blindly. This can result in their listening ability being assessed higher than it actually is.

Testing schedule: The first time was on 23rd April, 2014 and the second time was on 26th September, 2014.

(2) The Shinken trial examination by Benesse Corporation

The Shinken trial examination is “a test which supports the academic development and selection of the future of senior high school students by regular academic measurement. It can objectively measure learning achievement because of well-considered questions and a stable number of examinees”, according to Benesse Corporation (n.d.; my translation). The trial examinations in November 2013 and 2014 were used for comparing the improvement before and after taking Collaboyou English. These tests can also be compared with the national average. Analyzing the results of these tests is one of the ways of proving the learning effect of Collaboyou English.

1.2.2 Speaking tests

The speaking test (see Table 4) is a ten-minute interaction between a teacher and a student (see Appendix 6 for an example). The first test was carried out on 22nd April, 2014 and the second on 25th September, 2014. The process of the speaking test goes as follows:

(1) The first test (April)

In the beginning of the test, the teacher asks a student to introduce themselves. Because

this is the first time to talk to them in this way, the teacher gives them one minute to do this. Next, the teacher picks one topic based on the student's self-introduction and during the second one minute of the test asks them to tell more details about it. Then the teacher-centered interaction follows. At this point the teacher asks some questions about everyday life events or activities. Finally, student-centered interaction is carried out. To this end, the teacher invites a guest and asks the student to make friends with the guest. The guest is just a finger doll and the teacher takes its role. This can also promote a relaxed atmosphere and give the student a better chance to have successful communication. At this time, the guest tries to answer the student's questions and let students lead the interaction.

(2) The second test (September)

Firstly, the teacher asks a student to make a speech about "What are you interested in these days?". They have one minute to do this. The purpose is to check a part of the Collaboyou English goal: "students' oral communication abilities such as appropriately conveying information, ideas, etc. about their fields of interest". Next, as in the first time, the teacher picks one topic from the speech and asks a student to talk some more about it in another minute. After that, teacher-centered interaction is carried out. This time it is about the student's speech. Here the teacher checks how much the student has met the goal of Collaboyou English: "oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest". Finally, student-centered interaction is carried out, which is identical with the first test.

Table 4

The flow of the speech tests

| Time | Activity | The first test | The second test |
|------|---------------------------------|--|---|
| 1min | One-minute impromptu speech (1) | "Self-introduction" | "What are you interested in these days?" |
| 1min | One-minute impromptu speech (2) | The teacher picks up one topic from the self-introduction. Then the student explains more about it. | The teacher picks up one topic from the previous speech. Then the student explains more about it. |
| 4min | Teacher-centered interaction | Questions about the student's everyday life | Questions about the previous two speeches |
| 4min | Student-centered interaction | The teacher introduces a guest and asks the student to make friends with the guest, and interact with the guest. | |

There were three evaluators, including the teacher (myself) this time. (1) The students' teacher. (2) A Thai, whose business takes her all over Asia. She uses English professionally for work. Her score on TOEIC is 915/990, TOEFL-iBT 82/120. Her Japanese level is grade four of the Japanese-Language Proficiency Test. (3) A Slovenian evaluator with native speaker-like fluency, who studied English for 13 years including four years at a university. He does not speak Japanese.

The reason why more than one evaluator joined this evaluation was to increase reliability (Underhill, 1985, p. 89) and objectivity of the results. The speaking test was carried out by the teacher and recorded. After that, the following steps were taken:

- (1) The evaluators listened to the recordings and evaluated them. The 12 recordings (six from April and six from September) were shuffled and numbered in order to randomize results from both tests, so that the evaluators could evaluate each test as independently as possible. As mentioned above, the recordings were used for evaluation. The assessment grid had eight items, excluding global scale, which is mentioned in "1.3 the details of the goal" (listening, spoken interaction, spoken

1.2.3 Questionnaires

The questionnaires have three main sections: self-assessment (ability), a section about the program and lessons, and lastly students' motivation. In the self-assessment, students' opinions about improvement of their abilities by Collaboyou English are observed. For this, "self-assessment grid" in CEFR (Council of Europe, 2001, pp. 26-27) is used (see Appendix 7 for more details). There are explanations of all abilities, A1, A2, B1, B2, C1, and C2 level. Students then judge at which level they are by themselves.

For Japanese senior high school students whose English abilities are basically showed by numbers/test scores, self-assessment is most likely important. This is because showing only the numbers or scores might cover or hide what the student can or cannot do. "The main potential for self-assessment, however, is in its use as a tool for motivation and awareness raising: helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively" (Council of Europe, 2001, p.192). (See Appendix 8 for the concrete questions of the questionnaires.)

The first questionnaire in this program was carried out on 21st April, 2014. The second one was between 26th September, 2014 and 6th October, 2014.

2. Results and Discussion

2.1 Listening tests

Two kinds of listening tests were used. One was a free online listening test, and the other was the Shinken trial examination, which was carried out at school.

2.1.1 The results of the online listening test

Two tests were conducted, the first one in April and the second in September.

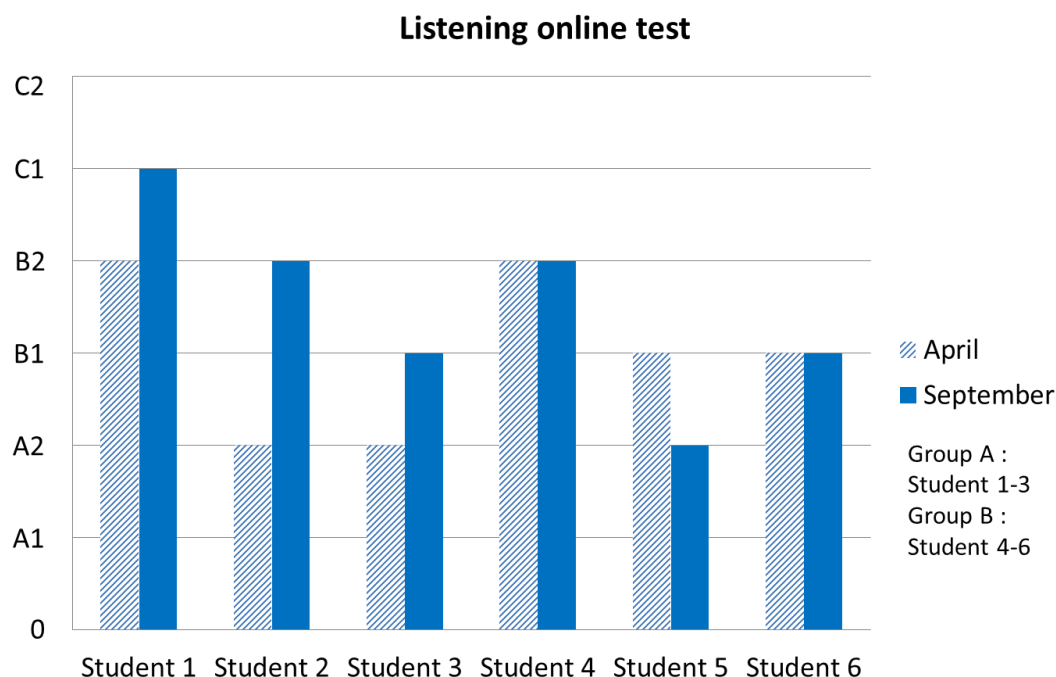


Figure 10. The results of the listening online test.

As shown in Figure 10, three out of the six students improved their level, based on CEFR rating. Out of the six students, Student 2 improved the most, going from level A2 to B2.

Student 1 has also shown significant improvement; he has risen from level B2 to C1. It should be kept in mind that “one should be careful about interpreting sets of levels and scales of language proficiency as if they were a linear measurement scale like a ruler. No existing scale or set of levels can claim to be linear in this way” (Council of Europe, 2001, p. 17). This means that the higher the level you try to improve, the harder it will be to succeed. In our case it means that it will take more than twice as long to move up from level B1 to B2, as opposed to the time it takes to go from level A1 to A2, according to the Council of Europe. “This is because of the necessary broadening of the range of activities, skills and language involved” (p. 18).

Student 1 and 2 often said how their listening skills had improved around September. They said that they did a better job at the trial examinations and the Eiken test (Test in

Practical English Proficiency), Japan's most widely recognized English language assessment test. After a while, Student 1 was informed that he had passed second grade of the Eiken test. The second grade of the Eiken test is equivalent to the B1 level of CEFR (Dunlea, 2009). The student proclaimed he could now understand what his English school teacher was saying during the class, even when he heard it only once, unlike before when it had to be repeated several times in order to understand.

Students 1, 2, 3, who all improved their levels, were asked during the ten-minute interview: "Did you study English apart from taking the Collaboyou English program and regular school classes?" Students 1 and 3 answered "no" and Student 2, who improved two levels answered "yes". He said he had been practicing shadowing, a language learning technique, since the end of July. He read and studied his high school vocabulary textbook and listened to the textbook's audio CD. Listening, reading and repeating the text out loud after the CD may have also helped to improve his English.

There are two possible factors why Student 5 dropped his level. The first is, as was mentioned in "1.2.1 Listening test" in Method, examinees must choose at least one answer on their online listening test even when they are not sure of their answers. Student 5 perhaps got some answers right by pure luck in April. The second reason for this could be the result of his underperformance in the September test, which could have happened for a variety of reasons, for example, poor physical or mental condition, the questions being out of his field of interest or expertise. However, he greatly improved his listening score in the Shinken trial exam. The details will be presented in the next section.

2.1.2 The results of the Shinken trial examination

Figure 11 shows the listening results of the Shinken trial exam in November 2013 and November 2014.

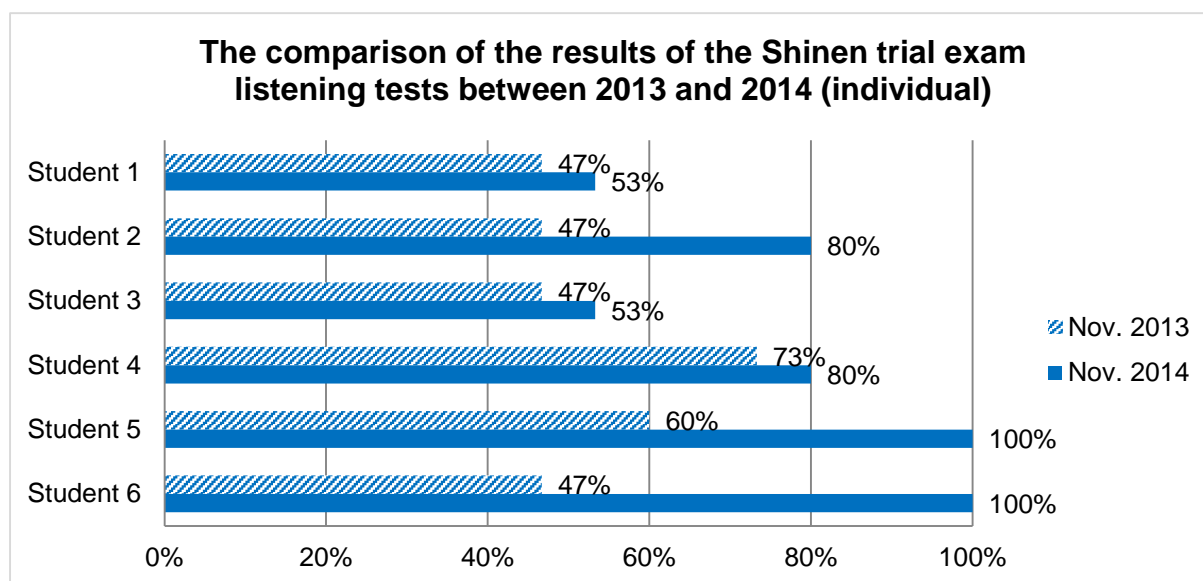


Figure 11. The results of the listening test of the Shinken trial exam (individual).

Table 6

The scores of the listening test of the Shinken trial exam (individual)

| | Nov. 2013 | | Nov. 2014 | |
|------------|-----------|--------------|-----------|--------------|
| | Score | Scoring rate | Score | Scoring rate |
| Students 1 | 7 | 46.7% | 8 | 53.3% |
| Students 2 | 7 | 46.7% | 12 | 80.0% |
| Students 3 | 7 | 46.7% | 8 | 53.3% |
| Students 4 | 11 | 73.3% | 12 | 80.0% |
| Students 5 | 9 | 60.0% | 15 | 100.0% |
| Students 6 | 7 | 46.7% | 15 | 100.0% |

The scores in the period between the end of 2013 and 2014 have noticeably increased. Students 5 and 6 showed the biggest improvement. They received a perfect 100% score in November 2014, while they only got a score around 50% in 2013. Apart from the Collaboyou English program and regular English classes at school, Students 4 and 5 did not do any extracurricular English studying. Student 6, on the other hand, practiced reading his textbook out loud. However, he had been doing that since the first year of senior high school.

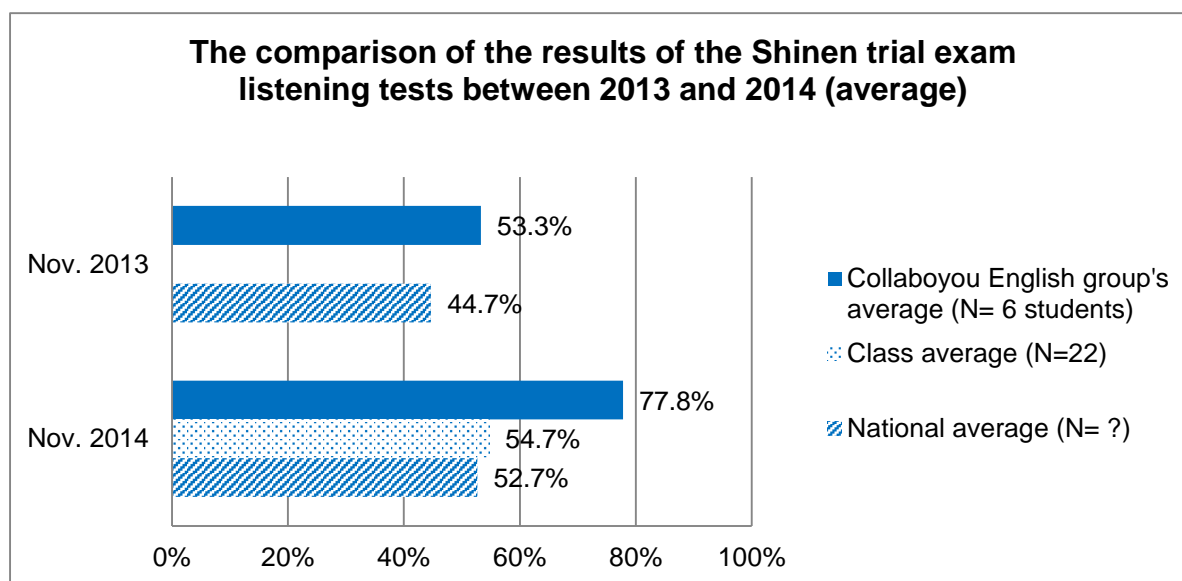


Figure 12. The results of the listening test of the Shinken trial exam (average).

Table 7

The scores of the listening test of the Shinken trial exam (average)

| | Nov. 2013 | | Nov. 2014 | |
|--|---------------|--------------|---------------|--------------|
| | Average score | Scoring rate | Average score | Scoring rate |
| Collaboyou English group's average (N= 6 students) | 8 | 53.3% | 11.7 | 77.8% |
| Class average (N=22) | Unknown | Unknown | 8.2 | 54.7% |
| National average (N= ?) | 6.7 | 44.7% | 7.9 | 52.7% |

Figure 12 shows the national average, class average, and Collaboyou English students' average. The six students involved in the Collaboyou program were all in different classes last year, so no data of the class average could be made. In 2013, the difference between the national and Collaboyou English students' averages was 8.6 percentage points. However, in 2014 it increased to 25.1 percentage points. In the period between 2013 and 2014, the difference between the national students' average and the Collaboyou English students' average increased by 16.5 percentage points in favor of the Collaboyou English students.

2.2 Speaking tests

The following table shows the improvements achieved by the six students. They were measured by the categories of global scale, listening, spoken interaction, spoken production, range, accuracy, fluency, interaction, and coherence. When a student meets the basic requirements of a category, it is marked with a “YES”. On the contrary, when a student fails to meet the criteria, it is marked with a “NO”.

Table 8

The results of the speaking tests

| Assessment grid (the goal of Collaboyou English) | | Group A | | | | | | Group B | | | | | |
|---|--|------------|------------|------------|------------|------------|------------|---------|--|--|--|--|--|
| | | Student1 | Student2 | Student3 | Student4 | Student5 | Student6 | | | | | | |
| | | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | | | | | | |
| | | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | Apr. Sept. | | | | | | |
| Global Scale | Independent User B1 | YES YES | YES YES | NO NO | YES YES | NO YES | YES YES | | | | | | |
| | <ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can produce simple connected text on topics which are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. | | | | | | | | | | | | |
| Self-assessment Grid | Listening B1 | YES YES | YES YES | NO YES | YES YES | YES YES | YES YES | | | | | | |
| | Spoken Interaction B1 | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |
| | Spoken Production B1 | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |
| | Range B1 | YES YES | YES YES | NO NO | YES YES | YES YES | YES YES | | | | | | |
| Qualitative Aspects of Spoken Language Use | Accuracy A2 | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |
| | Fluency B1 | YES YES | YES YES | NO YES | YES YES | YES YES | YES YES | | | | | | |
| | Interaction B1 | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |
| | Coherence B1 | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |
| | | YES YES | YES YES | YES YES | YES YES | YES YES | YES YES | | | | | | |

In total, 75% of “NO” changed into “YES”. Every “NO” of Student 5 became “YES”. Student 3 advanced in the listening and fluency category and received a “YES”. Student 3, despite overall improvement, declined in the interaction category and went from “YES” to “NO”.

However, Student 3 did a good job in the student-centered interaction part in the oral test. As mentioned before, there are two parts of interaction: teacher-centered and student-centered interaction. Presumably there are two big differences between them and we need to be aware of them. The first point is the English expression skill. In the latter (student-centered interaction), students receive the right to lead the interaction. They can control the topic of the conversation. However, in the former (teacher-centered interaction), they have to answer the questions. Even though they might understand the meaning of the questions asked, they sometimes cannot express what they want to say in English. The conversation then cannot continue and breaks down. Of course similar communication breakdowns can occur in student-centered interaction, but it can be avoided or reduced more easily. Because the nature of the conversation is more suited to students, it is easier to maintain the interaction. This can perhaps be a clue to understanding Student 3’s problems. The second point is the depth of the contents. The situation of student-centered interaction revolves around making friends with a person who is introduced by the teacher. This kind of interaction can be successful and executed even with shorter phrases and sentences. In the teacher-centered interaction, however, the questions usually touch upon a deeper issue or meaning, asking for reasons, requiring examples and so on. More logical and profound thinking is required of students.

The other four students have all retained their past achievements. They had kept their “YES” categories checked since April. Since they had already reached the goal level of Collaboyou English, their progress cannot be directly seen on the chart (it only shows a combined evaluation of the evaluators). It can nevertheless be observed in the evaluation by

the three evaluators. For example, even when a category is marked “YES”, the evaluators might not all see it as such, since it is possible to pass the criteria with one negative mark. The students did, however, still improve even after receiving the same “YES” mark - going from two “YES”es and one “NO”, to a perfect three “YES” scores given by all three evaluators. These results and details can be further observed in Appendix 9.

2.3 Questionnaires

2.3.1 Students’ self-assessment

(1) Concerning the achievement of the Collaboyou English goal (see Figures 13 and 14)

Students were asked how much they felt to have achieved in terms of the overall goal of Collaboyou English from two perspectives: listening and speaking. In Q1, only two out of the six students had given positive answers in April. Similarly in Q2, only one out of the six students gave a positive answer. However in September, all students gave positive answers to both questions. Moreover, to the question, “How much do you think your English level has improved, compared to the time before taking this program?”, two out of the six students answered “Have improved significantly” and four answered “Have improved slightly”. From these results, it can be deduced that the students increased their confidence in their English abilities, because this self-assessment was carried out before the students knew the results of both the speaking test and the Shinken trial exam.

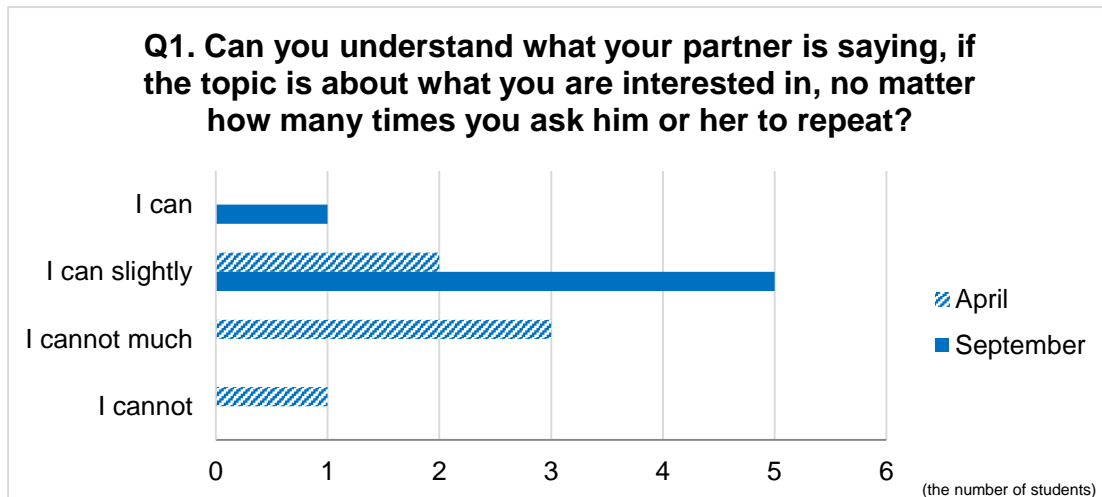


Figure 13. The results for the Collaboyou English goal self-assessment (1/2).

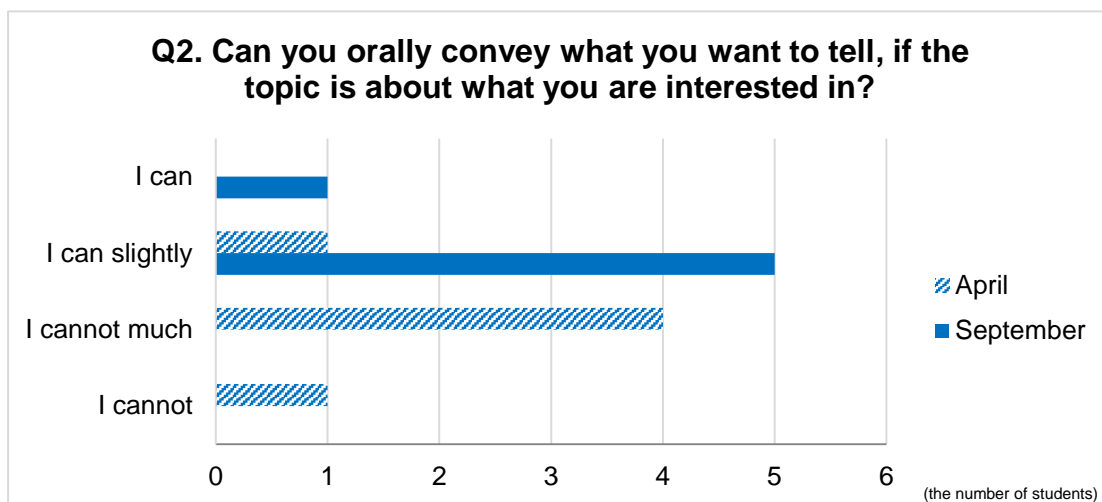


Figure 14. The results for the Collaboyou English goal self-assessment (2/2).

(2) Listening (see Figure 15)

Four out of the six students assessed that they have improved their listening skills. Student 2 assessed himself very low, because he felt less competent at listening. However, as mentioned before, he told the teacher several times

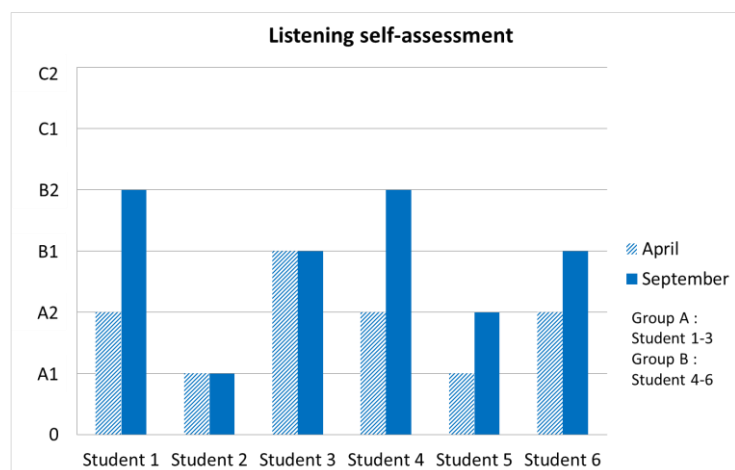


Figure 15. The results of listening self-assessment.

during the lessons that he had felt as if his listening skills had improved.

(3) Spoken Interaction (see Figure 16)

Three out of the six students proclaimed to have improved. The reason why Student 6 assessed lower in September compared to April is that he received good English grades at school in April and had

confidence in his English. His

grades became worse in September and that made him lose his confidence. He therefore

evaluated himself lower in September, as he acknowledged by himself. From this fact we can observe just how much school grades can impact students' confidence, even though this issue is beyond the scope of this paper.

(4) Spoken Production (see Figure 17)

Three out of the six students assessed that they had improved. The reason why Student 6 scored lower in September is the same reason as mentioned before in the spoken interaction. Student 4 assessed himself to be three levels higher.

In fact, among all of the students

he was the calmest when speaking English. He did not seem to have much confidence in himself in April. After taking Collaboyou English, the student evidently increased his

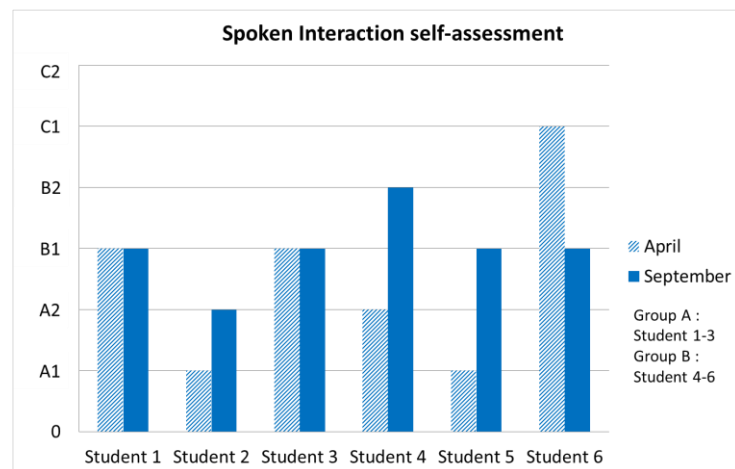


Figure 16. The results of spoken interaction self-assessment.

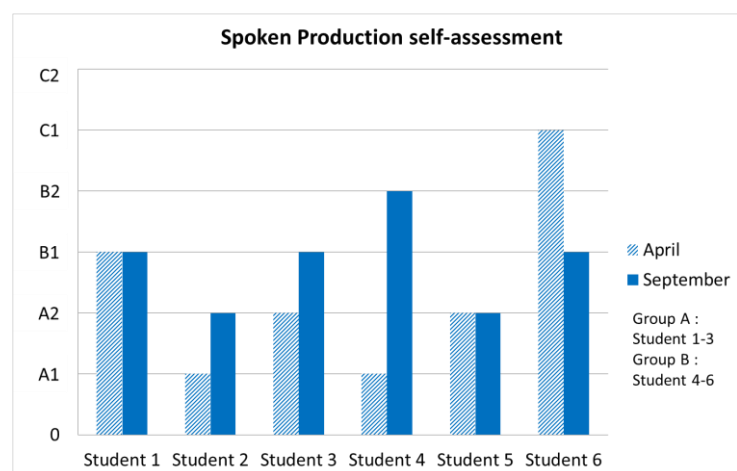


Figure 17. The results of spoken production self-assessment.

confidence as the results shows. He even left a comment: “I had gotten some experiences using English and taken the Eiken test. Then I liked English more than before”.

2.3.2 Lesson (program) evaluation

To improve the lesson, the students’ opinions about the two points about Collaboyou English were collected: (1) Selection of vocabulary, (2) Linguistic knowledge practices.

(1) Selection of vocabulary (see Figure 18)

Collaboyou English vocabulary uses vocabulary of the OEC1000. As mentioned in “2.2. Comparison to the current Course of Study” in Chapter 1, the OEC1000 has only about 440 words, which are new for senior high school students, compared to 1,800 new words set by the Course of Study (MEXT, 2010). Concerning this issue, students were asked about their impression of the amount of the vocabulary before and after taking this program. All of them had the impression that the vocabulary was small.

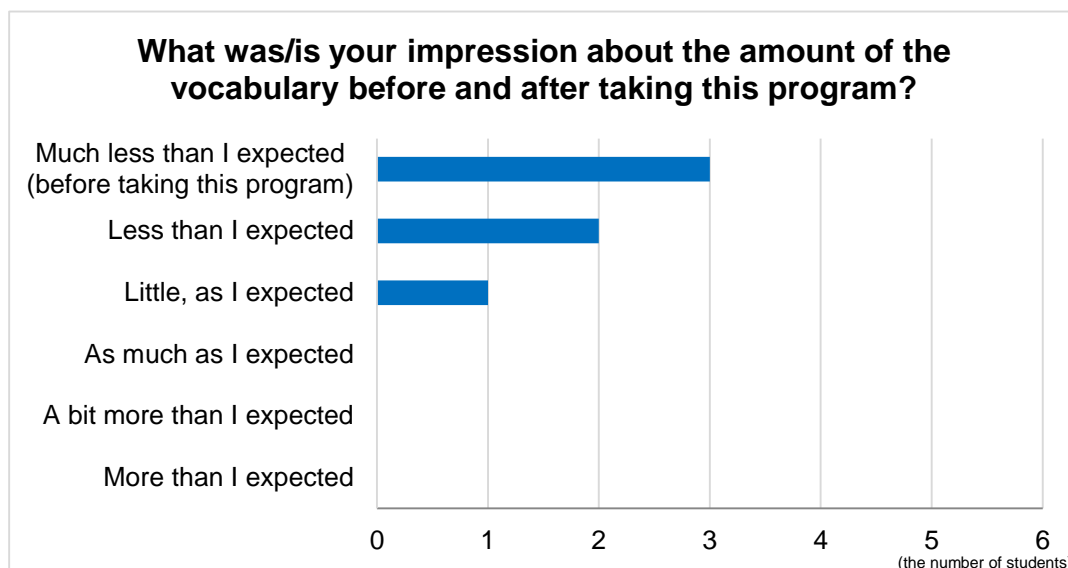


Figure 18. The students’ impression about the amount of the vocabulary

Related to the vocabulary, there was a question regarding the usefulness of the Collaboyou English textbook’s contents: whether the accompanied images of the fundamental words and examples, such as important verbs, were useful to their study of English. To this

question, every student answered “Yes”. One of the main reasons for this is, as commented by a student: “Images make it easier to create sentences”.

After the speaking test, one other comment regarding important verbs was also: “Important verbs give me a lot of ways of expressions”. From this comment, we can see that the vocabulary, which is taught in Collaboyou English, is indeed useful at least for these students.

(2) Linguistic knowledge practices (see Figure 19)

The theory of automatization and the related linguistic knowledge practices were shared with the students before the program started. We can believe that the students understood why these activities were chosen for the program (see “3. Linguistic knowledge practices” in Chapter1, for the details). With this understanding in mind, students were asked the question, “Were there a lot of chances for students to use English during the lessons?”

Five out of the six students answered “Yes”. The reasons can be found in the answer: “The one-minute speech and question time create many chances for students to speak English”. Some students gave similar answers.

According to the answers, it seems

that making speeches indeed provided opportunities for students to actively participate in the creation of verbal communication in English. A student who answered “No” commented:

“Sometimes I did not speak much in a lesson. However, the repeating practice gave me chances to speak English”. That means that even though students who do not make speeches get a chance to either repeat it in their own words or ask questions about it. Because each lesson has a definite time limit, 25 minutes, only one student is able to make a one-minute

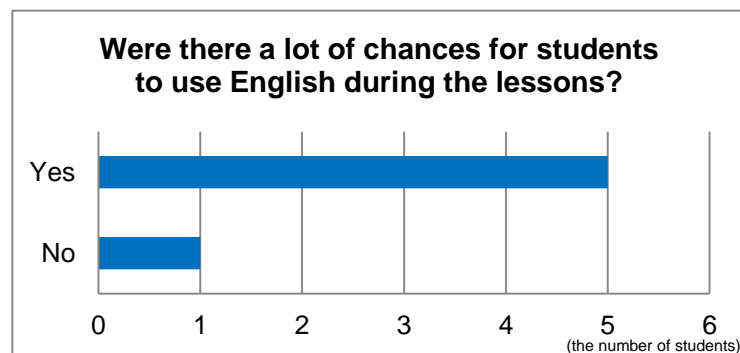


Figure 19. The result of the students’ impression about the amount of speaking in lessons.

impromptu speech in the time of one lesson. This apparently did not satisfy all students, since not all of them had a chance to make a speech during a lesson.

Conclusion

Automatization is acknowledged as one of the most important components of oral communication. In this research, this approach was considered as one of the cornerstones and a senior high school English program was centered around it. Collaboyou English is a newly designed program, and its purpose is automatization through oral communication practice and using the knowledge, which students already have, coupled with a set of chosen 1,000 words. It is designed as an English education program, targeting senior high school students, to help them become able to communicate in English, and observe its learning effects.

Collaboyou English is composed of the following three elements: Goal limitations, Selection of vocabulary, and Linguistic knowledge practices.

(A) Goal limitations

The goal is “To develop students’ oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest”. This is limited compared to the Course of Study (MEXT, 2010) in the following three points: (1) Limiting the four communication abilities (speaking, reading, writing, and listening) by the Course of Study to only two: listening and speaking. (2) Narrowing the primary range of communication contents. (3) If the contents which are discussed are being conveyed accurately, the quality of speech, such as pronunciation, fluency, rhythm or intonation is not really emphasized.

(B) Selection of vocabulary

1,800 words should be taught in senior high schools according to the Course of Study (MEXT, 2010). However, Collaboyou English has incorporated the “Top 1000 frequently used words” (OEC1000), which have been selected by the Oxford English Corpus (OEC). In comparison to the word lists taught at junior high schools, only about 440 words are virtually new for learners. According to the Oxford University Press (n.d.<a>), the OEC1000 accounts for 75% of all the words used in the OEC.

The purpose of this is to reduce the amount of vocabulary to the amount which is more easily manageable for students. The main principle is for students to be able to say the most with the fewest words possible while reducing the burden of the learning.

(C) Linguistic knowledge practices

Linguistic knowledge practices aim for automatization. Here, knowledge refers to what students have already learned (knowledge from junior high schools + the OEC1000 in the textbook). As Gass & Selinker (2008) said, there are many definitions of automatization. In this paper, however, automatization is defined as “fast, unconscious, and effortless processing” (p.231).

This research provided six senior high school students with Collaboyou English for a total duration of 15 hours and 25 minutes, and observed the learning effects. The tests and questionnaires were carried out before and after the program. The following is the summary of the main results.

(1) Improvement of listening ability

All six students improved their listening abilities. On the online listening tests, three out of the six students improved their levels, based on CEFR criteria. Two kept the same level, while one dropped a level on the online listening test. However, the student who dropped one level received a 100% marks and improved more than 50 percentage points on the listening test at the Shinken trial examination in 2014 compared to 2013. The other students improved their score on the mentioned test as well. In the period between 2013 and 2014 the difference between the national students' average and Collaboyou English students' average increased by 16.5 percentage points in favor of Collaboyou English.

(2) Improvement of speaking ability

Students' abilities were measured with the following categories: global scale (B1), listening (B1), spoken interaction (B1), spoken production (B1), range (B1), accuracy, fluency (A2), interaction (B1), and coherence (B1). When a student met the basic

requirements of a category, the category was marked with a “YES”. On the contrary, when a student failed to meet the criteria, it was marked with a “NO”.

Two students received a number of “NO” marks in the first test. However, in the second tests, in total, 75% of the “NO” marks changed into “YES”, which showed a stark improvement. The remaining four students have all retained their past achievements. They have kept their “YES” categories checked since the first test. Their improvement can be observed in the evaluation by the three evaluators.

(3) Improvement of self-assessment

Self-assessment of the goal also improved. To the question, “Can you understand what your partner is saying, if the topic is about what you are interested in, no matter how many times you ask him or her to repeat?” four out of the six students answered “I cannot much” or “I cannot” before the program. After the program, however, one out of the six answered “I can”, and the remaining five answered “I can slightly”. Similarly to the question, “Can you orally convey what you want to tell, if it is about what you are interested in?” only one out of the six students gave a positive answer before the program. After the program, however, all students gave positive answers.

According to these three main points above, Collaboyou English is not denied as an effective English education program for senior high school students to “develop oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest”. Moreover, it showed a potential to help the improvement of students’ English language listening and speaking abilities. We can say that the primary force behind this is the reduction and rationalization of the curriculum and the idea of automatization. Collaboyou English can contribute to students’ participation and motivation in the educational process.

For further research, in order to reach the final goal to have as many senior high school students as possible become able to orally communicate in English, even those with poor

grades:

(1) The research about Collaboyou English should be continued. This is because so far none of the students has finished the entire curriculum. Therefore, there is still some room for reconsidering the curriculum. Moreover, in this paper, all students had positive attitude to English originally. It is important to see learning effects on various students, for example, students who do not have positive feelings towards English. As research is continued, small parts and details of Collaboyou English will be hopefully improved.

(2) A new way of providing Collaboyou English may need to be considered in order to accommodate 20-40 students, if it is to be taken in normal senior high school class. The reason behind is that the number of students in each classroom throughout Japanese senior high schools is approximately 20-40 students.

To conclude, it should be pointed that successful application of Collaboyou English could be tremendously beneficial to Japanese students, as it will surely equip them with practical English abilities in the internationalized world.

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Appendix 1

English activities at three Japanese senior high schools: a perspective based on actual activities, the Course of Study, and Collaboyou English

In order to observe what senior high school students do in English classes at their schools, interviews with the students who joined Collaboyou English were carried out and the results were compared with the Course of Study (Ministry of Education, Culture, Sports, Science and Technology (MEXT), 2010) and Collaboyou English. Results for the individual schools are treated separately as follows. If the students from the same school have different teachers, their results are also shown separately.

- (1) The Course of Study
- (2) Collaboyou English
- (3) The second year classes by Teacher A and B in N Senior High School
- (4) The second year class in S Senior High School
- (5) The first and second year classes in T Senior High School

As a premise, the definition of output is “the mental process of changing ‘meaning’, which means what someone wants to say, into verbal expression” (Shirai, 2013, p. 125; my translation). “Reading aloud” is put in the reading section and “overlapping”, which is to read following a CD or a teacher simultaneously, is put in the listening section, since both are not output activities.

First of all, I would like to discuss one thing about Collaboyou English. The activities are related only to the listening and speaking sections without exceptions, because Collaboyou English focuses on listening and speaking skills as mentioned in the body part of this paper.

There are two main features about the classes at senior high school. The first one is that there are few activities concerning speaking and writing skills. No writing activities are

carried out by any of the schools. For example, the second year students in T and S Senior High Schools learn grammar and answer questions related to the grammar in the class, English Expression II. Moreover, no speaking activities are carried out in both schools.

Even though the first year students in T Senior High School have a class focused on speaking activities once a week by an assistant language teacher (ALT), students speak English only about 30% of class when they carry out tasks. Normal communication between students is done in Japanese according to an interviewee. Furthermore, the class by Teacher A in N Senior High School is conducted in English, so students have to use English in class. However, one of the interviewees said that use of English by students accounts for only 20% of class, since most of the time students only listen to the teacher's instructions or lectures with little or no participation.

The second point is that there are a lot of memorization tasks. The main point in common between all schools is memorizing vocabulary by studying vocabulary textbooks. The Course of Study (MEXT 2008, 2010) has set 3,000 words to be learned in junior and senior high school. But students have to memorize more than that. The 3,000 words set by the Course of Study do not specify which those words exactly are. This number can quickly be overpassed by high schools, because apart from regular textbooks they use a variety of vocabulary textbooks for a number of memorization tasks. This can quickly increase the number of the required vocabulary for students. Students are not tested about the use of those words, but are tested whether they can translate words from Japanese into English or vice versa.

About this point, I had the same experience when I was a senior high school student. I was required to buy two more vocabulary textbooks by the time of graduation, adding to one bought at the beginning of the first year. Vocabulary tests were carried out for all the vocabulary textbooks. Moreover, I needed to buy a workbook for university entrance examinations. Grammar and idioms were also tested as vocabulary.

No school aims to practice output by studying and learning grammar, but only practice answering questions with it.

From the perspective of input, Teacher A in N Senior High School provides classes differently compared to other teachers. For example, conducting the class in English and letting students read English books by using 50 minutes, which means a whole class, once a week.

Comparison of the Course of Study for senior high school English,
Collaboyou English and 3 senior high schools' actual classes

1. The Course of Study for Senior High School English (MEXT, 2010)

Overall objective

To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages.

1.1 Basic English Communication

1.1.1 Objective

To develop students' basic abilities such as listening, speaking, reading and writing, while fostering a positive attitude toward communication through the English language.

1.1.2 Listening, Speaking, Reading, Writing

In order to ensure continuity with lower secondary education and a smooth transition to English Communication I, the basic items introduced in lower secondary schools should be mastered by reviewing them through systematic instruction at the same time as experiencing language activities occurring mainly in everyday situations.

1.2 English Communication I

1.2.1 Objective

To develop students' basic abilities such as accurately understanding and appropriately conveying information, ideas, etc., while fostering a positive attitude toward communication through the English language.

1.2.2 Listening

Understanding information, ideas, etc., and grasping the outline and the main points by listening to introductions to specified topics, dialogues, etc.

1.2.3 Speaking

Discussing and exchanging opinions on information, ideas, etc., based on what one has heard, read, learned and experienced.

1.2.4 Reading

Understanding information, ideas, etc., and grasping the outline and the main points by reading explanations, stories, etc. Reading passages aloud so that the meaning of the content is expressed.

1.2.5 Writing

Writing brief passages on information, ideas, etc., based on what one has heard, read, learned

and experienced.

1.2.6 Listening and Speaking

Listening and speaking with due attention to the characteristics of English sounds, such as rhythm and intonation, speed, volume, etc.

1.2.7 Reading and Writing

Reading and writing with due attention to phrases and sentences indicating the main points, connecting phrases, etc.

1.2.8 All four skills

Understanding and conveying matters, distinguishing facts, opinions, etc.

1.3 English Communication II

1.3.1 Objective

To further develop students' abilities such as accurately understanding and appropriately conveying information, ideas, etc., while fostering a positive attitude toward communication through the English language.

1.3.2 Listening

Understanding information, ideas, etc., and grasping the outline and the main points by listening to introductions to specified topics, reports, dialogues, discussions, etc.

1.3.3 Speaking

Drawing conclusions through discussion, etc., on information, ideas, etc. based on what one has heard, read, learned and experienced.

1.3.4 Reading

Reading explanations, commentaries, stories, essays, etc. in accordance with the purpose such as rapid reading, intensive reading, etc. Reading aloud and reciting passages so that the meaning of the content is expressed.

1.3.5 Writing

Writing coherent and cohesive passages on information, ideas, etc. based on what one has heard, read, learned and experienced.

1.3.6 Listening and Speaking

Listening and speaking with due attention to the characteristics of English sounds, plot development, etc.

1.3.7 Writing and Speaking

Speaking and writing to effectively convey the meaning to the audience, using carefully thought-out explanations and descriptions.

1.3.8 Reading and Writing

Reading and writing with due attention to passage structure, relation to charts and tables, etc., while clarifying the points of the argument, evidence, etc.

1.3.9 Reading and Listening

Listening and reading while guessing the meaning of unknown words and using background knowledge.

1.4 English Communication III

1.4.1 Objective

To enhance students' abilities such as accurately understanding and appropriately conveying information, ideas, etc., and enable them to use such abilities in their social lives, while fostering a positive attitude toward communication through the English language.

1.4.2 Listening

Based on Objectives, the language activities stated in English Communication II should be further developed.

1.4.3 Speaking

Based on Objectives, the language activities stated in English Communication II should be further developed.

1.4.4 Reading

Based on Objectives, the language activities stated in English Communication II should be further developed.

1.4.5 Writing

Based on Objectives, the language activities stated in English Communication II should be further developed.

1.5 English Expression I

1.5.1 Objective

To develop students' abilities to evaluate facts, opinions, etc. from multiple perspectives and communicate through reasoning and a range of expression, while fostering a positive attitude toward communication through the English language.

1.5.2 Listening

(none)

1.5.3 Speaking

- Impromptu speaking on a given topic. Speaking concisely in a style suitable for the audience and purpose.
- Summarizing and presenting information, ideas, etc., based on what one has heard, read, learned and experienced.
- Speaking with due attention to the characteristics of English sounds such as rhythm and intonation, speed, volume, etc.

1.5.4 Reading

(none)

1.5.5 Writing

- Writing brief passages in a style suitable for the audience and purpose.
- Writing with due attention to phrases and sentences indicating the main points, connecting phrases, etc. and reviewing one's own writing.

1.5.6 Other

- Learning presentation methods, expressions used in presentations, etc. and applying them to real-life situations.
- Forming one's own opinion by comparing what one has heard or read with opinions from other sources, and identifying similarities and differences.

1.6 English Expression II

1.6.1 Objective

To further develop students' abilities to evaluate facts, opinions, etc. from multiple perspectives and communicate through reasoning and a range of expression, while fostering a positive attitude toward communication through the English language.

1.6.2 Listening

(none)

1.6.3 Speaking

- Impromptu speaking in accordance with the given conditions. Expressing what one wants to say in a coherent and logical manner.
- Summarizing and presenting information, ideas, etc. based on what one has heard, read, learned and experienced. Asking questions and giving opinions after hearing a presentation.
- Speaking with due attention to the characteristics of English sounds, plot development, etc.

1.6.4 Reading

(none)

1.6.5 Writing

- Writing various kinds of passages on a provided theme.
- Writing with due attention to passage structure, relation to charts and tables, expressions, etc., while clarifying the points of the argument, evidence, etc., and reviewing and revising one's own writing.

1.6.6 Other

- Learning presentation methods, rules of debate and discussion, expressions used in these activities, etc., and applying them to real-life situations.
- Making use of each other's ideas to solve problems, while respecting others' opinions and

ideas and comparing each other's statements so as to broaden one's own mind.

1.6.7 Listening and Speaking

Deciding a stance on a topic open to a range of debates, organizing an argument, and exchanging opinions so as to persuade others.

1.7 English Conversation

1.7.1 Objective

To develop students' abilities to hold conversations on everyday topics, while fostering a positive attitude toward communication through the English language.

1.7.2 Listening

(none)

1.7.3 Speaking

- Posing questions on matters of interest and responding to questions from others.
- Appropriately conveying information, ideas, etc., in accordance with the situation and purpose, based on what one has heard, read, learned and experienced.
- Using expressions required in asking for repetition, paraphrasing, etc.

1.7.4 Reading

(none)

1.7.5 Writing

(none)

1.7.6 Other

Understanding the role of non-verbal means of communication such as gestures, and using them appropriately according to the situation and purpose.

1.7.7 Listening and Speaking

- Understanding what others are saying, and responding appropriately according to the situation and purpose.
- Holding conversations using basic expressions needed when living overseas.
- Listening and speaking with due attention to the characteristics of English sounds such as rhythm and intonation, speed, volume, etc.

2. Collaboyou English

2.1 Objective

To develop students' oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest.

2.2 Listening

- Listening and understanding what speakers say.
- Listening to the examples in the textbook.

2.3 Speaking

- Making a one-minute impromptu speech.
- Repeating friend's speech with their own words.
- Asking questions.
- Answering questions.

2.4 Reading

(none)

2.5 Writing

(none)

3. N Senior High School, 2nd grade

They do not separate English classes, such as English Communication, English Expression. They have English classes every day and teachers make their own curriculum.

3.1 Teacher A (He gives classes mainly in English. It is about 80% of a class. Grammar explanations are given in Japanese.)

3.1.1 Objective

(It should follow the Course of Study.)

3.1.2 Listening

- Listening to the CD of the stories in the vocabulary textbook until every student understands it.
- Shadowing following the CD while looking at the text.

3.1.3 Speaking

- Because the classes are mainly carried out in English, students also speak in English. However, the chance they speak is about 20% of the class.
- (When there is a little time left in the class, they have a speaking practice: 1. The teacher gives a topic 2. Students think about what they want to talk about in one minute. 3. Students make pairs and make speeches to each other. However, it is very rare to have this activity.)

3.1.4 Reading

Once a week, reading English picture books, taking a whole class (50 minutes).

3.1.5 Writing

(none)

3.1.6 Other

- At the beginning of a class (20 minutes): workbook mini-tests, which include vocabulary and grammar (checking by the students themselves and writing down the mistakes and correcting the answers in their notebooks three times, until memorizing the mistakes correctly).
 - filling in the blanks
 - translation EN⇔JP
- Explanation about grammar by the teacher is the main part of the class.
 - explanation →group work with 3-4 students together, discussing the answers.

3.2 Teacher B (He gives classes in Japanese.)

3.2.1 Objective

(It should follow the Course of Study.)

3.2.2 Listening

- Shadowing (following) the CD by looking at the text in the textbook. (2 times)
- Shadowing the CD by looking at the Japanese text. (x2)
- Shadowing the CD without looking at anything. (x2)
- Overlapping with the CD while looking at the text. (x2)
- Overlapping with the CD while looking at the Japanese text. (x2)
- Overlapping with the CD without looking at anything. (x2)

3.2.3 Speaking

(none)

3.2.4 Reading

Reading the text in the Communication English textbook. Translating it into Japanese.

(homework)

3.2.5 Writing

(After shadowing and overlapping practice, writing the text in the textbook without looking at anything. Checking by themselves.)

3.2.6 Other

- About the textbook.
 - the teacher explains the text
 - all students do sight translation by themselves (after listening to the teacher's explanation, they try to read the English text out loud in Japanese.)
- An activity to memorize important words.
 1. The teacher reads the important words out loud, checks all pronunciations and explains them.
 2. Students memorize them during the class (2 minutes).
 3. Students work together: quick-response (one speaks JP, the other EN).
 4. Quick-response with the entire class (teacher speaks JP, students EN).
- After shadowing and overlapping practice, writing the text in the textbook without looking at anything. Checking by themselves.
- Memorizing all examples from the grammar textbook. All examples are tested in class.
- Solving reading and grammar questions from the workbook for homework every day.

4. S Senior High School, 2nd grade (conducted in Japanese)

4.1 English Communication II

4.1.1 Objective

(It should follow the Course of Study.)

4.1.2 Listening

- Listening to the CD of the text.
- Shadowing the text, following the CD.
- Pair work: One reads the Japanese sentences aloud and the other reads the English sentences aloud. Both are watching a script written in Japanese and English.

4.1.3 Speaking

(none)

4.1.4 Reading

Reading the text in the textbook. Copy all the text to the notebook and analyze Subject, Verb, Objective, Complement, and Modifier. Then translate it. (homework)

4.1.5 Writing

(none)

4.1.6 Other

- Checking the translation.
- Answering the questions for each lesson.

4.2 English Expression II

4.2.1 Objective

(It should follow the Course of Study.)

4.2.2 Listening

(none)

4.2.3 Speaking

(none)

4.2.4 Reading

(none)

4.2.5 Writing

(none)

4.2.6 Other

- Learning grammar.
- Working on grammatical questions.
- The teacher writes down the grammar usage and examples on the black board. The students copy them in their notebooks.

4.3 Vocabulary test

- Vocabulary test (1/week).
 - each test encompasses 420 words
 - 5-10 minute test
 - the test contents are:
 1. Choosing the Japanese translation for English words (20 questions).
 2. Filling in the blanks. Completing English sentences with Japanese translations (10 questions).
 3. Word stressing questions (answer where the strongest accent (word stressing) for each word is) (5 questions).
 - ※ “passing” more than 24 points. If students do not pass, they have to stay after school and get extra English training: copying all English sentences on the next test section or taking the same test four times. If they do not pass them, they will receive a quite large amount of homework: copying English sentences from the vocabulary textbook. There are about 500 questions. It takes more than one day for them to complete.
- Idiom test (1/week).
 - each test encompasses 30 idioms
 - 5-10 minute test
 - the test contents are: Writing the Japanese meaning for every idiom (20 questions)
 - “passing” is more than 13 points

5. T Senior High School, 1st grade (conducted in Japanese)

5.1 English Communication I

5.1.1 Objective

(It should follow the Course of Study.)

5.1.2 Listening

- Listening to the CD of the text.
- Reading the text aloud.

5.1.3 Speaking

(none)

5.1.4 Reading

Reading the text in the textbook. Translating it into Japanese. (homework)

5.1.5 Writing

(none)

5.1.6 Other

- Solving the questions about the textbook.
 - putting words in blanks and making complete sentences
- Important parts in the sentences are already underlined. Students give the translation of the parts.
- Vocabulary test at the beginning of every class.
 - using a vocabulary book (Target 1200)
 - each test encompasses 30 words.
 - the teacher reads the words aloud and students write down the words and their meanings.
- A different kind of vocabulary test once every six weeks.
 - Students choose the meanings of 300-400 words from a list.

5.2 English Expression I (grammar:2/3, speaking:1/3)

5.2.1 Objective

(It should follow the Course of Study.)

5.2.2 Listening

Dictation of what the ALT says.

5.2.3 Speaking

Work out given tasks with a partner. Ex) information gap.

5.2.4 Reading

(none)

5.2.5 Writing

(none)

5.2.6 Other

- Solving grammatical questions.
- Solving translation questions.

5.3 Saturday classes (3-4times/month)

5.3.1 Listening

Working on one textbook listening lesson every class.

5.3.2 Other

- Solving grammatical questions.
- Students choose the meanings of 200-300 words from a list.

6. T Senior High School, 2nd grade (conducted in Japanese)

6.1 English Communication II

6.1.1 Objective

(It should follow the Course of Study.)

6.1.2 Listening

- Listening to the CD of the textbook text at the beginning of each class.
- Reading the text aloud, following the CD.
- Reading the text aloud, following the teacher.

6.1.3 Speaking

(none)

6.1.4 Reading

- Reading the text in the textbook. Translating it (homework).
- Once a week, 10 minutes of silent reading of the text in the vocabulary textbook and answering the questions by themselves.

6.1.5 Writing

(none)

6.1.6 Other

- Solving the questions in each lesson.
- Checking the pronunciation and meanings of the new words.

6.2 English Expression II

6.2.1 Objective

(It should follow the Course of Study.)

6.2.2 Listening

Working on one 10 minute textbook lesson for listening (to) questions in the beginning of a class once a week.

6.2.3 Speaking

(none)

6.2.4 Reading

(none)

6.2.5 Writing

(none)

6.2.6 Other

- Solving the questions at home and checking them in class.
- Solving the textbook.
 - grammatical questions
 - translating from English into Japanese and vice versa.

- Grammar test once a week in the beginning 5-10 minutes of the class.
- The range of each test is 30-40 questions.
 - fill in the blanks: choosing from a list (70%), writing the answers (30%)

6.3 Morning class (workbook)

6.3.1 Listening

Listening to the CD of the text. Trying to understand the contents.

6.3.2 Other

- Solving the questions about the reading passage at home.
- Checking the pronunciation of new words.
- Vocabulary test at the beginning of every class.
 - Using a vocabulary book
 - The teacher reads the words aloud and students write down the words and their meanings.

6.4 Saturday classes (doing the same thing as “6.3 morning class”)

6.4.1 Listening

Listening to the CD of the text. Trying to understand the contents.

6.4.2 Other

- Vocabulary tests on each Saturday, when there are Saturday classes.
 - each test encompasses 60 words from a vocabulary textbook
 - each test has 10 questions JP→EN, 10 questions EN→JP
- Grammar tests from the English Expression II textbook.
 - each test encompasses 30-40 questions
 - each test has 10 questions

6.5 After-school program

Solving the questions about things that were on past university examinations and listening to the teacher’s lecture. (only the applicants)

| The course of study for Senior High School | | | | | |
|--|---|--|---|---|--|
| | Basic English Communication | English Communication I | English Communication II | English Communication III | English Expression I |
| OVERALL OBJECTIVE | To develop students' communication abilities such as accurately understanding and appropriately conveying information, ideas, etc., deepening their understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. | | | | |
| Objective | To develop students' basic abilities such as listening, speaking, reading and writing, while fostering a positive attitude toward communication through the English language. | To develop students' basic abilities such as accurately understanding and appropriately conveying information, ideas, etc., while fostering a positive attitude toward communication through the English language. | To further develop students' abilities such as accurately understanding and appropriately conveying information, ideas, etc., while fostering a positive attitude toward communication through the English language. | To enhance students' abilities such as accurately understanding and appropriately conveying information, ideas, etc., and enable them to use such abilities in their social lives, while fostering a positive attitude toward communication through the English language. | To develop students' abilities to evaluate facts, opinions, etc. from multiple perspectives and communicate through reasoning and a range of expression, while fostering a positive attitude toward communication through the English language. |
| Listening | | Understanding information, ideas, etc., and grasping the outline and the main points by listening to introductions to specified topics, dialogues, etc. | Understanding information, ideas, etc., and grasping the outline and the main points by listening to introductions to specified topics, reports, dialogues, discussions, etc. | Based on 1. Objectives, the language activities stated in 2. (1) of English Communication I should be further developed. | |
| Speaking | | Discussing and exchanging opinions on information, ideas, etc., based on what one has heard, read, learned and experienced. | Drawing conclusions through discussion, etc., on information, ideas, etc., based on what one has heard, read, learned and experienced. | Based on 1. Objectives, the language activities stated in 2. (1) of English Communication I should be further developed. | -Impromptu speaking in accordance with the given conditions. Expressing what one wants to say in a coherent and logical manner. -Summarizing information, ideas, etc., based on what one has heard, read, learned and experienced. -Asking questions and giving opinions after hearing a presentation. -Speaking with due attention to the characteristics of English sounds such as rhythm and intonation, speed, volume, etc. |
| Reading | | Understanding information, ideas, etc., and grasping the outline and the main points by reading explanations, stories, etc. Reading passages aloud so that the meaning of the content is expressed. | Reading explanations, commentaries, stories, essays, etc., in accordance with the purpose such as rapid reading, intensive reading, etc. Reading aloud and reciting passages so that the meaning of the content is expressed. | Based on 1. Objectives, the language activities stated in 2. (1) of English Communication I should be further developed. | |
| Writing | | Writing brief passages on information, ideas, etc., based on what one has heard, read, learned and experienced. | Writing coherent and cohesive passages on information, ideas, etc., based on what one has heard, read, learned and experienced. | Based on 1. Objectives, the language activities stated in 2. (1) of English Communication I should be further developed. | -Writing various kinds of passages on a provided theme, and expressing one's own ideas and opinions in sentences indicating the main points, connecting phrases, etc., and reviewing one's own writing. |
| Other | In order to ensure continuity with lower secondary education, the transition to English Communication I, the basic items introduced in lower secondary schools should be mastered by reviewing them through systematic instruction at the same time as experiencing language activities occurring in everyday situations. | | | | -Learning presentation methods, expressions used in presentations, etc., and applying them to real-life situations. -Forming one's own opinion by comparing what one has heard or read with opinions from other sources, and identifying similarities and differences. -Learning presentation methods, rules of debate and discussion, expressions used in these activities, etc., and applying them to real-life situations. -Making use of each other's ideas to solve problems, while respecting others' opinions and ideas and comparing each other's statements so as to broaden one's own mind. Understanding the role of non-verbal means of communication such as gestures, and using them appropriately according to the situation and purpose. |
| Listening Speaking | | Listening and speaking with due attention to the characteristics of English sounds, such as rhythm and intonation, speed, volume, etc. | Listening and speaking with due attention to the characteristics of English sounds, plot development, etc. | | -Understanding what others are saying, and responding appropriately according to the situation and purpose, while expressing one's own ideas and opinions when living overseas. -Listening and speaking with due attention to the characteristics of English sounds such as rhythm and intonation, speed, volume, etc. |
| Writing Speaking | | | Speaking and writing to effectively convey the meaning to the audience, using carefully thought-out explanations and descriptions. | | |
| Reading Writing | | Reading and writing with due attention to phrases and sentences indicating the main points, connecting phrases, etc. | Reading and writing with due attention to passage structure, relation to charts and tables, etc., while clarifying the points of the argument, evidence, etc. | | |
| Reading Listening | | | Listening and reading while guessing the meaning of unknown words and using background knowledge. | | |
| All | | Understanding and conveying matters, distinguishing facts, opinions, etc. | | | |

Figure 20. The summary of the Course of Study.

| Collaboyou English | | N Senior High School 2nd grade | |
|--------------------|---|---|--|
| | | They do not separate English classes, such as English Communication, English Expression and soon. They have English classes everyday, and teachers make their own curriculum. | |
| OVERALL OBJECTIVE | | Teacher A (He gives classes mainly in English. It is about 80% of a class. Grammar explanations are in Japanese.) | Teacher B (giving classes in Japanese) |
| Objective | To develop students' oral communication abilities such as accurately understanding and appropriately conveying information, ideas, etc. about their fields of interest. | | |
| Listening | <ul style="list-style-type: none"> Listening and understanding what speakers say. Listening to the examples in the textbook. | Listening | <ul style="list-style-type: none"> Shadowing (following) the CD by looking at the text in the textbook (2 times) Shadowing the CD by looking at the Japanese text. (x2) Shadowing the CD without looking at anything. (x2) Overlapping with the CD while looking at the text. (x2) Overlapping with the CD while looking at the Japanese text. (x2) Overlapping with the CD without looking at anything. (x2) |
| Speaking | <ul style="list-style-type: none"> Making a one minute impromptu speech. Repeating friend's speech with their own words. Asking questions. Answering questions. | Speaking | <ul style="list-style-type: none"> Because the classes are mainly carried out in English, students also speak in English. However, the chance they speak is about 20% of the class. (When there is a little time left in the class, they have a speaking practice: 1. The teacher gives a topic 2. Students think about what they want to talk about in one minute. 3. Students make pairs and make speeches to each other. However, it is very rare to have this activity.) |
| Reading | | Reading | Reading the text in the Communication English textbook. Translating it into Japanese. (homework) |
| Writing | | Writing | (After shadowing and overlapping practice, writing the text in the textbook without looking at anything. Checking by themselves.) |
| Other | | Other | <ul style="list-style-type: none"> About the textbook. the teacher explains the text all students do sight translation by themselves (after listening to the teacher's explanation, they try to read the English text out loud in Japanese.) An activity to memorize important words. 1. The teacher reads the important words out loud, checks all pronunciations and explains them. 2. Students memorize them during the class (2 minutes). 3. Students work together: quick-response (one speaks JP, the other EN). 4. Quick-response with the entire class (teacher speaks JP, students EN). After shadowing and overlapping practice, writing the text in the textbook without looking at anything. Checking by themselves. Memorizing all examples from the grammar textbook. All examples are tested in class. Solving reading and grammar questions from the workbook for homework every day. |

Figure 21. The summary of Collaboyou English and N Senior High School

| S Senior High School_2nd grade (conducted in Japanese) | | | |
|--|---|---|--|
| | English Communication II | English Expression II | Vocabulary test |
| OVERALL OBJECTIVE | | | |
| Objective | | | |
| Listening | <ul style="list-style-type: none"> • Listening to the CD of the text. • Shadowing the text, following the CD. • Pair work: One reads the Japanese sentences aloud and the other reads the English sentences aloud. Both are watching a script written in Japanese and English. | | |
| Speaking | | | |
| Reading | Reading the text in the textbook. Copy all the text to the notebook and analyze Subject, Verb, Objective, Complement, and Modifier. Then translate it (homework) | | |
| Writing | | | |
| Other | <ul style="list-style-type: none"> • Checking the translation. • Answering the questions for each lesson. | <ul style="list-style-type: none"> • Learning grammar. • Working on grammatical questions. • The teacher writes down the grammar usage and examples on the black board. The students copy them in their notebooks. | <ul style="list-style-type: none"> • Vocabulary test (1/week). - each test encompasses 420 words - 5-10 minute test - the test contents are: <ol style="list-style-type: none"> 1. Choosing the Japanese translation for English words (20 questions). 2. Filling in the blanks. Completing English sentences with Japanese translations (10 questions). 3. Word stressing questions (answer where the strongest accent (word stressing) for each word is) (5 questions). ※ "passing" more than 24 points. If students do not pass, they have to stay after school and get extra English training: copying all English sentences on the next test section or taking the same test four times. If they do not pass them, they will receive a quite large amount of homework: copying English sentences from the vocabulary textbook. There are about 500 questions. It takes more than one day for them to complete. • Idiom test (1/week). - each test encompasses 30 idioms - 5-10 minute test - the test contents are: Writing the Japanese meaning for every idiom (20 questions) - "passing" is more than 13 points |

Figure 22. The summary of S Senior High School

| T Senior High School_ 1st grade (conducted in Japanese) | | | | | T Senior High School_ 2nd grade (conducted in Japanese) | | | | | |
|---|--|---|---|---|---|--|--|--|--|--|
| | English Communication I | English Expression I (grammar) (2/3) | English Expression I (speaking) (1/3) | Saturday classes (3-4 times/month) | | English Communication II | English Expression II | Morning class (workbook) | Saturday classes (doing the same thing as at morning class) | after-school program |
| OVERALL OBJECTIVE | | | | | OVERALL OBJECTIVE | | | | | |
| Objective | | | | | Objective | | | | | |
| Listening | <ul style="list-style-type: none">Listening to the CD of the text.Reading the text aloud. | | Dictation of what the ALT says. | <ul style="list-style-type: none">Working out one textbook listening lesson every class. | Listening | <ul style="list-style-type: none">Listening to the CD of the textbook text at the beginning of each class.Reading the text aloud, following the CD.Reading the text aloud, following the teacher. | Working out one 10 minute textbook lesson for listening (to) questions in the beginning of a class once a week. | Listening to the CD of the text. Trying to understand the contents. | Listening to the CD of the text. Trying to understand the contents. | |
| Speaking | | | Work out given tasks with a partner. Ex) information gap. | | Speaking | | | | | |
| Reading | Reading the text in the textbook. Translating it into Japanese. (homework) | | | | Reading | <ul style="list-style-type: none">Reading the text in the textbook.Translating it (homework).Once a week, 10 minutes of silent reading of the text in the vocabulary textbook and answering the questions by themselves. | | | | |
| Writing | | | | | Writing | | | | | |
| Other | <ul style="list-style-type: none">Solving the questions about the textbook.- putting words in blanks and making complete sentences• Important parts in the sentences are already underlined. Students give the translation of the parts.• Vocabulary test at the beginning of every class.- using a vocabulary book (Target:1200)- each test encompasses 30 words.- the teacher reads the words aloud and students write down the words and their meanings.• A different kind of vocabulary test once every six weeks.- Students choose the meanings of 300-400 words from a list. | <ul style="list-style-type: none">Solving grammatical questions.• Solving translation questions. | (Most of the activities are games.) | <ul style="list-style-type: none">Solving grammatical questions.• Students choose the meanings of 200-300 words from a list. | Other | <ul style="list-style-type: none">Solving the questions in each lesson.• Checking the pronunciation and meanings of the new words. | <ul style="list-style-type: none">Solving the questions at home and checking them in class.• Solving the textbook.- grammatical questions- translating from English into Japanese and vice versa.• Grammar test once a week in the beginning 5-10 minutes of the class.• The range of each test is 30-40 questions.- fill in the blanks: choosing from a list (70%), writing the answers (30%) | <ul style="list-style-type: none">Solving the questions about the reading passage at home.• Checking the pronunciation of new words.• Vocabulary test at the beginning of every class.- Using a vocabulary book- The teacher reads the words about and students write down the words and their meanings. | <ul style="list-style-type: none">• Vocabulary tests on each Saturday, when there are Saturday classes.- each test encompasses 60 words from a vocabulary textbook- each test has 10 questions JP→EN, 10 questions EN→JP• Grammar tests from the English Expression II textbook.- each test encompasses 30-40 questions- each test has 10 questions | Solving the questions about things that were on past university examinations and listening to the teacher's lecture. (only the applicants) |

Figure 23. The summary of T Senior High School

Appendix 2

About the Collaboyou English textbook

The textbook for Collaboyou English was created with the following features.

1. Vocabulary

The vocabulary which is used in the textbook is the “Top 1000 frequently used words” created by the Oxford English Corpus (OEC). In the body of this paper, the term OEC1000 is used. The 100 most common English words (OEC100) are especially focused on in the OEC1000. According to Oxford University Press (n.d.<a>), the OEC100 accounts for 50% of the corpus and the OEC1000 accounts for 75%. When learners finish the textbook, they will meet all words in the OEC1000.

Because the targets of this program are senior high school students, in addition to the OEC1000, the vocabulary which almost all junior high schools teach is also included. The additional vocabulary selection is based on cross-referencing all major Japanese textbook companies’ word lists. These words are included in the Collaboyou English textbook (see Appendix 11). The referred word lists are taken from Kairyudo Publishing (2011).

1.1 Leveling the vocabulary

From my point of view, however, because the OEC1000 includes many words which are difficult and perhaps not common in casual conversation or literature, such as political and economic terms, I divided the OEC1000 into six levels, according to “Common European Framework of Reference for Languages” by the Council of Europe (2001): A1, A2, B1, B2, C1, and C2. I referenced the OEC1000 with Oxford 3,000™, introduced by Oxford University Press English Language Teaching (2013), which includes word levels by CEFR. What is Oxford 3,000™? According to them, “The keywords of the Oxford 3,000™ have been carefully selected by a group of language experts and experienced teachers as the words

which should receive priority in vocabulary study because of their importance and usefulness”.

As mentioned already, the list includes the corresponding CEFR level for each word. Using this, I checked the OEC1000 vocabulary level according to CEFR. I then equipped the OEC1000 list with CEFR levels (See Appendix 10).

1.2 The core images of words

The core image of every selected word is introduced in each lesson of the textbook. I (the author of the textbook) referred the following authors and books:

- Nakagawa, Y. (2009). 「なぜ」がわかる英文法 [*English grammar that answers your questions*]. Beret Publishing.
- Onishi, H., & McVay, P. C. (2009). 大西泰斗のイメージ英文法 [*Onishi Hiroto's Image English grammar*]. DHC.
- Seki, M. (2008). 世界一わかりやすい英文法の授業 [*English grammar classes that is the easiest to understand in the world*]. Chuokei Publishing.
- Seki, M. (2009) 世界一わかりやすい英会話の授業 [*English conversation classes that is the easiest to understand in the world*]. Chuokei Publishing.

2. The textbook structure

The textbook is composed of three main parts: Chapter 1, 2, and the wordlist. Each chapter includes lessons and each lesson focuses on one main word from the OEC100. In each lesson, learners will firstly learn the core image of each word and secondly learn how to use it through practicing many examples with accompanying pictures. As mentioned in the body of this paper, these steps lead to well-organized knowledge (see “3. Linguistic knowledge practices” in Chapter 1 for details).

2.1 Textbook Chapter 1 (Lesson 1-12)

Chapter 1 is composed mainly of the OEC100. It covers all A1 level words of the OEC100 and about 600 words of the OEC1000. Moreover, the OEC100 words are used more than five times in the chapter. This is because as Mochizuki et al. (2003) showed in their research that learning with repetition is effective and if one word is used more than five times in a textbook, there is a possibility of it to be learned naturally (p. 96).

2.2 Textbook Chapter 2 (Lesson 13-15)

Chapter 2 covers all OEC1000. As the lessons continue, the overall difficulty level increases and words of higher CEFR level are used. By the end of lesson 13 all A2 and about 700 words of the OEC1000 are covered. By the end of lesson 14 all B1 and about 850 words of the OEC1000 are covered. By the end of lesson 15 all B2/C1 words and the entire OEC1000 are covered.

2.3 The textbook word list

At the end of the textbook, the word list of the OEC1000 together with accompanied examples is included. The examples are taken from Wordsmyth (<http://www.wordsmyth.net/>) because they incorporate different difficulty levels of vocabulary, which are shown in the three dictionaries: Beginner's Dictionary, Intermediate Dictionary, and Advanced Dictionary. All examples are taken from Beginner's Dictionary.

3. A host of images

This textbook uses a lot of images/pictures. This is because memorizing with images makes the memory solid. Yubune (2008) suggests this from the perspective of cognitive psychology and the latest neuroscience as a method of English education. "For language learning, strategies such as understanding, knowledge refinement and visualization, are

important” (p. 109; my translation). I believe pictures make it easier to understand situations and meanings more deeply and especially make the whole process much easier.

Most of the pictures were drawn by me, although some are borrowed from Irasuto-ya (<http://www.irasutoya.com/>) which contains free picture material available to everyone.

Appendix 3

An example of a one-minute speech for beginners

| Time | Person | Speech |
|------|---------|---|
| 0.00 | Teacher | How are you, Student R? |
| | Student | I cold. |
| | T | Oh, yes, it's cold today, right? Is that a high school uniform? |
| | S | 中学校... |
| | T | Junior high school. |
| | S | Ah, junior high school. |
| | T | Oh, I like it. I also wear a sports uniform. |
| | S | Pardon? |
| | T | I also wear a junior high school uniform at home. |
| | S | Ah. |
| | T | It's easy to move, right? |
| | S | Hm.. Ah. Hm. これ。 |
| | T | Yes. So, what did you do today? Or, since we couldn't talk a lot yesterday, could you tell me what you did last weekend or last week? |
| | S | Ah. 何かあったかな。えっとね、last Sunday, えーと、I went to Nagoya with my mother. あ。Open campus. |
| | T | Oh, you went to an open campus of a university? |
| | S | うん。 |
| | T | Which university's open campus? |
| | S | Which...? |
| | T | Mhm. |
| | S | なんだっけ。Aichi-Gakuin Daigaku. |
| | T | Oh, Aichi-Gakuin Daigaku. With your mother? |
| | S | Yes. んー。なんて言ったらいいんだろう。Ah, Eh. えっとね、日にちって何て言う？ |
| | T | Date? |
| | S | Date. miss? |
| | T | Uhhhhh. |
| | S | 何て言うの？わかんない？ |
| | T | Miss date? It was on a different day? |
| | S | Mh. Ahaha. One week. 一週間後って何て言うの？ |
| | T | Oh, I see. The open campus is in one week. 何とか後というのは、in だよ。OR,これがわからなかったら、Next Sunday って言ってもいいよ。 |

| | | |
|--|---|--|
| | S | あっそっか。 |
| | T | So the open campus is in one week. |
| | S | Hm. |
| | T | One week later. |
| | S | Hm. |
| | T | Ahaha. So you went to Aichi-Gakuin University, but nobody was there? |
| | S | No...? |
| | T | Nobody. No people. |
| | S | あ、そうそう。 |
| | T | How did you know that? |
| | S | ... |
| | T | How did you know there is no open campus? |
| | S | Hm? How? |
| | T | How. How は何? |
| | S | どのくらい? |
| | T | うん。どのくらいっていう意味もあるし、もう1個、どのようにつて言う意味もある。 |
| | S | んー。 |
| | T | So, HOW どのように did you know? |
| | S | あ、気づいたってこと? |
| | T | Mhm, how did you know they didn't have the open campus that Sunday? |
| | S | Ah, なんやったっけ。えーと。Paper じゃないし。 |
| | T | うん。Paper okay. |
| | S | Paper? |
| | T | Mhm, continue, continue. |
| | S | 何て言えばいいんやろ? |
| | T | Paper? |
| | S | あ... |
| | T | Brochure? パンフレット? |
| | S | Ah, パンフレット。 |
| | T | パンフレット? パンフレットは、brochure って言います。 |
| | S | Brochure. |
| | T | Pamphlet でもいいよ。 |
| | S | えっと、何て言ったらいいんやろ。 |
| | T | We? |
| | S | Ah, we have brochure. |
| | T | Ah, you have a brochure. You got a brochure? |
| | S | Oh, you had already. In...? |

| | | |
|--|---|---|
| | T | in...? |
| | S | In my mother bag? |
| | T | Oh, in your mother's bag! |
| | S | Hm. |
| | T | Oh, I see. You had the brochure in your mother's bag. You looked around the university, no people. And you checked the brochure. And it was next Sunday. |
| | S | うん。 |
| | T | Hahahaha. |
| | S | そうそう。わーって言って。 |
| | T | I see. Alright. So what did you do after that? |
| | S | Eh? |
| | T | What did you do after that? |
| | S | After that? |
| | T | Mhm. |
| | S | After that? |
| | T | After you notice no open campus, what did you do in Nagoya? |
| | S | Ah, Hm... came back home. |
| | T | Oh, you didn't do anything in Nagoya? No shopping? No lunch? |
| | S | この辺を... In Yokkaichi. |
| | T | Oh, Yokkaichi? |
| | S | Hm... shopping? |
| | T | Oh. You went shopping in Yokkaichi, not in Nagoya? |
| | S | Mhm. Next Sunday will go to open campus. So we came back home. |
| | T | I see. So you will go to Nagoya again next Sunday, so you came back. |
| | S | うん。 |
| | T | I see. Alright. Good. A nice story, Student R. |
| | S | Hahahaha. |
| | T | So, now Student R could tell me about his nice story in English, right? Very nice. Even... even は～でさえ、ね。Even though は～だけど。Even though you used 'words', but you could tell me the story. That's very nice. Now, I will give you one minute, so please tell me your funny story about last Sunday again. |
| | S | ... |
| | T | Are you ready? わかんなかったらさっきみたいに単語で言えばいいからね。で、なるべく、「誰が」というのを入れたほうがいいね。英語はいつも、「誰が」を入れるから、We とか I とか入れてみて。 |
| | S | Ah. |
| | T | Are you ready? |
| | S | Ok. |

| | | |
|-------|---|--|
| | T | Okay, let's start. |
| 11.07 | S | I went to open campus with my mother. Eh, but the open campus is next Sunday. We... (one minute) We will go to open campus next Sunday again. |
| 12.35 | T | Is that all? |
| | S | うん、わかんない。 |
| | T | Alright, good job, Student R. Okay, so, how did you know there was no open campus? |
| | S | Ah, んーと。なんて言ったわけ？ I? We have? We have brochure in my mother's bag. And... |
| | T | And...? |
| | S | And... I look... see...saw? I saw bro... bro...chure. え？ |
| | T | うん、ちょっと難しいかな？ こういう風に言うのはどうかな。It says... It says っていうの。そこに書いてあるって言うときね。It says the open campus is next Sunday. |
| | S | It says the open campus is next Sunday. |
| | T | 日本語だと、新聞に「書いてあった」って言うんだけど、英語だと、The newspaper says っていうの。So, we had the brochure in mother's bag. We saw the brochure and it said the open campus is next Sunday. |
| | S | Hehe. |
| 16.00 | | 【learning textbook】 |
| | T | I give you another minute, so please tell me about your last weekend's funny story. Okay? |
| | S | うん。 |
| | T | Alright. Let's start. |
| 20.23 | S | I went to... We went to open campus with my mother. Eh... last Sunday. But the open campus is next Sunday. Eh... we have brochure and I saw brochure, (one minute) it say the open campus is next Sunday. Eh... we will go to open campus next Sunday. |
| 22.00 | T | Good good! It was much much better. Alright. It says と brochure 覚えてね。 |

Appendix 4

Collaboyou English Curriculum

| 回 | Lesson No. | 具体的な内容 | CAN-DO |
|-----|------------|--|--|
| 1 | | オリエンテーション ・Skype(Lync)の使い方 ・Collaboyou English について ・テキストについて | ・相手の言っていることがわからない場合、英語を使って聞き返すことができる ・重要動詞を使って自分の一日を表現することができる ・1 分間の自己紹介ができる |
| 2 | | レベルチェックテスト(やりとり・リスニング) | |
| 3 | | レベルチェックテスト(ライティング・自己評価) | |
| 4 | | フィードバック・アンケート | |
| 5 | | わからなかったときの聞き返しなどの定型文の紹介 | |
| 6 | 1.2.3.4. | 重要動詞の説明 | |
| 7 | 1.2.3.4. | 重要動詞の説明 | |
| | L1 | come/go(x10) | |
| | L2 | have/ make(x10) | |
| | L3 | get/ give(x10) | |
| | L4 | take/ put(x10) | |
| | L5 | 現在形(x5) | |
| | Column1 | 重要動詞と合体(前置詞)(x5) | |
| 58 | | レベルチェックテスト(やりとり・リスニング) | |
| 59 | | レベルチェックテスト(ライティング・自己評価) | |
| 60 | | フィードバック | |
| | Column2 | 過去形(x5) | ・決まった形の表現(習った表現)で、少しずつ一文で自分の言いたいことを表現できる ・質問をすることができる ・自分の好きなことの紹介を含んだ2分間の自己紹介ができる ・生徒同士でのやりとりも4～5往復できる |
| | L7 | to V(x10) | |
| | L8 | Ving(x10) | |
| | Column3 | 進行形(x5) | |
| | L9 | can(x10) | |
| | L10 | will(x10) | |
| 111 | | レベルチェックテスト(やりとり・リスニング) | |
| 112 | | レベルチェックテスト(ライティング・自己評価) | |
| 113 | | フィードバック | |
| | L11 | because(x10) | |
| | L12 | when(x10) | ・意見がある場合、理由を付けて言うことができる |

| | | | |
|-----|---------|-------------------------|--|
| | Column4 | if(x8) | ・「自分の興味関心のあること」について 2 分間の紹介ができる |
| | Column5 | 文の中に文を入れることができる(x5) | |
| | L13 | 例文集 A1(x5) | |
| 152 | | レベルチェックテスト(やりとり・リスニング) | |
| 153 | | レベルチェックテスト(ライティング・自己評価) | |
| 154 | | フィードバック | ・生徒同士でのやりとりも4～5往復できる |
| | Column6 | must(x5) | ・準備をしていれば、自己紹介を含んだ、自分の興味・関心・夢などについて何も見ずに 5 分以上のスピーチができる。 |
| | Column7 | should(x5) | |
| | Column8 | er/ est(x5) | |
| | L14 | 例文集 A2(x5) | |
| | L15 | 例文集 B1(x5) | |
| | | 自己紹介 5 分間スピーチの作成(x10) | |
| 190 | | レベルチェックテスト(やりとり・リスニング) | |
| 191 | | レベルチェックテスト(ライティング・自己評価) | |
| 192 | | フィードバック・アンケート | |
| | | | ・流暢ではないが、自分の興味・関心・夢などを伝え、それについて人と英語で 15 分以上やり取りができる。 |

The flow of one lesson (25 minutes)

| Minute | Activity |
|--------|--|
| 2 | Icebreaker |
| 1 | One-minute impromptu speech (the first time) |
| 5-10 | Feedback by the teacher |
| | Interaction between the students |
| 1 | Oral reproduction |
| 5-10 | Textbook: OEC1000 practice |
| 1 | One-minute speech (the second time) |
| | Closing |

Appendix 5

Lesson Records

| 回 | 日 | Lesson No. | 具体的な内容 |
|----|-----------|------------|---|
| 1 | 2014.4.21 | | ・オリエンテーション ・自己評価(宿題) ・アンケート(宿題) |
| 2 | 2014.4.22 | | スピーキングテスト(10分) |
| 3 | 2014.4.23 | | ・リスニングテスト(約10分) ・ライティングテスト(10分) |
| 4 | 2014.4.24 | | テストのフィードバック(各10分) |
| 5 | 2014.4.28 | L1 | ・毎回のレッスンの説明 ・スピーチ(週末なににしたか)+フィードバック・質問タイム ・Come/Go のイメージ |
| 6 | 2014.4.30 | L1 | ・スピーチ(昨日(祝日)なににしたか)+フィードバック・質問タイム ・Come の例文 ・スピーチ(2回目) |
| 7 | 2014.5.1 | L1 | ・スピーチ(GWの予定)+フィードバック・質問タイム ・Come 例文を1つ1つ見ていく ・スピーチ(2回目) |
| 8 | 2014.5.14 | L1 | ・スピーチ(テストどうだったか)+フィードバック・質問タイム ・Come 例文終了、Go 例文終了 ・スピーチ(2回目) |
| 9 | 2014.5.15 | L1 | ・スピーチ(週末何するか)+フィードバック・質問タイム ・Go を使って質問 ・スピーチ(2回目) |
| 10 | 2014.5.20 | L1 | ・スピーチ(修学旅行韓国でしたこと)+フィードバック・質問タイム ・Come/Go の例文リピート ・スピーチ(2回目) |
| 11 | 2014.5.21 | L1 | ・スピーチ ⁸ +フィードバック・質問タイム ・他者によるリピート ・Come/Go の例文リピート練習 ・スピーチ(2回目) |

⁸ グループによってスピーチのテーマが違う場合、テーマは省略する。

| | | | |
|----|-----------|----|---|
| 12 | 2014.5.22 | L2 | <ul style="list-style-type: none"> ・スピーチ+フィードバック・質問タイム ・他者によるリピート ・Have/Make のイメージ、Have の例文見ながら、例文聞く ・スピーチ(2 回目) |
| 13 | 2014.5.26 | L2 | <ul style="list-style-type: none"> ・スピーチ+フィードバック・質問タイム ・他者によるリピート ・Have/Make のイメージ、Have の例文見ながら、例文聞く ・スピーチ(2 回目) |
| 14 | 2014.5.27 | L2 | <ul style="list-style-type: none"> ・スピーチ+フィードバック・質問タイム ・他者によるリピート ・Have の例文詳細+質問を加えながら 1 ページ目終了 ・スピーチ(2 回目) |
| 15 | 2014.5.28 | L2 | <ul style="list-style-type: none"> ・スピーチ+フィードバック・質問タイム ・他者によるリピート ・Have の例文詳細+質問を加えながら 2 ページ目終了 ・スピーチ(2 回目) |
| 16 | 2014.5.29 | L2 | <ul style="list-style-type: none"> ・スピーチ+フィードバック・質問タイム ・他者によるリピート ・Have の例文リピート練習 ・スピーチ(2 回目) |
| 17 | 2014.6.30 | L2 | <ul style="list-style-type: none"> ・スピーチ(週末なにをしたか)+フィードバック・質問タイム ・先入観クイズ(女医) ・スピーチ(2 回目) |
| 18 | 2014.7.1 | L2 | <ul style="list-style-type: none"> ・スピーチ(週末の予定)+フィードバック・質問タイム ・他者によるリピート ・Have の例文リピート練習、Make の例文聞く(半分) ・Make の例文1つ1つみる(A チームは 2 つ目まで、B チームは 8 つ目まで) ・スピーチ(2 回目) |
| 19 | 2014.7.2 | L2 | <ul style="list-style-type: none"> ・スピーチ(夏休みの予定)+フィードバック・質問タイム ・他者によるリピート ・Make の例文(15 まで) ・スピーチ(2 回目) |
| 20 | 2014.7.7 | L2 | <ul style="list-style-type: none"> ・スピーチ(七夕のお願い)+フィードバック・質問タイム ・他者によるリピート ・Make の例文終了 ・スピーチ(2 回目) |
| 21 | 2014.7.8 | L2 | <ul style="list-style-type: none"> ・スピーチ(夏休みの予定)+フィードバック・質問タイム ・他者によるリピート |

| | | | |
|----|-----------|---------------------|--|
| | | | <ul style="list-style-type: none"> ・私は誰でしょうゲーム(1 人が誰かの特徴を言って、その他があてる) ・スピーチ(2 回目) |
| 22 | 2014.7.14 | L3/L4 | <ul style="list-style-type: none"> ・スピーチ(週末なにをしたか)+フィードバック・質問タイム ・他者によるリピート ・Get/Give, Take/Put のイメージを先に教える ・(B チームは Take のリスニング半分終了) ・スピーチ(2 回目) |
| 23 | 2014.7.15 | L3 | <ul style="list-style-type: none"> ・スピーチ(南山高校について)×3 ・Get1つ1つみる(A チーム終了、B チーム 16 まで) ・スピーチ(2 回目) |
| 24 | 2014.7.16 | L3 | <ul style="list-style-type: none"> ・スピーチ(南山高校について)×3 ・Get/give1つ1つみる(A チーム give10 まで、B チーム give3 まで) ・スピーチ(2 回目) |
| 25 | 2014.7.17 | L3 | <ul style="list-style-type: none"> ・先入観クイズ(エレベータ) ・Get/give1つ1つみる終了 |
| 26 | 2014.7.24 | - | <ul style="list-style-type: none"> ・スピーチ(夏休みしたいこと)+フィードバック・質問タイム |
| 27 | 2014.8.4 | プレゼン作成 ⁹ | <ul style="list-style-type: none"> ・1 人ずつ先週末なにをしたか話して、他者が質問する ・夏休みプロジェクトについての説明 |
| 28 | 2014.8.5 | | <ul style="list-style-type: none"> ・テーマを何にするか話し合い |
| 29 | 2014.8.6 | | <ul style="list-style-type: none"> ・それぞれのテーマでスピーチ内容を書く |
| 30 | 2014.8.20 | | <ul style="list-style-type: none"> ・プレゼン練習 |
| 31 | 2014.8.21 | | <ul style="list-style-type: none"> ・ビデオ撮り |
| 32 | 2014.9.9 | L3 | <ul style="list-style-type: none"> ・スピーチ(どんな夏休みだったか)+フィードバック・質問タイム ・get (A チーム 13 まで、B チーム 4 まで) ・スピーチ(2 回目) |
| 33 | 2014.9.10 | L3 | <ul style="list-style-type: none"> ・スピーチ(どんな夏休みだったか)+フィードバック・質問タイム ・get (A チーム終了、B チーム 15 まで) ・スピーチ(2 回目) |
| 34 | 2014.9.11 | L3 | <ul style="list-style-type: none"> ・スピーチ(どんな夏休みだったか)+フィードバック・質問タイム ・A チーム give 終了、B チーム get 終了 ・スピーチ(2 回目) |
| 35 | 2014.9.16 | L3/4 | <ul style="list-style-type: none"> ・スピーチ(A チームなし、B チームなぜTVに出たのか)+フィードバック・質問タイム ・A チーム take18 まで、B チーム give5 まで ・スピーチ(2 回目) |

⁹ 夏休みはまとまったレッスンができなかったため、学校紹介ができるようになるという 1 つのプロジェクトを行った。

| | | | |
|----|-----------|------|--|
| 36 | 2014.9.18 | L3/4 | ・スピーチ(理想的な週末は?)+フィードバック・質問タイム ・A チーム take 終了、B チーム give13 まで ・スピーチ(2 回目) |
| 37 | 2014.9.25 | | 論文用のテスト |

Appendix 6

An example of the speaking tests in April and September

1. The first time of speaking test conducted on April 22nd, 2014

| Time | Person | Speech |
|------|-----------|--|
| 0.00 | Teacher | <i>INSTRUCTION:</i> I don't know about you. Please introduce yourself. You have one minute. |
| 0.05 | Student A | <i>(The first one-minute impromptu speech starts.)</i> My name is A.F. Please call me Student A. |
| | T | Student A? |
| | S | Student A. My favorite singer is Taylor Swift. <i>(NOTE: pronounced poorly)</i> My favorite sports is tennis. I am 15 years old. My favorite food is sushi. My birthday March 9th. <i>(The first one-minute impromptu speech finishes.)</i> |
| | T | Is that all? |
| 1.24 | S | Yes. |
| | T | I want to know about Telasor <i>(NOTE: could not catch the sound well: Taylor Swift)?</i> |
| | S | Pardon? |
| | T | Your favorite singer? What did you say? |
| | S | ... |
| | T | Singer. You have a favorite singer? |
| | S | Yes. |
| | T | Salor Face?? |
| | S | ... |
| | T | Okay! Now I give you another minute. Could you tell me about the singer some more? |
| 2.14 | S | <i>(The second one-minute impromptu speech starts.)</i> She is the country music singer. She is 24 years old. ... |
| | T | <i>(Because the student kept silent, the teacher gave a hint of what to talk.)</i> Or you can also say why you like her. |
| | S | I like her about her looks and her sweet voice. <i>(The second one-minute impromptu speech finishes.)</i> |
| | T | Mhm, she has a sweet voice. |
| 3.40 | S | Yes. |
| | T | Now let me ask you some general questions. |
| | S | Pardon? General? |
| | T | Now let me ask you some general questions. |
| 4.14 | T | What time do you get up every day? |
| | S | I get up at 5 o'clock. |

| | | |
|------|---|---|
| | T | Such early! |
| | S | Yes. |
| | T | What do you do? |
| | S | I get up and study. |
| | T | You are such a good student. |
| | S | Thank you. |
| | T | Ok, so how do you go to school? |
| | S | I go to school (<i>said something</i>). |
| | T | Sorry? |
| | S | I go to school on foot. |
| | T | Oh, on foot. So is your house near from school? |
| | S | Yes. |
| | T | How long does it take? |
| | S | It takes about 15 min. |
| | T | That's good exercise. |
| | S | Thank you. |
| | T | Do you like school? |
| | S | Yes. |
| | T | Good. Do you like to study? |
| | S | Yes. |
| | T | Which subject do you like the most? |
| | S | I like the PE. |
| | T | Ok, could you tell me why you like PE the most? |
| | S | I don't exercise every day, so PE is good for my health. So I like PE. |
| | T | A very good reason. |
| | T | OK, I brought a guest (<i>a finger doll</i>) today. Please talk to her. You can ask her anything. OK? |
| 7.16 | S | Hello. |
| | T | Hello. I'm Mari-chan. (<i>a finger doll played by the teacher</i>) |
| | S | Nice meet you. |
| | T | Nice meet you, too. What's your name? |
| | S | My name is Student A. |
| | T | Student A? Do you have any questions about me? |
| | S | How old are you? |
| | T | Guess how old I am. |
| | S | You looks 15 years old. |
| | T | That's right! |

| | | |
|------|---|--|
| | S | Yah. |
| | T | Do I really look a 15 years old? |
| | S | Yes. |
| | T | Haha Very interesting. Ok, any more questions to me? |
| | S | What is your favorite singer? |
| | T | Oh, my favorite singer is Lady Gaga |
| | S | Lady Gaga. Why? |
| | T | She is cool. I love her voice. |
| | S | Yah. |
| | T | She has a cool voice. Do you like her? |
| | S | Hmm... Soso. |
| | T | Any questions to me? |
| | S | Are you human? |
| | T | Hahaha Yes, as you can see, I'm a part of the human race. |
| | S | Haha |
| | T | That's a good question. Thank you. See you later. Bye bye. |
| 9.53 | S | See you. |

2. The second time of speaking test conducted on September 25th, 2014

| Time | Person | Speech |
|---------|-----------|--|
| 0.00 | Teacher | Please tell me what you are interested in these days. I give you one minute. Are you ready? |
| | Student A | Please wait. |
| 0.76 | S | Ok. |
| | T | Okay? Alright. Let's start. |
| 0.8-1.8 | S | <i>(The first one-minute impromptu speech)</i> I'm interested in YouTube these days. Because we can make money if I send um, movie. For example, Hikakin makes a lot of money about 100 million yen. |
| | T | Really?! |
| | S | So I want to make money like Hikakin. |
| | T | I see, I see. I know Hikakin. Beat boxer, right? |
| | S | Aah, hai. I like him. |
| | T | Me, too. |
| | S | And T-kun. |
| | T | T-kun? |
| | S | Do you know? Ah, Do you remember? |
| | T | Oh, T-kun. Yes. I remember. Yes. |

| | | |
|-----------|---|---|
| | S | T-kun can beat box. |
| | T | Really?! That's so cool. Wow, I want to practice. |
| | S | Hehe |
| | T | Alright. Thank you for sharing your interest. So now, I give you another minute. So please tell me your idea about your video on YouTube. |
| | S | Video.. |
| | T | Mhm, for example, what's your idea in your mind? |
| | S | Ah... |
| | T | How can you make money? |
| | S | Okay. |
| | T | Are you ready? |
| | S | <i>(said something)</i> |
| | T | Okay? Another one minute. |
| 2.99 | S | Okay. |
| 1.01 | T | Alright, let's start. |
| . | S | Aah, wait a moment. Nonono. |
| | T | Ah, not yet? |
| | S | Yes. |
| | T | Mhm. |
| 3.81 | S | Ok. |
| | T | Ok? Alright. Let's start. |
| 3.83-4.84 | S | <i>(The second one-minute impromptu speech)</i> Eh, I have to get some good point. Because this will make people come to my room. |
| | T | Yes I understand. Exactly. |
| | S | For example, Hikakin can beat box. Many people watch this. To do so, many people interested in Hikakin, so many people are watching other movies expect the beat box. |
| | T | Yes, I understand. So what's your things you can show, like you can perform? Do you have anything that you can show? |
| | S | Show? I want to show ~ movie. |
| | T | Mh? What movie? |
| | S | CG movie. |
| | T | CG?! |
| | S | Yes. |
| | T | Oh, can you make? |
| | S | Hm, I don't know. Because I don't research to do. |
| | T | I see, I see. But you want to make CG videos and get a lot of people to watch your video. |
| | S | yes |

| | | |
|------|---|--|
| | T | Ah I see. That's interesting. So will you learn CG? |
| | S | ? |
| | T | Will you learn? |
| | S | Will you learn? Yah, Ah, I want to learn if I have time. But I have to study because we have a test of university of college. |
| | T | Yes, good good. You have tests of university. |
| | S | Yes. |
| | T | Hm, I see. I understand. Alright good good, thank you. Do you know Daichi, beat boxer? |
| | S | Ah, yes. |
| | T | I prefer him. |
| | S | Ah. |
| | T | I like him. |
| | S | I prefer Hikakin. |
| | T | To Daichi? |
| | S | Yes. |
| | T | Alright. Good good. Okay. Next, I introduce to you a boy (<i>a finger doll</i>), so please make friends with him. You can ask a lot of questions to him. Ok? |
| | S | ?? |
| | T | I introduce one boy to you. |
| | S | Ah, okok. |
| | T | Hello. (<i>a finger doll played by the teacher</i>) |
| | S | Hello |
| | T | Hello |
| | S | (<i>coughing</i>) |
| | T | Oh, are you okay? |
| | S | Okay. |
| | T | Do you have a cold? |
| | S | Yes... |
| | T | ... Talk to me, Talk to me. |
| | S | What should I say? |
| | T | You can ask him a lot of questions. |
| | S | Questions? Ah, okok. |
| | T | To make friends with him. |
| | S | Ok. |
| 8.89 | S | What is your name? |
| | T | My name is Yubi. |
| | S | How old are you? |

| | | |
|-------|---|--|
| | T | I'm 5. |
| | S | 5?! |
| | T | Mhm, but I'm clever, so I am a high school student. |
| | S | Oh, haha. What school are you in? |
| | T | Oh, I go to school in America. |
| | S | Are you American? |
| | T | Yes. |
| | S | Oh, I'm a Japanese. Are you speak Japanese? |
| | T | Oh, not much, I just know, Konichiwa, Arigato, that's all. |
| 10.54 | S | Ah, hai. |

Appendix 7

Self-assessment grid

Self-assessment grid in “Common European Framework of Reference for Languages”

developed by the Council of Europe (2001, pp. 26-27)

| | | A1 | A2 | B1 |
|---|--------------------|---|---|---|
| U N D E R S T A N D I N G | Listening | I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. |
| | Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters. |
| S P E A K I N G | Spoken Interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). |
| | Spoken Production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. |
| W R I T I N G | Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. |

| B2 | C1 | C2 |
|---|--|--|
| I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. |
| I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind. | I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

Appendix 8 (1)

Collaboyou English questionnaire (1st time)

A premise: The original name of Collaboyou English was “Live English”. However, there is a company with the same name; therefore, I changed the name.

Live English アンケート (1回目)

※成績には全く関係しないので、正直に答えてください。

※答えたくない、わからない場合は、気軽にそれを選択してくれてよいです。

※根拠は、書けない場合は空欄でも大丈夫です。

では、よろしくお願いします！

1. 今日の日付

2. 名前

3. ニックネーム（あれば。呼んでほしい呼び名）

4. 現在の学年を教えてください。

高校 年 (中学 年)

5. テキストの一番最後のページをみて、CEFR の4つの項目についてのレベルを自己評価してください。(丸をつける)

| | | | | | | |
|--------|----|----|----|----|----|----|
| 聞くこと | A1 | A2 | B1 | B2 | C1 | C2 |
| やり取り | A1 | A2 | B1 | B2 | C1 | C2 |
| 表現すること | A1 | A2 | B1 | B2 | C1 | C2 |
| 書くこと | A1 | A2 | B1 | B2 | C1 | C2 |

6. 興味・関心のある分野であれば、自分の言いたいことを相手に口頭で正確に英語で伝えることができますか？

1. できる
2. 少しできる
3. あまりできない
4. できない

7. 興味・関心のある分野であれば、相手の言っていることを何度聞き返したとしてもほぼ正確に理解できますか？

1. できる
2. 少しできる
3. あまりできない
4. できない

8. 英語は好きですか？

1. とても好き
2. まあ好き
3. あまり好きではない
4. 好きではない
5. わからない／答えたくない

その理由を教えてください。

9. 学校で英語を学ぶことは好きですか？

1. とても好き
2. まあ好き
3. あまり好きではない
4. 好きではない
5. わからない／答えたくない

その理由を教えてください。

10. 英語の勉強の中で嫌いなものを選んでください。(複数回答可) それぞれに、理由があれば教えてください。

1. 文法 (理由)
2. 単語の暗記 (理由)
3. 翻訳 (理由)
4. 音読 (理由)
5. その他 () (理由)

11. 英語の勉強の中で好きなものを選んでください。(複数回答可) それぞれに、理由があれば教えてください。

1. 文法 (理由)
2. 単語の暗記 (理由)
3. 翻訳 (理由)

4. 音読 (理由)
5. その他 () (理由)

12. Live English で英語を学ぶことを好きになれそうですか？

1. とても好きになれそう
2. まあ好きになれそう
3. あまり好きにはなれなさそう
4. 好きになれなさそう
5. わからない／答えたくない

その理由を教えてください。

13. Live English で暗記すべき内容量は少なそうですか？現在の印象を教えてください。

1. とても少なそう
2. まあ少なそう
3. 少し多そう
4. 多そう
5. その他 ()

14. 論理コミュニケーションは英語を話すときにも必要だと思いますか？現在の考えを教えてください。

1. 必要だと思う
2. 必要だと思わない
3. その他 ()

15. 現在の生活で英語の必要性を感じますか？

1. はい
2. いいえ

その理由を教えてください。

16. 将来自分自身は英語を必要とすると思いますか？

1. はい
2. いいえ
3. わからない

その理由を教えてください。

17. 将来日本人全員が英語を必要とすると思いますか？

1. はい
2. いいえ
3. わからない

その理由を教えてください。

18. 自分のやりたい仕事で英語が必要になると思いますか？

1. はい
2. いいえ

もしよかったらどんな仕事が教えてください。

19. 将来英語を使って何かをしたいですか？

1. はい
2. いいえ／特にない

「はい」と答えた人に質問です。もしよかったらどんなことをしたいか教えてください。(例えば、海外旅行、英語の本を読む…など)

20. 英語が話せるようになったら何をしたいですか？

21. 今の自分の英語力にどれくらい自信がありますか？

1. とても自信がある
2. まあ自信がある
3. あまり自信がない
4. 全く自信がない
5. わからない

22. なぜ Live English に参加しようと思いましたか？

23. 最後に、今どれくらい英語力向上に対してやる気がありますか？

1. とてもある
2. まあある
3. あまりない
4. ない
5. わからない

24. さいたに、なにかコメントがあればどうぞ◎これからの自分への宣言でもよいです。

Thank you for your cooperation!

Saita Yuri

Appendix 8 (2)

Collaboyou English questionnaire (2nd time)

A premise: The original name of Collaboyou English was “Live English”. However, there is a company with the same name; therefore, I changed the name.

Live English アンケート (2回目)

※成績には全く関係しないので、正直に答えてください。

※答えたくない、わからない場合は、気軽にそれを選択してくれてよいです。

※根拠は、書けない場合は空欄でも大丈夫です。

では、よろしくお願いします！

1. 今日の日付

2. 名前

3. 現在の学年を教えてください。

高校 年

4. テキストの一番最後のページをみて、CEFR の4つの項目についてのレベルを自己評価してください。(丸をつける)

| | | | | | | |
|--------|----|----|----|----|----|----|
| 聞くこと | A1 | A2 | B1 | B2 | C1 | C2 |
| やり取り | A1 | A2 | B1 | B2 | C1 | C2 |
| 表現すること | A1 | A2 | B1 | B2 | C1 | C2 |
| 書くこと | A1 | A2 | B1 | B2 | C1 | C2 |

5. Live English 受講前と比べて、興味・関心のある分野であれば、自分の言いたいことを相手に口頭で正確に英語で伝えることができるようになりましたか？

1. できるようになった
2. 少しできるようになった
3. あまりできるようになっていない
4. できるようになっていない

6. Live English 受講前と比べて、興味・関心のある分野であれば、相手の言っていることを何度聞き返したとしてもほぼ正確に理解できるようになりましたか？

1. できるようになった

2. 少しできるようになった
3. あまりできるようになっていない
4. できるようになっていない

レッスンの内容についてお聞きます。

7. レッスン全体の難易度はどうでしたか？

1. とても難しい
2. 少し難しい
3. 少し簡単
4. 簡単

その理由を教えてください。

8. 単語や文法は知っていることが多かったですか？

1. はい
2. いいえ（初めて知ることが多い）

「はい」と答えた人に質問です。その単語や文法はただ知っているだけではなく、使えるもの（それを用いて話したり書いたりできるもの）でしたか？

1. はい、使えるものでした
2. いいえ、知っているだけで、使うことはできないものでした

9. Live English で暗記すべき内容量は受講前の印象と比べてどうでしたか？現在の印象を教えてください。

6. 思っていたより、とても少なかった
7. 思っていたより、まあ少なかった
8. 思っていたより、少し多かった
9. 思っていたより、とても多かった
10. 思っていたとおり、多かった
11. 思っていたとおり、少なかった
12. その他（ ）

10. 論理コミュニケーションは英語を話すときにも必要だと思いますか？現在の考えを教えてください。

4. 必要だと思う
5. 必要だと思わない
6. その他（ ）

その理由を教えてください。

11. レッスンでは生徒が英語を使う練習がたくさんできるような工夫がされていましたか？

1. はい
2. いいえ

例えばどんな点でそう感じましたか？

12. イメージで語彙・使い方を覚えることは自分が話すときに役にたっていますか？

1. はい
2. いいえ
3. わからない

その理由を教えてください。

13. 間違えてもいいんだという自信はつきましたか？

1. はい
2. いいえ
3. わからない

14. 教師のどんな言葉が印象に残っていますか？

英語全般についてお聞きします。

15. 現在の生活で英語の必要性を感じますか？

1. はい
2. いいえ

その理由を教えてください。

16. 将来自分自身は英語を必要とすると思いますか？

1. はい
2. いいえ
3. わからない

その理由を教えてください。

17. 将来日本人全員が英語を必要とすると思いますか？

1. はい

2. いいえ
3. わからない

その理由を教えてください。

18. 自分のやりたい仕事で英語が必要になると思いますか？

3. はい
4. いいえ

もしよかったらどんな仕事が教えてください。

19. 将来英語を使って何かをしたいですか？

1. はい
2. いいえ／特にない

「はい」と答えた人に質問です。もしよかったらどんなことをしたいか教えてください。(例えば、海外旅行、英語の本を読む…など)

20. 英語は好きですか？

1. とても好き
2. まあ好き
3. あまり好きではない
4. 好きではない
5. わからない／答えたくない

その理由を教えてください。

21. 学校で英語を学ぶことは好きですか？

1. とても好き
2. まあ好き
3. あまり好きではない
4. 好きではない
5. わからない／答えたくない

その理由を教えてください。その他何か、コメントがあれば教えてください。(例：前より好きになった…など)

22. Live English で英語を学ぶことは好きですか？

1. とても好き
2. まあ好き
3. あまり好きではない

4. 好きではない
5. わからない／答えたくない

その理由を教えてください。その他、何かコメントがあれば教えてください。(例：最初は好きだったけど、難しくなってきたからは、嫌いになった…など)

23. 今の英語力で何をしたいですか？(例：英文記事を毎日 10 分ずつ読んでみる、映画を英語で観てみる、ALT の先生に話しかけてみる…など)

24. 今の自分の英語力にどれくらい自信がありますか？

6. とても自信がある
7. まあ自信がある
8. あまり自信がない
9. 全く自信がない
10. わからない

25. Live English を受講する前と比べて、今の自分の英語力はどれくらい成長したと思いますか？

1. とても成長した
2. 少し成長した
3. あまり成長してない
4. 成長してない
5. その他 ()

26. 最後に、今どれくらい英語力向上に対してやる気がありますか？

1. とてもある
2. まあある
3. あまりない
4. ない
5. わからない

27. さいたに、なにかコメントがればどうぞ◎(感想などあれば、ききたいです！)

Thank you for your cooperation!

Saita Yuri

Appendix 9

The detail results of speaking tests by three evaluators

1. Assessment Grid

| Assessment Grid | | |
|---|--------------------------|--|
| Global Scale | Independent User B1 | <ul style="list-style-type: none"> - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. - Can produce simple connected text on topics which are familiar or of personal interest. - Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |
| Self-Assessment Grid (Teachers also use this.) | Listening B1 | <ul style="list-style-type: none"> - Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. |
| | Spoken Interaction B1 | <ul style="list-style-type: none"> - Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). |
| | Spoken Production B1 | <ul style="list-style-type: none"> - Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. - Can briefly give reasons and explanations for opinions and plans. |
| Qualitative Aspects of Spoken Language Use | Range B1 | <ul style="list-style-type: none"> - Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events. |
| | Accuracy A2 | <ul style="list-style-type: none"> - Uses some simple structures correctly, but still systematically makes basic mistakes. |
| | Fluency B1 | <ul style="list-style-type: none"> - Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. |
| | Interaction B1 | <ul style="list-style-type: none"> - Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. - Can repeat back part of what someone has said to confirm mutual understanding. |
| | Coherence B1 | <ul style="list-style-type: none"> - Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. |

2. Students 1, 2

| Assessment Grid | | Evaluators | | | Student1 | Evaluators | | | Evaluators | | | Student2 | Evaluators | | | | |
|---|-----------------------|------------|-----|-----|----------|------------|-----|-----|------------|-------|-----|----------|------------|-----------|-----|-----|-----|
| | | 1 | 2 | 3 | | 1 | 2 | 3 | 1 | 2 | 3 | | 1 | 2 | 3 | | |
| | | April | | | | September | | | | April | | | | September | | | |
| Global Scale | Independent User B1 | | | | YES | YES | | | | | | | YES | YES | | | |
| Self-Assessment Grid (Teachers also use this.) | Listening B1 | YES | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Spoken Interaction B1 | YES | YES | YES | YES | YES | YES | YES | YES | YES? | YES | YES | YES | YES | YES | YES | YES |
| | Spoken Production B1 | YES | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| Qualitative Aspects of Spoken Language Use | Range B1 | YES | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Accuracy A2 | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| | Fluency B1 | YES | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Interaction B1 | NO | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Coherence B1 | NO | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |

3. Students 3, 4

| Assessment Grid | | Evaluators | | | Student3 | | Evaluators | | | Evaluators | | | Student4 | | Evaluators | | |
|---|-----------------------|------------|-------------------|-----|----------|----------------|------------|-------------------|-----|------------|-----|-------|----------|-----------|------------|--------|-----|
| | | 1 | 2 | 3 | | | 1 | 2 | 3 | 1 | 2 | 3 | | | 1 | 2 | 3 |
| | | April | | | | September | | | | April | | | | September | | | |
| Global Scale | Independent User B1 | | | | NO | NO | | | | | | | YES | YES | | | |
| Self-Assessment Grid (Teachers also use this.) | Listening B1 | NO | YES | NO | NO | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| | Spoken Interaction B1 | NO | YES | YES | YES | YES (but slow) | YES | NO (Can but slow) | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| | Spoken Production B1 | NO | YES | NO | NO | NO | NO | YES | NO | YES | YES | YES | YES | YES | YES | May be | YES |
| Qualitative Aspects of Spoken Language Use | Range B1 | NO | YES | NO | NO | NO | NO | YES | NO | YES | YES | YES | YES | YES | YES | YES | YES |
| | Accuracy A2 | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| | Fluency B1 | NO | NO (Answer wrong) | NO | NO | YES | NO | YES | YES | YES | YES | So so | YES | YES | YES | YES | YES |
| | Interaction B1 | NO | YES | YES | YES | NO | NO | YES | NO | YES | YES | YES | YES | YES | YES | YES | YES |
| | Coherence B1 | YES? | YES | NO | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES | YES |

4. Students 5, 6

| Assessment Grid | | Evaluators | | | Student5 | | Evaluators | | | Evaluators | | | Student6 | | Evaluators | | |
|---|-----------------------|------------|-----|-----|----------|-----------|------------|-----|-----|------------|-----|-----|----------|-----------|------------|-----|-----|
| | | 1 | 2 | 3 | | | 1 | 2 | 3 | 1 | 2 | 3 | | | 1 | 2 | 3 |
| | | April | | | | September | | | | April | | | | September | | | |
| Global Scale | Independent User B1 | | | | NO | YES | | | | | | | YES | YES | | | |
| Self-Assessment Grid (Teachers also use this.) | Listening B1 | NO | YES | YES | YES | YES | NO | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Spoken Interaction B1 | NO | NO | NO | NO | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES! | YES | YES |
| | Spoken Production B1 | NO | NO | NO | NO | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| Qualitative Aspects of Spoken Language Use | Range B1 | NO | YES | YES | YES | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Accuracy A2 | NO | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES | YES |
| | Fluency B1 | NO | NO | NO | NO | YES | YES | YES | YES | NO | YES | YES | YES | YES | YES | YES | YES |
| | Interaction B1 | NO | NO | YES | NO | YES | NO | YES | YES | YES? | YES | YES | YES | YES | YES | YES | YES |
| | Coherence B1 | YES? | YES | NO | YES | YES | YES | YES | YES | YES? | YES | YES | YES | YES | YES | YES | YES |

Appendix 10

OEC1000 with CEFR level

1. OEC1000 / CEFR A1 level

| | | | | | | | |
|----|----------|-----------|-------------|---------|-----------|------------|-----------|
| 1 | about | city | give | love | phone | teach | wife |
| 2 | above | class | go | make | picture | teacher | will |
| 3 | address | close | good | man | place | television | with |
| 4 | adult | come | great | many | plant | tell | woman |
| 5 | after | computer | group | may | play | test | word |
| 6 | again | country | half | me | player | than | work |
| 7 | age | course | hand | meet | please | that | world |
| 8 | all | date | happy | message | poor | the | would |
| 9 | also | day | hard | minute | possible | their | write |
| 10 | always | die | have | miss | present | them | wrong |
| 11 | and | different | he | money | put | then | year |
| 12 | animal | difficult | head | month | question | there | yes |
| 13 | answer | do | hear | More | read | they | yesterday |
| 14 | any | doctor | help | mother | really | thing | you |
| 15 | anything | door | her | movie | remember | think | young |
| 16 | arm | Down | here | much | right | this | your |
| 17 | as | draw | him | music | road | time | a |
| 18 | ask | drink | his | my | room | to | colour |
| 19 | at | drive | home | name | run | today | lot |
| 20 | back | driver | hospital | near | same | together | eight |
| 21 | bad | each | hour | need | say | too | five |
| 22 | ball | early | house | never | school | town | four |
| 23 | band | easy | how | new | second | train | hundred |
| 24 | bank | eat | I | next | see | travel | million |
| 25 | bar | email | important | Nice | send | tree | seven |
| 26 | be | end | in | night | she | under | six |
| 27 | because | enjoy | inside | No | shop | understand | species |
| 28 | before | every | interesting | not | short | until | ten |
| 29 | begin | example | into | note | show | up | thousand |
| 30 | behind | eye | it | now | sit | us | three |
| 31 | between | face | its | number | site | use | two |
| 32 | big | family | job | of | small | very | |
| 33 | black | fast | key | often | some | visit | |
| 34 | board | father | kind | old | something | wait | |
| 35 | body | feel | know | on | sometimes | walk | |
| 36 | book | film | language | one | son | wall | |
| 37 | both | find | last | only | soon | want | |
| 38 | box | fine | late | open | speak | watch | |
| 39 | boy | finish | later | or | sport | water | |
| 40 | business | first | learn | other | start | we | |
| 41 | but | fly | leave | our | station | wear | |
| 42 | buy | food | letter | outside | stay | week | |
| 43 | can | foot | life | page | stop | well | |
| 44 | cannot | for | light | paper | street | what | |
| 45 | car | friend | like | parent | student | when | |
| 46 | carry | from | listen | part | study | where | |
| 47 | catch | fun | little | party | subject | which | |
| 48 | change | game | live | pay | table | white | |
| 49 | child | get | long | people | take | who | |
| 50 | choose | girl | look | person | talk | why | |

2. OEC1000 / CEFR A2 level

| | | | | | | |
|----|-------------|------------|---------------|-----------|------------|----------|
| 1 | able | could | heart | nearly | share | true |
| 2 | across | cover | high | news | should | centre |
| 3 | activity | customer | himself | normal | side | someone |
| 4 | actually | cut | history | nothing | sign | everyone |
| 5 | add | decide | hit | notice | simple | sequence |
| 6 | against | deep | hold | off | since | third |
| 7 | ago | degree | hope | offer | single | |
| 8 | agree | describe | however | office | size | |
| 9 | air | detail | idea | oil | so | |
| 10 | almost | difference | if | once | song | |
| 11 | alone | discuss | improve | order | sort | |
| 12 | along | document | include | out | sound | |
| 13 | already | during | information | over | space | |
| 14 | among | else | instead | own | special | |
| 15 | another | enough | international | partner | spend | |
| 16 | anyone | enter | itself | pass | staff | |
| 17 | area | especially | join | past | stage | |
| 18 | around | even | just | per | stand | |
| 19 | arrive | ever | keep | perhaps | star | |
| 20 | art | everything | kill | piece | still | |
| 21 | artist | exactly | large | plan | story | |
| 22 | available | exercise | less | police | strong | |
| 23 | away | exist | let | popular | such | |
| 24 | become | explain | level | post | suppose | |
| 25 | believe | fact | lie | practice | sure | |
| 26 | bill | fail | line | pretty | surprise | |
| 27 | blood | fall | list | price | team | |
| 28 | break | fan | lose | probably | term | |
| 29 | bring | far | low | problem | themselves | |
| 30 | build | few | manager | programme | through | |
| 31 | building | field | mark | project | throw | |
| 32 | by | file | market | pull | top | |
| 33 | call | fill | match | push | try | |
| 34 | capital | final | matter | quickly | turn | |
| 35 | card | finally | maybe | quite | type | |
| 36 | case | fire | mean | race | usually | |
| 37 | century | fit | meeting | real | various | |
| 38 | certainly | follow | member | reason | video | |
| 39 | check | foreign | memory | receive | view | |
| 40 | church | form | might | record | war | |
| 41 | clear | free | mix | rest | way | |
| 42 | clearly | front | model | return | welcome | |
| 43 | club | full | modern | rock | while | |
| 44 | coach | further | moment | round | whole | |
| 45 | college | future | most | sale | wide | |
| 46 | company | goal | move | save | win | |
| 47 | competition | grow | must | science | winner | |
| 48 | complete | guy | myself | sell | without | |
| 49 | contact | happen | national | serve | worker | |
| 50 | cost | health | nature | several | yet | |

3. OEC1000 / CEFR B1 level

| | | | | | | |
|----|-------------|-------------|--------------|--------------|-------------|--------------|
| 1 | ability | continue | generally | period | rule | weight |
| 2 | accept | contract | generation | personal | scene | whatever |
| 3 | access | control | government | pick | score | whether |
| 4 | account | couple | ground | point | search | whose |
| 5 | achieve | court | huge | political | season | wish |
| 6 | act | create | human | population | section | within |
| 7 | action | credit | increase | position | security | wonder |
| 8 | admit | crime | indeed | positive | seem | worth |
| 9 | aim | culture | independent | power | sense | writer |
| 10 | allow | damage | individual | president | separate | realize |
| 11 | although | death | industry | press | series | organize |
| 12 | amount | decision | interest | prevent | serious | organization |
| 13 | announce | defence | interview | previous | service | recognize |
| 14 | appear | deliver | introduce | private | set | towards |
| 15 | application | demand | involve | produce | sex | album |
| 16 | apply | depend | issue | product | shoot | billion |
| 17 | approach | design | judge | professional | similar | gene |
| 18 | argue | despite | kid | promise | situation | protein |
| 19 | argument | develop | knowledge | promote | skill | |
| 20 | article | development | lack | property | social | |
| 21 | attack | direct | Land | protect | society | |
| 22 | attempt | director | law | prove | solution | |
| 23 | attend | discover | lead | provide | speed | |
| 24 | attention | discussion | leader | public | spot | |
| 25 | audience | disease | likely | publish | step | |
| 26 | author | display | limit | purpose | store | |
| 27 | average | doubt | link | quality | strike | |
| 28 | avoid | drop | local | raise | stuff | |
| 29 | battle | due | Main | range | style | |
| 30 | beat | education | Male | rate | success | |
| 31 | behaviour | effect | manage | rather | successful | |
| 32 | benefit | effort | material | reach | suggest | |
| 33 | candidate | either | mention | reader | system | |
| 34 | care | election | method | recent | tax | |
| 35 | career | employee | mind | recently | technology | |
| 36 | central | encourage | natural | reduce | therefore | |
| 37 | certain | energy | necessary | refuse | though | |
| 38 | challenge | environment | officer | region | title | |
| 39 | chance | event | operation | relation | total | |
| 40 | character | expect | opinion | relationship | track | |
| 41 | charge | experience | opportunity | remain | trade | |
| 42 | choice | fear | option | remove | traditional | |
| 43 | collection | female | original | replace | training | |
| 44 | comment | fight | owner | report | union | |
| 45 | common | figure | particularly | require | unit | |
| 46 | compare | financial | patient | research | user | |
| 47 | completely | former | pattern | respect | value | |
| 48 | condition | forward | percent | result | vehicle | |
| 49 | consider | gain | perform | rise | voice | |
| 50 | contain | general | performance | role | vote | |

4. OEC1000 / CEFR B2 level

| | | | |
|----|-------------|----------------|-------------|
| 1 | affect | growth | reveal |
| 2 | agreement | highly | review |
| 3 | analysis | host | risk |
| 4 | appeal | identify | sample |
| 5 | assume | image | scheme |
| 6 | authority | impact | seek |
| 7 | award | indicate | senior |
| 8 | base | influence | significant |
| 9 | basis | injury | simply |
| 10 | beyond | investment | source |
| 11 | cause | launch | specific |
| 12 | cell | legal | standard |
| 13 | chief | loss | state |
| 14 | claim | maintain | statement |
| 15 | committee | major | stock |
| 16 | community | majority | strategy |
| 17 | complex | management | structure |
| 18 | concern | mass | struggle |
| 19 | conduct | measure | suffer |
| 20 | content | Media | supply |
| 21 | council | medical | support |
| 22 | current | military | surface |
| 23 | currently | minister | target |
| 24 | data | movement | theory |
| 25 | deal | nation | threat |
| 26 | debate | network | thus |
| 27 | decade | observe | treat |
| 28 | define | obtain | treatment |
| 29 | demonstrate | occur | trial |
| 30 | drug | official | upon |
| 31 | economic | overall | version |
| 32 | economy | particular | victory |
| 33 | effective | physical | weapon |
| 34 | element | policy | whom |
| 35 | ensure | potential | refer |
| 36 | entire | presence | |
| 37 | establish | pressure | |
| 38 | estimate | process | |
| 39 | evidence | production | |
| 40 | express | propose | |
| 41 | extend | reality | |
| 42 | facility | reflect | |
| 43 | factor | regard | |
| 44 | failure | release | |
| 45 | feature | religious | |
| 46 | firm | represent | |
| 47 | focus | resident | |
| 48 | force | resource | |
| 49 | function | response | |
| 50 | global | responsibility | |

5. OEC1000 / CEFR C1 level

| | |
|----|----------------|
| 1 | associate |
| 2 | campaign |
| 3 | determine |
| 4 | executive |
| 5 | fund |
| 6 | principle |
| 7 | related |
| 8 | sector |
| 9 | throughout |
| 10 | administration |

Appendix 11

Collaboyou English Textbook

COLLABOYOU ENGLISH

Collaboyou Englishとは

より多くの高校生が英語でのオーラルコミュニケーション能力を身につけることを目標とした英語教育プログラム。

1. 目標を限定する

理解する・してもらうことを重視する

目標

自分の興味・関心のある分野について、会話における相手の情報や考えなどを的確に理解したり適切に伝えたりするコミュニケーション能力を身に付ける。

認知心理学の点から、流暢に英語が話せるようになることはとても難しいことがわかっている。だから、目指すのは、ネイティブのような英語ではなく、自分の言いたいことをまずは伝えることができることを目指す。

【比較】

高等学校学習指導要領の目標

外国語を通じて、言語や文化に対する理解を深め、積極的にコミュニケーションを図ろうとする態度の育成を図り、情報や考えなどを的確に理解したり適切に伝えたりするコミュニケーション能力を養う。

2. 知識を限定

学習する単語を可能な限り絞り、レベルに分けて提供する

Oxford University Pressによれば、使用頻度が高い単語1,000語は英語全体の75%を占めている。この1,000語をヨーロッパ言語共通参照枠を参照し、レベル分けして提供する。

| Vocabulary size (no. lemmas) | % of content in OEC | Example lemmas |
|------------------------------|---------------------|--|
| 10 | 25% | the, of, and, to, that, have |
| 100 | 50% | from, because, go, me, our, well, way |
| 1000 | 75% | girl, win, decide, huge, difficult, series |
| 7000 | 90% | tackle, peak, crude, purely, dude, modest |
| 50,000 | 95% | saboteur, autocracy, calyx, conformist |
| >1,000,000 | 99% | laggardly, endobenthic, pomological |

Number of words as % of English vocabulary

【比較】

| 【学習指導要領】 | 【Collaboyou English】 |
|--|--|
| <p>中学校 1,200語</p> <p>高等学校 1,800語</p> <p>合計3,000語</p> | <p>OEC1000 中学校 1,200語</p> <p>OEC1000から 約440語</p> <p>OEC1000は中学校の1,200語の 約56%をカバーしている (中学校の教科書会社6社全社との比較より)</p> |

3. 知識を活用練習

学習者が持っている知識と1,000語の自動化のための演習

英語教育をコミュニケーション能力育成の視点で見ると、手続き的知識の習得と自動化が重要な概念と言える。なぜなら、「言語処理を支え動かしているのは、宣言的知識ではなく手続き的知識である」(佐々木、2011、p. 156)からだ。

DeKeyser (2001, 2007)によれば練習をすることで、宣言的知識は手続き的知識になり、また、一度手続き的知識になると、それは自動化される。そこで自動化が促進されるための知識の活用練習を重点的にレッスンで行う。

宣言的知識

言葉で説明できる知識。

手続き的知識(自動化)
意識せずに使える知識。

目次

CHAPTER 1 基礎

PART 1 まずは8個の動詞から

| | |
|---------|------------------------------|
| Lesson1 | come/go |
| L2 | have/make |
| L3 | get/give |
| L4 | take/put |
| L5 | 現在形 |
| コラム1 | 重要動詞と合体 <small>(前置詞)</small> |

私が英語でなんて言えいいかわからないとき、決まって使う動詞がこの8個。大変便利な動詞たちです。なんと、この8個だけで、約900もの意味があるんだからびっくり。たくさん難しい単語を覚えるよりも、この8個の動詞をまず使いこなせるようにしましょう！

PART 2 もっと自分のこと伝えられた？

| | |
|------|------|
| コラム2 | 過去形 |
| L6 | to V |
| L7 | Ving |
| コラム3 | 進行形 |
| L8 | can |
| L9 | will |

ある程度自分の言いたいことが言えるようになったら、もっと自分のことを伝えたいですね。ここでは、自分が能力ややりたいことなどを伝えてみましょう。もちろん8個の動詞も続けて使います。

PART 3 自分の考えも少しずつ伝えてみよう

| | |
|------|-----------------|
| L10 | Because |
| L11 | When |
| コラム4 | If |
| コラム5 | 文の中に文を入れることができる |
| L12 | 例文集 A1 |

自分の意見を相手に的確に伝えることを意識していきましょう。なんとなく〇〇だ。ではなく、できるだけ、どうしてそう考えたのかという根拠が言えるようになります。なぜなら、日本人同士でもわかることでも、異文化の人とは、ちゃんとした根拠がないと伝わらないことが多いからです。

ここまでで、OEC1000中約600語をカバー／CEFRのA1レベルすべて網羅しています。

CHAPTER 2 発展

| | |
|------|---------------|
| コラム6 | must |
| コラム7 | should |
| コラム8 | erとestをつけるだけで |
| L13 | 例文集 A2 |
| L14 | 例文集 B1 |
| L15 | 例文集 B2,C1 |

さらなる発展を目指して、単語をインプットしましょう。全部覚えようとする必要はありません。自分が必要とする例文や表現をまずは、バクるイメージで。

最後にはOEC1000語を網羅しています。

Wordlist

OEC1000の全ての単語と例文を載せています。



CHAPTER 1

基礎

PART 1

まずは8個の動詞から

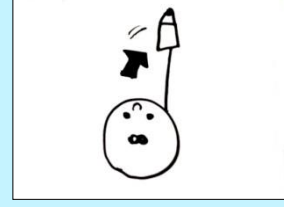
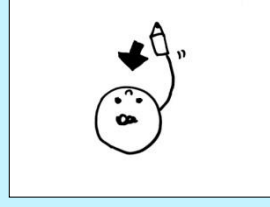
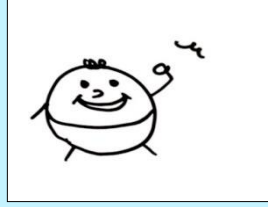
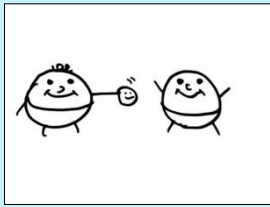
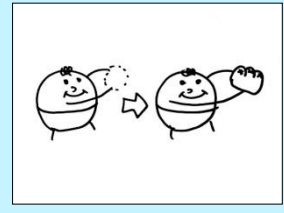
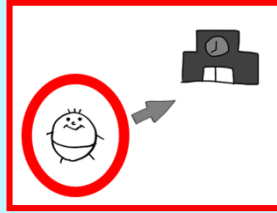
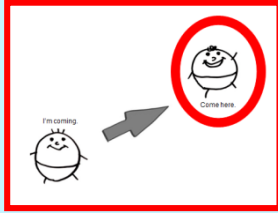
Lesson 1

COME / GO

目標

come/go がアウトプットに
使えるようになること

重要動詞



(テキストの具体的な構成意図を知ってもらうために、Lesson1では、このように解説を入れます。)

▲各レッスンの一番初めのページには、そのレッスンで取り上げられる単語の**コアのイメージ**がのっています。単語の意味を1対1で覚えるのではなく、イメージで覚えることは、使う上でとても大切です。

▼Oxford辞書に載っている各単語の意味です。上のイメージが本当に合うのか、知りたい人はぜひ目を通してみてください。根幹のイメージさえつかむことができれば、この部分は特に深く見る必要はありません。

| | |
|---|--|
| <p>come came come</p> <p>[NO OBJECT] Move or travel toward or into a place thought of as near or familiar to the speaker: Jessica came into the kitchen they came here as immigrants he came rushing out</p> <p>Occur; happen; take place: twilight had not yet come waiting for a crash that never came a chance like this doesn't come along every day</p> <p>Take or occupy a specified position in space, order, or priority: prisons come far down the list of priorities I make sure my kids come first</p> <p>Pass into a specified state, especially one of separation or disunion: his shirt had come undone</p> <p>Be sold, available, or found in a specified form: the cars come with a variety of extras they come in three sizes</p> | <p>[NO OBJECT] Move from one place or point to another; travel: he went out to the store she longs to go back home</p> <p>[NO OBJECT] Leave; depart: I really must go</p> <p>(be going to be/do something) Intend or be likely or intended to be or do something; be about to (used to express a future tense): I'm going to be late for work</p> <p>[NO OBJECT] Pass into a specified state, especially an undesirable one: the food is going bad her mind immediately went blank</p> <p>[NO OBJECT] Proceed in a specified way or have a specified outcome; turn out: how did the weekend go?</p> <p>[NO OBJECT] Be harmonious, complementary, or matching: rosemary goes with roast lamb</p> <p>[NO OBJECT] (Of a machine or device) function: my car won't go</p> <p>[NO OBJECT] (Of an article) be regularly kept or put in a particular place: remember which card goes in which slot</p> <p>[NO OBJECT] • informal Use a toilet; urinate or defecate.</p> |
|---|--|

come/go

have/make

get/give

take/put

現在形

Examples;

COME

1. "Dinner is ready." "I'm coming."
2. I come to the party every Friday.
3. He came to Paris yesterday.
4. What time does the next train come?
5. "Where do you come from?" "I come from Japan. / I'm from Japan."
6. The road comes straight to my house.
7. An idea came to me. / An idea has come to me.
8. Spring has come.
9. Bad things come to bad people.
10. Iphone 5c comes in five colors.
11. His dream came true.
12. I came to know him during the project.
13. You will often come across these words.
14. She heard the train coming.
15. We have come a long way since World War 2.

GO

1. I will go to Tokyo, London, Bangkok...
2. I will go to school, hospital, town, bed, church...
3. I go for a walk, swim, drive...
4. I go swimming, shopping, skiing, skating, fishing, walking, dancing...
5. The car won't go. (The car won't move.)
6. "How are things going?" "Everything is going well with our plan."
7. All my money is gone.
8. Winter has gone. (Winter has finished.)
9. The road goes to the shop. (The road leads to the shop.)
10. The apple went bad.

・ここには、各レッスンの単語を用いた例文があります。できるだけ多くの意味を使うようにしてあります。しかし、それぞれの意味を見分けようとする必要はありません。根幹のイメージに基づき、その状況を思い浮かべることができたらＯです。

・テキストを構成している1000語の中には難しい単語もあります。それらをレベル分けしましたが、難しいレベルの単語も少し、Chapter1に混ぜました。なぜなら、いつもそこには新たな学びがあつてほしいからです。このテキストの学習者には様々な英語の能力レベルの方がいると思います。自分の能力に合わせて、難しすぎる単語は適度にとばしたりしてください。スキップしても、重要な単語は何度でも出てくるので、たくさん出会ううちに覚えてもらえたらと思います。

Lesson 1

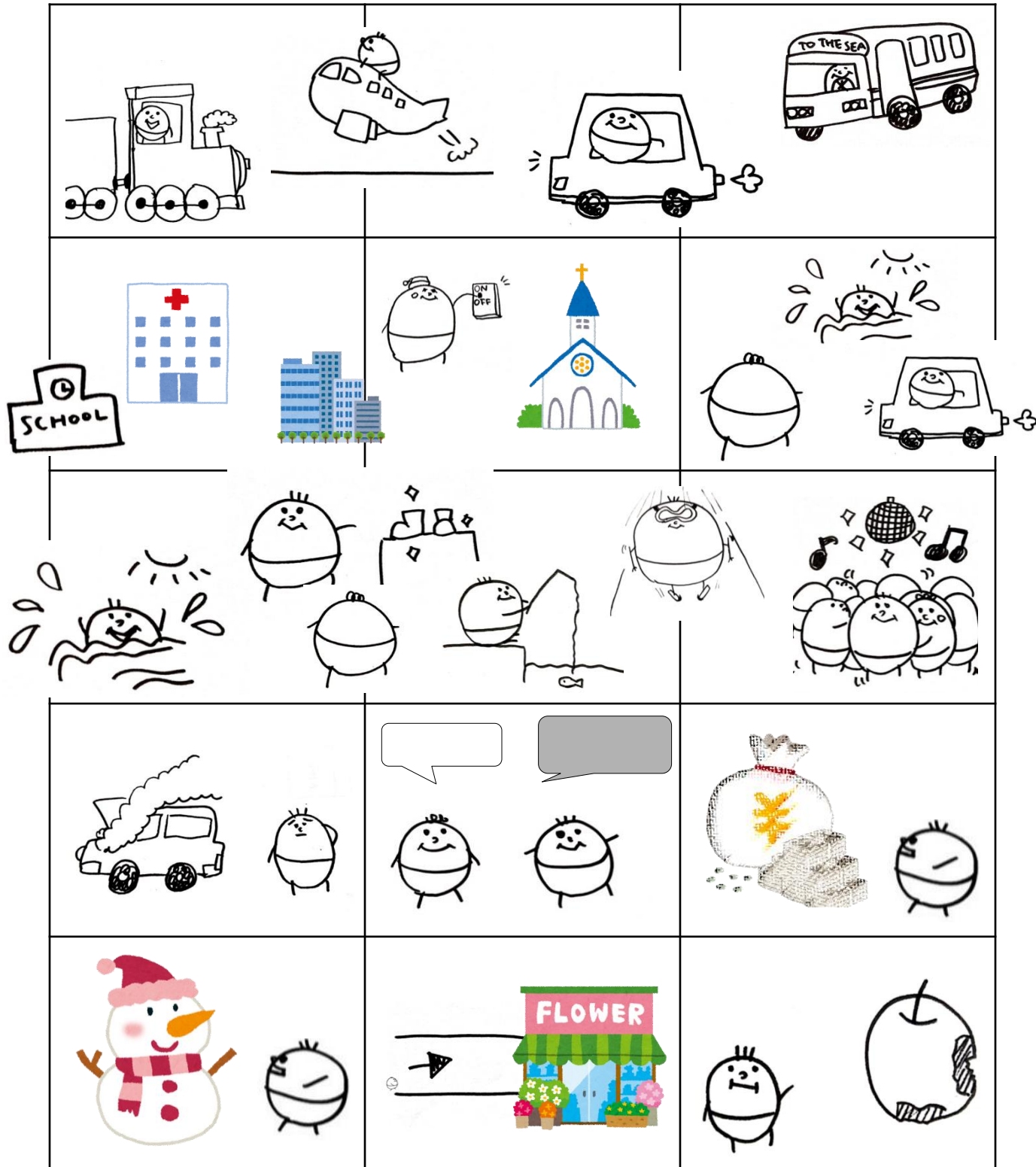
| | | |
|---|---|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| <p>come, go, have, make, get, give, take, put</p> |  |  |

Exercise 1: Let's listen, see the pictures and imagine the situation.

Exercise 2: Let's find the picture which the teacher describe.

Exercise 3: Let's make sentences for each picture.

Lesson1



基本的には、学習者はこの絵を見ながら学びます。この絵でたくさんのエクササイズをします。

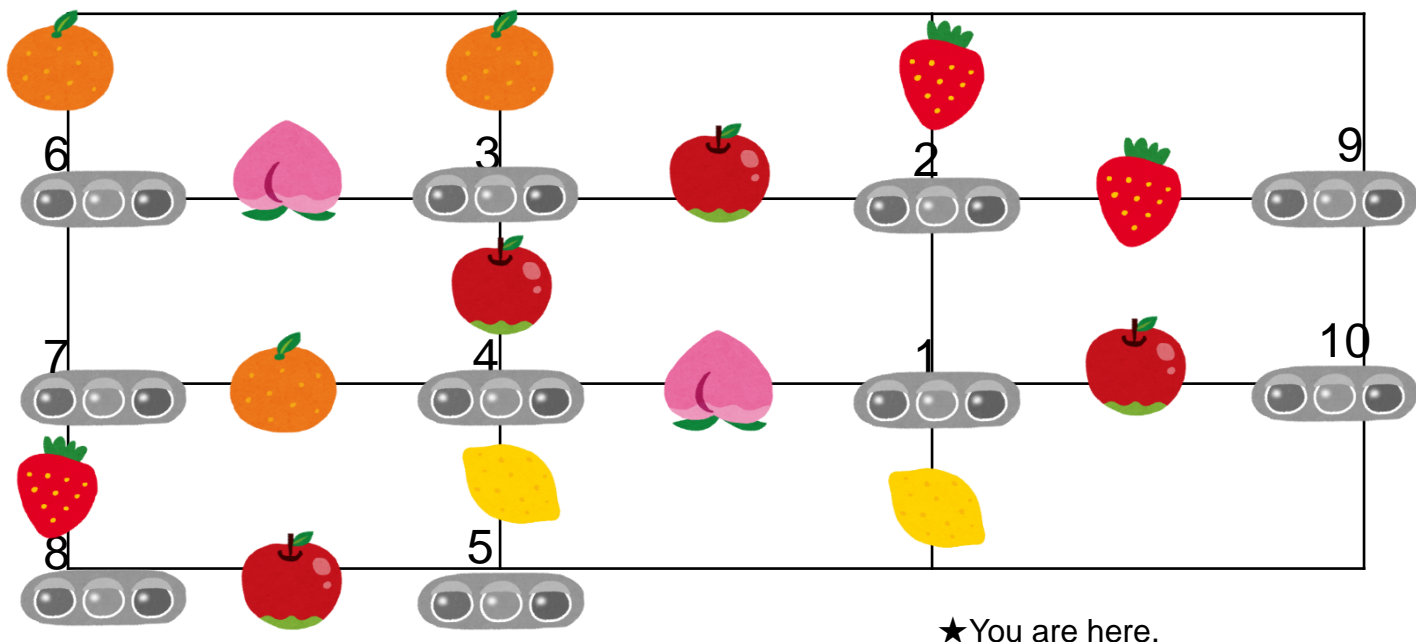
①読まれる例文を聞きながら、絵をみて、その状況をイメージします：これは、インプットです。各レッスンの単語がどのように使われるのかを知ります。まずは、「聞く」ことをしますが、「理解する」ことが大切です。その後、1つ1つの意味をしっかりと確認したり、それについて会話したりします。

②読まれる例文がどれかを絵をみて当てます。

③絵を見て、自分で英文を作ってみます：このとき例文と全く同じでなくて大丈夫です。知った知識をすぐにアウトプットすることを行います。

Lesson 1

■ What did you get?



■ Example commands:

- Go straight until the second traffic light.
- Come back to the first traffic light.
- Turn right at the corner.
- Go straight until the third traffic light.
- Go straight until the fifth traffic light.
- Go straight until the fourth traffic light.
- Come back to the start point via the second traffic light.
- What did you get?

■ Let's make our own commands!

レッスンの最後にアクティビティがあります。さらなるアウトプットで慣れることを目的としています。でも、ゲームだったり、いろんな種類のアクティビティがあるので、ここでは楽しんでほしいと思います！

apple: an apple, apples
orange: an orange, oranges

peach: a peach, peaches
lemon: a lemon, lemons

strawberry: a strawberry,
strawberries

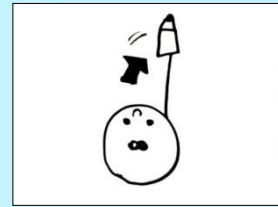
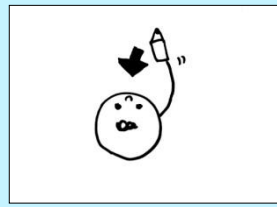
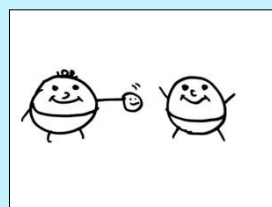
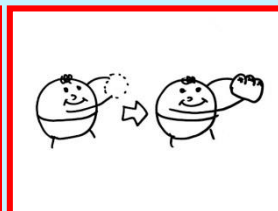
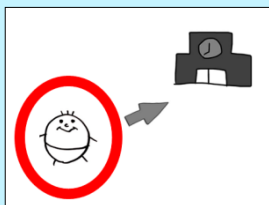
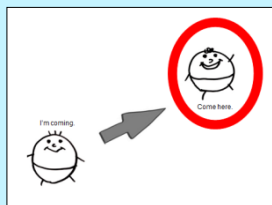
traffic light
turn
via

Lesson 2

HAVE / MAKE

目標
have/make がアウトプットに
使えるようになること

重要動詞



[WITH OBJECT]

(also have got) Possess, own, or hold:
he had a new car and a boat
have you got a job yet?
I don't have that much money on me
he's got the equipment with him

Experience; undergo:

I went to a few parties and had a good time
I was having difficulty in keeping awake

(have to do something or have got to do something) Be obliged or find it necessary to do the specified thing:

you don't have to accept this situation
we've got to plan for the future

Perform the action indicated by the noun specified (used especially in spoken English as an alternative to a more specific verb):

he had a look around
the color green has a restful effect

(also have got) Show (a personal attribute or quality) by one's actions or attitude:

he had little patience with technological gadgetry
if you've got the drive to finish your degree

(also have got) Place or keep (something) in a particular position:

Mary had her back to me
I soon had the trout in a net

Be the recipient of (something sent, given, or done):

she had a letter from Mark

[WITH OBJECT]

1 Form (something) by putting parts together or combining substances; construct; create:
my grandmother made a dress for me

Cause (something) to exist or come about; bring about:

the drips had made a pool on the floor

[WITH OBJECT AND INFINITIVE] Compel (someone) to do something:

she bought me a brandy and made me drink it

Constitute; amount to:

they made an unusual duo

Gain or earn (money or profit):

he'd made a lot of money out of hardware

make
made
made
made

Arrive at (a place) within a specified time or in time for (a train or other transport):

we've got a lot to do if you're going to make the shuttle

they didn't always make it on time

[NO OBJECT] Go or prepare to go in a particular direction:

he struggled to his feet and made toward the car

North American • informal Induce (someone) to have sexual intercourse with one:

he had been trying to make Cynthia for two years now

(In bridge, whist, and similar games) win (a trick).

[NO OBJECT] (Of the tide) begin to flow or ebb.

come/go

have/make

get/give

take/put

現在形

Examples;

HAVE

1. I have a car , pens, bags, a house, a piano, a cat.
2. I have a lot of money. / I have no money. / I don't have much money
3. I have great friends.
4. I have two brothers.
5. I have breakfast, lunch, dinner. / I have energy bars , for breakfast. Coffee, bread, rice, miso soup
6. A year has twelve months.
7. A week has 7 days.
8. We will have a lot of fun on our date.
9. I have no idea.
10. I had a cold last month.
11. We are having a good time.
12. She had a daughter last month.
13. Have a seat, please.
14. I have an English class at 4 pm today.
15. May I have your name?
16. Will you have another cup of tea?
17. "Did you have a good rest?" "Yes, I did."
18. Let's have a discussion.
19. In 1989 the political party had 10,000 members
20. We have a lot in common. (we do many similar things, we are similar,)
21. She doesn't have a good memory of swimming.
22. Spring has come.
23. An idea has come to me.
24. He has got three children.
25. I have the same hobby as him. (We have the same hobby)
26. The patient had an operation done on his heart.
27. You should have someone look at this car before you buy it.

MAKE

1. I make breakfast/ lunch/ dinner. I make rice balls/ sandwiches/ cookies for breakfast. My sister makes breakfast for my family every day.
2. I made a chocolate cake for my wife.
3. They make plans.
4. He makes time for me every day.
5. He made new problems for her.
6. I make money.
7. I made good grades at school.
8. She made fire with a match.
9. It makes no difference to me.
10. "Does that make sense?" "I can't make sense of this."
11. Her jokes made us all smile.
12. What made him stay home?
13. What made them happy? The news made them happy.
14. What made you so angry?
15. He made them listen to him for an hour
16. Japan will not make war.
17. "Practice makes perfect" is an old saying.
18. Let's make a new business plan. We will make a lot of money.
19. He made a phone application.
20. The magician made a bird appear in his hat.
21. He made/built a high wall around his house.
22. I made it.
23. He couldn't make it in business.
24. My wife makes up her face.
25. Paper is made from wood.
26. The chair is made of wood.
27. The candidate for American president made an effort but still lost.
28. The clouds make round forms.
29. The human voice makes many different sounds.
30. We made a long discussion about our difficult problems.

Lesson 2

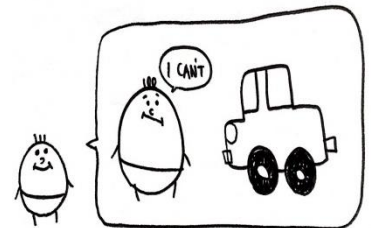
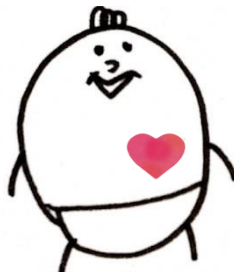
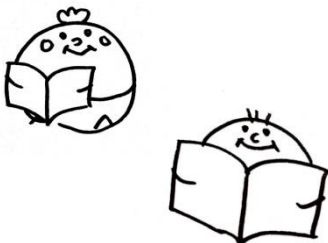
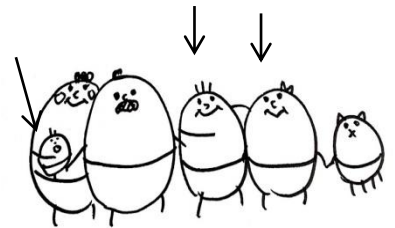
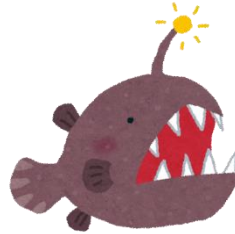
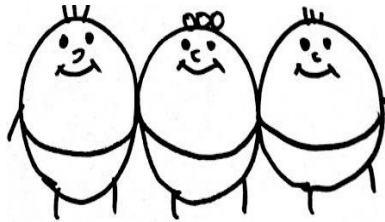
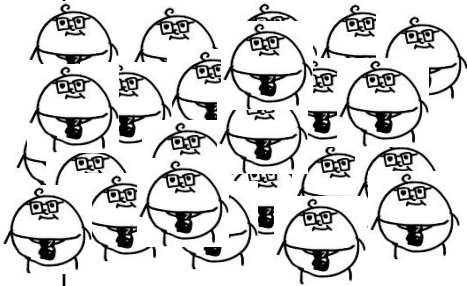
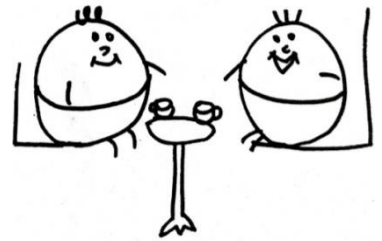
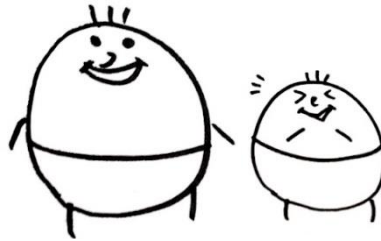
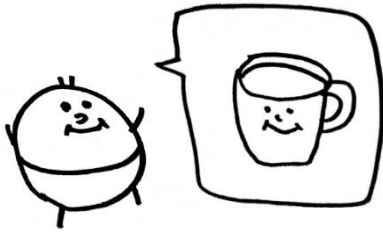
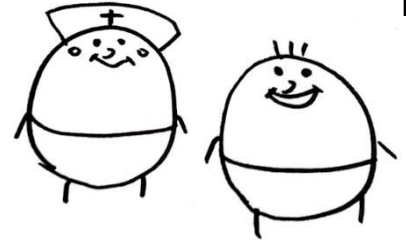
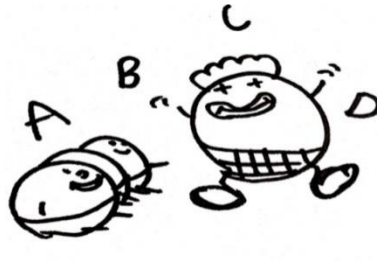
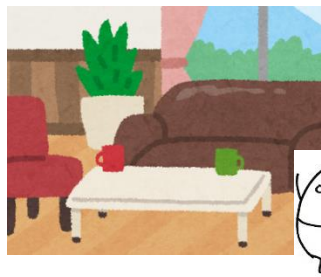


Exercise 1: Let's listen, see the pictures and imagine the situation.

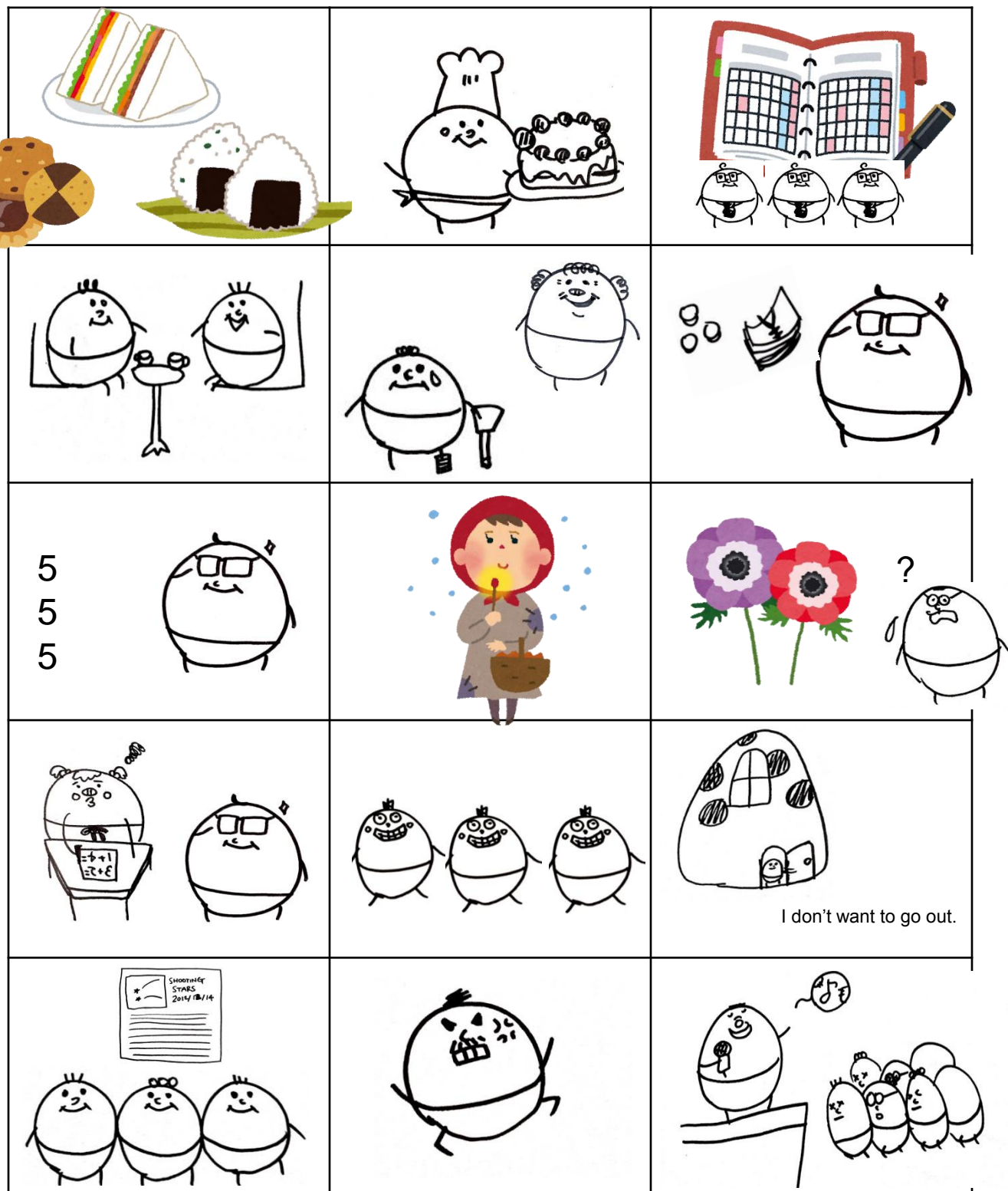
Exercise 2: Let's find the picture which the teacher describe.

Exercise 3: Let's make sentences for each picture.

Lesson 2



Lesson 2



Exercise 1: Let's listen, see the pictures and imagine the situation.

Exercise 2: Let's find the picture which the teacher describe.

Exercise 3: Let's make sentences for each picture.

Lesson 2



Lesson 2

■ A monster!

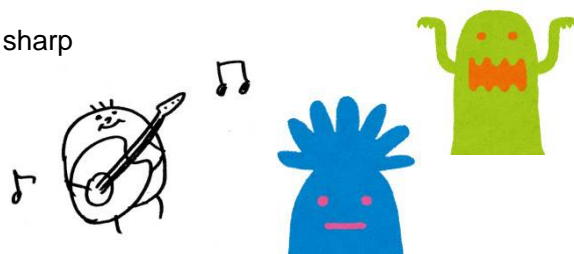


■ Guess which one!

- It has a round body.
- It has two eyes.
- It has 5 horns.
- It has a sad face.

■ Example sentences;

- It has a big mouth with sharp teeth.
- It has two long arms.
- It is blue.
- It has wings.
- It has two legs.
- It has a guitar.



Draw your monster!

Describe your monster with sentences!

Draw your friend's monster!

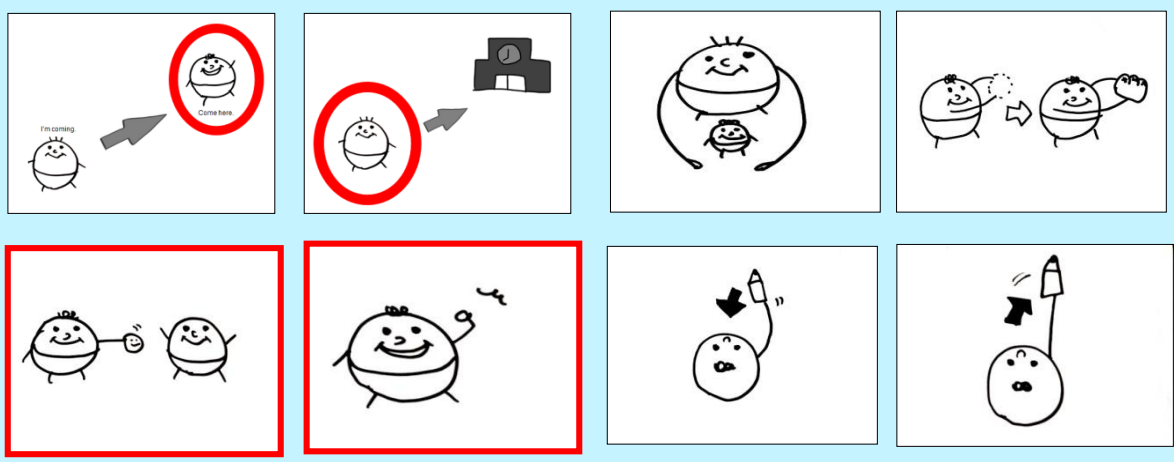
Draw your friend's monster!

Lesson 3

GET / GIVE

目標
get/give がアウトプットに
使えるようになること

重要動詞



| | |
|-----------------------|---|
| get got got | [WITH OBJECT] Come to have or hold (something); receive: I got the impression that she wasn't happy |
| | [WITH OBJECT] Succeed in attaining, achieving, or experiencing; obtain: I need all the sleep I can get |
| | [NO OBJECT] Enter or reach a specified state or condition; become: he got very worried it's getting late |
| | [NO OBJECT] Come, go, or make progress eventually or with some difficulty: I got to the airport they weren't going to get anywhere |
| | (have got) see have. |
| | [WITH OBJECT] Catch or apprehend (someone): the police have got him |
| | [WITH OBJECT] • informal Understand (an argument or the person making it): What do you mean? I don't get it |
| | [WITH OBJECT] • archaic Acquire (knowledge) by study; learn: knowledge which is gotten at school |
| | |
| give gave given | [WITH TWO OBJECTS] Freely transfer the possession of (something) to (someone); hand over to: they gave her water to drink the check given to the jeweler proved worthless |
| | [WITH OBJECT]: he gave the papers back |
| | [WITH TWO OBJECTS] Cause or allow (someone or something) to have (something, especially something abstract); provide or supply with: you gave me such a fright |
| | [WITH OBJECT]: this leaflet gives our opening times |
| | [WITH OBJECT] Carry out or perform (a specified action): I gave a bow |
| | [WITH TWO OBJECTS]: he gave the counter a polish |
| | [WITH OBJECT] State or put forward (information or argument): he did not give his name |
| | [NO OBJECT] Alter in shape under pressure rather than resist or break: that chair doesn't give |

come/go

have/make

get/give

take/put

現在形

Examples;

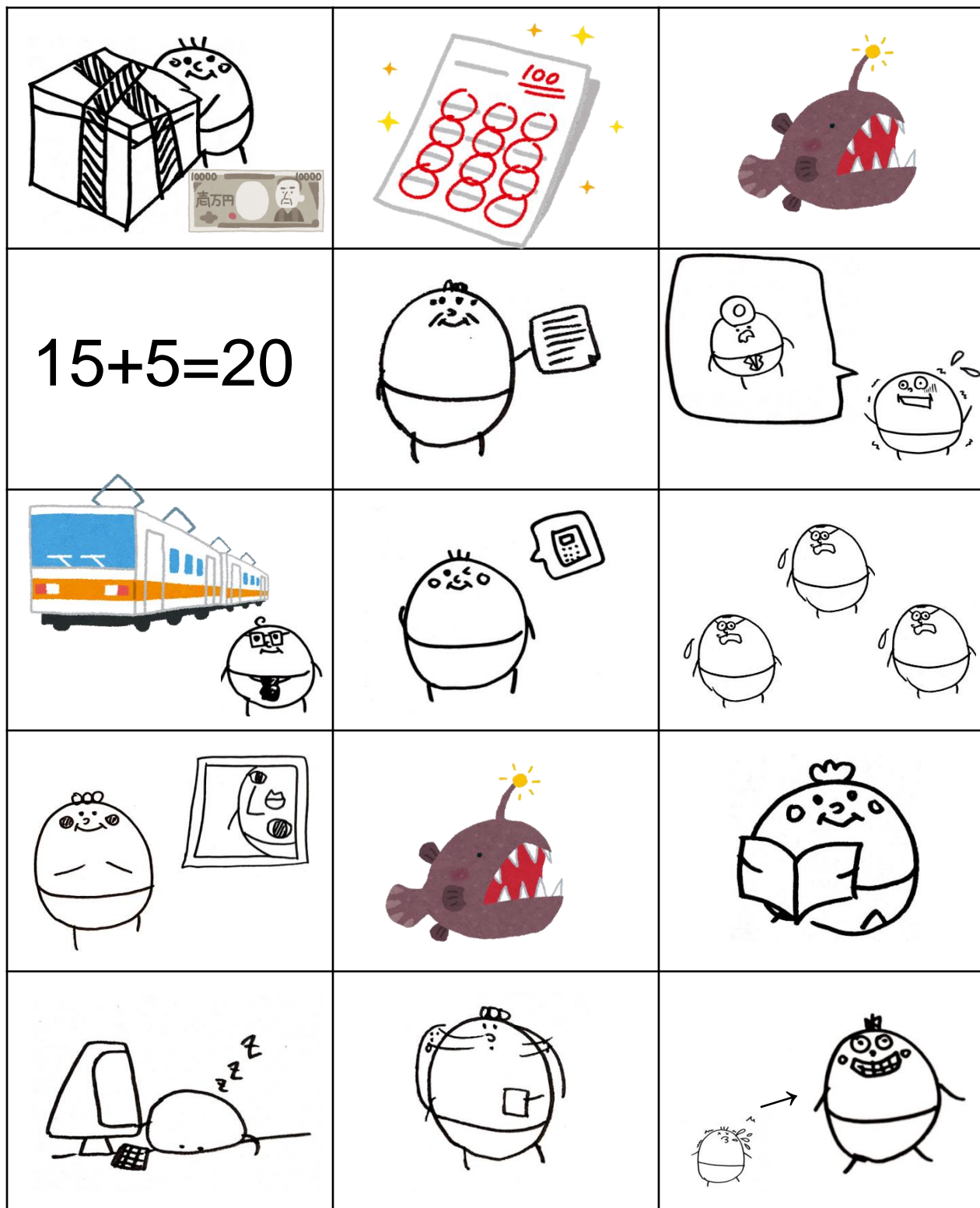
GET

1. I get a Christmas present. , a birthday present, / I got a 10,000 Japanese yen bill for my birthday.
2. I got a good score on the test
3. I got a great idea.
4. If we add 15 to 5, we get 20
5. I get a letter, an email, information, notice...
6. Please go and get a doctor.
7. I got on the last train. (I caught the last train)
8. You can get me by mobile phone.
9. This problem has got us really confused.
10. That art really got me.
11. I got it. / Get the point.
12. You will get something from the book.
13. I get tired. / I got lost. / I got better.
14. Let's try to get the piano to my room.
15. I have to get the children ready for school.
16. I got access to the online bank account. (I can open/ go through)
17. It's getting darker. Let's get home.
18. He got a nice comment on his work.
19. My English is getting better.
20. She got older. / She got more beautiful. / One peace got more popular in the world.
21. We got to know each other.
22. You have to get enough sleep. Then you will be fine.
23. I get to work at eight am every day.
24. I got the big machine running.
25. I couldn't get him to stop talking/ reading.
26. He got his arm broken while playing in nature.

GIVE

1. I gave one hundred books to him.
2. Please give this letter to him.
3. I will give my house to my son.
4. Give me one more chance.
5. Give me your name and address, please.
6. Give me all the details! (tell me everything)
7. Cinderella's mother gave her an order to clean the room.
8. Can you give me an example?
9. Could you give me that book over there?
10. I gave him the film for 700JPY.
11. I will give him a Christmas present/ a birthday present. / I gave him a watch for his birthday present.
12. He gave the audience a song. He has great ability to play music.
13. Can you give a reason why you want to go to other countries?
14. "Did she give you her message yet?" "Not yet."
15. I won't give up my dreams.

Lesson 3



Exercise 1: Let's listen, see the pictures and imagine the situation.

Exercise 2: Let's find the picture which the teacher describe.

Exercise 3: Let's make sentences for each picture.

Lesson 3



Lesson 3

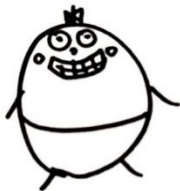


Lesson 3

■ Order game! (come, go, have, make, get, give)

■ Example commands:

- Get your friend's pen.
- Give it back.
- Give your neighbor a handshake.
- Give everyone a big smile.
- Go to the black board.
- Draw a flower.
- Come back.



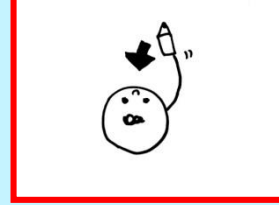
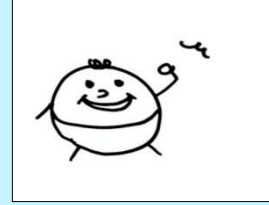
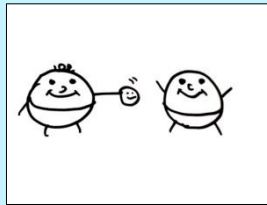
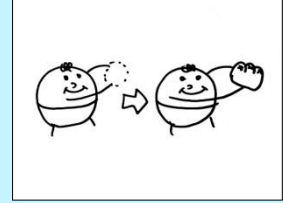
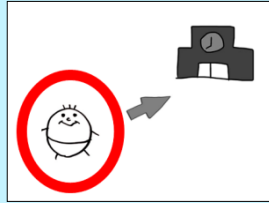
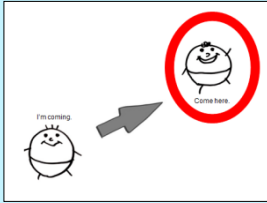
■ Let's make our own commands!

Lesson 4

TAKE / PUT

目標
take/put がアウトプットに
使えるようになること

重要動詞



[WITH OBJECT]

1 Lay hold of (something) with one's hands;
reach for and hold:

he leaned forward to take her hand

Carry or bring with one; convey:

he took along a portfolio of his drawings
the drive takes you through some wonderful
scenery

[WITH TWO OBJECTS]: I took him a letter

Accept or receive (someone or something):
she was advised to take any job offered
they don't take children

Make, undertake, or perform (an action or task):

Lucy took a deep breath
he took the oath of office

Require or use up (a specified amount of time):
the jury took an hour and a half to find
McPherson guilty

[WITH TWO OBJECTS]: it takes me about a
quarter of an hour to walk to work

[NO OBJECT] (Of a plant or seed) take root or
begin to grow; germinate:
the fuchsia cuttings had taken and were looking
good

Grammar Have or require as part of the
appropriate construction:

verbs that take both the infinitive and the finite
clause as their object

[WITH OBJECT]

1 Move to or place in a particular position:

Harry put down his cup

I put my hand out toward her

watch where you're putting your feet!

Bring into a particular state or condition:

they tried to put me at ease

a large aid program was put into effect

he is putting himself at risk

(put something on/onto) Cause (someone or
something) to carry or be subject to something:
commentators put some of the blame on
Congress

Throw (a shot or weight) as an athletic sport:
she set a women's record by putting the shot 56'
7"

put
put
put

take
took
taken

come/go

have/make

get/give

take/put

現在形

Examples;

TAKE

1. Take any card from my hand. / Pick any card from my hand.
2. Take a key out of the pocket.
3. She took her son in her arms.
4. He took off his glasses.
5. Take your camera with you.
6. He took second place in the race.
7. I'll take the shoes.
8. I take history at college
9. He took a test to become a judge.
10. I took my child to the movies yesterday.
11. I took the wrong bus.
12. "Who will take our class this year?" "Ms. Saita will."
13. The novel took him two years to write.
14. He took two years to write the novel.
15. It took two years for him to write the novel.
16. It took him two years to write the novel.
17. Please take a seat.
18. Is this seat taken?
19. The police took him away. (arrest)
20. She takes every opportunity to improve her English.
21. Take this three times a day.
22. take a walk, take a bath, take a shower
23. She took a picture of Bob.
24. Take it easy / Take the job seriously.
25. Take a mop to the floor.
26. In Japan, people take off their shoes at the door.
27. If you take two from ten, you get eight.
28. It takes a lot of hard work to build a house.
29. The sport meeting takes place in September.
30. The Olympic Games will take place in Tokyo in 2020.
31. The operation took place at the hospital last night.

PUT

1. I put a key in the pocket
2. I put the bag on the table.
3. I put the paper in the (garbage) box.
4. He puts on his coat.
5. "Put out the fire!"
6. "Put your hands up!"
7. He put the cat away.
8. We always put the cat out.
9. Put a tax on the products. /Place a tax on the products.
10. Put the book back in the top section of the bookcase.
11. Her mother put Cinderella to work.
12. I put the baby to sleep.
13. She puts her arms around him.
14. I put a plan into action.
15. The game was put off.

Lesson 4



Exercise 1: Let's listen, see the pictures and imagine the situation.

Exercise 2: Let's find the picture which the teacher describe.

Exercise 3: Let's make sentences for each picture.

Lesson 4

| | | |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  | $10-2=8$ |  |
|  | <p>TOKYO OLYMPIC</p>  <p>2020</p> |  |

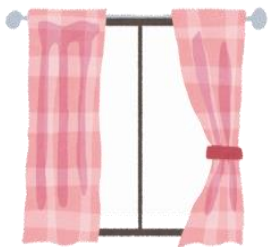
Lesson 4



Lesson 4

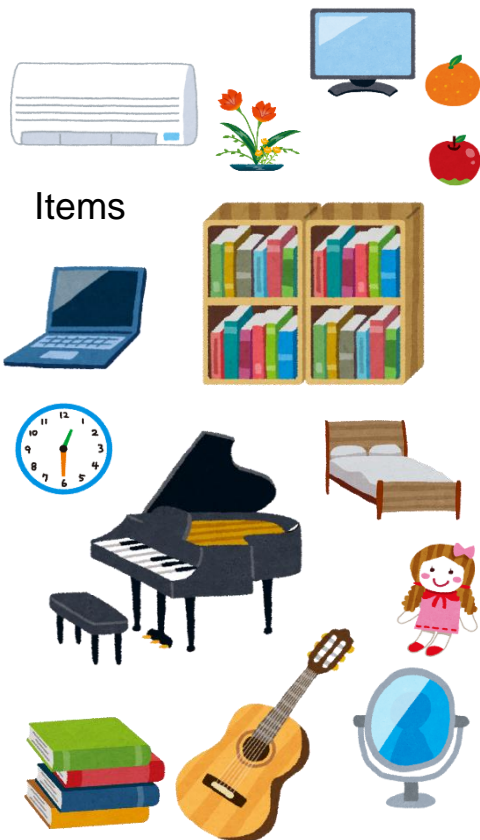
■ My room

■ Arrange your room ☺



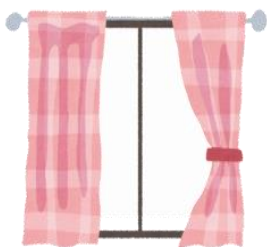
■ Examples:

- I put a piano in the room.
- I put a doll on the piano chair.
- I put a clock on the wall.
- I put an apple on the desk.
- I put an orange on the chair.
- I put a vase on the desk.



Items

■ Listen and then draw your friend's room .



Lesson 5

現在形

目標
現在形を使って自分の一日が紹介できるようになる

1
人が
(物が)

2
する

3
何を・に

4
飾り
(例: どこで、
人に...)

I
I
I
I
I
S/he
S/he
S/he
S/he
S/he
Does s/he
We
They
You
They
They
Do you
Do they

am
am not
like
do not like
don't like
is
is not
likes
does not like
doesn't like
like
are
are not
have
watch
do not watch
watch
have

a student.
a student.
English.
mathematics.
mathematics.
a teacher.
a teacher.
English.
chemistry.
chemistry.
English?
good students.
good students.
homework.
TV.
TV.
TV?
dinner

together?

Examples;

1. I get up at 7 am.
2. I have rice and miso soup for breakfast.
3. I go to school by bus.
4. I have five classes every day.
5. I go to club activity after school.
6. I go home around 7 pm.
7. I have dinner with my family.
8. I take a bath with my sister.
9. I watch TV for an hour.
10. I do my homework.
11. I read books until midnight.
12. I usually go to bed at 1 am.
13. Don't walk outside alone at night.
14. You are such a nice person.
15. Everyone is welcome at my home/house.

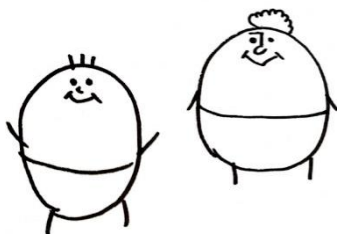
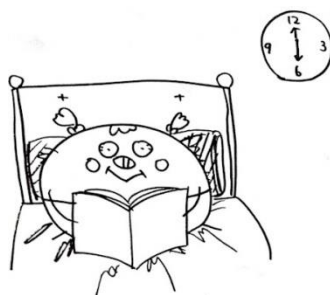
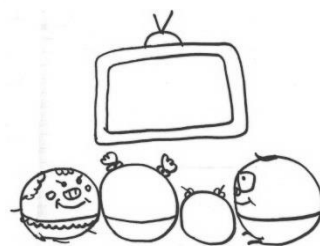
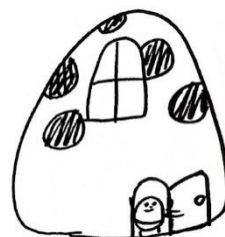
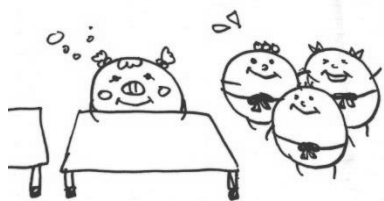
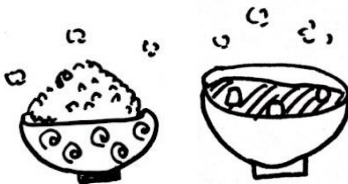
come/go

have/make

get/give

take/put

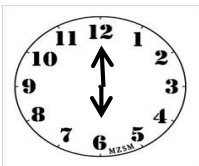
現在形



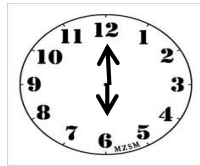
Lesson 5

■ Tell us about your daily schedule.

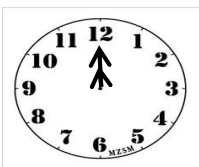
■ sample



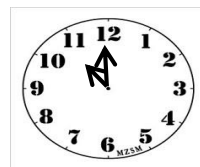
-I get up at 6 every morning.
-I have breakfast.
-I leave home at 7.



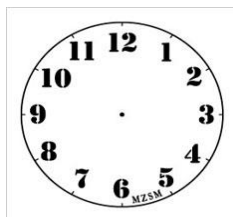
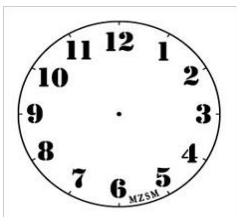
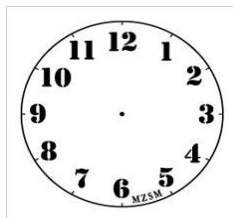
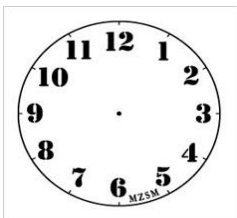
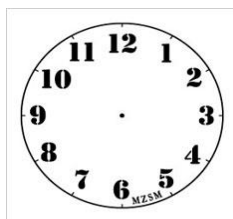
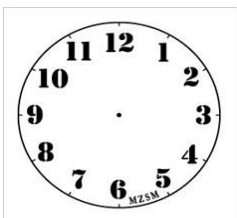
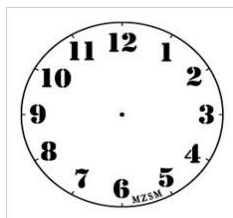
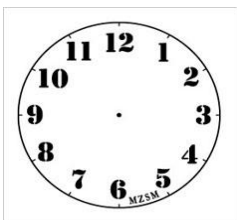
-I get home around 6.
-I have dinner with my family.
-I watch TV every night.



-I go to the cafeteria with my friend to have lunch.



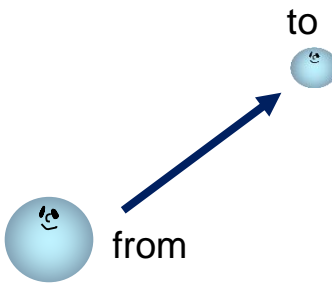
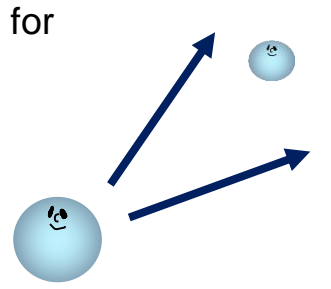
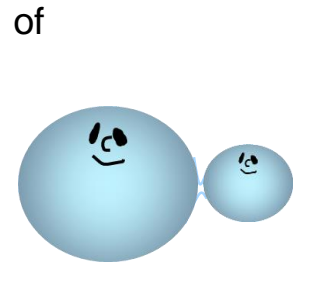
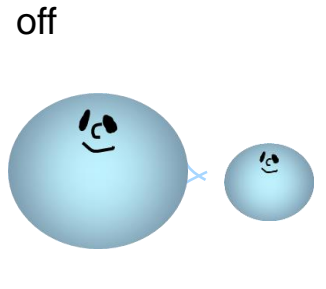
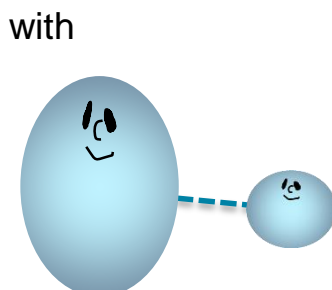
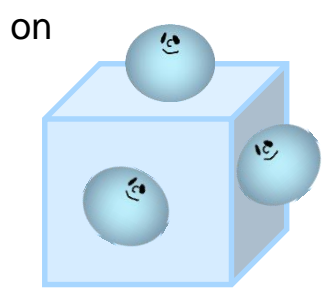
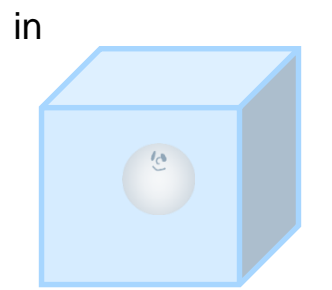
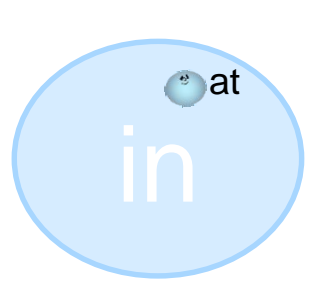
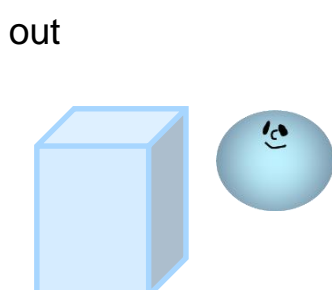
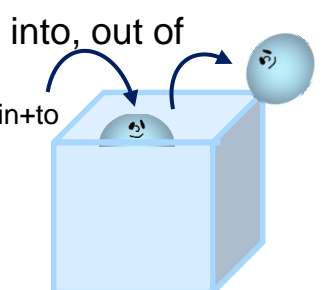
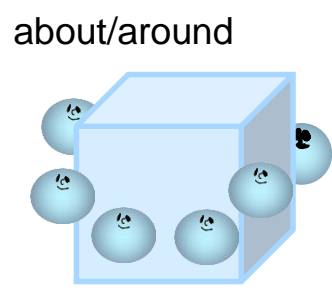
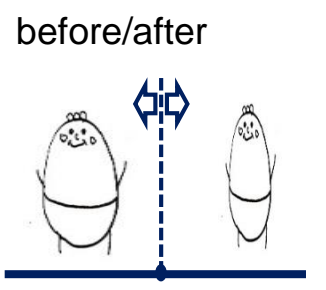
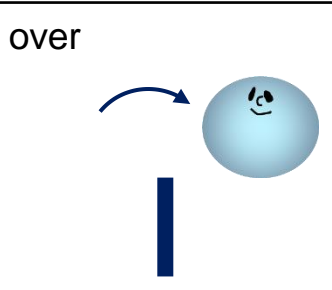
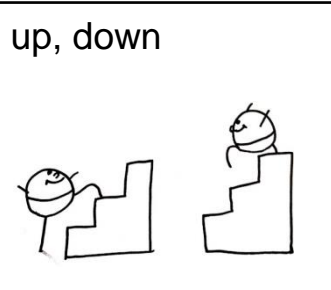

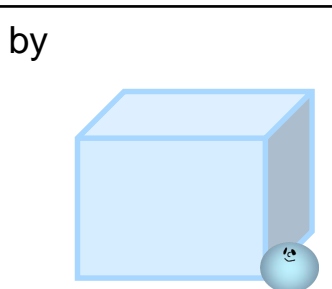
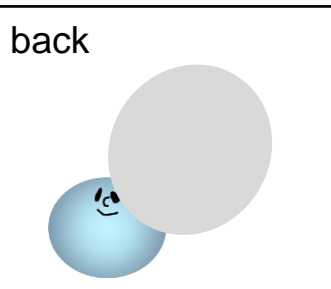
-I go to bed at 11.



Column 1

重要動詞と合体

重要動詞と一緒に使ってさらに意味を生みだしてくれるのがこの子たち！多くの意味を持ち合わせていて、これこそ、イメージで覚えるべき単語たちです。今、全部使える必要はないのです。使ってみたり、耳にしたりして、少しずつ使える範囲を増やしていきましょう。

|  |  |  |  | | | | | | | | | | | | | | | | |
|--|---|---|--|----|--|------|---|-------|---------------------------|-------|---------|--------|-----------|-------|------------|---------|----------|-----------|------------|
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|  |  |  <table border="1"> <thead> <tr> <th colspan="2">on</th> </tr> </thead> <tbody> <tr> <td>Days</td> <td>Friday My birthday March 2nd, 1988</td> </tr> <tr> <td>Hours</td> <td>5pm 12 o'clock 7 AM</td> </tr> <tr> <td>Weeks</td> <td>2 weeks</td> </tr> <tr> <td>Months</td> <td>July, May</td> </tr> <tr> <td>Years</td> <td>1988, 2012</td> </tr> <tr> <td>Decades</td> <td>The 80's</td> </tr> <tr> <td>Centuries</td> <td>the 1800's</td> </tr> </tbody> </table> | | on | | Days | Friday My birthday March 2 nd , 1988 | Hours | 5pm 12 o'clock 7 AM | Weeks | 2 weeks | Months | July, May | Years | 1988, 2012 | Decades | The 80's | Centuries | the 1800's |
| on | | | | | | | | | | | | | | | | | | | |
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| Decades | The 80's | | | | | | | | | | | | | | | | | | |
| Centuries | the 1800's | | | | | | | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | | | | | | | |

Column 1

Examples;

to

1. They're running to me.
2. We took the elevator to the third level.
3. The letter is addressed to you.
4. She is kind to her brother.
5. This is the key to the house.
6. Do you want to sing? Yes, I want to.
7. Our daughter came to see us.

from

1. We ran from his house to mine.
2. We are meeting her one hour from now.
3. Kayo is from Tokyo.
4. Wood comes from trees.
5. It is 200 km from here to Osaka.

for

1. He was heading for the door.
2. The present is for Sachiko.
3. I don't know if the house is big or small, for I've never seen it.

of

1. That house is the home of my friend.
2. I wear clothes of a light material when the weather is hot.
3. He died of heart attack.
4. I thought of you yesterday.

off

1. The cat ran off.
2. Turn off the lights before you go to bed.
3. She took a year off when she had a baby.
4. I have Friday off this week.
5. Please take your feet off the table!
6. The engine is off.

with

1. They walked with me.
2. Give this to the woman with the red hat.
3. We agreed with each other.
4. He mixed sugar with butter for the cake.
5. I'm with you on this plan.

on

1. There is a book on the table.
2. He got on the train.
3. Her house is on the right.
4. We moved into our new house on Wednesday.
5. He smiled on hearing the joke.
6. The house was on fire.
7. We spoke on the phone.
8. Turn the lights on.
9. The movie went on for four hours.
10. Every year they move on to another place to work.
11. The fan is on.

in

1. The sandwich is in the lunchbox.
2. He lives in the city.
3. He finished the work in ten minutes.
4. He got in his car.
5. She spoke in a small voice.
6. May I come in?

at

1. We had dinner at a restaurant.
2. I will meet you for lunch at one pm.
3. We looked at the moon.
4. The baby smiled at her mother.
5. Please take a look at this report.

into

1. Go into the room.
2. The rain turned into snow during the night.
3. He went into business for himself.

Column 1

Examples;

about

1. I read a book about trains.
2. I paid about 1000 JPY for this shirt. I have lived here for about four years.
3. I can't answer yet. I'm still thinking about your question.

around

1. He looked around.
2. I'll be around if you need me.
3. Will you show me around the building?
4. There are trees around the park.
5. They drove around the country.
6. This ring is too tight around my finger.
7. I walked around the tree.
8. We eat lunch around 11am.
9. This watch costs around 2000 yen.

by

1. That house is by a lake.
2. We traveled by train in Japan.
3. I've read three books by that author.
4. You need to be at work by eight am.
5. He was hit by a car.
6. You have to play by the rules.
7. Many years have gone by.

before

1. Yuri thought she had read this book before.
2. Cinderella forgot to leave before midnight.
3. She stood before the door and knocked.

after

1. Peter had a rice ball after school.
2. The first house after the white one is mine.
3. He came after she left.

over

1. She held the umbrella over her head.
2. I jumped over the fence.
3. I pulled the blanket over my head.
4. What did you do over the weekend?
5. We talked over the phone.
6. Please move over.
7. My son is over 180cm tall.

up

1. We went up to the second floor.
2. The tent is up.
3. Are the children up yet?
4. The time is up, students. Please give me your test papers.

down

1. The rain came down.
2. Turn down the radio.
3. They walked down the stairs.
4. He has been feeling down since the accident.

out

1. Who went out through this door?
2. My advice to you goes in one ear and out the other.
3. Dr. Jones is out right now.
4. The light is out.

back

1. Put your name on the back of this paper.
2. I leaned against the back of the chair.
3. He backed the car out of the garage.
4. Could you move your car back? I can't get out.
5. He went back to his car to get his glasses.
6. She left a message, but I forgot to call her back.

PART 2

もっと自分のことを伝えたくなった？

Column 2

過去形

目標
過去形を使って自分のした
ことが表現できるようになる

1
人が
(物が)

2
する

3
何を・に

4
飾り
(例: どこで、
人に...)

I
I
I
S/he
S/he
S/he
Did s/he
We
You
They
They
Did you

studied
did not study
didn't study
played
did not play
didn't play
play
studied
didn't study
watched
didn't watch
have

English.
mathematics.
mathematics.
the drums.
the piano.
the piano.
the drums?
English.
English.
TV.
TV.
dinner?

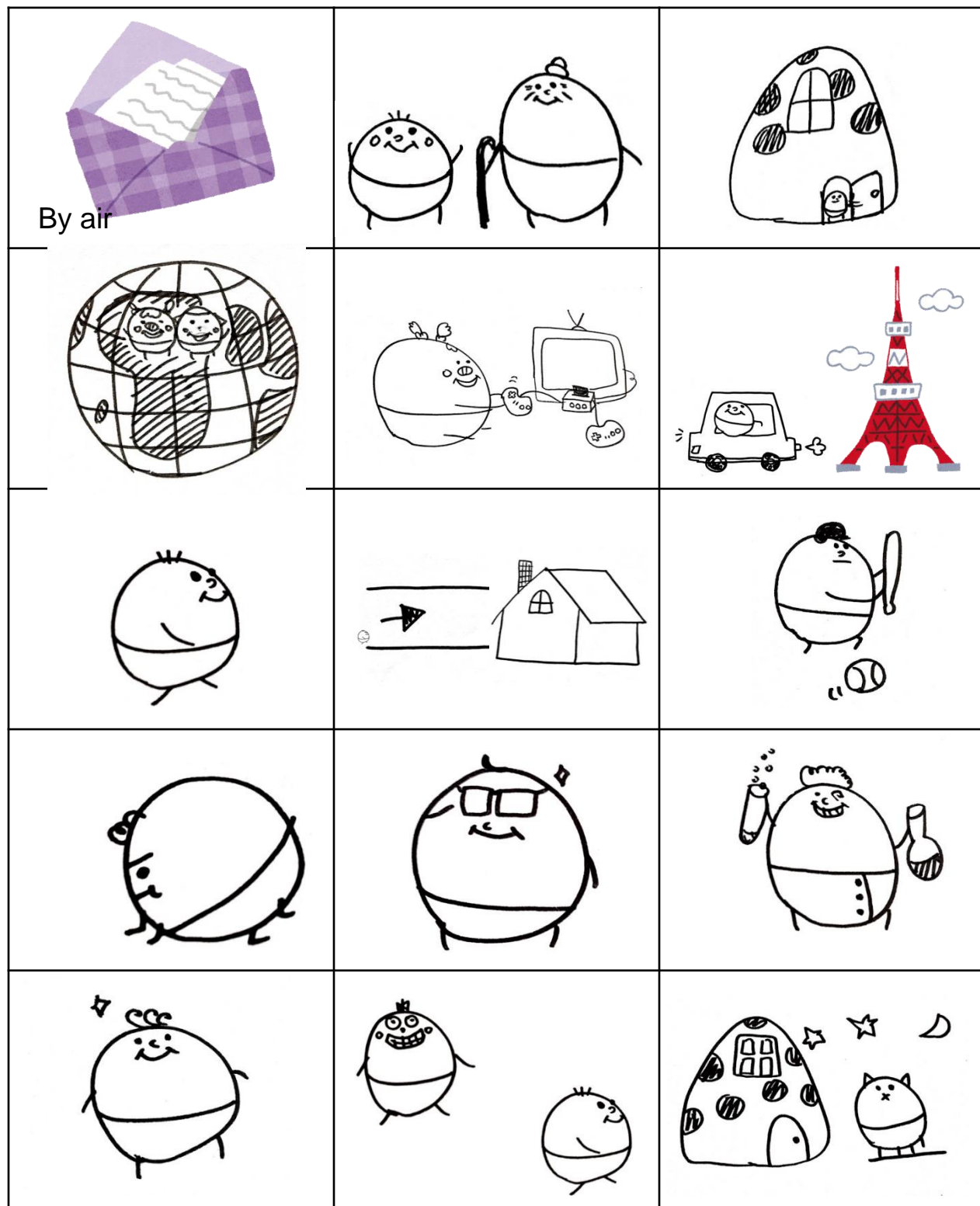
Examples;

1. I was at home. / Were you at home last night? / I was not at home last night.
2. I did my science homework. / Did you do your science homework? / I did not do my science homework.
3. She came to see me. / Did she come to see you? / She did not come to see me.
4. I went to school. / Did you go to school yesterday? / I did not go to school yesterday.
5. I had free time. / Did you have free time? / I did not have free time.
6. I took a walk. / Have you taken a walk these days? / I have not taken a walk these days.
7. I got to London.
8. I got a used car there.
9. I got a lot of knowledge from my experiences. (I learned a lot from my experiences.)
10. I got a new computer on my birthday.
11. LINE got 400 million users. (2014.4現在)
12. I had an interview, and so I made/(dyed/ colored) my hair black.
13. I made a phone call last night.
14. The boy came back to life.
15. I asked a question.
16. I sent a letter by air mail. / I wrote a letter to a foreign friend a few days ago.
17. The kid helped the aged woman.
18. I was at the house all day, last Sunday.
19. I studied international relations.
20. I played a video game.
21. I left Tokyo.
22. I saw him walking across the street.
23. I saw her back to her house.
24. I saw a basketball game.
25. She worked herself to death.
26. Everything worked out well.
27. This method worked well.
28. He did not tell a lie.
29. I did not pay attention to the girl/ the guy.
30. I did not keep my promise to go home early.

Column 2



Column 2



Column 2

■ What did you do last winter/summer?

First, write it down. Second, share with your friends!



■ Describe what you did last winter / summer.

■ Examples:

- I went swimming.
- I went skiing.
- I went fishing.
- I went climbing. / I went hiking. / I went to the mountain.
- I went abroad. / I went to China.
- I played soccer.
- I played the piano.
- I read many books.
- I watched a lot of TV.
- I studied hard.
- I enjoyed running.
- I made a movie. / I watched a movie.
- I listened to music a lot. / I made songs.
- I played a lot of video games.

■ Example (advanced):

Last summer, I made a movie with my friends. It took two weeks for us to make the movie. The story is about our school lives. We showed it to our friends and family. They enjoyed it. We were happy.

Lesson 6

to V

目標
Toのイメージがわかって
Outputに使えるようになる

TO

-ing

過去志向

- ・過去
- ・消極的(中断、逃避)
- ・反復

未来志向

to

- ・未来
- ・積極的(意志、願望)
- ・単発

| | |
|----|---|
| to | PREPOSITION |
| | Expressing motion in the direction of (a particular location): walking down to the mall my first visit to Africa |
| | Identifying the person or thing affected: you were terribly unkind to her |
| | Identifying a particular relationship between one person and another: he is married to Jan's cousin economic adviser to the president |
| | Indicating that two things are attached: he had left his bike chained to a fence |
| | • figurative they are inextricably linked to this island |
| | Concerning or likely to concern (something, especially something abstract): a threat to world peace a reference to Psalm 22:18 |
| | Governing a phrase expressing someone's reaction to something: to her astonishment, he smiled |
| | Used to introduce the second element in a comparison: it's nothing to what it once was |
| | INFINITIVE MARKER |
| | Used with the base form of a verb to indicate that the verb is in the infinitive, in particular. |
| | Used without a verb following when the missing verb is clearly understood: he asked her to come but she said she didn't want to |

to V

Ving

can

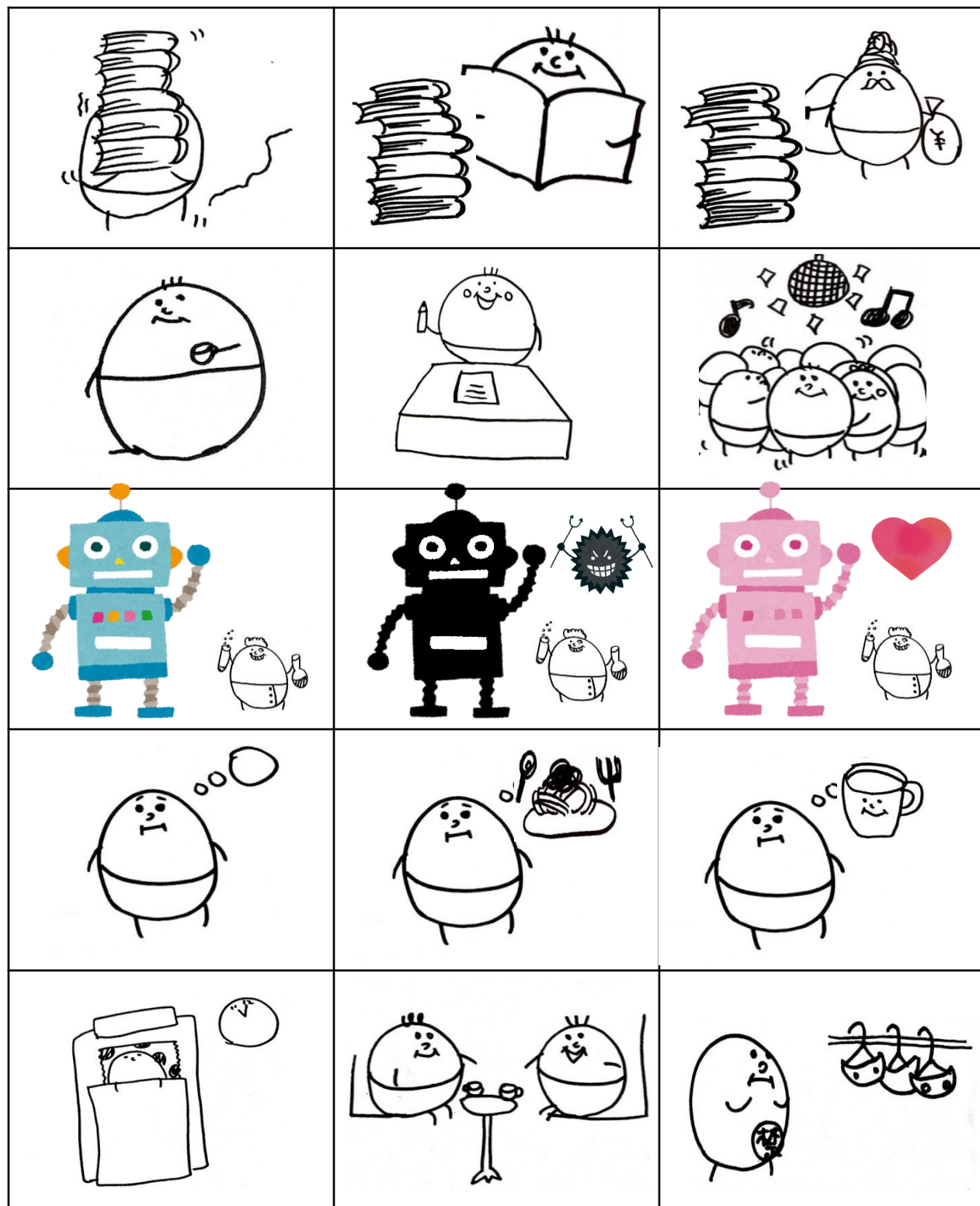
will

Examples;

1. I have books.
2. I have books to read.
3. I have books to sell.
4. I have time.
5. I have time to do my homework.
6. I have time to hold a party or an event.
7. My father made a robot.
8. The bad man made a robot to kill people.
9. My father made a robot to save people.
10. I want something.
11. I want something to drink.
12. I want something to eat.
13. It's time to sleep.
14. It's time to discuss.
15. It's time to decide.
16. I like pictures.
17. I like to take pictures.
18. I like to draw pictures.
19. I like to live in the local area.
20. I like to read articles. I also like to write stories.
21. I like to play battle games. / fighting games, role playing games.
22. I want to be a professional baseball player. / an artist, a director, a manager, a film star, a writer, an author, a chief of police (警察本部長),
23. I want to stay a student.
24. I want to cut my hair.
25. I decided to become a stronger person.
26. I decided to start up my own company. / establish my own company
27. I decided to accept their offer.
28. I plan to plant trees here.
29. I plan to go to space.
30. I plan to move to a large/small city.

1. It is great to be friends with you.
 2. It is great to know many things.
 3. It is great to meet you again.
 4. It is necessary to care for old people.
 5. It is necessary to take care of yourself sometimes.
 6. It is necessary to keep an eye on kids.
 7. It is interesting to play music in a band.
 8. It is interesting to watch a magic performance.
 9. It is interesting to listen to news.
 10. It is nice to have four seasons.
 11. It is nice to stay inside when it is cold outside.
 12. It is nice to hear from you.
 13. It is important to figure out global issues.
 14. It is important to keep learning step by step.
 15. It is important to have a dream.
 16. It was hard to get the piano into the house. I can't get this window open.
 17. It is hard to make a decision.
 18. It is too cold to go swimming today.
- 疑問詞 to do 説明
19. I don't know what to do.
 20. I don't know where to go.
 21. I don't know which to choose.
 22. I don't know how to swim.
 23. Please tell me which book to read.
 24. Please tell me which way to go.
 25. Please tell me when to leave. (what time to leave.)
 26. Please tell me how many eggs to use.
 27. It is important to choose what to do.
 28. It is important to know how to do it.
 29. It is important to decide where to go.

Lesson 6



Lesson 6



Lesson 6

■ What does s/he want to do?

Student A: Open page “Activity 1” .

Student B: Open page “Activity 4”.

■ What do you want to do?

What do you want/like to do? And why?

Examples;

1.

I want to be a teacher

because I like children.

2.

I like to make songs

because I want to tell my idea with music.

1.

I want to

because

2.

I like to

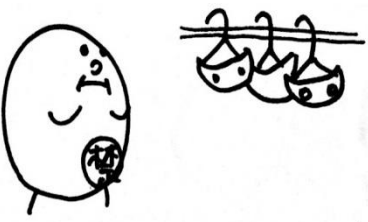
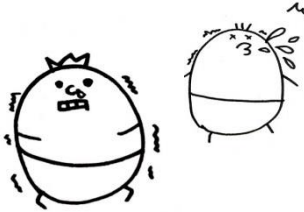
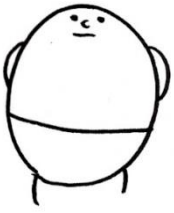
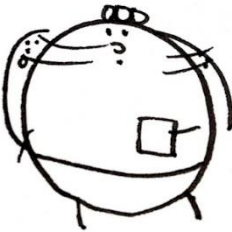
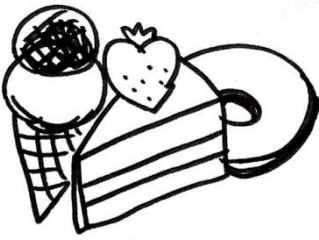


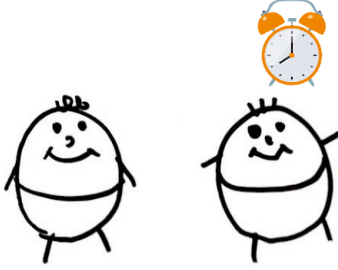

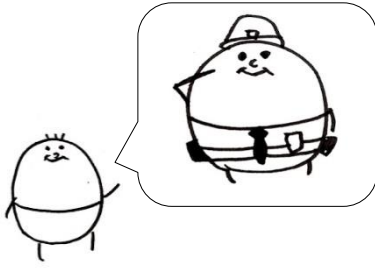
because

Lesson 6

to V



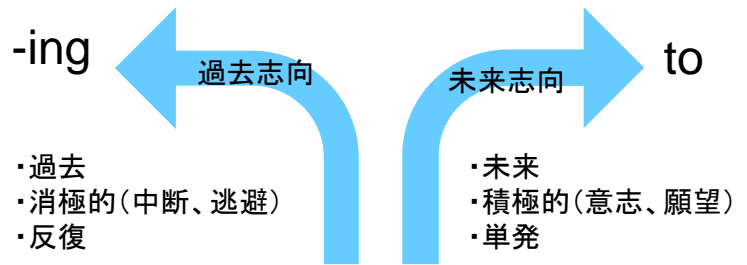
Lesson 6

| | | |
|---|--|--|
|  |  |  |
| <p>what to V where to V which to V how to V</p> | <p>?</p>  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Lesson 7

Ving

目標
ingのイメージがわかる



| | |
|-----|---|
| ing | SUFFIX |
| | Denoting a verbal action, an instance of this, or its result: fighting, outing, building |
| | Denoting material used for or associated with a process, etc.: cladding, piping |
| | Forming the gerund of verbs (such as painting as in I love painting). |
| | Forming the present participle of verbs: doing, calling |
| | Forming adjectives from nouns: hulking |
| | (Used especially in names of coins and fractional parts) a thing belonging to or having the quality of: farthing, riding |

Examples;

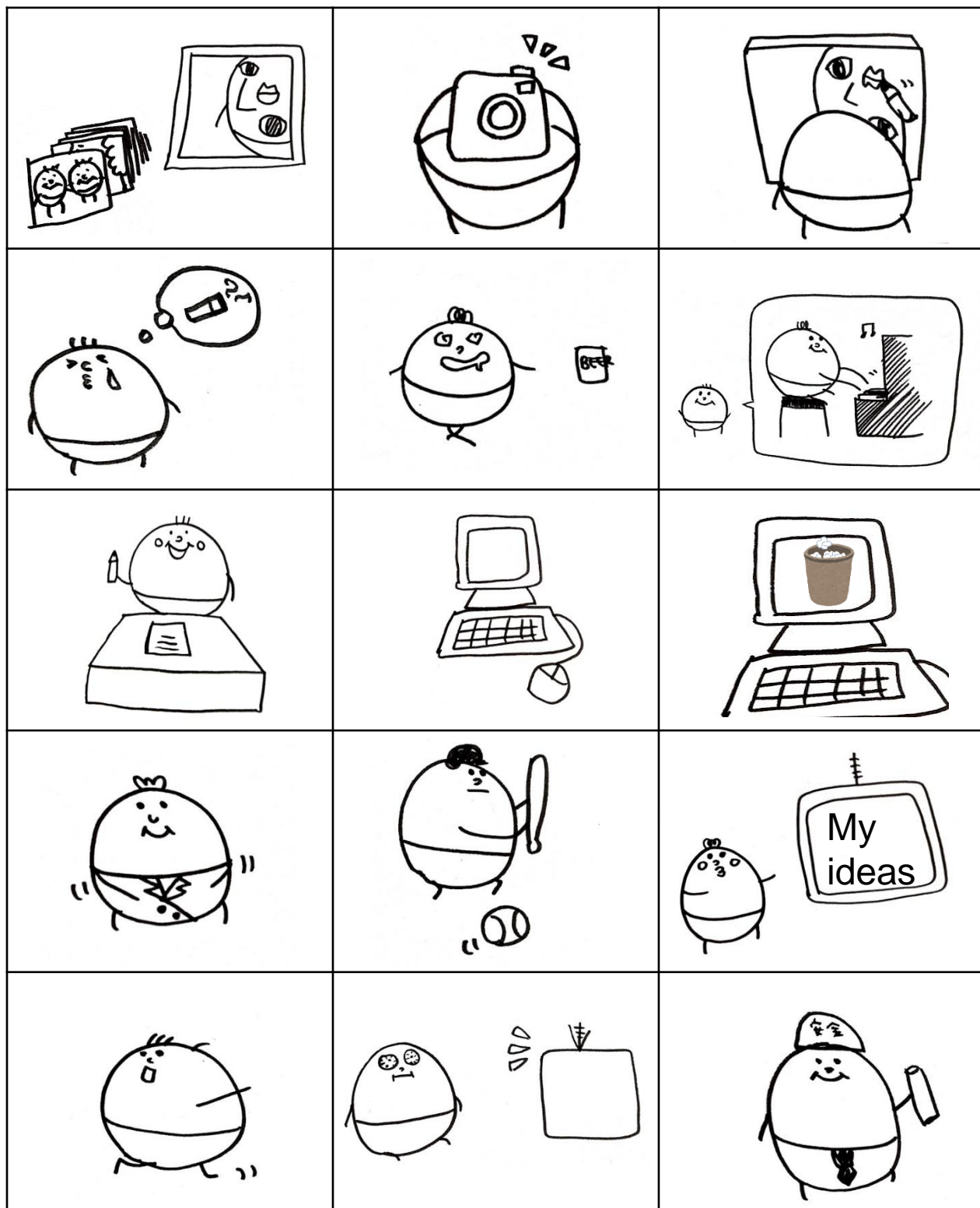
- I like pictures.
- I like taking pictures.
- I like drawing pictures.
- I gave up smoking.
- I gave up drinking.
- I gave up learning piano one year ago.
- I finished doing my homework.
- I finished using the computer.
- I finished removing documents.
- I practiced introducing myself.
- I will practice throwing/ hitting the ball.
- I will practice explaining my idea / presenting my idea / expressing my idea.
- I enjoy running.
- I enjoy watching television.
- I enjoy teaching special studies or skills.
- He began designing pretty clothes.
- She began making sounds.
- It began raining a few hours ago.
- Drinking too much is bad for your health.
- Doing exercise is good for your health.
- Using too much oil is not healthy.
- I use a pen for writing.
- I work for my living.
- This is a room for sleeping.
- I need to learn about marketing. 営業企画
- I am especially good at speaking English.
- I am looking forward to seeing my friends.
- They all started talking at once. (everyone together).
- Failing is a part of learning.
- They started working at the site. (the site= where the action is happening, a place where something is happening, where something is...)

to V

Ving

can

will



Lesson 7



■ What did s/he finish?

Student A: Open page “Activity 2”. Describe the situation for your partner to understand by gesture.

Student B: Guess what s/he finish by watching your partner. And answer like “S/he finished ~.”

Column 3

進行形

目標
ingのイメージがわかってOutputに使える

1
人が
(物が)

I
I
I
I
S/he
S/he
S/he
S/he
Is s/he
Was s/he
We
We
What are you
What were you
They
They

2
する

am making
was making
am not watching
was not watching
is making
was making
is not watching
was not watching
studying
studying
are doing
were doing
doing?
doing?
are running.
were talking.

3
何を・に

dinner
dinner
TV
TV
dinner
dinner
TV
TV
English
English
our homework
our homework
(what)
(what)

4
飾り
(例:どこで、
人に...)

now.
one hour ago.
now.
one hour ago.
now.
when I got home.
now.
at 5pm.
now?
at 5pm?
now.
when Mr. Ito came into the room.

Examples;

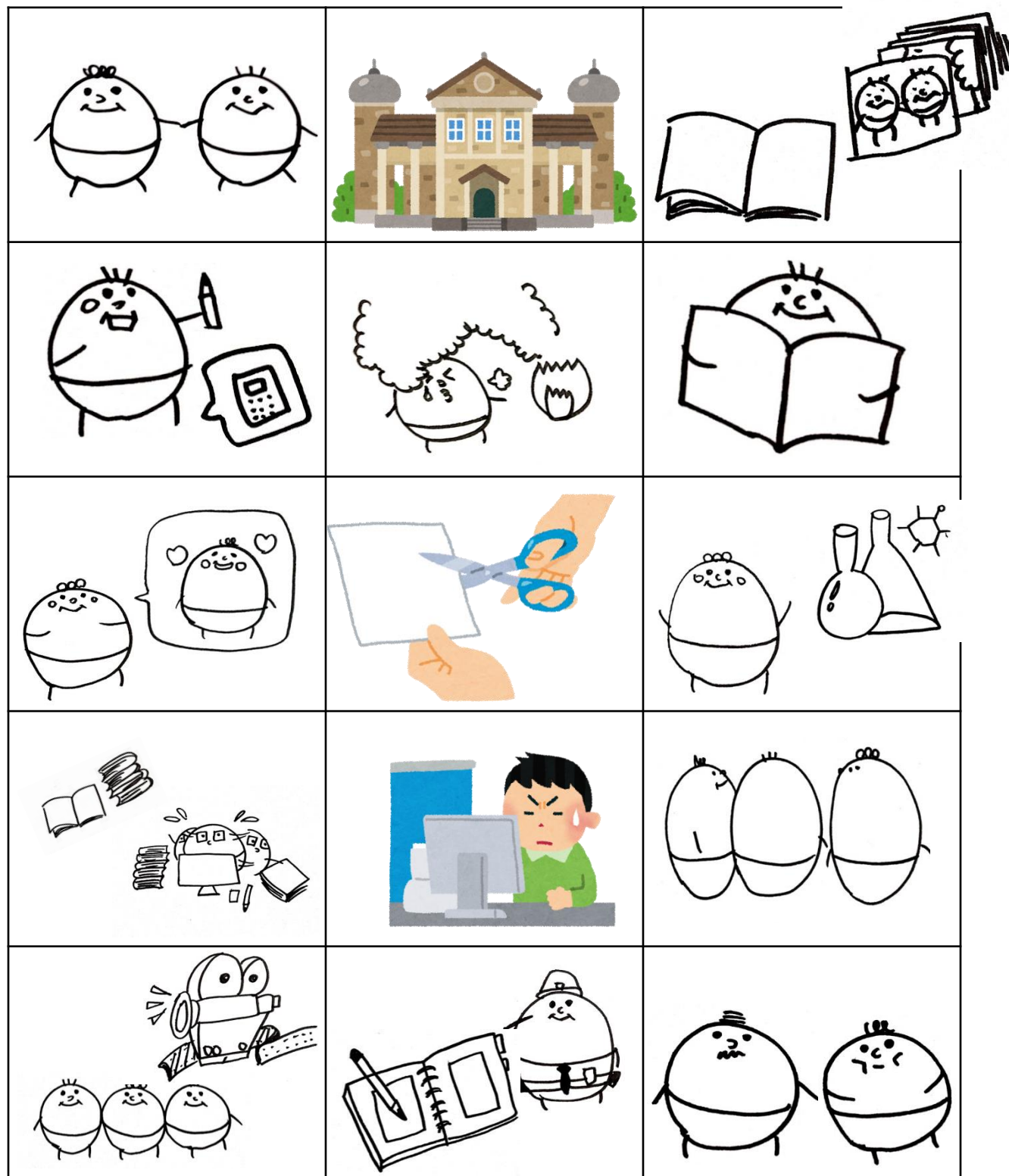
1. I am coming with you.
2. I am going to the National Museum.
3. I am making an album now.
4. He is making a note of her phone number.
5. He is putting out a fire.
6. He is reading a book.
7. She is thinking of him.
8. She is cutting paper into pieces.
9. She is explaining the result in simple terms.
10. They are creating a new education system.
11. They are looking for unique animals.
12. Everyone in the meeting room is sharing ideas.
13. The team is making an action movie.
14. The officer is checking the difficult/simple data.
15. The leader is talking to the staff.

Vingが現在進行形だけ特別ではないこと。

Be動詞と他の動詞も同じように使える。

16. I am running to the station.
17. I came running to the station.
18. I enjoyed running to the station.
19. I am doing my homework right now.
20. I tried doing my homework.
21. I finished doing my homework.
22. I like talking with the young/old woman.
23. I was talking with the young/old woman.
24. I enjoyed talking with the young/old woman.
25. The meeting was tiring for me.
26. Writing a long report is tiring.
27. I am tired. / I often get tired even before afternoon.
28. The class about the election is interesting.
29. I am interested in the election.
30. I recently got interested in the election. I recently became interested in the election.

Column 3



Column 3



Column 3

■ What's happening?

Student A: Open page "Activity 3".

Student B: Open page "Activity 5".

Lesson 8

CAN CANNOT/COULD

目標
CanがOutputに使える

can



潜在

| | |
|-----|--|
| can | VERB (3rd singular present can; past could /kood/) |
| | Be able to: they can run fast I could hear footsteps he can't afford it |
| | Be permitted to: you can use the phone if you want to nobody could legally drink on the premises |
| | Used to indicate that something is typically the case: antique clocks can seem out of place in modern homes he could be very moody |

Examples;

1. I can run fast.
2. I cannot hear you.
3. I can see you tomorrow.
4. I can arrive there on time.
5. You can use the phone if you want to.
6. I can recognize him even among many people.
7. Other workers can help me.
8. I cannot die yet.
9. I can't eat this. I'm full.
10. It can snow even in late spring in this area.
11. Nothing can prevent/stop me from loving him.
12. Is he a rock musician? It can't be true.
13. She can be a good mother. She loves kids.
14. He cannot be a good person. He threw a cigarette.
15. How can you stand these people?
16. I could run fast when I was a child.
17. I could not hear you. (Now I can hear you.)
18. I could not eat dinner. I was sick.

19. Can you play the piano?
20. Can anyone answer this question?
21. Can you take the risk?
22. Can/Could you help me with this work?
23. Can/Could you open the curtains and windows?
24. Can/Could you use capital letters in this document?

Cannot have done / could have done

25. He cannot have told a lie. (It is not possible that he told a lie.)
26. I saw her just now. She cannot have gone home yet. (It is not possible that she went home.)
27. He cannot have failed the test. It was easy. (It is not possible that he failed the test.)
28. I could have had a better score if I had studied harder.
29. I could have made it if I had left home earlier.
30. He could have avoided the problem, but he was not paying attention.

to V

Ving

can

will



Lesson 8



Lesson 8

■ Rules & Regulation at Saita Library

ID card
required

No Drinks,
Please

SORRY.
NO PETS ALLOWED

Turn off all cell phones

No smoking

**NO
FOOD**

No
video
games

**Computers
Available
9:00-17:00
only**

Monday to Friday, 9.00 to 19.15
Saturday, 9.00 to 17.00.

Be Quiet!

Borrowing Limit:
5 books

PHOTOCOPIES
10 JPY PER PAGE

**Maximum
3 DVDs
per person**

All visitors
Sign in at
front desk

■ Write down your rules and regulation

■ Examples;

- You cannot drink anything in the library.
- You can use the computers from 9am to 5pm.
- You can borrow maximum 5 books.
- You can photocopy for 10 Japanese yen per page.
- You cannot come into with your pets.
- You cannot smoke inside.
- You cannot eat anything.
- You can borrow maximum 3 DVDs.
- You cannot play video games in the library.
- You cannot use your cell phones.
- You need ID card.
- You need sign in at front desk.

■ Rules & Regulation at _____Library

Lesson 9

WILL
WON'T/WOULD目標
WillがOutputに使える

will



力強さ

would



willから一歩ひいた感じ

will

VERB (3rd singular present will; past would /wood, wed/)

Expressing the future tense:

you will regret it when you are older

Expressing inevitable events:

accidents will happen

Expressing a request:

will you stop here, please

Expressing facts about ability or capacity:

a rock so light that it will float on water

your tank will hold about 26 gallons

Expressing habitual behavior:

she will dance for hours

Expressing probability or expectation about something in the present:

they will be miles away by now

would

VERB (3rd singular present would)

past of will, in various senses.

he said he would be away for a couple of days

he wanted out, but she wouldn't leave

the windows would not close

(Expressing the conditional mood) indicating the consequence of an imagined event or situation:

he would lose his job if he were identified

Expressing a desire or inclination:

I would love to work in Prague

would you like some water?

Expressing a polite request:

would you pour the wine, please?

Expressing a conjecture, opinion, or hope:

I would imagine that they'll want to keep it

I guess some people would consider it brutal

I would have to agree

Used to make a comment about behavior that is typical:

every night we would hear the boy crying

• derogatory they would say that, wouldn't they?

[WITH CLAUSE] • literary Expressing a wish or regret:

would that he had lived to finish it

to V

Ving

can

will

Examples;

1. I will write a will. I will give my house to my son.
2. I will come back to the office at noon. I will see you then.
3. I will do my homework later. I will take a rest first.
4. "Can you answer the phone?" "I'll get it! / I got it!"
5. "Who will come with me?" "I will."
6. I will show you around.
7. Try this cheese! You will like it.
8. "Let me try to do it." "Don't do that. You will hurt yourself."
9. You will understand it as you grow older.
10. He will be a good teacher.
11. They will spend their summer vacation in Okinawa.
12. He will do his best.
13. It will rain tomorrow.
14. The meeting will be held on the next Thursday.
15. The result will come out soon.
16. He will not be there. He is very busy.
17. She will not study for the test. She will not pass it.
18. I won't stop trying. I won't give up my dreams.
19. I remember how to get to your house. I won't get lost again.
20. My nose won't stop running. (runny nose)
21. The door won't open.
22. My work won't finish by six.
23. I won't let you go home tonight. You have a lot of things to do. / My leader won't let me go home tonight. I have so many things to do.
24. Will/Would you take a seat?
25. Will/Would you say that again?
26. Will/Would you give us more choices?
27. Will/Would you have some tea?
28. Will/Would you take a picture of us?
29. Will/Would you open the door for me? / Will you keep the door open for me?
30. Will/Would you listen to me?
31. Will/Would you let me use your phone?
32. Will/Would you let me know your email address?
33. Will/Would you let me know when you come?
34. I will be able to be a good English speaker this year.
35. I will be able to work as a teacher by next April.
36. I will be able to play this song by next month.
37. He said he would see his brother the next day.
38. He said he would always love her.
39. Yesterday morning, my car would not start.
40. I would like some cookies. / I would like to have some cookies.
41. I would like some coffee. / I would like to have some tea.
42. I would like some flowers for my wife. / I would like to buy some flowers for my wife.
43. I would like you to come with me. (I want you to come with me.)
44. I would like you to help me with my work. (I want you to help me with my work.)
45. I would like you to read these books. They are so nice. (I want you to read these books.)

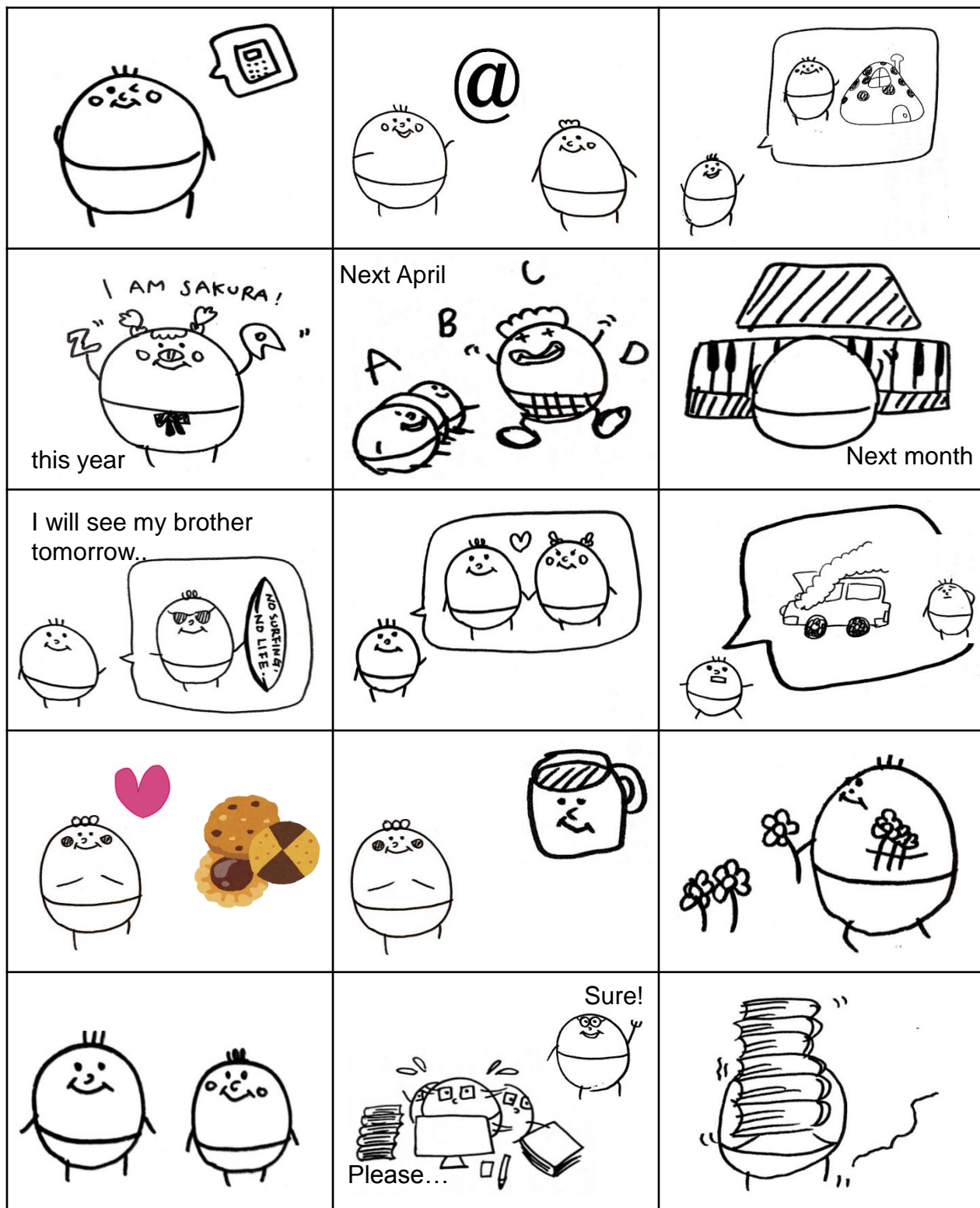
Lesson 9



Lesson 9



Lesson 9



Lesson 9

■ What will you do next winter/summer?

First, write down. Second, share with your friends!



■ Describe what you will do next winter/ summer.

■ Examples;

- I will go swimming.
- I will go skiing.
- I will go fishing.
- I will go climbing./ I will go hiking./ I will go to the mountain.
- I will go abroad. / I go to China.
- I will play soccer.
- I will play the piano.
- I will read many books.
- I will watch TV a lot.
- I will study hard.
- I will enjoy running.
- I will make a movie. / I will watch a movie.
- I will listen to music a lot. / I will make songs.
- I will play video games a lot.

■ Example (advanced) ;

Next summer, I will read a lot of books. This is because I always decide to read and study hard every long vacation, but I have never done this. So I will make plan next summer, follow the schedule and make it.

PART 3

自分の考えも少しずつ伝えてみよう。

Lesson 10

BECAUSE

目標

becauseがOutputに使える

1
人が
(物が)2
する3
何を・に4
飾り
(例:どこで
、人に...)

because

1
人が
(物が)2
する3
何を・に4
飾り
(例:どこで
、人に...)

| | |
|---------|---|
| because | CONJUNCTION |
| | For the reason that; since: we did it because we felt it our duty |
| | just because I'm inexperienced doesn't mean that I lack perception |
| | because of On account of; by reason of: they moved here because of the baby |

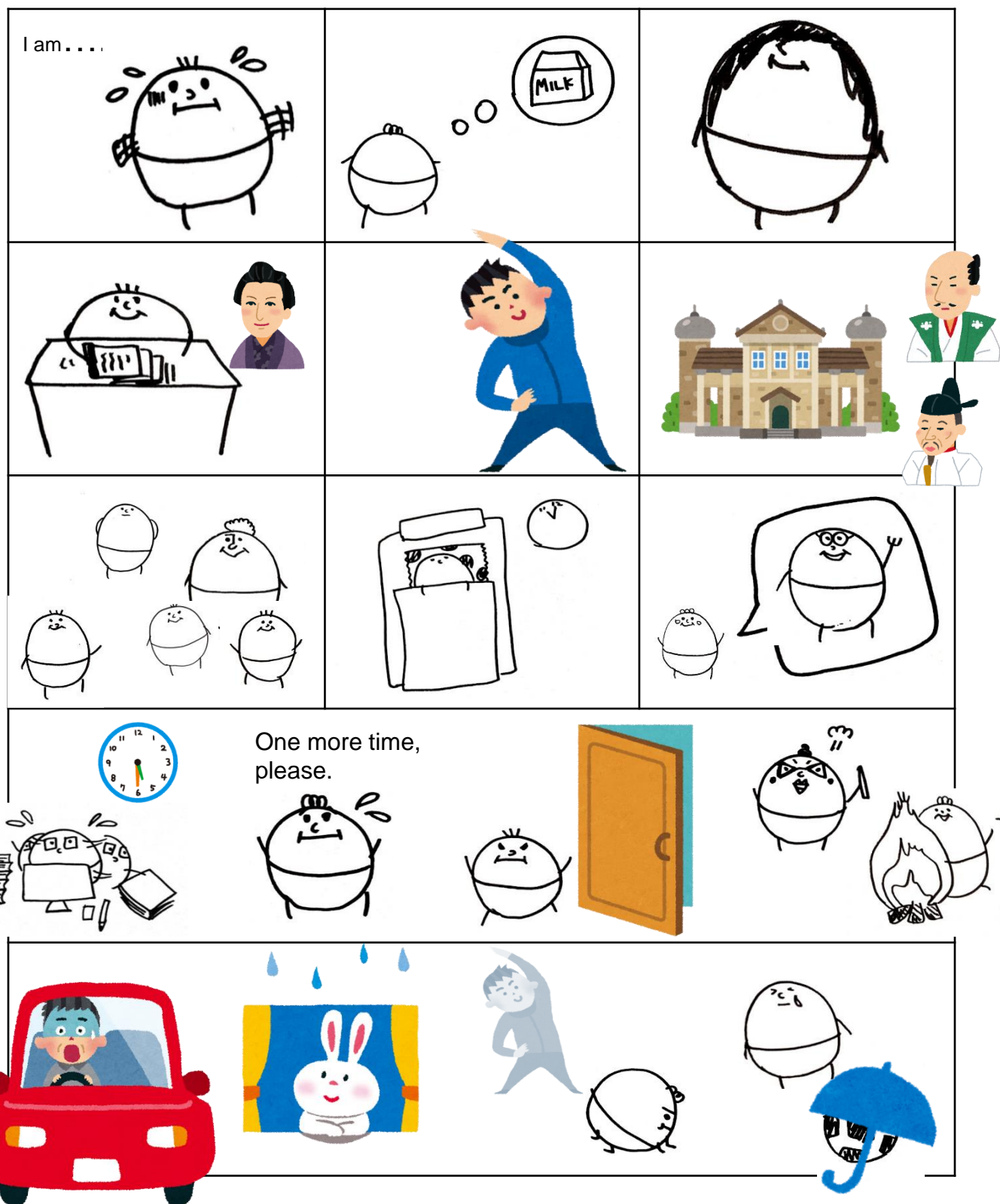
Examples;

- I use body language, because I am poor at English.
- I went to the store, because I needed to get some milk.
- I made my hair black, because I have an interview next week.
- I want to be an author, because I like to make a lot of stories.
- It is necessary to take care of yourself well, because you cannot do anything without your health.
- I am going to the National Museum, because I want to learn about Japanese history.
- I can recognize him even among many people, because he is very tall.
- I could not have dinner, because I was sick.
- He will be a good teacher, because he always tries to understand others.
- My work won't finish by six, because I have too many things to do.
- Could you speak more clearly, because I cannot understand you?
- You must close the door completely, because it is still cold outside.
- You must not play with fire, because it is very dangerous.
- The driver lost control of the car, because he was not paying enough attention.
- I didn't go out because of the rain.
- I have no more energy because of too much exercise.
- We had to stop the game because of the rain.

because

when

例文集A1



Lesson 10

■ I like English because I can know other country's news.

Let's complete the following sentences and share your ideas with your partner.

- I like English lessons because
- I appreciate my family because
- I enjoy school because
- I like
- I appreciate
- I enjoy

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

Lesson 11

WHEN

目標
whenがOutputに使える

| | |
|------|--|
| when | ADVERB |
| | At what time: when did you last see him? |
| | [WITH PREPOSITION]: since when have you been interested? |
| | CONJUNCTION |
| | At or during the time that: I loved math when I was in school |
| | After which; and just then (implying suddenness): he had just drifted off to sleep when the phone rang |
| | In view of the fact that; considering that: why bother to paint it when you can photograph it with the same effect? |
| | Although; whereas: I'm saying it now when I should have told you long ago |

Examples;

- Someone called me from behind when I was standing there.
- He got a phone call when he was reading in his room.
- Stop writing when the time is up.
- You should go home when it starts raining.
- You should reduce speed when it is snowing.
- I will give it to you when you say 'please'.
- When she visited my home last time, it was snowing.
- When you come here next time, please bring your camera.
- He was 25 years old when he got a wife.
- She was 27 years old when she had her baby.
- When I was small, I played outside a lot.
- When I met her, I fell in love.
- "When you get to the tunnel, turn on the lights."
"Yes, I will."
- I loved to run from home to school when I was young
- Call me when you've finished.
- "Turn off the light when you go to bed." – "Okay."
- Don't go out when it's raining."
- In Japan, you become an adult when you are 20 years old.
- She was surprised when he proposed to her. (He asked her to get married.)
- There was a big sound when he pressed the button.
- You can ask when you are not sure of something.
- He nearly/almost had a heart attack when he heard the news (He was shocked when he got the news.)
- What are my options when I join your company?
- Why run when you can drive a car? – I want to get fit. (fit=nice body in good health)
- Were you serious when you told me to go away?
- When everyone was saying bad things to her, he came to her defense. (He defended her).
- When I was young, I liked playing the piano.

because

when

例文集A1



Lesson 11



When I was young...

Lesson 11

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Column 4

IF

ifを使いこなすのは、とっても難しいです。なぜなら、動詞がたくさん変化するからです。しかも、その動詞の変化は、日本語の直訳とは違う動詞の変化の仕方だからです。

ifを使いこなすには、時間がかかります。しかし、よく使われる単語なので、自分は使いこなせなくても、どのような使われ方があるのか、知っておくとよいです。他のレッスンと同じようにたくさんの例文をここに示しました。自分でも使えそうだな、使いたいなと思うものはフレーズで真似してみてください。

| | |
|----|---|
| | CONJUNCTION |
| | Introducing a conditional clause. |
| | Despite the possibility that; no matter whether: if it takes me seven years, I shall do it |
| | (Often used in indirect questions) whether: he asked if we would like some coffee see if you can track it down |
| if | [WITH MODAL] Expressing a polite request: if I could trouble you for your names? if you wouldn't mind giving him a message? |
| | Expressing an opinion: that's an awfully long walk, if you don't mind my saying so if you ask me, he's in love |
| | Expressing surprise or regret: well, if it isn't Frank! if I could just be left alone |
| | With implied reservation. |

Examples;

1. If it rains tomorrow, I will stay at home.
2. If it is wrong, please tell me.
3. If you are okay, I would like you to come with me.
4. If you take two from ten, you get eight.
5. If you run, you will make it. 間に合う
6. If you spend money, you will have less.
7. I don't mind you sleep in my room.
8. "It started raining." "I don't mind if I get wet."
9. I don't mind if you eat it. I will give it to you if you want.
10. If you don't mind, I would like to sit here.
11. If you don't mind, I would like to visit you tomorrow.
12. If you don't mind, I would like to turn on/off the TV.
13. Do you mind if I sleep in this room?
14. Do you mind if I ask you a question?
15. Do you mind if I open the window? Do you mind if I keep the door open?
16. I won't cry even if I fail the test.
17. That won't come out, even if you wash it. (too dirty)
18. I go there even if it rains tomorrow.
19. I am fine even if I don't sleep for three days.

仮定法

20. If I did my homework quickly, I would get a lot of free time. (= Because I don't do my homework quickly, I don't get a lot of time.)
21. If I exercised every day, I would be healthy.
22. If I had had enough money, I could have bought a car.
23. If I had come five minutes earlier I could have caught the train. (= Because I didn't come five minutes earlier, I couldn't catch the train.)
24. If I you had told me that before, I could/ would have helped you. (= Because you didn't tell me before, I couldn't/ didn't help you.)
25. I would go to other countries if I could.
26. I would go to America if I could speak English.
27. It would be really nice if I could be your friend.
28. I would be happy if I could see you again.
29. I would be happy if my opinion were useful.
30. I would be happy if he would come to my party.
31. If I were a bird, I would fly to you.
32. If I were a flower, I would be a rose.
33. If I were you, I would tell everything.
34. What would you want to see if you could travel back in time?
35. What would you do if you could not die?
36. What would you do if you had one billion yen?
37. What would you do if you could see the future?

Column 4

| | | |
|---|---|---|
|  |  | <p>Sure!</p>  |
| $10-2=8$ |  |  |
|  |  |  |
| <p>Can I?</p> <p>Sure.</p>  |  |  |
| <p>Can I?</p>  |  |  |

Column 4



Do you know Mike?

| How to ask | How to answer |
|---|---|
| Do you know <u>Mike</u> ? | Yes, I do. / No, I don't. |
| Do you know <u>(that) Mike got a wife</u> ? | Yes, I do. / No, I don't. I (don't) know that Mike got a wife. |
| Do you know <u>(that) Mike can play the piano</u> ? | Yes, I do. / No, I don't. I (don't) know that Mike can play the piano. |
| Do you know <u>(that) Mike likes surfing</u> ? | Yes, I do. / No, I don't. I (don't) know that Mike likes surfing. |
| Do you know <u>(that) Mike went to Hokkaido</u> ? | Yes, I do. / No, I don't. I (don't) know that Mike went to Hokkaido. |
| Do you know <u>(that) Mike doesn't have a car license</u> ? | Yes, I do. / No, I don't. I (don't) know that Mike doesn't have a car license. |

I know 名詞.

I know that 文.

「私はマイクが結婚するということを知っている。」のように日本語でも、文の中に文を入れることができます。この点では日本語も英語も同じですね。

Examples;

1. I know a little about Japan. / Do you know Japan?
2. I know (that) Japan has Mt. Fuji. / Do you know (that) Japan has Mt. Fuji?
3. I know (that) Japan has strong traditional values. / Do you know (that) Japan has strong traditional values?
4. I know Mike.
5. I know (that) Mike likes her.
6. I know (that) Mike got a wife.
7. I know (that) Mike can play the guitar.
8. I know (that) Mike likes surfing.
9. I know (that) Mike went to Okinawa.
10. I think she's beautiful.
11. I think he's coming at two o'clock.
12. People thought the president had too much power.
13. Could you tell me what you like?
14. Could you tell me when you are available?
15. Could you tell me where you are going?
16. I know (that) cars drive on the right side of the road in America.
17. Make sure that you turn on the lights when you drive through a tunnel.
18. I suggest (that) we follow the plan to the letter.

Column 5



Lesson 12

例文集 A1

Some more examples! Can you imagine the situations?

<SCHOOL>

I teach English.

Any child can learn.

You can see many changes in the children this year.

Two is half of four.

She began her speech by telling a joke

He speaks English. He also speaks French.

Children are often sick in the first year of school.

I took a course in science last fall.

"A" and "Z" are the first and last letters of the English alphabet.

Yuri found a new way to use her computer.

Both students got high grades. Both of them study hard.

You will find the book under the author's name.

I failed the first test.

This book has 200 pages. I read half of them.

I'm so happy this project is finished!



Run, or you will be late!

Ken just missed the bus.

<PERSONAL>

Is he any better today?

I feel fine.
I feel well.
I feel good.

She was too short to reach the window.

you have changed since the last time I saw you.

I was tired, so I went to bed early.

He likes to wear glasses.

As I was tired, I went to bed.

She is wearing a skirt.

Kayo has short hair.

I love chocolate. I also love pizza.



because

when

例文集A1

Some more examples! Can you imagine the situations?

<FAMILY & HOME>

Put the picture there and the clock above it.

He won't understand that because he's just a child.

Yuri found her father's lost watch.

They changed the color of their kitchen.

Which is the fastest way home?

Both of my parents can play basketball.

I have a dog. Its tail is white. Its name is ONE.

The front door is the only way into the house.

I gave half of my sandwich to my sister.

We got boards at the store. We are going to make a doghouse out of them.

Do you know a good way to cook fish?

There is a lot of dust under the bed.

My sister has no children, but my brother has two.

I have a cat. What's its name?

The pipe carries water to your house.

Their house is on the near side of the lake.

<FRIENDS>

I'm not sure how I feel about your idea.

We went to their wedding.

She carried my bag.

He doesn't love you as I do!

He is smart, but his sister is just as smart.

She is the head of the group.

I ate lunch, and so did she.

Every time I try to talk to Yuri about her boyfriend, she changes the subject.

Put on a heavy jacket so you won't get cold.

Frank can come with us. Nancy can also come with us.

So, I was about to tell you what happened last night.

He also helped us.

I will send you a letter.

She wouldn't say it if it weren't so.

He spoke in a friendly way.

You can go or you can stay.

Lesson 12

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS>

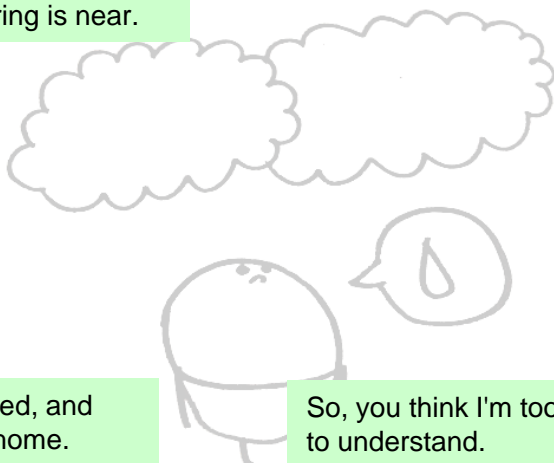
Is it going to rain? I think so.

The plane is flying above the clouds.

There were birds flying up above

People are happy because spring is near.

It's time to board the plane.



Cats and dogs belong to different species.

The game ended, and then we went home.

So, you think I'm too old to understand.

I recognized his face as he came near.

Bill couldn't decide between vanilla and chocolate ice cream, so he got both.

They has done many good things in the course of their life.

Life was hard then, but we are all right now.

He put some change into his pocket.

Will I see you in the near future?

If she stays, then I will leave.

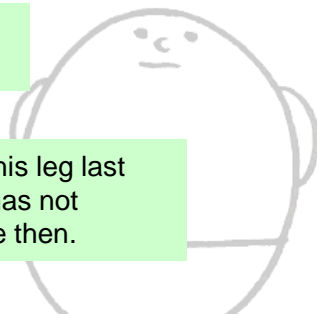
He just/only drunk a cup of water.

He just left.

John broke his leg last month and has not walked since then.

I didn't see the man's face because I only saw the back of him.

The country got strong under its new leader.



Lesson 12

Some more examples! Can you imagine the situations?

<SHOPPING & ECONOMY>

Ken paid for the newspaper with a 500 yen coin, and the worker gave him his change.

I bought a jacket, and I also bought pants.

The store carries many different products.

A pack of gum costs under 100 yen.

He bought a house near the sea.

Fifty dollars?! I never knew it was so expensive.

The store held a special sale for its customers.

I couldn't buy a movie ticket because I was 200 yen short.



I want only 100 yen to buy a gum.

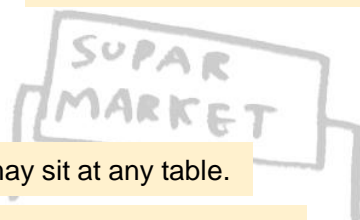
You may sit at any table.

Would you like a drink?
No, thank you.

He gave the money to us.

Do you have any money?

What flavor of ice cream do you want, vanilla, chocolate, or strawberry?



<WORK>

I always change my clothes after work.

The writer changed the ending of the story.

I met that man at work

I'll be at the office for only a short time this morning.

One machine stopped as the other machine started.

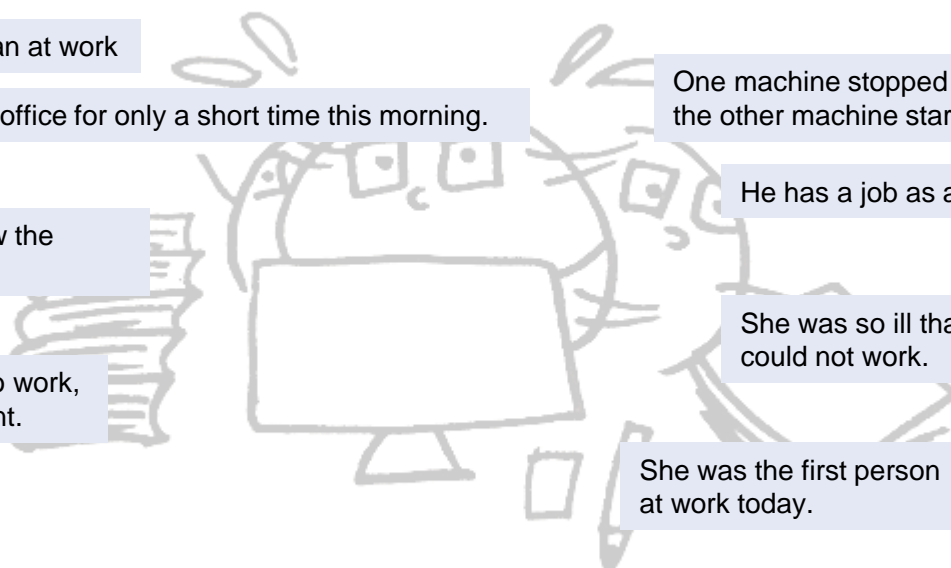
I just/only follow the order.

He has a job as a mechanic.

As I was walking to work, I saw a car accident.

She was so ill that she could not work.






She was the first person at work today.



Activity 1

to V

■ What does s/he want to do? **A**

| | | |
|--|--|--|
| Kyurin wants to.... | Gen wants to  astronaut | Kosuke wants to... |
| Maiki likes to | Yuta likes to... | Saita likes to  |
| Shiori plans to...  | Yuri plans to  | Remi plans to  |

What does Kyurin want to do?
He wants to ...

What does Saita like to do?
She likes to ...

What does Shiori plan to do?
She plan to ...

Activity 2

Ving

■ What did s/he finish?

Describe the situation for your partner to understand by gesture.

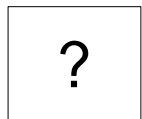
- She finished washing.
- She finished taking a shower.
- He finished exercising.
- He finished working.
- He finished cleaning the room.
- She finished having dinner.



Activity 3

現在進行形

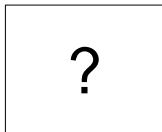
■ What's happening? **A**



Kyurin



Shiori



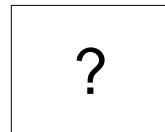
Gen



Mari



Maiki



Ana and Ken



Rina



Jiji



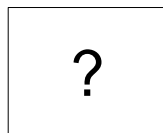
Yuta



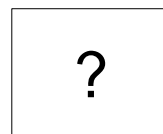
Remi



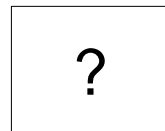
Yuri and her family



Kayo



Saita



Kana

What is Kyurin doing?

He is...

What is Saita doing?

She is...


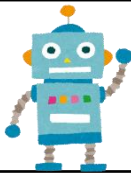


What is Jiji doing?

She is...

Activity 4

to V

■ What does s/he want to do? **B**

| | | |
|--|--|--|
| Kyurin wants to  | Gen wants to... | Kosuke wants to  |
| Maiki likes to... | Yuta likes to  | Saita likes to... |
| Shiori plans to  | Yuri plans to... | Remi plans to... |

What does Kyurin want to do?
He wants to ...

What does Saita like to do?
She likes to ...

What does Shiori plan to do?
She plan to ...

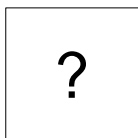
Activity 5

現在進行形

■ What's happening? B



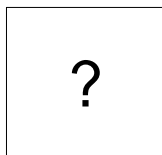
Kyurin



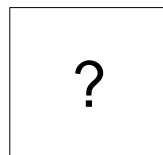
Shiori



Gen



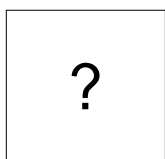
Mari



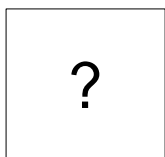
Maiki



Ana and Ken



Jiji



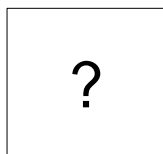
Yuta



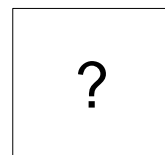
Kana



Remi



Yuri and her family



Rina



Kayo



Saita

What is Kyurin doing?
He is...

What is Saita doing?
She is...

What is Jiji doing?
She is...

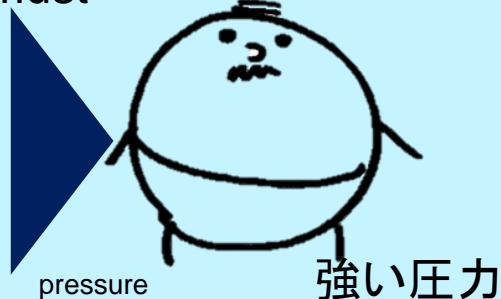
CHAPTER 2

発展

Column 6

MUST

must



動詞の前につけて、意味を追加しちゃうmustはcan,willと同じ使い方。根幹の意味には「強い圧力」があります。相手に強い圧力を感じさせたいときや、自分の意見に強い圧力を感じさせたいとき、mustを使ってみてください。

| | |
|------|--|
| must | VERB (past had to or in reported speech must) |
| | Be obliged to; should (expressing necessity): you must show your ID card it must not be over 2,000 words she said she must be going |
| | Expressing an opinion about something that is logically very likely: there must be something wrong you must be tired |
| | |

Examples;

1. "You must do your homework." "I will later."
2. You must follow the rules.
3. You must think what to do.
4. You must turn off the computer when you sleep.
5. In Japan, you must take off your shoes at the door.
6. You must try this. It is very delicious.
7. You must exercise often.
8. You must close the door completely.
9. You must understand it by now. She explained it many times.
10. We must eat to live. We must sleep to live.
11. Plants must get water to live. Animals must kill to live.
12. All living things must die. 生きとし生けるものは必ず死ぬ。
13. You must not play with fire.
14. You must stay close to me, or else you will get lost.
15. Have you got a job yet? You must apply for the job quickly.
16. You must work hard to make a successful career.
17. You must attend the class every day.
18. "I don't know Doraemon." "You must know Doraemon! He is very popular all over the world."
19. She must be a positive person. She is smiling all the time.
20. She must be related to her. They look so similar to each other.
21. You must get enough proteins to stay healthy.
22. That development must complete by the end of this month.
23. You must be hungry. You didn't have any food from morning.
24. You must be tired.
25. It must be cold outside. It is snowing.
26. That must be Yuri's box.
27. There is something wrong. There must be something wrong.
28. He is late. He must have missed the train.
29. He must have already been to bed by 11pm. He didn't answer my phone.
30. Did he get third place in a race? He must have fallen down. He can run faster.

Column 6

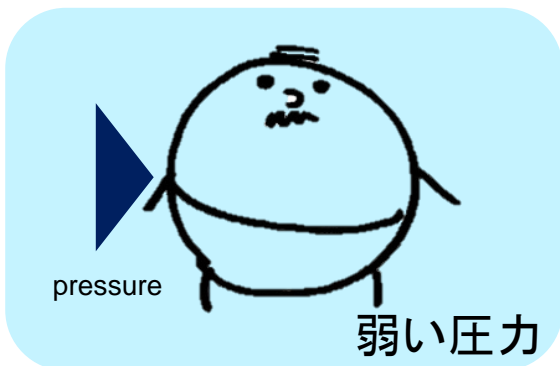


Column 6



Column 7

SHOULD



Mustよりは少し弱い圧力。

| | |
|--------|---|
| should | VERB (3rd sing. should) |
| | Used to indicate obligation, duty, or correctness, typically when criticizing someone's actions: he should have been careful I think we should trust our people more you shouldn't have gone |
| | Used to indicate what is probable: \$348 million should be enough to buy him out the bus should arrive in a few minutes |
| | • formal Expressing the conditional mood. |
| | Used in a clause with "that" after a main clause describing feelings: it is astonishing that we should find violence here |
| | Used in a clause with "that" expressing purpose: in order that training should be effective it must be planned systematically |
| | (In the first person) expressing a polite request or acceptance: we should be grateful for your advice |
| | (In the first person) expressing a conjecture or hope: he'll have a sore head, I should imagine "It won't happen again." "I should hope not." |
| | Used to emphasize to a listener how striking an event is or was: you should have seen Marge's face |

Column 7

Examples;

1. You should come with me. You should go to other countries to learn about differences between people. You will have a great time.
2. You should exercise more. You should make an effort. You should have a goal.
3. You should take it more seriously.
4. Our team should get new members.
5. You should be watch out. The power is almost gone.
6. You should close your mouth when you eat.
7. She is leaving home now. She should get to the office in an hour.
8. My dry cleaning should be ready this afternoon.
9. I wonder what's happened to Anna. She should be here by now.

10. You should not take drugs.
11. You should not be late.
12. You should not give up.

13. Tom should have gone to the doctor. (Tom didn't.)
14. I should have done my homework before the next class. (I didn't.)
15. He left 20 minutes ago. He should have arrived at the office by now.

Column 7



Column 7

■ Let's advertise your products!

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |



Column 8

er, estをつけるだけで

| | |
|--|--|
| -er • cute – cuter • strong – stronger • high – higher • low – lower • big – bigger • small – smaller | est • cute – cutest • strong – strongest • high – highest • low – lowest • big – biggest • small – smallest |
| more --- • beautiful – more beautiful • useful – more useful • famous – more famous • difficult – more difficult • interesting – more interesting | most • beautiful – most beautiful • useful – most useful • famous – most famous • difficult – most difficult • interesting – most interesting |

形容詞に一工夫するだけで、「より〇〇」という表現がつけられます。「仕事と私、どっちが大事なの?!」と、英語で言えるようになります。

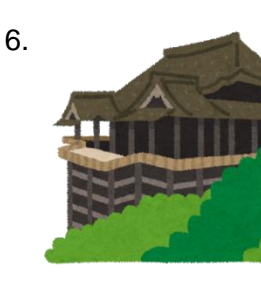
形容詞に一工夫するだけで、「1番〇〇」という表現がつけられます。「君が世界で一番美しい。」と、英語で言えるようになります。

Examples;

1. Which one is cuter?
2. Which one is stronger?
3. Which one is higher? (lower)
4. Which one is bigger? (smaller)
5. Which one is more beautiful?
6. Which one is more famous?
7. Which one is more difficult?
8. Which one is more interesting?

9. Which one is the cutest?
10. Which one is the strongest?
11. Which one is the highest? (lowest)
12. Which one is the biggest? (smallest)
13. Which one is the most beautiful?
14. Which one is the most famous?
15. Which one is the most difficult?
16. Which one is the most interesting?

Column 8

| | | | |
|---|--|---|--|
| 1.  | 2.  | 3. Tokyo tower Eiffel tower  | |
| 4. Japan Germany  | 5. Sun rise Sun set  | 6.  | |
| 7. Math English  | 8.  | <div>-er more ~</div> <div>-est most ~</div> | |
| 1.  | 2.  | 3.  | 4.  |
| 5.  | 6.  | 7.  | 8.  |

Column 8

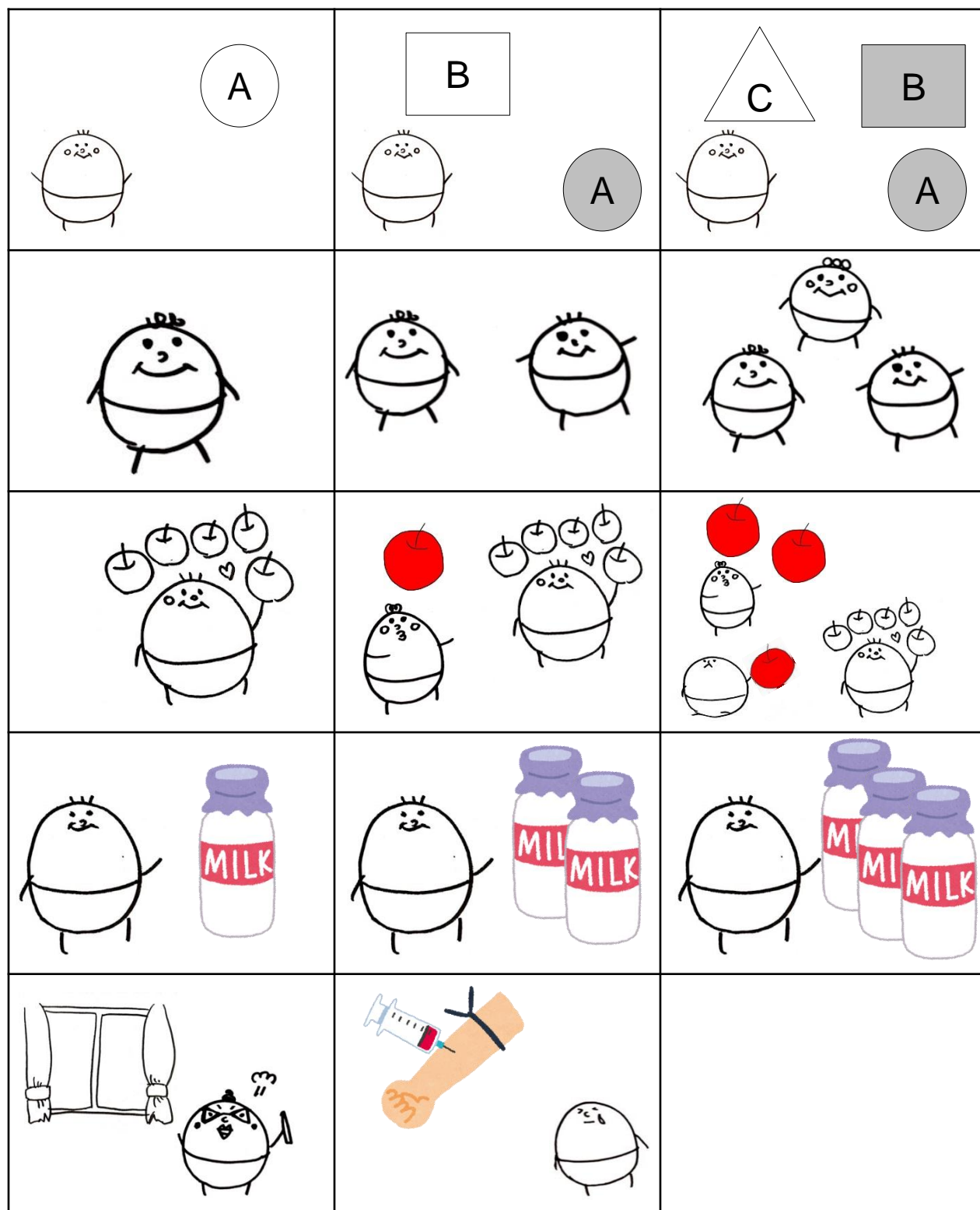
| | 比較級 | 最上級 |
|-----------|--------|-------|
| good | better | best |
| bad | worse | worst |
| well | better | best |
| many/much | more | most |

erとestをつけれるのではなく、その単語自体の形が変わってしまうものがあります。実は、これらはよく使われます。カタカナにもなっていますね。「今日の星座占いワースト1位は...！」みたいな感じです。ベターな判断、ベストアイデア賞、など、日本語にもありますので、ぜひそれらを思い起こしてみてください。日本語にないものは、ここにあるものだけでも、覚えてみると、役に立つと思います。

Examples;

1. This idea is good/bad.
2. This idea is better/worse than that.
3. This idea is the best/the worst.
4. She speaks English well.
5. She speaks English better than me. / She speaks English better than last year.
6. She speaks English best in her family.
7. I have many apples.
8. I have more apples than you.
9. I have the most apples.
10. I will drink milk today.
11. I drink more milk than before (than I used to).
12. I drink the most milk.
13. Clean the windows at least once a week.
14. It must have been only a few seconds, a minute at the most, but it felt like a really long time.

Column 8



Lesson 13

CEFR A2

Some more examples! Can you imagine the situations?

<SCHOOL>

Could you describe it to me one more time?

Open the front page.

What do you mean? I don't understand.

Fill out the test.

Everything is clear to me now. (I understand!)

Fill out this form. (this paper with some questions)

They were making new theories by themselves.

It is a fact (that) we never stop learning.

Let's take a moment to think.

What is your final answer?

She has a degree in science. (an education title)

He returned the book to her.

Sign your name on the line.

The school got a new sports coach.

I haven't seen him today. Actually, I haven't seen him all week.

He completed the test in one hour.

There were several things to discuss. (several= quite many, some, a few...)

It is very far from my house to the school.

If it snows a lot tonight, schools will probably be closed tomorrow.

My school has a baseball field.

Classes at our school follow the same sequence every day.

One moment, please.

Only a single question remains. (single=one)

<PERSONAL>

I am a normal person.

I am full of hope!

I'm quite tired already.

She is a modern woman.

You are a mean person. (bad, evil)



CEFR A2

CEFR B1

CEFR B2-C1

Some more examples! Can you imagine the situations?

<FAMILY & HOME>

Don't stand there, enter!
(come in)

(It's getting dark), maybe
we should go home.

"Go to your bed, is that clear?!" (This is
something parents often say when they
scold their children.)

The wet glass left a mark
on the table.

How wide is the table?

The door was very wide.

Fill the glass to the top, please.

She was sorting (through)
her clothes.

This TV channel has a lot
of good programs.

Could you go to the post
and send this (letter) for
me?

<FRIENDS>

He used all his might to
move the table (might =
strength)
He pushed the table
across the room.

They broke up.

I can't reach you, you're
too far away.

He broke his arm/leg.

He covered his eyes.

I will certainly follow you.

She might be the right girl
for him.

You are far away from
me.

I agree with you to a degree. (I agree
with you partly. I agree with you a bit,
but then I disagree with the rest).

Do you think god exists?

Many people believe in god.

Lesson 13

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS>

The weather is clear.

What a beautiful site/view!

They look exactly the same.

It is only 5 degrees (celsius) outside. (very cold).

I hope it doesn't rain this afternoon.

This is quite the surprise. (not completely surprised, just a bit)

The cold weather has finally passed.

The truck pulled the car to the station.

A new century has just begun.

The winner of the competition was a beautiful woman.

The end was still out of reach. (can't see the end, its far away...)

Don't go too deep into this topic. (Don't ask too many questions or stop talking about it).

This is a case for the police. (The police should take care of this.)

Why are you always against everything?

Don't press this any further. Do you understand?! (to press= to push, to continue)

He signed the letter.

The singer walked on the stage.

Don't push people around! (don't be rude to people, treat them badly, order them around, etc.)

Perhaps you are right and I am wrong.

The singer recorded a new album of songs.

That is a popular book.

This is exactly what I mean, yes!

In that moment he remembered her.

It is 10 past 11pm.

That serves him right. (You say this phrase, when something bad happens to a bad person. It means you are happy that it happened to him)

Go past the bank and turn left at the end of the road.

It was not in itself a bad idea, but let's think about it some more.

Turn around 180 degrees. (turn 180 degrees = the angle of 180 degrees)

He was going more than 100 km per hour.

Lesson 14

CEFR B1

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS>

She reads many books, that is why she is a good reader.

Even though he did good research, I don't like how he did it.

I didn't study at all, therefore I failed the test.

She went to school although she had a cold. / She went to school despite the cold.

Please direct me to the school. (please tell me the way).

What's written within the report?

The law says that children must attend school.

The first period started.

The teacher allowed students to go home early.

If you know the answer, raise your hand.

I'm glad you raise this issue. Let's discuss! (to raise an issue= to bring it up, to mention it)

She wants to have a career as a teacher.

Part of the report seems to be missing.

That was the link that put the story back together. (the link connected the story together)

<PERSONAL>

I am rather tired. (in this sentence: rather= quite)

He had a spot on his head/skin/arm/(wherever).

I write my private thoughts in a diary.

She is a strong individual.

I fear high places.

He has a friendly character.

This is my natural hair color.

He is completely independent.

I gained a lot of weight.

He learned to drive the new vehicle.

This is my personal property/things/(whatever).

He was smiling, but he was crying within.

It is my right to vote.

She is much nicer compared to him.

CEFR A2

CEFR B1

CEFR B2-C1

Some more examples! Can you imagine the situations?

<FAMILY & HOME>

Every day I rise at seven o'clock in the morning.

Some diseases can be passed through genes from one generation to another.

Don't make a scene, John! (argue loudly, usually publicly)

They separated. (they got divorced, they broke up)

Are you expecting visitors tonight?

I don't know if/whether she's at home.

I would rather be at home than at school.

It is very likely (that) I will be late tonight.

What is the sex of your new baby?

Crying a lot is normal behavior for babies.

My mother raised me well.

They had a bad argument last night.

They are a nice couple.

We generally get home around six o'clock.

<FRIENDS>

Are you sure (that) you can manage by yourself? (will you be okay by yourself?)

What is your favorite fashion/design style?

He showed them his favorite spot.

I have many male but no female friends.

He realized he had forgot to call her.

We must always encourage each other!

Let's organize a party!

Let's search for the solution together.

Let's keep this private. (let's keep this between us, not tell anyone else)

I'm not sure if/whether he agrees with me.

I don't know if/whether she's at home.

Please continue with your story.

I would like to credit my friend for helping me with this book. (to credit someone= to mention them as thanks)

I don't know if/whether she is waiting at home.

Lesson 14

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS>

The plane landed at the airport.

The plane will rise into the sky after it takes off.

Who will direct the movie/film/play?

Whose book is this?

What is the purpose of your visit? (purpose=the reason)

What is the most recent thing you remember?

Sometimes we realize things too late.

Everyone must respect the law.

What is your position on this issue?

What is the title of your book?

Drop the bag on the floor.

What's within the box?

Walk towards me.

What material is this product made of/from ?

Don't strike other people!

What is the central issue?

Don't argue all the time.

What is the general opinion of him?

Don't enter private property of others.

Are you certain you saw her? (Are you sure?)

Click on the first link. (internet link)

Did I mention (that) I have to go home soon?

Compare A to B.

You should not limit yourself to just one idea.

You can choose whatever you like.

I will attempt to beat the record.

Either is okay. (anyone or anything is okay for me).

I accept this challenge! (I will fight!)

I require you to sign your name here, please. (require= need)

I admit that it's true.

I refuse to remain in this room any longer. (remain=stay?)



Lesson 14

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS> 2

The situation is under control.



He replaced a broken car part.

He acted in a fighting scene once in a movie.

His previous car was red.

He proved that he was right.

He went deep into the ground. (went into a cave or something).

He sold his music collection. (He sold all his music CDs and such)

He set his watch.

He announces all the soccer games on this channel.

He set a new track record.

He performed on the stage in front of many people. (to act)

He was sent to court. (so he would be judged for his crimes)

He wanted to become famous, and he achieved his goal.

They covered up their crime. (to cover up= to hide, bad way)

He aimed/shot the gun at the target.

The rescue team provided water and food to the people.

The police approached them to check if they are okay.

They are the lost generation.

a human society

Shoes of good quality will last a long time.

the Star Wars series

My car is only good for short-range driving. (short-range = not far)

The original owner of our car had it for ten years.

That is a beautiful pattern.

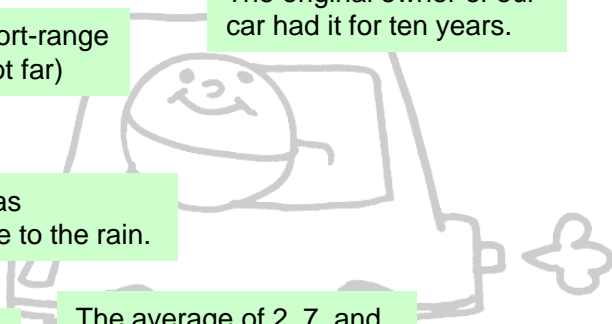
The main thing is to stay positive!

The game was cancelled due to the rain.

The kg is a unit of weight.

Chickens produce eggs.

The average of 2, 7, and 9 is 6.



Lesson 14

Some more examples! Can you imagine the situations?

<SHOPPING & ECONOMY>

The total is 1080JPY.
(calculate the receipt)

She has a huge bank account.

The cost (bill, receipt)
amounts to 2000JPY.

She demanded her money back.

This is out of my price
range. (something is to
expensive)

I would like to buy a
couple of them. (buy two)

I took a large credit. (I
took a loan from the
bank.)

The product was 50
percent off. (50%
discount)

We can offer you a range of products (a range of sth=
many kinds)

The company is having
financial problems.

The store displayed
clothes.

How much is this
(product...) worth?

the car industry / the film
industry

How much do you charge
for this product?

<WORK>

I don't want to get
involved in this.

I have a lot of stuff on my
desk.

What is your position at
the company?

I doubt (that) I will make it
today.

I wish to win!

Do you know the owner
of this company?

I am not a member of any
organizations.

Let's set the time of the
meeting to 3pm.

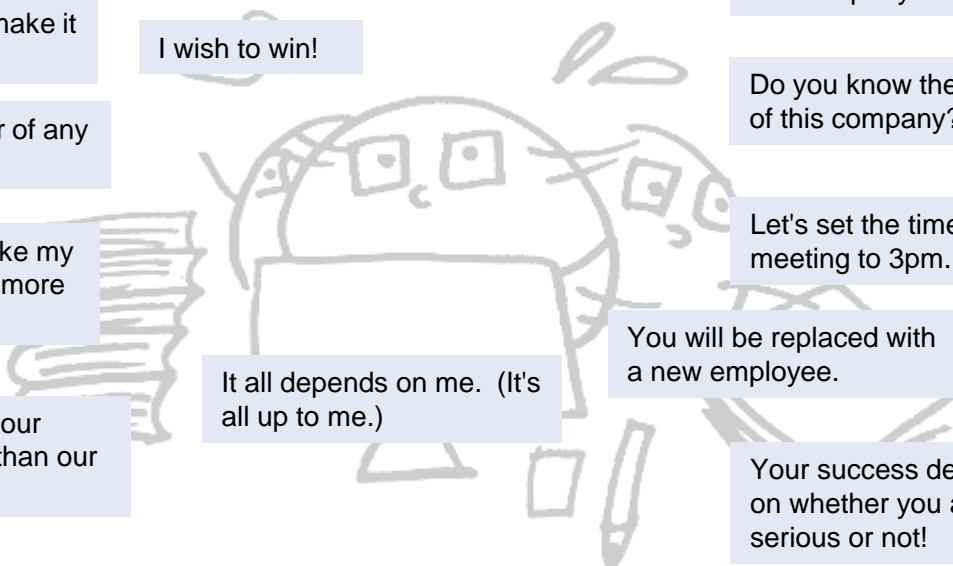
I don't particularly like my
job. (especially, or more
than usual)

You will be replaced with
a new employee.

I consider (that) our
service is better than our
competition's.

It all depends on me. (It's
all up to me.)

Your success depends
on whether you are
serious or not!



Lesson 14

Some more examples! Can you imagine the situations?

<WORK> 2

He discovered oil on his property.

He managed everything by himself. (he took care of everything)

Jim delivers newspapers to the people.

The success of the project depends in large part on his actions. (in large part= quite a lot, greatly...)

Mr. Ken applied for a job at the supermarket.

He realized the reason he felt tired was because he's been working for 10 hours straight.

Over the period of 5 days..... many people lost their jobs at the company.

He broke his contract when he left the company.

"She was new on the scene. (she was new in this area/Part of an activity of many people, for example Movie scene, music scene, political scene, etc.)"

Let's think about it some more.

They formed a union.

They developed a new technology.

Is this a strong material?

The price of success can sometimes be too high (you accept something bad to get something else for yourself)

The workers went on a strike.

The idea still lacks something.

They started to trade with a new company.
They will publish my book!

Training is an important part of any new job.

This is indeed a good idea. (it is without any question a good idea)

The show was a total success. (total=complete)

This is the original document/report/(whatever).



Lesson 14

Some more examples! Can you imagine the situations?

<HEALTH & NATURE>

Many foods contain sugar.

What a beautiful scene.
(a beautiful view)

This disease killed many people.

This land is so beautiful.

Eating well promotes health.

We should protect ourselves from the cold.

Too much drinking can damage your health.

This tree grows only in tropical regions.

There is a relationship between exercise and good health.

What are the weather conditions today? (How's the weather today?)



<POLITICS>

Japan has a rich and strong culture.

The city government decided to build a public swimming pool.

The government controlled the newspapers.

I hope (that) the city crime rate reduces further this year.

Everyone will benefit from a clean environment.

I believe (that) Japan should increase research and development.

I consider that strong social security offers a positive effect on the population.



Lesson 15

CEFR B2-C1

Some more examples! Can you imagine the situations?

<SCHOOL>

Students often struggle with this test.

He obtained good results from the research.
(obtain = to get)

"What content does the book contain? (contain = to have something, something is inside)"

"The school is just beyond those trees. (The school is just a bit further from those trees)."

He is in the process of finishing his education.

He is a senior at the school.

The students started to demonstrate in front of the school.

The school administration meets with the teachers once a month.

This is a standard textbook that is used in all the schools.

"There are some things concerning your report that we have to talk about. (concerning= about)"

Regarding your report, there are some things to discuss.

The sport club committee gave the award to the winner.



<PERSONAL>

I like observing people.

I want to believe in my own potential.

I don't have any medical problems.

Those who treat other people with respect also have my respect.

The problem did not affect him at all. (It did not bother him, etc.)

No one should lower their standards (to expect less...)

His looks are his best feature.

He has got a very complex problem.

Her business skill is her best feature. (best quality)

"He was a small person but had a big presence. (to have be admirable or very notable even when you are not speaking)"

He does not appeal to her. (She doesn't like his looks.)

He reflected on his actions. (reflect= to remember and think about it deeply)

CEFR A2

CEFR B1

CEFR B2-C1

Some more examples! Can you imagine the situations?

<FAMILY & HOME>

He made a fund for his children's education.

He is a resident in this building.

The young woman lives in the apartment complex.

I assume (that) he went home. (I think/conclude he went home.)

I am related to a famous singer.

I am sorry about your loss. (usually say when someone's family dies)

The old house was in a bad state after the storm.

His parents are very religious people, but he is not.

He measured the room before he bought a new bookcase.

Let's measure this table.

<FRIENDS>

"Why did you ask that?"

"Oh, no particular reason, I just felt interesting."

"Did she give you her response yet?"

"Not yet."

I regard him a good friend.

She placed her hand upon his hand.

His presence in the room made her relax.

He thinks highly of her. (he respects her)

She supported me when I was sick.

Lesson 15

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS>

It is important to maintain order.

This movie/film/play/song has a very high production value! (very well made, looks very professional)

That is simply not true.

The game ended with a victory for our team.

The idea occurred to him.

The accident occurred at 3pm.

The book review will be revealed tomorrow.

This is not your concern! (This has nothing to do with you!)

This is becoming a major problem for us.

This is a significant problem.

This is a beautiful structure. (beautiful shape, form)

The light reflected on the window.

Reality is you just don't have the skill for this job. (reality= honestly looking at something, even when it's difficult)

Reality can be difficult sometimes. (the real life)

Overall, it was a successful day.

The news is not official.

Tokyo will host the (Olympic) games next year.

There has been a series of attacks on senior residents in this week.

America has fifty states.

Water is one of the four basic elements. (water, air, earth, fire)

The evidence indicates that she was not involved in the crime.

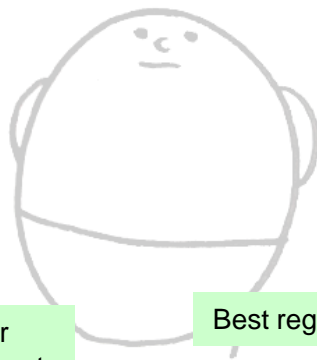
"The mass media network will produce a new programme/program to promote better relationships throughout our society."

The new drug is going through more trials.

Best regards.

It all depends whether our theory is right/correct or not.

Once upon a time... (how fairytales start= a long time ago)



Lesson 15

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS> 2



It has been a decade since I've seen him.

I have the entire matter under control. (I have the situation under control. / I have the problem under control.)

I seek a better way. (to seek=to look for)

I fear (that) he did not take his failure well.

We cannot supply you with our products from next year.

We are searching for the senior who got lost tonight.

We should do something about it soon.

We should debate this in more detail.

What claim did you make about her? (What did you say about her?)

Did you claim to have seen him last night?

What is the basis for your opinion? (What is the reason?)

What is the source of the problem?

What version of the program are you using?

Whom did you talk to yesterday?

Could you be more specific?

Is this even legal?

Is there anything particular you want to say? (anything specific)

You can sample the product if you like.

We must discover a more effective solution.

We extended the rope so that it would reach the top of the tree from the ground.

What are you referring to?

What is the scheme you are planning? (an illegal plan, an evil plan,)

What are you seeking?

Do you want to hear my version of the story?

Could you identify the person who did this? (could you find the person?)

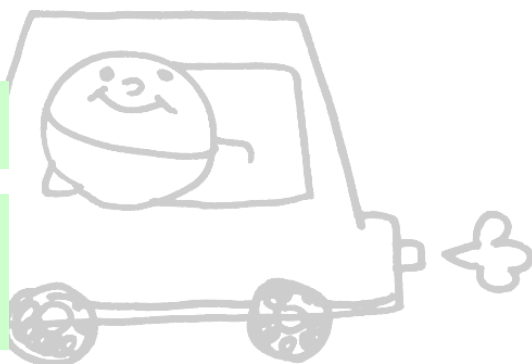
Could you define this more clearly? (Could you explain about this in more detail?)

Draw an image.

Reveal yourself! (show yourself)

Aim for the center of the target.

You must stay above average if you want to get the award.



Lesson 15

Some more examples! Can you imagine the situations?

<SOCIETY & GENERAL TOPICS> 3

They released a statement to the press.

They determined the winner. (to choose the winner)

They hit at the base of the tree.

They organized a search for the senior who got lost.

They released new information.

He tried to open the door by force.

She wants to get into music/television production. (organizing, planning, doing financial things)

They determined he was the cause for all the problems. (they concluded)

He was released (from prison).

They are a real threat to us.

He got a serious injury.

People say that red roses represent the feeling of love.

He missed the target.

The dancers performed some beautiful movements.

The military was practicing shooting at the training complex.

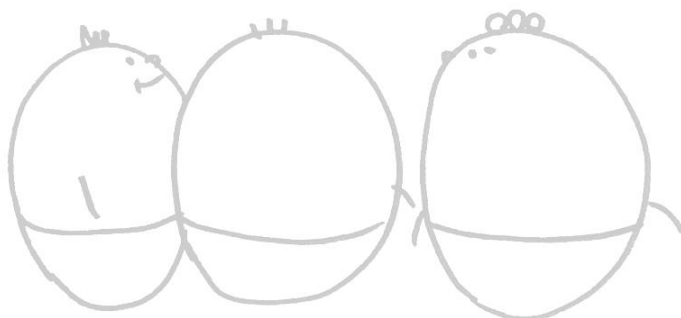
The overall winner, after 5 games, will win the award.

The sport club committee gave the award to the winner.

The officer is checking the difficult/simple data.

The police have the evidence.

Everyone should take responsibility for their actions.



Lesson 15

Some more examples! Can you imagine the situations?

<SHOPPING & ECONOMY>

The price wasn't the factor in our decision. (the price wasn't important about our decision)

They lost their main source of money.

Due to more successful economy, our sales are finally rising.

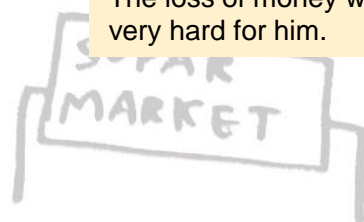
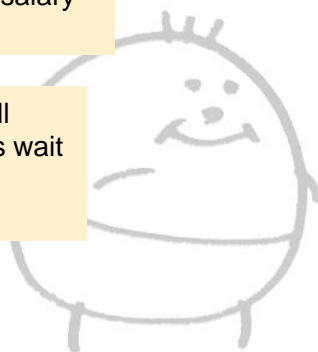
The stocks are going up!
(stock exchange....)

We are currently out of money, but I am getting paid tomorrow. (I get my salary tomorrow)

What is the current situation on the market?

"It is not yet sure if/whether we will achieve economic growth, So let's wait before we decide to change our economic model."

The loss of money was very hard for him.



<WORK>

I'm not sure if/whether the financial investment will deliver the results the company administration expects.

I like to conduct my business with them because they are good people. (To conduct business = to do business)

I hope (that) our firm focuses on a new market sector. / I hope (that) our company focuses on a new market field/area.

I think (that) the company management is making bad decisions these days.

I will refer you to my leader/coworker/ partner.

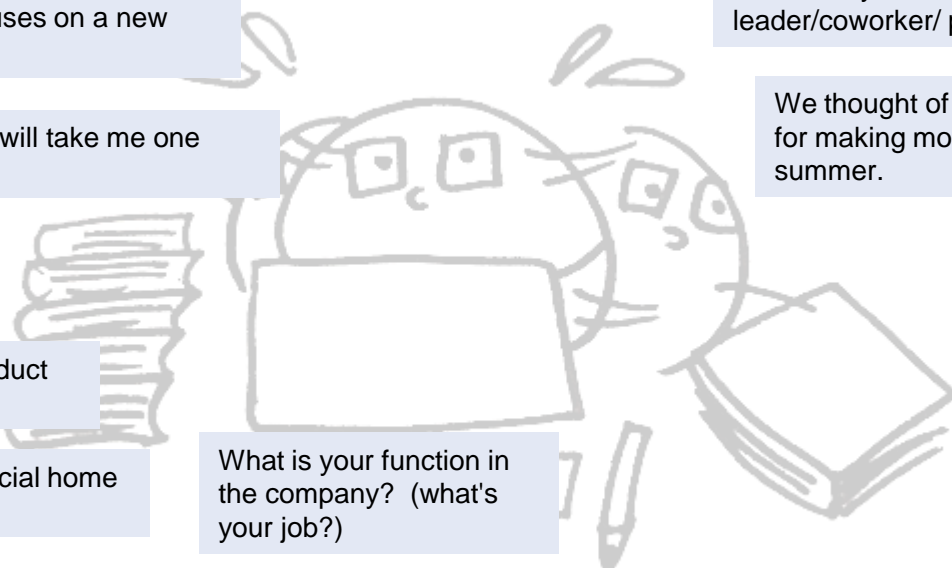
I estimate (that) it will take me one hour to finish.

We thought of a scheme for making money this summer.

This is the new product sample.

This is their official home page.

What is your function in the company? (what's your job?)



Lesson 15

Some more examples! Can you imagine the situations?

<WORK> 2

He took an executive position at the firm.
(to manage, direct people at the company)

He is a senior employee.

He's got a lot of influence in the industry.

He left a big mark on the company.
(he made a big influence on the company)

He's got a lot of influence
in the industry.

They signed a business agreement. /
They signed a business contract.

The contract is now
official.

They have developed a new process to
make new products. (found a new way).

They plan to save money, they will
thus buy less products.

They've started a new product production. (IS IT AN
OK SENTENCE?)

They ran out of resources.

They released a new
book.

They based their
company in Tokyo.

The manager is the authority in this
restaurant.

You deal with the customer this time. (I'm
taking a break)

You should voice your problem with the
boss/principle/leader... (to voice sth=to tell
it, to report it, to let it know)

This is my associate. (my coworker, my partner)

"I'm finally starting to see a pattern in their
strategy. (to understand something, see how
it is connected, how it works, how it is done,
organized, etc.)"

I suggest that you don't put so much
pressure on your employees.

Let's make a new business
strategy. We make a lot of money.

Don't give me threats!

Finding a job was a major
thing for him.

The store ran out of stock.
(no more products to sell).



Lesson 15

Some more examples! Can you imagine the situations?

<HEALTH & NATURE>

I have the blood analysis right here.

I got a good treatment at the hospital.

There are many rocks on the surface of the moon.

Smoking causes many diseases.

This region suffered a lot of damage in the rain/storm/earthquake/accident...

The cold had a big impact on his health. (cold made his health worse)

She ensures her good health by eating right and exercising.

Do physical activity every day to stay healthy.

Use this (a bandage) to cover your injury.



<POLITICS>

I believe (that) the majority will support our campaign.

"Are you sure (that) you want Obama to become the president again? / Are you sure (that) you want Abe to become the prime minister again?"

He won with the majority of the votes.

China will make a new military unit. (military group)

The nation of Japan.

He started a political campaign.

The bill passed the City Council.

The government will vote on the new international relations policy.

They launched a new political campaign.

The government will build a public building that will provide a quality environment for demands of the community.

Is he a minister? It can't be true.

The authorities announced that the military would carry out an attack on the weapon facility.



OEC1000 Examples

| OEC1000 | examples |
|----------------|---|
| A | A dog has four legs. |
| ability | Most birds have the ability to fly.Your child has many abilities. She has a lot of ability as a tennis player. |
| able | She is not able to walk because she broke her leg.He is able to use a computer. |
| about | I read a book about trains. I paid about ten dollars for this shirt.I have lived here for about four years. |
| above | There were birds flying up above. The plane is flying above the clouds.Put the picture there and the clock above it. |
| accept | She accepted the job offer.He was happy to accept her gift. Two colleges accepted my son. |
| access | This path is the only access to the river. The older students have access to the computers at school. You can only access the basement from inside the house. She could not access the Web site without a password. |
| account | How much money is in your bank account? |
| achieve | He wanted to become famous, and he achieved his goal. |
| across | We hung ribbons across the window. I bought some candy at the store across the street. Your "t" looks like an "l" because there is no line across it. He came to a small stream and jumped across. She sat across from me at the table. |
| act | Firefighters perform many acts of courage in their job. The children enjoyed the clown's act. He acted with courage in battle. She acted in the school play. |
| action | The doctor's quick action saved the child's life. |
| activity | My favorite activity on weekends is soccer. |
| actually | She actually finished the project on time. |
| add | I always add sugar to my tea.She added a new doll to her collection. You made a mistake when you added 19 and 24.You need to add all the numbers. My little brother is just learning how to add.The mistake is that you added instead of subtracting. |
| address | The president's address is 1600 Pennsylvania Avenue, Washington, DC, 20050. The senator's address was shown on television. He addressed those comments to me, not to you. I addressed the letter to him in Atlanta. |
| administration | The school administration meets with the teachers once a month. |
| admit | This movie ticket admits one.The restaurant admitted us after a long wait. Did he admit that he broke the window? |
| adult | The adult dog weighed 70 pounds. Children should have an adult with them when they go swimming. |
| affect | The bad weather affected our plans to go to the lake. |
| after | Peter had a snack after school.The first house after the white one is mine. A strange thing happened after she left. |
| again | Please say that again. He was sick for a while, but now he's well again. |
| against | What you did was against the rules.The manager and the owner seem to be working against each other. Lean the ladder against the house. They swam against the current. |

| OEC1000 | examples |
|-----------|--|
| age | The boy said his age was twelve.What is the age of this building? Grandfather is aging well. |
| ago | My friend called three days ago. |
| agree | I agree with my friends about most things. He agreed to cut our grass. They finally agreed on what kind of ice cream to buy. |
| agreement | My friends and I made an agreement to drive to work together. She and her husband are usually in agreement about how to spend money.There is very little agreement between the employees and the management about this matter. We signed an agreement to buy that house. |
| aim | The boy aimed the paper airplane at his friend. He aimed his anger at me.She aimed her questions at the children. My aim this month is to finish planting my garden. |
| air | Fish do not breathe air as humans do. |
| album | She bought an album for pictures of the new baby. The singer recorded a new album of songs. |
| all | I waited all week for her telephone call.All babies cry sometimes. The boat carrying ten passengers sank, but all were saved. All of the children liked the new teacher.They finished all of their work. |
| allow | His mother said no at first, but later she allowed him to go to the late movie. |
| almost | I am almost finished with this book.My daughter is almost five years old. |
| alone | He was alone on the island. You alone will have to make this decision. She works alone. |
| along | We ran along the path.We drove along the ocean. Do you want to come along with us to the park? |
| already | I already have a form and don't need another one.When I arrived at the station, the train had already left. Have the guests arrived already? |
| also | I bought a jacket, and I also bought a hat. |
| although | Although he is smart, school is difficult for him.We bought the car although it was expensive. |
| always | She has two jobs, so she is always busy.The stars are always in the sky. He always arrives at work early. If you have a question, you can always ask me. |
| among | She is comfortable among her friends.There were some shells among the stones.We walked among the trees. The bread was shared among ten people. |
| amount | He put a small amount of butter on his bread.What amount of money is in the account? |
| analysis | The teacher's analysis of the book helped us understand its importance. |
| and | We ate cake and ice cream.John wore a suit, and Mary wore a dress. Six and six equal twelve. |
| animal | We saw many animals at the zoo.They have cows, chickens, and other animals on their farm. |
| announce | They announced the birth of their first baby. He announces all the football games on this channel. |
| another | May I have another piece of bread? She lives in another country. I have had three cookies, but I'd still like another. This jacket is not warm enough, so I'm going to get another. |

| OEC1000 | examples |
|-------------|---|
| answer | I want an answer to my question. You will find the right answer if you think about it.The teacher said my answers on the test were all correct. |
| any | You may sit at any table.Do you have any money? Any child can learn. I do not want any trouble. Did you spend any of your money?There aren't any of those rolls left. Is he any better today? |
| anyone | Does anyone know where my book is? |
| anything | Is there anything you have not told me? Do you know anything about physics? He is not anything like his father. |
| appeal | That toy has great appeal for young children. |
| appear | A dark shape appeared in the distance. The new student appears to be very smart. My favorite singer will appear on television tonight. |
| application | Mrs. Johnson filled out a job application. |
| apply | He applied paint to the walls and ceiling. Mr. Kane applied for a job at the supermarket.My daughter applied to several colleges for admission. |
| approach | Be careful when you approach a strange dog. |
| area | That area of the country has many lakes. This room is ten feet wide and twenty feet long, so the area is two hundred square feet. |
| argue | The children argued over which game to play. His parents argued that a new car would be too expensive. |
| argument | Mr. and Mrs. Harris had an argument about money. |
| arm | Do not sit on the arm of that chair. Some countries sell arms to other countries. They armed the soldiers with special weapons. |
| around | The car spun around. He looked around. I'll be around if you need me. Michael turned around to look in the mirror. Will you show me around the building? There are trees around the park. John had to stay around the house. They drove around the country. This ring is too tight around my finger. I walked around the tree. We eat lunch around noon.This watch costs around twenty dollars. |
| arrive | The children are hungry when they arrive home after school. |
| art | We went to the museum to look at the art on display. |
| article | She put several articles of clothing into her suitcase. Did you read the article about the president's speech? |
| artist | (a person who works at or who has skill at painting, music, or any other form of art.) |

| OEC1000 | examples |
|-----------|--|
| as | He is smart, but his sister is just as smart. |
| | He doesn't love you as I do! |
| | One machine stopped as the other machine started. |
| | As I was tired, I went to bed. |
| | As I was walking to work, I saw a car accident.As she was sleeping, her parents were packing for their trip. |
| | He has a job as a mechanic. |
| ask | He asked me what time it was.The teacher asked the student her name. |
| | His mother asked him to close the window. |
| | She asked about his trip to Chicago. |
| | I asked for the salt, but she gave me the sugar. |
| associate | At age ten, some girls don't want to associate with boys. |
| | I associate fall with going back to school. |
| assume | Everyone assumed they were rich because they had a big house, many cars, and a swimming pool. |
| at | We had dinner at a restaurant. |
| | I will meet you for lunch at one o'clock. |
| | We looked at the moon.The baby smiled at her mother.He aimed the gun at the target. |
| attack | The cat attacked the mouse.The army attacked the enemy.The disease attacked his lungs. |
| | The army's attack was a terrible surprise. |
| attempt | He attempted to help the woman stand up after she fell. |
| | Her attempt to read every book in the library will not succeed. |
| attend | Did you attend the wedding?The law says that children must attend school. |
| attention | The movie held our attention for three hours. |
| audience | The audience laughed at all his jokes. |
| author | (a person who writes books, stories, plays, or other works.) |
| authority | The teacher has the authority to discipline students.Congress has the authority to declare war. |
| | The manager is the authority in this restaurant. |
| available | The baseball field is now available for the season.That video isn't available in this store. |
| average | The temperature this winter was the average for our area. |
| avoid | He always tries to avoid hard work. |
| award | The college awards scholarships to students with high grades. |
| | The mayor presented her with an award for her volunteer work. |
| away | He walked away. |
| | She gave away my secret.Latoya wants to give away all her toys. |
| | She is away from home this week. |
| | He was ten miles away. |

| OEC1000 | examples |
|---------|--|
| back | He tapped me on the back, and I turned around. |
| | Put your name on the back of this paper.I didn't see the man's face because I only saw the back of him. |
| | I leaned against the back of the chair. |
| | He backed the car out of the garage. |
| | The children rode in the back seat of the car. |
| | The police officer told the people to move back.Could you move your car back? I can't get out. |
| | He went back to his car to get his glasses.I thought back to when I was very young. |
| bad | Joe hit Nate, and Nate hit him back.She left a message, but I forgot to call her back. |
| | I thought it was a bad movie.The tires on this car are very bad. |
| | The children were bad when the teacher went out of the room. |
| | She got a bad grade on her test. |
| | Sugar is bad for your teeth. |
| ball | Don't eat the bad meat. |
| | The children made a big ball of snow. |
| | Cinderella went to the ball. |
| band | We're having a ball on the bumper cars! |
| | My brother plays guitar in the band. |
| | The police discovered a band of criminals. |
| bank | She put a rubber band around the pencils. |
| | We pulled the canoe up on the bank. |
| bar | He got a loan from the bank. |
| | After a thief stole something from their apartment, they put bars on their windows.The bird cage is made up of many little bars. |
| | You must be 21 to drink acohol in a bar in the United States. |
| | There were two bars of soap in the bathtub. |
| base | The lamp has a square base. |
| | They chopped at the base of the tree. |
| | Soldiers live and work on the army base. |
| | The batter ran to first base. |
| | They based their company in New York.The computer company is based in California. |
| | The author based the story on her childhood.This movie is based on a famous book. |
| | The king lived in a splendid palace, while the peasants lived in base cottages. |
| basis | He was ashamed of his base actions. |
| | Trust is the basis of friendship.The Constitution is the basis of government in America. |
| battle | Many soldiers died in the battle. |
| be | There was a railroad here a long time ago. |
| | They are at home.My building is on the corner. |
| | She is a doctor.He is sick. |
| | It is raining. |
| | I'm leaving for Chicago tomorrow. |
| beat | All of the furniture was moved yesterday. |
| | He beat the drum.Don't beat your child. |
| | Leila beat her sister at tennis. |
| because | Beat the eggs. |
| | He went to college because he wanted a better job. |
| become | David became ill. My son became a teacher. |

| OEC1000 | examples |
|-----------|--|
| before | Sam thought he had read this book before. Cinderella forgot to leave before midnight. She stood before the door and knocked. I always brush my teeth before I go to bed. |
| begin | You may begin as soon as the teacher gives you the test paper.The movie will begin soon. She began her speech by telling a joke. |
| behaviour | Crying a lot is normal behavior for babies.We are studying animal behavior in our class. Her mother gave her a reward for her good behavior.His behavior at the party embarrassed his wife. |
| behind | Who is standing behind this door? John is one year behind his brother in school. The second train arrived five minutes behind the first. The people are behind the mayor's plan to build a new library. |
| believe | Can you believe his crazy story? I believe they will arrive before noon. Many people believe in god. |
| benefit | I'm sure you will get a lot of benefit from your education. |
| between | Bob stood in line between Joe and Kate. There are not many differences between my bike and yours. Come for lunch between noon and one. |
| beyond | The post office is two blocks beyond the school.He never stays at work beyond closing time at the store. |
| big | Elephants are big animals.He has a big collection of stamps. Choosing a college is a big decision. |
| bill | Did you pay the telephone bill yet? Mrs. Perez paid with a ten-dollar bill. Do you think the Senate will pass the new education bill? |
| billion | 1000000000 |
| black | Jan drinks her coffee black. |
| blood | (the red liquid which flows through the body. Blood carries oxygen and other substances that the body needs.) |
| board | We are going to make shelves out of these boards. The board of education will choose a new school principal. It's time to board the airplane. |
| body | The elephant has a very large body. The body of the car is blue. Oceans and lakes are bodies of water. |
| book | I like books about animals. He keeps the books for the company. I booked a table at your favorite restaurant.Did you book the airplane flights? |
| both | Both students got high grades. Bill couldn't decide between vanilla and chocolate ice cream, so he got both. Both girls and boys can play basketball. |
| box | I put my old books in a box. |
| boy | There are four boys and five girls on the team. Boy, that is hard to believe! |

| OEC1000 | examples |
|----------|---|
| break | We took a break from our work to eat lunch. |
| | She broke the candy into two pieces for the children. |
| | If you hit the TV, you'll break it.He broke his arm when he fell. |
| | My watch broke. |
| bring | Please bring a pencil and a calculator when you come to class.John brought his girlfriend to the party. |
| build | Are you going to build a new house? |
| building | They live in a large building with many apartments. |
| business | What business are you in?He bought a new suit for business. |
| | He wants to go into business with a partner. |
| | She owns two businesses. One is a gift shop, and the other is restaurant. |
| | Business was bad last year. |
| | Don't ask me about that. It's none of your business. |
| | Our company does a lot of business with foreign companies.I enjoy doing business at my bank. |
| but | Mary likes onions, but Joe doesn't. |
| | They wanted to play baseball, but it rained. |
| | We did nothing but talk all night. |
| | No one went but me. |
| buy | He buys groceries at the supermarket.My son bought a new car. |
| by | That house is by a lake. |
| | We traveled by train in Japan. |
| | I've read three books by that author. |
| | You need to be at work by eight o'clock. |
| | He was hit by a car. |
| | You have to play by the rules. |
| | This store sells apples by the pound. |
| | A train sped by.Many years have gone by. |
| call | She called his name as he was crossing the street. |
| | Our host called us to dinner. |
| | Please call me next week.I can't talk now. Can I call you back later? |
| | She called her child Isaiah. |
| | The crow's call sounds like "caw caw." |
| | We got her call early this morning. |
| | He paid her a call. |
| campaign | Radio and television are part of this advertising campaign.The candidate gave many speeches during his campaign for office. |
| can | She can play the piano. |
| | Only the boss can hire and fire employees. |
| | Can I go outside now?You can't smoke inside the restaurant. |
| | It can snow even in late spring in this area.That man can't be her father. He's much too young. |
| | I opened a can of soup. |
| | Tom put the garbage can out by the curb. |

| OEC1000 | examples |
|-----------|---|
| candidate | The candidates for mayor will speak on TV tonight. The human resources department is interviewing several candidates this week. |
| cannot | Why can't I go to the movies? |
| capital | The capital of the United States is Washington, D.C.The capital of Texas is Austin. The company invested a lot of capital in new equipment. Write the first letter of your name as a capital letter. Murder is a capital crime in some states. |
| car | She got in the car and drove away. This train has ten cars for passengers and one car for baggage. |
| card | I found her company's name on her business card.His student identification card has his photograph on it. These cards have designs, and often numbers, printed on them. There are 52 different cards in a complete set. We each get seven cards to start the game. My friend sent me a card for my birthday. |
| care | Aunt Jane cared for me while I was sick. Sam doesn't care for onions. What movie do I want to watch tonight? I don't care.He doesn't care about what other people think. Do this important job with care. Her life is easy now, and she has few cares. Care of a pet includes giving it food, water, and a place to sleep. |
| career | She wants to have a career as a scientist. |
| carry | She carried my suitcase up the stairs.The pipe carries water to your house. This van carries seven passengers. Mrs. Perez is carrying twins. The store carries many different products. |
| case | There are four cases of the flu in our department. It is not the case that Jill fell first. The police are investigating a murder case.The judge will decide this divorce case. Put your glasses in the case so they don't break. |
| catch | My sister caught the ball.The dog caught the rabbit. The teacher caught him cheating on the test. We caught the last bus. I caught the flu from my son. |
| cause | A cigarette was the cause of the fire. They are working for the cause of world peace. The sleepy driver caused the car accident.The rain caused them to cancel the game. |
| cell | The human body is made of many kinds of cells. The prisoner had to stay in his cell most of the day. |
| center | The children sat in a circle, and the teacher sat in the center.The center of the earth is very hot. We went to the shopping center on Saturday.They need more nurses at the medical center. New York City is a center of business in the United States.She likes to be the center of attention at a party. |

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|----------------|--|
| OEC1000 | examples |
| central | The library is in the central part of town. |
| century | The United States became a country only a few centuries ago. |
| certain | I'm certain she is still alive. She buys only a certain brand of juice.The club admits a certain number of people every year. |
| certainly | I'll certainly do my best. Certainly, you may have some. |
| challenge | He accepted the challenge to enter the race. English spelling is a challenge for anyone. |
| chance | There is still some chance that he will live.What are your chances of winning the lottery? Please call me when you get a chance.I would like the chance to travel someday. He took a chance and opened a new business. I won the game by chance, not by skill. |
| change | The writer changed the ending of the story. They changed the color of their kitchen.I always change my clothes after work. You have changed since the last time I saw you. The school made two changes in the menu this month.You can see many changes in the children this year. I got change for a twenty: a ten-dollar bill, a five-dollar bill, four one-dollar bills, and four quarters. Some change fell out through a hole in his pocket. Mark paid for the newspaper with a five-dollar bill, and the cashier gave him his change. |
| character | This neighborhood has a friendly character. That actor always plays evil characters.The main character in the movie is a woman. Her parents want her to marry someone with character. |
| charge | The police charged her with shoplifting. He charged the battery. That restaurant charges a dollar for a cup of coffee. He charged his purchases instead of paying cash. The soldiers charged the enemy. |
| check | I pay my bills by check. The waiter gave us the check after we finished our meal. Please check the door to make sure it is locked. We checked our bags at the ticket counter before we got on the plane.The restaurant has a place to check our coats. |
| chief | The chief of police was in charge of the investigation. Potatoes are the chief crop of Idaho. |
| child | The child held her mother's hand. |
| choice | It was hard to make the right choice. Jack was our choice for club president. |
| choose | Paul chose three books from the library. We chose to go to a movie instead of a concert. |
| church | The bell rang in the church tower. |
| city | Chicago is one of the largest cities in the United States. |
| claim | He claimed that his father was seven feet tall. |

| OEC1000 | examples |
|-------------|--|
| class | Cars race against cars of the same class. |
| | Many people in the American middle class own their own homes. |
| | Our class is made up of students from a lot of different countries. |
| | I'm taking an art class at the community college on Tuesday evenings. |
| clear | He covered the bowl with clear plastic wrap.We swam in the clear water. |
| | Her directions were very clear. |
| | It was a clear, cold day. |
| | They cleared the path of branches.They cleared the branches from the path. |
| clearly | She told the story clearly. |
| | She is clearly right for the job. |
| close | Close the door. |
| | She closed her speech with a funny story. |
| | The elevator doors closed. |
| | The school is close to downtown.It is close to the end of the movie. |
| | I invited my close friends to the party. |
| | She held her baby close. |
| club | The police officer carried a club. |
| | My friend belongs to a book club. |
| | The three of clubs is considered bad luck in some card games. |
| | That club has a good band tonight. |
| coach | The football team has a new coach. |
| | Brian traveled in coach to save money. |
| | We took a coach from Chicago to New York City. |
| | She coaches soccer.He coaches the team. |
| collection | Phil has a large collection of stamps. |
| college | If you want to be a doctor, you must go to college. |
| color | My computer monitor can show thousands of colors. |
| come | Come here, please. |
| | Here she comes now!I came into the room through the window. |
| | The letter C comes after the letter B.In tonight's performance, my daughter comes after your son. |
| comment | The teacher's comments on my first report helped me get a better grade on my second one.She was upset when she heard somebody make a mean comment about her clothes. |
| | A lot of people commented on his new haircut. |
| committee | The bank's loan committee meets twice a week. |
| common | My friends and I have a common interest in football. |
| | Pigeons are common in our part of the country.Snow is common in winter. |
| community | A new store opened in my community. |
| | Education is important to the immigrant community. |
| company | Our company hired many new workers this year. |
| | We had company for dinner last night. |
| | I need company because I don't like to be alone. |
| compare | When she compared the two desserts, she said that they were both delicious but that one had more chocolate than the other. |
| | He compared her eyes to the stars in the sky. |
| competition | Many businesses fail because of too much competition. |
| | My sister won the swimming competition. |
| complete | We can't play cards because I don't have a complete deck. |
| | He completed the test in one hour. |

| OEC1000 | examples |
|------------|--|
| completely | He scrubbed his hands until they were completely clean. |
| complex | A computer is a complex machine.English spelling is complex. They built a large housing complex on that land. |
| computer | (an electronic machine that is used to store, sort, and work with information at a high speed.) |
| concern | This matter is between your father and me. It does not concern you. Her bad attitude about school concerns me. I understand your concern for your family. |
| condition | My grandmother has been in bad condition since she fell.These shoes are old but they are in good condition. Conditions in the factory have improved under the new management. Being a citizen is a condition for being able to vote. |
| conduct | People expect good conduct from leaders in government. She conducted a tour of the museum.He conducted the orchestra. Copper conducts well.Plastic does not conduct electricity. |
| consider | She is considering getting a new job. |
| contact | He got a shock when his hand came into contact with the wire. She is out of contact with her family.He is in contact with his old friends. I contacted my friend about our weekend plans. |
| contain | Many foods contain sugar. |
| content | They searched through the contents of her suitcase.The contents of this letter are secret. The names of the book's chapters are listed in the table of contents. The content of soft drinks is mostly water. The content of fat in cream is high. She is content with her life. |
| continue | The snow continued to fall.The party continued until late into the night. The runner fell, but he got back up and continued the race. |
| contract | He broke his contract when he left the company. Sign your name at the bottom of the contract. Metal contracts when it becomes cold. |
| control | The government controlled the newspapers and radio stations. It is hard to control insects in our garden.They built a dam to control the river. She lost control of her car and crashed.The supervisor has control over the shipping department. The pilot used the controls to land the airplane safely.This button is the volume control for the TV. |
| cost | The cost of cereal is higher than it used to be. |
| could | She could swim even when she was very little.He could be very kind sometimes.I couldn't sleep last night. I can drive that truck, and I told him I could drive it!I knew you could succeed if you tried. Maybe I could do it tomorrow.Could you help me with this?I could bring it to you now, if you'd like. If I order the parts today, I could fix your car next week.If I made more money, I could buy a car. |
| council | The city council recommended that taxes be lowered. |
| country | China is a country in Asia. The Millers live in the country on a farm. |
| couple | I ate a couple of cookies. I met a nice couple at the party. |

| OEC1000 | examples |
|-----------|---|
| course | The course of the river twists and turns. |
| | Brian has done many good things in the course of his life. |
| | I took a course in science last fall. |
| | Dessert is the last course in an American meal. |
| court | The judge kept order in the court. |
| | We went to the tennis court to play tennis. |
| cover | Cover your bicycle so it doesn't get wet in the rain. |
| | Our insurance covers both cars. |
| | Our textbook covers many topics. |
| | You take a break, and I'll cover for you. |
| | Put the cover back on the can of paint. The cover of a book keeps the pages from being torn. |
| create | The chef created a new dish. |
| credit | Her credit is good at the clothing store. She bought a bicycle on credit. |
| | I give him credit for trying so hard. She got all the credit for my great idea. |
| | I earned three credits in English last semester. |
| | When you make a deposit, the bank will credit your account. |
| crime | Stealing is a crime. |
| | Police try to fight crime. There is more crime in a city than in this small town. |
| culture | American culture has been influenced by the cultures of people from other countries. |
| current | My current number is in the phone book. |
| | It is hard to swim against the current. The kite rose on a current of air. |
| | Copper wire conducts current. |
| currently | The actor is currently working on a new movie. |
| customer | The store held a special sale for its regular customers. |
| cut | I got a cut on my hand while chopping vegetables. |
| | The barber cut my hair. I cut my hand with that knife. She cut wood for the fire. |
| damage | The storm caused damage to many houses. |
| | The movers damaged some furniture. Insects damaged the crops. |
| data | Computers are used to store large amounts of data. Data about the U.S. population is collected every ten years. |
| date | What is today's date? |
| | We made a date to have dinner. |
| day | He spent the whole day at the beach. |
| deal | We must deal with this problem carefully. I don't have time to deal with these bills right now. |
| | She is honest in the way she deals with people. |
| | My uncle deals in truck tires. |
| | It's your turn to deal the cards. |
| | We made a deal to share the money equally. |
| | A million dollars is a great deal of money. |
| death | Her death came after a long illness. |
| debate | The debate in Congress lasted two days. |
| | We debated whether it was fair to make students take swimming lessons. |
| decade | A person who is 90 years old has been alive for nine decades. |
| decide | The judges decided the winner of the competition. He decided that he would look for another job. |
| | They decided to go to Florida for vacation. He decided on a used car instead of a new one. |
| decision | I have made the decision not to go to school this summer. What was your decision about moving? |

| OEC1000 | examples |
|-------------|---|
| deep | The lake is very deep in the middle.His cut was deep and needed stitches. |
| defence | The government spends a lot of money on national defense.They built a fort as a defense against attacks. His defense was that he had picked up her wallet by mistake. |
| define | This dictionary defines hundreds of words. |
| degree | Skiing takes a high degree of skill. The temperature today is 82 degrees. He has a degree in business. |
| deliver | Jim delivers newspapers to the people in this neighborhood. She delivered a baby boy yesterday.The doctor delivers babies at the hospital. |
| demand | She demanded her money back. With a job and three kids, there are many demands on my time. |
| demonstrate | The physical education teacher demonstrated some new exercises. People demonstrated for women's rights. |
| depend | Children depend on their parents for food and shelter.I'm depending on my son to take care of the animals while I'm away. The price of this paper depends on how much you buy. |
| describe | He described the places he saw on his vacation. |
| design | She designs and makes her own clothes.He designed an addition to his house. The city council approved the design for the new library. She drew some new designs for winter coats. Our curtains have a design of flowers on them. |
| despite | He kept driving despite the blizzard. |
| detail | The mechanic explained every detail of the engine. |
| determine | We determined the date for our wedding. |
| develop | His muscles developed when he started lifting weights.He wanted to develop his muscles. He develops his own film. |
| development | The president spoke about the latest developments in the war. The development of the new mall took several years. |
| die | His father died last year.The plant died because he never watered it. The car's engine died. |
| difference | Are there any important differences between these two televisions? |
| different | Three different buses stop at this corner.The shirt he's wearing today is different from the one he wore yesterday. She has many different pairs of shoes. |
| difficult | The president has to make many difficult decisions.That book was difficult for me. |
| direct | Can you direct me to the nearest phone? The chief of police directs the police force. I directed my question to the mayor.I directed the beam of light to the roof. I'll show you the most direct route to my house. |
| director | The director of the company makes most of the important decisions. The director gave many instructions to the actors. |
| discover | He discovered oil on his property. We discovered that it was easy to use e-mail. |
| discuss | We discussed plans for our vacation. |
| discussion | Gary and I had an interesting discussion about computers. |
| disease | Many diseases are caused by germs. |
| display | The store displayed cards on a rack. We looked over the display of fine jewelry. This computer has a large color display. |

| OEC1000 | examples |
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| do | I did everything you asked me to do. |
| | The accident did a lot of damage to the car. |
| | Carol is doing her homework. |
| | He is doing well at his new job. |
| | Do you want to go to the movies? |
| doctor | (a person whose job is to treat and give medicine to sick people or animals.) |
| document | Licenses and passports are kinds of documents. |
| door | Why are you standing at the door? Please come in. |
| | I heard a loud knock on the front door. Did you close the refrigerator door? All the car doors were locked. |
| doubt | He doubts that he passed the test. I'll try, but I doubt that I can finish this work before five o'clock. |
| | He has doubts about his ability to succeed. |
| down | The rain came down. |
| | Turn down the radio. His grades have gone down. |
| | They walked down the stairs. |
| | We ran down the street. |
| | He has been feeling down since the accident. |
| draw | She drew some flowers. He likes to draw. |
| | Who will draw the winning ticket from the bowl? |
| drink | I drink orange juice every morning. |
| | It is dangerous to drink and drive. |
| | Apple juice is her favorite drink. Take a drink of water. |
| drive | Ken's car is broken, so he is driving his neighbor's car. My daughter is learning to drive now. |
| | I will drive her to the hospital. |
| | We don't like to take the bus or train, so we always drive into the city. |
| | I drove the nail deep into the wood. |
| | It's only a short drive to my office. |
| | Her address is 123 Maple Drive. |
| | The new computer has a CD and DVD drive. |
| driver | He is a truck driver. |
| drop | Drops of rain fell on the windshield. |
| | Store owners expect a drop in business after the holidays. |
| | The coins dropped out of his pocket. |
| | The temperature drops after the sun goes down. |
| | I dropped my keys when I got out of the car. |
| drug | The doctor gave him a drug for his cough. She takes a drug for pain. |
| | He went to jail for selling illegal drugs. |
| due | There are still a few hundred dollars due on the loan. This money is due to me because I worked hard for it. |
| | The payment is due next week. Her baby is due in January. |
| | The game was cancelled due to the rain. |
| during | My daughter goes to camp during the summer. |
| | She arrived during the night. |
| each | The child had a cookie in each hand. The president shook hands with each employee. |
| | Many children came to the party, and each brought a gift. |
| | They gave the children a dollar each. |

| OEC1000 | examples |
|-----------|--|
| early | I like to get up early in the morning. |
| | I arrived early for my appointment. |
| | We see these flowers in the early spring. |
| | We had an early dinner on Sunday.I was ten minutes early for my interview. |
| easy | She wants an easy job.She helped her younger brother find an easy book. |
| | He leads an easy life. |
| eat | Do you eat meat? |
| economic | Economic conditions are getting better now, so people are spending more money. |
| economy | The new factory will help the state's economy. |
| education | Teaching reading is an important part of education in schools. |
| | A high school education is necessary for most jobs. |
| effect | A good teacher can have a great effect on students.That medicine had no effect on me. |
| | The new rules go into effect tomorrow.The city passed a new law about dogs, but it's not in effect yet. |
| effective | That's a very effective medicine. |
| | This rule is effective immediately. |
| effort | It took a lot of effort to move all that furniture. |
| | Let's make one more effort to finish this work before we go home. |
| eight | 8 |
| either | You can have either the pie or the cake, not both. |
| | There is a lamp on either side of the bed. |
| | No, thanks. I don't want either.Either is OK with me. |
| | He is either outside or in the basement.You can either go with us or stay here. |
| election | He doesn't have a car, and I don't either. |
| | In the United States, the election of the president takes place every four years.Elections for city council are next week. |
| element | One element of this recipe is missing. |
| | There are more than one hundred different elements. Gold and oxygen are examples of elements. |
| else | They gave the job to someone else. |
| | Do we have time to do anything else? |
| | Where else would you like to go?How else can I explain this? |
| | Hurry up or else you will be late. |
| email | Did you get the e-mail that I sent this morning? |
| | They e-mailed pictures of their new baby to their friends. |
| employee | Many employees of the company threatened to quit if working conditions did not improve. |
| encourage | Her praise encouraged me to continue playing the piano.His parents encouraged him to play sports. |
| end | Please tie a knot at the end of the string.There is a stop sign at the end of the road. |
| | We look forward to going home at the end of the day. |
| | I cried at the end of the movie. |
| | A bad injury ended his dream of becoming a football player. |
| energy | The class will end at three o'clock.Their marriage ended in divorce. |
| | His construction job requires that he have a lot of energy.The power plant operated on nuclear energy. |
| enjoy | I enjoy skating. |
| | She enjoyed herself at the party. |

| OEC1000 | examples |
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| enough | I have enough money to pay my bills. There are enough people here for a softball team. The job doesn't pay enough. She is old enough to vote. |
| ensure | Those dark clouds ensure rain. She ensures her good health by eating right and exercising. |
| enter | I entered the house by the front door. We entered the race. He entered the university. Enter the number of the check that you wrote into the register. Enter your password into the computer to start it. |
| entire | We need the entire set of tools to do the job right. The entire department is unhappy about the new work rules. |
| environment | A safe environment is important for the proper development of a child. Problems with the boss create a bad work environment. Taking care of the environment is crucial for the survival of all living things. |
| especially | The food is especially good at this restaurant. I'm especially tired tonight. The trip will be expensive, especially if we go by plane. I bought this bracelet especially for you. |
| establish | He established a new business last year |
| estimate | We estimated the taxes we would have to pay. The mechanic gave me an estimate for the car repair. |
| even | The children play ball on a field where the ground was nice and even. The snow is even with the tops of my boots. I gave my children an even number of cookies. The painter put an even coat of paint on the walls. Six is an even number, but five is not. That's so easy that even I can do it! Kit runs fast, but her sister runs even faster. Even though we tried hard, we lost the game. I would not leave this company even if the other company paid me more. The other team soon evened up the score. |
| event | The newspaper reports on current world events. |
| ever | Have you ever flown in a airplane? Ever since the accident, we are more careful. If you help me, I will be ever grateful. |
| every | Every person got a prize. Every seat in the theater was taken. |
| everyone | Everyone in my family has red hair. |
| everything | I ate everything on my plate. |
| evidence | The police searched for evidence at the scene of the crime. |
| exactly | To make a good cake, you need to measure the flour exactly. He does exactly what he wants. Exactly! I couldn't agree more. |
| example | An apple is an example of a fruit. Jack's father tried to be a good example for him. |
| executive | The company's top executives met to discuss how to increase sales. |
| exercise | Swimming is good physical exercise. Doing crossword puzzles is good mental exercise. He learned some new exercises for his arms and shoulders. He failed to exercise his right to vote. I exercise in the gym every morning. |
| exist | She does not believe that ghosts exist. Insects existed before humans. |

| OEC1000 | examples |
|------------|---|
| expect | They expected more letters from their son. |
| | We expect that the guests will be arriving around seven o'clock. |
| | She expects her children to obey her. |
| experience | The war was a terrible experience for everyone. |
| | We need a worker with two years of computer experience. Captain Black has a lot of experience with that kind of boat. |
| | He experienced defeat for the first time. She experienced pain after the accident. |
| explain | The teacher explained the directions to the students. |
| | Please explain why you were not at work this morning. |
| express | The president's speech expressed his ideas on education. |
| | We sent the important letter by express mail. |
| extend | We extended the ladder so that it would reach the top of the tree. The government extended his work permit. |
| | These mountains extend for many miles. |
| eye | My eyes are tired after working at the computer all day. |
| face | Why do you have such a sad face? |
| | Our house faces the road. |
| facility | The new sports facility will have evening basketball. |
| fact | It is a fact that water covers most of the earth's surface. |
| factor | Lower housing costs were a factor in our decision to move. |
| fail | Rick failed in his effort to start a new business. |
| | The engine failed, so we walked home. |
| | She failed to pay her taxes on time. |
| | Sue failed her driving test. |
| failure | The scientist's experiment was a failure. |
| fall | At the end of the play, the curtain fell. He fell from the top of the tree. |
| | The price of gasoline fell last month. The students' voices fell to a whisper when the teacher walked in. |
| | Sue and David were just friends, but last summer they fell in love. He fell behind in his work because he was sick. |
| family | I have a large family with many cousins, aunts, and uncles. |
| | Lions and tigers are members of the cat family. |
| fan | It's so hot that I can only sleep with the fan on. |
| | The football fan painted his face in the team colors. |
| far | We traveled far. Far in the past, people lived in caves. |
| | My cold is far worse today. |
| | I don't want to walk there because it's too far. |
| fast | He's a fast runner. She drives a fast car. |
| | That clock is five minutes fast. |
| | He came home fast when his mother called him for dinner. |
| father | (a male parent.) |
| fear | Her fear of fire is based on a bad experience. |
| | I fear high places. |
| feature | A baby has tiny features. |
| | The best feature of that house is the large kitchen. |
| feel | Can you feel this bump on my head? |
| | I feel fine. |
| | I'm not sure how I feel about your idea. |

| OEC1000 | examples |
|-----------|--|
| female | There are more females than males in my family.Two of the puppies were females. We saw a female bird sitting on her nest. |
| few | Few people become millionaires.There are few seats left. Few of my friends are married. |
| field | That field is planted with wheat. My school has football and baseball fields. Biology and chemistry are fields of science. |
| fight | The fight between the two armies began at dawn.My husband and I had a fight over money. Many people fought and died in the war.Some boys are fighting outside the school building.The workers and management fought over higher pay. He is fighting the champion tonight.She fought cancer for many years. |
| figure | Some examples of figures are "3" and "&." His figure hasn't changed in twenty years. I figured the cost of the party by adding up how much I spent on food and drinks. |
| file | She put the report in a file with the other reports.He saved the message as a text file on the hard drive. Schools keep files on all their students. The secretary filed the reports in alphabetical order. Have you filed your tax return yet? I used a file to smooth my nails. |
| fill | He filled the bag with leaves. The pharmacy filled my prescription for cough medicine. |
| film | There was a film of dust on the desk. Is there film in the camera? What film did you see last night? |
| final | The mystery was not solved until the final chapter of the book. The decision of the court was final. |
| finally | Finally, when the dough is mixed well, add the nuts. After driving around for an hour, they finally found the house. |
| financial | The company is having financial problems. |
| find | Alex found his father's lost watch. Tina found a new way to use her computer. |
| fine | That was a fine meal. The baby has such fine hair. I feel fine now. When you get a traffic ticket, you will have to pay a fine. |
| finish | Hurry and finish your homework so you can play. |
| fire | Don't fire that gun! The boss fired him for always being late to work. Fire destroyed their home. We lit a fire in the fireplace.There was a big fire at that old warehouse. There was a fire at the library last night. |
| firm | I would rather sleep on a firm mattress. She has very firm opinions on government. The firm that I work for is ten years old. |
| first | She was the first person at work today. |

| OEC1000 | examples |
|---------|--|
| fit | Cora is very fit because she exercises daily. |
| | Does the shirt fit him? |
| | These shoes are a perfect fit. |
| | She had a coughing fit. |
| | Jeff had a fit when someone stole his skates. |
| five | 5 |
| fly | The birds flew over the house. |
| | They will fly to Los Angeles next week. |
| | She flies jets.He is flying a kite. |
| | There are many flies in the house today. |
| focus | The focus of the report was changes in the economy. |
| | Lee focused the camera lens. |
| | You should focus your attention on your driving. |
| | She couldn't focus on her work with all the noise. |
| follow | He followed me down the street. |
| | A party will follow the wedding. |
| | Did you follow the story he told? |
| food | Scientists are studying ways to grow more food.Honey is food for bees. |
| foot | (the part at the end of the leg that has toes.) |
| for | They are working for peace.He was heading for the door. |
| | The gift is for Julie.I put some money aside for a new bike. |
| | I don't know if the house is big or small, for I've never seen it. |
| force | The force of the wind knocked down the trees. |
| | She is a member of the police force. |
| | Ivan forced her to tell the truth. |
| foreign | For people who live in Mexico, English is a foreign language. |
| form | He arranged the chairs in the form of a circle.She presented the results of the survey in the form of a graph. |
| | She filled out a form to apply for a passport. |
| | She has a rare form of cancer |
| | He formed the clay into a pot. |
| former | He was a great baseball player in his former career. |
| | Of the two choices, she preferred the former. |
| forward | The line for tickets finally moved forward. |
| | The chairs face forward in a movie theater.The doctor turned her face forward to look in her eyes. |
| four | 4 |
| free | The prisoner forgot what it was like to be free. |
| | We are lucky to live in a free nation. |
| | That store gives a free balloon to every child. |
| | Is this seat free? |
| | The dog likes to run free. |
| | Jeremy freed the animal from the cage. |
| friend | Sheila and I have been friends since we were children. |
| from | We ran from his house to mine.We are meeting her one hour from now. |
| | Joe is from Kentucky.Wood comes from trees. |
| | It is 200 miles from here to New York City. |
| | They were tired out from sledding. |

| OEC1000 | examples |
|------------|---|
| front | The entrance is at the front of the building. |
| | He went to the front of the line. |
| | It started to rain as the cold front came closer. |
| full | The trunk is full, so put your suitcase in the back seat. |
| fun | Flying the kite was a lot of fun. |
| function | The function of a police officer is to keep the peace.The function of scissors is to cut things. |
| | The city cannot function in a normal way without electricity.The heart functions by pumping blood. |
| fund | She is saving for her retirement fund. |
| | Our teacher has a fund of good books on history. |
| | My funds are running low since I had to pay for the car repairs. |
| | The taxes we pay help fund public libraries. |
| further | We drove further today than we did yesterday. |
| | Los Angeles is further from New York than Chicago is. |
| | Are there any further questions? |
| future | He hopes to become a teacher in the future. |
| gain | He worked hard to gain respect. |
| | I gained some weight. |
| game | We enjoyed a game of chess.My whole family went to the football game. |
| gene | Some diseases can be passed through genes from one generation to another. |
| general | The general public is invited to the meeting.The word "animal" has a more general meaning than "cat." |
| | He gave us a general idea of what the new building would look like. |
| | The general was known for making good decisions in battle. |
| generally | The doctor said my grandmother was generally healthy but should get more rest. |
| | We generally get home around six o'clock. |
| generation | People of my grandmother's generation did not have television. |
| get | I need to get some milk at the supermarket.Where did you get that beautiful skirt? |
| | I think I'm getting a cold. |
| | It is difficult to get my son to eat vegetables.It was hard to get the piano into the house.I can't get this window open. |
| | Do you get the meaning of the article? |
| | The kids are excited because they get to stay overnight with their cousins. |
| | I get to work at eight o'clock every day. |
| | She is getting angry.What time did you get back last night?He fell, and he couldn't get up. Let's get going early in the morning. |
| girl | There are seven girls and eight boys in the class. |
| give | She gave me a new hat and gloves.My supervisor gave me my pay envelope. |
| | Could you give me that telephone book over there? |
| | We gave medical aid to the injured passengers. |
| global | The pollution of the oceans is a global concern. |
| go | I go to school by bus.We went to the beach on Saturday. |
| | We will miss her when she goes. |
| | The driveway goes from the house to the road. |
| | Time goes fast when you are busy. |
| | The engine went "bang!". |
| | The milk has gone sour. |
| | This price tag goes with that shirt, not this one. The stamp goes on the right side of the envelope. |

| OEC1000 | examples |
|------------|--|
| goal | Her goal is to become a doctor. The soccer player kicked the ball into the goal. |
| good | That was a good movie.She makes good soup. A good person helps other people. We had a good time at the park. I feel good today. The new laws were for the good of all the people. |
| government | The city government decided to build a public swimming pool. |
| great | A great crowd came to see the parade. Shakespeare was a great writer who lived hundreds of years ago. This is great ice cream. |
| ground | The leaves fell to the ground.He dug a hole in the ground. On what grounds are you making this complaint?What are their grounds for divorce? It is important to ground electrical appliances that you use near water. |
| group | A large group of people were standing in front of the building.Put the green chairs in one group and the white chairs in another. The librarian grouped the books by topic. |
| grow | She grew an inch over the summer. The weather grew warmer. |
| growth | Many teenagers experience rapid growth.That town had a large growth in population during the 1990s. The doctor removed a growth from my arm. |
| guy | What's that guy doing? Why don't you guys come with us? |
| half | Two is half of four.I gave half of my sandwich to my sister. |
| hand | She's holding a kitten in her hands. The farmer hired several hands for the harvest. The children are learning about the minute hand and hour hand now. Please hand me an apple. |
| happen | Two important events happened recently. My sister got married, and I changed jobs.What happened? You're all wet. They happened to arrive at the same time. |
| happy | Nina is a happy baby.She was happy with her new job. |
| hard | I fell on the hard ground. Physics is a hard subject for some people. We are happy to have a hard worker on our team. Ms. Johnson is a hard boss. He worked hard on the farm.I thought long and hard about what you told me. It rained hard last night.He hit me hard. |
| have | She has five dollars. We always have a good time at the movies. Our team has ten members. I have a great idea. Mother is having a baby in the hospital. Let's have a cup of coffee.He's having dinner now. They have gone.He has finished the sandwich.We had just arrived home when the phone rang. |
| he | Where is your brother? He is at school. |

| OEC1000 | examples |
|---------|--|
| head | She is the head of the agency. |
| | She bought two heads of lettuce. |
| | President Lincoln is on the head of a penny. |
| | He is the head chef at the restaurant. |
| | His car is heading south now.He came home and headed for the kitchen. |
| health | She headed the car south down the highway. |
| | She was in bad health from years of smoking. |
| hear | Did you hear that noise? |
| | I heard that he was quitting his job. |
| | I heard a great song on the radio this morning.Did you hear the President's speech? |
| heart | (the organ in the body that controls the flow of blood.) |
| help | I helped my friends move to a new apartment. |
| | We all tried to help him when he fell. |
| | I could not help noticing that his hair was dirty.Don't walk those streets at night if you can help it. |
| | Help yourself to some pie. |
| | The house is on fire! Call for help! |
| her | Help! I'm drowning! |
| | I looked for your mother, but I didn't see her.She is my best friend, and I talk with her every day. |
| here | This is my sister's coat, and this is her hat too. |
| | Please come here.When will you get here? |
| high | We climbed to the top of the high mountain. |
| | That branch is ten feet high. |
| | The train traveled at a high speed. |
| | The price was too high. |
| highly | He speaks highly of his math teacher. |
| | Firefighting is a highly dangerous job. |
| | Many doctors are highly paid. |
| him | Can you see him?Please walk with him to the car. |
| himself | He burned himself while cooking.My husband bought himself some new tools.He looked at himself in the mirror. |
| | He ate the entire pizza himself. |
| | |
| his | This is my jacket. His is over there.Those books are his. |
| | This is his wallet. |
| history | (the study of events that happened in the past.) |
| hit | He hit me with the back of his hand.She hit the drum with a stick.They threw a stone, and it hit the window. |
| | The car hit its top speed. |
| | The movie was a big hit with young people. |
| hold | I picked up the kitten and held it gently. |
| | Our neighbors will hold our mail until we return.He held the office of president for four years. |
| | The theater holds two hundred people. |
| | Let's hold a meeting. |
| home | I went home and went to bed.The forest is home to many animals. |
| | Our town has a group home for children who have no parents. |
| | I take the bus home after work. |

| OEC1000 | examples |
|-----------|--|
| hope | They have hope for a better life for their children.Is there any hope that she will recover? |
| | It is my hope to become a vice president at the bank. |
| | I hope that I get that job.I hope it doesn't rain this afternoon. |
| hospital | Mr. Walker had to go to the hospital for an operation. |
| host | Our host served pizza and drinks at his party. |
| hour | I like to take a walk during my lunch hour. |
| | There are 60 minutes in one hours and 24 hours in one day. |
| house | This neighborhood has houses, stores, and a school. |
| | The university houses some students in apartments.The cows are housed in a barn. |
| how | How is cheese made? |
| | How are you feeling? |
| | How tall is he? |
| | How are you going to use this? |
| | Do you know how I can get to the highway? |
| however | It's winter; however, it's not very cold this year. |
| | I'd like to take a walk. However, we could just stay here and relax if you are tired. |
| | However hard he tried, he couldn't forget her. |
| | She doesn't have a car, but she gets to work however she can. |
| huge | He is a huge man.She ate a huge number of potato chips. |
| human | Speaking is a human activity.Fingers and toes are part of the human body. |
| | Humans are a kind of animal. |
| hundred | 100 |
| I | I left yesterday.I am the farmer's son. |
| idea | Do you have any ideas about what to eat tonight? |
| identify | She identified him as the criminal.He is good at identifying trees. |
| if | If it rains tomorrow, they will cancel the game.Would you buy a new car if you had enough money? |
| | If you are hungry, why don't you eat something? |
| | I don't know if he wants to go to the zoo. |
| image | The dollar bill has an image of George Washington. |
| impact | The impact of the bus against the tree cracked the windshield. |
| | The senator's speech on gun control had a great impact on voters. |
| important | Health care is an important issue for many people. |
| | The mayor of our city is an important person. |
| improve | Salt and pepper improved the sauce. |
| | Richard improved slowly after the accident.Her grades in school have improved this year. |
| in | They were caught in the rain.The sandwich is in the refrigerator.He lives in the city. |
| | He finished the work in ten minutes. |
| | He got in his car. |
| | She spoke in a loud voice. |
| | May I come in? |
| include | The new clock includes batteries.The list includes his name. |
| | She often included her little sister when she played with her friends.I included the two new members on our member list. |
| increase | The company increased the salaries of the managers. |
| | Her salary increased last year.The population of our town is increasing. |
| | There has been an increase in the number of people in this city in recent years. |

| OEC1000 | examples |
|---------------|--|
| indeed | I do indeed like your new dress |
| independent | Mexico is an independent nation. She earns enough money to be an independent person. |
| indicate | Can you indicate your street on the map? |
| individual | You need to water each individual plant. Each individual in this country has certain rights. |
| industry | The automobile industry employs thousands of people. |
| influence | My mother was a big influence in my life.The war had an influence on the country's future. Your ideas have influenced my thinking. |
| information | The newspaper is full of information.My friend gave me information about the new movie. |
| injury | Hospitals treat many kinds of injuries, such as broken bones, cuts, and burns. |
| inside | Please don't wear your shoes inside the house.What's inside that box? She went inside when it started to rain. The inside of this jacket is made of silk. |
| instead | I don't care for the mountains, so let's go to the beach instead. |
| interest | The teacher took an interest in his student's work. The bank will pay interest on the money in our account. Computers interest me. |
| interesting | He read an interesting article in the newspaper. |
| international | The United Nations is an international organization. |
| interview | She applied for six jobs and got three interviews. This magazine often publishes interviews of movie stars.Sasha spent a long time preparing for his naturalization interview. The supervisor interviewed several people for the open position. |
| into | Go into the room. The clowns bumped into each other. The rain turned into snow during the night. He went into business for himself. |
| introduce | Hello, Jim. May I introduce you to my wife, Nancy? |
| investment | I made an investment in some rental property. |
| involve | I made an investment in some rental property. |
| issue | They discussed the issue of joining a union. Did you get the June issue of the sports magazine? |
| it | She bought a newspaper and read it.Flying is faster than driving, but I don't like it.The dog barked, but it didn't bite.It's too salty--this soup! It was important to finish the work on time.It was a terrible thing that he did. It was his sister who called, not his wife. |
| its | I have a dog. Its coat is black, but its tail is white. |
| itself | The cat cleaned itself. |
| job | Does your job require you to wear a uniform? Cleaning the windows was a big job. |
| join | The children joined hands. Will you join the softball team? |
| judge | Don't judge a book by its cover. Can you judge the distance between here and there? |

| OEC1000 | examples |
|-----------|---|
| just | This judge is a just person. That is a just law. Do you think that was a just punishment for the crime? |
| | He just left. |
| | He ate just a few bites of cake. |
| | Kim just missed the bus. |
| | That's just the point I meant to make. |
| keep | He won't understand that because he's just a child. |
| | The bank will keep your money for you. |
| | You should keep milk in the refrigerator. |
| | Please keep the baby quiet. Keep the dog outside for a few minutes. |
| key | Keep going along this road until you get to Main Street. |
| | I gave my neighbor a key to my house. |
| | Hard work is the key to success. |
| | This computer keyboard has keys for numbers, letters, and functions. The piano is an instrument with many keys. |
| kid | We discussed only the key points of the article. |
| | Kids aren't allowed to see that movie. |
| kill | She was just kidding when she said that. Please don't kid me about my new haircut! |
| | The hunter killed a deer. |
| kind | It was kind of you to help your grandmother do her shopping. |
| | What kind of dog is that? |
| know | He knows your name. I know that it's raining. |
| | He knows car engines. She knows his parents. |
| | Do you know how to ski? |
| knowledge | Working in a restaurant gave Jim a good knowledge of cooking. |
| | Alice left home without her parents' knowledge. |
| lack | She canceled her vacation because of a lack of money. |
| | He was so weak that he lacked the strength to stand up. |
| land | Fish live in the sea, and tigers live on land. |
| | They bought some land and built a house. |
| | The princess lived in a land far away. |
| | The plane couldn't land because of the fog. |
| language | It surprises adults that children can learn language so quickly. |
| | He can speak two languages, English and Spanish. |
| large | We will need to buy a large pizza for this many people. There was a large number of people at the meeting. |
| last | Our house is the last house on the street. He was the last student to finish the test. |
| | Last night was so cold, but today is much warmer. The last time I went to the doctor was two years ago. |
| | I saved the last piece of cake for you. |
| | The movie lasted for two hours. |
| | These shoes were cheap, but they lasted for a long time. |
| late | I was late to work because I missed the bus. |
| | We got back home in the late evening. It's late. Let's go to bed. |
| | The bus arrived late. |
| later | The later flight to Chicago is at ten o'clock. |
| | The bus came even later today than yesterday! |
| | We went shopping, and later we went to the post office. Let's finish this now. We can eat later. |

| OEC1000 | examples |
|---------|--|
| launch | He launched the paper airplane. |
| | They launched the new boat today. |
| | She launched her campaign for president. |
| | The rocket launched into space. |
| law | The law is very complicated. Lawyers must study it for many years. |
| | Every state has a law about driving and drinking alcohol. |
| lead | He led us through the hotel to our room. |
| | The president led the nation during a difficult time.He led the orchestra for many years. |
| | Who will lead the meeting today? |
| | Look! Your horse is leading in the race! |
| leader | The men followed their leader into the woods.He was a strong and powerful leader of the army. |
| learn | If you study harder, you will learn more.He learned the job by watching the other people. |
| leave | Their plane left Los Angeles at noon. |
| | Oh, no! I left my keys in the car!I decided to leave my jacket at home. |
| | Please leave the door open when you go out. |
| | What time are you leaving tomorrow? |
| legal | A contract is a legal agreement.I don't understand this legal language. |
| | She is a legal resident of this country. |
| less | We go out for dinner much less now than we used to.He reads less than she does. |
| | The coffee today is less strong than usual. |
| | I have less money than she has. |
| | I have less than you have. |
| let | He lets the dog sleep on the bed. |
| letter | "A" and "Z" are the first and last letters of the English alphabet. |
| | I'm writing a letter to my sister. |
| level | The ground here is level and easy to walk on. |
| | The paintings should be level with each other. |
| | The level of the water in the river was high after the rain. |
| lie | He told his boss a lie about why he was late. |
| | He lied when he said he was busy.She lied about her income. |
| | I spent all morning lying in bed.The dog lay on the floor, sleeping. |
| | The cat walked over the books that lay on the table.Those clothes have lain on your floor for three weeks! |
| life | Things like rocks do not have life. |
| | The scientists are looking for evidence of life on other planets. |
| | My grandmother has had a long life. |
| light | There is less light during the day in winter. |
| | Turn off the light when you go to bed. |
| | He has very light hair. |
| | After I light the candles, we can sing "Happy Birthday." |
| | My backpack was light enough to carry all day. |
| | She did some light reading before going to bed. |
| like | It is a good idea to have only a light meal in the evening. |
| | He is just like his father. |
| | She talks like her mother. |
| | I like books, and I like to read.They like watching movies. |
| | I really like my teacher a lot. |

| OEC1000 | examples |
|---------|--|
| likely | It will most likely rain tomorrow. |
| limit | The limit of our yard is that line of trees. Tight clothes limit the movement of your body.We limited our game to two hours. |
| line | Sign your name on the line at the bottom of the form. The telephone company put up new lines in front of my apartment. The line for tickets went all the way around the block. This is the most beautiful line in the poem. I used a ruler to line my paper. |
| link | My chain bracelet fell off my arm because a link broke. There is a link between their family and ours because of marriage.I feel a powerful link to my friends. |
| list | I made a list of everything I need to buy at the store. |
| listen | Listen carefully to the teacher's directions. |
| little | The kittens are still little, but they are growing fast. He is still too little to go to school. We have very little money. He sleeps very little at night. We see each other very little now. |
| live | We live in a very interesting time in history. I can live on very little money. We live in the city, but he lives in a cabin in the mountains. We saw live baby chickens at the farm. The electricians were careful to step around the live wires. The TV program was a live broadcast.They have live music at that restaurant. |
| local | They called the local police for help. The local train takes longer because it stops at every station. |
| long | There was a long line at the post office.The runners were very tired after the long race. The movie was two hours long. I've got the motor running, so I can't stay here for long. I long for a vacation. |
| look | Look at the beautiful sunset! The big dog looked dangerous.It looks as if it's going to rain.You look tired this morning. Please take a look at this report. |
| lose | I lost my watch. I just lost a quarter in this candy machine.He lost all of his money by gambling. They lost the contest. She lost a lot of weight when she was sick.My grandfather lost his hearing.I lost my confidence when I failed the first test. |
| loss | The team was unhappy about their loss. The loss of his friendship made me very sad. The loss of ten pounds made him look very thin. The loss of my glasses is a problem for me. |
| lot | We bought a lot of food for the party. My brother hopes to build a house on the new lot that he just bought. |
| love | She has a deep love for her children. He has a great love for music. My parents love each other and have a happy marriage.My daughter loves her dog. |
| low | The wall is low enough for us to step over it. The water in the lake was too low for sailing. I heard the low sound of a train in the distance. |

| OEC1000 | examples |
|------------|---|
| main | The main entrance to the building is on State Street. |
| maintain | It can be expensive to maintain a car. |
| major | Dina is a major in the army. Don's major is physics. |
| majority | The majority of people in our neighborhood live in apartments. |
| make | Stop making so much noise! She makes the beds every morning. He makes dinner every night. They made a table out of wood. The news about the accident made him sad. I made my son clean his room.The wind made her hat fly away. The head of the company makes a lot of money. What make of car is that? |
| male | A beard is usually a male feature. The police believe that the thief is a male. |
| man | I met that man at work. |
| manage | She manages a grocery store. Anna managed to finish school while working full time. |
| management | Labor and management negotiated a new contract.This store is under new management. |
| manager | (the person whose job is to lead a business or a department or project of a business.) |
| many | There are many rooms in the hotel. Many of the children got sick.Many of the chairs were broken. |
| mark | The wet glass left a mark on the table. Megan gets good marks in school. Barbara marked the front door with her dirty hands. The teacher marked the tests and returned them. |
| market | Fruits and vegetables are sold at the farmers' market. |
| mass | He took a mass of clay and made it into a pot. The mass of this brick is greater than the mass of that book. TV is a form of mass communication. |
| match | She used a match to light the cigarette.He keeps a box of matches near the stove. We won the soccer match because we practiced hard. The object of the game is to match pairs of cards. Your socks don't match. |
| material | They delivered the building materials to the construction site.I have to buy materials for my art class. Karin bought some material for a new dress. |
| matter | What is the matter with you? It does not matter to me whether you stay or leave. |
| may | You may speak to the doctor now.May I sit here? He may come tonight, or he may come in the morning. |
| maybe | Maybe the sun will come out today. |
| me | The dog bit me.He gave it to me. |
| mean | What do you mean? The word "tomorrow" means "the day after today."These dark clouds mean that a storm is coming. The mean dog bit the child. TV five hours a day? The mean of 3, 4, and 8 is 5. At five feet tall, Jane is above the mean height for girls in fifth grade. |

| OEC1000 | examples |
|----------|--|
| measure | He measured the room before he bought a new rug. This board measures three feet in length.This room measures 12 feet by 10 feet. |
| media | The media gave a lot of attention to the election. |
| medical | After years of medical school, she became a doctor. |
| meet | My parents met my boyfriend yesterday. We decided to meet at the restaurant at seven o'clock.I was surprised to meet my teacher at the store yesterday. |
| meeting | Our company has weekly staff meetings. |
| member | Are you a member of this club? |
| memory | She has a good memory for numbers. I have happy memories of my visit with you. New computers have a lot of memory. |
| mention | Sam mentioned that he was going away for the weekend. |
| message | There are three messages on the answering machine. |
| method | He has his own method of working. |
| might | We might go away next weekend, but we're not sure yet.She might not be home now. I may actually leave early today although I told her I might stay. If you ask me politely, I might tell you.If you were older, you might understand better. The child used all her might to open the jar. |
| military | Dan wore a military uniform. Did you serve in the military? |
| million | 1000000 |
| mind | Lee has a curious mind and loves to learn. I do not mind cooking, but I hate cleaning. Would you mind if I open the window? |
| minister | Tony and Maria were married by a minister in church. She is the Minister of Defense in Canada. |
| minute | Boil the macaroni for seven minutes. Would you please come inside for a minute? Grandmother is ill and will eat only a minute amount of food. He makes minute drawings of city life. |
| miss | He missed the ball.I missed the plane. He missed what I said. She missed her friend. The name of our teacher is Miss Jones. |
| mix | If you mix yellow and blue paint, you will get green. We need to add milk to the cake mix. |
| model | We make a model of a new machine before we build it full size. The salesman showed us a newer model of car. Magazines show photographs of models wearing beautiful clothes. |
| modern | Modern computers are smaller and faster than old computers. |
| moment | May I talk with you for a moment? |
| money | How much money do we have in the bank? |
| month | What month were you born in? |
| more | They have many books, but even more magazines.They have more money than we do. He makes a good salary, but he would like to make more. He eats more than I do.I like him very much, but I like his wife more. She is more beautiful now than when she was younger. I need to visit my sister more. Do you want to swim more, or go home? |

| OEC1000 | examples |
|-----------|---|
| most | Most people like ice cream.This is the most fun I've ever had. |
| | His brother and sister have some of the money, but he has most of it. |
| | We all talked a lot, but you talked most.I like this one most. |
| | That was the most difficult question on the test. |
| mother | (a female parent.) |
| move | Let's move to better seats up front. |
| | The dog moved quickly when I called him. |
| | They are moving to California next month. |
| | I moved my bed to the other side of the room. |
| | We were moved to tears by his story. |
| movement | The dancers performed some beautiful movements. |
| movie | She likes to watch scary movies. |
| | Let's go to the movies. |
| much | There isn't much time before you have to leave. |
| | They don't have much, but they are happy. |
| | My other friends don't like him very much. |
| music | People clapped their hands when they heard the music. |
| must | Humans must breathe in order to live.Children must attend school. |
| | You can take a break, but you must be back in ten minutes.Employees must not use this machine without proper training. |
| | That woman must be her sister. She looks just like her.He is not answering the phone, so he must be out. |
| my | This is my seat, not yours. |
| myself | Because of my broken arm, I couldn't dress myself.I wrote myself a note.I looked at myself in the mirror. |
| | I myself will take care of this, not my secretary. |
| name | What is the name of the street where you live?My name is Jesse. |
| | I named my kitten Fluffy. |
| nation | The United States became a nation in 1776. |
| national | The president is the head of the national government in the United States.Air pollution is a national concern. |
| | Baseball is the national sport of the United States. |
| natural | The forest is the natural home of many animals.She uses only natural ingredients in her cooking. |
| | Your smile looks more natural in this photograph. |
| nature | It's not in her nature to be mean.It is the nature of a lion to hunt. |
| | A camping trip is a good way to experience nature. |
| near | I recognized his face as he came near. |
| | People are happy because spring is near. |
| | Their house is on the near side of the lake.Will I see you in the near future? |
| | He bought a house near the ocean. |
| nearly | We are nearly there. |
| necessary | Food and water are necessary for life.A TV is not really a necessary thing.It is necessary for you to sign all the forms. |
| need | I have a need to be with my family. |
| | The crops are in need of rain.There is a need for skilled workers at the factory. |
| | Humans need water to live. |
| network | He has a network of friends whom he has known since he was young. |
| | Some television networks in the United States are ABC, CBS, and NBC.This network owns several television stations. |
| | The Internet is the largest computer network in the world. |

| OEC1000 | examples |
|---------|--|
| never | It never snows in Puerto Rico. |
| new | Have you seen the new movie yet? Kathy and Ken have a new baby. This computer uses new technology. She bought a new car with a DVD player. |
| news | I watch the news on TV every evening. Have you heard the news? Lucy just gave birth to twins! |
| next | I get off the bus at the next stop. They are in New York now, and next they will visit Boston. Put her name at the top of the list and his name next. |
| nice | Theresa has some nice friends. The weather is nice today. I had a nice talk with my brother. |
| night | You can see the stars at night. |
| no | Would you like a drink? No, thank you. No, I don't agree with you. My sister has no children, but my brother has two. There is no milk in the refrigerator. |
| normal | My height is normal for my age. |
| not | You must not open that door. It did not snow last month. |
| note | She wrote him a note to tell him where she was going. I told my daughter to write a note to her grandmother to thank her for the gift. The book was full of notes that someone had written in the margins. The guitar player missed a note at the beginning of the song. The manager noted the time of each employee's arrival. She noted that she liked the wallpaper. |
| nothing | There is nothing to eat in the refrigerator. This necklace is worth nothing. The show was nothing like what we had expected. |
| notice | There is a notice on cigarette packs about the dangers of smoking. He gave his boss notice that he would be quitting his job. I noticed that you wore a new shirt today. |
| now | If we leave now we won't be late for school. More women work outside the home now. Come here now. We can make the music louder, now that she's gone. |
| number | Bank tellers work with numbers all day. The theater can hold a large number of people. |
| observe | The nurse observed a patient. |
| obtain | He obtained his college degree in just three years. |
| occur | Where were you when the crime occurred? It never occurred to me to invite her to the party until you suggested it. |
| of | That house is the home of my friend. I wear clothes of a light material when the weather is hot. He died of heart failure. She ate a bowl of soup. I thought of you yesterday. |
| off | The cat ran off. She got on her bike, but soon fell off. Turn off the lights before you go to bed. She took a year off when she had a baby. I have Friday off this week. Please take your feet off the table! The engine is off. |
| offer | I offered a toy to the baby. We made an offer of a thousand dollars for the car. |

| OEC1000 | examples |
|--------------|--|
| office | Mr. Fleck has a desk with a computer in his office. Karen held the office of mayor for ten years.She was in office for a long time. |
| officer | (a person who has authority in a government or business.) |
| official | The city officials met to discuss the new highway. There was an official celebration of the town's 200th birthday. |
| often | Children are often sick in the first year of school. |
| oil | Vegetable oil is used for cooking, while pine oil is used to make cleaners. The furnace uses oil for fuel. |
| old | That old man is my grandfather.We live in an old building. My mother showed me her old neighborhood. |
| on | There is a book on the shelf. He put his hand on her shoulder.She put paint on the brush. He got on the train.Her house is on the right. We moved into our new apartment on Wednesday.He smiled on hearing the joke. The house was on fire. We spoke on the phone. Turn the lights on. The movie went on for four hours.Every year they move on to another place to work. The stove is on. |
| once | She was once a teacher, but that was a long time ago. Tim gets his hair cut once a month. Once you feed that cat, she will come back every day.Once someone explains something to me, I never forget. |
| one | One of the girls on the team hurt her knee. One can't be right all the time. |
| only | If he would only listen to me, he would be much better off. She was the only person who got to work early today. I would have gone, only I couldn't find a babysitter. |
| open | A cool breeze came through the open window. That supermarket is open twenty-four hours a day. I opened the door to let the dog in. |
| operation | This factory has been in operation for many years. She had an operation on her lung. |
| opinion | In my opinion, everyone should vote in the election. |
| opportunity | The new job is a wonderful opportunity. |
| option | Americans have the option to speak for or against public officials. You have three options for dessert: fruit salad, apple pie, and peach ice. |
| or | What flavor of ice cream do you want, vanilla, chocolate, or strawberry?You can go or you can stay. |
| order | The police ordered everyone to leave the area. She ordered a dress from the catalogue.Excuse me, but I ordered chicken, not beef. Soldiers have to follow orders. She placed an order for the new carpet.Her order was a hamburger and French fries. The names are listed in alphabetical order. The car is old, but it is in good working order. |
| organization | The parent-teacher organization raises money for the school. |
| organize | I organized my books by subject. The workers in the hotel have organized. |

| OEC1000 | examples |
|--------------|---|
| original | The original owner of our car had it for ten years.Of all the movies in the Star Wars series, I like the original one best. She has an original idea for a book. |
| other | I don't want this wrench, I want the other wrench. I hurt this arm, so I have to lift things with my other arm. I forgot my wallet the other day, but I have it now.It was nice to see you the other day. The first son went to college and the other began a job. You take this cookie, and I'll take the other. The others stayed at the party after I left. |
| our | Why are those people sitting in our seats? |
| out | Go out through this door.Pour all the water out of the bottle. Turn the lights out. My advice to you goes in one ear and out the other.He walked out the door. Dr. Jones is out right now. The light is out. |
| outside | We washed the outside of the car, but the inside is still dirty. He opened the door and went outside. The cat watched the bird outside the house.The tennis ball landed outside the line. |
| over | She held the umbrella over her head. I jumped over the fence. I pulled the blanket over my head. We've had a lot of snow over the last few days. What did you do over the weekend? We talked over the phone. Some friends came over for dinner last night.I can come over tomorrow night if you prefer. Please move over. You'll have to do this work over if you do it wrong the first time. The tree bent over in the wind.The big dog knocked the child over. My son is over six feet tall. The movie is over at midnight. |
| overall | Overall, our team had a good season. Their overall goal was to save enough money for a new car. |
| own | My son bought his car with his own money. We used to rent a house, but now we own a house. |
| owner | The store has a new owner. |
| page | This book has 200 pages. |
| paper | I need a piece of paper to write a letter.He wrapped the presents in red paper. Write your name at the top of your paper. They lost their birth records and other important papers in the fire. |
| parent | He has questions about how to parent his children. |
| part | Doctors have to study all the parts of the human body.We can't find all the parts for that toy. Part of the reason that he quit his job was the low pay. The garage is ordering some special parts for my car. He is part happy and part sad about leaving. |
| particular | He drinks a particular kind of coffee, not just any coffee.The store didn't have the particular battery that I needed. |
| particularly | I was particularly careful when I filled out the application. Everyone in my family loves animals, particularly horses. |

| OEC1000 | examples |
|-------------|---|
| partner | My brother and I are partners in business. |
| | Each child works with a partner in science class. |
| | Bob and his partner live together. |
| party | My daughter invited ten children to her birthday party. |
| | Are you a member of a political party? |
| pass | We bought a summer pass for the swimming pool. |
| | It's dangerous to pass another car on a hill.You will pass the police station before you come to the traffic light. |
| | She passed the mathematics test. |
| | Please pass the salt.I passed the ball to another player. |
| | How do you pass your time since you stopped working? |
| past | The legislature passed a new law against drunk driving. |
| | In past times, many people died young.The past president was less active than the current president. |
| | The phone has rung ten times during the past hour.We finally finished the project this past Tuesday. |
| | We cannot change what happened in the past. |
| | It's five minutes past five o'clock. |
| | The post office is two buildings past the bank. |
| patient | We walked past the library on our way to the museum. |
| | My father was a patient in the hospital. |
| pattern | The teacher was patient with the rude child. |
| | The new dishes have a pattern with leaves and flowers. |
| pay | Lay the pattern carefully over the fabric. |
| | The workers get their pay every two weeks. |
| | I used the pay phone at the store. |
| | The company pays the employees every Friday.We paid a plumber to fix the bathroom pipes. |
| | He paid his electricity bill. |
| people | It pays to work hard.Crime does not pay. |
| per | This stadium holds thousands of people. |
| percent | His new job pays ten dollars per hour. |
| perform | Ten percent of one hundred is ten.The price of houses rose by four percent. |
| | He performed a song that he wrote himself. |
| performance | Doctors perform operations.The mayor performs many duties. |
| | The theater was filled for the final performance of the play. |
| perhaps | Mark's supervisor rated his job performance.Regular maintenance will improve your car's performance. |
| | Perhaps I will see you tomorrow. |
| period | We will be on vacation for a period of three weeks. |
| person | Every person who lives in this country has certain rights. |
| personal | He removed all his personal things from his desk when he quit his job.I can't tell you about that! It's personal. |
| | You can buy many types of personal care products at a drug store. |
| | My boss did me a personal favor by letting me borrow his car.You can't make personal phone calls at work. |
| phone | You are always talking on your phone. |
| | The doctor will phone him tomorrow. |

| OEC1000 | examples |
|-----------|---|
| physical | She did hard physical training to prepare for the race. |
| | The refugees had to leave most of their physical possessions behind when they moved to America. |
| | It is important that children get a yearly physical to stay healthy. |
| pick | Management picked one person from each department to be on the committee. |
| | She picked cat hair off her sweater. |
| picture | The hall was lined with pictures of the presidents of the United States. |
| | It's hard to picture your parents as children. |
| piece | I ate a piece of pizza for lunch. |
| | There are so many pieces to this puzzle. |
| | He practiced the piece of music until he could play it with no mistakes. |
| place | Marta carefully placed the baby in the crib. |
| | We placed our order for food with the waitress. |
| | Let's look for a nice place to eat lunch. Put your keys in a safe place. |
| | I lost my place in the book. Could you please hold my place in line? |
| | I would hate to be in his place. |
| plan | Let's meet at your place tomorrow. |
| | Her plan is to travel in Europe after she graduates. |
| | You must have a good plan before you build a house. |
| plant | He planned to send his children to college. |
| | I have many plants growing in my garden. |
| | Nina works at the automobile plant. |
| play | We planted a vegetable garden behind our house. |
| | Our class put on a play for the whole school. |
| | The parents watched their children at play. |
| | She will play an evil queen in the play. |
| | Let's play soccer. |
| | She plays the piano very well. |
| player | The children played outside all day. |
| | My brother is the best player on our baseball team. |
| | She is the piano player for the choir. |
| please | All of the players took a bow at the end of the play. |
| | His accurate work pleased his boss. |
| point | Please help yourself to a drink. Would you close the window, please. |
| | The pencil point broke when he pressed on it. |
| | I was at the point of leaving when the phone rang. |
| | What's the point of that joke? |
| | This horse has many good points. |
| | She scored sixteen points in the basketball game. She earned ninety points on her test. |
| | We stopped at three points between New York and Florida on our trip. |
| police | I pointed my finger at my nose. |
| | She called the police when she saw someone break into the bank. |
| policy | The police taught us about bicycle safety. |
| | The library policy lets people borrow books for two weeks at a time. |
| political | He is interested in political issues and always votes. |
| poor | The community center serves free meals to poor people. |
| | She got a poor grade on the test. |
| | This poor woman lost both her husband and her son in the accident. |

| OEC1000 | examples |
|------------|---|
| popular | She is popular at school. That is a popular book. U.S. senators are elected by popular vote. This radio station plays only popular music. |
| population | New York City has a population of more than eight million. |
| position | Let's change the position of the table and put it by the window. Sitting with your legs raised is a comfortable position. The heater must be in an upright position. Sarah's parents took the same position on her going to the party. My cousin has a new position as chief of police. |
| positive | I am positive that she lives on this street. I gave a positive answer to his question. All her extra effort brought positive results. Jane keeps a positive balance in her bank account. |
| possible | Getting an education is possible for many people today. |
| post | The stop sign is attached to a metal post. We posted signs for our yard sale on a few telephone poles. She has a post in the shipping department. A letter sent by post takes only a few days to arrive. She posted the news on her Web page. Please keep me posted if you hear from the doctor. |
| potential | That broken stair is a potential danger. He has the potential to be a great dancer. |
| power | People thought the president had too much power. The people feared the cruel leader's power. The United States a world power. Electric power changed the way people live. Gasoline powers most car engines. That appliance is powered by electricity. |
| practice | Claude spends two hours a day at football practice. "Practice makes perfect" is an old saying. Three of my cousins are in the practice of accounting. She practices piano every day. This doctor practices internal medicine. |
| presence | Your regular presence at work is important. The police officers talked with the suspect in the presence of his lawyer. |
| present | The present head of the company has been in charge for two years. being in a place at the time that you are expected to be there. All of the students were present in class today. The judges presented a blue ribbon to the winner. The theater presented a play by Shakespeare. She received presents on her birthday. |
| president | (the head of government of a nation. A president is elected.) |
| press | The doctor pressed the patient's stomach. Did you press the button for the elevator? The press followed the movie star wherever he went. Books and magazines are printed on a printing press. |
| pressure | Put pressure on a cut to make it stop bleeding. He feels a lot of pressure to do well in his job. Her parents are pressuring her to get married. |
| pretty | What a pretty dress! That's a pretty song. She's finding school pretty hard this year. |

| OEC1000 | examples |
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| prevent | Washing your hands can help prevent illness.The police prevented the man from escaping. |
| previous | His previous car was pink. In previous years, this information was not available on the Internet. |
| price | The price of gasoline is high. They held a private meeting to discuss how the money should be spent. |
| principle | Our country's laws are based on the principles of liberty and justice for all. |
| private | I write my private thoughts in a diary. |
| probably | If it snows a lot tonight, schools will probably be closed tomorrow. |
| problem | Poverty is still a problem that faces our nation. I spent an hour working on math problems last night. |
| process | actions taken to make or do something. We are learning the process of baking bread. The process of growing up takes many years. That factory processes aluminum into foil.She processes all the invoices for the company. |
| produce | Chickens produce eggs.Our company produces parts for computers. Farmers are getting a good price for their produce this year.That supermarket has the freshest produce. |
| product | Our grocery store sells fresh farm products.This store sells all kinds of paper products. |
| production | That factory began production of automobiles eighty years ago. A new kind of seed has increased the farm's production of corn. |
| professional | The doctor gave me her professional advice. He works as a professional dancer. |
| programme | The library has a weekly program for young readers. This TV channel has a lot of good programs. This computer has a new e-mail program. |
| project | We're working on a new project at work. It will take several months to complete. My grandparents are moving into a housing project for older people. Can you project the cost of building the house? |
| promise | She made him a promise that she would call. The children promised to be home before dark.The mechanic promised that the car would be ready by Tuesday. |
| promote | Eating well promotes health.Their company advertises a lot to promote their products. The boss promoted Mr. Smith from clerk to supervisor. |
| property | The poor man's property included some clothing and little else.The chairs by the elevator are the property of the landlord. We plan to build a summer house on our property by the lake. |
| propose | The town council proposed a new bike path around the lake. He bought a ring and proposed to his girlfriend. |
| protect | A fence protects us from our neighbor's dog.The new law protects workers against certain dangers in factories. |
| protein | Eggs, meat, and beans are good sources of protein. |
| prove | The evidence failed to prove the guilt of the prisoner. |
| provide | The company provides the workers with uniforms and necessary tools.The rescue team provided water and food to the victims. She provides for her children by working hard. |
| public | Our town's most beautiful public building is the new library. That beach is not open to the public. |

| OEC1000 | examples |
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| publish | I work for a company that publishes magazines. |
| pull | She pulled the door shut. |
| | The truck pulled the car to the station. The carpenter pulled the nail from the board. |
| purpose | The purpose of soap is to clean things.What is the purpose of your visit? |
| push | I pushed my bed against the wall.He pushed me with his hands. |
| | She gave the door a push. |
| put | The cashier put the groceries in a bag. |
| | His car accident put him in the hospital. |
| quality | Maria has many good qualities.One quality of steel is its strength. |
| | Shoes of good quality will last a long time. |
| question | There were ten questions on the test.The teacher asked him a question. |
| | The police questioned him for many hours.His wife questioned him about his decision. |
| quickly | Get ready quickly so that we'll get to the movie on time. |
| quite | She is not quite done with breakfast. |
| | He is doing quite well at his new job. |
| race | That driver has won five races this year. |
| | The candidates are in a close race for president. |
| | The car raced around the track.She raced through breakfast. |
| | People of many races live in the United States. |
| raise | I raised my hand. |
| | My parents raised four children.The farmers raise beans and corn. |
| | The club raised money for a local hospital. |
| | They raised the price of gas. |
| | She got a raise after six months at her job. |
| range | In this school, the range of ages is from five to eleven.The paint store has a wide range of paint colors to choose from. |
| | Their kitchen has a gas range. |
| | The highest mountain range is in Asia. |
| rate | a quantity measured with respect to another quantity. |
| | She is paid at the rate of 500 dollars per week.He can run at the rate of seven miles per hour. |
| rather | I would rather drink coffee than tea. |
| | He felt rather sad. |
| reach | Can you reach the glass on the top shelf? |
| | They can reach us by phone. |
| | We reached the lake after a three-hour drive.Has he reached a decision? |
| read | My little brother is learning to read. |
| | The thermometer reads 102 degrees. |
| reader | She is a better reader now than she was last year. |
| | The reader held the audience's attention for almost an hour. |
| real | Dinosaurs were real, even though they no longer exist. |
| | Her boots are made of real leather. |
| reality | Her dream of becoming a doctor became a reality. |
| realize | Do you realize how hard it is to find a job?I just realized that it is past midnight. |
| really | We may not look alike, but we really are brothers. |
| | Your brother is really nice. |
| reason | He had a good reason for being late.What's the reason for the party? |
| | The teacher gives assignments that require students to use their reason. |
| | When she didn't meet me for lunch, I reasoned that she had too much work at the office. |

| OEC1000 | examples |
|--------------|--|
| receive | He received many cards while he was in the hospital. |
| recent | Unemployment has risen in recent years. |
| recently | He looked pale because he had recently been ill. |
| recognize | She recognized him as her former neighbor. With his new beard and mustache, I didn't recognize him at first. He recognized his mistake and worked to correct it. You need to recognize that each person is different. |
| record | The nurse recorded my height and weight in my health chart. This band has recorded hundreds of songs. I recorded my favorite TV program so I could watch it later. The nurse recorded my height and weight in my health chart. This band has recorded hundreds of songs. I recorded my favorite TV program so I could watch it later. A record of our tax payments is kept at city hall. She broke the world record in several swimming events. Joe does not have a criminal record. |
| reduce | The teacher reduced the amount of homework this year. The store owner reduced some of the prices. |
| refer | My boss referred me to a good doctor. Are you referring to his wife or his mother? I don't understand what this sentence is referring to. |
| reflect | Insulation reflects heat back into a building. The ocean reflected the setting sun. These grades reflect your hard work. Her rude comments will reflect badly on her. He reflected on the problem. |
| refuse | The bank refused his request for a loan. I refused to tell them my phone number. |
| regard | They regard her as one of their best employees. Children should learn to regard other people's feelings. |
| region | This tree grows only in tropical regions. |
| related | The two robberies were related. I am related to a famous actor. |
| relation | a person who belongs to the same family; a relative. Some of her relations are coming for a visit. |
| relationship | There is a relationship between exercise and good health. The management has a good relationship with the workers. |
| release | They released the prisoners at the end of the war. She released her father's hand. |
| religious | The choir sang some beautiful religious music. His parents are very religious people, but he is not. |
| remain | He asked her a question, but she remained quiet. The thief went into the bank while his partner remained in the car. We bought a hundred paper cups, but now only three remain. |
| remember | I finally remembered his name. Did you remember to buy milk? They will always remember their wedding day. I remember meeting him at the company party last year. |
| remove | We removed all the old paint. You need to remove these empty boxes. Please remove your shoes at the door. |
| replace | We need to replace our old refrigerator. Automobiles replaced the horse in the last century. This new manager replaced the old manager a few months ago. |

| OEC1000 | examples |
|----------------|---|
| report | There was a report about the accident in the newspaper. He reported the results of the research at the meeting.The soldier reported that they had hit the target. I reported the thief to the police. |
| represent | People say that red roses represent the feeling of love. Every state elects two senators to represent its people. |
| require | The law requires drivers to have insurance.The school requires physical examinations for all the children. |
| research | the serious study and collecting of information about something. Scientists are doing research to find a cure for cancer and other diseases.She spoke about her research in the field of chemistry. |
| resident | The residents of the building are angry about the noise from the construction. |
| resource | The library is a good resource for information. Oil is an important natural resource for some countries. |
| respect | My grandparents enjoy the respect and love of our entire family. You should respect your mother. |
| response | I wrote to my senator and received a response. The doctor is happy about the patient's response to the medicine. |
| responsibility | Adults should take responsibility for their actions. His responsibilities at work include typing and filing. |
| rest | I needed a rest after lifting all those boxes. I rested on the sofa. I took a piece of the cookie and gave the rest to my friend. One is black but the rest are red. |
| result | The accident resulted when the driver fell asleep while driving. Their success was the result of hard work.The result of the election was surprising. |
| return | They finally returned home after midnight. I returned the book to the library.Return the form to me after you have filled it out. We are always happy to see the return of spring. You have to send in your tax return by April 15. |
| reveal | I won't reveal your secret. The stage curtain lifted to reveal the actors behind it. |
| review | That movie got a good review in the newspaper. I reviewed my notes before the test.The teacher reviewed the important things that she had taught. |
| right | Helping her was the right thing to do. She passed the test because most of her answers were right. His new job was just right for him. Most people write with their right hand. I will walk beside you on your right. The first amendment guarantees the right to free speech. He walked right toward me. Your keys are right here!You should leave right now. This dress does not fit right.You did not spell the word right. We turned right at the stop sign. |
| rise | The airplane will rise into the sky after it takes off. You must rise when the judge enters a courtroom. Every day I rise at seven o'clock in the morning. |
| risk | Smoking increases a person's risk of getting lung disease. She risked her life to climb the mountain. |

| OEC1000 | examples |
|----------|---|
| road | The town built a new road from the park to the lake. |
| rock | Cliffs and mountains are made of rock. He picked up a rock and threw it. |
| role | I have a large role in the school play. |
| room | Our house has ten rooms. |
| round | The earth is round. I rounded the dough into balls for making rolls. |
| rule | I will play if you teach me the rules of the game.He broke many of the school rules. Most children love sweets, but my daughter is an exception to the rule. The king rules the country. |
| run | I ran to the bus stop. She is running for mayor in this year's election. This car runs on electricity, not gasoline.This business has been running for fourteen years. The river runs fast.Paint is running down the wall. The bus to town runs every two hours. Do you know how to run this machine? He ran a shoe business for twenty years. He goes for a long run every morning. |
| sale | There are strict rules for the sale of alcohol. The store is having a big sale on winter coats. |
| same | I try to treat both of my children in the same way.This watch is the same price as that one. He is the same person he was twenty years ago. |
| sample | They gave out samples of different cheeses at the store. Would you like to sample this pie? |
| save | He saved the girl who fell out of the boat. He saved his dessert to eat later.They are saving money for their children's education. |
| say | Did you say something just now? |
| scene | They rushed to the scene of the accident. |
| scheme | The outlaw had a scheme to escape from jail and take revenge on the sheriff. We thought of a scheme for making money this summer. Lynn is planning a new color scheme of blue and yellow for her room. The lieutenant schemed a way to trap the enemy. The boys schemed to surprise their friend on his birthday. |
| school | There are classrooms, a cafeteria, and a gym in this school. |
| science | Chemistry, biology, and physics are all sciences. |
| score | What was the final score of the basketball game?I got a perfect score on the spelling test. Mary scored two points in the game. |
| search | I searched everywhere in my room for the missing earring. |
| season | I can't wait until baseball season.Our family will get together for the holiday season. |
| second | I'll be there in a second. |
| section | I like living in this section of the city.Put the book back in the top section of the bookcase. |
| sector | We were not allowed to enter the Russian sector of the city without authorization.Jobs will have to come from the private sector of employment. Heavy casualties were sustained in the eastern sector. Berlin was sectored into four zones after the war. |
| security | Friends and family give me a feeling of security. |

| OEC1000 | examples |
|----------|---|
| see | Can you see the top of the mountain? |
| | I don't see what the problem is. |
| | Let's see a movie tonight.I saw the two cars hit each other. |
| | I went to see some friends this weekend.I need to see my lawyer. |
| | I opened the curtain and saw that it was snowing outside.Would you see who is knocking on the door? |
| seek | The dog was seeking the bone that he had left in the yard. |
| | He is seeking his fortune in Europe.I will seek her help. |
| | Juan sought hard to find the answer. |
| seem | He seems like a nice man. |
| sell | Robert decided to sell his television. |
| | The supermarket sells many kinds of fruit. |
| send | I will send you a letter.He sent her flowers. |
| | I sent him to get food for dinner. |
| senior | Mr. Scott is a senior manager at this company. |
| | The seniors will graduate in June. |
| sense | Dogs have a very good sense of smell. |
| | He has good sense with regard to spending his money. |
| | Susan sensed the cold as soon as Rick opened the window. |
| separate | The teacher separated the two children who were talking during the lesson. |
| | I keep my shirts and pants in separate drawers. |
| sequence | Classes at our school follow the same sequence every day. |
| series | She read a series of articles in the newspaper.He had a series of back injuries. |
| serious | He has a serious decision to make. |
| | Air pollution is a serious matter. |
| serve | He served as a volunteer at the hospital. |
| | The waiter served us dinner and beverages. |
| service | We need the service of a mechanic. |
| | We went to the evening service at our church. |
| set | Rebecca set the glass on the table. |
| | The library sets a limit on the number of books people can borrow.Paul set goals for his education. |
| | We will arrive before the sun sets. |
| | I bought a new set of tools. |
| seven | 7 |
| several | There is a gas station several miles from here. |
| sex | What is the sex of your new baby? |
| share | John paid his share of the rent. |
| | They own several shares of the company. |
| | I shared my potato chips with my friend. |
| she | My sister is only three, but she can already count. |
| shoot | The hunter shot a deer. |
| | He shot his gun at the target. |
| shop | There is a toy shop downtown. |
| | I brought my car to the shop so a mechanic could work on the engine. |
| | My mother is shopping for new clothes. |
| short | Mimi has short hair.I'll be at the office for only a short time this morning. |
| | He was too short to reach the top shelf. |
| | I couldn't buy a movie ticket because I was two dollars short. |
| | It was hot outside, so he wore his shorts instead of his long pants. |

| OEC1000 | examples |
|-------------|--|
| should | You should stay home. You have a fever.I should go to bed earlier tonight.People should eat healthy foods. |
| | They left New York two hours ago, so they should be back here soon. |
| | Children should play outside, not on computers! It's noon. I should be hungry, but I'm not. |
| | I don't expect him to call, but if he should call, tell him I will be back in ten minutes. |
| show | Will your son perform in the show at school tonight? |
| | My favorite show is on Tuesdays at nine o'clock. |
| | Irene showed her report card to her parents. |
| | The teacher showed the class how to do the problems. |
| side | I bumped the right side of your car while I was parking. |
| | A triangle has three sides. |
| | He rolled over onto his side. |
| | My side of the room is always clean, but her side is always messy. |
| | She parked the car on the side of the road. |
| | Are you on my side in this argument? |
| sign | They each told a different side of the story. |
| | Her smile was a sign that she agreed.The bruise was a sign of injury. |
| | The sign "+" stands for addition. |
| | I always obey stop signs.Jane hung a "for sale" sign on her car. |
| significant | He signed the letter. |
| similar | Graduating from high school is a significant achievement. |
| simple | Lee's handwriting is similar to mine. |
| simple | It was a simple design that used just a few lines.A hammer is a simple tool. |
| | This math problem is simple. |
| simply | I gave the directions simply so that everyone would understand. |
| | That chocolate cake is simply wonderful. |
| since | He was in a school play and has been an actor ever since. |
| | There have been many changes in technology since 1990. |
| | Since we are late, we will have to hurry. |
| single | He had only a single dollar left in his wallet. |
| | He got a single room at the motel. |
| | My aunt is single. |
| sit | She is sitting in a chair. |
| | His house sits on top of a hill. |
| | Nancy sat her baby in a chair. |
| site | This land is the site of the new museum. |
| situation | The terrible storm and the slippery road put the drivers in a dangerous situation. |
| six | 6 |
| size | The size of this room is too small for a big party. |
| | What is your shirt size, medium or large?She wears size 8 shoes. |
| skill | After taking this class, her writing skills have improved.He has a lot of skill as a carpenter. |
| small | They live in a small house. A small crowd gathered in front of the stage. |

| OEC1000 | examples |
|-----------|---|
| so | She was so ill that she could not work. Fifty dollars?! I never knew it was so expensive. |
| | I'm so happy this project is finished! |
| | I ate lunch, and so did she. |
| | Is it going to rain? I think so. |
| | Put on a heavy jacket so you won't get cold. |
| | I was tired, so I went to bed early. |
| | So, you think I'm too old to understand. So! You really think you can beat me? |
| social | So, I was about to tell you what happened last night. So, are we finished with everything now? |
| | She wouldn't say it if it weren't so. |
| society | Education is a very important social issue. |
| | He enjoys parties because he is very social. |
| solution | It is important for every society to agree on certain laws. |
| solution | Mary used multiplication to find the solution. The city is looking for solutions to the problem of crime. |
| | Vinegar is a solution of acid and water. |
| some | He gave me some money. I have some quarters in my pocket. |
| | Some man stopped to ask about a job. |
| | I'm nervous around strange dogs because some are friendly and some are not. |
| someone | Someone forgot to take out the garbage. |
| something | Something smells bad. |
| sometimes | I usually get up early, but sometimes I like to sleep late. |
| son | I have a son and a daughter. |
| song | He listens to songs on the radio. |
| soon | Dinner will be ready soon. |
| sort | What sort of dog is that? |
| | Sort the clothes before you wash them: white clothes in one pile, dark clothes in another. |
| sound | The room was filled with sound. |
| | I woke up when I heard a sound downstairs. The human voice makes many different sounds. |
| | Your vacation plans sound great. |
| | His voice sounds beautiful to me. That noise sounds like a bird. |
| source | Having too little money was the source of his problem. |
| | The newspaper article named a government report as its source. |
| space | They sent a rocket into space. |
| | There's not enough space in the kitchen for a table and chairs. |
| | Your car is in my parking space. Fill in the spaces on this form. |
| speak | Can you speak louder? |
| | The president will speak at our graduation. |
| | He speaks many languages. |
| special | A wedding is a special occasion. Gina is my special friend. |
| | Apples are on special at the market this week. There was a special on peaches last week. |
| species | Members of a species can produce young together. |
| | Cats and dogs belong to different species. |
| specific | The office is only open at specific times. You need a specific medicine for that disease. |
| speed | This car can travel at a very high speed. |
| | Ted got a ticket because he was speeding. |
| spend | I will spend my money on a new book. He spent all his money. |
| | He spends a lot of time watching TV. |

| OEC1000 | examples |
|-----------|---|
| sport | He likes watching sports on TV.Bowling is her favorite sport. |
| spot | Fido is a white dog with black spots. Please stay in your spot until your name is called. He spotted his sister in the crowd. |
| staff | The office staff has lunch together once a week. |
| stage | The actors walked onto the stage. The skyscraper is still in an early stage of construction. |
| stand | I need to sit down. I'm too tired to stand.People stand when the judge enters the room. None of the houses were standing after the big storm. Stand the ladder next to the window. The farmer's stand is open only during August and September. |
| standard | They want the standards to be the same in every school. This is a standard textbook that is used in all the schools. |
| star | The sun is a star. The American flag has stars and stripes. She is a movie star. My favorite actor is starring in the new movie. He is a star athlete. |
| start | The movie will start at seven o'clock.School starts in September. She started the car.The wood was wet, so we couldn't start a fire. He started to read, but the phone rang.He started doing his homework after dinner. We're excited about the start of summer. |
| state | The old house was in a bad state after the terrible storm. Happiness is a pleasant state.She was in a sad state after reading the letter. America has fifty states. She stated her opinion.He stated that he would never get married again. |
| statement | The company made a statement to the newspapers about closing the factory. I receive a statement from my bank every month. |
| station | The police brought the man to the police station. She drove him to the train station. This station plays the best music. |
| stay | They stayed at the restaurant until it closed. Stay with us a few more minutes. |
| step | The baby took her first steps today! He walked up the steps to her house and knocked on the door. We learned a new step in our dance class today. The first step is to mix the butter and the eggs.Follow all the steps carefully.The company is taking steps to improve workplace safely. |
| still | The wind stopped and the trees became still. He still lives with his parents.Are you still talking on the phone? He was very sick, but he still went to work.He's not very friendly, but I still like him. |
| stock | They stocked the shelves with cans. My parents keep a stock of extra food in the house.That store has a large stock of shoes in all sizes. They own several shares of stock in a software company. |
| stop | The police officer stopped the cars.Tim's mother stopped the video when it was time for dinner. I stopped smoking last week.We stopped playing the game when we got tired. The car stopped at the red light.He stopped in the middle of the story. The car came to a stop in front of our house. The people waited at the stop for the bus to come. |

| OEC1000 | examples |
|------------|--|
| store | I need to buy bread at the grocery store. We store paint and tools in the basement. |
| story | I read the story about the accident in the newspaper.I tell my daughter a story before she goes to sleep. That building has ten stories. |
| strategy | What is your strategy for winning the game? |
| street | Their office is on a busy street with a lot of traffic. |
| strike | He struck me with the back of his hand. The car struck a boy on his bicycle. The workers at the automobile factory went on strike yesterday. |
| strong | The strong man lifted the heavy stone.Steel is a strong material. A strong wind blew down the tree. That cheese has a strong smell. |
| structure | A human cell is a complicated structure.That new hotel is an interesting structure. A carpenter knows about the structure of furniture. |
| struggle | He struggled with his math homework all night. He struggled not to cry. There was a long struggle between the management of the company and the labor union. |
| student | How many students are in your class? |
| study | The study of medicine includes learning about diseases. Please don't bother me while I'm studying. He is studying chemistry at the university. |
| stuff | Will you watch my stuff until I get back? She stuffed the clothes into the washing machine.That pillow is stuffed with feathers. |
| style | I like the style of her writing. Short skirts are back in style. |
| subject | The subject of the book was politics in America.Every time I try to talk to Nina about her boyfriend, shechanges the subject. |
| success | The book she wrote was a huge success.He's a great success in the world of computers. He has had many successes as an actor. |
| successful | The business meeting was very successful. The firemen were successful in putting out the fire. |
| such | I have never eaten at such an expensive restaurant as this before. You can buy soap, toothpaste, and other such things at the drugstore. It was such a rainy day that we decided to cancel the game.Why do you need such an expensive car?They are such nice people! |
| suffer | She suffers from headaches.He suffered from his mistakes. |
| suggest | My mother suggested several ways to calm the baby.He suggested that we should go out for dinner. |
| supply | The teacher supplied the students with pens and paper. We keep cleaning supplies in a separate closet. |
| support | The table is supported by four legs. She supported me when I was ill. Parents support their families by working. She gets some support for the children from her parents. |
| suppose | Let's suppose that we move the couch over to this wall.I suppose I could go to the movies if I could find a baby-sitter. I suppose that his plan will work if he has enough time. |

| OEC1000 | examples |
|----------------|--|
| sure | I am sure that this water is safe to drink. |
| surface | There are many rocks on the surface of the moon.It's nice to skate on a smooth surface. That diamond has many shiny surfaces. |
| surprise | He surprised her with a kiss.The blizzard surprised the whole town. My job promotion was a big surprise. |
| system | This is a large school system. We need a better voting system.He's got a system for getting his office work done. |
| table | Only four people can sit at our kitchen table. The table in the science book showed the weights of different mammals. |
| take | She took the flowers from me and put them in the vase. That dog took my hat! Please take your things to your room.I have to take the baby-sitter home now. The army took the city.He took first prize at the fair. She takes the bus to work. He will take history next semester. I can't take this cold weather.He took the bad news pretty well. This job takes a lot of time and effort.It takes two hours to drive there. |
| talk | Can the baby talk yet? They had a long talk about school. We went to hear a talk at the library last night. |
| target | She shot her arrow and hit the target.The army's target was the weapons factory. His target was to finish the project by December. |
| tax | Our taxes pay for schools, roads, and many other important things. The government taxes gasoline and cigarettes. |
| teach | Jenny taught her brother how to tie his shoe.He is teaching me the names of the fifty states. |
| teacher | He is a teacher in an elementary school. |
| team | A team of scientists worked on the problem.My sister is a member of the volleyball team. |
| technology | Technology is used to help solve energy problems. Doctors are aided by medical technology.New forms of communication technology include cell phones that can take photographs. |
| television | Our new television has a huge screen.I always watch the news on television at six o'clock. |
| tell | He told me that she was sick.She told me about her problems at work. His mother always tells a story to him before he goes to sleep.She told a lie. Please tell the children to be quiet. He can't tell the difference between my twin brother and me.Can you tell if this meat is still fresh? |
| ten | 10 |
| term | "Zip drive" is a computer term. The president's term in office is four years.Larry did not go to school during the spring term. |
| test | A blood test is part of a complete physical exam.Tests showed that the water was safe for drinking. She gives us a test at the end of every math lesson.He's taking his driver's test tomorrow. The doctor tested my hearing.The teacher tested us on two chapters of the math book. |
| than | She is taller than you. I have no coat other than this. |

| OEC1000 | examples |
|------------|---|
| that | They said she quit, but that isn't true. |
| | This book is more interesting than that. |
| | The people that I met at school are now my friends. |
| | That woman from the bank called me again this morning. |
| | That lamp over there is better for reading. When you said you liked Jim, I didn't know you meant that Jim. |
| | I can't run that far without getting tired. |
| | That she was angry was clear to everyone. We know that she likes flowers. |
| the | I saw a nice chair and lamp in the store, but I decided to buy only the chair and not the lamp. The window that is in my room is broken. |
| | Look at the moon! The president will give a speech on TV tonight. |
| | The older I get, the more I forget things. |
| their | We went to their wedding. |
| them | I told them to stay home. When they asked for the money, I gave it to them. |
| themselves | Children soon learn to feed themselves. They bought themselves some clothes. They can take care of themselves. |
| | They built the house themselves. |
| then | Life was hard then, but we are all right now. |
| | The game ended, and then we went home. |
| | If she stays, then I will leave. |
| | John broke his leg last month and has not walked since then. |
| theory | The police have a theory about who stole the jewels. The scientists discussed theories about the beginning of life on Earth. |
| there | I'll be there in the morning. Go there, and you will see how beautiful it is. |
| | There they are! |
| | She sleeps in there. |
| | There are several big trees in front of that house. There was a terrible storm last night. There's a man at the front door. |
| therefore | The army was not prepared to fight and therefore lost the battle. This product is not what I ordered. Therefore, I am returning it to your company. |
| they | If your parents come, they can stay at our house. |
| | They say it will snow a lot this winter. |
| thing | Please put these things in the drawer. |
| | That was a mean thing to say. That is the thing that made me angry. Don't do a thing without telling me. |
| think | I can't answer yet. I'm still thinking about your question. |
| | I think of my parents as good people. What do you think of the new manager? |
| | I need to think of something to get her for her birthday. |
| | I think she's beautiful. She thinks that he's honest. |
| | I think he's coming at two o'clock. |
| third | She was thinking how happy she had been. He was thinking of his grandfather. |
| | (next after second.) |
| this | This is my father. Let's talk about this later. |
| | You take that over there, and I'll take this. |
| | I'll play the song now. Listen to this. |
| | What is this game that the kids are playing? Did you already know this man, the one you're talking about? |
| | Put the box here in this corner. |
| | Listen to this joke! |
| | Is it always this cold here? Her homework is not usually this difficult. |

| OEC1000 | examples |
|------------|---|
| though | Though the sun was shining this morning, it was cold. He continues to try, though he may never succeed. My brother likes to read. He's not a good student, though. |
| thousand | 1000 |
| threat | He used threats to prevent them from calling the police. |
| three | 3 |
| through | Water goes through this pipe.I can't push the needle through this thick material. I met them through my father.We learn through experience. He slept through the afternoon. The store is open Monday through Saturday. It is only closed on Sunday. When you are through with dinner, you should do your homework.If you are through, I'll take your plate. |
| throughout | People celebrated the holiday throughout the country.The party lasted throughout the night. |
| throw | He threw the baseball over the fence. |
| thus | Turn your head thus. We had no heat, and thus we were cold this winter. No one has entered the contest thus far. |
| time | How much time do you need to finish the work? I remember the time you broke your leg.She called me two times. It's time for dinner. What time does the play start? She never has time to talk. I work full time. Did you have a nice time at the party? I timed his mile run at 5 minutes 40 seconds. |
| title | I can't remember the title of the book. He uses the title "Doctor," not "Mister." She has the title to this house. |
| to | We took the road that goes to town.They're waving to me. We took the elevator to the third level. The towel belongs to her.The letter is addressed to you. She is kind to her brother. This is the key to the house. Do you want to sing? Yes, I want to. |
| today | Today is the first day of school. The computers of today are smaller and faster. I'm not going to work today. |
| together | She mixed the butter and sugar together. The two sides worked together to solve the problem. |
| too | He's smart, and she is too. It is too cold to go swimming today.You're speaking too fast. I can't understand. |
| top | We climbed to the top of the mountain. Put the top on the jar. She lives on the top floor of the building. |
| total | I paid the total amount that I owed. We spent a total of fifty dollars at the restaurant. |
| towards | We walked toward the center of town. She was friendly toward the new girl in her class. |
| town | She went to town to get some groceries. |

| OEC1000 | examples |
|-------------|---|
| track | The train rode along the tracks through the town. He ran around the track every morning. |
| trade | There is a lot of trade between the United States and Mexico. Selling cars was my uncle's trade. He is a plumber who learned his trade from his father. She trades shares in the stock market. They traded baseball cards. |
| traditional | The kimono is a traditional form of dress in Japan. |
| train | That train can carry fifty people at one time. He trained his dog to catch a ball. |
| training | Training is an important part of any new job. |
| travel | My father traveled to many countries. |
| treat | The management treats the employees fairly. Her father treats her as if she were a child. She treated her cold with hot soup, vitamins, and rest. She treated her sick child with medicine from the doctor. The doctor treats twenty patients a day. We treated our friends to dinner. Chocolate is his favorite treat. |
| treatment | Her treatment of the dog was cruel. A good treatment for a cold is to get lots of rest. |
| tree | The tree was covered with leaves. |
| trial | She proved at her trial that she had not stolen the money. The new drug is going through more trials to check its safety. |
| try | He tried to stand up, but he fell. We tried to finish the project by Friday, but there wasn't enough time. Did you try this dessert? Try driving the car before you buy it to find out if it is comfortable to drive. |
| ture | The teacher did not believe that the student's excuse was true. Tell me the true reason that you're leaving. If he didn't answer, it's possible that he didn't hear you. |
| turn | Turn the key in the lock to open the door. Turn the car around. He turned his desk toward the window. She turned her head to see who was behind her. The witch turned him into a frog. The change of season turned the leaves many colors. Please turn left at the next street. His face turns red when he gets hot. This milk is turning sour. He made a left turn at the corner. It is your turn to do the dishes. |
| two | 2 |
| type | She proved at her trial that she had not stolen the money. The new drug is going through more trials to check its safety. |
| under | There is a lot of dust under the bed. A pack of gum costs under two dollars. You will find the book under the author's name. The country is suffering under its new leader. |
| understand | Do you understand what you are reading? |
| union | The U.S. Civil War began when the northern states refused to allow the southern states to leave the Union. The union agreed on a contract that promised fair wages for its members. |

| OEC1000 | examples |
|---------|---|
| unit | Our apartment building has twelve units. The foot and the meter are units for measuring distance. |
| until | We slept until the sun came up. We worked until evening. |
| up | The plane flew up among the clouds.We climbed up to the second floor. The tent is up. Are the children up yet? The train headed up the hill.The smoke went up the chimney. You can't catch the bus. It's already up the street.She ran up the path as we walked behind. The time is up, students. Please give me your test papers.The week is up, and he still hasn't paid me. |
| upon | She placed her hand upon his shoulder. |
| us | They took us home.He gave the money to us. |
| use | I used a computer to type my report. She used her week's pay to buy groceries. I don't play soccer now, but I used to.Did you use to live in our building? I like this artist's use of color. She lost the use of her thumb in an accident. There is no use in fighting. This machine has many uses. I no longer have any use for this fur coat. |
| user | Users of the recreation room must report any broken equipment. |
| usually | He usually orders the steak, but he decided to try the salmon this time. |
| value | That car has a value of five thousand dollars.She places great value on education. |
| various | I have various reasons for wanting a new job. |
| vehicle | You can't operate a motor vehicle without a license. |
| version | We saw the film version of the story after we read the book. John's version of the accident is different from Laura's. |
| very | He is very sad.She runs very fast. |
| victory | The game ended with a victory for our team.The army celebrated its victory in battle. |
| video | We adjusted the video and the sound before watching the show. We rented two videos to watch tonight. |
| view | There is a beautiful view from the top of the mountain. In his view, all children should go to school. |
| visit | We visit our cousins every year.I visited the zoo last week. I had a good visit with friends.Our visit to the city was fun. |
| voice | You have a beautiful voice. |
| vote | My vote will go to the best candidate.Have they counted all the votes yet? Who did you vote for?My brother is too young to vote. |
| wait | We're waiting for the mail to arrive.We're waiting at home until it stops raining. There was a long wait before the movie started. |
| walk | I walked to the bank.Did you walk or take the bus? He walks the dog twice a day.I walked my grandfather to the car.He walked the babysitter home. Let's take a walk after dinner. |
| wall | He hung the picture on a wall in his room. |
| want | He wants to go home now.I want some lunch. |
| war | Her brother died in the war.I hope there will not be war between our countries. |
| watch | I watched the people walking down the street.The TV was on, but I wasn't watching it. My sister is watching the children for me today. |

| OEC1000 | examples |
|----------|---|
| water | He watered the plants around his house. |
| way | Which is the fastest way home? |
| | The front door is the only way into the house. |
| | Do you know a good way to cook fish?We need a way to solve this problem. |
| | He spoke in a friendly way. |
| | Look that way to see the parade. |
| | The store is just a short way from here. |
| we | We are friends. |
| weapon | Guns and bombs are weapons of war. |
| wear | He likes to wear rings.She is wearing a skirt. |
| | The roof is beginning to wear. |
| week | One week equals seven days. |
| weight | There is too much weight in the back of the boat. |
| | What is your weight? You look thin. |
| welcome | Welcome! We're glad you could come. |
| | We gave her a warm welcome. |
| | We welcomed the new people to our office. |
| | You are welcome to share this food. |
| well | Her work is going well.He cooks very well. |
| | She didn't feel well today, so she stayed home from school. |
| what | What will you wear to the interview? |
| | What did he say? |
| | You have to do what the police officer asks.I don't know what happened. |
| | What movie did you see?What kind of music do you like? |
| whatever | Take whatever you like. |
| | Whatever happens, you can depend on me. |
| when | When will you come? |
| | He will sleep late when he is on vacation.It is not wise to travel when you are sick. |
| | He smiled when he saw her. |
| where | Where do you live?Where are you going? |
| | Where did you get that dress? |
| | Do you know where Peter is? |
| | I got a job in a grocery store, where I worked for two years. |
| | Where does the new student come from? |
| whether | I don't know whether it is snowing or not.I will be happy whether I go with them or stay here. |
| which | Which of these three coats is yours? |
| | I cleaned my office, which had been a terrible mess.Their old dog died, which was sad for the children. |
| | The hotel which was the least expensive was really the best.The city which has the highest population in the U.S. is New York City. |
| | She never was able to give him that which he really wanted. |
| | Which shirt do you like the best of these four? |
| while | Please stay for a while.I read my book for a while before I went to sleep. |
| | It is worth my while to finish school. |
| | He watched TV while he was talking on the phone. |
| | While I agree with you about this situation, I cannot agree with you about the other. |
| white | The clouds are white in the clear blue sky. |

| OEC1000 | examples |
|---------|---|
| who | Who are you? Who lives in this house? The person who answered the phone was his wife. Her son James, who writes poetry, is graduating this year. |
| whole | He ate the whole cake. She stayed awake the whole night. He accepted half, but he wanted the whole. |
| whom | Whom does this document concern? He divorced his first wife, whom I've never met. To whom did you address the letter? |
| whose | Whose gloves are those? The man whose dog bit me took me to the doctor. This was a plan whose purpose was not clear to us. |
| why | Why are you in such a hurry? I don't know why you didn't call. |
| wide | The three of us walked down the wide path together. She likes to wear jeans with wide legs. The door is four feet wide. The window was wide open. She opened her eyes wide. |
| wife | Joe's wife is younger than he is. |
| will | The president will speak on television tonight. His last day at work will be next Friday. I will help you with that. I asked her about it, but she won't answer me. I like both of these watches, but I'll take this one. Don't move. I'll call the doctor! I'll finish the work by two o'clock. Don't worry. He'll be back soon. My father has a strong will. They took the child against her will. My father left me his house in his will. |
| win | Our team won the game. The people won their freedom after the revolution. |
| winner | A beautiful black horse was the winner of the race. She always believed her children were winners. |
| wish | She wished for a new car. You may sit if you wish. Close your eyes and make a wish. I hope my wish will come true. My wish is for my children to be healthy. |
| with | They walked with me. Give this to the woman with the red hat. You lock a door with a key. We agreed with each other. He mixed sugar with butter for the cake. I'm with you on this plan. He cried with joy. |
| within | We heard a sound from within the house. I will mail the letter to you within the next two weeks. It is within a citizen's rights to protest. |
| without | People can't live without food and water. I don't like shirts without pockets. They drove to work without me. |
| woman | When a girl becomes a woman, she is expected to decide things for herself. |
| wonder | I wonder where she is. I was wondering if you could tell me his phone number? This huge, beautiful cave is a natural wonder. It was a wonder that she recovered from her illness. |
| word | I speak only a few words of their language. Writing new words will help you remember them. |

| OEC1000 | examples |
|-----------|--|
| work | It takes a lot of hard work to build a house. |
| | Most of this writer's works were very popular. |
| | She enjoys her work at the hospital. |
| | He works at a bank. |
| | That phone doesn't work. |
| worker | I learned how to work the new machine. |
| | The workers at the factory eat their lunch in a cafeteria. |
| world | I would like to travel around the world someday. |
| | I think the stars are the most beautiful things in the world. |
| | The United States is part of the western world.Parents are the most important people in a child's world.The business world is competitive. |
| worth | The worth of that ring is 500 dollars.His worth to the company has increased since he got more training. |
| | He bought five dollars worth of flour. |
| | The painting is worth thousands of dollars. |
| would | They decided that they would go to the movies after dinner. |
| | If I had a lot of money, I would buy a nice house by a lake.I would make a lot of changes if I owned this company,. |
| | Would you please stop making that noise? |
| | When I was sick as a child, my mother would always make me chicken soup. |
| write | Write your name on the paper. |
| | She wrote that book. |
| writer | Being a good writer is helpful in most jobs. |
| | His wife was a writer of mystery novels. |
| wrong | Your answer is wrong. |
| | Murder is wrong. |
| | There is something wrong with my car. |
| | I did it wrong again! |
| year | One year equals about 365 days. |
| | Our school year starts in September and ends in June. |
| yes | Would you like a drink? Yes, I would.Yes, I agree with your point of view. |
| yesterday | Carol visited her mother yesterday. |
| | Yesterday was a quiet day for me. |
| yet | Have they arrived yet? No, not yet. |
| | The weather is sunny yet cold. |
| | She has a good job, yet she is not happy. |
| you | Can you help me? |
| | Did he hurt you?What did she say to you? |
| | You can't drive a car without a license in any state. |
| young | My sister is a young child.Compared to England, the United States is a young country. |
| | The mother cat is taking care of her young. |
| your | Put on your hat. |

CEFR自己評価

聞くこと

| | |
|----|---|
| A1 | はっきりとゆっくりと話してもらえれば、自分、家族、すぐ周りの具体的なものに関する聞き慣れた語やごく基本的な表現を聞き取れる。 |
| A2 | (ごく基本的な個人や家族の情報、買い物、近所、仕事などの)直接自分に関連した領域で最も頻繁に使われる語彙や表現を理解することができる。短い、はっきりとした簡単なメッセージやアナウンスの要点を聞き取れる。 |
| B1 | 仕事、学校、娯楽で普段出会うような身近な話題について、明瞭で標準的な話し方の会話なら要点を理解することができる。話し方が比較的ゆっくり、はっきりとしているなら、時事問題や、個人的もしくは仕事上の話題についても、ラジオやテレビ番組の要点を理解することができる。 |
| B2 | 長い会話や講義を理解することができる。また、もし話題がある程度身近な範囲であれば、議論の流れが複雑であっても理解できる。たいていのテレビのニュースや時事問題の番組も分かる。標準語の映画なら、大部分は理解できる。 |
| C1 | たとえ構成がはっきりしなくて、関係性が暗示されているにすぎず、明示的でない場合でも、長い話が理解できる。特別の努力なしにテレビ番組や映画を理解できる。 |
| C2 | 生であれ、放送されたものであれ、母語話者の速いスピードで話されても、その話し方の癖に慣れる時間の余裕があれば、どんな種類の話し言葉も、難無く理解できる。 |

やりとり

| | |
|----|---|
| A1 | 相手がゆっくり話し、繰り返し、言い換えたりしてくれて、また自分が言いたいことを表現するのに助け船を出してくれるなら、簡単なやり取りをすることができる。直接必要なことやごく身近な話題についての簡単な質問なら、聞いたり答えたりできる。 |
| A2 | 単純な日常の仕事の中で、情報の直接のやり取りが必要ならば、身近な話題や活動について話し合いができる。通常は会話を続けていくだけの理解力はないのだが、短い社交的なやり取りをすることはできる。 |
| B1 | 当該言語圏の旅行中に最も起こりやすいたいていの状況に対処することができる。例えば、家族や趣味、仕事、旅行、最近の出来事など、日常生活に直接関係のあることや個人的な関心事について、準備なしで会話に入ることができる。 |
| B2 | 流暢に自然に会話をすることができ、母語話者と普通にやり取りができる。身近なコンテキストの議論に積極的に参加し、自分の意見を説明し、弁明できる。 |
| C1 | 言葉をことさら探さずに流暢に自然に自己表現ができる。社会上、仕事上の目的に合った言葉遣いが、意のままに効果的にできる。自分の考えや意見を精確に表現でき、自分の発言を上手に他の話し手の発言にあわせることができる。 |
| C2 | 慣用表現、口語体表現をよく知っていて、いかなる会話や議論でも努力しないで加わることができる。自分を流暢に表現し、詳細に細かい意味のニュアンスを伝えることができる。表現上の困難に出合っても、周りの人がそれにほとんど気がつかないほどに修正し、うまく繕うことができる。 |

表現すること

| | |
|----|---|
| A1 | どこに住んでいるか、また、知っている人たちについて、簡単な語句や文を使って表現できる。 |
| A2 | 家族、周囲の人々、居住条件、学歴、職歴を簡単な言葉で一連の語句や文を使って説明できる。 |
| B1 | 簡単な方法で語句をつないで、自分の経験や出来事、夢や希望、野心を語ることができる。意見や計画に対する理由や説明を簡潔に示すことができる。物語を語ったり、本や映画のあらすじを話し、またそれに対する感想・考えを表現できる。 |
| B2 | 自分の興味関心のある分野に関連する限り、幅広い話題について、明瞭で詳細な説明をすることができる。時事問題について、いろいろな可能性の長所、短所を示して自己の見方を説明できる。 |
| C1 | 複雑な話題を、派生的問題にも立ち入って、詳しく論ずることができ、一定の観点を展開しながら、適切な結論でまとめ上げることができる。 |
| C2 | 状況にあった文体で、はっきりとすらすらと流暢に記述や論述ができる。効果的な論理構成によって聞き手に重要点を把握させ、記憶にとどめさせることができる。 |

書くこと

| | |
|----|---|
| A1 | 新年の挨拶など短い簡単な葉書を書くことができる。例えばホテルの宿帳に名前、国籍や住所といった個人のデータを書き込むことができる。 |
| A2 | 直接必要のある領域での事柄なら簡単に短いメモやメッセージを書くことができる。短い個人的な手紙なら書くことができる：例えば礼状など。 |
| B1 | 身近で個人的に関心のある話題について、つながりのあるテキストを書くことができる。私信で経験や印象を書くことができる。 |
| B2 | 興味関心のある分野内なら、幅広くいろいろな話題について、明瞭で詳細な説明文を書くことができる。エッセイやレポートで情報を伝え、一定の視点に対する支持や反対の理由を書くことができる。手紙の中で、事件や体験について自分にとっての意義を中心に書くことができる。 |
| C1 | 適当な長さでいくつかの視点を示して、明瞭な構成で自己表現ができる。自分が重要だと思う点を強調しながら、手紙やエッセイ、レポートで複雑な主題を扱うことができる。読者を念頭に置いて適切な文体を選択できる。 |
| C2 | 明瞭な、流暢な文章を適切な文体で書くことができる。効果的な論理構成で事情を説明し、その重要点を読み手に気づかせ、記憶にとどめさせるように、複雑な内容の手紙、レポート、記事を書くことができる。仕事や文学作品の概要や評を書くことができる。 |

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