Think & Speak: American Pop!

“This Is How We Do It”

Content & Language Integrated Learning

Targets & Reflection
Critical Thinking Skills
And more...

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- Marilyn Monroe
Think & Speak: American Pop!

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Name: ________________________

Student Number: _______________
Learning English and Pop Culture: At Harvard University, education researchers are studying how students learn in class. One major observation is that students are learning more about the subject rather than learning how to do the subject. This may be true for English education in Japan. For example, many students know a lot about vocabulary and grammar rules, but they still can't speak English well. To learn English effectively, students must have opportunities to think and speak in English in an authentic intellectual way. In this course, students will learn how to think deeper and express their ideas better in English by studying pop culture. Below is a description of the elements used in this book that will help produce successful learners of English.

Planning & Language: Here students can keep track of their objectives and class performance. At the beginning of each class students will choose their own grammar targets, and at the end of class students will reflect on their performance. There is also an open syllabus to write the teacher's contact info, office hours, homework, etc. For language references, there is a page with grammar points to choose from, a list of questions, answers, and phrases to help students have conversations, a word list to describe people, and a diagram of emotions for students to express their feelings.

Cognitive Processes: This section introduces the types of thinking demanded from the students throughout the course and why it is important. There are ten different sets of thinking routines. These routines will help students learn a variety of ways to observe and question what they encounter and to how to express their ideas and opinions. These routines can be used for English text or audio and visual tasks.

“This is how we do it!”: On these pages there are explanations of the tasks students will perform in class. These tasks ask students to give their impressions, to make connections, to use thinking routines, to take notes, and to use mind maps to build deep discussions. Also there are alternative suggestions for altering each task and ideas to challenge students. Next to each task there are examples on how it is done.

The Meat and Potatoes: There are 13 lessons of American pop culture separated into different themes. Each lesson focuses on three people including a bit of history and an opinion. This isn’t meant to be an authoritative commentary on people in pop culture, but more of an introduction and catalyst to debate and learn more about other people. Teachers are encouraged to use outside material to help enhance the lesson.

Tools & References: Finally, there are some tools teachers can use to build their own lesson, to help manage their students’ conversations, and keep track of students daily progress. There is also a nice cheat sheet for students to use to talk to the teacher.

The elements in this book are intended to create multiple learning experiences where students must observe and describe people in pop culture, give reasons with evidence, make connections, form conclusions, and wonder and ask questions in English. To achieve these goals, students must think deeply. “Learning is a consequence of thinking. Retention, understanding, and the active use of knowledge can be brought about only by learning experiences in which learners think about and think with what they are learning…” (David Perkins, author of Smart Schools)
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**Cognitive Processes**
- “This is how we do it!”

**The Meat & Potatoes**

**Tools & References**
Targets & Reflections

Class starts and ends on these pages. Choose a Grammar Point from page 4. Check the explanation on the right for other meanings.

Week 1. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 2. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 3. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 4. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 5. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 6. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 7. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 8. Before After
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________
Week 9.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 10.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 11.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 12.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 13.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________

Week 14.
Gr Pt: ______________________
Int Eng: _______________________________
Jpn->Eng: _____________________________
Qs?: __________________________________
At the beginning of every course students should receive a syllabus, which usually contains the teacher’s contact information, lesson topics for each week, assignments for the semester, etc. Students should copy the information from the syllabus on this page. This can help students to become more familiar with the course and have any information on hand if needed. *It’s easier to misplace a syllabus sheet than a textbook.* Also, if there are any changes in the course, students can take notes here and refer to it again in the future.

Teacher and Course: ____________________________

Day and Time: ___________________ Office: _____________________________

Contact Info: ________________________ Office Hours: ________________________

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Focus</th>
<th>Language Target</th>
<th>Thinking Routines</th>
<th>Homework</th>
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It can be strange trying out new words or ways to say things in public. This class asks students to choose different grammar points and practice them in their thinking routines and Mind Map tasks. There are six points to choose from below (or choose from other sources). Students should work on at least four of them throughout the course. Record the usage in the Targets and Reflection pages and create a graph. This gives students a sense of autonomy and helps them build skills to become stronger self-directed learners.

“am / are / is / was / were”

I am serious. I was a pitcher in high school.
You are a reporter, but weren’t you an intern?
He isn’t here. Is he coming to the meeting?
Nara is small. Was it the capital of Japan?
We aren’t late. Actually, we were here earlier.
They are athletes. Were they in the Olympics?

“had / have / has”

No, I had a dog. I didn’t have a cat.
You have a nice smile. Did you have braces?
She has a cold. Does she have any medicine?
It has four legs, but it doesn’t have hair.
We had some ideas. Haven’t you seen them?
They don’t have a clue what to say or do.

“so / such”

“so” = (adjective only) / “such” (adjective + noun)

We had sushi for dinner. It was so good!
We had sushi for dinner. It was such a good meal.
It was so sad. It was such a sad story.
That was so hard. That was such a hard test.
She is so cute. She is such a cute baby.

“comparisons: ( more / - er ) than”

McDonald’s is cheaper than MOS Burger.
MOS Burger is more expensive than McDonald’s.
This semester is easier than last semester.
Are people in Osaka friendlier than in Tokyo?
I think Audi is better than Mercedes-Benz.
The weather today is worse than I thought.

“word order: ( nice new house )”

opinion - fact (size, age, color, from) - noun
That is a really cool, big, black, American truck.
She has beautiful, long, blonde hair.
I love to have a nice, hot bath after work.
The gallery has weird, old, Japanese drawings.
Do you know the cute, little, old lady in the café?

“adjective + preposition”

Hello! It’s nice to see you again.
Are you excited about the game tomorrow?
She’s pretty good at fixing computers.
Paris is famous for food, fashion and art.
He’s interested in sci-fi movies.
What are you afraid of? Spiders? Heights?
Base Questions and Answers

What’s your name? What classes do you take? What is your major? ... ?
Yuki. I study English and Economics. I want to major in Finance.

Where are you from? Where do you live now? How do you get to school? ... ?
I’m from Nishinomiya. I live near Shukugawa. By train (car, bike or I walk.)

Do you have a watch? What kind of watch do you have? How much was it? ... ?
Yes. I do. (No, I don’t) I have a G-Shock. It was about ten thousand yen.

Can you play golf? How often do you play? Who do you play with? ... ?
Yes, I can. (No, I can’t) About once a month. I play with my dad or my friends.

What is your room like? What else is it like? What don’t you like about it? ... ?
It’s messy. (clean, big, etc.) It has a lot of posters. It’s too small. (dark, hot)

Who is your favorite athlete? What does she look like? Is she good at tennis? ... ?
I really like Serena Williams. She is tall and has black hair. I think so.

What are you doing this weekend? What will you do next weekend? ... ?
I am going to watch the World Cup. Maybe I will hang out with my friends.

What did you do last night? How was it? What did you do after that? ... ?
I worked. It wasn’t busy, so I was bored. I came home and went to sleep.

Have you ever been to Tokyo? How long were you there? What did you do? ... ?
Yes, I have. (No, I haven’t) For three days. I went to Tokyo Disney Land.

Which is better, Tokyo or Osaka? What city don’t you like? How come? ... ?
I think Osaka is better. I don’t like Kyoto. It’s too crowded on the weekends.

Which class do you like the best? Why? How many students are in the class? ... ?
I like EPW class. We can practice presentations. There are about ten students.

When was the last time you went to karaoke? Who did you go with? ... ?
Maybe three months ago. I went with my classmates, and it was fun.

When you were young, what did you like to watch on TV? When did you watch it? ... ?
I used to watch Doraemon, but I don’t watch it now. I watched it after school.

If you could live anywhere, where would you live? Why would you live there? ... ?
I would want to live in California. Because it’s relaxing and the beaches are great.
Rejoinders.
A: It’s snowing.  B: Really? / I see. / That’s nice. / That’s too bad. / No way!

Asking for HELP!!!
A: Do you have a pet?  B: Yes, I have a.. um...  How do you say 犬 in English?  or
How do you say “dog” in Japanese?

Agree / Disagree / Neutral
A: What do you think?  B: I think so, too. / I’m not sure about that. / It’s ok.

Comprehension Check
A: I think the painting Guernica is so powerful.  Do you know Guernica?

Interrupting Someone.
A: And after the game, we...  B: Excuse me, / Hold on,  where was the game?

Asking for Clarification
A: Today, I have a test in microeconomics.  B: Sorry, what did you say?

Expressing Opinions
A: Which Pixar movie is the best?  B: I think Finding Nemo is the best.  I love it!

Including Others
A: It is difficult for me to wake up early.  How about you?  B: I think so, too.

Referring to a Source
A: I’m going to see USJ tomorrow.  B: Really?  My brother said the parade is great!

Follow Up Questions = (Q1 + Q2)
A: Do you like pizza?  B: Yes, I love pizza.  A: What kind of pizza do you like?  or
A: Where is the best pizza place?

Answer with Details
A: How was the movie?  B: It was good, ( and / but / so / because ) ...
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<th>Japanese</th>
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<th>Japanese</th>
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Robert Plutchik (1927-2006) was an American professor and a psychologist. In 1980 he constructed a colorful diagram of emotions. He began by classifying eight basic emotions: joy, trust, fear, surprise, sadness, disgust, anger, and anticipation. In the wheel, each emotion has a primary opposite; for example, joy and sadness. The emotions in the center have high intensity (like ecstasy), while the emotions on the outside have low intensity (like serenity). When two emotions mix together the result is a human feeling; for example, joy + trust = love.

It can be difficult to classify and express emotions. This diagram is a good place to start to understand some emotions and how they may relate to each other. In this textbook students are asked to express ideas and opinions in English on a variety of topics and media. Learning different types of emotions can be useful.

Be careful of the usage of these words as they are all in noun form. Some words can be changed into adjectives, while others change into verbs. Refer to a dictionary for correctness.
Thinking Moves for Thinking Routines

When there is something important and worthwhile to think about, students experience a kind of learning that sticks with them. So to improve lessons and insure that what our students are learning lasts beyond the classroom, we need to identify the key ideas and concepts in thinking with which we want our students to engage, struggle, question, explore, and ultimately build a deeper understanding. In every ESL or EFL class there is a need to provide multiple opportunities for thinking and using English in a variety of ways. The more opportunities we can create for our students, the better their chances are to be successful learners of English. This book uses multiple sets of thinking routines made up of specific thinking moves to become better learners. Here are some thinking moves that are essential in the learning process.

Observing closely and describing what’s there

This move answers the question “What do you see” and “What is there?” This is an excellent first step to initiate our understanding of something new. We need to be able to identify and go into detail about the parts and features of things so we can analyze it better. It is also important to slow down our observations and not to make quick assumptions.

Building explanations & interpretations

This move helps us to take our observations and begin to form possible ideas of what we are encountering. This move comes in the early stages of understanding. We ultimately want to answer the question “What is really going on here?”

Reasoning with evidence

When building an explanation we rely on evidence or facts to support our position. By providing such evidence our positions become stronger and more accurate. We can also defend ourselves from conflicting ideas or opinions with evidence. We want to be able to express “Why do we think so?” in a clear and concrete way.

Making connections

This move helps us to answer the question “How does this fit into what we already know?” When we encounter anything new, we draw on our past experiences. We use this past knowledge to help make sense of what we are encountering. Making connections can also help us organize our ideas with new or added information.
By using these eight thinking moves as a starting point, teachers can create their own thinking routines to fit different situations during the lesson. In this book there are ten routines to choose from for your lessons. After becoming familiar with these routines, teachers are encouraged to challenge their students to dig deeper with their responses by creating their own thinking routines.

When creating thinking routines keep in mind that they should be easy to learn and remember. They should be named so students can identify and recognize it quickly. Within the routine there should be specific steps to help direct or scaffold a student’s thinking. It is helpful that these routines are flexible in that they can be used individually or in groups, and they can be used in a variety of contexts. Another aim of thinking routines is to develop the habits of the mind and thinking dispositions that will serve students as learners both in our classrooms and in the future.

Finally, one thing you will notice when looking at thinking routines is they are designed not to elicit specific answers but to uncover students’ nascent thinking around the topic. By doing so we can guide them better in understanding. For more information on thinking routines refer to the book: Making Thinking Visible by Ritchhart, Church and Morrison.
Thinking Routines
( Introduction )

Thinking routines are sets of questions and ideas used to observe and form opinions and conclusions of particular topics and events. The key is to use these sets multiple times. Once these sets become “routine,” students can use them in different situations. These are the kinds of critical thinking skills that will help students identify patterns, solve problems, make decisions, and help better understand new ideas and concepts in our ever changing world.

On the next few pages are thinking routines that can be used for text based content or audio and visual media. Each routine has a title that is easy to understand and remember. There is a small explanation in yellow boxes on how each routine is carried out. For each routine there are two example dialogues in question and answer form to help model a conversation. Depending on student’s ability, there is a “Good” example to start with and a “Better” one for them to try to strive for as the lessons progress towards the end of the course.

1 Word - 1 Phrase

Q: What one word did you choose and why?
A: The one word I chose is “acting.” Because she studied it, and now that is her job.

Q: What one phrase did you choose and why?
A: The one phrase I chose is “role model.” It means a person you want to be like. She had a great career. I want to have one, too.

Question Making

After reading the text, write questions asking for more information.

1: Questions with “Yes or No” answers.
3: Conditional questions using “If.”

11
Sigourney Weaver

Sigourney's family was in the entertainment industry. She went to Stanford and Yale to study acting. Her first role was in a Woody Allen movie.

Her breakthrough moment was starring in the blockbuster movie Alien as Ellen Ripley. She would make three more Alien films and other movies, like Ghostbusters.

She is also known as the "The Sci-Fi Queen" for her many roles in science fiction movies. She is one of the best actresses in science fiction.

"Before the 80s, heroes in science fiction movies were men, but Sigourney's role in Aliens changed that idea. She is a pioneer and a role model.

Q1: What did you think about Sigourney Weaver?
A: First I thought, she looks serious. I wonder why she is wearing a uniform. Maybe she plays an engineer in a movie.

Q2: Now what do you think?
A: Now I think she was an action hero in a movie. I didn't know she was a pioneer for women in science fiction movies. She reminds me of Milla Jovovich from the Biohazard movies.

Q: Who are you?
A: I am Sigourney Weaver. I am an actress. I was the main character, Ellen Ripley, in the Alien movie series.

Q: What do you think about "equal pay for women"?
A: I think it is an important issue in the world today. Men make more money than women in movies. I don't think that is right. People should earn the same money, regardless of gender.
Thinking Routines
(Audio/Visual)

Q: What did you see?
A: I saw a lot of people, men wearing suits and women in dresses, a big stage, a woman giving a speech, graphics, etc.

Q: What did you hear?
A: I heard “support,” “good evening,” “I want to,” “Mom and Dad.” I think she said this is a special moment for her.

Q: Is there anything else?
A: I think it was a ceremony. She won an award. She looked really excited. I wonder if it was her first time to win.

Q: What did you see?
A: I saw a nice smile, a dress, a short video, many people.

Q: What did you hear?
A: I heard “actress,” “award,” “play,” “thank you,” “today.”

Q: Is there anything else?
A: I know her. She is in the Hunger Games movies.

Q: What did he look like?
A: He looked big, angry, and tough. I think he is a football player. He must be strong, and he looks intimidating.

Q: What was he wearing?
A: He was wearing a football jersey with some white numbers on the front. I wonder why he is “75.” Is it lucky?

Q: What else did you notice?
A: He had a big nose and dark eyes. I think he was waiting for something. He seemed annoyed. He is impatient.

Q: What did he look like?
A: He looked tall and strong.

Q: What was he wearing?
A: He was wearing a black and yellow shirt.

Q: What else did you notice?
A: He had dark brown skin and short black hair.

Q: What is she like?
A: I think she is bold and sly.

Q: What was happening?
A: Reporters were asking her questions. She said, “No comment” twice. I think she was under a lot of pressure.

Q: What do you want to find out?
A: I want to know more about the event they’re talking about. If her job is like this every day, it must be hard.
Seem - Know - Care

Q: What does he seem like?
A: He seems intense and angry.

Q: What does he know?
A: He knows he is great at acting because he won an award.

Q: What does he care about?
A: He cares about finding the right character and a good story.

Think - Doubt - If

Q: What do you think about him?
A: I think he is very confident. He seems to be popular, too. When he entered the room everyone stopped.

Q: Do you have any doubts?
A: Well, he doesn't talk a lot. I think some people are afraid of him. He seems popular, but in a bad way.

Q: If you could meet him, what would you do?
A: I would buy him a drink and talk to him a bit. I wonder if he likes sports.

Remind - Same - Different

Q: Who does she remind you of?
A: She reminds me of my sister. My sister likes to sing.

Q: How are they the same?
A: Their smile is the same. They both have dark eyes.

Q: How are they different?
A: She has black hair. My sister has blonde hair.
Lesson Stages

The majority of the classes will consist of the following stages. Each lesson uses multiple group work stages. This helps keep the lesson fresh and asks the students to move around a bit in class. Below is a sample of what a course may look like in a particular 90-minute lesson.

Goals, Q & A, and Homework Check  (10-min.)

Start off on p. 1 or 2. Tell a partner your Grammar Point and your prediction. Then, go to p. 5 & 6 and start a conversation. While speaking the teacher will come and spot check and comment on your homework.

Announcements from the Teacher  (5-min.)

At this time the teacher will explain any schedule changes, talk about last week’s lesson, preview today’s lesson, or anything important coming up.

Thinking Missions: Groups & Pairs  (20-min.)

Groups: Students use their mind maps to take turns leading discussions. Each discussion is 3 minutes long. During the discussion, other students ask questions and comment with the help of the Base Q&A and Conversation Phrase list on p. 5-6.

Pairs: To improve fluency, students take turns and use their mind map in a monologues. Round 1 (2 min.) one student speaks. The other student listens and counts sentences. Then, change roles and go. Round 2 is the same but only 1 min.

A-B-C Blocks  (25-min.)

Students change groups and work with new people to explore the lesson’s topics. They will encounter either text/audio/visual content and complete the A-B-C Block tasks. Each group is assigned to use a different thinking routine from p. 19 to 24. (eg: Group 1s do S-K-C, Group 2s do L-W-N, etc.)

D - Block & Mind Map Construction  (25-min)

Students work in groups to complete a thinking mission. First, gather and sort ideas in D-Block, then write bullet points in the mind map for next week’s conversation.

Reflection and Homework  (5-min.)

Students return to p. 1 & 2 to reflect on their class performance and record progress. Homework is given and time for any questions that need addressed.
In the early stages of creating a course, decisions need to be made about what skills and knowledge do the students need to understand and learn. Once these decisions are made, then teachers can think about how they can properly assess their students on their learning. Below are some ways to assess your students through testing or projects.

The Sign-in Sheet

It is vital for students to attend class with an emphasis on speaking, but it is not good enough to just show up. On p. 80 there is a Sign-In sheet. When students come in, they must write their name and student number. In the top corners of this sheet there is also a key for The Good and The Bad. (It is important for students to see this, as they know what is expected of them and what is not tolerated.) And next to each name and number there are two small square boxes. During class time the teacher can take quick notes on the students' performance in these boxes, and/or they can be used to write a quick score while spot checking homework or other grades on tasks the teacher has planned.

Conversation Checklist

One of the goals in this book is to help students engage in conversation and develop strategies to do so. During the course it may be beneficial to photocopy, cut out, and hand out these checklists during certain tasks. Have students choose phrases from the list on p. 6 and write them on the checklist sheet. During Mind Map groups or other tasks have students check their own language. This checklist can also be used for a group speaking exam. Students can take turns leading timed conversations in small groups while the teacher listens for and checks the specific language each student uses.

The Digital Portfolio

At the end of the course it is important for students to look back and reflect on their progress. By using presentation software, they can create and hand in a digital portfolio. In this portfolio they can enter the data from their Goals and Reflections on p. 1 and 2. Also in the portfolio they can include their education history, their best work from the Think & Speak and/or Mind Map pages, other projects (like presentations, short video projects, social experiment proposals, surveys, creative writing assignments, etc.) the teacher has assigned, and a PMI about the course to get feedback from the students.

Other Projects

Like some of the ideas listed in the Digital Portfolio section, there are many ways to assess the students' progress. One more project idea is for students (or even the teacher?) to create their own lessons using a template from p. 77 - 80. Choose a topic from the book or think of a new topic and insert elements from Japanese or other cultures.
“This Is How We Do It”

The following pages show a variety of options for tasks in the Think & Speak pages, along with explanations on how to perform the tasks and reasons for each one. In the first class, the teacher can use these pages to model the elements of the class and provide examples of each task. First, let’s look at two tasks from the homework assignment, First Impressions and Making Connections.

**First Impressions**

In this task the main idea is to use the knowledge you have to instantly form ideas and opinions about the topic. Look at the photos, watch videos on Youtube, check out Wikipedia if you need help. Write about you ideas, feelings, opinions, etc. The more you write, the better.

**Fast & Furious:** Look at the topic. Start to write. Don’t stop. Write fast. Write more. Write until there is no more space left to write.

**Pros & Cons:** Think about the topic from two perspectives: 1) “I like the topic” and 2) “I don’t like the topic.” Use different vocabulary for each.

**Rank & File:** Put the content in order. What is the best? What is the worst? Think of other category titles you can use to classify the topic.

**My Emotions:** Write the emotions you feel looking at the image. Explain why you feel that way. Check Plutchik’s Wheel of Emotions on p. 78.

**Making Connections**

In this task the main idea is to use connect with the topic by bringing up your own ideas, opinions, likes and dislikes. In this task use any source you can to strengthen your position. Practice citing your research by including the source of the ideas you write.

**This topic reminds me of...** (Choose a person, a place, or a thing = (PPT)).

**Students, support your PPT choice with these questions:**

- When did you first experience (this PPT)?
- What are the characteristics of (this PPT)?
- What is attractive about (this PPT)?
- Why is (this PPT) important to you?
- What do other people think about (this PPT)?
I like comedy. It’s fun to watch on TV. Are these people funny? I want to go to a live comedy show someday.

**Eddie:** looks serious, suit jacket, necktie. 
**YouTube:** Wearing a red leather suit. Ice Cream. I like ice cream, too.

**Louis:** old, bald, not handsome. 
**YouTube:** Interview. Space. Technology, Internet, Flying. Why is he angry?

**Amy:** long blonde hair, she looks young.  
**YouTube:** Exercise commercial. About sleep gym? Great idea! I want to exercise, but I don’t have time.

This topic reminds me of Matsumoto Hitoshi.

When did you first experience Matsumoto?
What are the characteristics of Matsumoto?
What is attractive about Matsumoto?
Why is Matsumoto important to you?
What do other people think about Matsumoto?

I saw him first on “NO LAUGHING HIGH SCHOOL.” It’s on YouTube.
On TV he often says funny things. He puts his necktie in his pants.
He has a unique sense of humor. He is a bit strange, but I like him.
When I feel stress about school or my friends, I like to watch him online. He makes me laugh and I feel better.
My sister doesn’t like him. She thinks Okamura Takashi is better.
A-B-C Blocks

In each class, students will practice dialogues and improve their English fluency. In the A-B-C Blocks students will work together in new groups and do thinking routines from pages 11-14 to build ideas and get a better understanding of the content. Later, students will use their new knowledge to complete a thinking mission. Below is an example of the class flow in action.

How to Use the Spaces

The space inside the A-B-C (and D) Blocks are free of lines, numbers and sections. The idea for this is to give students freedom to write as many notes and ideas as they can. This also gives the teacher some flexibility to change the task if something is not working or increase the challenge of the task. Here are some steps to complete the A-B-C Blocks using thinking routines.

Step 1: Make new groups

Step 2: Assign routines
Do A-B-C Blocks

Step 3: Back to original groups
Do thinking mission

How to Use the Spaces

The space inside the A-B-C (and D) Blocks are free of lines, numbers and sections. The idea for this is to give students freedom to write as many notes and ideas as they can. This also gives the teacher some flexibility to change the task if something is not working or increase the challenge of the task. Here are some steps to complete the A-B-C Blocks using thinking routines.

Step 1: Read the examples of the assigned thinking routine. (p. 11-14)

Step 2: Watch the video/Listen to audio/Read the text. Write notes on the side.

Step 3: Share notes with group members. Write new or missing information.

Step 4: Check the thinking routine again. Watch/Listen/Read one more time.

Step 5: In pairs, write the dialogue and complete the thinking routine.

Step 6: In new pairs, practice saying the dialogue. Note any interesting ideas.

It is important to remember to slow down when doing the tasks. Sometimes students hurry to complete tasks, then sit back and relax. You may want to instruct your students to share their observations orally before writing notes. This will force students to think in English. It can also give them some time to focus on the thinking routine or give them a chance to soak in the whole idea of the routine rather than focusing in on the individual questions.

When assessing students work, try to avoid grading their progress by overall ability, but instead take note of their work at the beginning of the course and compare it to their output at the end of the course. For lower level students, are they producing more at the end of the course or have they flatlined? For higher level students, are they sustaining output? Are they trying new language or helping other students in class? A helpful tool is the class seating chart on p. 80. Have students sign in at the beginning of class and write notes in the spaces provided to chart their progress. Next to their names and student numbers is a space for notes on students’ in-class performance.
Eddie Murphy

As a kid, Eddie liked to make jokes and perform in front of his family. When he was 19, started his career on the variety comedy show, Saturday Night Live.

After that, he changed careers and became a movie star. By the age of 24-years old he was the most popular movie star in the world.

Murphy is one of the most successful comedians ever. His movies made a lot of money, too. The theater total for all his movies is over 3.8 billion USD.

“Many young people know Murphy from the Shrek series, but I’ll always remember his stand-up comedy shows. His jokes about childhood and celebrities were hilarious.”

What did he look like?
- He was thin and had short black hair. He looked young. He smiled a lot. He seems funny.
- He was wearing a red leather suit. He had a necklace too. Maybe it was gold?
- He was on stage alone. That must be scary.

What is he like?
- I think he is clever and funny. He is loud, too.

What was happening?
- He was telling funny stories about people on an airplane. He thinks technology is good, but people are bad. People complain about nice things.

What was he wearing?
- He was wearing a red leather suit. He had a necklace too. Maybe it was gold?

What else did you notice?
- He was on stage alone. That must be scary.

Like-Happen-Find
Clever. Funny. He is answering questions and telling stories. Internet. Flying in a plane. Says other people are angry. Why are people today bad?

Louis C. K.

Louis grew up in Boston and after graduating from high school he worked for a TV station. He later moved to New York and began writing for comedy shows.

It is difficult to be a stand-up comedian, but he finally found success in 2006. He started his own TV show based on stories about his life as an old divorced father.

Louis C.K. is a great comedian and also a fantastic businessman. He produced and edited his own comedy specials and made a lot of money from them.

“Louis C.K. has had a lot of failures in his life, but he turns those failures into jokes. We all make mistakes and fail, but he makes it seem funny.”

What did he look like?
- He was thin and had short black hair. He looked young. He smiled a lot. He seems funny.
- He was wearing a red leather suit. He had a necklace too. Maybe it was gold?
- He was on stage alone. That must be scary.

What is he like?
- I think he is clever and funny. He is loud, too.

What was happening?
- He was telling funny stories about people on an airplane. He thinks technology is good, but people are bad. People complain about nice things.

What was he wearing?
- He was wearing a red leather suit. He had a necklace too. Maybe it was gold?

What else did you notice?
- He was on stage alone. That must be scary.

Look-Wear-Notice
Notes

From within: A lot of times, new ideas or concepts come up when you are discussing things in your group or pairs. The Notes area can be a place for you to figure things out by drawing pictures, writing a timeline, creating a chart for comparing and contrasting, etc.

The Teacher: During the class the teacher may write something on the board. It’s a good idea to write this here and look at it again later or when you do your class reflection. Look out for... grammar, vocabulary, common mistakes, or examples.

D Block: Thinking Missions

D Block is where the construction of the thinking mission begins. Thinking missions are complex tasks built by using your Grammar Point, First Impressions and Making Connections homework, thinking routine ideas from the A-B-C Blocks, and any notes taken during class. In this space gather and sort all the information here. Below is an example of a “Ranking” thinking mission. (There are more thinking missions on p. 23) Each mission contains five parts.

Ranking: From the A-B-C Blocks put the three into an order. (3rd, 2nd, 1st.)

Mission Statement: “Between (A), (B), and (C) I think ___ is the best.”

Part 1: Introduction of the mission. First, look at the First Impressions and Making Connections homework. Use these ideas to help introduce the mission. Next, write an interesting sentence about the content to “hook” the audience. Then, write 3 or more sentences to support the “hook.” These sentences should have basic facts. Finally, write a mission statement explaining the goal of the mission.

Parts 2, 3, 4: Details and support for the mission. First, share ideas and new knowledge from using the thinking routines in the A-B-C Blocks group work. Then, discuss and decide which information is useful to support the mission. Do this for P2, P3, and P4. Next, write a topic sentence explaining each decision for P2, P3, and P4. Finally, write 4 or more sentences to support decision in P2, P3, and P4. There should be a total of at least 5 sentences in each part.

Part 5: Conclusion of the mission. First, choose a NEW thinking routine to help express an opinion of the decisions made for this thinking mission. Next, write 4 or more sentences to support the opinion. Finally, finish with the mission statement.
Amy Schumer

When Amy 9-years old, her father’s company went bankrupt. She was voted the “Class Clown” in high school. She graduated from university with a theater degree.

Amy started doing stand-up comedy and started her TV show in 2013. The show became popular and she started get more offers for movies.

Amy is an up-and-coming star. She is working with other comedians, writing movies, and hanging out with celebrities. Her career is on the rise.

“Amy is funny. She isn’t afraid to hide. She shows her flaws and laughs about it. It is good to see a woman with a successful career in comedy.”

Notes:
- She seems lazy and tired. But I think it’s a joke.
- She knows exercise is hard. She knows people will try anything easy to down weight. Even crazy ideas.
- She cares about making people laugh. She tries silly ideas and has fun. It is a good joke.

Seem-Know-Care
Tired. Annoying. She wants to get healthy. Lazy? No time? Exercise while sleeping? She doesn’t like to exercise. Funny idea, but I don’t think it’s good.

What does she seem like?
- She seems lazy and tired. But I think it’s a joke.
- She knows exercise is hard. She knows people will try anything easy to down weight. Even crazy ideas.
- She cares about making people laugh. She tries silly ideas and has fun. It is a good joke.

What does she know?
- She knows exercise is hard. She knows people will try anything easy to down weight. Even crazy ideas.

What does she care about?
- She cares about making people laugh. She tries silly ideas and has fun. It is a good joke.

P1: Comedy isn’t fun. It can be so hard to do. If there are two people, like Downtown has Matsumoto and Hamada, it can be easier. I think to do comedy alone is really difficult. Between Eddie Murphy, Louis C.K., and Amy Schumer, I think Eddie Murphy is the best.

P2: I think Louis C.K. is the third best. He was in an interview, so there are two people. He looks like an ugly old white guy. He was complaining about other people. I think his ideas were ok. I wonder if the story was true?

P3: I think Amy Schumer is the second best. She was in a commercial with other people, so she didn’t work too hard. I think her joke is funny. I like she jokes about people doing hard things in an easy way. I think it is clever.

P4: I think Eddie Murphy is the best. He is alone on stage. No one is helping him. He dresses funny, too. His joke was about crazy kids and ice cream. I was like that, too!

P5: First I thought Eddie Murphy was a serious person. He didn’t look funny. Now I think he is such a funny comedian. He was wearing a crazy suit, singing, and dancing like children. I was surprised. Between Eddie Murphy, Louis C.K., and Amy Schumer, I think Eddie Murphy is the best.
Thinking Missions

Each week students will do a different thinking mission. Later in the course, students will repeat missions but with new group members and different content. Ultimately, the missions are meant to emphasize the importance of practicing and learning the "how to do" in English. Here are four more thinking missions for the course. (Ranking is on page 21.)

Analyzing: From the A-B-C Blocks choose only one. Do a deep description.
Mission Statement: “There are many types of celebrities, but today I want to focus on one, ___.”

Debating: From the A-B-C Blocks decide which one is great, which ones aren’t.
Mission Statement: “I think ___ is so much better than ____ or _____. Let me tell you why.”

Generalizing: From the A-B-C Blocks find patterns. How are they all the same?
Mission Statement: “(A), (B), and (C) have a lot in common. Here a few things I’ve noticed.”

Strategizing: From the A-B-C Blocks what are different ways to be successful?
Mission Statement: “There are many ways to be successful. Here are few that I think are the best”

Mind Maps

DO NOT write full sentences in mind maps! WRITE phrases only!
Let’s “THINK & SPEAK,” not “READ & SPEAK.”

From the D Block, students need to transfer their thinking mission sentences to the mind map in note form. For learning, it is important to think through the speech, rather than read it quickly.

Groups: Students work on their conversation skills using their grammar points, questions, and phrases from pages 4, 5, and 6 respectively.

Pairs: Students work on listening and speaking fluency by taking turns doing monologues of their mind map. Use the Round 1 and Round 2 spaces to “gamify” the task. Students can keep track of their progress on p. 1-2.
Mind Map

Ranking

1. Eddie Murphy
   is the best
   
2. Louis C.K.
   
3. Amy Schumer
   
4. Between Louis, Amy, Eddie
   
5. Between Louis, Amy, Eddie

Comedy

isn’t fun

really difficult

so hard

2 people

Downtown - Matsumoto and Hamada easier

Interview, so 2 people

ugly, old white

complain about

ideas are ok

so / such

so hard. such a hard test.

didn’t work too hard

clever

hard things

easy way

commercial other people

Joke was funny

2 people

Downtown - Matsumoto and Hamada easier

ugly, old white

complain about

ideas are ok

so / such

so hard. such a hard test.

didn’t work too hard

clever

hard things

easy way

commercial other people

Joke was funny

2 people

Downtown - Matsumoto and Hamada easier

ugly, old white

complain about

ideas are ok

so / such

so hard. such a hard test.

didn’t work too hard

clever

hard things

easy way

commercial other people

Joke was funny

2 people

Downtown - Matsumoto and Hamada easier

ugly, old white

complain about

ideas are ok

so / such

so hard. such a hard test.

didn’t work too hard

clever

hard things

easy way

commercial other people

Joke was funny

2 people

Downtown - Matsumoto and Hamada easier

ugly, old white

complain about

ideas are ok

so / such

so hard. such a hard test.
Hi there,

There were number of requirements that were taken into consideration while selecting people in American pop culture for this book. Time, race, gender, LGBT issues, religious issues and other factors played a part, but the one major issue was accessibility to videos of people online. This played a major role. The ability to watch people perform, be interviewed, or to be documented on can give students and teachers more material to enhance the lesson and provide better opportunities for thinking and speaking in English.

One last thing I took into consideration was the interest in topics of the Japanese university student. The highest interests were in movies, music, and sports. So, I have also created Think & Speak books focusing on these topics. Maybe the people you thought should be in this book are in there. Look out for Think & Speak: Films & Genre, Motifs in Music, Sporting USA, and Thematic Arts (for a different take on studying art). I hope these texts work out well for your classes. There will be more to come!

- Craig Mertens

Here are some of the people you will find in Think & Speak: American Pop!

**Comedians**
- Eddie Murphy
- Louis C. K.
- Amy Schumer

**Movie Stars**
- Julia Roberts
- Will Smith
- George Clooney

**Directors**
- Steven Spielberg
- Martin Scorsese
- James Cameron

**TV Stars**
- David Duchovny
- Julia Louis-Dreyfus
- Bryan Cranston

**Talk Show Hosts**
- David Letterman
- Oprah Winfrey
- Jon Stewart

**Criminals**
- Pablo Escobar
- O.J. Simpson
- Bernard Madoff

**Politicians**
- Ronald Reagan
- Barack Obama
- Hillary Clinton

**Tech Magnates**
- Bill Gates
- Steve Jobs
- Mark Zuckerberg

**Artists**
- Cindy Sherman
- Keith Haring
- Shepard Fairey

**Writers**
- Hunter S. Thompson
- Steven King
- J.K. Rowling

**Musicians**
- Beck
- Jay Z
- Taylor Swift

**Athletes**
- Muhammad Ali
- Michael Jordan
- Serena Williams

**Designers**
- Ralph Lauren
- Donna Karan
- Tom Ford

**Models**
- Cindy Crawford
- Tyra Banks
- Gisele Bundchen

25
Movie Stars

Julia Roberts

Will Smith

George Clooney

Julia Roberts - A Lame-Ass Offer
youtube.com/watch?v=BGX4nMnxg0

Will Smith - The Most Unlikely Threat
youtube.com/watch?v=K3hAVT2sDqQ

George Clooney - 10 Million Miles
youtube.com/watch?v=332F4bbUWvU
Julia Roberts

When Julia was a child, she liked animals. She wanted to become a veterinarian, but decided to try acting. After high school she moved to New York.

In 1990 she starred in Pretty Woman, and in 2001 she won an Academy Award for Erin Brokovich. She is known for her “Rom-Com” movies.

Julia was one of the most popular actresses in the 90s. She is also one of the most expensive. In the 2000s she would make $20 million for one movie.

“I think Julia has had a great career as an actress. She was smart in choosing her roles. She is pretty, and she reminds me of Audrey Hepburn.”

Will Smith

Will Smith grew up in West Philadelphia. His mother worked as a school administrator. Will had high test scores and was admitted to MIT.

Smith started out his career as a rapper. Then, he was a TV actor. And finally, he became a movie star. He usually plays the hero in his movies.

Smith is one of the most bankable actors in Hollywood. He made 11 films in a row that made over $100 million each. People love his movies.

“Will Smith is so funny, but he is also very serious. When he starts a project, he is 100% into it. He works so hard. I admire his work ethic.”
George Clooney

Clooney’s father was an anchorman and his mother was a beauty pageant queen. He had a lot of small roles until his breakthrough on the TV show, “ER.”

After working in TV, he started to get lead roles in movies. He made a lot of blockbuster movies and won awards for acting and producing.

If Clooney did not get his role in ER, he may have had a different career. Clooney is into politics. He is one of the most influential people in the world in entertainment.

“I remember watching Clooney on a TV show called ER. On the show he was a pediatrician. I think a lot of women fell in love with him then.”
Mind Map

GP

1. 
2. 
3. 
4. 
5. 

R1

My score:

R2

My score:
Directors

Steven Spielberg

Matin Scorsese

James Cameron

Steven Spielberg - On E.T.: The Extra Terrestrial
youtube.com/watch?v=aiqLxSuX8zI

Martin Scorsese - Side By Side Interview
youtube.com/watch?v=eekhRYfU0

James Cameron - Side By Side Interview
youtube.com/watch?v=W2kNWeByvBE
Martin Scorsese

When Martin was a boy, he had asthma. He wasn’t allowed to play sports, so he went to the movie theater a lot. From then, he wanted to make movies.

In the 70s he made Taxi Driver, in the 80s: Raging Bull, in the 90s: Goodfellas, in the 2000s: The Departed. Each decade he made an amazing movie.

His latest hit was The Wolf of Wall Street. He has been nominated for the Academy Award for Best Director 8 times, more than anyone else.

“When I was a young, I loved Goodfellas. I still think it is a great movie. Scorsese loves to make movies about New York City. They’re great to watch.”

Steven Spielberg

Steven really likes telling stories. When Spielberg was a teenager he made 8 mm movies with his friends. Later he worked as an intern at Universal Studios.

His earlier movies were mostly science-fiction and adventures, like E.T. and Indiana Jones. Later, his movies had humanistic issues, like slave trade, war, and terrorism.

Spielberg is considered to be one of the most popular and influential filmmakers in the history of cinema. Many directors and actors ask him for advice.

“Spielberg is amazing. I can’t think of a bad Spielberg movie. Each one is unique. If you see a movie directed by Spielberg, I think you will like it.”
James Cameron

James Cameron was born in Canada, but he moved to California. He was a truck driver for a while, but in 1977 he saw Star Wars. It changed his life.

Cameron made sci-fi and action movies and documentaries. Cameron’s movies have made $6 billion worldwide. He has won three Academy Awards.

James Cameron directed the two highest grossing films of all time, Titanic and Avatar. He is one of the most successful directors ever.

“James Cameron movies are spectacular. If you like horror or sci-fi, you will love his movies. I like Aliens the best. He is amazing.”

Notes:

- 1954 - Kapuskasing, Canada
- Movies: The Terminator, Titanic
- Deep sea diving
Mind Map

GP

1. 5.
2. 4.
3.

R1

My score:

R2

My score:
TV Stars

David Duchovny

Julia Louis-Dreyfus

Bryan Cranston

David Duchovny - Kill Switch - Mulder's Dream
youtube.com/watch?v=SpZYPc4yOM0

Julia Louis-Dreyfus - Elaine Dances On Seinfeld
youtube.com/watch?v=HQo_NLRvULM

Bryan Cranston - "I am the one who knocks"
youtube.com/watch?v=wMEq1mGpPSA
Julia Louis-Dreyfus

Julia grew up in a wealthy family. She moved around a lot because of her family’s business. She studied theater and got her big break on SNL.

Julia became famous on a TV show called, Seinfeld. Her fame lead her to other opportunities. She is currently the lead character on a show called, Veep.

Julia has won many awards for her work in comedy on TV. She is one of the best TV actresses in the entertainment business. She is a very influential actress.

“Her character on Seinfeld was hilarious. She did such a great job on that show. And now she is on another great comedy show as a Vice President. It’s amazing.”
Bryan Cranston

Bryan’s parents were actors, so he decided to be one, too. He found small roles on TV shows before becoming popular as a goofy dad on Malcolm in the Middle.

Then, he found a role as a chemistry teacher turned drug kingpin on Breaking Bad. He received many awards for this role. He is now working in movies.

Cranston played one of the all time worst villains ever on a TV show. His character, Walter White, will be remembered forever. He was so evil.

“I think Bryan Cranston is having an interesting career. He can play a funny dumb father or an evil drug dealer. His characters have a lot of range.”
Talk Show Host

David Letterman
Oprah Winfrey
Jon Stewart

David Letterman - Eminem Top 10
youtube.com/watch?v=GqaNukmynAk

Oprah Winfrey - Malala Yousafzai’s First Thought
youtube.com/watch?v=yjTpAWADiw4

Jon Stewart - Emma Stone - The Daily Show
youtube.com/watch?v=1dBEB9QrDk0
Oprah Winfrey

Oprah had a terrible childhood. She lived in the slums and was raped by her uncle. However, she studied hard in school and was popular with friends.

She got a job at a radio station. Years later, she was hosting a daytime TV talk show. She became very influential to housewives in the USA.

Oprah is one of the most influential women in the USA. She started out poor but now her net worth is 3 billion dollars. She is very powerful.

“I think Oprah’s life story is like the American dream. She had a lot of difficulties in her life, but she worked hard and became very successful.”

David Letterman

After graduating from Ball State University in Indiana, David wasn’t sure what he wanted to do. He decided to work in the media for a news station.

David moved to Los Angeles and started to find more work in Comedy. Later he became a popular late night talk show host in 1982. He retired in 2015.

Letterman’s comedy and TV show developed a cult following. Then he became mainstream. A lot of comedians TV producers were influenced by his style.

“I used to watch the Late Show when I was in high school. David would do the strangest and craziest jokes. It was really funny. I loved it.”
Jon Stewart

Jon grew up in a Jewish family in New York City. He was into comedy and was a stand-up comedian. He had a talk show on MTV.

In 1999 Jon took over The Daily Show. He mixes humor with the top news stories in the US. He is also known to have important guests on his show.

Jon has been one of the most influential media members in the US. More young people get their news from watching his show.

“I remember watching Jon on MTV. He was funny, but I never thought he would be this popular. Lots of young people listen to him for news.”

Notes:

- 1962 · New York City, New York
- TV show: The Daily Show
- political commentator
Mind Map

My score:

R1

My score:

R2
Criminals

Pablo Escobar

[Image of Pablo Escobar]

Pablo Escobar - The Two Escobars
youtube.com/watch?v=PHziwowbbYU

O.J. Simpson

[Image of O.J. Simpson]

O.J. Simpson - World watches O.J. Simpson
youtube.com/watch?v=WRziARqGvWo

Bernard Madoff

[Image of Bernard Madoff]

Bernard Madoff - Breaks Silence After 5 Years
youtube.com/watch?v=olNencangno

FI

MC
Pablo Escobar

Pablo Escobar was the biggest Colombian drug lord in the 1980s. The U.S. government hated him, but poor Colombian people loved him.

Escobar used his money to influence politicians, judges and police. If he couldn’t persuade people to help him, he would kill their friends and family.

He might have been one of the richest and most successful criminals in world history. Forbes magazine said Escobar was worth 30 billion USD.

“I think Escobar was a dangerous and powerful man. Because of him, so many people did drugs in the USA. He was very good at being very bad.”

O.J. Simpson

O. J. had a great career as a running back at UCLA. Later he played football for 10 years in the NFL. After retiring he worked on TV and in movies.

Simpson had domestic violence issues. In 1994 he was arrested for the murder of his ex-wife and lover. The jury found him innocent.

Many people believe he was guilty. In 2007 O. J. was arrested for other crimes. He is now in jail. He went from being a celebrity to a criminal.

“I remember watching the O.J. car chase on TV. This was a huge news moment in the US. Everyone remembers what they were doing when that happened.”
Bernard Madoff

Madoff graduated from Hofstra University in 1960. He started his investment company and stayed the chairman until 2008.

Madoff’s company claimed big returns on client’s investments. This was a lie. He lost a total of $18 billion of his client’s money. He is in jail for 150 years.

This is the largest fraud in US history. The crime is known as a Ponzi scheme. Some people make money, but a lot of people lose money.

“I don’t like this guy at all! He cheated so many people out of their money. Now he is in jail for his white collar crimes. I’m glad they caught him.”
Politicians

Ronald Reagan
Barack Obama
Hillary Clinton

Ronald Reagan - Tear Down This Wall Speech
youtube.com/watch?v=GCO9BYCGMeY

Barack Obama - Gun Control Speech
youtube.com/watch?v=ZJCI0qjijz8

Hillary Clinton - Race Issues In Harlem Speech
youtube.com/watch?v=ixxxVzK0FA
Barack Obama was born in Hawaii. He went to Columbia University and Harvard Law School. When he was a Senator in Illinois from 2004 to 2008.

Obama won the US Presidential election in 2008. He became the first African American President ever. He also has won the Nobel Peace Prize.

During Obama’s time in office, he lead the US from the 2008 financial crisis. He also implemented national health care reform, known as Obamacare.

“Many people love Obama, but many people hate Obama. I think he was the best choice to be President. The US needed a change in leadership”

Ronald Reagan

Reagan was a radio, film and television actor. He then became President and is considered a legend for the Republican party.

His economic policies were called, "Reaganomics." This policy gave tax cuts for the rich in hopes of creating a stronger economy.

He was involved in some major events, like the ending of the Cold War and the decrease of U.S. and Russian nuclear weapons.

“I think Reagan’s ideas were good and bad. A lot of people became rich quickly, but a lot of people became poor in the future. People love him or hate him.”
Hillary Clinton

Hillary went to Yale Law School. She moved to Arkansas and married Bill Clinton. In 1993 they moved to Washington D.C. and she became the First Lady.

After her husband’s second term as President, she was a senator and secretary of state under Obama’s administration. She is now running for President in 2016.

Hillary is one of the most powerful women in the world. She has so much experience in politics nationally and internationally.

“I think Hillary is a smart woman. She knows how to work with people in government and in business. I wonder if she would be a good President?”
Steve Jobs

Steve was adopted by Paul and Clara Jobs. In high school he met an electronics whiz kid, named Steve Wozniak. They later made Apple.

Jobs turned Apple into the most successful company in the world. He also was the CEO of Pixar. He is also credited for saving the music industry.

Steve Jobs may be one of the most influential people ever. His ideas and Apple’s products changed how people live and work.

“I heard the Steve Jobs was a jerk. He only cared about business. Before he died he said he wished he spent more time with his family.”

Bill Gates

Gates grew up in an upper-middle class family in Seattle. When he was 13 he studied computer programing. He went to Harvard, but dropped out.

Gates and Paul Allen created Microsoft in 1976. He would later create Windows in 1985. This operating system made Microsoft billions of dollars.

Gates has been richest person in the world for many years. He started the Bill and Melinda Gates Foundation for charitable causes.

“Bill Gates changed the world. His Microsoft Windows OS is everywhere. I wonder if he never existed, what would our world look like?”
Mark Zuckerberg

Mark Zuckerberg learned about computers when he was a teenager. He was interested in making games. At Harvard he was famous for programming.

Mark created Facebook and dropped out of Harvard. He helped create social media. His goal was for people to connect with each other.

Mark became the 2nd youngest self-made billionaire when he was 23. In 2012 over 1 billion people were using Facebook.

“Did you see The Social Network? I wonder if Mark Zuckerberg is really like that in real life? Anyway, he was pretty smart to create Facebook.”
Mind Map

GP

1. 
2. 
3. 
4. 
5. 

R1 

My score: 

R2 

My score:
Artists

Cindy Sherman
Keith Haring
Shephard Fairy

Cindy Sherman - Fashion - Exclusive
youtube.com/watch?v=MtATCPCC8b8

Keith Haring - Chicago Mural Project, Part 3
youtube.com/watch?v=2XsPbKyiZ9Q

Shepard Fairey - Bomb It
youtube.com/watch?v=45kUI7-KjVw
Cindy Sherman

Cindy Sherman was the youngest child in her family. She wanted to be an artist and went to university to study photography. She liked to focus on concepts.

Her work is usually done in a series of photos. In most photos Cindy Sherman is dressed up in a costume and playing a fantasy or real life character.

Cindy is one of the leading female artists in the USA. Her work focuses on contemporary topics. She makes people think about the roles of women in society.

I think Cindy is an important person in art. There are many famous women acting, singing, and writing, but not many women artists. I wonder why?”

Keith Haring

Keith grew up in Pennsylvania, but he found his success in New York City. His work grew from the street culture of the 1980s with concepts of birth, death, and war.

His first exhibitions were in the late 1970s. "The Radiant Baby" became his symbol. Haring created more than 50 public works in dozens of cities around the world.

Even today Keith Haring’s art work is popular. You can see some of his designs on T-shirts from Uniqlo or in commercials on TV or online.

“It’s too bad Haring died in 1990 of AIDS related illnesses. However, is art now sells to support his foundation that helps children. He is inspirational.”
Shepard Fairey

In 1984 Fairey drew pictures on skateboards and T-shirts. After he graduated from art academy in Rhode Island. There he made OBEY.

In 2008 he made poster to support American presidential election. This poster made the street artist popular all over the world.

Shepard Fairey likes people to think about art. He puts stickers and posters everywhere. He has over 1 million hits around the world.

“Shepard Fairey is one of the most famous artists today. I think his HOPE poster helped Obama win the election. I like his style a lot.”

Notes:

- 1970 • Charleston, South Carolina
- Art: Obey Giant and HOPE
- paints murals with stencils
Writers

Hunter S. Thompson
Stephen King
J.K. Rowling

Hunter S. Thompson - Interview 1978
youtube.com/watch?v=r31hV_BPFY0

Stephen King - Kubrick and The Shining
youtube.com/watch?v=uG0d_cM_v0Y

J.K. Rowling - The Benefits of Failure
youtube.com/watch?v=Dow69AwNnk
Stephen King

When King was a high school student he wrote horror stories for fun. After graduating he wrote short stories for magazines and eventually became a teacher.

King was written many novels. Some of his famous stories, Carrie, The Shining, The Running Man, have been made into movies. He continues to write today.

Stephen has written 54 novels and 200 short stories. He has won many writing awards including the National Medal of Arts for his work in literature.

“I don’t like scary books. But I am interested in Stephen King and his stories about life and death. For example, I think The Body (Stand By Me) is a great story.”

Hunter S. Thompson

Thompson became famous in 1967 when he wrote a book about motorcycle gangs called, Hell’s Angels. He spent a year living with them and told his experiences.

Thompson created his own style of reporting called, "Gonzo." This style of journalism uses the reporter as a lead character of a sports, music or political event.

Many celebrities became fans of Thompson's intellect and philosophy. Bill Murray and Johnny Depp starred in movies based on Thompson's life and reporting.

“I became interested in Thompson when I was in university. I had some ideas about life, but I wanted to get different perspectives. Hunter's ideas opened my mind.”
J.K. Rowling

Before Rowling became a writer, she worked as a secretary. When her mother died, she was writing the first Harry Potter book.

At first Rowling’s book was rejected by many publishers. Then in 1997, she found a publisher. They made 1,000 copies of the Philosopher’s Stone.

The Harry Potter books are the highest selling series of all time. Over 400 million books have been sold. Rowling’s net worth is over $1 billion.

“I have seen all the Harry Potter movies. I think The Prisoner of Azkaban was the best. Alfonso Cuaron was the director. His movies are so cool.”

Notes:

- 1965 • Yate, England
- Books: Harry Potter series
- net worth is 1 billion USD
Jay Z

Jay Z grew up in a tough neighborhood in Brooklyn, New York. He got a boom box and got interested in music. He started free styling and writing lyrics.

Jay Z is a critically acclaimed rapper and entrepreneur. He is also a producer and invests his money wisely. His net worth is $520 million.

With 19 Grammy awards and the most number one albums by a solo artist, Jay Z is considered one of the best rappers of all time.

“Jay Z is in one of my favorite videos. It is fun to listen to his songs and drive around in a car. It makes you feel better, which is nice.”

Beck

Beck was interested in music from a young age. He experimented with folk music and hip-hop sounds. He started playing guitar in coffee shops.

In 1993 his hit single “Loser” made him an international star. He is very creative and plays many instruments. He is popular among other artists and music critics.

People thought Beck was a “one-hit wonder,” but he proved that they were wrong. Since 1993 he has produced 12 studio albums and continues to create music today.

“Beck is super cool. He isn’t afraid to try new things and mix soul, country, hip-hop and electronics in his music. I hope he continues to try new things.”

Beck

• 1970 • Los Angeles, California
• Songs: Loser. Devil’s Haircut.
• 2015 Album of the Year

Jay Z

• 1969 • Brooklyn, New York
• Songs: Izzo (H.O.V.A). Encore.
• married to Beyonce
Taylor Swift

When Taylor was young she became a country music fan. She learned how to play guitar, began writing songs, then moved to Nashville to start a music career.

Her songs are about experiences in her young life. This makes her likable to teenagers everywhere. Her music has elements of country, rock and pop styles.

After four albums, Taylor Swift is one of the most popular young singer-songwriters in pop music. She has sold over 40 million albums before turning 26-years old.

“Taylor Swift is really popular. I heard she was at a party, and she was singing her song, “Shake It Off” with Paul McCartney from the Beatles. That’s crazy!”

Notes:

• 1989 • Reading, Pennsylvania
• Songs: Our Song. Shake It Off.
• philanthropist
Athletes

Muhammad Ali
[Image of Muhammad Ali]
- Keep Working
  youtube.com/watch?v=YbBBR9G0TlE

Michael Jordan
[Image of Michael Jordan]
- The Drive
  youtube.com/watch?v=uBSPt_8cr6Y

Serena Williams
[Image of Serena Williams]
- Rise - Beats By Dre
  youtube.com/watch?v=t3Osp8q9Y4F0
Michael Jordan

When Jordan was in high school he tried out for the basketball team. He didn’t make the team. He tried again the next year and made the team.

Jordan was selected by the Chicago Bulls in 1984. He won 6 NBA championships and 5 league MVPs. Currently he is an owner of an NBA team.

Jordan was one of the most marketed athletes ever. He made millions from endorsement contracts with Nike, Coca-Cola, and Gatorade.

“Jordan is the best basketball player ever. I think he might be the best professional athlete ever, too. He was so competitive. He hated to lose.”

Muhammad Ali

Ali won a gold medal during the 1960 Olympics in Rome and won the World Heavyweight Boxing championship three times.

Because of Ali’s Islamic beliefs, Ali would not fight in the Vietnam War. He was sent to jail because of this. Ali retired from boxing in 1981.

Ali is one of the most famous boxers of all time. He is also well known for how he spoke to the media and his boxing style. He was captivating.

“I think Ali was at the right place at the right time. There were great changes in society in the USA during the 60s. He was successful inside and outside of the ring.”
Serena Williams

Serena started playing tennis when she was 3. She moved to Florida to attend a tennis academy and became the No. 1 player under 10-years old.

Before Serena turned 21, she was the No.1 player in the world. She has won 21 Grand Slam singles titles and 13 doubles titles with her sister, Venus.

Serena is very busy outside of tennis. She has had endorsement deals with Nike, Gatorade, and Beats by Dre. She is also known for her colorful fashion designs.

“Almost everyone feels that Serena is the best female tennis player ever. She is so powerful. Her game is too much for other players in today’s game.”
Ralph Lauren

Ralph was interested in fashion. After school, he got a job at Brooks Brothers. Later he started to design his own neckties and sold them to department stores.

In the early 1970s his designs were popular. He released a short-sleeve cotton shirt with a small polo player symbol on it. This became known as a polo shirt.

Ralph Lauren is one of the most famous American fashion designers ever. His designs are liked by American upper class. He net worth is around $6 billion.

"Ralph Lauren’s life is like a dream. He started making neckties and now he is a billionaire. He must be really smart to achieve such success."

Donna Karan

Donna’s mother was a model and her father was a tailor. She went to design school in 1968. She worked with Anne Klein and was a head designer by the age of 26.

Karan’s designed clothes for the modern working woman. She started her own brand in 1985. Since then she has designed clothes for men and children, too.

Donna Karan has won many awards in the fashion industry. She has also written a book about her life and the fashion industry called, My Journey.

“In the 1990s DKNY was the best. Back then, you can hear that brand name in music, TV, business, everywhere! Her life has been an amazing story."
Tom Ford

Tom Ford studied art and design in New York. He graduated with an architecture degree, but was interested in fashion. He moved to Italy to work for Gucci.

In 1990 Gucci was failing, but Ford helped change that. Gucci went from almost bankrupt to a $10 billion company in 2004. He now creates his own label.

Tom Ford has had an interesting life. He was a TV commercial actor, an international clothing designer, and now a movie director.

“It is interesting to hear how he changed Gucci. He must have great ideas and vision to make something unpopular, popular again. It’s unique and incredible.”

Notes:

- 1961 • Austin, Texas
- Brand: Gucci & Tom Ford
- Movie director of A Single Man
Supermodels

Cindy Crawford
Tyra Banks
Gisele Bundchen

Cindy Crawford - Bullies... Fashion Moments
youtube.com/watch?v=g-hxH3c1qW

Tyra Banks - Behind The Scenes Legends
youtube.com/watch?v=lMQy6TJo6Fg

Gisele Bundchen - Chanel No.5
youtube.com/watch?v=tt1pd73i6ys
Cindy Crawford

Cindy grew up in a small town outside Chicago. She was popular in school and went to university for a few months. She dropped out to focus on modeling.

During the 80s and 90s Cindy was on the cover of many magazines. She appeared in a few movies and was the host of a TV show, House of Style, on MTV.

Most people think of American girls with blonde hair and blue eyes, but Cindy was different. She had her brown hair, brown eyes, and a beauty mark near her lip.

“In 1992 during the Super Bowl, Cindy Crawford was on a funny TV commercial for Pepsi. Millions of people saw it, and she became an instant star.”

Tyra Banks

Tyra began modeling when she was in school. Later she moved to Milan, Italy and worked as a runway model. She appeared on magazines and TV commercials.

Tyra moved back to the US to do more commercial modeling. She was the first African American on the cover of GQ and SI’s Swimsuit Issue.

After retiring from modeling, she worked in television on a talk show and a reality show. She has also written a book and runs her own company.

“It seems that the fashion industry only likes models in their younger years. What do models do after that? Tyra became a businesswoman. Good for her!”
Gisele Bundchen

Gisele grew up in Brazil with her 5 sisters. She was discovered at a mall in Sao Paulo by the Elite modeling agency. She began her modeling career at 14-years old.

In 2000 Vogue magazine called her the world’s hottest model. Since 2004 she has consistently been the highest paid model in the world.

Gisele is married to 4-time Super Bowl champion Tom Brady. They are one of the most popular couples in pop culture. They have 2 children.

“Gisele created an interesting way to walk on a runway. It is called the “horse walk.” She lifts her knee up high and kicks out her feet in front.”

Notes:

- 1980 • Tres de Maio, Brazil
- Victoria Secret. SuperModel
- Goodwill Ambassador
Notes:
Mind Map

GP

1.

2.

3.

4.

5.

R1

My score:

R2

My score:
### Presentation assessment for...

**Student:** ___________________________________  
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<td>W = Wow!</td>
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<th>L = Late</th>
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<th>J = Japanese</th>
<th>C = Cheating</th>
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84
English In & Out of Class

In Class

先生がこう言った場合。

Listen up. / Pay attention.
What makes you say that?
That’s interesting. / Good question.
Anything else? / Anyone else?
Say that again. / One more time.
Could you give me an example?
Ok? / Understand? / Got it?
Change. / Switch.
Work together. Discuss your ideas.
Write it down. / Take note.
Ok. Time's up.

Out of Class

- Sorry I was late for class.
- I was absent last class. What did I miss?
- I have (an event) (when). What do I need to do?
- I'm having trouble with (task). Can you help me?
- I'm not sure about (assignment). Can you explain it again?
- I want to (do an activity). Can you give me some advice?

Excuse me. Can I talk to you for a second?

Start

Then
Class Notes
Class Notes