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# 令和4年度春学期 AUAPオンライン

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# 1. AUAPオンライン プログラム概要

AUAPオンラインは、新型コロナウイルス感染症の影響により、令和4年度春学期派遣の亜細亜大学アメリカプログラム(AUAP)の実施が中止されたことを受け、本学のグローバル教育を継続し、交流を通じた異文化体験・理解を促進するために開講された、オンライン留学プログラムである。

AUAPの派遣先である米国ワシントン州の協定校で開講されるAUAP科目を、本学の授業時間帯にてオンライン(Zoom)を使用して全て英語で受講し、AUAPに参加した際に認定される本学の科目に認定する。令和4年度春学期は、ウェスタンワシントン大学で開講した「Integrated English Skills」を「英語コミュニケーションⅠ」、セントラルワシントン大学で開講した「American History Through Pop Culture」を「英語コミュニケーションⅤ」に認定する。

いずれの科目も、授業には開講先大学の現地学生が参加し、積極的な意見交換やディスカッションを行う他、授業時間外でも現地スタッフや教員も含めて交流の機会を提供することで、オンラインであっても日本とは異なる文化・価値観を学び、体験し、理解を深めることができる内容となっている。

## 2. AUAPオンラインの目的と成果

コロナ禍により、海外留学が難しい状況においても、①英語力の向上、②グローバル教育の継続、③交流を通じた異文化体験・理解を目的として開講する。

受講生は、授業を通して、英語の4技能のスキルを向上させ、TOEICのスコアアップを目指す。また、授業内外で、現地の担当教員や学生、スタッフと交流することで、自らとは異なる文化や価値観を理解し、受け入れ、そこから新しい考え方を生み出す経験を積む。クリティカルシンキングのスキルを身につけ、英語で自分自身の意見や考えを自由に表現できるレベルを目指す。

同時に、CanvasやZoom、その他のアプリケーションやテクノロジーを活用することで、WITHコロナの時代に必須なグローバルテクノロジースキルを身につける。



### 3. 開講期間

開講先	開講科目	開講期間	受講者数
ウェスタン ワシントン大学 (WWU)	Integrated English Skills	2022/04/20 ～ 2022/07/20	3
セントラル ワシントン大学 (CWU)	American History Through Pop Culture	2022/04/21 ～ 2022/07/21	2

※ 両科目を受講した学生が1名いるため、AUAPオンライン全体の  
実受講者数は4名。

# ASIA UNIVERSITY CWU\*EWU\*WWU AUAP ONLINE CURRICULUM NEWSLETTER

SPRING REPORT #1

MAY 2, 2022

## Introduction

The AUAP consortium universities are proud to introduce our spring semester AUAP Online program. The online course offerings for spring semester include two different classes: Integrated English Skills, a skills based class focusing on TOEIC preparation, and American History Through Pop Culture. AUAP Online spring semester classes are open to sophomore, junior, and senior students from all majors. Students will be engaged in interactive synchronous and asynchronous activities that build English and critical thinking skills.

**IES**, a one credit course that meets for 105 minutes every Wednesday morning, is an integrated skills course intended to provide students with a strong foundation for the TOEIC test. Students will study grammatical concepts, improve their listening skills, learn test taking strategies, and have opportunities to practice pronunciation and conversation with domestic student volunteers. IES is being taught by faculty at WWU.

**American History Through Pop Culture** is a new one credit class meeting for 105 minutes every Thursday morning. In this class students will progress through American History and examine how pop culture impacted society and daily lives. The focus will be on cultural expression and meaning through art and music from indigenous societies through to the modern era. The course will provide students with examples of art, musical genres, lyrics, performers and how music and media connect the past and present. Students will have the opportunity to interact with each other and with native speakers to discuss the material in depth and to develop their own opinions and perspective related to the topics presented in class.

AUAP派遣先大学は、春学期のAUAPオンラインプログラムを自信をもって紹介します。春学期のオンラインコースは、TOEIC対策に焦点を当てたIES(総合英語スキル)と大衆文化を通して学ぶアメリカの歴史の2つのクラスがあります。春学期のオンラインコースは、全学科の2年生から4年生の学生が対象です。英語力とクリティカルシンキング力を養うため、対話式の同期型学習と非同期型学習を組み合わせた授業方式です。

**IES(総合英語スキル)**は、毎週水曜日の午前中に105分間行われる1単位のコースで、TOEICテストの基礎力を身につけることを目的とした総合的スキルを学ぶコースです。文法的な概念、リスニングスキルの向上、テスト対策を学びます。また現地の学生ボランティアと一緒に発音や会話を練習する機会もあります。IESの授業は、WWUの講師が教えます。

**大衆文化を通して学ぶアメリカの歴史**は、毎週木曜日の午前中に105分間行われる1単位の新しいコースです。アメリカの歴史を学びつつ、大衆文化(ポップカルチャー)が社会と日常生活にどのような影響をもたらしたかを検証します。先住民族から現代に至るまで、芸術と音楽による文化的表現とその意味に焦点を当てます。授業内容は、芸術・音楽ジャンル・歌詞・演奏家などの事例を交えて、音楽とメディアがどのように過去と現在に関連しているかを学びます。AUAP生同士やネイティブスピーカーと授業内容について深く話し合う機会があり、自分の意見や考えを持ち洗練させる絶好の機会です。



# IES \* TOEIC SKILLS


## Synchronous Learning:

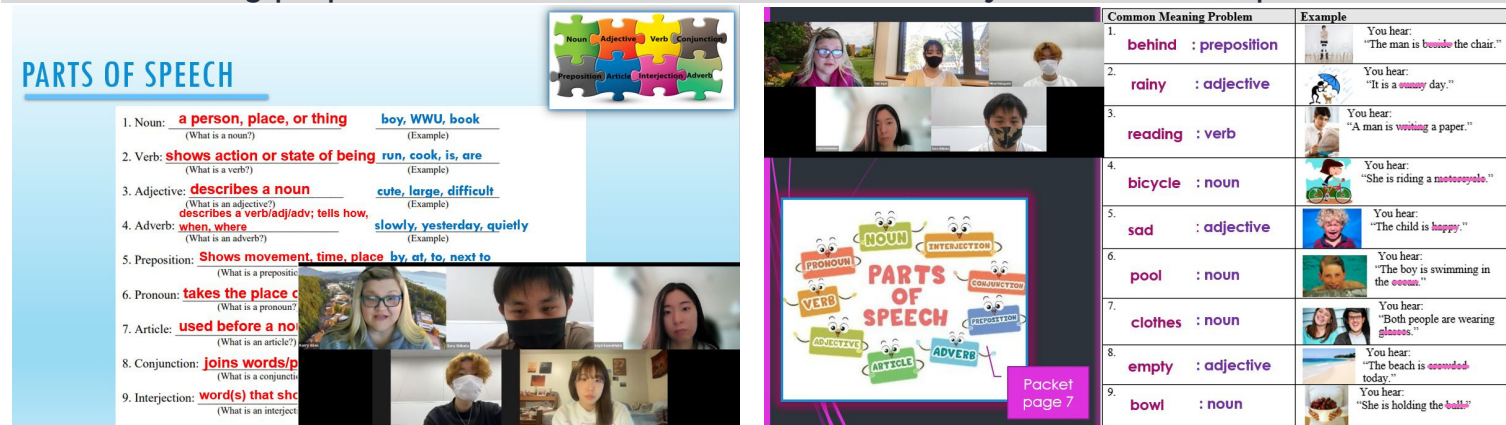
Class began in **Week 1** with an introduction to the course and an overview of Canvas, the learning management system that all AUAP Online classes use. Following that, students took a poll to see how much they already knew about the TOEIC test. Students reviewed the basic components of the TOEIC test in a fun way - they learned a handy "TOEIC song" that helps them to remember the seven parts. There was a lot of laughter, but it really does help! After that students reviewed the nine basic parts of speech by providing definitions and examples based on their own knowledge. In breakout rooms, students brainstormed parts of speech using Part 1 pictures with their partners. Week 1 was very successful and showed that by using Zoom and Canvas students can easily access different activities to keep the class both positive and meaningful.

In **Week 2**, class started with an overview of the Video Chat project, an opportunity in the upcoming weeks for students to connect with CWU student partners at least two times during the semester. Students were very excited about this opportunity to meet new American friends and practice their English. We will report more on this in upcoming newsletters!

Students then reviewed topics from last week - TOEIC test overview and parts of speech - and then the remainder of the class focused on Part 1 meaning problems and reviewing prepositions. They learned that another common Part 1 test trick is to switch prepositions. After reviewing prepositions, students listened more carefully to some Part 1 questions.

### PARTS OF SPEECH

- 
- Noun: **a person, place, or thing** (What is a noun?) **boy, WWU, book** (Example)
  - Verb: **shows action or state of being** **run, cook, is, are** (What is a verb?)
  - Adjective: **describes a noun** (What is an adjective?) **cute, large, difficult** (Example)
  - Adverb: **describes a verb/adverb; tells how, when, where** (What is an adverb?) **slowly, yesterday, quietly** (Example)
  - Preposition: **Shows movement, time, place** **by, at, to, next to** (What is a preposition?)
  - Pronoun: **takes the place of** (What is a pronoun?)
  - Article: **used before a noun** (What is an article?)
  - Conjunction: **Joins words/phrases** (What is a conjunction?)
  - Interjection: **word(s) that show emotion** (What is an interjection?)



Common Meaning Problem	Example
1. <b>behind</b> : preposition	You hear: "The man is <b>beside</b> the chair."
2. <b>rainy</b> : adjective	You hear: "It is a <b>sunny</b> day."
3. <b>reading</b> : verb	You hear: "A man is <b>writing</b> a paper."
4. <b>bicycle</b> : noun	You hear: "She is riding a <b>motorcycle</b> ."
5. <b>sad</b> : adjective	You hear: "The child is <b>happy</b> ."
6. <b>pool</b> : noun	You hear: "The boy is swimming in the <b>seawater</b> ."
7. <b>clothes</b> : noun	You hear: "Both people are wearing <b>shoes</b> ."
8. <b>empty</b> : adjective	You hear: "The beach is <b>crowded</b> today."
9. <b>bowl</b> : noun	You hear: "She is holding the <b>balloons</b> ."

## Asynchronous Learning:

- Homework for **Week 1** included taking a course syllabus quiz and parts of speech review - both on Canvas. Students also completed a parts of speech online worksheet and submitted it via Canvas.
- In **Week 2**, students reviewed the information on the Video Chat project and completed activities on Canvas that involved reviewing Part 1, parts of speech, meaning problems, and prepositions.



TOEIC TIPS → Take notes!

### TOEIC TIPS

#### Part 1

- ✓ Brainstorm nouns, verbs, prepositions
- ✓ Make predictions
- ✓ Be careful of distractors (test tricks)





# POP CULTURE

## Synchronous Learning:

In **Week 1**, students first got to know each other through self introductions. Students enjoyed sharing what "American Culture" means to them and finding connections with each other.

One fun discovery was that one of our AUAP online students, who also participated in WSP, was surprised to find that both her IPA and RA are participating in class as volunteers! Class began with defining Pop Culture, an overview class topics and upcoming projects, and a general overview of American history. Class ended with a lively round of Kahoot to review key concepts from the lecture.

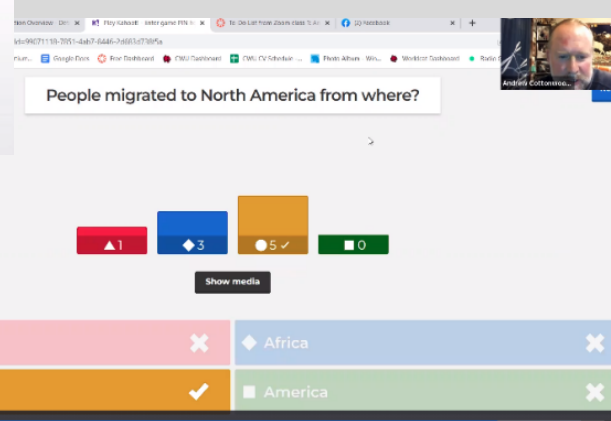
**Week 2's** theme was "Native America." Students learned about Native American culture through an overview of American Indian history and tribal life. Students listened to some early Native American songs and learned the importance of how Native music keeps alive legends, stories and tribal identity, especially at annual gatherings called powwows. Students discussed with Classroom Volunteers their ideas related to the music, art, fashion, food, and technology of this important cultural group and how we can still see influences of their history in today's world.

### Basic Facts

- The United States of America has 50 states, a federal district, five major self-governing territories, 326 Indian reservations, and some minor possessions. It is the world's third largest country in size and population (330 million people).
- The national capital is Washington, D.C., and the most populous city is New York City.

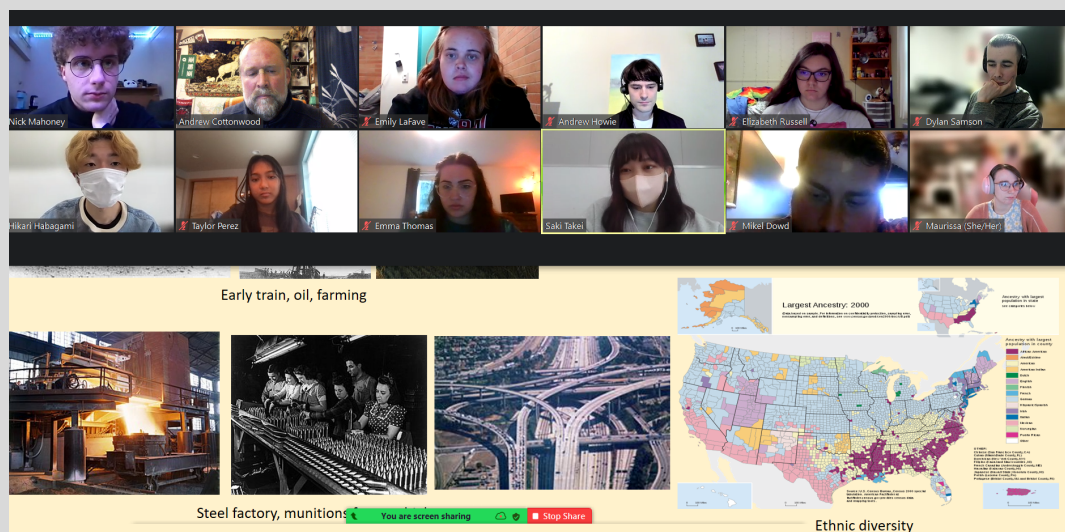


## Welcome to American History Through Pop Culture



## Asynchronous Learning:

- Homework for week 1 included doing a self introduction on Canvas, taking a quiz covering the overview of American history, and previewing next week's Unit 1, Native America, and post something you learned from the preview in a Canvas based discussion.
- Week 2 asynchronous assignments included taking the Unit 1 online quiz, previewing Unit 2 and posting a comment and question about the topic. The Video Chat project with CWU students will start next week so AUAP students will be receiving an email from their CWU partners and need to arrange a meeting time.
- Extra credit can be earned by making Indian cornbread.



"I learned Native American Art was made by not only function but also symbolism. I think those unique shape and design had big impact for other people, and then their art affected to current art."

# ASIA UNIVERSITY

# CWU\*EWU\*WWU

## AUAP ONLINE CURRICULUM NEWSLETTER

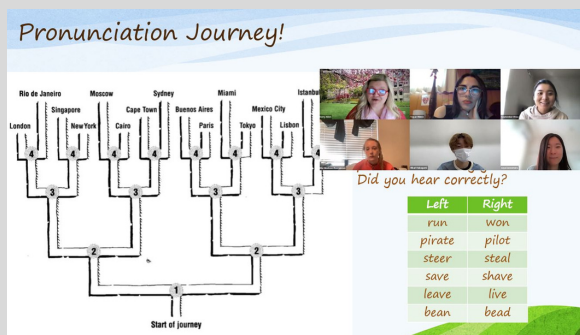
REPORT #2

MAY 23, 2022

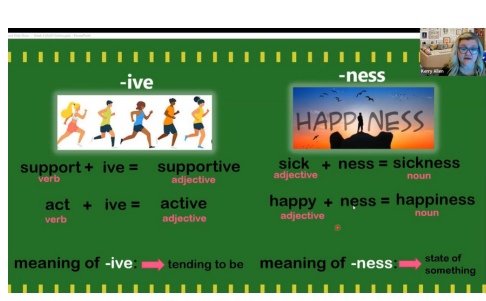
## IES \* TOEIC SKILLS

### Synchronous Learning:

In **Week 4**, class started out with getting to know our EWU classroom volunteers. Students had fun using a get-to-know-you Wordwall in breakout rooms. Then class shifted back to TOEIC-related themes, starting out with a review of prepositions commonly used in Part 1. Then students practiced with some sound-alike words, often used as distractors in the Listening section. Students learned that once they can say the correct sound it makes it easier to hear the correct word. In breakout rooms with classroom volunteers, students went on a "pronunciation journey." Students would "travel" to a certain city depending on which word in a minimal pair they heard. Students had a lot of fun!! Class wrapped up with a brief overview of synonyms and antonyms - another valuable tool to increase vocabulary.



In **Week 3**, students played a fun synonym/antonym review Kahoot before moving into a useful look into Part 2 questions and responses. Students learned how many of the answers had distractors - either a same word or a sound-alike word. In breakout rooms with our classroom volunteers, students listened to some Part 2 questions and then used the tapescript to identify the distractors. The last part of class focused on parts of speech and suffixes. This knowledge will be very useful to Part 5 and Part 6 questions!



### Asynchronous Learning:

In addition to review assignments in Canvas, the students also met with their CWU Video Chat partners on Zoom for the first time by this week. This first meeting gave everyone a chance to get to know each other and was a great opportunity for AUAP Online students to practice their English in a fun and relaxed way! Students will meet with their Video Chat partners at least one more time in the upcoming weeks and more if they want to continue!



# POP CULTURE

## Synchronous Learning:

In **Week 4**, students began Unit 2, Early America Part 1: Spirituals, Appalachian, Patriotic Music and Pop Culture. The students and CWU Classroom Volunteers were divided into breakout rooms where they watched, listened, and discussed four different songs from the era. The AUAP students were very active in using their English and especially enjoyed learning about the music and clothing of American slaves.

**Student Voice:** "I was shocked that slaves couldn't wear clothes usually before, but I learned people who live in Appalachia made clothes by themselves. And I was interested in how to express their patriotism because Japanese people don't wear the Japanese flag. I felt they're proud of themselves. There are some famous arts that represent American culture, but on the other hand, Japan also has many arts like them. I think "Genbaku-dorm" is one of the famous and important culture building because it represents about the effect of WWII."

"I was surprised that the slaves also had a song, and I felt that Early American Art is very beautiful. I have another surprise, that the coal factory has always been so big. I never imagine that there would be such a big factory. I thought old American food was very healthy with lots of beans."

During **Week 5**, students continued learning about Early America but focused on Sea Shanties, Cowboy songs and Railroad songs. Students again enjoyed listening to the variety of music and discussing their opinions with CWU volunteers.

**Student Voice:** "I didn't know about whale oil, so I was surprised and I learned it was used in lamps and soap. Did American people also eat whale?

And, I was interested in why American people were making sounds by voice or instruments.

About cowboys wear, I have blue jeans, but I have an image that jeans are hard so it's a little hard to move active."

"I have found from folk music pictures that in the past there were many pictures of boat rides and cowboys. I thought that the reason jeans were so popular now was because cowboys wore them. I also found it very interesting that there are many different types of cowboy hats."

**Appalachian Music:**  
Artist: Annie Staninec  
Song: [Banjo Pick'n' Girl](#) 3:11

Oh, I'm going 'round the world, baby mine (baby mine),  
I'm going 'round the world, baby mine;  
I'm going 'round this world, I'll be a banjo-pickin' girl,  
I'm going 'round this world, baby mine.  
Oh, I'm going to Tennessee, baby mine (baby mine),  
I'm going to Tennessee, baby mine;  
I'm going to Tennessee, don't you try to follow me,  
I'm going to Tennessee, baby mine.  
Oh, I'm going to Arkansas, baby mine (baby mine),  
Oh, I'm going to Arkansas, baby mine;  
I'm going to Arkansas, you stay here with maw and paw,  
I'm going to Arkansas, baby mine.  
Oh, I'm going to Chattanooga, baby mine (baby mine),  
Oh, I'm going to Chattanooga, baby mine;  
I'm going to Chattanooga and from there on to Cuba,  
I'm going to Chattanooga, baby mine.  
Oh, I'm going to North Carolina, baby mine (baby mine),  
I'm going to North Carolina, baby mine;  
I'm going to North Carolina, and from there on to China,  
I'm going to North Carolina, baby mine.  
Oh, I'm going 'cross the ocean, baby mine (baby mine),  
I'm going 'cross the ocean, baby mine;  
I'm going 'cross the ocean, if I don't change my notion,  
I'm going 'cross the ocean, baby mine.  
Oh, if you ain't got no money, baby mine (baby mine),  
If you ain't got no money, baby mine;  
If you ain't got no money, get yourself another honey,  
I'm going 'round this world baby mine.



### Early American Fashion

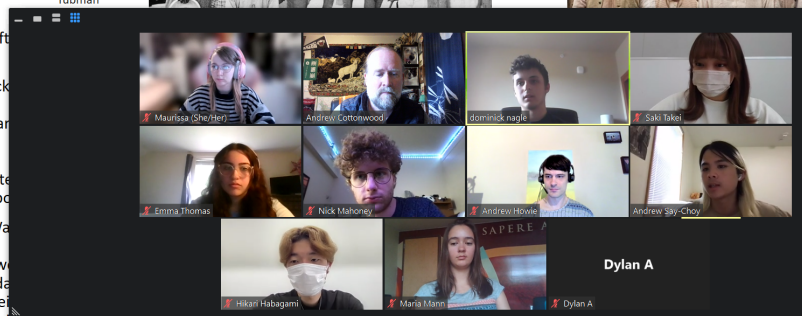
- Slaves were usually not supplied with a lot of clothing. On many plantations children often went naked.
- In Appalachia feed sacks were used to make dresses and underwear for girls, women wore gingham dresses for summer, wool for winter overalls for men and boys.
- Before the Vietnam War era (1960s), it was considered wrong to wear the American flag. Today many people show their patriotism through their clothing.

- What does your clothing say about your life or values or activities?**

Far left:  
Harriet  
Tubman



Film:  
Twelve  
Years a  
Slave



Wealthy colonial fashion



Anti-war  
Abbey  
Hoffman  
1960s

### Spirituals:

Artists: Golden Gospel Singers  
Song: 3:04 [Oh Freedom!](#)

Oh, freedom, Oh, freedom,  
Oh freedom over me.  
And before I'd be a slave  
I'd be buried in my grave  
And go home to my Lord and be free.  
No more weepin', (don't you know),  
no more weepin',  
no more weepin' over me.  
And before I'd be a slave  
I'd be buried in my grave  
And go home to my Lord and be free.



Song: 1:55 [Roll Jordan Roll, from Twelve Years a Slave](#)

Went down to the river Jordan,  
Where John baptised three  
Well I walked to the devil in hell  
Says John ain't baptise me  
I say,  
Roll, Jordan, roll  
Roll, Jordan, roll  
My soul arise in heaven, Lord  
For the year when Jordan roll  
Well some say John was a baptist  
Some say John was a Jew  
But I say John was a preacher of God  
And my bible says so too  
I say,  
Roll, Jordan, roll  
Roll, Jordan, roll  
My soul arise in heaven, Lord  
For the year when Jordan roll  
Roll, Jordan, roll  
Roll, Jordan, roll  
My soul arise in heaven, Lord  
For the year when Jordan roll  
Alleluia!



Atlantic slave trade: Middle Passage

## Asynchronous Learning:

For both weeks, students continued to preview the next week's lecture and were asked to post a question and a comment regarding the topic.

Following each week's lecture, students had to take an online comprehension quiz over the material from the PowerPoint lecture, as well as class discussion.

## IES \* TOEIC SKILLS

### Synchronous Learning:

In **Week 5**, students reviewed high-frequency suffixes and applied that knowledge to activities in breakout rooms with our classroom volunteers. Students applied their parts of speech and suffix knowledge to Part 5 and Part 6 grammar questions following four important steps: 1) determine the part of speech of the missing word; 2) look at the suffixes of the answer choices and try to determine the part of speech; 3) cancel out any answer choices that are clearly not the answer, thereby giving a higher percentage of answering correctly; 4) select the correct answer from remaining choices. Even though it took students some time to work through this method, by the end of class they were more confident and more efficient with their response time. This will help them not only choose the best answer in a short amount of time, but also ensure that they have enough time to complete the entire Reading section.

**Type 4:**

I was told I needed to do more ( adj ) research.

a. carefully adv  
b. careless adj  
c. care n/v  
d. careful adj

Step 1: POS?  
Step 2: POS? for all answers  
Step 3: take out answers  
Step 4: Choose the correct answer



noun (n)

Which part of speech is missing?

My sister's dream is to become a \_\_\_\_\_

In **Week 6** students learned about superlative/comparative adjectives and vocabulary development through synonyms and antonyms. The remainder of the class was spent reviewing the content from Weeks 1-6 for their midterm test, especially the TOEIC tips that they learned for Parts 1, 2, 5, and 6. Students reviewed using guided activities in breakout rooms, a lively class Kahoot session, and Quizlet Live review activities. It's amazing to see how much content we have covered in the last six weeks. Students are doing great - it's easy to see their confidence improving by applying what they've learned in class!

**PART 2 TOEIC TIPS**

Two types of distractors in answer choices:

- same word
- similar-sounding word

✓Knowing synonyms can be helpful!

1. Could you rearrange the venue for me?  
A) Yes, it's new. sound-alike word  
B) Sure. Is the meeting room better? correct!  
C) No, I didn't errange it. sound-alike word

2. You called Simon back, didn't you?  
A) No, I don't have his number. correct!  
B) Yes, I gave it back. same word  
C) No, we call him David. same word

Comparatives show the relationship or difference between **TWO** people/things.

B is higher than A but C is the highest mountain.

A is high.  
B is higher.  
C is the highest.

Big robot  
Bigger robot  
Biggest robot



### Asynchronous Learning:

In **Week 5** students completed content review activities on Canvas. During Week 5 class students reported on their first CWU Video Chat partner experience. The theme of the first meeting was 'getting to know you.' The students were happy to make new American friends and they all made plans to meet their partners again in the next couple of weeks. In **Week 6**, students took a midterm test to review their knowledge of the content learned in Weeks 1-6.



# POP CULTURE

## Synchronous Learning:

In **Week 5**, students learned about Jazz music with CWU students. Breakout room discussions and listening to three songs: Dinah by Louis Armstrong, Let's Call the Whole Thing Off by Ginger Rogers and Fred Astaire, and My One and Only Love by Johnny Hartmann and John Coltrane were the highlights of this week's class.

During **Week 6**, students explored the music, fashion, art and technology associated with country western culture. We watched music from Johnny Cash, The Carter Family, and the Dixie Chicks. Students were interested in the colorful and functional aspects of western fashion, especially shirts and hats. An exciting discussion we had was about the difference between cars and trucks and between Japan and America. Everyone held up a finger for each car that their family had and most CWU/Americans had 4-5 fingers raised while the Japanese students had 1 or 2. The featured food this week was macaroni and cheese. One of the student that had studied at CWU shared that it was one of her favorite foods, and that she planned on making the recipe from from class later this week! Everyone enjoyed this week's musical selections and we often came back to the word "nostalgia" to describe the feeling of many of the songs in the genre.

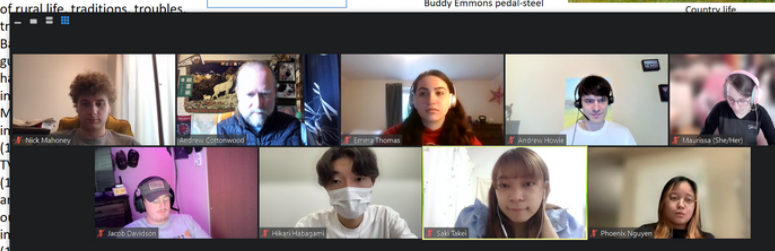
### American History Through Pop Culture

#### Unit 4: Jazz Age



### Country and Western Music

- Country music originated with blues, and folk music such as Appalachian, Cajun, Creole, and Cowboy style.
- Country music often consists of ballads and dance tunes with simple forms, lyrics and themes of rural life, traditions, troubles



## Asynchronous Learning:

Following both lectures, students took the unit quiz to check for understanding of the material and new vocabulary. Students also had to preview the next week's lecture and post a question or comment to the discussion board. One student earned extra credit for trying this week's class recipe for her family!

"I made "Macaroni and cheese" last night! I used so many macaroni, so I could give my parents for last dinner. It was yummy, but macaroni that I ate at SURC was more delicious and taste was stronger than I made. I was surprised that a lot of butter is used for making cheese sauce. I became to want to say that "Long time no see, American food!"  
I could have a good cooking time :)"



# MID-TERM FEEDBACK

During **Week 6**, the AUAP Online students completed a short survey to provide feedback on their experience thus far. The results were very positive and it's clear that the students are happy with their AUAP Online classes and improving their English skills.

## I joined AUAP Online classes because...

I want to improve my English Skills

I want to talk with students in the US

I want to learn about these topics from an American perspective

I want to continue to study with AUAP teachers

I wanted to take an online class in English

I am interested in these topics

## I feel that these classes are helping to improve my knowledge of....

English Grammar

American Culture

American Language

Technology Skills

TOIEC Skills

## In what ways are these classes improving your English skills?

Vocabulary

TOEIC Preparation

Listening Skills

Reading Skills

Writing Skills

My English Skills have not improved

Speaking/Discussion Skills

## What do you enjoy most about IES?

It is a fun way to learn TOEIC

To communicate with a lot of people

Pronunciation practice

## What do you enjoy most about Pop Culture class?

I can talk in English with US students

To be able to communicate and know about American culture

## IES \* TOEIC SKILLS

### Synchronous Learning:

**Week 7** started with feedback from the midterm exam. Students did great! It is clear that they are improving in their language skills and test-taking skills. After that, the focus was on Part 3 Listening, (short conversations). Students learned about making inferences, a very important skill in the listening section. Students first reviewed the concept by discussing everyday scenarios and the language used when expressing inferences. From there, students examined typical inference-type questions and looked at tape scripts to understand how inference questions are answered. They learned that vocabulary plays an important role! Finally, students listened to some Part 3 conversations and found the questions easier to answer after learning about this test-taking skill!

In **Week 8** students started with a review of inference markers found in Part 3 and Part 4 questions. They had to identify if the question was an inference-type question or not. The students found out that this is not always easy and sometimes it depends on the context. From there, students learned about a helpful test-taking technique of focusing on content words in questions and answers. They practiced reading a set of questions and answers in 20 seconds or less while the narrator announces the questions and looking ahead to the next set of questions and answers. This technique took some practice, especially learning to not listen to the questions being read out loud, but the students could all really see the value!



### TYPES OF INFERENCE QUESTIONS



WHAT CAN BE SAID  
ABOUT THE WEATHER?



WHAT CAN BE  
IMPLIED ABOUT THE  
WOMAN?



WHAT MOST LIKELY  
IS THE PROBLEM?



WHERE DOES THE  
CONVERSATION  
PROBABLY TAKE  
PLACE?

### LET'S PRACTICE!

20 SECONDS EACH SET

Why is the woman calling?

- (A) To cancel an order
- (B) To complain about a product
- (C) To redeem a gift card
- (D) To renew a warranty

What does the man ask?

- (A) Provide a discount
- (B) Send a free sample
- (C) Extend a warranty
- (D) Issue a refund

What does the man ask?

- (A) A model name
- (B) A brand of coffee
- (C) A catalog number

### Finding answers to inference questions

**Woman:** Hello, this is the reception desk. How can I help you?

**Man:** This is room 515. The shower in my room doesn't seem to be working. Could you send someone up to fix it?

**Woman:** Of course sir, right away.

**Man:** I'm going to go to the fitness center for a while. I hope the problem will be fixed by the time I get back.

Where most likely are the speakers?

- (A) In an office
- (B) In a hotel
- (C) In a sports club
- (D) In a travel agency

What is the problem?

- (A) The reception desk is closed.
- (B) The shower isn't working.
- (C) The sports equipment is broken.
- (D) The room is dirty.

What will the man probably do next?

- (A) Wait in the office
- (B) Go to room 515
- (C) Do some exercise
- (D) Write to the manager

### Inferences in Part 3 – Review

waiter/waitress	bus/train worker	police officer
• table	• time table / schedule	• traffic
• menu	• fare	• jail
• drinks	• reserved seats	• handcuffs
• meal	• tickets	• gun
• service		• uniform

• thunder	• stove	• tree
• hail	• refrigerator	• red & green
• clouds	• microwave	• presents
• sunny	• sink	• music
• tornado	• toaster	• reindeer
• snow	• coffee maker	• Santa

**Vocabulary**  
is important to  
make inferences  
in Part 3!

### Asynchronous Learning:

In **Week 7**, students completed review activities in Canvas on topics that included inference practice, vocabulary development, and Part 3 listening practice. In **Week 8**, students reviewed Part 2 distractors and Part 3 content words and opinion language.

# POP CULTURE

## Synchronous Learning:

In **Week 7**, we listened to and discussed rock-n-roll music, art, fashion and technology. Since many CWU students are on summer break now, we had a small but cozy class and the conversation was actually deeper than usual. Most of the songs were new to the AUAP students but EVERYONE'S favorite was Rock Lobster by the B52s. Students said they really enjoyed the rhythm, the beat, the lyrics and the danceable nature of that famous song. We all noticed how vinyl records have become popular again, and how today's music is so very digital, yet the rock of the mid to late 20th century was not. Students got a chuckle when we discussed the imagery of the black leather jacket and how it is copied around the world by those who want to look and feel cool.

**Student Voice:** "I learned about Rock music was influenced by roots, blues, country, jazz and classical music. I was very surprised to learn that rock was popular until fairly recently. I learned that black leather jackets were made to look like bad guys by the movie. I learned movies also influenced rock music."

During **Week 8**, Funk, R&B and Soul music were the focus. Discussion centered on African-American civil rights movement and the students seemed engaged and understanding of the subject. Music included songs by The Jackson Five, Aretha Franklin and James Brown. The word "hypnotic" was used to describe the funky rhythm and beat of James Brown's song Mother Popcorn and after listening to the song, students really could get a sense of what hypnotic meant. Further conversation about the role of television in shaping the society was interesting, but surprisingly, most participants in class don't watch much tv, since the internet is now so dominant.

**Student Voice:** "I knew R&B's lyrics based on African-American experience that their pain, quest and joy. That melody is made by many instruments. I don't know about Funk well, but I can image by the word of "breakbeat". About Funky fashion, I had an image that black people wear tight clothes and Afro hair-style, so I realized it is true. But I got new things that they also wear a lot of accessories."

### R&B, Soul and Funk Music

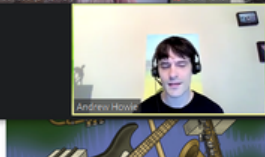
Rhythm and blues originated in African-American communities in the 1940s. Lyrics often encapsulate the African-American experience of pain and the quest for freedom and joy. Classic R&B usually consisted of piano, one or two guitars, bass, drums, and sometimes background vocalists.

Soul music originated in the 1950s-1960s, and combines African-American gospel music, rhythm and blues and jazz. It was influential during the Civil Rights Movement. Soul music emphasized Black Pride, African music and global music.

Funk originated in the mid-1960s, with a rhythmic, danceable, hypnotic mixture of soul, jazz, and rhythm and blues. Funk samples and breakbeats have been used extensively in hip hop and electronic dance music.



Don Cornelius, Ray Charles, Aretha Franklin, Little Richard



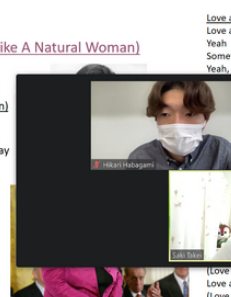
Soul  
Artist: Aretha Franklin  
Song: 2:43 *You Make Me Feel (Like A Natural Woman)*  
Artist: Al Green  
Song: 3:15 *Love and Happiness*

*You Make Me Feel (Like A Natural Woman)*  
Looking out on the morning rain  
I used to feel so uninspired  
And when I knew I had to face another day  
Lord, it made me feel so tired  
Before the day I met you  
Life was so unkind  
And you're the key to my peace of mind

'Cause you make me feel  
You make me feel  
You make me feel like a natural woman  
(Woman)

When my soul was in the lost and found  
You came along to claim it  
I didn't know just what was wrong with me  
Till your kiss helped me name it  
Now I'm no longer doubtful of what I'm living for  
And if I make you happy, I don't need to do more

'Cause you make me feel  
You make me feel  
You make me feel like a natural woman  
(Woman)



I believe piano has the effect of making a song very good.

I found it very interesting to learn for the first time that afros were popular in the 1970s.

I haven't seen many blaxploitation movies, so I'm going to try to see any of the movies in the archives.

## Asynchronous Learning:

**Class #8:** Students were assigned a quiz about Rock, and asked to preview and comment on next week's unit: R&B, Soul & Funk Music/Culture. Students were reminded that in one month, July 14, everyone will be giving their own favorite song presentation and leading a discussion.

**Class #9:** The weekly quiz is on the student to-do list, as well as preparations for the upcoming student song sharing class. Students, as usual, were tasked with previewing next week's unit, on Disco, and posting their thoughts and questions on the discussion page.



# AUAP ONLINE CURRICULUM NEWSLETTER

**JULY 11, 2022**

## Synchronous Learning:

In **Week 12** students learned test-taking tips for Part 7. These included identifying and ranking question types and skimming and scanning reading skills. In Breakout rooms, students practiced these new skills with classroom volunteers. Finally, students reviewed test-taking tips for all Parts in preparation for taking the online TOEIC test.

## Asynchronous Learning:

In all weeks, students completed review activities on Canvas. Students were also reminded to take the online TOEIC test sometime between July 8-13. They are looking forward to seeing their score (and confidence!) improve!

# POP CULTURE

## Synchronous Learning:

In **Week 10**, Disco was on the menu and it was a fun discussion of fashion, art, technology and music! Students and CWU volunteers really enjoyed talking about the 1970s clothing styles and how they are still influencing today's fashion in Japan and America. Also, there was a lot of interest and relevancy to the discussion about the intersection of Disco culture and various American sexual liberation movements (feminism, gay rights, etc). AU students seemed to really understand the issues and were quite active this week. Roller skating and dancing at the same time! That was a very popular subject to discuss. Everyone either had or still has roller skates, both in American and Japan! Wow!

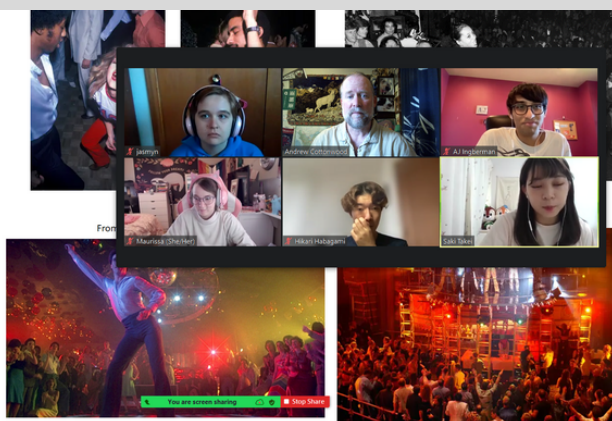
**Student Voice:** "I was surprised to learn that there are different types of discos. I thought that from the time when this disco started to become popular, the culture as we know it today in the U.S. began to take off. I was surprised to see that disco art is not just art, but also about LGBTQ. I was surprised at first that there was such a thing as a roller disco. I thought it would be very difficult to dance while wearing roller skates, but on the other hand, I also thought it would be fun."

During **Week 11**, Hip-Hop/Rap was the focus and we had 8 CWU volunteers, so class was very engaging. We watched and discussed music by Run DMC, Queen Latifah, NWA and LL Cool J. The AU students enjoyed the music and were really impressed with the force and depth of the music. Further discussion around art/graffiti, technology/boombox, fashion and food was interesting as well. One student said she was planning on making the brownie recipe from this week's unit. The students seemed happy to learn some of the slang and idioms found in the lyrics of this week's great artists!

**Student Voice:** "I thought Hip-Hop is the most famous genre of music and has long history, but I knew it is newer than other genres. And it was affected by people who don't have money and are Judaism. Hip-Hop and rap fashion are also famous among the people in Japan and dancers often wear that style. The features are cool and rugged. But it was not constantly and I learned that style has changed with history."

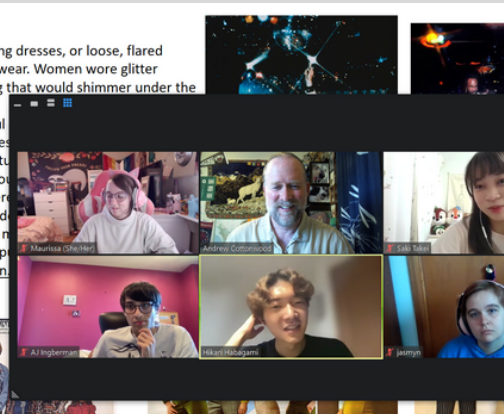
In **Week 12**, we watched 7 different music videos from around the world, each of them containing some English lyrics. Music came from Jamaica, Germany, South Africa, India, Japan, Cambodia and the USA. Students agreed that so much of today's pop music is faster and more computerized, but much of the music from today's class was "unique", or "peculiar", or "fun" or "eloquent." A few students really connected with the percussion in Miriam Makeba's classic "Pata Pata" as well as Bob Marley and the Wailers "Stir it up", which being about passionate romance, was a delicate topic to discuss, indeed!

- Disco dance music started in the 1970s, in urban nightclubs.
- Its sound is typified by four-on-the-floor beats, syncopated basslines, string sections, horns, electric piano, synthesizers, and electric rhythm guitars.
- Disco clubs were also associated with promiscuity, drugs, fashion and the sexual revolution of the time.
- Disco was a reaction against rock music and a key influence in the development of electronic dance music, house music, hip-hop, new wave, dance-punk, and post-disco.
- Do you like to dance?



### Disco Fashion

- Some women would wear sheer, flowing dresses, or loose, flared pants or "hot pants", or spandex bodywear. Women wore glitter makeup, sequins, or gold lamé clothing that would shimmer under the dance floor lights.
- Men wore polyester shirts with colorful wide collars, preferably open at the chest.
- Men engaged in elaborate grooming rituals, both activities that were "feminine" according to the gender stereotypes of the time.
- Platform shoes and boots for both genders were popular footwear. Necklaces and other fashion accessories. Bold colors were popular.
- What do you think of this 1970s fashion of today?



## Asynchronous Learning:

Each week students took an online quiz of the theme and previewed the next week's material, and submitted questions and comments about the topic to show that they had studied the topic prior to class.

One student again tried one of the recipes from class (shown here).



I made Strawberry Jello Fruit Salad. It was easy to make, but it need long time to wait until freeze. In Japan, we don't mix whip in jerry liquid, so this recipe was new for me. After freezing, the liquid that is included strawberry jerry and whip separated each other. (I guess the difference of weight is the cause.) But it was sweet and yummy!!