

BOOK 2

Encounters

A New Approach to English Communication

Michael P. Critchley

Maria Shiguemi Ichiyama

English Edition

NAN'UN-DO

Acknowledgements

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by

Michael P. Critchley
Maria Shiguemi Ichiyama

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Welcome to **Book 2** of the **Encounters** series of speaking and listening coursebooks. This book has been written for lower to upper intermediate level Japanese university students, and it presents English that students can immediately use in their daily interactions with speakers of English in Japan or abroad.

To help students achieve their goals, **Encounters** takes a modeled and integrated approach to the teaching of oral communication. On the one hand, students are provided with complete models of conversations to learn from, along with communication tips to support the communicative goals of each unit. In this sense, students are learning through a holistic, top-down approach. On the other hand, the text integrates explicit vocabulary and grammar instruction, supporting student learning through a step-by-step, bottom-up approach.

Student learning is further supported by the attached CD, on which are recorded all of the dialogues presented in the book. Students are encouraged to listen to the CD on their own to improve their pronunciation and fluency. Students are also encouraged to study the listening transcripts on page 92. These transcripts serve as useful models of the conversation types taught in each unit. All of these resources support the students as they become better speakers of English.

Organization of the Course

There are three units in this book. In Unit 1, students study how to catch up with old friends or acquaintances. In Unit 2, learners practice calling and inviting each other to do things. In Unit 3, they study how to participate in three types of opinions: giving opinions when making suggestions, giving opinions when sharing experiences and giving opinions when reaching agreement. That is, while the first two units revolve around a single conversation type, Unit 3 is divided into three subsections. In spite of these minor differences in unit organization, each unit contains the following main sections:

• Unit Objective and Unit Content

The first page of each unit introduces the learning objectives and the content to be studied. This creates a clear picture for students of what they are going to learn, and what they should be able to do at the end of the unit.

• Conversation Stages

This section breaks down the unit conversation into a series of functional stages. In Units 1 and 2, these stages are explicitly labeled. In Unit 3, they are taught in a more holistic manner within each of the three opinion types presented. In all units, however, students are taught explicitly what to do and say in each stage. After completing this section, students have a framework or “scaffold” that they can use when speaking. This helps students ease into the process of carrying out complete conversations in an appropriate manner.

• Model Conversation

The model conversation allows students to see how the grammar, vocabulary, and expressions introduced might look when assembled and used in a complete conversation.

To the Teacher

• Grammar Focus

This section allows students to reflect upon and practice the fundamental grammatical building blocks of the conversations they are studying.

• Listen Up!

The listening section consists of three short dialogues that reinforce the new language and conversation stages that students have learned.





• Putting It All Together

The role play activities in this section support students as they practice all elements of the unit at once, preparing them for independent production.

• Self-Assessment

On the last page of each unit is a checklist of the major points that have been covered. Students use the list to monitor and assess their own learning as they personalize the unit conversations. This provides students with explicit evidence of their own learning gains, which builds confidence and promotes motivation.

Symbols Used in Encounters

| | |
|---|--|
|  | Track number on attached CD |
|  | An opportunity for pair practice |
|  | Listen and repeat |
|  | Listen to CD and check answers AFTER having completed the activity |

We hope that you will find **Encounters** a useful tool in your teaching of English in Japan. We welcome any comments at support@encounters.jp . For more teaching and learning resources, visit the **Encounters** web site at <http://www.encounters.jp> .

How to Use Encounters

Encounters is designed to be taught over a term of approximately 36 hours. As the book has 3 units, teachers should ideally allot 12 hours, or eight 90-minute lessons, to each unit. Although teachers will naturally add to or subtract from the content of this book as they see fit, a typical unit might be broken down as follows.

| Content to cover | Class time required | Special features |
|---|---|--|
| <ul style="list-style-type: none"> • Unit Objective • Conversation Stages • Model Conversation | 6 hours | As most explanations are already written in Japanese, students have more class time available to practice new language in pairs. It is a good idea to provide an example for the class for each activity. Modeling activities with a student will ensure that all students have a clear idea of what they should be doing. |
| <ul style="list-style-type: none"> • Grammar Focus | 3 hours | Most of the grammar activities have been designed to allow students to talk or write about themselves in a way that is communicative and supports the overall unit objectives. For lower level students, it is often helpful to complete the grammar section <i>before</i> attempting the conversation stages. In order to finish the unit in a reasonable time, most of the grammar activities should be completed as homework, and then corrected and reinforced in class time. |
| <ul style="list-style-type: none"> • Listen Up! • Putting It All Together • Self-Assessment | 3 hours | Discrete language points taught throughout the unit are reassembled and practiced holistically in the final sections of each unit. In Listen Up!, learners listen to conversations that reflect unit objectives. In Putting It All Together, students role play complete conversations with limited guidance and support. Finally, in Self-Assessment, students role play situations where they can spontaneously and authentically communicate about themselves. A checklist allows students to judge whether they have learned the unit conversation to a satisfactory degree, encouraging them to become more independent learners. |
| <ul style="list-style-type: none"> • Teacher Assessment | <i>Done outside of regular class time</i> | The checklist at the end of each unit serves as a useful guide to teachers when doing oral assessment. At the same time, it demystifies for students the criteria being used to judge their performance. Other assessment materials can be found in the Teacher Zone of the Encounters support site at http://www.encounters.jp . |

Unit Assessment

Encounters lends itself well to one-on-one oral assessment between student and teacher. After Unit 1, teachers can pretend that they have not seen a student for some time, and begin a conversation to catch up with the student. After Unit 2, teachers can ask students to call and invite them out to do something. Finally, after Unit 3, teachers can engage students in casual conversations that include suggestions, opinions about experiences, or the exchange of opinions to reach agreement. Although the opinions presented in the book involve day-to-day topics, teachers can challenge higher level students by eliciting opinions on more complex social or international issues. In addition to oral assessment, teachers should assess written work to help students increase their accuracy. In situations where teachers are expected to give formal midterm or final exams, it is recommended that teachers include a spoken component. Even if that component is administered outside of the regular exam session, it nevertheless raises the importance of oral production in the eyes of the student. This creates a powerful washback effect that influences what and how the learner studies.

To the Student

To the Student

Welcome to **Encounters**. The title of this textbook means “unexpected meetings.” We have created this textbook in the hope that it will help you become a better communicator in English in various encounters you have in your everyday life. Each unit of the book presents a variety of “tools” you need in order to improve your English communication skills. By the time you finish this book, you will be able to communicate in English much more effectively!

Characteristics of Encounters

1. This textbook consists of 3 units: catching up, inviting, and giving opinions. Each unit focuses on a common communicative situation that is familiar to university students. The goal of each unit is to enable you to speak about yourself using your own words.
2. The unit conversations are broken down into several stages to show how a conversation progresses. You learn the function of each stage, common expressions, and grammar points. This framework helps you carry out conversations using your own words.
3. New language points are presented with Japanese translations so that most of your class time can be spent on listening and speaking practice.
4. This textbook can also be used for independent self-study. For example, the attached CD can be used for conversation and pronunciation practice. Transcripts of all the recorded dialogues are found at the end of the book.

How to study with Encounters

- Keep up with daily assignments.
- Prepare for class and review what you have learned in class.
- Use the CD effectively. First, listen to the CD as you read the conversation out loud. Next, practice saying the conversation without looking at the book. It is important that you try to imitate the pronunciation as much as you can.
- Be conscious about your own learning. Take time to reflect on your understanding of each lesson. When you do not understand a part of a lesson, do not hesitate to approach your teacher with questions.
- Use the self-assessment checklist on the last page of each unit and evaluate the progress of your English.
- Participate actively in all classroom activities and interact with your teacher and classmates as much as possible. You may have very little opportunity to practice your English outside the class room, so use your class time effectively.

We would love to hear your comments on this textbook at support@encounters.jp . Also, please visit the **Encounters** web site at <http://www.encounters.jp> .

Enjoy studying with Encounters!

March, 2004

The Authors

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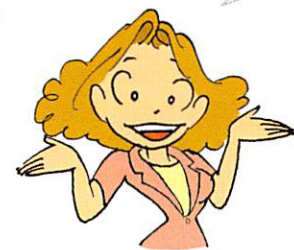
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1 How Have You Been?



Unit Objective

You will be able to catch up on recent and past events when talking with an acquaintance or old friend.



Unit Content

Conversation Stages (会話のステージ)

- Stage 1: Casual Greetings
- Stage 2: Catching Up
- Stage 3: Signaling the End of the Conversation
- Stage 4: Suggesting a Future Meeting
- Stage 5: Ending the Conversation

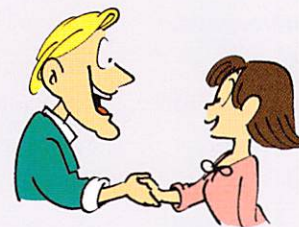
Grammar and Vocabulary (文法と語彙)

- Present Perfect (現在完了形)
I haven't seen Eiji for ages.
- Present Perfect Continuous (現在完了進行形)
How long have you been working at Sony?
- New Vocabulary

Be sure to watch for new vocabulary and expressions in the **purple** boxes.

So...how have you been?

Good, thanks, but I've been working a lot lately.



Stage 1: Casual Greetings

- ¹ Hey! “Hi” のような挨拶
- ² It's so good to see you. 会えて嬉しいです!
- ³ You look great. 元気そうですね。
- ⁴ Yeah, no kidding. 本当だね!
- ⁵ ages 長い間
- ⁶ Not bad. 悪くない。

When greeting people who you have not seen for some time, in addition to standard greetings such as “Hi! How are you?” you can use greetings such as “How have you been?”, which show that some time has passed since you last met. People often say more than one greeting expression at once, as in the conversation below.

Shannon: Haruko? Hi!
 Haruko: Oh, Shannon! Hey!¹ How are you? How's it going?
 Shannon: Great, thanks. How about you? How have you been?
 Haruko: Oh, pretty good, thanks. Wow. It's so good to see you.²
 Shannon: Yeah, you too. You look great.³



Activity 1

Match each greeting expression with two responses below. Do not use the same response twice. Practice with a partner.



How have you been?
(お元気でしたか。)

① _____
 ② _____



How are things going?
(うまくいっていますか。)

① _____
 ② _____



Long time no see.
(久しぶりですね。)

① _____
 ② _____



It's been such a long time.
(すごく久しぶりですね。)

① _____
 ② _____



Yes. I haven't seen you since Christmas.

Yeah, no kidding.⁴ Yeah. It's been ages.⁵ Everything is going well.

Great! It sure has. Not bad.⁶ All right.

Activity 2



Walk around the class. Imagine that you are seeing your classmates again a year from now. Use as many different greetings and expressions as you can.

Stage 2: Catching Up

When people meet up after a long time apart, they often have a short conversation to catch up on what they have been doing. Learn and practice the following points.

- | | | |
|--|---|----------------------------------|
| 1. Talk about recent events (最近のできごとについて話をする) | 2. Talk about shared information (事前を知っていた互いのことについて話をする) | 3. Develop topics (トピックを発展する) |
|--|---|----------------------------------|

1. Talk about recent events

Use one of the following expressions to ask about recent events.

So¹...what's new?
(最近、新しいことは?)

So...what's new with you?
(最近、新しいことは?)



So...what have you been up to?²
(最近、何をしていますか。)

When catching up, people often begin by talking about work or school, or about new and exciting events in their lives. The past, present perfect and present perfect continuous tenses are commonly used to do this (See Grammar Focus, Pages 21 to 29).

Actually,³ I've just started a new job.
(実は、新しい仕事を始めたところなんですよ。)

Oh, not much.⁴ I've been working a lot⁵ lately.⁶
(う～ん、別に。最近、仕事が結構忙しくなっていますけど。)

Actually, I just graduated.
(実は、卒業したばかりですよ。)



Well, I've been really busy with⁷ school lately.
(う～ん、最近、学校のことで結構忙しいですね。)

Activity 3

Fill the blanks below. Then practice the conversation with a partner.



Hide: So..._____?



Anne: _____ . I've been a little busy lately. I have exams next week, so _____ a lot. I've been _____ a lot lately, too.

Hide: Oh, yeah?⁸ Where do you work?

Anne: At a department store near the university. I've just started working there.

Hide: Oh, yeah? How is it?

Anne: Well, we _____ really busy getting ready for Christmas. I've been working 12 hours a day! (**Hide:** Wow!) So...how about you? _____ ?

Hide: _____ , I just bought a new car! (**Anne:** Really?) I've been _____ around in it all day!