

Encounters

Abroad

Michael P. Critchley



NAN'UN-DO

Acknowledgements

Encounters Abroad

by

Michael P. Critchley

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Acknowledgements

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学生の皆さんへ

Encounters Abroad によろこそ！このテキストの名前は「海外での出会い」という意味です。皆さんが海外に行く際、さまざまな「出会い」の中で、英語でより上手にコミュニケーションができるように願って、このテキストを作りました。

Encounters Abroad の特徴

1. この教科書の10ユニットでは、カナダへの旅行がテーマとなり、旅に必要な英語が旅行の順番通りに提供されます。飛行機に乗ってから、入国手続き、ホテルまでのタクシー、チェックイン、観光アドバイス、車のレンタル、道案内、ショッピング、友達を誘う、そして最後には、夕食の場面があります。この共通テーマがありますので、内容はより覚えやすく、実際に旅行するときにも、思い出せます。
2. 旅行英語なので、国内のホテル、空港、レストランなどで働いている人、働きたい人にとっても役に立つでしょう。
3. 旅行英語だけではなく、より社交的な英会話も含まれています。例えば、旅行中に人と出会う際、どういう風に話せば、誘えば、そして自分のことについて話せばいいのか、丁寧に教えます。
4. このテキストの中の会話は暗記して覚える必要がまったくありません。モデル会話を読んで、どういう風に、どういう流れで会話すればいいのかを勉強してから、自分の言葉で話せるようになることを、各ユニットの最終目標にしています。
5. 日本語版では、要点だけではなく、各説明も日本語で書かれています。すぐに理解して、なるべく多くの時間を、実際に英語を使って話す練習にあてて欲しいからです。

Encounters Abroad を使った英語上達法

- 宿題、予習や復習を必ずしましょう。
- CDを効果的に使いましょう。はじめに、テキストを見ながらCDを聞き、声を出して練習します。次に、テキストを見ないでCDを聞き、各セリフの後に声を出して言ってみます。この時、発音をまねることがとても大切です。iPODやその他のMP3プレーヤーを持つ人には、このCDをダビングし、暇な時にも聞けます。
- 自分が十分に理解しているかどうか、自分の学習について意識をする習慣をつけましょう。わからないところがあったら、すぐ先生に質問しましょう。
- 各ユニットの最後にある自己評価表を使い、自分の英語の上達を必ずチェックしましょう。
- 皆さんが授業外で英語を使う機会は、おそらく限られているでしょう。だからこそ、ペアワークなど授業中の練習時間を最大限に生かし、クラスメートや先生とのコミュニケーションに積極的に参加しましょう。

I hope you enjoy studying with *Encounters Abroad*.
Mike Critchley

To the Teacher

About this book

Welcome to **Encounters Abroad**, the third volume in the *Encounters* series of speaking and listening coursebooks. This lower to upper-intermediate level text explicitly prepares learners for situation-based communication abroad, with a secondary focus on general casual conversation. There are three editions of **Encounters Abroad**:

Japanese Edition (Standard): New words and phrases translated. All language explanations given in Japanese.

English Edition: New words and phrases translated. All other text material in English.

Teacher's Edition: English edition with all answers written directly in the text.

Student learning is supported by the attached mini-phrasebook and the CD, on which all of the dialogues are recorded. Listening transcripts can be found on page 92. This textbook also incorporates Japanese language support so that teachers spend less time explaining and students spend more time communicating.

There are 10 units in this book, each built up around a travel-related situation within the broader context of a trip to Canada. This ongoing theme facilitates student understanding, and helps them to subsequently recall key language during real-life communication. This contextual strand is mirrored in the two unit reviews, where students move through extended role plays of simulated trips to Los Angeles and San Francisco.

I chose Canada as the setting for the book because of its popularity as a tourist destination and also because it is my home country, and thus gives me the greatest access to information and realia. However, this textbook does not “teach” Canadian culture, nor does it draw upon local slang or dialect (there is not one “*eh*” in the book). As such, it is a book that deals with language and settings that students will be able to apply to any country they choose to visit. I considered using a variety of international settings, but in the end, the need to create an ongoing contextual theme seemed more important.

Unit organization

This textbook takes a genre-based approach to learning. Each unit begins with the statement of an explicit social, communicative objective. Students are shown a model conversation of how an advanced speaker might achieve this objective. They then practice language pattern and communication points that directly support this objective. The final assessment section of each unit gives students the opportunity to create and carry out a similar conversation in their own words. At no point are they expected to memorize model conversations.

Although the units are designed to be modular, new vocabulary and language points are introduced in every unit, and there is a significant amount of recycling as the book progresses. I therefore recommend that you try to teach in the sequence offered in this book, even if you decide to skip a few units.

Each unit is organized around the following main sections.

• Warm-up Questions and Unit Objective

Each unit starts off with three general questions related to the unit's topic and theme. These questions lead naturally to the unit's primary objective, which specifically states what students should be able to do by the end of the unit. In more advanced classes, these questions can serve as the catalyst for a stimulating teacher-student discussion session.

To the Teacher

- **Warm-up Listening**

Students listen to a conversation and answer two warm-up listening questions. The first is an easier “listen and check” type question, and the second a more challenging “listen and write” question. Even in classes where the level of student ability varies, all students should be able to participate to some degree.

- **Model Conversation**

The model conversation allows students to see how the unit’s language focus, vocabulary, and communication points might look when assembled and used in a complete conversation. New unit vocabulary is presented in the form of a marginal gloss.

- **Language Focus**

Students study two grammar or vocabulary points that directly support the unit objective. When appropriate, these points are intentionally recycled in future units. It is strongly recommended that teachers assign these two pages as homework before starting a new unit.

- **Communication Focus**

Students work through the main functional stages of the unit conversation. This section both mirrors and analyzes the model conversation, breaking it down into its key components. After completing this section, students should know how to reassemble the stages of the conversation and have the tools they require to achieve the unit objective.

- **Role Play**

Whether you use these role plays or develop situations of your own, you need to make sure that students work through a complete conversation from beginning to end. Higher-level students can be challenged further by incorporating the Challenge Role Play into the regular role-play situation. This “strategic” role play introduces a problem that students need to deal with spontaneously on their own without prior prompting or practice.

- **Self Assessment Role Play: Over to you!**

In this section, students are asked to prepare their own role play. Very little guidance is given in order to encourage independent study and creativity. Following this role play is a checklist of the major points covered in the unit. Students use the list to monitor and assess their own learning. This provides students with explicit evidence of their own learning gains, which builds confidence and promotes motivation.

Thank you for choosing *Encounters Abroad*. I sincerely hope that you find it a useful teaching and learning tool. For quizzes, an on-line teacher’s manual and other teacher resources, please visit the *Encounters* web site. Comments and suggestions welcome.

<http://www.encounters.jp>

How to Use Encounters Abroad

Timing of the course

Encounters Abroad is designed to be taught over 36 class hours. Plan on using three hours (two 90-minute classes) per unit, one class for each of the two review units, and the remaining classes for midterms or review. Although teachers will naturally add to or subtract from this book according to their individual needs and styles, a typical unit might be broken down as follows.

	Content to cover	Time required	Teaching points
Home work	Language Focus	As homework	Assign the next unit's language focus as homework. Since language points and exercise instructions are written in Japanese, students can typically figure these pages out on their own.
CLASS 1	<ul style="list-style-type: none"> • Warm-up Questions • Unit Objective • Warm-up Listening 	15 minutes	Start the unit with the warm-up questions and objectives to immerse students in the theme and goals of the unit. Warm-up listening can be done as a warm-up, or at the end of the unit as a consolidation and reinforcement exercise.
	• Model Conversation	15 minutes	Highlight the marginal gloss with some choral pronunciation. Allow students to read the conversation in pairs, then have them answer the activity question. Finally, read chorally with the class. Use the conversation recorded on the CD either before or after student practice, or assign it as listening homework.
	• Language Focus	30 minutes	Have selected students write their homework answers on the board. Correct with minimal commentary so the class can move on to the next section as quickly as possible. Provide supplementary practice as required.
	• Communication Focus	30 minutes	Give choral practice of the examples, and model speaking activities with students to demonstrate what they need to do. Complete in CLASS 2 if necessary. (If you use the Japanese edition, you won't require a lot of class time for explanation.)
CLASS 2	• Role Plays	30-45 minutes	Have students perform the role plays. Provide plenty of encouragement and support, emphasizing positive performance aspects. If class time is limited, cut the role plays short and move on to the original role play below.
	• Self-Assessment Role play & Checklist	To end of class	This is a crucial part of the unit. Students role play situations they create on their own using language that is (one hopes) appropriate to context. Be sure all students use the checklist at some point during the role plays. This promotes independent learning as students judge their own performance.

Unit evaluation

To assign a numerical value to student performance, teachers can create their own point system or download the evaluation sheets from the *Encounters* web site. Some teachers prefer to assess student-teacher role plays, others prefer to rate students during pair work. In either case, the bulk of course evaluation should be based on oral assessment. This raises the importance of oral production in the eyes of students, creating a powerful washback effect that influences what and how they study and learn.

Regarding unit evaluation, any student who can complete the communicative objective *at their level* should be rewarded with a good grade. While lower-level students can be rewarded even if they learn only the basic functional language presented, higher-level students can be expected to converse with more finesse and to use a greater amount of unrehearsed language. As long as learners know what you expect from them on an individual basis, they will feel that your grading is fair.

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Talk about yourself and your travel plans when meeting a stranger	Fill out a landing card and answer questions at immigration	Take a taxi, give directions, and chat with the driver en route	Reserve a hotel room online and deal with problems at check in	Talk about interests when asking for sightseeing advice
<ul style="list-style-type: none"> Asking about plans: planning to/going to Expressing plans: going to/probably/might 	<ul style="list-style-type: none"> Talking about future plans: Will be -ing Making requests: Can you/Could you 	<ul style="list-style-type: none"> Using let Talking about prices; Photos of US and Canadian currency 	<ul style="list-style-type: none"> Completing online reservation forms Solving problems: I was told that I asked for 	<ul style="list-style-type: none"> Expressing interests: I'd like to Making suggestions: I'd suggest You could

Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
50	58	66	74	82
<i>Here Are Your Keys</i>	<i>Turn Left at the Light</i>	<i>How Much Is This?</i>	<i>Are You Free Tomorrow?</i>	<i>I'll Have the Steak</i>
Select and rent a car, filling out necessary rental forms	Meet and chat with a stranger when asking for directions	Talk about items and negotiate prices when shopping	Call and invite a friend, arrange times and give directions	Read a menu, discuss food, order, then give opinions about food
<ul style="list-style-type: none"> Filling out a rental agreement Filling out a vehicle ready report 	<ul style="list-style-type: none"> Imperative Direction commands: Turn left Go straight 	<ul style="list-style-type: none"> Complaints: It's a little loose. Comparisons: Do you have a larger size? 	<ul style="list-style-type: none"> Embedded questions: Do you know where~is? Simple directions: It's just beside there. 	<ul style="list-style-type: none"> Reading menus Using the, a and some with menu items

Unit Review 1: Units 1 - 5		Unit Review 2: Units 6 - 10	
48		90	
Simulate a sightseeing trip to Los Angeles		Simulate a side-trip to San Francisco	
<ul style="list-style-type: none"> Small talk en route Immigration Taxi to hotel 	<ul style="list-style-type: none"> Check in Sightseeing around LA 	<ul style="list-style-type: none"> Rent a car Ask directions Shop 	<ul style="list-style-type: none"> Invite a new friend to dinner Dinner with friends

Listening transcripts

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1 Where Are You Heading?

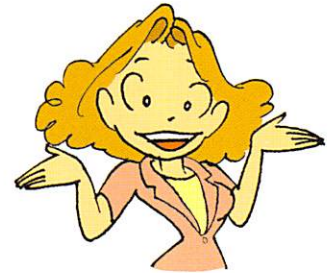


Have you ever spoken with a foreigner?¹

How can you start a conversation with a stranger?

What topics do you talk about when you meet somebody new?

国際旅行では、毎日のように外国人とコミュニケーションをすることになります。このユニットでは、人と初めて出会う設定で、自分のことや旅行の計画について話す練習をします。



Warm Up...

MaiはVancouver行きの飛行機に乗るため、成田空港で待っています。ラウンジに空いている席を見つけ、その席が空いているか隣の人に尋ね、会話が始まります。彼らの会話を聞き、次の質問に答えましょう。



¹ a foreigner 外国人
foreign 外国の～

Question 1: Maiがカナダでする予定を3つ下にチェックしましょう。

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> <i>play tennis</i> | <input type="checkbox"/> <i>go fishing</i> | <input type="checkbox"/> <i>work part-time</i> | <input type="checkbox"/> <i>go sailing</i> |
| <input type="checkbox"/> <i>visit a friend</i> | <input type="checkbox"/> <i>go skiing</i> | <input type="checkbox"/> <i>see a hockey game</i> | <input type="checkbox"/> <i>study English</i> |

Question 2: 次の質問に教えてください。

1. Where does Bob work? _____
2. Where is Mai from? _____
3. What does Mai study in Japan? _____

Model Conversation

Meeting people en route¹

Masashi は、成田から、カナダのバンクーバー行きの飛行機に乗ったところです。隣の乗客と会話を始めます。旅行の計画や一般的な個人情報について二人が話をします。

Activity 1



Read the conversation below with a partner. Underline the things that Masashi plans to do in Canada.

¹ en route 目的地に行く途中

² I hope ~だといい

³ smooth スムーズな

⁴ rough スムーズではない／揺れている
It was a bit rough 結構揺れていた

⁵ No way! Really? まさか! (本当に?)

⁶ to head (to) に向かう
That's where I'm heading ちょうど私が向かっている場所ですね。

⁷ to do some sightseeing 観光する

⁸ Then, after that そして、その後

⁹ That sounds... ~そう
That sounds great 楽しそうですね。

¹⁰ Actually... 実は、

¹¹ expensive (値段が) 高い

¹² We'll see how things go. 様子を見て、考えます。

¹³ downtown 都市の中心部

¹⁴ a major 専攻/専門

¹⁵ By the way ところで

¹⁶ Here we go! 出発進行!

Masashi: I hope² it's a smooth³ flight today.

Karen: Yeah, me, too. My flight to Japan was a bit rough.⁴

Masashi: So...are you from Vancouver?

Karen: No, I'm from Victoria.

Masashi: No way! Really?⁵ That's where I'm heading.⁶

Karen: Oh, really? Great. So...what are you planning to do in Victoria?

Masashi: Well, for the first few days, I'm going to do some sightseeing.⁷ Then, after that,⁸ I'm going to go camping with a friend.

Karen: Oh, that sounds great.⁹

Masashi: Yeah, and if I have time, I might go to the Rocky Mountains. Actually,¹⁰ I want to go skiing, too, but I don't think I'll have enough money.

Karen: Yeah, it is expensive.¹¹

Masashi: Well, we'll see how things go.¹² So...do you live downtown?¹³

Karen: No, I'm from a place called Langford. It's about 30 minutes north of Victoria.

Masashi: I see. So...what do you do?

Karen: I work at a hospital. How about you? What do you do?

Masashi: Oh, I'm a student.

Karen: Oh, yeah. What's your major?¹⁴

Masashi: Marketing.

Karen: No way! Really? My father's in marketing. By the way,¹⁵ my name is Karen.

Masashi: Hi, Karen. I'm Masashi. Nice to meet you.

Karen: Yeah, nice to meet you, too. Oh! Here we go!¹⁶

Language Focus

Asking about future plans

- ¹ to stay 泊まる/いる
- ² an airline 航空会社
- ³ a semester 学期
- ⁴ How long... どれ位(の時間)~
- ⁵ Where else... その他にどこに~

これからの予定について話をするときに、**going to** (～する予定) や **planning to** (～するつもり) は、よく使われます。一般的な会話では、どちらを使っても同じ意味になります。

Asking about future plans	
Are you going to go skiing tomorrow? <small>(明日スキーに行く予定ですか。)</small>	No, I can't go. I have to work.
What are you planning to do in Hokkaido? <small>(北海道で何をするつもりですか。)</small>	I'm going to visit a friend in Hakodate, then I'm planning to go to Furano.

Language Exercise 1: 単語を並べ替え、疑問文を作ってください。そして、各質問に対して自分の考えを書きましょう。

1. (are / next weekend / stay¹ / in Kyushu / you / planning to)

Question: _____

You: _____

2. (planning to / are / to Tokyo / when / you / go / with your friends)

Question: _____

You: _____

3. (airline² / going to / are / use / what / you)

Question: _____

You: _____

4. (you / next semester³ / take / are / an English class / going to)

Question: _____

You: _____

Language Exercise 2: 外国人の友人は、“**I'm going to go to Hokkaido next month**”と言います。その旅について、あなたが聞きたい質問を書きましょう。そして、パートナーとその質問を聞いたり、答えたりしましょう。

1. Where _____

2. How long⁴ _____

3. Are _____

4. What _____

5. Where else⁵ _____

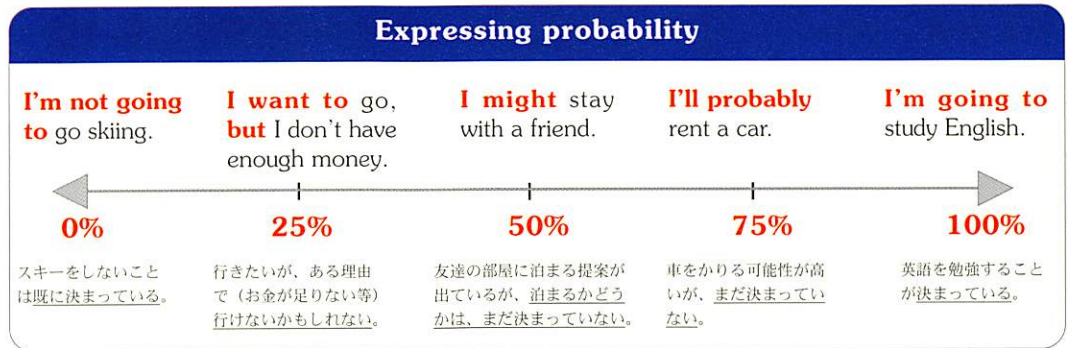
6. _____

Language Focus

¹ while ~の間
while you're there あなたが
そこにいる間

Expressing future plans

旅行の予定やその他の未来の予定について話をする場合は、その予定がどの程度確実かを表現しなければなりません。下の表現は、会話でよく使われます。



Language Exercise 3: () 内の主語や動詞と、可能性を表す赤いパーセントと合わせて、文を完成させましょう。

Dan: So...what are you planning to do this summer?

Mari: Actually, (I / go / 100%) _____ to California.

Dan: No way! Really? That's great. So...what are you planning to do there?

Mari: (I / meet / 100%) _____ a friend of mine who lives in Riverside. (we / rent / 75%) _____ a car and travel around and, you know, do some sightseeing.

Dan: That sounds great. So...are you going to study English while¹ you're there?

Mari: (I / take English classes / but.../ 25%) _____

How about you? What are you going to do this summer?

Dan: Well, I'm not sure yet. (I / go back / 0%) _____ to England, so (I / head / 50%) _____ to Kyushu.

Language Exercise 4: 上の表現を使い、今度の週末の予定について書きましょう。そして、“**So...what are you planning to do this weekend?**” とパートナーに質問し、週末の予定について話し合ってみましょう。



Well, this Saturday...

Communication Focus

Meeting people when traveling

初対面の人と初めて会話をするとき、二人が一緒にいる状況についてコメントを言うことによって、会話をスムーズに始めることができます。例えば、9頁のモデル会話では、MasashiがKarenに“I hope it’s a smooth flight today”と、会話のきっかけとして話しかけています。

Activity 2 For each situation below, write what you could say to start a conversation.

Situation	Comment
1. 電車のチケットを買うため、あまり動いていない長い列に並んでいます。隣に立っている外国の人がアイコンタクトをしてくれます。	
2. あなたは飛行機に座っています。もう一時間も待っているのに、飛行機が離陸せず、アナウンスもまだされていません。	

Talking about travel

旅行者の多くは、旅行についての話を好みます。例えば、モデル会話では、MasashiがKarenと一緒に彼のカナダでの計画について話します。

Activity 3 Use the Internet or travel guides to plan a two-week trip to a country you would like to visit. What are you going to do? Fill in the blanks below.

1. Well, I’m going to _____
2. I’ll probably _____
3. I might _____
4. I want to _____,
but _____

相手の旅行計画について質問をして、それに対するコメントを言いましょう。相手の旅先についてあなたが詳しいなら、アドバイスも言いましょう。

Activity 4 You are in a long line at a travel agency. Begin talking with the person beside you. Use the information from Activity 3 to talk about your trip. Make comments and ask questions.



No way! Really? So...how long are you planning to stay there?

Well, it’s really cold there, so dress warm!

Oh, yeah? So...where are you going to go to school?

You should also visit the museum there. It’s great!

Communication Focus

Talking about personal information

初対面の場合、自分のことについて話すのが普通です。自分の出身地、仕事あるいは勉強についての話をしてみましょう。相手の興味を引くような面白い情報も伝え、会話が続くようにしましょう。

Activity 5 Complete the conversations below by writing about yourself in the balloons. Then practice using the conversation on the CD.



1.

So...where are you from?

I'm from Rhode Island. It's about 4 hours northeast of New York. How about you? Where are you from?

Oh, I'm from...
It's...

2.

So...what do you do?

I'm a student. But I also work part-time at a convenience store. How about you? What do you do?

Oh, I...

Activity 6 Work with a partner. Take turns asking and talking about where you are from and what you do. Extend your conversation by asking questions and making comments.

会話を少ししてから、自己紹介に入ることもできます。

By the way, my name is Mark. Nice to meet you.

Hi, Mark. I'm...
Nice to meet you, too.

Putting It All Together

¹ The Northern Lights
オーロラ

Role Play: Where are you heading?

あなたは日本からカナダ行きの飛行機に乗っています。下の役を交互に、Situation 1 and 2をパートナーと練習しましょう。

Japanese traveler: 隣の乗客と会話を始め、下の計画から少なくとも2つを選び、旅行の計画について話をしましょう。仕事やその他の個人情報についても話しましょう。

Foreign traveler: パートナーの旅行計画について質問をしましょう。会話の途中で、自己紹介もしましょう。

Situation 1	Situation 2
Japanese traveler's plans	
<ul style="list-style-type: none"> • study English in Victoria • rent a car and travel around • go skiing with a friend • see the Northern Lights¹ (but very far and very expensive) 	<ul style="list-style-type: none"> • stay with a friend in Vancouver • do a lot of shopping • go camping • go to the United States for a day (but need a visa)
<p>100% ↑</p> <p>75%</p> <p>50%</p> <p>25%</p> <p>0% ↓</p>	
Foreign traveler	
<ul style="list-style-type: none"> • You are Canadian. • You are from White Rock (about 40 minutes south of Vancouver). • You work as a high school English teacher in Shikoku. 	<ul style="list-style-type: none"> • You are Australian. • You are from Wollongong (about 50 minutes south of Sydney). • You are a photographer. You are going to work for a week in Vancouver.

Challenge Role Play: Why don't we go sightseeing together?

Role Playをもう一回練習しましょう。ただし、今回は、一緒に観光するように、計画しましょう。連絡先を交換し、いつ会えばいいか決めましょう。

Self-Assessment

Self Assessment Role Play: Over to you!

パートナーと練習してください。このユニットで学んだ内容をもとに、旅行途中の外国人との初対面、という設定でオリジナルロールプレーを作成しましょう。もしクラスあるいは先生の前でロールプレーをする場合、あなたはどこで、何をしているかなどを必ず説明してください。

下のリストを使い、ロールプレーの自己評価をしてみましょう。上手にできましたか。このユニットで学んだ英語をスムーズに、そして正確に使える自信がつくまで、繰り返し練習しましょう。

Meeting People en Route

- 初対面の人と会話を始めることができる。
- 他人の旅行の計画について尋ねることができる。
- 自分の旅行の計画について話すことができる。
- 他人の旅行の計画について質問をし、コメントやアドバイスも言える。
- 個人情報について尋ねる／話すことができる。

Language Focus

- going to** や **planning to** を使い、予定について尋ねることができる。
- going to / probably / might / want to, but** などを使い確実度を表現できる。
- 旅行の予定だけでなく、週末、夏、その他の計画を表現するため、このユニットの language focus が使える。

Vocabulary

次の単語や表現を使える、発音することができる：

- | | |
|---|--|
| <input type="checkbox"/> I hope | <input type="checkbox"/> Then, after that... |
| <input type="checkbox"/> Where else...? | <input type="checkbox"/> rough |
| <input type="checkbox"/> to head to | <input type="checkbox"/> How long...? |
| <input type="checkbox"/> airline | <input type="checkbox"/> actually |
| <input type="checkbox"/> a major | <input type="checkbox"/> downtown |