

BOOK 1

Encounters

A New Approach to English Communication

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NAN'UN-DO

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Encounters is a speaking and listening coursebook for false-beginner to intermediate level Japanese university students. **Encounters** teaches English that students can immediately use in a university context. Each unit focuses on a complete conversation, and students are systematically shown how to participate in this conversation spontaneously and appropriately.

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 pronunciation, 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. Also, the pages of supplementary vocabulary found at the back of the book contain words from each unit that do not appear in the marginal glosses. Students should look over this vocabulary before each unit, and should learn the instructional vocabulary before starting the course, as it will help them understand activity instructions written in English. Also at the end of this book are the transcripts from the listening sections, and a map the students can use when asked to choose a foreign identity. All of these resources support the students as they become better speakers of English.

Organization of the Course

You will find three types of conversations in **Encounters**: introductions, discussing class-related problems with a teacher, and talking about weekend events. Each conversation type forms the basis of a unit, with each unit containing 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 in terms 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. Students are explicitly taught 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

This section provides students with a complete snapshot of the unit conversation. It allows students to see how the grammar, vocabulary, conversation stages, and conversation skills might look like when assembled.

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.

▶ Pronunciation Tips

Each unit contains a page on pronunciation that targets two sounds that are often difficult for Japanese students of English to master.

▶ 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 communicative gap filling and role play activities in this section allow students to 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. 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 for the correct answer |
|  | Suggested answers to be checked AFTER having completed an 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: <http://www.encounters.jp>.

Encounters was designed to be taught over a term of approximately 36 hours. As the book has 3 units, teachers should plan to cover each unit in about 12 hours, or eight 90-minute lessons. In practice, Unit 1 takes slightly longer as students take time to adjust to the coursebook. However, this time can be gained in the units that follow. Although teachers will naturally add to or subtract from the content of this book as they see fit, a typical unit might progress as follows:

| Content to cover | Approximate time required | Special features |
|---|---------------------------|---|
| <ul style="list-style-type: none"> • Unit Objective and Unit Content • Conversation Stages • Model Conversation | 4 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 | 2 hours | Most of the grammar activities are designed to allow students to talk or write about themselves in a way that is communicative and supports the overall unit objectives. Teachers may find it helpful to assign parts of the Grammar Focus as homework before starting each unit. |
| <ul style="list-style-type: none"> • Pronunciation Tips • Listen Up! | 1 hour | The sounds taught in the pronunciation section are used repeatedly throughout the unit. The listening section further reinforces these sounds as students listen to conversations that reflect unit objectives. Teachers can use the transcripts at the back of the book to provide students with additional models of the unit conversation. |
| <ul style="list-style-type: none"> • Putting It All Together • Self-Assessment | 3 hours | Discrete language points taught throughout the unit are reassembled and practiced holistically in Putting It All Together. The Self-Assessment checklist then allows students to judge for themselves 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 | 2 hours | 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. |

Unit Assessment

Encounters lends itself well to one-on-one oral assessment between student and teacher. After Unit 1, teachers can have an introduction conversation with each student. After Unit 2, teachers can have students visit their office to discuss a problem of the student's choice. Finally, after Unit 3, teachers can simply talk to students about their weekends. This kind of oral assessment raises the importance of oral production in the eyes of students, creating a powerful washback effect, which influences what and how they study. In addition to oral assessment, teachers should assess written work to help students increase their accuracy. In fact, during trials of the book, students who paid attention to both the written and spoken work were more successful at oral production compared to students who only practiced speaking in class. In situations where teachers are expected to give formal midterm or final exams, it is recommended that teachers create exams that contain both a written and spoken component.

To the Student

学生のみなさんへ

Encounters によろこそ！このテキストの名前は「偶然の出会い」という意味です。私たちは、皆さんが日常生活で体験する様々な「出会い」の中で、英語を使ってより上手にコミュニケーションをとることができるように願って、このテキストを作りました。各ユニットには、コミュニケーションスキルの上達に必要な、いろいろな「道具」が入っています。このテキストを終える頃、皆さんは今よりもさらに効果的に英語が使えるようになっていることでしょう！

Encounters の特徴

1. このテキストは3つのユニットでできています。〈自己紹介〉〈授業についての先生との会話〉〈週末のできごと〉という、大学生にとって身近な場面を設定することで、皆さんが「**自分自身のこと**」を「**自分の言葉**」を使って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。
2. 会話全体の流れがいくつかのステージに分けて解説されています。各ステージの、会話の中での役割、よく使われる表現、文法項目を紹介し、皆さんが「**自分の言葉**」をすぐに会話に応用できるよう構成されています。
3. 要点や説明がすべて日本語で書かれています。これは皆さんに、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ほしいからです。
4. このテキストは授業用としてだけでなく、自習用として使うことができます。例えば、各ユニットの会話や発音練習はCDを使って聞くことができます。また、すべての聞き取り練習の会話が巻末に掲載されています。

Encounters を使った英語上達法

- 宿題を必ずしましょう。
- 授業の予習と復習をしましょう。
- 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を聞いて、自分でも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、その後について声を出して練習しましょう。この時、発音をまねることがとても大切です。
- 自分がちゃんと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って、自分の英語の上達をチェックしてください。
- 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。ですから、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。

このテキストを使って勉強してみた感想や意見を support@encounters.jp までぜひお寄せください。また、自習に使える **Encounters** のサイトをぜひ利用してください。ホームページ：<http://www.encounters.jp>

Enjoy studying with **Encounters** !

2001年3月

筆者一同

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1 I Don't Think We've Met



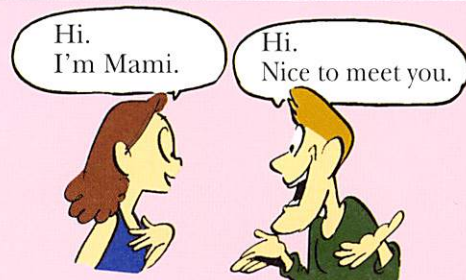
Unit Objective (学習目標)

正しいマナーで初対面の人との会話ができるようになること。

Unit Content (学習内容)

Conversation Stages (会話のステージ)

- Stage 1: Greetings and Introductions
- Stage 2: Small Talk
- Stage 3: Signal to End Conversation
- Stage 4: Ending of Introductions
- Stage 5: Good-byes



Grammar and Vocabulary (文法と語彙)

- Simple Present Tense (現在形)
 - ▶ Statements ▶ Yes/No Questions ▶ Wh-/How Questions
- Unit 1 Supplementary Vocabulary (Page 60)

Conversation Skills (会話のコツ)

- Active Listening (Uh-huh)
- Bringing up New Topics (So...)

Stage 1: Greetings and Introductions

初対面の人と話す時、2つのことをしなければなりません。まず、相手に挨拶(greetings)をし、そして自己紹介(introductions)をします。

| Greetings | Introductions |
|------------------------------------|--------------------------------------|
| Hi! | I'm... |
| Hello. | My name is... |
| Hi! How's it going? (元気? - 少しだけ挨拶) | It's nice to meet you. |
| Hello. How are you? | Nice to meet you. (「はじめまして」の少しだけ言い方) |
| | Nice to meet you, too. (こちらこそ) |



Masami: Hi! I'm Masami Takahashi.

Rick: Hi! Nice to meet you. I'm Rick London.



Masami: Nice to meet you, too.

下の会話の例を見てください。実際の会話では、挨拶と自己紹介の表現が、続けて使われることがよくあります。この場合は、“How's it going?” や “How are you?” といった質問に答える必要はありません。



Ron: Hi! How's it going?

Dave: Hi! Nice to meet you.

How are you? My name is Dave.

Ron: Nice to meet you, too, Dave.

I'm Ron.



Handshakes



多くの文化圏では初対面の人に会った時にしっかりと握手を交します。力が入っていない握手は、こちらの自信のなさが相手に伝わってしまいます。

Eye Contact



会話中は相手の目をしっかりと見て、「あなたの話に興味を持ってちゃんと聞いていますよ」ということを伝えましょう。しかし、じっと見つめたり、じろじろ見たりしないでください!

Activity 1

Introduce yourself to 5 or 6 of your classmates. Use as many different greetings and introductions as you can. Remember to shake hands and maintain good eye contact.

Stage 2: Small Talk

初対面の場合、お互いのことを知るためにちょっとした世間話のような短い会話 (Small Talk) をすることがよくあります。次の4つのことをすれば、Small Talk がうまく進められるでしょう。

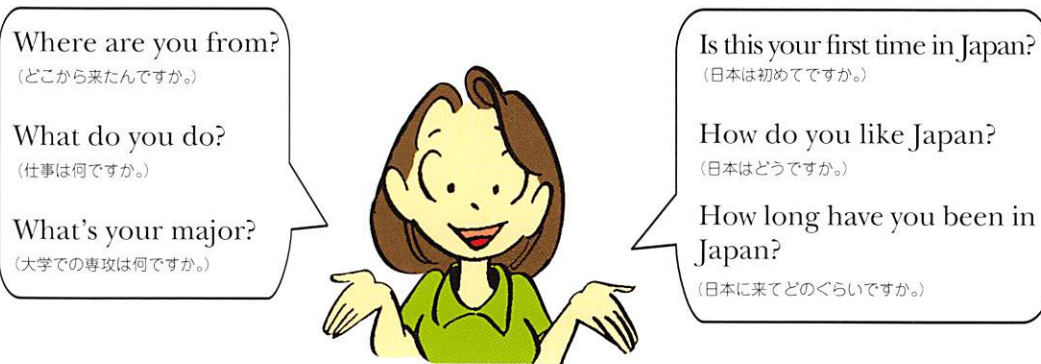
- | | |
|--|-------------------------------------|
| 1. Choose appropriate topics of conversation (その場にふさわしい話題を選ぶ) | 3. Develop topics (話題を発展させる) |
| 2. Bring up new topics (新しい話題を出す) | 4. Listen actively (積極的に相手の話を聞く) |

1. Choose appropriate topics during Small Talk

日本語でも英語でも、新しい話題には、よく質問の形で入ります。しかし、初めて会った人と話す場合、日本語では相手に聞いても失礼ではないことが、英語では失礼になってしまうこともあります。例えば皆さんも知っているように、年齢、収入、未婚か既婚か、などについては、英語ではふつう出会ってすぐには質問しません。では、どんな話題ならいいのでしょうか。特にこれを話さなければいけないという決まりはありませんが、初対面の人との会話では、次のような質問がよく出てきます。

Note!

これらの質問や答えでは、動詞の現在形がよく使われます。現在形の説明と練習は Grammar Focus (pp.15-18) のを見てください。



2. Bring up new topics using **So**

新しい話題を出す時、英語ではその合図として、“So...” がよく使われます。下の会話では、Akemi が Mike に3つの話題について聞いています。Akemi がどのように “So...” を使って話題を変えているかに注意しながら、パートナーと下の会話を読んでください。



New Topics

Hometown or country

Life in Japan

Job

- | | |
|---|--|
| → | { Akemi: So... where are you from? Mike: I'm from Canada. Akemi: Really? Where in Canada? Mike: Vancouver. It's on the West Coast. |
| → | { Akemi: It must be beautiful. So... how do you like Japan? Mike: I love it here. The people are nice, the food is great... Akemi: That's wonderful. I'm glad you like it here! |
| → | { So... what do you do? Mike: I'm a teacher. I teach English. |

Activity 2

1. Work in pairs. Student 1 is Japanese. Student 2 is a foreigner. Choose a name, a country (use the map on page 62), and an occupation or major.
2. Introduce yourselves and have a 2-minute Small Talk conversation. Use the questions above and “So...” for new topics. Remember to look at your partner!

3. Develop topics

新しい話題について話す時は、話題を発展させて会話の内容をより充実させましょう。次の2点を参考にしてやってみてください。

- 相手の話をよく聞いてください。そして、相手が今話したことに関係がある質問をしたり、コメントを言ったりしましょう。
- 自分が質問に答える時は、短い答えだけでなく、関連する事柄を付け加えましょう。

Activity 3

Below are three conversations. Conversation 1 is a good example of Small Talk. Read Conversation 1 with a partner and read the comments. Then read Conversations 2 and 3 with a partner. Check (✓) the boxes that you think best describe the problems with each conversation.



- * actually 実は
- * arrived (to arrive) (到着する)の過去形
- * to travel around the world 世界中を旅する

Conversation 1

Yuka: **So...**how long have you been in Japan?
 Tim: Actually, * not long. I arrived* a month ago.
 Yuka: Oh, really?
So...why did you come to Japan?
 Tim: Well, work. My company sent me here to their Tokyo office.
 Yuka: Really? What do you do?
 Tim: I work with computers. I design web pages.
 Yuka: Wow! That sounds like a great job.
 Tim: It is, actually. I make good money and I get to travel around the world!*

Comments

この会話は Small Talk のとても良い例です。Yuka は Tim の答えをよく聞き、その答えに関連することをさらに聞いたり、コメントを言ったりしています。Yuka は突然話題を変えたりせず、会話がスムーズに発展しています。同じように、Tim も Yuka の質問に答えるときに、関連するさらに詳しい事柄を付け加えています。



Conversation 2

Yuka: **So...**how long have you been in Japan?
 Tim: Actually, not long. I came here a month ago.
 Yuka: **So...**do you like baseball?
 Tim: What? Umm...Yes, a little. I went to a Giants game with my boss last week.
 Yuka: **So...**how old are you?
 Tim: What?! Why do you want to know?

Comments

- Questions are inappropriate. (不適切な質問をしている。)
- Answers are too short. (答えが短すぎる。)
- Topics change too quickly. (話題の変わり方が早すぎる。)



Conversation 3

Yuka: **So...**how long have you been in Japan?
 Tim: One month.
 Yuka: Oh, really? How do you like Japan?
 Tim: It's OK.
 Yuka: Umm...I see...**So...**what do you do?
 Tim: Computer work.
 Yuka: I see. That's a good job.
 Tim: Yes.

Comments

- Questions are inappropriate.
- Answers are too short.
- Topics change too quickly.

Homework

1. 次の会話を読んでください。会話の流れには欠点がありますから注意してください。

MakotoとSusanが駅で電車を待っています。2人は同じ中国語の授業を取っていますが、まだ話したことがありません。MakotoがSusanに話しかけます。

Makoto: Excuse me, aren't you in Professor Lee's Chinese class?

Susan: That's right.

Makoto: I'm in the same class. My name is Makoto. Nice to meet you.

Susan: Nice to meet you, too. My name is Susan. Sorry, I didn't recognize* you.

Makoto: That's all right. So...where are you from?

Susan: I'm from the United States, from California.

Makoto: Do you like jazz music?

Susan: Why? Do you like jazz?

Makoto: No. But I like soccer. Do you like soccer?

Susan: Yes, I love it. In fact, I used to play when I was in high school.

Makoto: So...how old are you?

Susan: Excuse me? Oh look! Here comes my train. Well, it was nice talking to you.

Makoto: Yeah! Same here. See you in class.

Susan: Sure. See you.

* to recognize
(外見などから) わかる、見分ける

2. 上の会話の Small Talk ステージ (緑色の部分) を、よりよく書き直しましょう。あなたが書き直した会話には、右の3つの点が含まれているでしょうか。チェックしてみましょう。

- Appropriate topics
(適切な話題)
- "So" for new topics
(“So” で話題転換)
- Topic development
(話題の発展)

4. Listen Actively with Uh-huh and Mm-hmm

相手の話を聞きながら “Uh-huh” や “Mm-hmm” と言ってあいづちを打ったり、相手の目を見たり、うなずいたりして、“active listening” (積極的に聞くこと) を心がけましょう。これは話し手が話しやすい雰囲気を作り、会話の流れをより自然にしてくれます。

Activity 4

1. Listen to your teacher demonstrate active listening using “Uh-huh” and “Mm-hmm.”
2. Work in pairs. Choose two or three questions from page 10. Have a short conversation to practice active listening.

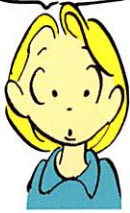
Activity 5

Work in pairs. Student 1 is Japanese. Student 2 is a foreigner. Use the questions from page 10. Have a 5-minute conversation. Use “So...” for new topics. Develop each new topic. Actively listen with “Uh-huh” or “Mm-hmm.”

Stage 3: Signal to End Conversation

そろそろ会話を終わらせたい時、英語ではほとんどの場合、簡単に理由を言います。会話を終わらせる合図となればよいわけですから、本当の理由を具体的に言う必要はありません。簡潔に、「もう行かなければならない」ということと、「どうして行かなければならないか」の理由を言います。下の例を参考に、実際に皆さんの会話の中でも使ってみてください。

What excuse would *you* use?



I'm sorry, but I have to go. I have to work tonight.

(ごめん。もう行かないと。今夜、仕事/アルバイトがあるから。)

Listen, I have to go. I have a class.

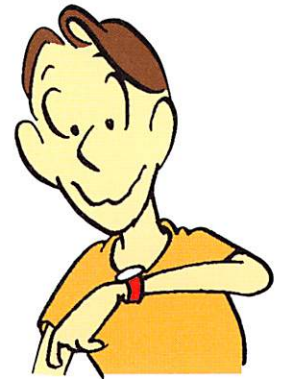
(じゃあ、行かなくちゃ。授業があるから。)

I really have to go. I have a lot of work to do.

(もう行かないと。いっぱいやることがあるから。)

Oh no! Here comes my train. I have to run.

(あっ、しまった。電車が来ちゃった！急いで行かなくちゃ。)



Stage 4: Ending of Introductions

初対面の人との会話では、“Good-bye”などの別れぎわの挨拶の前に、「知り合えてよかった」という気持ちを相手に伝えます。

A: It was nice meeting you.

B: It was nice meeting you, too.

(A: 会えて嬉しかったです。 B: こちらこそ。)

注意：この表現は、初対面の人との会話でしか使えません。

A: It was nice talking to you.

B: It was nice talking to you, too.

(A: お話できて楽しかったです。 B: こちらこそ。)

Stage 5: Good-byes

別れぎわの挨拶はたくさんあります。いろいろ使ってみてください。

Good-bye.

See you later. (じゃ、また。)

See you around. (じゃ、またその辺で。)

See you. (じゃあ。)

See ya. (くだけた言い方)



Model Conversation

Activity 6

Now let's look at a complete conversation. Can you identify each stage? Circle and label the stages as shown in the example.

留学生の Luke が、初めて参加した柔道部の練習で Mami に会います。



Luke: Hi. I'm Luke.

Mami: Hi. Nice to meet you. I'm Mami.

Luke: Nice to meet you, too.

Mami: So...where are you from?

Luke: I'm from the U.S.

Mami: Oh, the United States. What part?

Luke: Well, I'm from a small town in Florida.

Mami: Oh, Florida! So...does your family live near Disney World?

Luke: No, they don't. They live further north, (**Mami: Uh-huh**) but I've been there a lot of times.

Mami: Actually, I work part-time* at Tokyo Disneyland.

Luke: Oh, really? What do you do?

Mami: I'm a clerk* in a gift shop. (**Luke: Mm-hmm**) We sell lots of souvenirs.* So...did you study judo in Florida?

Luke: No, I didn't. Actually, this is my first time, so I'm a little nervous.*

Mami: Oh, there are a lot of beginners here, so you don't have to worry about that.

Luke: Oh, that makes me feel a lot better.

Mami: Great! Well, listen, I'm sorry, but I have to go. I have to change* for practice. I guess I'll see you later.

Luke: OK! It was really nice talking to you.

Mami: Yeah, nice talking to you, too.

Luke: See you later.

Mami: Yeah, see you.

Stage 1:
Greetings and Introductions

- *to work part-time
アルバイトをする
- *a clerk 店員
- *a souvenir
おみやげ
- *nervous
緊張している
- *to change
着替える

Activity 7

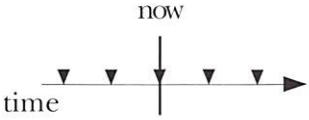
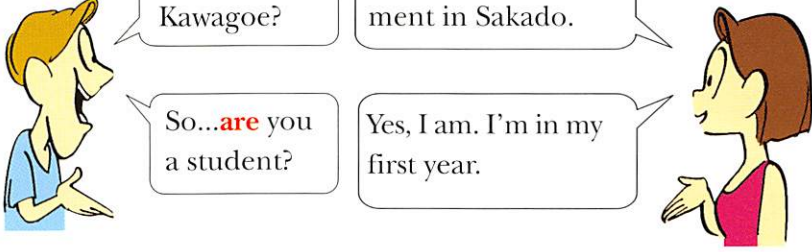

Work in pairs. Practice reading the conversation. When you are practicing the conversation, remember to shake hands and maintain good eye contact.



Homework

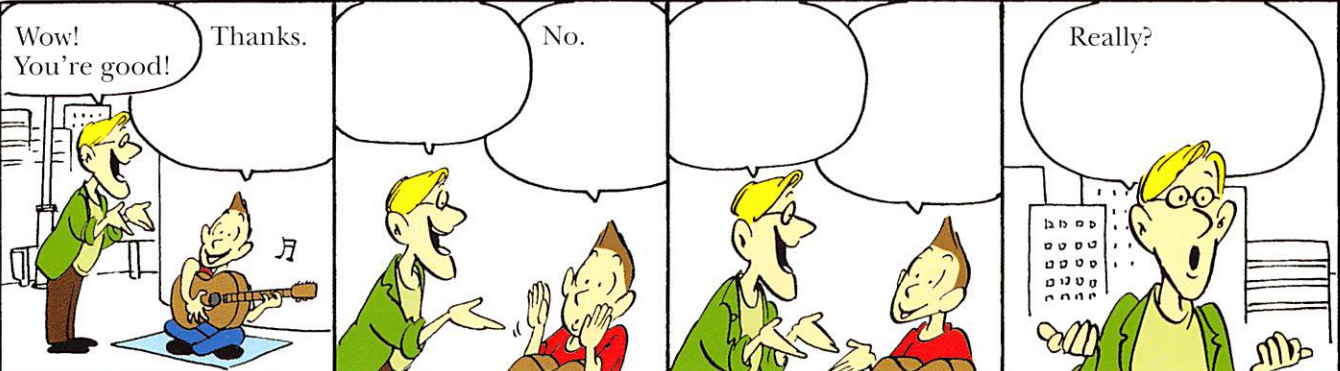
あなたと外国人留学生が初めて話す場面の会話を書いてください。このユニットで勉強したすべての会話のステージを必ず入れてください。また、質問や答えの文では、動詞の現在形の使い方に注意しましょう。

Grammar Box 1

| Simple Present Tense | |
|---|---|
|  <p>▼ = fact or action</p> | <p>Simple present tense (現在形) は、今現在、常に、または普遍的に真実である事柄や状況および習慣的な動作について話す時に使われる。Stage 2 (Small Talk)で話される内容は、おもにお互いの日常生活に関する事なので、動詞の現在形がよく使われる。</p> <p>I live in Togane. Togane is about 30 minutes east of Chiba city. I drive to school every day.</p> |
| <p>Yes/No Questions</p> <p>Do Does } + subject (主語) + verb (動詞)</p> <p>to be (be 動詞)</p> <p>Am Is Are } + subject</p> |  <p>Man: Do you live in Kawagoe? Woman: No. I have an apartment in Sakado. Man: So...are you a student? Woman: Yes, I am. I'm in my first year.</p> |
| <p>Negative</p> <p>subject + { do not (don't) does not (doesn't) } + verb</p> <p>to be</p> <p>subject + { am not is not (isn't) are not (aren't)</p> |  <p>I don't live near here. I'm not Japanese. I'm Brazilian, but my parents are Japanese.</p> |

Grammar Exercise 1

Complete the conversation using the simple present tense. Be creative.



Panel 1: A man in a green jacket says "Wow! You're good!" to a man in a red shirt who is playing a guitar. The man in red says "Thanks."

Panel 2: The man in green asks a question. The man in red replies "No."

Panel 3: The man in green asks another question. The man in red replies.

Panel 4: The man in green asks a third question. The man in red replies "Really?"

Grammar Focus

Grammar Exercise 2

Fill in the blanks with the simple present form of “to be” (*am, is or are*).

Laura と Masato が箱根行きの電車に乗っています。



Laura: Excuse me. _____ this Gora Station?

Masato: No, that _____ the next stop.

Laura: Thanks. Do you know if that _____ where I get on the Hakone Ropeway?

Masato: Yes, I think so.

Laura: So... _____ you from this area?*

Masato: No, actually, this _____ my first time in Kanagawa prefecture.* I live in Nagasaki.

Laura: Wow, that _____ so far away!

Masato: It certainly _____, but it _____ exciting to travel this far with friends. I _____ here with some classmates.

Laura: _____ you a college student?

Masato: Yes, I _____ a third-year student. I study international business administration.*

Laura: I see. Your English _____ so good.

Masato: Well, in fact, I was born in North America.

Laura: _____ you Canadian? American?

Masato: Well, my parents _____ Japanese Canadians, so I was born in Canada. I moved* to Japan 5 years ago.

Laura: Wow, isn't this interesting! I'm talking to another Canadian on the train to Hakone! By the way, my name _____ Laura Sands. I _____ from Vancouver.

Masato: I _____ Masato Toda. It _____ very nice meeting you.

- *an area 地方、地域
- *a prefecture 県
- *business administration 経営学
- *moved (to move) (引越す)の過去形

Note!

実際の会話では、会話のステージの順序が変わることもあります。例えばこの会話では、自己紹介が最後になっています。

Grammar Exercise 3

Below are three questions from Grammar Exercise 2. If *you* met Laura on the train to Hakone, how would you answer these questions? Give extra information or details in your answers.

Question 1: _____ you from this area?

You: _____

Question 2: _____ you a college student?

You: _____

Question 3: _____ you Canadian?

You: _____

Grammar Exercise 4

BINGO

Objectives

タテ、ヨコ、ナナメに並んだ4つのマスで2列完成させる。

Yes/No 疑問文を作る練習をする。

関連することをつけ加えて答える練習をする。

Directions

- 各マスの文を、you を主語にして Yes/No 疑問文にします。
- 教室を歩き回って、クラスメートに1で作った質問をします。1人に2つの質問のみ。
- “Yes, I do” または “Yes, I am” の答えが返ってきたら、その人の名前をマスの下線部に書きます。
- 質問されたら、関連することをつけ加えて答えます（下の例を参照）。
- 4つのマスを2列完成させたら、“Bingo!” と大きい声で言います。

Example (1) _____ comes to school by train.

Yes/No 疑問文を作る： Do you come to school by train?

パートナーの答え： Yes, I do. It takes me one and a half hours every day!

名前を入れる： (1) Satoru comes to school by train.

| | | | |
|---|---|---|---|
| _____ 1 comes to school by train. | _____ 2 is from Tohoku. | _____ 3 has three classes today. | _____ 4 is an <i>only child</i> . (一人っ子) |
| _____ 5 is good at English. | _____ 6 has a <i>part-time job</i> . (アルバイト) | _____ 7 sometimes wears <i>cologne</i> . (コロンをつける) | _____ 8 has a boyfriend/girlfriend. |
| _____ 9 lives <i>alone</i> . (一人で) | _____ 10 sometimes eats <i>out</i> . (外食する) | _____ 11 has B type blood. | _____ 12 is from the Kanto area. |
| _____ 13 has an e-mail address. | _____ 14 believes in <i>love at first sight</i> . (一目惚れ) | _____ 15 is a fan of the Giants. | _____ 16 plays sports after school. |

Grammar Focus

Grammar Box 2

| Wh-/How Questions with Simple Present Tense | |
|--|--|
| <p>What Where When Why How How often</p> <p>+</p> <p>do does am is are</p> | <p>So...what do you do?</p> <p>I work as a flight attendant. I work for Singapore Airlines.</p> |
| <p>What kind of What</p> <p>+ noun + (名詞)</p> <p>do does am is are</p> | <p>Wow! What countries do you fly to?</p> <p>I fly to Singapore and the United States twice a week.</p> |

Grammar Exercise 5

Put the words in order (正しい順に並べてください). Answer the questions.

- do/what/sports/like/you/? Question: _____
You: _____
- you/school/how/get/do/to/? Question: _____
You: _____
- do/like/how/you/school/this/? Question: _____
You: _____
- what/belong/you/to/clubs/do/? Question: _____
You: _____
- often/you/do/how/work/? Question: _____
You: _____

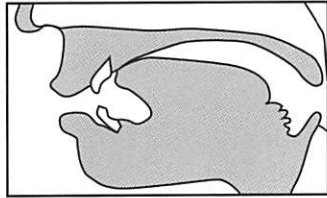
Grammar Exercise 6

Rewrite the sentences correcting the mistakes.

- Where do you from? _____
- What are you year in? _____
- Are you live near here? _____
- What do you like Japanese food? _____
- I am belong to the soccer club. _____

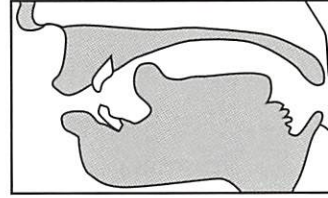
The Sounds of /l/ and /r/

/l/



- 舌先を強く上の歯の裏側のつけ根に当てて、声を出します。

/r/



- 舌先を後方に向けて軽くまるめます。
- その時、舌先は口の中の天井にさわらないようにして、声を出します。
- 唇を少し前につき出すようにすると言いやすくなります。

Activity 8

Try saying these examples.



lice*

light

lock*

vs.

rice

right

rock*

- *lice しらみ
- *to lock 鍵をかける
- *a rock 石
- *liver (肉の)レバー

/l/ I like playing loud music.

/r/ I read on the train every day.

/l/ & /r/ I really love rock and roll.

Activity 9

Work in pairs. Student 1 asks question (a) or (b). Student 2 says the appropriate answer. Change roles and practice again.



Student 1

Student 2

- Do you eat lice every day?
 - Do you eat rice every day?
- Is this exercise long?
 - Is this exercise wrong?
- How do you spell "liver"?*
 - How do you spell "river"?
- What does "light" mean?
 - What does "right" mean?

- No, I would never eat that!
Well, almost every day.
- No, it's very short.
No, it's right.
- L - I - V - E - R
R - I - V - E - R
- It means "not heavy."
It means "correct."

Listening

Listen to each conversation. Check (✓) the best answer to the questions.

CD
12

Conversation 1

Chris と Akiko はアミューズメントパークで働いています。今、休憩時間です。

A B C

1. Where is Chris from?
 - New Zealand
 - Australia
 - Canada
2. Which attraction does Chris work at?
 - The roller coaster
 - The dolphin show
 - The merry-go-round



Conversation 2

大学食堂で Steve Johnson が Manabu Watanabe と出会います。

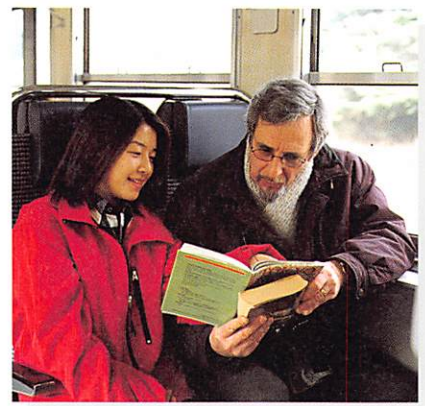


1. What does Steve Johnson do?
 - He teaches international business.
 - He teaches communications.
 - He teaches English.
2. Where does Manabu have to go?
 - Work
 - Home
 - Class

Conversation 3

大学生が外国人観光客と電車に乗り合わせます。

1. How long will the tourist stay in Japan?
 - 2 days
 - 2 weeks
 - 2 months
2. What is the tourist's name?
 - Richard
 - Ronald
 - Don't know



Gap Filling

Activity 10

Using what you have learned so far, fill in the blanks in the dialogue below.



Kaoriがアパートの廊下で最近となりに引っ越してきた外国人に出会います。

* I don't think we've met.

初めてお会いしますよね。

* How about you?

自分がされた質問を、相手にも聞き返したい時に使う。

* a trading company
貿易会社

Kaori: Hi! I don't think we've met.* My name is Kaori. I live in apartment 202.

Maria: Hi, (1)_____. I'm Maria.

Kaori: Nice to meet you, too. (2)_____?

Maria: I'm from Brazil.

Kaori: Wow! Where in Brazil?

Maria: I'm from a small town near São Paulo.

Kaori: Oh! I've never been to Brazil, but I hope to go there one day.

Maria: Yeah! It's a wonderful place. So...how about you?*

(3)_____?

Kaori: I'm from Gifu prefecture. (M: Uh-huh) My hometown is Ogaki.

Maria: Oh, is that far from Nagoya?

Kaori: No, it's not that far. It's about an hour by train.

Maria: Oh, really? (4)_____?

Kaori: No, I'm not. I graduated last year. I work part-time at an international trading company.* (5)_____?

Maria: I'm a college student.

Kaori: (6)_____?

Maria: Art. But I have to learn Japanese first.

Kaori: Oh, good luck. Listen, I have to go. (7)_____.

It was nice talking to you.

Maria: (8)_____.

Kaori: See you around.

Maria: (9)_____.

Note!

会話練習のしかた

1. 自分のセリふを覚えるように声を出さずに読みます。
2. パートナーを見て、今覚えたセリふを言います。
3. 一度にたくさん覚えられないときは、1文ずつやってみましょう。

Activity 11

Work in pairs. Take turns in each role and practice the conversation. Remember to look at your partner and not your book.

Putting It All Together 2

Role Play

Work in pairs. Take turns in each role and practice the following introduction situations. Use the new language you have learned.

Useful expressions

- How long have you been working here?

ここでどのくらい働いていますか？

Situation 1: An Amusement Park

Role A

あなたは日本人です。アミューズメントパークで働いています。勤め始めて3ヶ月です。休憩室にあなたの知らない外国人が座っています。話しかけてください。少し会話をしてください。

Role B

あなたはカナダ人です。名前はChristine/Larry McDonaldといいます。アミューズメントパークのおみやげ売り場で働いています。今休憩室にいますが、今日は仕事の第一日目なので、知っている人はだれもいません。話しかけられたら、少し話をして、休憩時間が終わったら仕事に戻ってください。



Situation 2: A Welcome Party for International Students

Role A

あなたは日本人大学生です。今、大学の留学生歓迎パーティーに来ています。近くにあなたの知らない留学生が立っています。話しかけて自己紹介し、会話をしてください。少し話したら、理由を言って失礼にならないように会話を終わらせてください。

Role B

あなたはオーストラリアから来た留学生です。名前はSally/Ron Riceです。武道(martial arts)を勉強するために日本の大学に来ました。今、大学の留学生歓迎パーティーにいます。日本人大学生が近づいてきます。会話をしてください。

How Did You Do?

下のチェックリストは、あなたが初対面の人と自己紹介の会話ができるようになったか、先生が評価するときに使うものです。Speaking testのために練習するときに使ってください。

1. パートナーと、初対面の人との会話を何度も練習しましょう。外国人と自分自身、両方の役を練習してください。
2. 練習のたびに下のチェックリストを使って、自分の会話を自己評価してみましょう。
3. うまくなりましたか。Speaking test でもうまくできる、という自信が持てるまで練習を続けてください。

Conversation Stages

Stage 1: Greetings and Introductions

- Firm handshake (しっかりした握手)
- Good eye contact (アイコンタクト)

Stage 2: Small Talk

- Ask appropriate questions (適切な質問)
- Use "So" for new topics
- Ask several questions about 1 topic (1つの話題にいくつかの質問)
- Answer with extra information (関連することをつけ加えた答え)
- Listen actively

Stage 3: Signal to End Conversation

- "I have to go."
- Reason (理由)

Stage 4: Ending of Introductions

- "It was nice meeting you."

Stage 5: Good-byes

- "See you."

Grammar

Simple Present Tense

- Statements
- Yes/No Questions
- Wh-/How Questions

Vocabulary

- Use new vocabulary