

BOOK 1

# Encounters

A New Approach to English Communication

Maria Shiguemi Ichiyama

Michael P. Critchley

Reza Fiyouzat

Yuka Iijima

Teri A. Suzuki

NAN'UN-DO

## *Encounters*

### *A New Approach to English Communication*

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by

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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](mailto: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"> <li>• <b>Unit Objective and Unit Content</b></li> <li>• <b>Conversation Stages</b></li> <li>• <b>Model Conversation</b></li> </ul>	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"> <li>• <b>Grammar Focus</b></li> </ul>	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"> <li>• <b>Pronunciation Tips</b></li> <li>• <b>Listen Up!</b></li> </ul>	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"> <li>• <b>Putting It All Together</b></li> <li>• <b>Self-Assessment</b></li> </ul>	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"> <li>• <b>Teacher Assessment</b></li> </ul>	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

## 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: introductions, discussing class-related problems with a teacher, and talking about weekend events. 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. Important points and explanations are written in Japanese 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 any 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 classroom, so use your class time effectively.

We would love to hear your comments on this textbook at [support@encounters.jp](mailto:support@encounters.jp) Also, please visit the **Encounters** web site for independent self-study: <http://www.encounters.jp>

Enjoy studying with **Encounters**!

March, 2001

The Authors

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# 1 I Don't Think We've Met



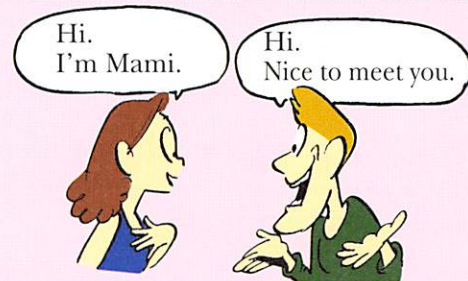
## Unit Objective (学習目標)

**You will be able to participate appropriately in a spoken introduction.**

## 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

When speaking with a person for the first time, you should do two things. First, exchange greetings, and then introduce yourself.

Greetings	Introductions
Hi!	I'm...
Hello.	My name is...
Hi! How's it going? (元気? - 少しでもいい挨拶)	It's nice to meet you.
Hello. How are you?	Nice to meet you. (「はじめまして」の少しでもいい言い方)
	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.

Look at the conversation below. In everyday conversations, people will often say greetings and introductions in the same speaking turn. In these cases, questions such as "How's it going?" or "How are you?" do not require an answer.



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



In many cultures, people give a firm handshake when they meet. Avoid limp handshakes, which may communicate a lack of self-confidence.

### Eye Contact



During a conversation, good eye contact says, "I'm interested in what you are saying, and I'm listening." Just remember not to stare!

### 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

When people meet for the first time, they tend to have a short conversation (Small Talk) in order to get to know each other. Follow the four suggestions below to make your Small Talk more effective.

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

### 1. Choose appropriate topics during Small Talk

As in Japanese, English speakers often bring up a topic of conversation with a question. However, you may find that the questions that are socially acceptable in Japanese are not the same as the questions that people ask when they first meet in English. You already know that you should not ask questions about age, salary, or marital status, at least not right away. So what should you talk about? Although there is no formal list of topics, here are a few questions that are often used during introductions.

#### Note!

Many of these questions and answers are in the simple present tense. See *Grammar Focus* on pages 15-18 for explanation and practice.

Where are you from?  
(どこから来たんですか。)

What do you do?  
(仕事は何ですか。)

What's your major?  
(大学での専攻は何ですか。)



Is this your first time in Japan?  
(日本は初めてですか。)

How do you like Japan?  
(日本はどうですか。)

How long have you been in Japan?  
(日本に来てどのくらいですか。)

### 2. Bring up new topics using So

English speakers will often use the word "So..." to signal that they are about to begin a new topic of conversation. In the conversation below, Akemi asks Mike about 3 topics. Note how Akemi uses "So..." to bring up each new topic. Read the conversation with a partner.



#### 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

To make your conversation more engaging, develop each new topic that you bring up. Here are two ways to do this.

- Listen well to what is being said. Then ask questions or make comments related to what the other speaker is talking about.
- When asked a question, do not simply give short answers. Instead, try to add some extra information about what you are saying.

### 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	Comments
<p>Yuka: <b>So...</b>how long have you been in Japan?                      Tim: Actually, * not long. I arrived* a month ago.                      Yuka: Oh, really?  <b>So...</b>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!*</p>	<p>This conversation is a good example of Small Talk. Yuka listens to Tim's answers and then asks related questions or makes related comments. Yuka makes no sudden topic changes, so the conversation develops very smoothly. Likewise, Tim gives plenty of detailed additional information when he answers Yuka's questions.</p>



Conversation 2	Comments
<p>Yuka: <b>So...</b>how long have you been in Japan?                      Tim: Actually, not long. I came here a month ago.                      Yuka: <b>So...</b>do you like baseball?                      Tim: What? Umm...Yes, a little. I went to a Giants game with my boss last week.                      Yuka: <b>So...</b>how old are you?                      Tim: What?! Why do you want to know?</p>	<p><input type="checkbox"/> Questions are inappropriate. (不適切な質問をしている。)</p> <p><input type="checkbox"/> Answers are too short. (答えが短すぎる。)</p> <p><input type="checkbox"/> Topics change too quickly. (話題の変わり方が早すぎる。)</p>



Conversation 3	Comments
<p>Yuka: <b>So...</b>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...<b>So...</b>what do you do?                      Tim: Computer work.                      Yuka: I see. That's a good job.                      Tim: Yes.</p>	<p><input type="checkbox"/> Questions are inappropriate.</p> <p><input type="checkbox"/> Answers are too short.</p> <p><input type="checkbox"/> Topics change too quickly.</p>

## Homework

1. Read the conversation below. Note the problems.

Makoto and Susan are waiting for their trains at the station. Although they are taking the same Chinese class, they have never spoken before. Makoto walks up to Susan and begins a conversation.

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. Rewrite the Small Talk stage above (shaded in green). Does your rewritten version contain the three points to the right? Check the boxes to make sure.

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

While listening to somebody who is talking to you, you should practice “active listening.” Giving verbal feedback such as “Uh-huh” or “Mm-hmm,” maintaining good eye contact, and occasionally nodding your head will encourage the other speaker to continue, and will make the conversation flow more naturally.

### 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.

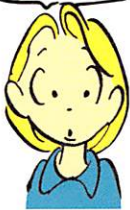
### Activity 5

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

English speakers usually give an excuse when they want to end a conversation. Since both speakers understand that this excuse is simply a signal to end the conversation, it is not necessary to give too much detail. In most cases, you will say that you must go, and you will give a reason why you must leave. Look at the examples below and use them as a guide for your own conversations.

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

Before saying good-bye to a person you have met for the first time, you should say that you enjoyed meeting him or her.

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。)

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。)

Note : You should use these expressions only when you meet someone for the first time

## Stage 5: Good-byes

There are many ways to say good-bye. Here are a few examples.

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.

Luke, a foreign student, meets Mami during his first practice with the Judo Club.



Luke: Hi. I'm Luke.

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

Luke: Nice to meet you, too.

Stage 1:  
*Greetings and Introductions*

Mami: So...where are you from?

Luke: I'm from the U.S.

(5)

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.

(10)

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.\*

(15)

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.

(20)

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

Mami: Yeah, nice talking to you, too.

Luke: See you later.

Mami: Yeah, see you.

- \*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

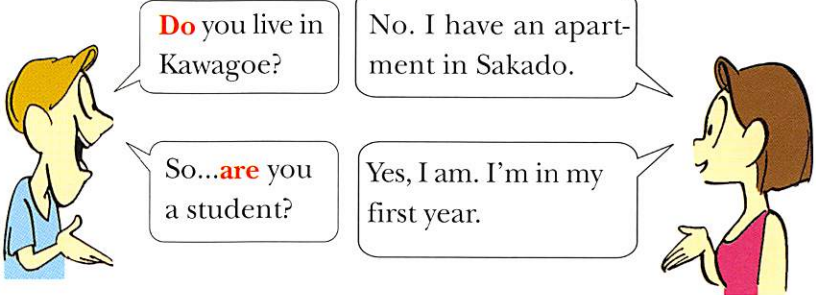

Work in pairs. Practice reading the conversation. When you are practicing the conversation, remember to shake hands and maintain good eye contact.



## Homework

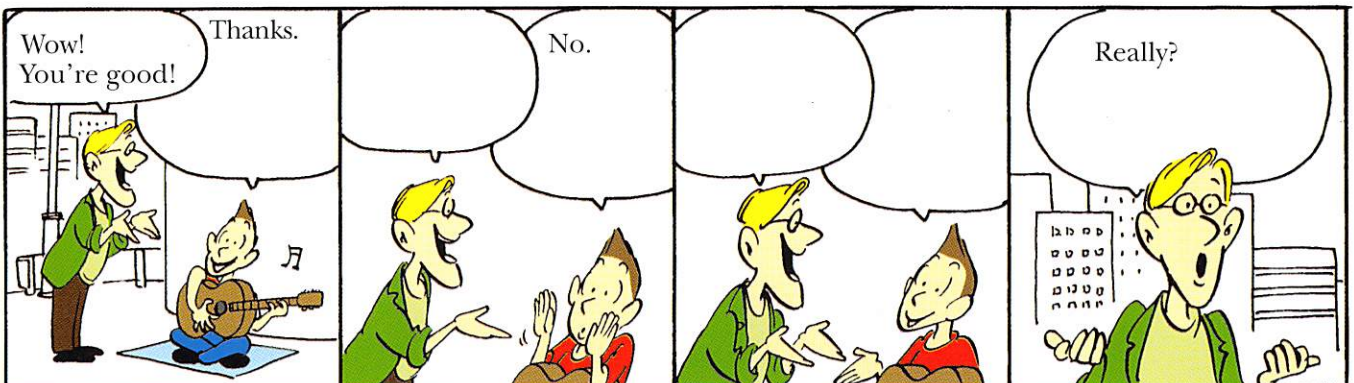
Write a conversation between you and a foreign exchange student in an introduction situation. Be sure to include all of the conversation stages you have studied in this unit, and be careful about your use of the simple present tense when asking or answering questions.

## Grammar Box 1

Simple Present Tense	
<p style="text-align: center;">now ↓ time →</p> <p>▼ = fact or action</p>	<p>Simple present tense is used to talk about facts or situations that are true at present or always, or actions that occur on a regular basis. For this reason, the verbs in Stage 2 (Small Talk) tend to be present tense verbs, as people ask questions and talk about general aspects of their lives.</p> <p>I <b>live</b> in Togane. Togane <b>is</b> about 30 minutes east of Chiba city. I <b>drive</b> to school every day.</p>
<p><b>Yes/No Questions</b></p> <p><b>Do</b> <b>Does</b> } + subject (主語) + verb (動詞)</p> <p><b>to be</b> (be 動詞)</p> <p><b>Am</b> <b>Is</b> <b>Are</b> } + subject</p>	
<p><b>Negative</b></p> <p>subject + { <b>do not (don't)</b> <b>does not (doesn't)</b> } + verb</p> <p><b>to be</b></p> <p>subject + { <b>am not</b> <b>is not (isn't)</b> <b>are not (aren't)</b></p>	

## Grammar Exercise 1

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



## Grammar Exercise 2

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

Laura and Masako are on a train to Hakone.



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 **'m** 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) (引っ越す)の過去形

### Note!

In normal speech, people sometimes change the order of the conversation stages. Notice how the speakers introduce themselves at the end of this conversation.

## 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

To complete 2 lines of 4 in a row, horizontally, vertically, or diagonally.

To practice forming Yes/No questions.

To practice answering questions with extra information.

### Directions

1. For each box, use “you” as a subject and change the statement into a Yes/No question.
2. Walk around the room and ask your classmates the questions you made in step “1” above. Ask only 2 questions per person.
3. When somebody says, “Yes, I do,” or “Yes, I am,” write down his or her name on the line in the box.
4. If you are asked a question, give an answer with extra information (see example below).
5. When you have filled 2 lines of 4 boxes in a row, shout “Bingo!”

**Example** (1) \_\_\_\_\_ comes to school by train.

Form a Yes/No question: Do you come to school by train?


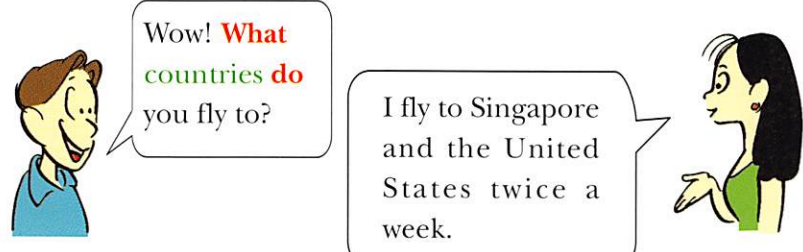
Your partner answers: Yes, I do. It takes me one and a half hours every day!

Write down his/her name: (1) Satoru comes to school by train.

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

# Grammar Focus

## Grammar Box 2

Wh-/How Questions with Simple Present Tense	
<p>What do Where does When + am Why is How are How often are</p>	
<p>What kind of + noun (名詞) + do What + am is are</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: \_\_\_\_\_

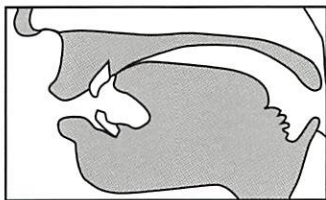
### Grammar Exercise 6

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. \_\_\_\_\_

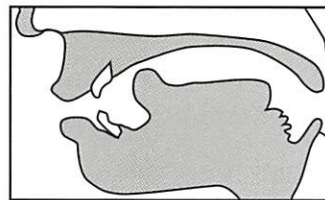
## The Sounds of /l/ and /r/

/l/



- Press the tip of your tongue against your upper gum ridge, just behind your front teeth, and then voice the sound.

/r/



- Lightly curl the tip of your tongue up and back.
- As you voice the sound, do not touch the roof of your mouth with the tip of your tongue.
- Round your lips slightly to help make the sound.

### Activity 8

Try saying these examples.

CD  
10



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

CD  
11



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.



### Conversation 1

1. Chris and Akiko both work at an amusement park. They are on a break.



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

2. Steve Johnson meets Manabu Watanabe in a university cafeteria.



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

3. A Japanese university student and a foreign tourist meet on a train.

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 meets a foreigner who has recently moved in next door in the hallway of her apartment building.

\* 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!

How to practice conversations:

1. Learn your speaking turn by reading it silently.
2. Look at your partner and speak your lines.
3. If you cannot remember your whole turn, try to say one sentence at a time.

### 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

You are Japanese. You work at an amusement park. You have been working there for 3 months. You see a foreign person you do not know sitting in the staff room when you enter for a break. Approach him or her and have a short conversation.

#### Role B

You are Canadian. Your name is Christine/Larry McDonald. You work at an amusement park souvenir shop. You are in the staff room on a break. Today is your first day at work, so you do not know anyone. Somebody begins a conversation with you. After speaking for a short time, your break ends, and you must return to work.



### Situation 2: A Welcome Party for International Students

#### Role A

You are a Japanese university student. You are at a welcome party for international students at your university. You notice an international student standing near you whom you have not met before. Introduce yourself and have a short conversation. Before ending the conversation, be sure to provide a polite excuse.

#### Role B

You are an international student from Australia. Your name is Sally/Ron Rice. You have come to Japan to study martial arts. You are at a welcome party for international students. A Japanese student walks up to you. Have a short conversation with him/her.

## How Did You Do?

**Below is a checklist similar to what your teacher will use to assess your ability to participate appropriately in a spoken introduction. Use it to practice for your speaking test.**

1. With your partner, keep practicing introduction conversations in which you take turns playing the role of a foreign visitor in Japan or yourself.
2. After each conversation, use the checklist to assess how well you have done.
3. Did you do well? Keep practicing until you are confident that you can do equally well on the speaking test.

### 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