

BOOK 2

Encounters

A New Approach to English Communication

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NAN'UN-DO

Acknowledgements

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by

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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

学生のみなさんへ

Encounters ようこそ！ 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. このテキストは三つのユニットでできています。〈久しぶりに会った時の会話〉〈招待する時の会話〉〈意見を述べる時の会話〉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、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 !

2004年 3月

筆者一同

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1 How Have You Been?



Unit Objective

(学習目標)

このユニットを学ぶことによって、しばらく会っていなかった知人や旧友に会ったとき、最近や昔の出来事について話せるようになります。



Unit Content (学習項目)

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

新しい単語や表現は、紫色の欄にあります。注意しましょう！

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。

友人や知人に久しぶりに会ったとき、「Hi! How are you?」のような標準的な挨拶に加えて、「How have you been?」のような挨拶表現を用いて、最後に会ってからしばらく時間が経っていることを示したりします。次の会話に示されるように、いくつかの挨拶表現を同時に使うことが多い。



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

- ¹ “So...” は、くだけた会話で、よく質問の前に使われる。
- ² to be up to している
- ³ actually 実は、
- ⁴ Not much. 平凡な出来事を言う前によく使う表現。
- ⁵ a lot たくさん/よく
- ⁶ lately 最近
- ⁷ to be busy with... ~で忙しい
- ⁸ Yeah “Yes”のくだけた言い方。“Oh, yeah?”と“OH, really?”と同じ意味になる。

長い間会っていなかった人と出会ったとき、お互いの近況を知るためによく短い会話をします（この会話を、“Catching up”と言います）。次のポイントを学習し、練習しましょう。

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

1. Talk about recent events

最近何をしているのかを尋ねるのに、次の表現が役に立ちます。



“Catching up”のときに、まず仕事や学校のことについて、もしくは新しい、特別なことについてよく話題にします。最近の出来事について話すために、過去形や現在完了形や現在完了進行形をよく使います。(21-29頁を参照してください)。



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!