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※ From Speaking to Paragraph Writing for Career Success Level 1
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*サンプルシラバス

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To the Teacher

From Speaking to Paragraph Writing for Career Success (Level 1) is a practical coursebook for students of English as a second language at the low to intermediate level. It is designed to support students as they progress from guided conversations to writing strong, effective paragraphs. With a focus on career exploration and planning, professional and academic communication, and personal growth, this coursebook encourages students to reflect on their experiences while building the skills they will need for success in both academic and professional settings. Students will also learn how to create a personal career log to help clarify their goals and use their time more productively. Activities are purposefully designed and adaptable to a wide range of classroom contexts.

This textbook consists of 15 units. Each unit begins with a warm-up section entitled Discussion Starters, which introduces the topic and allows students to jump right into conversation with a partner. Next is the Dialogue, written in natural, accessible language. Students read the conversations aloud with their partners and then complete a series of questions in the Listening Comprehension section to check understanding, explore how new vocabulary is used, and engage with sentence structure and form. The next section, Grammar Review, offers clear explanations and guided sentence practice related to the unit's language focus. This activity is followed by Conversation Skills, which introduces useful strategies, expressions, and widely used examples to help students speak more fluently and confidently. In the Speaking Challenge section, students participate in a short discussion or prepare a speech that allows them to reflect on the unit's theme while building oral communication skills. These sections provide scaffolding for the next part, the Writing Challenge. In this section, new expressions, grammatical structures, and vocabulary come together as students practice writing different types of well-organized paragraphs. Finally, students consolidate their learning in Path to Success by making connections between the unit's content and their evolving goals, while developing greater self-motivation.

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Unit 1

Starting University Life

— "Follow your dreams!"

Discussion Starters

1. Why did you choose your university? What factors were most important to you?
2. Please share some of your academic interests.

Dialogue 02

An academic year begins. The university is ready for first-year students on campus. The freshmen are excited but a little nervous about joining a new school. They will attend several orientations today.

Ryoma: (He is murmuring to himself.) Room 2107 ... Where is it? Wow, this is really such a big campus!

Angela: Hey, do you need help? You look lost.

Ryoma: Yeah. I'm looking for the classroom for the orientation, but to be honest I have no idea where it is. Maybe this isn't such a great start.

Angela: You're a freshman, right? Don't worry. You'll be fine after you get used to things here. Take a look at the information paper. The first digit shows you the building, so as you can see it's in Building 2. The second digit represents the floor, so it's on the 1st floor. I'm going in the same direction, follow me. Let's walk together.

Ryoma: Thanks. That's very kind of you.

Angela: I'm Angela. I'm a sophomore in the Department of Civil Engineering. Nice to meet you. What's your name?

Ryoma: I'm Ryoma. I'm majoring in architecture. Nice to meet you, too, Angela.

(They've arrived in the hallway near Room 2107.)

Angela: Here it is. Have fun, Ryoma. See you around!

Ryoma: Thanks a lot, Angela.

Dean: Students, I'm so very pleased to welcome you to Atoboshi University. I'm the Dean of the Faculty of Arts and Sciences. We are thrilled to finally have you here. Please take the chance to familiarize yourselves with our campus resources, such as the new computer centers, campus library, and labs. We hope that while you're here you'll be

creative and really try to discover what truly gets you excited about learning. That would be such a great use of your time. But of course, at the same time, please try to enjoy your campus life. The faculty and staff members here dedicate a lot of energy trying to make this a comfortable and welcoming campus for everyone, and we are very proud of them.

Try to imagine your future. What would you like to do after you graduate? Would you, perhaps, like to be a researcher, or maybe do some other kind of work? Would you like to become a civil servant? You have a lot of options, and it's up to you to figure out your road ahead. In order to achieve your future goals, you need to enhance your personal value propositions. So, how can you do that? What's the secret? Well ... you need to discover more about yourself as a first step. How might you be happy in the future? Do you have a correct understanding of your strengths and weaknesses? How might you start to address your weaknesses, and further improve your strengths? To be honest, you need to see yourself more objectively. As you have more experience, I think this will become easier and easier. For example, you will have a lot of opportunities to take part in study abroad programs. You can do volunteer work and join workshops. You can learn about a real range of perspectives from people who have totally different backgrounds. Don't be afraid, at all, to challenge yourselves. **Follow your dreams!**



Listening Comprehension

Listen and fill in the blanks.

1. Why was Ryoma feeling nervous at the start of the conversation?
He couldn't find the orientation (), and felt like it wasn't a great ().
2. How does Angela explain how to read the room number?
The first digit shows the (), and the second shows the ().
3. What is Angela's major and year?
She is a () in the Department of () ().
4. What resources does the Dean mention for students to use?
The Dean mentions the computer (), () (), and ().
5. What activities can help students address their weaknesses, and further improve their strengths?
They can take part in study () programs, do () work, and join ().

Grammar Review: Simple Sentences

A simple sentence in English includes one subject and one verb. Sometimes an object or a complement is added as well. It's important to learn the basic word order and remember it when writing sentences.

Subject	Verb	Object(s)	Complement	Adverbial Modifiers		
				Behavior	Place	Time
I	study	English		hard	at the language center	every morning
She	was		very happy		at my grandparents' home	last summer
He	gave	his mother	a present	without fail		on her birthday every year
They	will attend	several orientations		one after another	in Room 2107	today

A. Arrange the words to make complete sentences. Begin each sentence with a capital letter and end it with a period.

1. around / just / spring / corner / is / the
2. work / scanner / anymore / does / this / not
3. mid-September / Germany / is / Keiko / leave / going / to / for / in
4. wanted / to / solve / how to / Shuhei / the equation / learn

5. last Wednesday / her friend / a birthday present / bought / Aileen
6. tomorrow / suggests / moon / it might / rain / the / pale
7. antivirus / to / every other day / software / the / needs / be / updated
8. Kazuki / the summer / participate / during / in an academic conference / will
9. we / far better / thought / than / the study abroad program / expected / was
10. I'm / I / I / as soon as / research / will / do / what / working / finish / currently / on / more

B. Using the expressions from Question A, write English sentences that accurately convey the meaning of each Japanese sentence.

1. 新学期はもうすぐです。

2. Ryoma はオリエンテーションの教室への行き方を聞いたかったのです。

3. 現在学生たちが行っていることが終わり次第、私たちの学部の学部長による講演が始まります。

4. 私たちが参加したボランティア活動は予想以上に良かったと思いました。

Conversation Skills

Introducing yourself

It's very nice to meet you. I don't believe we've met before.

I'm _____.

I'd like to introduce myself. I'm _____.

I'm a student in the (department) of the (faculty) at (university).

I study/work on _____. I major in _____.

I'm from / grew up in _____, but I currently live alone in my apartment.

I like _____. I usually _____ when I have free time.

I hope to become a/an _____. (job).

I'm planning to become a/an _____ one day. (job)

Thank you. Nice meeting you.

Thank you. I'm glad to have met you, too.

Speaking Challenge

Start a conversation with your partner. Use the example questions and answers above to guide you. Take notes about your partner. Then, introduce yourself to your partner, using the examples as a model.

Example

Hi, it's so nice to meet you. I'm Taro Toyo, and I'm from Nagano. I'm from a quiet place in the mountains, so actually to me this place feels a lot like a city. However, the campus reminds me of home because there are beautiful green trees everywhere. I really enjoy watching sports, especially baseball when it's a nice hot day out. But most of all, I like reading about new and exciting technology. In the future I hope to use technology in lots of different ways that help people.

Writing Challenge

Definition Paragraph: Explaining a student's background

Write a paragraph introducing your partner's background (hometown, education, experience, preferences, etc.) and explain what the person is like, based on your Speaking Challenge conversation. Be sure to include transitions that fit the type of paragraph you're writing. Try to complete your paragraph within 15 minutes.

Example

(Topic Sentence) I'd like to introduce my partner. His / Her name is _____.

(Supporting Sentences - Describe your partner's personal information) He / She was born in ... , but now lives in ... He / She likes to ... He / She hopes that ... in the future ...

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Path to Success: Future Plans (1)

What do you want to become in the future? What kind of job would you like to have? Think about three steps you can take to achieve your future goal after graduation. Write at least two sentences for each step.

My Goal (Future Job)	
Step 1	
Step 2	
Step 3	

Unit 2

Beginning a Career Log

— "What would you like to do in the future?"

Discussion Starters

1. Have you ever had a part-time job?
2. What is one habit you want to develop to prepare for your future?

Dialogue 04

Students are taking a career development class. They will do exercises to build self-confidence and prepare for their future careers.

Prof. Miyamoto: Hi, welcome to the career development class. First of all, I need to ask you something really important: **What would you like to do in the future?** If you are not sure yet, you should start by profiling yourself. When you do it, it can help you learn about who you really are so you can set a goal. In this class, you'll have to set a temporary goal that we'll use for practice. After investigating different fields, you'll choose just one single area to focus on. Of course, you can change it later if you want.

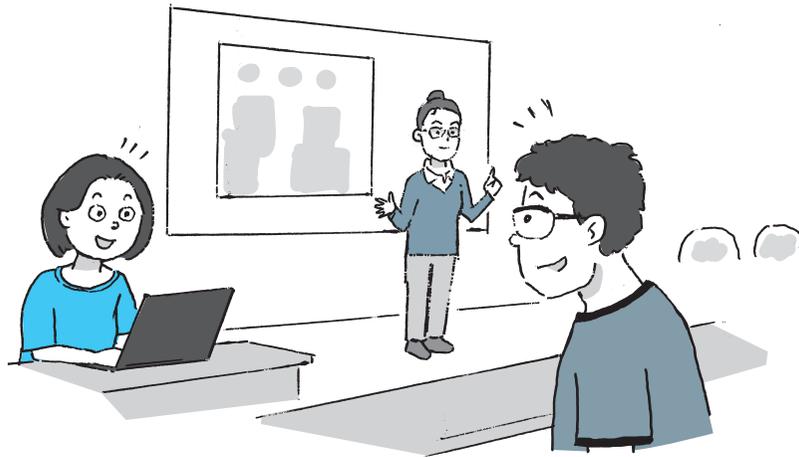
Once you have a goal, you can start thinking about what you need to do to achieve it. What skills are necessary for your future career? So, you need to find out. Then, you have to make a long-term plan to develop those skills, and also grow your talents. Can you guess what the first step might be? Do you have any ideas?

Well, a career log can really help. It's a type of journal where you are going to record everything you do each day, either on your phone or in a notebook if you want. I think it's a good idea to summarize your entries weekly, and then again at the end of each month.

Finally, you should review your journal at the end of each and every semester. This will help you see clearly what you've done, what you still need to do, and also what actions you should take after that to achieve your future goals.

(Students are focused on the professor's talk, many taking notes.)

- Prof. Miyamoto: So, your first exercise is to write about the things you did last week on your career log sheet. Pick out the major activities you did each day and log them. If you have any questions, please ask one of the student assistants nearby, and of course I'm always available for any questions.
- Ryoma: Can I ask you something?
- Angela: Hi. You're Ryoma, right?
- Ryoma: Yeah, thanks for helping me the other day. That was great.
- Angela: Not at all. I'm one of the student assistants, what's up?
- Ryoma: Well ... I'm not sure I really understand what the professor wants us to do, so I'd like to confirm it.
- Angela: Sure, go ahead. I'm listening.
- Ryoma: I wrote down the things I remembered from last week, but I realized that most of them aren't actually related to my future career. So, is that okay?
- Angela: That's totally all right. Ha, you know, I had the same problem last year. You should start by being honest with yourself. Then, you'll begin to see what kinds of activities you need to focus on for your future career. That's the most important thing the professor suggested.
- Ryoma: I see. Thanks again, that's so helpful. I'll get started!



Listening Comprehension 05

Listen and fill in the blanks.

1. What can “profiling yourself” help you do according to Prof. Miyamoto?
It can help you learn about who you really are so you can set a ().
2. What is the first step students should take after setting a temporary goal?
They should find out what () are necessary for their () ().
3. How often should students review their career logs?
Students should review them at the end of each ().
4. What does Ryoma ask Angela about his career log?
He asks if it’s okay that most of his activities were not related to his ()
().
5. What advice does Angela give Ryoma about starting his career log?
She says to start by being () with ().

Grammar Review: Verb Forms (1)

We often use more than one verb when describing complex actions. Some verbs, such as “like,” “prefer,” and “continue,” can be followed by either a gerund or an infinitive without changing the meaning.

I prefer jogging in the evening.

I prefer to jog in the evening.

To study in the morning is a better habit than most people expect.

Studying in the morning is a better habit than most people expect.

However, other verbs may be followed either by infinitives or by gerunds.

A. Choose the correct verb form of either gerund or infinitive. Options are provided at the end of the sentence.

1. Students need to finish () a paragraph within ten minutes.
(to write / writing)
2. Her mother chose () her little daughter an illustrated book.
(to buy / buying)
3. His brother stopped () sugary beverages. (to drink / drinking)
4. Remember () me about the result of the exam.
(to email / emailing)
5. The school requires me () the document by tomorrow.
(to submit / submitting)

6. Sophia can't stand () in a crowded train. (to stay / staying)
7. Would you mind () our picture? (to take / taking)
8. The father convinced his son () the truth about what happened to him. (to tell / telling)
9. Mark got his sister () him with his cooking. (to help / helping)
10. People should avoid () exposed to too much sunlight. (to be / being)

B. Using the expressions from Question A, write English sentences that accurately convey the meaning of each Japanese sentence.

1. 教授は彼女の学生たちに英文キャリアログノートを7月提出するように要求しています。

2. Ryoma は Angela に教室を探すのを手伝ってもらいました。

3. 私は添加物の入った塩分の多い食品を食べるのをやめました。

4. 借りた本を明日までに学校の図書館に返却するのを覚えていますか？

Conversation Skills

Asking questions when you don't understand

- Excuse me, / Sorry,
- I'm afraid I don't follow.
- I'm not sure I understand.
- Could you repeat your question?
- Could you rephrase that, please?
- Could you say it another way?
- Could you please explain that again?
- Could you tell me a little more?
- What I'm hearing is that you mean...?
- Am I understanding this correctly, or ...?
- Could you give me an example of that?
- Could you give me more information about that?
- What exactly do you mean by that?

Speaking Challenge

Listen carefully as your partner talks about their activities during the past week. Ask at least one question about something they mention, using the examples above to help you.

Example

A: On Monday night, I had a lot of homework.

B: Could you tell me more? What did you need to do?

A: I had so many classes in the middle of the week.

B: I'm not sure I understand. Do you mean that this week you had more classes than you usually do, for some reason?

A: My club had a meeting on Thursday night.

B: Could you tell me some more about that? What club are you in?

Writing Challenge

Illustration Paragraph: Describing a past week

Write a paragraph about your partner's weekly activities. Use examples from your Speaking Challenge discussion, and be sure to include transitions that fit the type of paragraph you're writing. Try to complete it within 15 minutes.

Example

(Topic Sentence) My partner told me that he was pretty busy ... (Supporting Sentences – Give examples that demonstrate partner's busy schedule) For example, he / she ... In particular, he / she ... Another example is that on ... Finally, on ... he / she ... (Concluding Sentence) Thus, he / she ...

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Path to Success: Daily Activity Log (1)

How did you spend your last week? Write about any special activities you did each day, and then share them with your partner. Try to write at least two sentences for each day.

- Path to Success: Daily Activity Log
- I was ... on Monday ...
- On Tuesday, I ...
- On Wednesday, I ...
- On Thursday, I ...
- I was ... on Friday ...
- Last Saturday, I ...
- On Sunday, I ...