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※ From Speaking to Paragraph Writing for Career Success Level 2
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教授用資料にはシラバスのサンプルを用意しています。

To the Teacher

From Speaking to Paragraph Writing for Career Success (Level 2) is a practical coursebook for students of English as a second language at the intermediate level and above. 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. In addition, students will learn how to write present and future resumes, prepare for academic conferences, and become familiar with the structure of research presentations and academic papers. 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, then complete the Listening Comprehension task by summarizing the dialogue while exploring new vocabulary and engaging 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

A New Semester Begins

— "Obstacles are inevitable, but quitting isn't."

Discussion Starters

1. Have you ever had a conversation with an exchange student?
2. What are some strengths you have that might be useful in an internship?

Dialogue 02

A new academic semester begins, and students excitedly return to campus.

- Kazuki: Hi, Angie. How have you been?
- Angela: Hi, Kazuki. Did you know that Natsuki has already left for Sweden?
- Kazuki: Yeah, I heard. She joined the long-term program, right? She'll be back next June.
- Angela: To be honest, I already miss her. She was really like a mentor. She meant a lot to me.
- Kazuki: I get it. I miss her too. She gave me great advice about becoming an exchange student. It was so helpful.
- Katherine / Yuki: Hey, guys.
- Angela: Hi, Kate. Hey, Yuki.
- Katherine: I have good news. Guess what?
- Angela: What is it?
- Yuki: We've got a new friend from New York.
- Katherine: Her name's Sophia. I think Angie will really like her. I have a feeling we'll all get along.
- Angela: That's great. Thanks. Why don't we throw her a welcome party?
- Yuki: Yeah. Let's do that. How about this weekend?
- Angela / Kazuki / Katherine: Great!
- Yuki: I wanted to ask you about something. Have you ever filled out an application for an internship?
- Angela: Yeah, I actually do it every semester. It's kind of like writing a short version of your resume and cover letter. The difference is that you need to enter everything into a company's website, like your education, awards, skills, experiences, any study abroad, and so on.

Yuki: That makes sense. But I don't really have any internships or special achievements. So I'm not sure what I should do.

Angela: Well, you can't lie, but I'm sure you've done something worthwhile, haven't you? Just be honest. Write about your background, like what schools you've gone to, anything you've done, especially things that show your ability and skills. Try to look at yourself from a fresh, outside perspective.

Yuki: Can I include my time on the soccer team?

Angela: Sure. You probably learned about teamwork and leadership, right?

Yuki: Yeah, but I wasn't the captain.

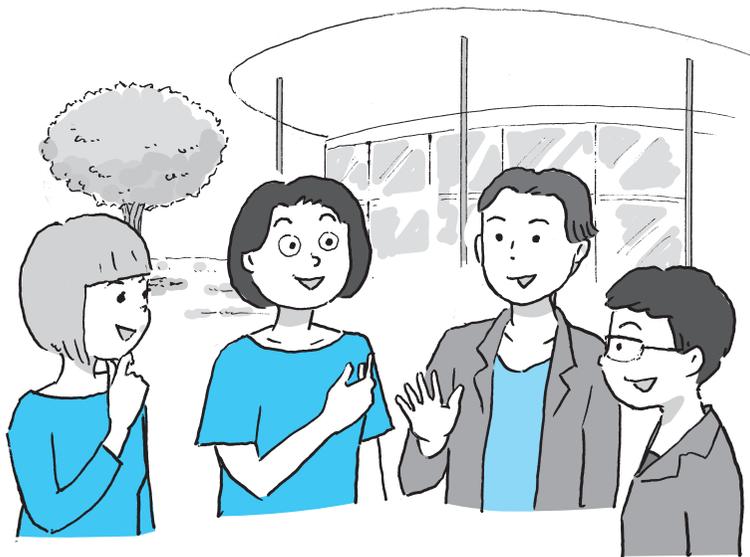
Angela: That's okay. You were still part of the team. Or write about a weakness you've worked to overcome. Or your work at the Academic Enhancement Center. I used that in mine last time. Just explain how those experiences helped you grow.

Yuki: Got it. I'll give it a shot. How should I promote myself? Should I write about my strengths?

Angela: Definitely. That's where you show why a company should hire you, especially how your strengths can help them. Try to match what they're looking for.

Yuki: Okay. **Obstacles are inevitable, but quitting isn't.** I won't give up. Thanks, Angie!

Katherine: Angie's the kind of person you can always count on.



Listening Comprehension 03

Fill in the blanks to complete the summary of the dialogue.

A new semester is beginning, and students are excited about it. Kazuki and Angela start to talk, and Angela asks if Kazuki knows that () has already left for (). Kazuki replies that he (), and that he thinks she joined a () (). Katherine enters the conversation and says that she has () news. Yuki says that they have a new friend from (), and Katherine adds that her name is (). They make plans to throw a party, and then Yuki asks for help about how to fill out an () for an (). Angela says that she does it every (), and offers some advice. For example, she says that you can't (). She advises him to write information such as what () he's gone to, and about things that show his () and (). Yuki asks how he can () himself, and Angela replies that he should () write about his strengths.

Grammar Review: Simple Sentences

A simple sentence in English consists of one subject and one verb. It may also include an object or a complement. The part of the sentence called the predicate includes the main verb and describes the subject. Although every sentence follows this basic format, there are several common patterns. Understanding these patterns will help you express your ideas more clearly in English. Use the following word order as a guide when forming a sentence:

| Subject | Verb | Object(s) | Adverbial Modifiers | | |
|---------|---------|------------------------------|---------------------|-------------------|-------------|
| | | | Manner | Place | Time |
| Angela | started | volunteer work | seriously | at a nursing home | last Sunday |
| Ryoma | asks | Angela a lot of questions | repeatedly | at school | |

A. Read the sentence patterns and arrange the words to form complete, grammatically correct sentences. Start each sentence with a capital letter and end it with either a period or a question mark.

1. evaporates / into / air / water / the

2. sun / white / overhead / the / appears

3. her father's / did / birthday / remember / Mary / not

4. plays / Sundays / Tom / on / soccer

5. angry / made / sister / Taro / his

6. life / chances / there / no / second / are / in

7. I / email / send / may / assignment / you / an / by

8. difficult / the / found / Masao / problem

9. the / call / interrupted / conversation / telephone / their

10. upright / test tubes / are / the / standing

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

1. そのチームの勝利は監督を幸せにした。

2. その医者はその患者が健康だとわかった。

3. Kazuki は彼女のために今週末ウェルカムパーティを開くつもりだ。

4. 試験管の中に少し水が入っている。

Conversation Skills

Describing experiences for an internship application

| | | |
|--------------------------|---|--------------------------|
| summer job | part-time work | volunteer experience |
| club member | sports (baseball, football, basketball, etc.) | team |
| teamwork | school project | study abroad |
| presentation | research | helped organize an event |
| learned something useful | worked with others | improved a skill |
| felt proud | made progress | |

Speaking Challenge

After completing an internship application, you meet with a career counselor who asks you to talk about what you've written. Choose two or three points from the list describing your experience, and discuss what you've learned from each.

A: I'm glad to see that your time here at Atoboshi University has been so fulfilling. Could you talk about a couple of your most valuable experiences?

B: Sure, I'd be happy to. I was on the basketball team for two years. I learned about teamwork and ...

Writing Challenge

Cause-Effect Paragraph: Overcoming a challenge

Write a paragraph explaining a time when you faced a setback, and how your actions then helped you improve the situation. Focus on the relationship between the challenge and the actions you took to meet the challenge. Be sure to include transitions that fit the type of paragraph you're writing. Try to finish your paragraph within 15 minutes.

Example

(Topic Sentence) I have been ... (Supporting Sentences - Describe the problem you faced and what caused things to change) However, ... As a result, ... Then, ...

(Concluding Sentence) Therefore, ...

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Path to Success: Personal History

Please write about activities you've taken part in during each period of your school life. In each section, talk about one or two of your most memorable or important experiences.

Sample

| | |
|---------------------------|---|
| Elementary school | In third grade, I was an actor in the school play. In fifth grade, I designed and created a birdhouse as part of a science project. |
| Junior high school | I was a member of the band in junior high school. I played the trumpet. |
| High school | In my final year of high school, I was vice-president of the chemistry club. During my senior year, I was part of a team that won a debate competition involving several schools in my prefecture. |
| University | I was a volunteer at an event for kids. We made and sold cookies to raise money. I have been a member of the computer programming circle for two semesters. |

Unit 2

Preparation for a Curriculum Vitae

— "Rome wasn't built in a day."

Discussion Starters

1. Has anyone ever given you helpful advice regarding your future?
2. What's something you'd like to do before you graduate that could improve your CV?

Dialogue 04

In the middle of the semester, students seem very busy with classes and other things. They go back and forth between various places on campus.

Angela: Hi, Ryoma.

Ryoma: Hey, Angie. It seems like everyone's been really busy. How about you?

Angela: Yeah, a little. Our department's coursework has gotten more complicated, and the assignments are hard this semester. Most of us have also started looking for internship opportunities, even before job hunting or grad school applications begin. Some people say that the second and third years of university are the hardest, and they really do a lot to shape our future.

Ryoma: I see. I saw Yuki a few days ago, and he told me that the curriculum ... "something" ... is the first difficult part. Do you know what he was trying to tell me?

Angela: A curriculum vitae! It's also called a resume. On a resume, you write about yourself, especially your strengths. It's a way to introduce your background to people who don't know you, usually when you apply for jobs, research or academic positions. It's a summary of your education and skills, experience, and qualifications.

Ryoma: Do you think I should already start preparing one?

Angela: You're a first-year student, so there's no rush. But your CV is a way to keep a record of your most important information that a potential employer would need to know, so it can't be written overnight. What you do each day becomes part of your future. **Rome wasn't built in a day**, right? Professor Miyamoto said something like that.

Ryoma: Yeah, I do remember what she said in class. So I guess it's better to start working on it now. Actually, I don't think I have so much to write about.

- Angela: Didn't you win first prize in the English presentation contest? You can definitely include that.
- Ryoma: I feel like that's the only thing that I can write about, to be honest. And it's not related to my major, unfortunately.
- Angela: It doesn't matter, Ryoma. You told me you want to go to grad school abroad and study robotics and biomedical engineering so you can design a building for people who need different kinds of support in an aging society. It's important to show that you've challenged yourself outside your usual studies, and what you learned from those experiences. So it's absolutely worth including.
- Ryoma: All right. Thanks, Angie. I'll write that down first, and also think about what else I can improve or try.
- Angela: I'm happy if my advice helped.
- Ryoma: Can I text you if I have any questions?
- Angela: Of course. Anytime!



Listening Comprehension: 05

Fill in the blanks to complete the summary of the dialogue.

Ryoma and Angela are having a conversation. Ryoma remarks that it seems that everyone's been (), and asks about Angela. She says that her coursework has become more (), and the () are difficult. They speak about Yuki, and how he gave Ryoma advice about the () vitae, also called a CV. Angela says that it's especially important to write about your (), and that it's a way to () your background to people who don't know you. Angela repeats a remark by Professor (), and Ryoma says that he () it. They talk about the presentation contest, in which Ryoma won () (). She says that he can () that information on his CV. She also says that it's important to show that you've () () in a way different than your usual studies.

Grammar Review: Compound Sentences and Complex Sentences

A compound sentence is made up of two or more simple sentences joined by a conjunction.

A complex sentence contains one independent (main) clause and at least one subordinate (dependent) clause.

Both compound and complex sentences can be combined into longer, more detailed sentences.

Examples of Conjunctions and Connectors

| Subordinating Connectors | | | | Coordinating Conjunctions |
|---|------------------------|-----------------------------------|------------------------------------|-------------------------------|
| Time | Cause | Contrast | Condition | |
| after before since until when as soon as | because since as | though even though although | if in case unless whether | and but yet or so |

A. Fill in the blanks using the appropriate connectors from the word bank. Then decide whether each sentence is compound or complex.

1. We've been studying English for many years, () we are still struggling to master the language. []
2. My family traveled across Europe to see popular landmarks, () we enjoyed the delicious food in every country. []
3. Mark and I have been good friends () we were elementary school students. []

4. I slept very well () the telephone rang. []
5. Rumi would have gone to the island () she hadn't missed the airplane. []
6. We can try a new restaurant at the corner, () we can order pizza on delivery. []
7. The campers enjoyed the mountain scenery and sound of the stream, () they didn't catch any fish. []
8. () you learn how the machine works, using it is not very difficult. []
9. Various drama series are available on streaming platforms, () you can watch them anytime. []
10. She could not attend the meeting () she was not feeling well. []

so even though and if since until because or once yet

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

1. 私は何年もピアノを弾いていますが、それでもまだいくつかのソナタは弾くのに苦勞しています。

2. 6ヶ月以上の間、彼女は寮に滞在するか、またはホストファミリーの家に滞在することもできます。

3. 目標の設定の仕方がわかれば、計画を立てるのはそれほど面倒ではありません。

4. 彼はその日には仕事をしなければならなかったので、パーティには参加できませんでした。

Conversation Skills

Talking about future goals, and preparing for them

attend grad school
work abroad, working abroad
start my own company
learn / acquire more skills
get better at / improve my English
apply for research
help others
gain / get more experience
plan ahead / plan for the future
take it step by step
make connections

build something
take on challenges / take on
responsibilities
follow my dream
make a difference
stay focused / stay motivated
think long term
get ready now
don't wait too long
keep / continue learning

Speaking Challenge

During your third year of university, your academic advisor asks you about what steps you have taken to prepare for your future goals. How would you answer her? Use words and phrases from your Conversation Skills list to help craft your response.

Example:

A: How has your preparation been going for your eventual job search? What have you been doing?

B: I appreciate the question, I know it's important. So, first, as you know my dream is to be hired by a major architectural firm. So, I've been trying to plan ahead by ...

Writing Challenge

Argumentative Paragraph: Why I should pursue an internship in architecture

Choose a specific goal for your future, for example getting an internship or working in a certain field. Write a paragraph explaining why it is important and what makes it worth pursuing. Support your position with strong reasons. Be sure to include transitions that fit the type of paragraph you're writing. Try to finish your paragraph within 15 minutes.

Example

(Topic Sentence) In the future, I'd really like to ... (Supporting Sentences - Give strong reasons why this goal is important and worth pursuing) First, ... Second, ... Finally, ... (Concluding Sentence) Therefore, ...

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Path to Success: Present Resume (1)

Fill in the blanks to help you write your curriculum vitae in English. You can refer to the sample in the back of the textbook.

For at least one item, please note a special achievement or challenge that you worked hard to overcome.

Sample:

| | |
|--------------------------------|--|
| Family name | Kato |
| First name | Mary |
| Middle name (If any) | |
| Education 1*) | |
| Experience 2*) | Led students' volunteer group for earthquake donations |
| Activities / Honors 3*) | Second Prize, Tokyo Central Debate Contest, 20XX |
| Skills 4*) | Conversational English Office 365 (Word and Excel) TOEIC: 500, October 6, 20XX |

Special notes such as notable achievements or hardships you have overcome:

During my senior year, I was part of a team that won a debate competition involving several schools in my prefecture. When I first joined the team, I realized that I would be at a disadvantage because the language of the debates would be English, and my speaking ability in English at that point was quite poor. However, I started to attend an evening tutoring session three times a week, and my ability grew. By the end of the semester, I was able to competently participate in the competition and contribute to our victory.

Notes

- *1) high school and university, location, degree, date of graduation or expected graduation date, major, participation of long-term study abroad program
- *2) paid and unpaid work, internships, volunteer work
- *3) participation in club activities, received prizes, short-term study abroad program (within two months)
- *4) computer skills, foreign languages, technical / lab / research skills