

REFLECTIONS

Talking about Things That Matter

話題別に学ぶ英語表現術

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NAN'UN-DO

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はしがき

日本人は、英語を話すことが苦手だとよく言われます。留学などで海外に行きたいと思う時や、実際に英語を使ってコミュニケーションを取るしか手段がない場合には、これを克服する努力をしないと、先に進むことができないでしょう。また、仮に英語を読み、聞き取ることができても、読んだ内容や相手が述べた意見について考え、自分の意見を述べることができなければ、コミュニケーションを取る意志のない人、と思われてしまいます。結果、相手の関心を引くことはできず、良い関係を保つことも、仕事のチャンスを得ることもできないでしょう。本書は、「英語で考え、自分の意見を述べ、相手を説得する」ことに力点を置いた演習を行うことを目的に作成しました。主として、初級から中級の間に位置する日本の大学生の英語学習者を対象としています。

各課は、ネイティブ・スピーカーが書き下ろした、日本人と外国人のキャラクターの Dialogue の内容を中心に学習していきます。Dialogue 中の各課のトピックに適した重要語句も学習できるように Glossaries が付いています。Dialogue は、発音の役割練習をすることを想定し、それぞれの台詞が等分量になるよう配慮してある一方で、論理的決着がつくまで、できるだけ独り善がりにならずに各キャラクターに自己主張させるように仕組みであります。その為、通常の会話テキストより、不自然なほど長く感じる部分があるかもしれません。

この Dialogue に付随する各種の演習は、学生自身の説得力及び思考力を向上させることに配慮して作成されています。これらは全部行う必要はなく、各クラスの学生のレベルや興味、担当教員のお好みで選択するのが良いでしょう。Comprehension では、Dialogue の中心部分についての質問に回答し、理解度を確認します。Dictation では、Dialogue の内容を要約したパラグラフについて音声で聞き、3文程度を書き取らせる形式になっていますが、学生のレベルにより、全文を書き取らせることも可能でしょう。

応用編の1としての演習は、TOEFL のスピーキング・テストを意識したものになっています。Discussion では、Dialogue に関連したトピックについての質問に回答する形式になっています。また、What's your opinion? では、Dialogue に関連したトピックについての一つの statement に対し、賛成か、反対か、自分の意見を述べる演習を行います。さらに、Write a paragraph では、Dialogue に関連したトピックについて、論理的に自分の意見をまとめる手段としてパラグラフを書くことを要求しています。これは復習用の宿題として使用することをお勧めします。その他、中級者の多いクラス向けに、応用編の2として、Start a conversation と Role-play という演習を用意しています。

最後になりましたが、本書の企画及び編集にあたり、南雲堂編集部の青木泰祐氏には多大なご尽力を頂き、様々な視点からのご助言も頂きました。この場を借りて、深く感謝の意を表します。

著者

To the Teacher

REFLECTIONS is a collection of dialogues and follow-up activities for low-intermediate students of English as a second language. The conversations are different from those found in most textbooks in that they are generally lengthy and detailed discussions of serious issues (such as voting, gender bias, and the health of the global economy), with vocabulary and sentence structures that are both challenging and interesting. The subsequent collaborative learning activities are designed to promote fluency, stimulate discussion, and enrich vocabulary.

REFLECTIONS is composed of 15 units. Each unit starts off with an introductory statement and warm-up question about the unit's topic. These are followed by the core of the lesson, the dialogue, which can be taught or studied in a variety of ways depending on class level and teacher preference. Next come three comprehension questions (which double as a guided writing activity) and a dictation exercise (which may be used as a dictogloss). These are followed by two discussion questions for students to talk about in pairs or small groups. The next section, "What's your opinion?" asks students to agree or disagree with two thought-provoking statements related to the topic. To help them organize their ideas, students must write a brief outline of their opinions before sharing them with a partner or group: effective training and practice for writing of all kinds. This activity is followed by "Write a paragraph," in which students compose a short paragraph using appropriate reasons and examples in response to a writing prompt similar to those found on exams such as the TOEFL. The next activity, "Start a conversation," asks students to make up five new conversation-starter questions of their own related to the topic at hand. Each unit then concludes with a role-play activity that gives students the opportunity to act out a "real-life" exchange using concepts, words and phrases, and grammatical structures they have encountered during the lesson.

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Unit
1

What kind of person do you respect?

Warm-up Read and think about the following.

We all want respect from our peers, but opinions vary about which personality traits are most important in gaining others' respect. What kind of person do you look up to?

 **Dialogue** Read and listen to the following conversation.

2

Jun: I really admire David.

Henry: Why is that?

Jun: Well, I think he's a very kind and thoughtful man.

Henry: Can you give me an example?

Jun: Sure. Every Sunday, he volunteers at a center for the elderly.

Henry: Oh, really?

Jun: His grandmother died two years ago. He regrets that he couldn't see her more often when she was in the hospital, so now he helps to take care of senior citizens.

Henry: That's very good of him.

Jun: What sort of person do you respect?

Henry: I really respect people who are good at sports.

Jun: Can you explain why?

Henry: When I was a kid, I wanted to be a great baseball player like Ichiro. He's such a talented player, and so smart. He really knows how to play baseball.

Jun: Same here. I'm a big fan of Ichiro, too.

Henry: Unfortunately, though, I'm not very talented. I'm a slow runner, and I can't hit. I strike out all the time.

Jun: Are you a good fielder?

Henry: Not really. In the outfield, I lose the ball in the sun. In the infield, I'm not quick enough to catch anything. In high school, I tried out for the school baseball team, but I didn't make it.

Jun: Well, I can see why you respect people who are good at sports. They're really impressive. Anyway, though, I think that being a good person is more worthy of respect than being a good athlete. The world could really use some more good people.

Henry: That makes sense, of course. I agree with you, but I still wish that I could hit a baseball!



Comprehension

Write full-sentence answers to the following questions.

1. Why does Jun admire David?
2. Why does Henry respect athletes?
3. What happens when Henry tries to hit a baseball?

 **Dictation** Listen carefully and fill in the missing information in the following dialogue summary.

3

_____. (8 words)
Jun especially respects people who are kind and thoughtful. For example, he really admires his friend David because he does volunteer work on Sundays. _____

_____. (12 words) He really wanted to be a good baseball player when he was younger but could never achieve his goal. He's a slow runner, and when he tries to hit, he strikes out. He's also not very skilled at playing the outfield or the infield. Henry agrees that it's _____

_____, (13 words) but he still wants to be a better baseball player.

Discussion Discuss the following questions with a partner.

1. Name a person you respect. Why do you respect him or her?
2. Describe your personality. Give examples.

What's your opinion? Tell your partner why you agree or don't agree with the following statements. Before you speak, write a brief outline of your opinion.

1. It is important to respect your friends.
2. People who are good at playing sports are usually very popular.

Write a paragraph Write a paragraph about a person you respect. Include examples and reasons to support your response.

Start a conversation

Ask your partner five new questions about today's topic, as in the following example. After your partner answers each question, ask an original follow-up question.

Are you good at _____ ?

Role-play

Partner A is talented at sports, and Partner B is very honest. Talk about which trait is more worthy of respect.