



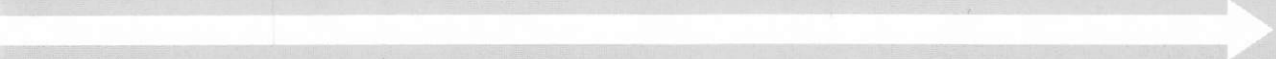
TOEIC[®] Test Success

新 TOEIC 形式で読む総合英語

Masayuki Teranishi / Patrick T. Dougherty



NAN'UN-DO



TOEIC® Test Success

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はしがき

本書は、リニューアル版 TOEIC® テストの問題形式に対応し、特に「読解力」の向上を目指して企画されたものである。本書の最大の特徴は、授業が単なる“TOEIC® テスト読解対策”にならないよう配慮している点である。具体的には、各章のテーマに関連する写真や対話を用いた演習をウォーミング・アップとして取り入れ、また、各読解問題に続きディスカッションのセクションを設けた。本書のバラエティに富んだエクササイズを通じて、総合的な英語運用能力の育成を図ってもらいたい。

「日本人は英語を読むのは得意だが、聞くとなれば全く歯が立たない。」という声は依然として根強いようであるが、TOEFL®（北米の大学への留学を目指して受験する国際的英語運用能力試験）の結果等を見る限り、日本人の苦手分野はむしろ「読解力」であるというのが実情のようだ。もちろん、リスニング等他の技能に問題がないというわけではないが、私自身の英語教師としての体験からも、最近の学生には、英文を読んで迅速かつ正確に内容を把握する力の育成が急務であると考えている。学生諸君には、本書に抜粋された大学生としてふさわしい内容の興味深い英文を通じて、楽しみながら読解力を養ってほしいと願ってやまない。実際に英語圏において使われている「生きた」英語を集録しており、多少骨がある英文もあるかもしれないが、ある程度の基礎能力が身につけている学生には一気に読み通せるレベルのものである。臆することなくどんどん読み進めてほしい。

読解の速度を上げるには、英語を日本語に逐一直さず、「英語を英語で」理解する必要がある。そのための訓練として、英英辞典を用いるのが効果的である。各章の本文直前に設けた練習問題 (Key Words) や、本文に付した Vocabulary Notes などを通じて、英英辞典に慣れ、日本語を介さずに英文を理解することにチャレンジしてほしい。

本テキストの作成に当たっては、多くの方の助言・協力を頂いた。特に、適切な英文を抜粋・作成してくれたパトリック・ドーティー氏、同じ英語教師としての立場から適切なアドバイスを与えてくれた宮上久仁子氏と宇野光範氏にはこの場を借りてお礼申し上げます。また、本書を出版するに当たり、南雲堂の青木泰祐氏には、その企画から編集まですべてにわたりお世話いただいた。心よりお礼申し上げます。

寺西 雅之

CD の音声は新 TOEIC® テストに準じてイギリス、アメリカ、カナダ等の音声を取り入れております。

PREFACE

In reviewing the library of currently available TOEIC[®] preparation books and materials, my co-author and I discovered that there was a lack of four-skill teaching materials. Few books incorporated reading, writing, listening, and speaking. TOEIC[®] Test Success is unique in that it incorporates the four-skills in each of its activity-packed lessons. Further, we wrote the book based on our own and our colleagues' teaching experience, and met a need that we have encountered: the need for a practical, interesting, innovative, and student-centered textbook for both classroom and individual study.

I would like to thank my co-author, Dr. Masayuki Teranishi for his dedication to this project. Together, Masayuki and I brought more than three decades of combined teaching experience to this endeavor as well as a firm belief in the intelligence and abilities of our students and the dedication of our fellow teachers. This book is meant to help them achieve success.

Dr. Patrick T. Dougherty
Department of Global Communication
University of Hyogo

Contents

Lesson 1: English Studies	7
Lesson 2: Scheduling and Planning	12
Lesson 3: English Language Proficiency Tests and Business	17
Lesson 4: Dating, Relationships, and Advice	22
Lesson 5: Music and Style	27
Lesson 6: Jobs and Employment	32
Lesson 7: Health and Fitness	37
Lesson 8: Finding Purpose and Setting Life Goals	42
Lesson 9: Money and Happiness	47
Lesson 10: Travel and Adventure	52
Lesson 11: Movies and Preferences	57
Lesson 12: Museums and Culture	62
Lesson 13: Disabilities and Access	67
Lesson 14: Alternative Transportation for Students and Employees	72
Lesson 15: Recycling, Conservation, and Industry	77

A Before Listening

Look at the pictures below. Circle the things in the box that you see in the pictures.

Uniforms	Trees	Stairs	Cell phone
Suitcase	Neckties	Flowers	Blouses
Sidewalk	Computer	Books	Eyeglasses
Jacket	Classroom	Glasses	Car

**B Listening**

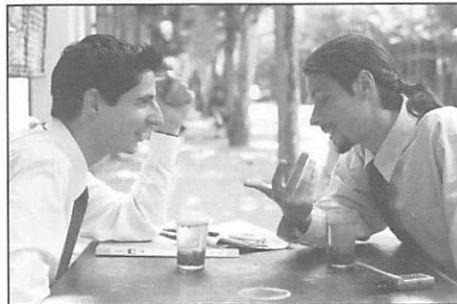
For each picture, you will hear four statements. Circle the letter of the statement that best describes the picture.

Picture A



Statement: (A) (B) (C) (D)

Picture B



Statement: (A) (B) (C) (D)

C Picture Task

Rearrange the words in the brackets to make sentences. Write the letter of the picture each sentence describes in the parentheses. Use "N" for the sentence that describes neither picture.

Words: [a, are, at, café, men, sidewalk, talking, three]

Sentence 1: _____ . Picture ()

Words: [are, discussing, educations, English, men, their, two]

Sentence 2: _____ . Picture ()

Words: [a, an, class, conversation, English, is, of, picture, this]

Sentence 3: _____ . Picture ()

D *Conversations*

Listen to the two short conversations. Then answer the questions below. Circle the letter of the best answer for each question.



Conversation 1:

1. Who made the copy of the photo of the English conversation class?
 - A. It was taken in the classroom.
 - B. Tamas made it.
 - C. Emi made the copy for Tamas.
 - D. It was of the entire class.
2. Why is Tamas studying English?
 - A. So he can head up to Cairns and be a translator.
 - B. So he can work in Australia.
 - C. So he can travel around Australia.
 - D. So he can work in an international company.
3. What helped Tamas the most in learning English?
 - A. Talking with his host family
 - B. Sightseeing around Sydney
 - C. Eating his meals in restaurants
 - D. The English conversation class



Conversation 2:

1. Where are Mario and Antonio?
 - A. England
 - B. Brazil
 - C. Italy
 - D. The United States
2. How did Mario learn English?
 - A. His mother taught him.
 - B. He spent two years in the United States.
 - C. He studied it in high school and spent one year in the United States.
 - D. He studied in high school and went to England for a business meeting.
3. How did Antonio learn English?
 - A. He studied it in university.
 - B. His mother taught him.
 - C. He studied English in high school and in university.
 - D. He spent three weeks in England when he was growing up.

E Reading

1. Key Words

Match the underlined words in these sentences with the definitions below.

1. They cultivate tomatoes and watermelons in this area. ()
2. He ascertained that the story was based on facts. ()
3. He is trying to devise a secret code. ()
4. After many years' research, she finally formulated her ideas into a new theory. ()
5. We finally had rain after many days, but today's rain is still inadequate to relieve the water shortage. ()
6. The committee will meet in the hall tomorrow. ()
7. As a moral philosopher, he believes in the potential of human beings. ()

- a. A group of people who meet to make decisions for a larger group or organization
- b. Not enough; not good enough
- c. To plan or invent a new way of doing something
- d. To develop a plan and decide all the details of how it will be done
- e. To grow or develop (crops, people, etc.)
- f. To find out something
- g. Ability, capability, or possibility

2. Reading

Read the press release below and answer the questions that follow. (Words in bold are explained in the Vocabulary Notes.)

Press Release¹

Developing a strategic plan to cultivate “Japanese with English Abilities”

With the progress of globalization in the world economy and in society, it is essential that our children **acquire**² communication skills in English, which has become the international language of the moment. This is an extremely important issue both in terms of the future of our children and the further development of Japan as a nation.

At present, though, the English-speaking abilities of a large percentage of the population are inadequate. This results in **restrictions**³ on exchanges with foreigners and creates occasions when the ideas and opinions of Japanese people are not appropriately expressed and evaluated. Accordingly, we have formulated a concrete **strategy**⁴ to cultivate “Japanese with English abilities” by drastically improving the English education of Japanese people.

Before devising these plans, we at the Ministry of Education, Culture, Sports, Science and Technology (MEXT) listened to the opinions of experts in various fields with a view to ascertaining the importance of English education. Specifically, in January of last year, MEXT received a report from the “Round-table Committee for the Improvement of English Teaching Methods.” In addition, between January and May of this year, five meetings were held by the “Round-table Committee on English Education Reform,” during which we heard the opinions of a total of 20 experts from various fields. The **deliberations**⁵ of both these committees formed the basis for the attached strategic plan to cultivate “Japanese with English abilities.”

The “Basic Policies for Economic and **Fiscal**⁶ Management and Structural Reform” (Cabinet resolution issued on June 25) also included a **provision**⁷ stating that MEXT should settle on an action plan for improving English education during the present fiscal year as part of a strategy to **enhance**⁸ human potential.

On the basis of these strategic plans, those **measures**⁹ that can be **implemented**¹⁰ immediately will be, while those requiring **budgetary**¹¹ **allocation**¹² will be included in the budget request for the next fiscal year. Once the government budget draft has been completed, a plan of action will be determined depending on the amount of money made available.

Vocabulary Notes

1 an official statement issued to newspapers giving information on a particular subject 2 to gain knowledge or to learn a skill 3 limitation 4 plan 5 careful consideration or discussion of something 6 = financial 7 requirement; stipulation 8 to improve 9 steps 10 to put into effect 11 cf. budget (noun) = the amount of money needed or available for a particular purpose 12 an amount of something, especially money, that is given to a particular person or used for a particular purpose

Questions:

1. Which of these is NOT covered by MEXT?
 - A. Education
 - B. Technology
 - C. Culture
 - D. Agriculture
2. What subject does the press release deal with?
 - A. A plan to encourage Japanese to acquire adequate English skills
 - B. A plan to globalize the Japanese economy
 - C. A measure to restrict exchanges with foreigners
 - D. A measure to decrease the budget for education
3. How does the Japanese government rate the Japanese people's command of English?
 - A. Good
 - B. Adequate
 - C. Inadequate
 - D. Extremely poor
4. What is the aim of the strategy formulated by the Japanese government?
 - A. To impose mandatory English classes on everyone
 - B. To improve Japanese language communication skills
 - C. To improve the English education of Japanese people
 - D. To invite more English speakers to Japan
5. If a government measure requires extra money, what will happen?
 - A. It will not be implemented.
 - B. It will be implemented immediately.
 - C. The government will request a budgetary allowance for the measure for the next fiscal year.
 - D. The government will have to come up with a new measure.

3. Discussion:

What steps can you take to improve your English skills?

