

Encounters on Campus

by

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学生のみなさんへ

*Encounters on Campus*にようこそ！ このテキストのタイトルは「キャンパスでの出会い」という意味です。学校でさまざまな国から来た留学生と出会い、親交を深め、必要な情報の交換をしたり、イベントをプランニングしたりなどの状況において、また先生を交えた話しの中でのシチュエーションで、英語でのより円滑なコミュニケーションができるようになることを目的としてこのテキストを作りました。

Encounters on Campusの特徴

- 1. この教科書は、大きく4つの「シーン」(テーマ)に分けられた、14のユニットから構成されています。共通テーマを掲げることで、内容が覚えやすくなり、学校で英語を使う場面を容易に想像することができるようになります。

Scene 1: First Week at School

新学期第1週目で新しい友達を作る場面

Scene 2: In the Classroom

授業中の質問、リクエスト、そして欠席の連絡をする場面

Scene 3: Let’s Get Social!

友達と出かけたり、グループで議論したりするソーシャルな場面

Scene 4: Planning Our Club Event

サークルやクラスでのイベントの計画をメンバーみんなで協力しておこなう場面

- 2. 堅苦しいアカデミックな英語ではなく、日常的によく使われる英語(表現)が使われています。
- 3. 各ユニットにはモデル英会話が配置されています。その英会話を単に暗記するのではなく、どのような場面で、どういった流れでおこなわれるのかを確認し、自分の言葉で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。

Encounters on Campusを使う英語上達法

- 予習や復習、授業での課題を必ずおこないましょう。
- CDを効果的に使いましょう。はじめにモデル会話を見ないでCDを聴き、各セリフの続けて声を出してみます。次に、モデル会話を読みながら同時にCDを聴き、声を出して練習します。最後は、モデル会話を見ないでCDを聴き、各セリフの後に声を出してみます。携帯用のオーディオ・デバイスにCDの音声を取り込み、いつでもどこでも聴くようにしましょう。
- 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することを心がけましょう。
- 皆さんが授業外で英語を使う機会は限られていることでしょう。だからこそ授業中のペアワークなどの練習時間を最大限に生かせるよう、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。

Enjoy learning with *Encounters on Campus*!
Mike Critchley

To the Teacher

About this book

Welcome to ***Encounters on Campus***, the fifth book of the *Encounters* series of speaking and listening coursebooks. This low- to mid-intermediate level textbook prepares learners for task-based casual conversations centered around the theme of campus English. A teacher’s edition of ***Encounters on Campus*** is available by request.

Encounters on Campus has 14 units that are grouped into four thematically and semantically related “scenes” depicting social or campus-based situations likely to be encountered by college students in Japan. The focus on realistic, goal-oriented situations is intended to increase student motivation, engagement, confidence, and success.

Scene 1: First Week at School

Making new friends and networking on campus

Scene 2: In the Classroom

Interactions with the teacher — asking questions, making requests, and explaining absences

Scene 3: Let’s Get Social!

Meeting off campus with a friend or date; communicating in group situations

Scene 4: Planning Our Club Event

Planning a school event as the leader or member of a planning group

Course timetable

Encounters on Campus is designed to be taught over 28 classes of 90 minutes each, with each unit requiring two class periods to complete. Although you can jump right into a new unit at the start of class, you will have more time for in-class conversation practice if you take a few minutes at the end of each unit to cover the next unit’s model conversation and assign that unit’s *Language Focus* exercises as homework.

Scene-review task-chains

At the end of each scene is an optional review task-chain (extended role play) that mirrors the scene’s main social and conversational goals. These reviews consolidate student learning and allow you, the teacher, to do some holistic assessment of each student. In these reviews, students do all of the unit tasks spontaneously and consecutively to the best of their ability. This is a good time to encourage learners to video their performances and post them to YouTube or Facebook for comment and support by fellow learners.

For the Scene 4 review, which involves planning a class event, you have two options. You can do the entire review task-chain in one class for the purpose of linguistic review and/or assessment, or you can have students prepare real-life events that the class will actually carry out and enjoy. In the latter case, the review for Unit 14 should be done after students have had ample time to prepare for their events.

Japanese language support

As a general rule, English is used for any activity that can be demonstrated by a teacher. However, to free the teacher from having to make long explanations in class, and to make it easier for students to engage in self-study and prior preparation, Japanese is used for grammar, vocabulary, potential homework exercises, and explanations or translations of socio-linguistic concepts, expressions, and customs/practices that might be too difficult or too time-consuming to try to explain in English. The net result is less teacher talk *about* language and more time spent by learners *doing* language. These divisions of target and native language use are based on a wealth of published research indicating that judicious bilingual language support has a significantly positive effect on learning outcomes. Thus, it is recommended that the teacher take advantage of this support so as to save time and maintain conversational English as the primary classroom language.

To the Teacher

Unit organization

Encounters on Campus takes a genre-based approach to language learning. Each unit begins with a specific communicative, social objective. A model conversation then shows students how advanced English speakers might achieve this objective. Students then practice communication- and language-focused points that directly support this objective. Finally, students put it all together by creating a similar conversation using their own words and then acting the conversation out in a role play. At no point are learners expected to rotely memorize model conversations.

Each unit is organized around the following main sections:

• Introduction and Model Conversation

The first page of each unit has two thought-provoking questions and a unit objective designed to raise contextual awareness, activate schema, and focus learners on the social and communicative objectives of the unit. Learners are next presented with a model conversation, the recording of which you can find on the attached CD. Students are asked to listen to the conversation and repeat what they hear before and after reading the conversation with a partner. The model conversation is followed by a bilingual matching activity that focuses on key phrases from the model conversation.

• Conversation Focus

Students are shown the main functional stages or “steps” of the unit conversation. Key words, phrases, and sentence patterns are introduced in the left-hand margin. The definitions presented in this glossary are not exhaustive, but focus only on the primary meanings of the terms as used in the model conversation. Vocabulary is recycled whenever possible in subsequent units. The conversation stages in this section mirror the model conversation, albeit in a simplified manner. The explicit understanding gained in this section typically results in fewer students trying to rotely memorize the model conversation.

Following the functional steps of *Conversation Focus* is the *Step ahead!* section. *Step ahead!* takes a more in-depth look at one or more of the functional stages of the conversation, with special emphasis on the customs and manners of everyday communication.

• Language Focus

Students practice two grammar or vocabulary points that directly support the unit objective. These pages can be done as homework to save class time for discussion and practice.

• Talk Time

Students are asked to think about an original situation to which they can apply what they have learned. They practice writing a conversation within a “gapped” framework and then practice it with a partner.

Finally, the *Over to you!* role-play section challenges students to perform an original and spontaneous conversation that captures the social and communicative objectives of the unit. Students should *not* write out or memorize conversations to prepare for this. The point here is to allow students to keep practicing, reflecting, reviewing, and then practicing with another partner (the classroom equivalent of a new context). That is, the goal is fluency and confidence building, not linguistic accuracy.

After each *Over to you!* role play, students should read through the checklist of the major points covered in the unit. Students use the list to monitor and assess their own learning and performance. This provides students with positive evidence of their learning gains, which builds confidence and promotes motivation.

Thank you for choosing *Encounters on Campus*. I am confident that you will find it a useful tool in your teaching of English in Japan. I welcome any and all feedback that will help inform and improve subsequent editions of this book.

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Mike Critchley

Table of Contents

To the Student.....3

To the Teacher.....4

Scene 1: First Week at School.....7

Unit 1 (p.8)	Unit 2 (p.12)	Unit 3 (p.16)	Unit 4 (p.20)
Nice to Meet You	This Is My Friend	Where Do People Hang Out?	I Went to That Place
Make a new friend your first week on campus	Introduce mutual friends to each other	Ask a friend’s advice about where to hang out	Share your experience of a place suggested by your friend
• Ask and give opinions	• Departments & classes	• Advice; information questions	• Opinions; <i>How was...?/It was</i>
• Suggestions with “should”	• Voice tone when confirming	• Recommend with “try”	• Experiences; <i>then, after that</i>

Review: Making Friends on Campus.....24

Scene 2: In the Classroom.....25

Unit 5 (p.26)	Unit 6 (p.30)	Unit 7 (p.34)
I Have a Question	Would It Be Possible to Study This?	I Have to Miss Next Class
Ask a question in class and give examples until you understand	Make a special content request to your teacher	Explain a future absence to your teacher
• Ask for explanations	• Requests; <i>Would it be possible to</i>	• Future with “be going to”
• Checking; <i>can, what about?</i>	• Extend reasons; <i>and, also, so</i>	• Confirm with “I will”

Review: A Day of Classes.....38

Scene 3: Let’s Get Social!.....39

Unit 8 (p.40)	Unit 9 (p.44)	Unit 10 (p.48)	Unit 11 (p.52)
What Are You Doing on Sunday?	What Should We Get?	Yeah, I’ll Give You That	Come On! I’ll Help You
Invite a friend to go out for the day	Suggest, explain, and order food, then talk about the day	Exchange opinions in a group conversation	Encourage and support a friend to try a new challenge
• Suggest with “Why don’t we”	• Describe foods	• Opinions with slang	• Expressions to encourage
• Change plans with “Could we”	• Experiences; <i>present perfect</i>	• Repetition to take the floor	• Offer help with “will”

Review: Rev Up Your Social Life!.....56

Scene 4: Planning Our Club Event.....57

Unit 12 (p.58)	Unit 13 (p.62)	Unit 14 (p.66)
What Should We Do?	I Can Book the BBQ	We’re Ready to Roll!
Reach a group consensus on your club’s event theme	Assign tasks in your group to prepare for your event	Share preparation progress in a pre-event meeting
• Politely reject ideas	• Offer or ask help with “can”	• <i>Present perfect, yet</i>
• Add reasons; <i>plus, and</i>	• Summarize tasks; <i>has</i>	• Express progress; <i>so far, as of</i>

Review: An Amazing Class Event.....70

Quick Reference Section.....71



First Week at School

Welcome to your first week at school. It’s a great time to meet some really interesting new people. In this scene, you will take some small steps that will help you make friends with foreign-exchange students whom you meet on campus.

In Unit 1, you will talk to a foreign student whom you meet for the first time in the school cafeteria. Talking to a total stranger may seem difficult at first, but it’s a good way for us to begin casual conversations and to form new acquaintances—people we have met, but who aren’t quite friends yet. In Unit 2, you will learn how to network, that is, meet the friends of friends and other people you know. In Unit 3, you will ask your new acquaintance for some friendly advice. Finally, in Unit 4, as a conversation starter, you will let your new acquaintance know that you acted on his/her advice. After each unit and with each conversation, you will have taken another step towards becoming real friends.

In This Scene

Unit 1 Nice to Meet You	Break the ice Talk about your classes and school
Unit 2 This Is My Friend	Acknowledge and greet an acquaintance Introduce people
Unit 3 Where Do People Hang Out?	Ask advice from a new friend Give advice and make recommendations
Unit 4 I Went to That Place	Talk about experiences Suggest a group meeting
Scene 1 Review	Making Friends on Campus

1 Nice to Meet You



What are some good situations where you can easily get into a conversation with a foreign student?

Which classes do you like at school? Which would you recommend to other students?



新学期が始まって1週間が経ちました。海外からの留学生にも自分から積極的に話しかけてみましょう。自分の専攻や受講している授業について話をしながら、キャンパスで新しい友だちを作ることが目的です。

Activity 1



Listen to the conversation on the CD. Try to repeat what you hear as you listen. Then read the conversation with a partner. Finally, listen and repeat again.

学内の食堂で、留学生の John が Mari に「隣に座っていい？」と尋ねるところから会話が始まります。

John: Excuse me. Do you mind if I sit here?
Mari: Sure. Go ahead.
John: Thanks.
Mari: So, are you a student here?
John: Yes, I am. I'm in International Exchange Studies.
Mari: International Exchange? No way! Me, too. How do you like it?
John: Oh, it's great. I'm in Professor Ballance's seminar. We're doing some cool stuff.
Mari: Oh, yeah, he's awesome. His classes are really interesting.
John: I think so, too.
Mari: You should take his class on NGOs in South East Asia. It's one of the best classes I've had here.
John: Thanks. I'll look into that. By the way, I'm John.
Mari: Hi, John. Nice to meet you. I'm Mari.
John: Nice to meet you, Mari.

初対面の相手との会話なので、笑顔で、ポジティブな印象を与えましょう！



Activity 2

Do you understand the conversation? Match each English sentence or phrase with its Japanese meaning.

- | | |
|-----------------------------------|------------------------|
| 1. So, are you a student here? | A. ところで、私は～です。 |
| 2. International Exchange Studies | B. (もっと知るために) 調べます。 |
| 3. How do you like it? | C. すいませんが、うちの学校の学生ですか。 |
| 4. I'll look into that. | D. どうですか。(意見を求める) |
| 5. By the way, I'm ... | E. 国際交流 (学科) |

Conversation Focus

Conversation steps

次の1～5の会話の各ステップで使われる主な表現を練習しましょう。このユニットでは、まず知らない人に声をかけましょう。その人と会話ができれば、履修している授業や学科、学生生活などについて話をします。そして、話しが少し進んだ時点で、自己紹介してみましょう。

1	Break the ice 会話ができる機会を作る	Do you mind if I ¹ sit here? / Sure. Go ahead. ² So, ³ are you a student here?
2	Talk about school majors 学科と授業について話す	I'm in ⁴ International Exchange Studies. No way! ⁵ Me, too! I'm in Professor Ballance's seminar. ⁶
3	Ask / Give opinions 意見を求める・言う	How do you like ⁷ it? It's great / so interesting / awesome! ⁸ His classes are great.
4	Suggest classes 授業・先生などをおすすめする	You should take ⁹ his class on NGOs. I'll look into that (it).
5	Introductions 自己紹介を言う	By the way, ¹⁰ I'm John. Nice to meet you.

- 1 Do you mind if I ...? Is it OK if I ...? ～をしてもいいですか。
- 2 Sure. Go ahead. いいですよ。どうぞ。
- 3 So, ... すいませんが・あの～など ※質問の直前によく使われる。
- 4 I'm in ... ～を履修・専攻しています。
- 5 No way! ウソ! 本当? No way! Me, too. まさか! 私も。
- 6 seminar ゼミ
- 7 How do you like ...? ～は、どうですか。 ※意見を求める表現。
- 8 awesome 最高!
- 9 You should take ... ～を受けた方がいい・受けるべき (おすすめ)
- 10 By the way ... ところで
- 11 anybody 誰か
- 12 Do you live around here? この辺りに住んでいますか。
- 13 Where are you from? ご出身は? どの国から来ましたか?

Step ahead!

Breaking the ice

このユニットの会話では、「この席に座ってもいいですか?」という相手に対する簡単な質問から会話が始まります。このようにきっかけを自ら作って知らない人と会話を始めることを Breaking the ice (直訳: 氷を割る) と言います。

Excuse me.

Is it OK if I¹ sit here?

Do you mind if I sit here?

Is anybody¹¹ sitting here?



So ...,³

are you a student here?

do you live around here?¹²

where are you from?¹³

Activity 3

Write down two situations in which you might meet someone new (*finding a seat in class, etc.*). Then work with a friend. Take turns breaking the ice and having a short conversation in each situation.

Situation 1: _____

Situation 2: _____

1. Asking and giving simple opinions

シンプルな意見の表明は、2段階でおこないます。まず、**簡単な意見** (It's great / I like it など) を表現します。そして、その**理由としてなぜそう思うか**を述べます。初対面の場合、ネガティブな意見は避けましょう。

So, how do you like this campus?



- Oh, **it's great!**
I really like it.
It's beautiful.
- I have some really good classes.**
The campus is so convenient.
The campus is so green.

Exercise 1:

自分の意見とその理由を書いて、自分の学科について次の会話を完成させましょう。

So, how do you like _____ ?
(自分の学科の名前)



It's _____
I have _____
and I really like _____



2. Making friendly suggestions with “you should”

「You should + 動詞」の表現を用いて、気軽に推薦することが出来ます。You should は、「絶対にいいから～した方が良くい～すべき」という意味なので、自分が好きなサークル、授業、お店などを推薦してみましょう。



Oh, you like sports? **You should join** our judo club. It's a lot of fun!
(スポーツが好きなの？ じゃあ、柔道部に**入部したほうがいいよ**。絶対に楽しいから。)

Exercise 2:

() 内のヒントを用い、you should で始まる英文を書いてください。

1. Ichiyama 先生のクラスを受けたほうがいいよ。すごい面白から。(should take / interesting)

2. 駅の隣にあるラーメン屋を試してみたほうがいい。とても美味しいから！(try / really good)

3. 急いでクラスに行ったほうがいい。もう始まっているから。(get to class / already started)

Activity 4

Imagine that you are about to say hello to a foreign person whom you do not know. Think about these questions to help you imagine your conversation.

1. Where on your campus do you meet?
2. How can you start a conversation with a stranger in this situation?
3. What is your faculty (学部) or department (学科)? What classes do you like?

Activity 5

Use your answers from above to write an original conversation about meeting a foreign student on campus. Practice your conversation with other members of your class.

この課題を成功するには、想像力が必要不可欠なんです！



- You: Excuse me. _____?
- Student: Sure. No problem.
- You: Thanks. So, _____?
- Student: Yes, I am. I'm _____
- You: _____. So how do you like it?
- Student: _____
- You: Yeah, I know. I _____
Actually, you should _____
- Student: Cool! I'll look into that. By the way, _____
- You: _____
- Student: _____

Over to you!: Self-assessment role play

パートナーとの練習タイムです。この課で勉強した内容をもとにして、キャンパスでの初対面の会話という場面設定でオリジナルロールプレーを準備しましょう。学校のどこで出会うか想像して、どのように会話をスタートするか、何について話をするか考えましょう。準備できましたか？ それでは、ノートと教科書をいっさい使わず、パートナーと自由に会話してみましょう。終わったら、下のチェックリストを利用し、自分の結果を確認してください。よくできましたか？ このユニットの英語を自信を持って使えるようになるまでくり返し練習しましょう。

- ☐ 初対面の人とでも、会話を始める自信があります。
- ☐ 自分の学科や授業について会話が出来ます。
- ☐ 学校について、自分の意見とその理由を述べる事ができます。
- ☐ 自分が好きな授業、先生、サークルなどを人に提案したり、勧めることができます。
- ☐ 少し会話をした後で、自己紹介をすることができます。