

Preface

The material in this textbook first appeared in substantially the same form in ODDS & ENDS, a column that appears in *Shukan ST*, a weekly newspaper published by *The Japan Times* aimed at people who are learning English. “Odds and ends” is a phrase that means “miscellaneous items, remnants, pieces, or leftovers; small matters to be attended to.”

The column appears on the “Conversation Page” of the newspaper, so the texts are written in a conversational tone. When I write the columns, I imagine myself sitting down with a reader and having a conversation.

I began writing ODDS & ENDS in 1993. When I was teaching classes for adults, I noticed that I was seeing the same problems and hearing the same mistakes in different classes. Some of the problems were due to first-language interference. The mother tongue of my Japanese students was interfering with their acquisition of English. Another problem was Japanese English. Many English words and phrases have been adopted by speakers of Japanese today. When they are used correctly, it’s a great thing for students—an instant vocabulary that needs no memorization. However, many times in the borrowing process, the original meaning or word gets changed, making it incomprehensible to the native speaker. Words that are similar in meaning were also a problem for my students. For example, the difference between “chance” and “opportunity.”

I approached the editors at *Shukan ST* with my idea for a weekly column to help other people who were experiencing the same problems. They agreed to try it for a year and see what the response from the readers was. It soon became one of the most popular features in the newspaper, and continues to this day. Many readers have said that it has helped them with their English. I hope your students will say the same.

The column is only 400 words in length. There isn’t enough space to cover every aspect of a topic, so I try to give what I believe are the most important points. I am well aware that at times, important and useful information has not been included. Therefore, I would heartily encourage any teacher using this book to expand upon the points with his or her own expertise. Please think of *More Odds & Ends* as a starting point to help your students develop their abilities and interest in English.

Acknowledgments

I would like to take this opportunity to thank my coauthor, Mr. Hidetsugu Yoshida, for his work on the test and study sections, as well as his invaluable help and advice. Without his assistance and encouragement, this project would never have been brought to fruition. I would also like to thank everyone at Seibido Publishing, in particular, Mr. Kimio Sato, the editor in charge of *More Odds & Ends*. His advice and experience proved invaluable in the development and production of the textbook.

James Tschudy

はじめに

本書は既刊 Odds & Ends の続編となります。基本的な構成は前作と同じですが、コンテンツはより身近なものを選びました。目次には知らない単語はほとんどないことと思います。しかし、その使い方、使い分けには日本人が注意すべき多くの点が含まれているのです。これらを習得することは「使える英語」にするための第一歩と言えます。

本書に掲載している英文は、長年日本人に英語を指導しているアメリカ人教師が、その現場での経験をもとに書いたものです。日本人に共通して間違ふポイント、日本人が弱い文法事項、同意語の使い分けなどを、平易な文章で的確に指摘しているこれら英文は、単なるリーディング教材としてだけでなく、日本人に共通する弱点克服に大いに役立つものと考えます。

エクササイズには内容理解を問う問題だけではなく、リスニング、ボキャブラリー、作文などさまざまなタイプの練習問題を盛り込みました。新しい言葉や表現を習得するには、ただ単に本文を読んで理解するだけではなく、声に出して、音声を聴き、実際にそれらの表現を使って英文を作ることによって自分のモノとなるからです。

Listening Comprehension はできるだけ一度で書き取れることを目標としてください。原則的に本文で出てきた表現を問題にしています。Dictation と呼ばれるこの学習方法は、英語力を高めるうえで非常に有効です。自分が聞き取れない部分がはっきりわかるはずです。このテキストにとどまらず、各自の学習にも取り入れてください。

Grammar はそのユニットに出てきた文章の知識を使いながら解く文法問題です。正解に導くための理由を考えながら、解いてください。ヒントは本文中にあります。もし間違った場合にはその理由を必ず確認してください。

Vocabulary では本文に出てきたキーワードに焦点を当てて、その語法を問う問題にしています。そのキーワードの用法に注意して、取り組んでください。使える単語にするための練習です。

Composition は実際に自分で英文を作ってから授業に臨んでください。本文で得た知識を使って、英作文する問題になっています。

最後になりましたが、企画の段階から数々のご指摘、アドバイスをしていただいた James Tschudy 氏と、成美堂代表取締役社長の佐野英一郎氏、佐藤公雄氏に深く感謝いたします。

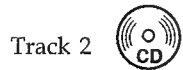
吉田秀次

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1. *step up* / *level up*

この本を手にしている皆さんはきっと「英語の実力を伸ばしたい!」と
思っていることでしょう。そんなときにぴったりの表現を学習します。



Quite a few people have told me that they would like to *step up* their English, *level up* their English. That's the right attitude, but I'm afraid these are not the right words to use.

- 5 *Step up* is not necessarily Japanese English, but it's not used to talk about language. *Step up* is a verb that means to "increase something." For example, imagine an automobile manufacturer (not the Japanese-English *maker*) that makes 10,000 cars a day. And let's also suppose they'd like
10 to increase that number to 10,500. They want to *step up* production. You can even be specific and say exactly how much: they want to *step up* production from 10,000 to 10,500 cars a day, or *step up* production to 10,500. Here's
15 another example. Let's say that you drive an ordinary car. After a few years you think you'd like to get a new one. But this time you want to spend more money and get something more comfortable or stylish. You should *step up*
20 to a luxury car. Notice how both of these examples use stages or levels. There's usually an idea of stages with *step up*, from one point up to another. Learning a language is a slow process, so *step up* doesn't fit.

Step up can also be used as a noun. She got a promotion at work; it's a *step up* for her. She gets more money and



responsibility. It's the next level up for her in her career. But this example is about the only way that *level up* can be used. Don't use *level up* as a verb; it doesn't make any sense at all to a native speaker. If you want to improve your English, use this expression only as a noun. As you can see from the previous sentence, *improve* is a good choice for this situation. When you improve something or when something improves, it gets better than it was before. Improve is a gradual process. I'm sure all readers of this book want to improve their English.

If you'd like to speak English better than you do now, keep reading. Improvement is a gradual process.

NOTES:

attitude 「態度」 **suppose** 「仮定する」 **responsibility** 「責任」
gradual 「ゆるやかな」

Reading Comprehension

本文の内容から考えて、正しい英文であれば○、正しくなければ×をつけなさい。

- () While *level up* is a correct phrase when talking about language, *step up* isn't appropriate.
- () *Step up* means to increase the amount of an activity or the speed of a process.
- () You can use *step up* when you talk about the quality of a new car that you want to buy.
- () *Level up* as a verb is comprehensible to native speakers of English.
- () *Improve* is used for a gradual process, such as learning a foreign language.

Listening Comprehension

Track 3



CDを聞いて、下線部に当てはまる語句を書きなさい。

- The automobile manufacturer will be _____
_____ production to meet the demand.
- He'd _____ to a larger, more
luxurious apartment.
- He got a promotion at work. It's the _____
_____ in his career as an engineer.
- You have made _____ in your
English. It's a huge improvement.

Grammar

英文を完成させるために、最も適切な語(句)を1つ選びなさい。

- She studied architecture up to the master's degree
() by herself.
(a) level (b) on level (c) level up (d) on the level
- They want to () the image of their brand.
(a) level up (b) improve (c) step up (d) a level up
- She gets more money and responsibility () her
promotion at work.
(a) as (b) that (c) because (d) because of

4. Improvement means that something has gotten better than ().
 (a) before it is (b) it is before (c) it was before
 (d) before it
5. *Level up* as a verb doesn't make any sense () native speakers of English.
 (a) by (b) to (c) with (d) at

Vocabulary

日本語に合うように、下線部に適切な語を入れなさい。

1. ステップアップは、段階やレベルという考えと関係がなければならない。
Step up always has something to do with the idea of _____.
2. 語学学習には、短期間で大きな進歩(上達)はない。
 In learning a language, there is _____
 _____ in the short term.
3. 外国語学習にステップアップという言葉を使うことはふさわしくない。
 The phrase *step up* isn't suitable for _____.
4. 彼らはその車の1週間の生産量を4万台から6万台にステップアップした。
 They stepped up production of the car from _____.
5. この例がどのようにその考えを使っているかに注意しなさい。
 Notice _____ the idea.

Composition

次の文を英語にしなさい。

1. レベルアップは必ずしも和製英語とはいえないが、決して動詞として使われることはない。
- _____
- _____

2. この昇進は、彼のキャリアにとって大きなレベルアップとなるであろう。
- _____
- _____