

To Students and Teachers

The expansion of the global economy and the development of information technology are making the world seem ever smaller and more immediate. In addition, the English language is no longer the possession of its native speakers, and is becoming an effective means of communication for those who use it as a second or foreign language. English is sure to play an ever greater role in the future as an auxiliary language used not only by native speakers but also by people throughout the world for exchanging information and building relations.

Given this situation, young people need to acquire basic English ability and an understanding of language-learning methods before they become full-fledged members of society. The acquisition of specialized knowledge and accumulated experience are necessary preparation for active participation in society, of course, but the importance of improved English ability cannot be overlooked.

This textbook has been designed to allow students to acquire strategies and ways of learning English through the activation of schemata. It is also a central objective of this textbook to promote the development of the students' whole personality and sense of identity in response to the enriching experience of otherness in the text. We hope that they will enjoy learning while expanding their knowledge of various topics.

■ Textbook Organization and Use

The textbook contains 14 units. Each unit is composed of three sections: Listening Practice, Reading and Writing Practice, and Preparation for the TOEIC® Test. Activities containing vocabulary and sentence structures that will activate schemata, and listening and reading activities that expand upon them are provided. Some activities of the book can be used as classroom activities and other parts as a supplementary text for self-directed study.

In the Listening Practice activities section students become familiar with methods for learning English as a spoken language through completing tasks provided.

The reading activities, which address a wide variety of topics, ask the students to read for comprehension, but they should also be encouraged to develop and express opinions about the content later in the Speaking/Writing activities. The Summarizing and Speaking/Writing sections can be assigned as homework, either checking the answers or having students give short speeches at the beginning of the next class.

The Preparation for the TOEIC® Test section can be used at the beginning or end of each class, or the sections from several units can be combined and done at the same time.

■ Features and Use of the CD

The conversation and reading sections are recorded on the CD. The conversation is read at normal speed, with background music and sound effects to give students training in listening for comprehension in the midst of background noise.

Tsuyoshi Kanamori
on behalf of the textbook creators

はじめに

—学習者・指導者の皆様へ—

グローバル経済圏の拡大とITの発達は世界をますます狭くし、一方で身近なものにしています。また、英語は今や母語話者の手から離れ、第二言語として使用する人々、外国語として学ぶ人たちにとっての、有効なコミュニケーションの手段となってきました。英語を母語とする人たちとのコミュニケーションの手段としてだけでなく、世界中の人々との情報交換・交流において用いられる補助的な言語として、英語の役割は更に大きくなるはずです。

このような状況において、社会に出る前に基本的な英語力、また外国語を学ぶ方法を身につけていることはたいへん重要です。専門的な知識の獲得や経験を積み重ねながら、更に英語力を開発させていくことで、実社会で活躍する人材となることが期待できます。

本書では、スキーマを活性化しながらの学習方略、音声言語としての英語の学び方について、そのコツを教材に取り組みながら身につけることができるように工夫をしています。また、テキストで取り上げたテーマに自分とは違う考えや存在を知ることを通して、学習者の全人的な育成をも目指しています。いろいろなトピックに関する知識も広げ、楽しみながら学んでください。

■本書の利用方法

全部で14のユニットがあります。各ユニットは、Listening Practice, Reading and Writing Practice, Preparation for the TOEIC® Testの3つで構成され、スキーマを活性化させる語彙や構文のヒントを兼ねた練習問題、それらを利用したListening, Reading, Writing活動が準備されています。教室で行う活動として、また、一部は家庭での自主学習教材用としての補助教材としても使用することが可能です。

Listening Practiceの活動では与えられたタスクに取り組みながら音声言語としての英語学習方法に慣れ親しんでください。

多様なトピックを扱ったReading and Writing Practiceでは内容に対して、自分の意見を持ちながら読むだけでなく、次のSpeaking & Writing段階で自分の考えを表現することを意識しながら進めてください。Summarizing, Speaking/Writingのセクションは宿題として次の授業の最初に答えあわせをしたり、スピーチの機会をもつなどの形で取り組むこともできます。

Preparation for the TOEIC® Testの部分については、毎回授業の初めか最後に利用する方法もありますし、何回分かをまとめて実施することも可能です。

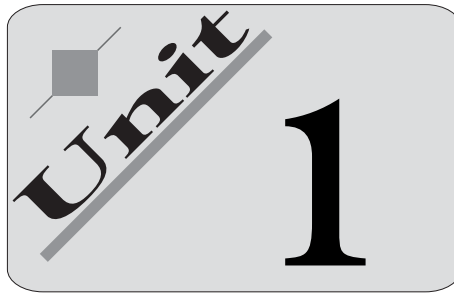
■準拠CDの特徴・利用法

準拠CDには対話の部分とReading部分が収録されています。ノーマルスピードで読まれています。BGMとSE（効果音）もつけました。ノイズのある中での聞き取りの練習に取り組んでください。

執筆代表者 金森 強

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Unit 1

Money! Money! Money!

LISTENING PRACTICE

Warm-up Activity I: Vocabulary and Phrases

What qualities or things do you consider most important for a boyfriend or girlfriend to have? Rank your top five choices and choose the correct meaning for the following words or phrases (1) to (16).

(Rank / meaning)

- | | | |
|----------------------|------------------------|-------------------------|
| (/) good looks | (/) good personality | (/) sense of humor |
| (/) kindness | (/) honesty | (/) similar interests |
| (/) a car | (/) good cook | (/) faithfulness |
| (/) similar values | (/) intelligence | (/) money |
| (/) generosity | (/) patience | (/) good job |
| (/) good voice | | |

- | | |
|---|--|
| (1)ability to appreciate the funny or amusing ユーモア感覚 | (2)automobile 車 |
| (3)enjoyment of the same things 共通の興味 | (4)what we use to buy things お金 |
| (5)pleasant vocal sounds きれいな声 | (6)always telling the truth 正直さ |
| (7)giving freely and willingly 寛大さ | (8)attractive and interesting qualities of character 性格のよさ |
| (9)ability to think, understand, and learn well 知性 | |
| (10)ability to accept difficulty or unpleasantness 我慢強さ | (11)considering the same things to be important 共通の価値観 |
| (12)physical attractiveness 容姿のよさ | |
| (13)gentleness and caring for others やさしさ | (14)ability to prepare delicious dishes 料理の腕 |
| (15)work that pays well or has a good future いい仕事 | (16)being true to one's partner 浮気をしないこと |

B**Warm-up Activity II**

If you agree with the following ideas, write A (=agree). If you don't, write D (=disagree).

1. Money is the most important point to consider when choosing a marriage partner. ()
2. Money should not be considered when choosing a marriage partner. ()
3. Even if two people love each other, they cannot be happy without money. ()
4. Money can't buy happiness. ()
5. If two people love and respect each other, they can lead a happy life together. ()

C**Listening Practice**

Listen to the conversation and fill in the blanks. Then practice reading with a partner. 2 

Amy: When I first saw Japanese money, I thought it looked like money from "Monopoly." Maybe because it was very _____.

Masaharu: When I first saw a dollar _____, I thought it looked like play money too. Maybe all foreign money seems like that.

Amy: What's worse is how a little piece of paper can mean so much. It causes _____, _____, and even war!

Masaharu: It really does mean a lot. Money can _____ the world. Back to the _____ of bills... did you know that there is a special picture on a Japanese bill that you can only see when you hold it up to the light?

Amy: Oh, yes. That's called a watermark. There's one on American bills too.

Masaharu: Well, I'll bet* you can't tell me whose _____ is on a thousand yen bill.

Amy: And I'll bet you can't tell me whose picture is on a one dollar bill.

Masaharu: Uhhh... Abraham Lincoln?

Amy: Shōtoku Taishi?

*I'll bet.... = I'm almost certain that....

Listen to the CD and write the questions. Then listen to the conversation again and answer the questions.

3 

1. _____

2. _____

3. _____

4. _____

READING AND WRITING PRACTICE

A Words and Phrases

denomination 貨幣単位 note 紙幣 currency 通貨, 貨幣 replace ~に取って代わる
appoint 任命する committee 委員会 get rid of 廃止する sugar cane mill 製糖工場
nervously 神経質に enemy 敵 invasion 侵略 take action 行動を起こす accord-
ingly それに応じて distribution 分配 territory 領土 legal tender 法定通貨 con-
sist of ~から成る seal 印 serial number 通し番号 bill 紙幣 letter 文字 no
longer もはや~ではない due to ~のために resistance 抵抗 complete 完了する
in circulation 流通して roughly およそ dispose of 廃棄する attempt 試み enor-
mous quantity of 莫大な量の remove 廃棄する haul 運ぶ smell におい

B True-False Questions

Read the questions below, and then read the following passage to find the answers.

1. In January 1942, special notes were imprinted with the word "Hawai'i". T / F
2. The new money was used even outside Hawai'i and throughout North America. T / F
3. There were four denominations in Hawai'i. T / F
4. The new notes were green and blue, like U.S. currency. T / F
5. The old money was replaced by the new within a year without any resistance. T / F
6. The government appointed a special committee to get rid of \$200 million. T / F
7. The old money was collected and burned at a sugar cane mill. T / F

C Let's Read!

"New Money" for Hawai'i



In January 1942, one month after Pearl Harbor was attacked, the U.S. government nervously feared an enemy invasion. It decided to take action accordingly. One of the first steps taken was to create "New Money." Planned for distribution in the summer of '42, special notes imprinted with the word "Hawai'i" would become legal tender in the territory but would have no value outside of Hawai'i itself. This money was to consist of \$1, \$5, \$10 and \$20 denominations. Brown seals and serial numbers would replace the green and blue ones normally found on U.S. currency. The word "Hawai'i" would appear twice on the front of each bill and once in large letters across the back. The old money would no longer be legal tender in Hawai'i, and so would be collected and destroyed. However, due to citizen resistance, it took 27 months to

complete the change and to have the new money out in circulation. The government then put together a special committee to get rid of roughly 200 million dollars of old money. It was difficult to find a way to dispose of the enormous quantity of notes. After a few failed attempts to remove it, the money was finally hauled to a sugar cane mill on O'ahu and burned. Two hundred million dollars went up in smoke...but they say it had a very sweet smell! (227 words)

Summarizing

Read the paragraph again and write appropriate words or phrases in the spaces.

In January 1942, one month after Pearl Harbor was attacked, the U.S. government nervously feared a Japanese _____. It decided to take action accordingly. One of the first steps taken was to create "New Money." Planned for distribution in the _____ of '42, special notes would be imprinted with the word "Hawai'i" and would become legal tender in the _____, but they would not be used _____ Hawai'i.

This money _____ \$1, \$5, \$10 and \$20 denominations. While green seals and blue numbers were normally found on _____, the new money's seals and numbers were _____. The word _____ would appear _____ on the bill. The old money was _____ and _____ because it would no longer be legal tender in Hawai'i anymore.

It took 27 months to complete the change and to have the new money out in circulation because of _____. The government then put together a _____ to get rid of roughly 200 million dollars of old money. It was not _____ to find a way to dispose of the enormous _____ of notes.

Although some attempts to remove it _____, the money was carried to a sugar cane mill on O'ahu and _____. Two hundred million dollars went up in smoke...but _____ that it had a very sweet smell!

Speaking/Writing

1. Talk about your first impression of "foreign" money and tell a non-Japanese friend about Japanese bills.
2. If you could change the pictures of people on Japanese money, whose pictures would you choose? Why?

Preparation for the TOEIC® TEST

Unit 1

Part 1 Photographs



Look at each picture and listen to four statements. Choose the statement that best describes each picture.

1.



(A) (B) (C) (D)

2.



(A) (B) (C) (D)

Part 2 Question-Response



Listen to a question followed by three responses and then choose the best response.

3. Mark your answer on your answer sheet.

(A) (B) (C)

4. Mark your answer on your answer sheet.

(A) (B) (C)

5. Mark your answer on your answer sheet.

(A) (B) (C)

6. Mark your answer on your answer sheet.

(A) (B) (C)

Part 3 Short Conversation



Listen to a short conversation and answer the three questions below.

7. Where are the speakers?

(A) (B) (C) (D)

(A) Outside the library

(B) Sitting at a library table

(C) At the librarian's desk

(D) Next to a library bookshelf

8. What is the woman's problem? (A) (B) (C) (D)
- (A) The library has already closed.
(B) She cannot find an important book.
(C) She has forgotten to bring back a book.
(D) The library does not stock the book she wants.
9. Who does the man suggest might have the book? (A) (B) (C) (D)
- (A) Another person in the library
(B) The librarian
(C) One of the woman's fellow students
(D) The woman's professor

Part 4 Short Talk



Listen to a short talk and answer the three questions below.

10. Which one of the following beliefs is the argument of the lecture? (A) (B) (C) (D)
- (A) In the future, English will be the only world language spoken by everyone for business and daily life.
(B) In the future, being bilingual or multilingual will be an advantage.
(C) In the future, monolingual English speakers will have an advantage.
(D) In the future, most people will be able to speak only one language.
11. What are the major languages? (A) (B) (C) (D)
- (A) English, Mandarin, Latin, Hindi and Spanish.
(B) English, Mandarin, Portuguese, Arabic and Spanish.
(C) English, Mandarin, Spanish, Hindi and Arabic.
(D) English, Mandarin, Spanish, French and Arabic.
12. According to the lecture, what kind of people will businesses need? (A) (B) (C) (D)
- (A) Multilingual people.
(B) People with excellent English communication skills.
(C) Multi-skilled people.
(D) People with an interest in all cultures.