

**BOOK 1** **Listen Up,  
Talk Back**

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## Preface

*Listen Up, Talk Back* is a comprehensive listening and speaking course for elementary to intermediate students. This two-book series has been specially written for Japanese college and university students. The topics in *Listen Up, Talk Back* reflect the kinds of situations students come across both when studying in their home country and abroad. The topics are practical, useful, and generative. Students will be able to use the language they practice in *Listen Up, Talk Back* in everyday situations. Students are introduced to characters whom they will be able to relate to. This approach greatly helps them to tap into existing knowledge, experience, vocabulary, and structures, and to build upon this further.

Each unit focuses on a topic and related vocabulary, functions, and grammar. Students are also provided with a wide range of speaking and listening activities and exercises. These have been carefully written to provide an appropriate amount of support in order to make each task challenging yet achievable.

## How to use this book

### Warm-up

The warm up activities introduce the topic of the unit. A visual image is provided to help establish the context. Students are invited to draw on and discuss their own experience of the topic. Key vocabulary for the unit is presented to allow for maximum comprehension of the listening tasks.

### Listening activities

Listening is a key aspect of this series. Each unit provides three separate listening tasks. Each listening task consists of two to three activities. The listening activities initially focus on general understanding, followed by listening for details. General understanding activities may be to identify who is speaking or to identify the general topic of a conversation. Listening for detail activities include listening for numbers, completing tables with key information, and underlining the correct word in a sentence. Each activity is carefully designed to involve minimal responses as far as possible in order to allow students to focus on listening more than writing.

A wide variety of exercise types is used to maximize student engagement. In addition, students are exposed to a variety of listening texts such as conversations, advertisements, voicemail messages, and announcements. It is advised that teachers allow students to listen to each text a number of times. Students will need repetition of the listening texts in order to focus on the different demands of each activity.

### Tips for Communication

These useful, practical tips for everyday communication support the following speaking activities. The tips are drawn from the conversations in the listening exercises, so students get a good sense of the context they relate to. The tips focus on things such as answering the phone, using idioms, addressing people formally and informally, and strategies for keeping a conversation going.

## Speaking activities

Speaking practice is an important feature of this series. Each unit offers three opportunities for students to speak within the given topic area. Pair work is a key activity.

In *Talk with a Partner*, students practice simple spoken interactions based on a “chunk” of language they have heard in the Listening texts.

In *Develop Your Speaking Skills*, students first read a scripted dialog aloud, and then introduce different elements to create their own conversation, communicating more freely within the language structures they have encountered. If appropriate, teachers could invite pairs to “perform” their conversations to the rest of the class.

Each of the above exercise types is accompanied by a language box that sets out key vocabulary, expression, and patterns.

In the third speaking activity of each unit, students practice in a range of communication channels, including voicemail messages, advertisements, and announcements. In some units, the third speaking activity gives students guidance to enable them to prepare and give a short talk or a more formal speech. Teachers should give students ample time and support as they prepare their talks or speeches. Encouragement and support is vital to making students feel comfortable about speaking in front of others.

## Grammar Focus

In each unit, one element of grammar is highlighted and explained. The grammar point is drawn from the conversations in the listening exercises. A clear explanation is given, with examples. The students complete exercises to consolidate their understanding of the grammar point.

## はじめに

本書 *Listen Up, Talk Back* は初中級者向けリスニング・スピーキング力養成のためのテキストとして執筆されました。2つのシリーズ本から構成される本書は、特に日本人大学生を対象に構成されています。トピックは日本人大学生が国内と国外の両方で経験する英会話の場面を、実践的に、有用に、そして発展可能に設定しています。テキストで学んだ表現はそのまま英会話で使用できます。テキストの登場人物は、周りの人たちとの会話のやり取りを繰り広げます。この状況から学ぶことで、英会話で実際に使用される語句、表現、文構造、知識、経験などを疑似体験し、さらなるリスニング・スピーキング技能の向上を望むことができます。

このテキストの各課にて、1つのトピックについて関連する語句・機能・文法を取り上げます。コミュニケーション能力を伸ばすための豊富なヒントとともに、様々なスピーキングとリスニングのタスクを提供しています。

本書ははじめに英語母語話者 James Bean 氏と Gillian Flaherty 氏が原稿を作成し、その内容を日本人英語教員である鎌倉が再構成しています。よって、英語が話される国で使用される自然な表現が、日本人学習者に適切な難易度と情報量になるよう配慮されています。母語話者と非母語話者の協力によって、日本で学ぶ日本人英語学習者が実際の英会話の場で活躍できる力を養える教科書となっています。

最後になりますが、本書の出版の機会を頂いた成美堂社長佐野英一郎氏、御協力を頂いた編集部の佐野泰孝氏、萩原美奈子氏、工藤隆志氏、穴戸貢氏には大変お世話になりました。心からの感謝を申し上げます。

鎌倉 義士

# 本書の使い方

## Warm-up

各課冒頭にあるWarm-upでは、その課で学ぶトピックに関連する単語を確認します。テキストにあるイラストや画像から語を連想できるよう構成しています。学生の経験を引き出し、その後の会話練習につながるように関連する重要語句をここで学びます。

## Listening

本書の中心となるリスニングは3つもしくは4つから構成されています。各課前半のListening 1と2では日本人学生タカシやヨーコが英語で会話するダイアログを聞き取り、その理解度をテキスト内の設問で測ります。リスニングの内容は会話全体の理解から細部までの理解へと段階的に構成されています。話者は誰か、会話のトピックは何かなど全体的な理解から、数字の聞き取り、表の作成、正しい情報の選択など会話の詳細の理解までを本書で学習できます。内容確認の設問は必要最小限の回答に抑え、学生がリスニングに集中できるよう配慮しています。学生が多様な英語による聞き取りを学ぶため、後半のListening 3と4では一人の話者によるモノローグや広告、留守電メッセージ、告知のアナウンスなどを課題としています。英語による実生活で経験する音声を繰り返し聞くことで、学生の幅広いリスニング力を養います。

## Tips for Communication

リスニングの会話内で使用されている英会話でのコツや秘訣を、英語ネイティブ話者の視点から説明しています。その内容はフォーマルから親しげな会話の方法、会話を続けるためのコツ、電話での応対、イディオム・慣用語の使用まで多岐にわたります。英会話を潤滑に行うためのヒントを学生と共有してください。

## Talk with a Partner

スピーキングは本書のもう一つの重要課題です。各課のトピックに関連する3つの会話練習を用意し、ペアワークを中心に展開します。chunkやset phraseと呼ばれるある程度の定形表現を使用しながら、学生が英会話を実践します。

## Language Box

高頻度の定形語句や表現を使用することで、自然に会話が成立するよう構成してあります。

## Develop Your Speaking Skills

Aパートにて学生はテキストのダイアログを読み、その会話を模倣することで会話の流れや、やり取りの方法を学びます。続くBパートにてLanguage Boxの表現を参考に取り入れ、学生が話したい内容をオリジナルの英会話として自由に表現できるよう段階的に練習します。

## Speaking

各課後半のListeningで聞いたモノローグを練習します。会話以外の英語の表現方法を学ぶことで、多様な英語表現を聞き取る力を育むことを目的とします。

## Grammar Focus

英会話に役立つ文法知識の確認をドリル練習の問題と共に提供しております。中学・高校で学んだ英文法の確認だけでなく、英会話でどのように使用されているのかの点に注目し、例文とともに説明します。

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# UNIT 01

## Meeting New People



### Warm-up

A good way to meet new people and make friends is to join a club. Imagine you are starting at a new university and you want to meet some new people. Look at the list of clubs. Would you like to join any of them?

**A** Think of other clubs that you might find at a university. Write them in the spaces below.

Social and cultural groups	Sporting groups
Drama Club	Badminton Club
University Choir	Tennis Club
Chess Club	Swimming Club
_____	_____
_____	_____
_____	_____

**B** Write the correct word from the box beside each meaning.

roommate   introduce   volunteer   online

to tell someone what your name is: \_\_\_\_\_

a person who works without being paid, just to help others: \_\_\_\_\_

a person (not family) who lives in the same residence as you: \_\_\_\_\_

on the Internet: \_\_\_\_\_

Meet Takashi! He is 20 years old and he comes from Japan. Takashi is studying at a university in the United States, and now he is living in a shared residence with other students.



## Listening 1



**A** Listen to Takashi talking to his new roommate, Jess. Write short answers.

1. Who starts the conversation? \_\_\_\_\_
2. Who moved in first? \_\_\_\_\_
3. What event does Jess mention to Takashi? \_\_\_\_\_
4. What is the last question Takashi asks Jess? \_\_\_\_\_

**B** Listen again and check **Takashi** or **Jess**.

	Takashi	Jess
1. Who moved in today?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who decided to stay longer?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who is going to the barbecue?	<input type="checkbox"/>	<input type="checkbox"/>

## Tips for Communication

### Being friendly

When you meet someone new, it's usual to ask questions. Don't ask anything too personal, though. In Jess and Takashi's conversation, the questions are quite general. They both feel comfortable answering each other's questions. Avoid topics such as girlfriends/boyfriends, religion, and politics.

### Sounding friendly

Using a friendly voice is important when talking to someone you haven't met before. It helps to make you both feel relaxed and makes the conversation run smoothly. If you use a friendly voice, it also allows you to ask the other person questions. They won't feel that you are being intrusive and will be more likely to answer your questions, and ask you some, too.

Using a friendly voice is easy. You just need to use the "music" in your voice. Try to make your voice sound interesting by using higher and lower intonation. Avoid speaking with a flat voice. Listen to how people talk in movies or on television. Also, if you smile when you are talking, your voice actually sounds friendlier. Try recording yourself so you can hear what you sound like.

## Listening 2



**A** Who likes to do these things in their free time? Listen and check **Jess** or **Takashi**.

	Jess	Takashi
1. play basketball	<input type="checkbox"/>	<input type="checkbox"/>
2. play online games	<input type="checkbox"/>	<input type="checkbox"/>
3. eat out	<input type="checkbox"/>	<input type="checkbox"/>
4. go to the gym	<input type="checkbox"/>	<input type="checkbox"/>
5. go to the movies	<input type="checkbox"/>	<input type="checkbox"/>

**B** Who do they do each activity with? Listen again and circle the correct words or names.

1. play basketball with **Jemma** / friends
2. study with **roommates** / Jemma
3. play online games with **Matt** / Andy
4. go to the gym **with friends** / by myself

## Talk with a Partner

Work with a partner. Take turns to ask: *What do you like to do in your free time?* Use expressions from the box in your answers.

### LANGUAGE BOX

#### Expressions:

I often ... with ...

I sometimes ... with ...

I ... with ... twice a week

We sometimes ...

#### Example activities:

go shopping

play soccer

go to the swimming pool

go to a restaurant

#### People:

friends

family

roommates



## Grammar Focus

### Gerunds

In the first dialog between Jess and Takashi, Jess asks *Do you like swimming?*

In that sentence, *swimming* is a gerund. A gerund is the *-ing* form of a verb used as a noun (for example, *walking, dancing, running, playing*).

*Walking is a good way to exercise.*

To talk about activities we do in our free time, we can use a verb such as *enjoy, like, or love* with a gerund.

*I love skiing. I enjoy cooking. Do you like playing online games?*

Complete the sentences using verbs from the box in the gerund form.

smoke dance listen read shop

- \_\_\_\_\_ is bad for your health.
- \_\_\_\_\_ is fun and it's a good form of exercise.
- Rob likes \_\_\_\_\_ manga comics.
- Bree loves \_\_\_\_\_ for clothes.
- I enjoy \_\_\_\_\_ to many kinds of music.

## Develop Your Speaking Skills

**A** You are going to practice introducing yourself. Work in pairs and practice the dialog.

**Kim:** Hi. We haven't met. My name is **Kim**.

**Takashi:** Hello, **Kim**. I'm **Takashi**.

**Kim:** Nice to meet you, **Takashi**.

**Takashi:** Nice to meet you, too.

**Kim:** Where are you from?

**Takashi:** I'm from **Japan**. How about you?

**Kim:** I'm from **Denver**.

**Takashi:** Where is **Denver**?

**Kim:** It's close to **the Rocky Mountains**.

**Takashi:** Do you like **skiing**?

**Kim:** Yes, I do.

**B** Now practice in pairs with different students. For each dialog choose a different name, a place, and an activity you like to do.

### LANGUAGE BOX

A	B
Hi. We haven't met yet. My name is ...	Hello. I'm ...
Nice to meet you, ...	Nice to meet you, too.
Where are you from?	I'm from ... How about you?
I'm from ... Do you like —ing?	Yes, I do / No. I don't

### Listening 3: Announcement



It is “Move-in Day” at Takashi’s new college. Listen to the announcement and circle the correct words in each sentence.

1. This is a day for new students to **move into their rooms** / **start classes**.
2. The volunteers are wearing **blue** / **orange** T-shirts.
3. The **new students** / **volunteers** will take the boxes and bags to the rooms.
4. The new students need to get their room key and a **map** / **hat**.
5. In the evening, students are invited to a **barbecue** / **movie night**.

### Listening 4: Voicemail



**A** Listen to the voicemail message. Circle the correct answer.

Why is Jim calling Takashi?

- a. to ask Takashi where the barbecue is taking place
- b. to tell Takashi that he’ll be late for the barbecue
- c. to ask Takashi if he wants to go to the barbecue

**B** Listen again and circle the correct answers.

- |   |   |
|---|---|
| 1. How many messages does Takashi have? | 2. What time does Jim want to meet Takashi? |
| a. one                                  | a. 6:00 p.m.                                |
| b. two                                  | b. 6:15 p.m.                                |
| c. three                                | c. 6:50 p.m.                                |

### Speaking: Leave a Voicemail Message

Work with a partner. Take turns to practice leaving a voicemail message about going to an event. Use expressions from the box.

#### LANGUAGE BOX

Hi, ... It’s ... here.	I’m calling about the ... I’m calling to see if you’d like to go ... Are you planning to go to the ...?	movie night. barbecue. party. concert.	It starts at ... It’s being held ... We could meet at ...	Let me know. You have my number. Bye. Talk to you later.
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