

BOOK 2 **Listen Up,
Talk Back**



James Bean and Yoshihito Kamakura

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。昨年 2020 年に刊行されたシリーズ 1 が英語学習初中級者に英会話の実践練習の導入を目指して作成されたのに対し、このシリーズ 2 は中級者を想定して作成されました。シリーズ 1 を終えた学習者が抵抗なく、継続してシリーズ 2 の学習に移行できるよう構成されています。

本書のトピックは日本人大学生が国内と国外で経験する英会話の場面を、実践的に、有用に、そして発展できるように設定しています。本書で学んだ表現はそのまま英会話で使用できます。教科書の登場人物は周りの人たちとの会話のやり取りを繰り返します。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。

本書の各課にて、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。様々なスピーキングとリスニングのタスクを用意し、能力を伸ばすため若干難しくはあるが、必ず回答可能な問題を豊富なヒントと指示とともに提供しています。本書ははじめに英語母語話者 Bean 氏と 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。前書に引き続き、上記英語母語話者の2名による英語教育の指導経験を基に、中級学習者が学ぶべき語彙や表現を提示しています。そして、鎌倉からの提案により「英会話文法」を充実させました。中高での英語学習ではあまり深く説明されないが、英語話者の視点や認知感覚を反映させた文法項目を日本人学習者が理解しやすいよう、例文とともに解説しています。

本書の出版の機会を頂いた成美堂社長佐野英一郎氏、と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。

James Bean
Gillian Flaherty
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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。教科書にある絵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。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、その理解度を教科書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。リスニング内容を確認する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。学生が多種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、会話を続けるコツ、電話での対応、イディオム・慣用句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パートにて学生は教科書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

課後半のListeningで聞いたモノローグを学生が練習します。会話以外の英語の表現方法を学ぶことで、多種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にならぬよう、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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Here are the people you'll meet in the book.



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

Takashi

She is 20 years old and she comes from Virginia. Now Meg is attending university and is living in a shared residence with other students. But she lives close to her family.



Meg



She is 19 years old and she lives in Japan. Yoko is a university student.

Yoko

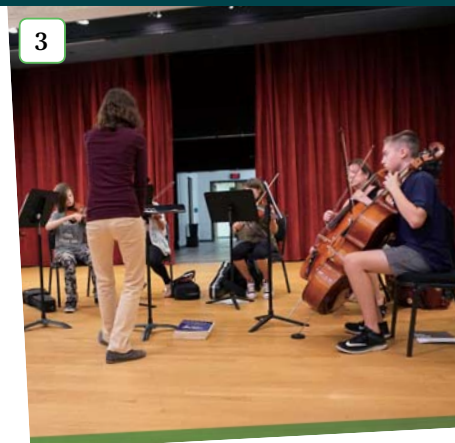
He is a 20-year-old student from California. Bill has moved to a different state to study at university. Now he's living in a shared residence with other students.



Bill

UNIT 01

Campus Life



Warm-up

A Campus life is made up of many different activities. Look at what the people are saying. Match their words to the pictures. Write the numbers of the pictures.

“I don’t really understand this paragraph. Can you help me?”

“Good morning. I hope you’ve all done the reading I set you last week.”

“Block it! Block it! Go, go! Yes!”

“Hello! Are you interested in joining our club?”

“Cellos, I’d like you to play louder. Let’s try it again from the beginning.”

“Are you headed to the library? I’m going that way, too. Do you mind if I walk with you?”

B  Work with a partner. What other activities are part of campus life? Make a list.

Listening 1



1-02

- A** 🎧 Takashi is asking about joining the University Recreation Center. Which things are included in membership, and which things have an extra fee? Check the correct box.

| | INCLUDED | EXTRA FEE |
|-----------------------------|--------------------------|--------------------------|
| 1. Use of the gym | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fitness classes | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Use of the climbing wall | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Use of the pool | <input type="checkbox"/> | <input type="checkbox"/> |

- B** 🎧 Listen again. Circle T for true or F for false.

- | | |
|--|-------|
| 1. Undergraduate students can join the Recreation Center for free. | T / F |
| 2. The Recreation Center is closed on Sundays. | T / F |
| 3. There is a discount if you buy ten fitness classes together. | T / F |
| 4. Takashi has done rock climbing before. | T / F |
| 5. Takashi wants to use the swimming pool. | T / F |

Tips for Communication

Include, included, including

Takashi says: *Are the fitness classes included?*

He is asking if the classes come as a part of Recreation Center membership or are something extra. To *include* means to have something as a part of a total. We often use this word when talking about prices and deals.

Does membership include use of the swimming pool?

Does our accommodation include breakfast?

The tour package includes all meals, but alcoholic drinks are not included.

We use *including* to introduce a list of examples of things in a group.

The Recreation Center offers many activities, including rock climbing and volleyball.

Listening 2

A 🎧 Takashi is asking for directions on campus. Listen and circle the correct words.

1. Takashi wants to go to the **Business Studies** / **Theater Studies** Building.
2. Takashi says he wants to go **on the shuttle bus** / **on foot**.
3. At Founders Avenue, Takashi should turn **left** / **right**.
4. Takashi needs to walk **along** / **across** the river.

B 🎧 Listen again. Fill in the blanks.

1. It's _____ a walk.
2. The campus shuttle bus comes past here every _____ minutes.
3. I'm not in a _____, and it's a nice day!
4. I'm Erica, by the _____.



Talk with a Partner

👤 Practice talking with another student about joining a group or program on campus. Choose a group or program from the box below. Ask about joining and about extras.

LANGUAGE BOX

| Student A | Student B |
|---|---|
| I'm interested in becoming a member of the ... How do I join? | I just need you to fill out this form. |
| Does that include ...? | Yes, that's included. / No, you have to pay extra for ... |
| Are / Is ... included? | |

| Groups or programs | Recreation Center | choir | environment group | study group |
|--------------------|----------------------|-----------------------|-------------------|----------------|
| Included | use of gym | use of rehearsal room | gloves | use of library |
| Extras | use of climbing wall | sheet music | T-shirt and hat | notes |

Grammar Focus

Gerunds after adjectives and prepositions

Takashi says: *I'm interested in becoming a member of the Recreation Center.*
When a verb comes after a preposition (for example *in*, *of*, *about*, *for*), the verb takes the gerund form (-ing). This structure is often used after adjectives that describe feelings. Here are more examples:

*Sam is **afraid of** flying. I'm **sorry for** forgetting your name earlier.*

*I'm **nervous about** giving the presentation. Joe is **keen on** hiking.*

Complete the sentences using the prepositions and verbs given in the gerund form.

- Susan is excited _____ her new job. (**about** / **start**)
- Max is proud _____ the singing contest. (**of** / **win**)
- Let's go! I'm worried _____ the train. (**about** / **miss**)
- John is fond _____ up words in the dictionary. (**of** / **look**)
- I'm sick _____ at this place. Can we try somewhere new?
(**of** / **eat**)

Develop Your Speaking Skills

A Work in pairs and practice the dialog.

A: Hi there. Can I help you?

B: Yes, I'm interested in becoming a member of the basketball club. How do I join?

A: Welcome to the basketball club. I'm excited about having you as a member.

B: Thank you. But I've never played basketball before. I'm worried about causing problems for others.

A: Not at all. Our coach is good at training beginners. You'll soon be a better player.

B Now practice the dialog with different groups or clubs. Try to use gerunds after adjectives and prepositions by choosing expressions from the box.

LANGUAGE BOX

| B | A |
|---|------------------------------|
| I'm interested in becoming a member of the... club. | Welcome to the... I'm ... |
| Thank you. But I've never ... before. I'm... | Not at all. Our coach is ... |


Useful Words and Phrases

soccer, swimming, photography, dance, be keen on, be fascinated by, be pleased at, be thrilled at, be nervous about, be afraid of, be sorry for, injury, catch up, be experienced in

Listening 3



1-04

A  Listen to the online video and fill in the blanks.

Welcome to **Midlands College**. This video is designed to **introduce** you to the **Student Counseling** and **Wellbeing** Service. Campus life can be **enjoyable**, but it can also be ¹_____. At the **Counseling** and **Wellbeing** Service, we **understand** that a **range** of issues can make it **hard** to **get** the **most** out of your time here at **Midlands**. **We're** here to **help**, with both **academic** and ²_____ counseling. Our **StudyWise** program offers **academic** counseling and **support** through a **range** of workshops to help you **improve** your **study**, **time-management**, and ³_____ skills. Our **personal** counseling service is **here** to **help** with issues like **managing stress** and **taking care** of your **mental** ⁴_____. It's simple to arrange a **confidential one-on-one** meeting with one of our **highly** qualified **counselors** and **psychologists**. If you **need** someone to ⁵_____ to, we're here. Why not **visit** the **Student Counseling** and **Wellbeing** Service and **find** out **more about** us? We're on **Level 1** of the **Lacey** Building, and we're ⁶_____ from **nine** to **five**, **Monday** through **Friday**.

B  Listen again. Circle T for true or F for false.

1. The StudyWise program offers counseling on personal issues. T / F
2. The personal counseling service can arrange for students to meet with a psychologist. T / F
3. The Student Counseling and Wellbeing Service is closed on weekends. T / F

Read the Script Aloud

Now pretend that you are the narrator of the video. Read the script aloud. Include the words that you wrote to fill the blanks. Speak slowly and clearly. Use intonation—stress the important words (make them stronger). Practice by stressing the **bold** words in the script above. You may practice silently to yourself first. Then read the script aloud to a partner or to your class.