

P r e f a c e

Get By In English is a basic English conversation series aimed primarily at non-English majors. It has been produced largely with the needs of Japanese university students in mind, based on the writers' experience of what language is needed and what challenges Japanese university students face. The series is composed of four books: *Starter*, *Elementary*, *Pre-intermediate* and *Intermediate*.

Each textbook includes a variety of activities such as pair work, listening comprehension and grammar practice. Where necessary, time-saving explanations in Japanese have been given about the tasks they are required to do, and about some key language points to assist the students (and teachers). Another feature of the book is that students are encouraged, with the help of their teachers, to produce short speeches in English related to the topic of each particular unit.

Vocabulary has been chosen to reflect the needs of the students and comprehensive glossaries (English / Japanese and Japanese / English) are included in the text. In addition, there are optional interview test questions for teachers as a means of grading and monitoring students' progress. Over the 15-week course, students will build confidence in expressing themselves through conversations and speeches.

This book, *Intermediate*, is suitable for those students who are good at manipulating past continuous form, present perfect and other basic expressions, in addition to three simple tenses, present continuous form, or comparison. They are expected to learn such items as relatives, subjunctive mood, phrasal verbs and so on. As this is the fourth-level book, Japanese explanations are fewer than those given in the other three books. Also, students are required to write speeches with less help from their teachers.

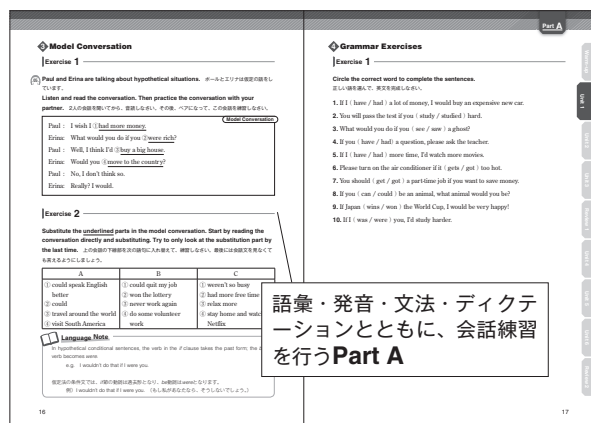
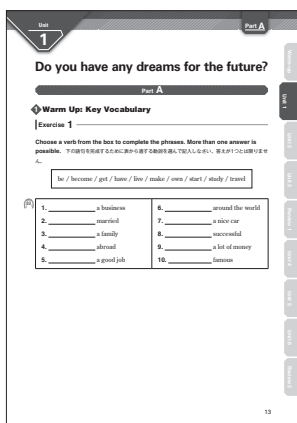
本書の構成と特徴

本書は、Prefaceで述べましたように、『コミュニケーションのための実践英語』シリーズ4冊のうちの最後の4冊目にあたる中級編です。基本三時制や進行形・完了形あるいは比較構文などに習熟した学習者を想定しています。この中級編では、それらの用法や構文に加えて、関係詞や仮定法を用いた構文、句動詞の用法などを学ぶこととなります。

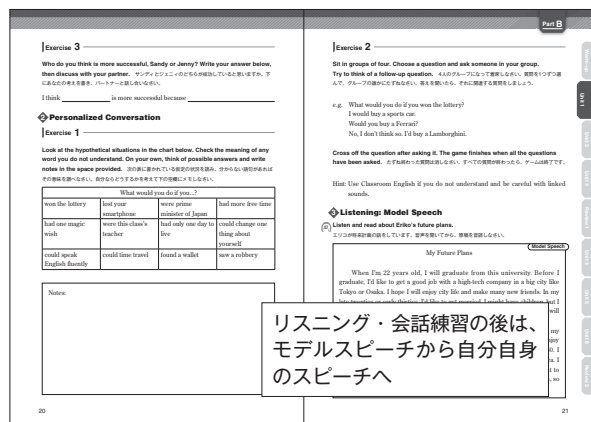
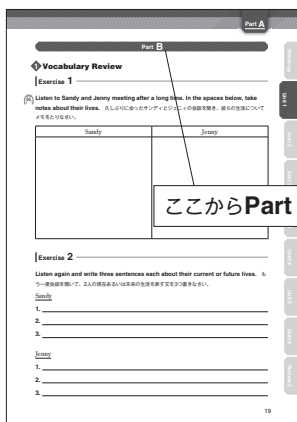
本シリーズは、主として英語を専門としない学生を対象とした基礎的な英会話のテキストです。著者であるネイティブ・スピーカー2人が日本の大学生を教えてきた長

年の経験に基づき、大学生にとって必要とされるのはどのような英語か、また、どのような課題に直面しているかということ念頭において、編集されています。本書の構成を特徴とともに紹介すると、以下ようになります。

- ①英語の授業を受ける際に必要となる最小限の表現と活動について学ぶためのWarm-up Unitから始めます。
- ②それに続く各ユニットを [Part A] と [Part B] に分け、[Part A] で基本となる語彙や表現を学び、[Part B] でそれを実際に用いる言語活動を行って、最後にスピーチで締めくくる、という構成になっています。
- ③ [Part A] では、語彙の学習、発音とイントネーションの練習、モデルの対話文を用いた会話練習、文法問題、ペアで行う書き取り、と順に5つの段階を経て、必要な英語力を身につけます。



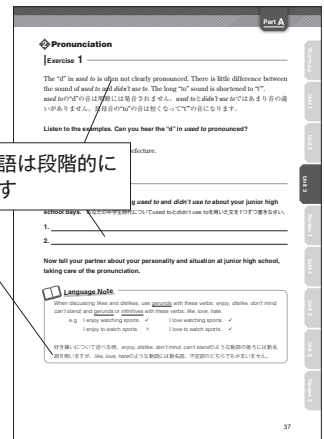
- ④ [Part B] では、リスニング問題に取り組みながら行う語彙の復習、ペアで行う会話練習、モデルとなるスピーチの学習、スピーチ原稿の作成、ペアの相手に行うスピーチ活動と、やはり順に5つの段階を経て、実践力を養います。



⑤ 3つのユニットを終えると、復習のためのReview Unitがあります。それまでの学習の成果を測るために、担当の先生が個人面接をする際にたずねる質問を想定した“Interview Test Questions”が最初に設けてありますので、先生の質問に答える準備をしてください。これに続く、適語選択問題、英文完成問題、並べ替え問題、質問文作成問題、読解問題は、クラスメートが面接を受けている間に各自で取り組むこととなります。

⑥ 最初のReview Unit 1が終わると、同じように3つのユニットとReview Unit 2で学習します。こうして、Warm-up Unitに授業1回分(=90分)、各ユニットに授業2回分(計12回)、Review Unitに2回分という具合に、15回分の学習内容が1冊に収められています。

⑦ 本書では、与えられたタスクの内容や文法に関する重要なポイントについて、日本語による説明が加えてありますが、中級レベルの学習者を意識して、必要最小限に抑えています。



指示文の日本語は段階的に減らしています

Language Noteはバイリンガル表示

⑧ 巻末に、2種類の索引が掲載されています。1つは「理解のための語彙」で、アルファベット順に並べてあります。各ユニットの英文や解説がわからない時に調べてください。もう1つは「発話のための語彙」で、ペア活動の際に役立つ語彙を、トピック別にアイウエオ順にまとめました。日本語に相当する英語がわからない時に活用してください。

本書を用いた学習で、大学生として必要とされる英会話力がつくことを願っています。

著者一同

Glossary for Reception

(理解のための語彙)

テキストにある英文の内容を理解するために必要と思われる語彙をアルファベット順に一覧できるようにしました。意味がわからない語彙に利用してください。

| | | | |
|----------|-----|-----------|--------|
| A | あ行 | back | 背中 |
| absent | 不在 | backpack | バックパック |
| accident | 事故 | banquet | 宴会 |
| active | 活動的 | barbecue | バーベキュー |
| actor | 俳優 | battery | 電池 |
| actually | 実際に | bathe | 浴び |
| add | 加える | be behind | 後回し |
| adjust | 調整 | be late | 遅くなる |
| adjuster | 調整師 | | |
| advice | 助言 | | |
| advice | 助言 | | |
| advice | 助言 | | |
| advice | 助言 | | |
| advice | 助言 | | |

英和形式 ABC 順語彙集

| | | | |
|----------|-----|-----------|------|
| A | あ行 | C | か行 |
| absent | 不在 | capital | 首都 |
| accident | 事故 | catch | 捕まえる |
| active | 活動的 | celebrate | 祝賀 |
| actor | 俳優 | check | チェック |
| actually | 実際に | choose | 選ぶ |
| add | 加える | clear | 晴らす |
| adjust | 調整 | close | 閉める |
| adjuster | 調整師 | close | 閉める |
| advice | 助言 | close | 閉める |
| advice | 助言 | close | 閉める |
| advice | 助言 | close | 閉める |
| advice | 助言 | close | 閉める |
| advice | 助言 | close | 閉める |

Glossary for Production

(発話のための語彙)

ペアで話す際に役立つと思われる語彙について、トピック別にあるいは下部の自由にアイウエオ順にまとめました。【1】の発話練習については、対互なる言葉と対互になる言葉があります。また、動詞の活用や名詞の活用については、1次3回目に学習してあります。日本語に相当する英語がわからない時に活用してください。

| | | | |
|----------|-----|----------|-----|
| A | あ行 | H | は行 |
| absent | 不在 | harmful | 有害な |
| accident | 事故 | harmless | 無害な |
| active | 活動的 | harmless | 無害な |
| actor | 俳優 | harmless | 無害な |
| actually | 実際に | harmless | 無害な |
| add | 加える | harmless | 無害な |
| adjust | 調整 | harmless | 無害な |
| adjuster | 調整師 | harmless | 無害な |
| advice | 助言 | harmless | 無害な |
| advice | 助言 | harmless | 無害な |
| advice | 助言 | harmless | 無害な |
| advice | 助言 | harmless | 無害な |
| advice | 助言 | harmless | 無害な |

和英形式 トピック別語彙集

| | | | |
|----------|------|-----|--------------|
| 1 | 日常生活 | 遊技士 | line fighter |
| absent | 不在 | 遊技士 | line fighter |
| accident | 事故 | 遊技士 | line fighter |
| active | 活動的 | 遊技士 | line fighter |
| actor | 俳優 | 遊技士 | line fighter |
| actually | 実際に | 遊技士 | line fighter |
| add | 加える | 遊技士 | line fighter |
| adjust | 調整 | 遊技士 | line fighter |
| adjuster | 調整師 | 遊技士 | line fighter |
| advice | 助言 | 遊技士 | line fighter |
| advice | 助言 | 遊技士 | line fighter |
| advice | 助言 | 遊技士 | line fighter |
| advice | 助言 | 遊技士 | line fighter |
| advice | 助言 | 遊技士 | line fighter |

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Do you have any dreams for the future?

Part A

1 Warm Up: Key Vocabulary

Exercise 1

Choose a verb from the box to complete the phrases. More than one answer is possible. 下の語句を完成するために表から適する動詞を選んで記入しなさい。答えが1つとは限りません。

be / become / get / have / live / make / own / start / study / travel

03

- | | |
|---------------------|---------------------------|
| 1. _____ a business | 6. _____ around the world |
| 2. _____ married | 7. _____ a nice car |
| 3. _____ a family | 8. _____ successful |
| 4. _____ abroad | 9. _____ a lot of money |
| 5. _____ a good job | 10. _____ famous |



Exercise 2

Imagine you are thirty years old. What would your ideal life be?

Choose phrases from above or your original ideas to complete five sentences about yourself.

あなたが30歳になった時の理想的な人生がどのようなものかを想像して、5つの文を作りなさい。

Exercise 1の語句から選んでも、自分で考えた語句を使ってもかまいません。

e.g. I would live in a large house in the country.

I would be married with two children.

What would your ideal life be?

1. I would _____.

2. I would _____.

3. I would _____.

4. I would _____.

5. I would _____.

Now ask your partner.

では、パートナーに質問しなさい。

Exercise 3

Change partners and tell your new partner five things you found out about your previous partner. 別のペアになり、最初のパートナーについて5つのことを伝えましょう。



Language Note

When discussing hypothetical situations—those that are not real or are unlikely to happen—we use *would + verb*. When discussing situations that are likely to happen, we use *will + verb*.
現実的でない、あるいは起こりそうにもない仮定の状況を語る時、*would + 動詞*を使用します。
起こりそうな状況を語る時には、*will + 動詞*を使用します。

2 Pronunciation

Exercise 1

Depending on where people are from, native speakers of English sometimes pronounce words differently.

The linked part of *would you*, *could you* or *should you* can either be pronounced ~*dju* or ~*dja*.

出身地により、英語のネイティブ・スピーカーの発音が異なることがあります。*would you*、*could you*、あるいは*should you*の連結した部分は~*dju*、あるいは~*dja*と発音されます。

04 Examples

- | | |
|---------------------------------------|---|
| 1. Would you do me a favor? | → Would dju do me a favor? |
| 2. Where would you live? | → Where would dja live? |
| 3. Could you tell me your name? | → Could dya tell me your name? |
| 4. Would you do that, if you were me? | → Would dyu do that, if you were me? |

Exercise 2

Rewrite the sentences from Warm-up Exercise 2 as Yes/No questions.

Warm-upのExercise 2で作った5つの文をYes/Noで答える疑問文に書き換えなさい。

1. Would you _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Exercise 3

Change partners and find out if your new partner's dream life would be similar to yours, taking care with the linked sounds.

別のペアになり、新しいパートナーの理想の人生があなたの理想の人生と似ているかどうかを確かめなさい。つなげて発音する部分に注意しなさい。

3 Model Conversation

Exercise 1

05 **Paul and Erina are talking about hypothetical situations.** ポールとエリナは仮定の話をしています。

Listen and read the conversation. Then practice the conversation with your partner. 2人の会話を聞いてから、音読しなさい。その後、ペアになって、この会話を練習しなさい。

| Model Conversation |
|---|
| <p>Paul : I wish I ① <u>had more money.</u></p> <p>Erina: What would you do if you ② <u>were rich?</u></p> <p>Paul : Well, I think I'd ③ <u>buy a big house.</u></p> <p>Erina: Would you ④ <u>move to the country?</u></p> <p>Paul : No, I don't think so.</p> <p>Erina: Really? I would.</p> |

Exercise 2

Substitute the underlined parts in the model conversation. Start by reading the conversation directly and substituting. Try to only look at the substitution part by the last time. 上の会話の下線部を次の語句に入れ替えて、練習しなさい。最後には会話文を見なくても言えるようにしましょう。

| A | B | C |
|------------------------------|--------------------------|-------------------------------|
| ① could speak English better | ① could quit my job | ① weren't so busy |
| ② could | ② won the lottery | ② had more free time |
| ③ travel around the world | ③ never work again | ③ relax more |
| ④ visit South America | ④ do some volunteer work | ④ stay home and watch Netflix |



Language Note

In hypothetical conditional sentences, the verb in the *if* clause takes the past form; the *be* verb becomes *were*.

e.g. I wouldn't do that if I were you.

仮定法の条件文では、*if*節の動詞は過去形となり、*be*動詞は*were*となります。

例) I wouldn't do that if I were you. (もし私があなたなら、そうしないでしょう。)

4 Grammar Exercises

Exercise 1

Circle the correct word to complete the sentences.

正しい語を選んで、英文を完成しなさい。

1. If I (have / had) a lot of money, I would buy an expensive new car.
2. You will pass the test if you (study / studied) hard.
3. What would you do if you (see / saw) a ghost?
4. If you (have / had) a question, please ask the teacher.
5. If I (have / had) more time, I'd watch more movies.
6. Please turn on the air conditioner if it (gets / got) too hot.
7. You should (get / got) a part-time job if you want to save money.
8. If you (can / could) be an animal, what animal would you be?
9. If Japan (wins / won) the World Cup, I would be very happy!
10. If I (was / were) you, I'd study harder.



Exercise 2

Complete the sentences *using your own ideas*. Be careful to use the correct form of the verbs.

あなたの考えで次の文を完成しなさい。動詞の形に注意しましょう。

1. I would be very surprised if _____.
2. If it rains tomorrow, _____.
3. If _____, please call the police.
4. If I were very rich, _____.
5. If I lived abroad, _____.
6. If _____, I would be very happy.
7. If you are sick, _____.
8. If I lost my cellphone, _____.
9. If I weren't a student, _____.
10. Don't _____ if you have influenza!

5 Pair Dictation

Student A: Turn to page 93.

Aさん：93ページを見なさい。

Student B: Turn to page 103.

Bさん：103ページを見なさい。

Part B

1 Vocabulary Review

Exercise 1

06 Listen to Sandy and Jenny meeting after a long time. In the spaces below, take notes about their lives. 久しぶりに会ったサンディとジェニーの会話を聞き、彼らの生活についてメモをとりなさい。

| Sandy | Jenny |
|-------|-------|
| | |

Exercise 2

Listen again and write three sentences each about their current or future lives. もう一度会話を聞いて、2人の現在あるいは未来の生活を表す文を3つ書きなさい。

Sandy

1. _____
2. _____
3. _____

Jenny

1. _____
2. _____
3. _____

Exercise 3

Who do you think is more successful, Sandy or Jenny? Write your answer below, then discuss with your partner. サンディとジェニーのどちらが成功していると思いますか。下にあなたの考えを書き、パートナーと話し合いなさい。

I think _____ is more successful because _____

2 Personalized Conversation

Exercise 1

Look at the hypothetical situations in the chart below. Check the meaning of any word you do not understand. On your own, think of possible answers and write notes in the space provided. 次の表に書かれている仮定の状況を読み、分からない語句があればその意味を調べなさい。自分ならどうするかを考えて下の空欄にメモしなさい。

| What would you do if you...? | | | |
|------------------------------|---------------------------|------------------------------|---------------------------------------|
| won the lottery | lost your smartphone | were prime minister of Japan | had more free time |
| had one magic wish | were this class's teacher | had only one day to live | could change one thing about yourself |
| could speak English fluently | could time travel | found a wallet | saw a robbery |

Notes:

Exercise 2

Sit in groups of four. Choose a question and ask someone in your group.

Try to think of a follow-up question. 4人のグループになって着席しなさい。質問を1つずつ選んで、グループの誰かにたずねなさい。答えを聞いたら、それに関連する質問をしましょう。

- e.g. What would you do if you won the lottery?
 I would buy a sports car.
 Would you buy a Ferrari?
 No, I don't think so. I'd buy a Lamborghini.

Cross off the question after asking it. The game finishes when all the questions have been asked. たずね終わった質問は消しなさい。すべての質問が終わったら、ゲームは終了です。

Hint: Use Classroom English if you do not understand and be careful with linked sounds.

3 Listening: Model Speech

07 Listen and read about Eriko's future plans.

エリコが将来計画の話をしています。音声を聞いてから、原稿を音読しなさい。

My Future Plans

Model Speech

When I'm 22 years old, I will graduate from this university. Before I graduate, I'd like to get a good job with a high-tech company in a big city like Tokyo or Osaka. I hope I will enjoy city life and make many new friends. In my late twenties or early thirties, I'd like to get married. I might have children, but I haven't decided yet. Even if I have children, I don't want to quit my job. I will work hard and try to save a lot of money.

In my thirties, if I have enough money, I'd like to quit my job and start my own technology business. I'd like to make a lot of money, but I also want to enjoy my work. If I am successful, I will probably retire early, maybe around 60. I would like to build my own house and live in the countryside or by the sea. I might do some volunteer work sometimes. Also, when I am retired, I want to travel around the world and visit many countries. I will need to speak English, so I will not stop studying English after graduation!

4 Personalized Speech

Write a speech. Introduce yourself, then write about your future plans.

あなたの将来計画に関するスピーチ原稿を書きなさい。



A large rectangular box with a thin black border, containing 15 horizontal lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

5 Speech: Pair Discussion

Exercise 1

Now work in pairs. Read your speech to your conversation partner. Listen carefully to your partner's speech.

ペアになってスピーチ原稿を読み、相手に聞いてもらいなさい。交替して、相手のスピーチをしっかり聞いてあげましょう。

Exercise 2

Ask your partner questions. First, write 3 follow-up questions.

例にならって、ペアの相手にたずねる質問を3つ書きなさい。すでにスピーチで聞いたことを質問しないように注意しましょう。

Examples of questions:

What (kind of) job do you want to get after graduation?

Do you want to get married in the future?

Do you think you will _____?

MY QUESTIONS

1. _____?

2. _____?

3. _____?

Exercise 3

Now ask your questions.

Exercise 4

Take two minutes to memorize your speech. Then, close the textbook and try to make the speech again. (It is not important to repeat your speech perfectly, just try to remember as much as you can!) 2分でスピーチを覚えなさい。覚えたら、テキストを閉じてもう一度スピーチをしなさい。(完璧なスピーチでなくてもかまいません。できる限り見ないで言えるようにしましょう。)