

Preface

Do we truly practice what we preach as English language educators? Even though we extol the virtues of authentic language in pedagogical material, do we really provide our learners with the language they need to thrive in their English communication? Although we value highly the conducting and sharing of language teaching research, how often do we implement the findings in our own English classes? These significant questions motivated the creation of this textbook. It was produced to expose learners to authentic English in genuine situations. The dialogues are filled with authentic language like “OK, let me see what you’ve got there,” “Speak of the devil,” and “Why don’t you stick around?” Moreover, particular grammar structures are woven into each dialogue, providing a wealth of implicit exposure to those features. The textbook was also made to facilitate students’ communicative practice in tasks inspired by the findings of instructed second language acquisition research. For example, activities, such as Competitive Dictation, integrate the primary language skills and engagingly compel learners to focus on language form while communicating meaningfully in English. Furthermore, our innovative pedagogical techniques, such as the three-step active listening process, not only aid in learner development, but are also intended to encourage teachers to utilize the textbook material in attempting their own pedagogical innovations.

The textbook was inspired and guided by the English language research and pedagogy that we have been involved with for more than a decade. From our initial discussions in the Modern Language Centre of the Ontario Institute for Studies in Education at the University of Toronto to our development of the intensive English communication courses at the Fukuoka Institute of Technology and all of our research and conference presentations along the way, we have been collaborating to improve English language education. Now, we are proud to submit this textbook to you as the latest fruit of that labour. We look forward to hearing from you with feedback and questions about this book.

We would very much like to thank our wonderful families, the helpful staff at Sanshusha Publishing, and our respective educational institutions for their support. In addition, we wish to express our gratitude to the many research participants and students who inspired this textbook. We sincerely hope our collaborative creation will assist you in your English language pedagogy, and that this textbook will assist us all in our best efforts toward more effectively practicing what we preach.

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Answering Questions from an Immigration Officer

Words & Phrases



Listen and fill in each blank with the appropriate word.

- ① immigration the place at an airport, a port, etc. where the () and other documents of people () a country are checked
- ② airport a place where planes () () and (), with buildings for passengers to wait in
- ③ purpose the () () which something is done
- ④ subject an area of knowledge () or taught in a school, college, or ()
- ⑤ first of all before doing anything else, at the ()
- ⑥ downtown in the () of a town or city
- ⑦ apartment a () of rooms forming one () in a large building
- ⑧ break a short () or vacation
- ⑨ return to come or go () to

Useful Expressions



Listen to the short conversations below and fill in each blank with the appropriate word.

- ① A: Boarding ticket, please.
B: (1) you (2).
- ② A: You are not (1) to (2) here.
B: (3) (4)?
- ③ A: What is the (1) of your (2) (3) the United States of America?
B: Just (4).

④ A: I (1) that you (2) the paper no (3) than the (4) date.

B: What do you (5) by that?

⑤ A: The tournament is (1) this (2).

B: Good (3) with your (4)!

WH-Questions (WH 疑問文)

.....
Fill in each blank with the most appropriate word or phrase.
.....

① A: _____ get to the post office?

a) How can I b) How I can c) I can how d) Where can I

② A: _____ are you staying here?

B: For about one month.

a) How long b) What purpose c) Which country d) With whom

③ A: _____ are you going to stay in Vancouver?

B: I will stay at the Super 7 Hotel.

a) What b) Where c) Which d) Why

④ A: _____ will you go back to your country?

B: Probably in August.

a) How b) What c) When d) Where

⑤ A: _____ is it from here to Toronto Pearson International Airport?

B: About 15 miles.

a) How far b) How long c) How much d) How often

1 First Listening

In this listening, Hideki arrives at an airport in Canada and answers some questions. Before you listen, predict the answers to the two questions, and compare with a partner.

- ① Who will ask the questions?
- ② What questions will be asked?



Now, listen to the dialogue and write T (True) or F (False) beside the following five statements.

- ① Hideki was asked for his driver's license.
- ② Hideki arrived at Haneda Airport.
- ③ Hideki's classes begin on Monday.
- ④ Hideki will first stay at an apartment.
- ⑤ Near the end of December, Hideki will visit Japan.



2 Second Listening

- Step 1** Before listening to the dialogue again, compare your T and F answers with a partner. If you have the same answer, write a circle beside the number. If you have a different answer, write a question mark so that you remember to listen carefully for the answer when you listen again.
- Step 2** Now, try to answer the following questions. After you answer, compare your answers with your partner. Write a circle beside the ones with the same answer, and write a question mark beside the others.
- Step 3** To check if you are correct, listen to the dialogue for a second time, and then discuss your answers with your partner.

- ① Which is true about the dialogue?
 - a) Hideki had no problems understanding the immigration officer.
 - b) Hideki could not understand anything that the immigration officer said.
 - c) The immigration officer had some trouble understanding Hideki.
 - d) Hideki had some problems understanding the immigration officer.

- ② What did Hideki say was his purpose for coming to Canada?
 - a) He came to Canada to stay at the Vacation Hotel in downtown Toronto.
 - b) He came to Canada for education.
 - c) He came to Canada to find an apartment in Toronto.
 - d) He came to Canada for a vacation at a hotel in downtown Toronto.

3 When will Hideki come back to Canada?

- a) He will come back next Monday.
- b) He will come back late in December.
- c) He will come back next June.
- d) He will come back after a short vacation to Japan.



3 Third Listening

Step 1 Listen to the dialogue for a third time. As you listen and read the excerpt from the conversation below, add the missing words, circle any vocabulary that you do not know, and underline any parts that you could understand by reading but had trouble catching from only listening.

Step 2 After listening and reading, check page 96 to see if you filled the blanks correctly, record the meanings of any unknown words that you circled, and think of reasons why you had difficulty with the parts that you underlined.

I: Immigration Officer H: Hideki

I: What (1) are you going to study?

H: Um, (2) (3), I am going to study English.

I: When do your classes (4)?

H: They (5) next Monday.

I: Where are you going to stay?

H: First of all, I will stay at the Vacation Hotel downtown. After that, I am going to get an apartment (6) in Toronto.

I: How long are you going to stay in Canada?

H: I will go home (7) (8) (9) in late December, but I will return to Canada in the new year, and then I will (10) back to Japan next June.

Tips from
the Experts

When you arrive at an airport, you will encounter two types of official. First, the immigration officer will make sure you are eligible to enter the country. Second, the customs official will make sure your belongings are eligible to enter the country. It is quite important to be very respectful to these officials. If you are respectful, you will be able to enter the country quickly. If not, you may be delayed for a long time, or even sent back to Japan. Be honest and organized. It is also important to use words like “please,” “thank you,” “sorry,” “pardon,” “sir,” and “ma’am.” Finally, do not take photographs, complain, or behave oddly near these officials.

You may find the following website helpful:

<http://www.cbsa-asfc.gc.ca/travel-voyage/web-qaf-eng.html>

Speaking

1. Pronunciation: a) In pairs, take turns reading each role in the dialogue script. b) Read any line from the dialogue to your partner. Then your partner must find that line and read the response. (You cannot show your partner the line you read.) Repeat the procedure with your partner going first. Take turns doing this with several lines of dialogue.

2. Role Plays: Role play a similar situation to the dialogue, but use your imagination to change things like the characters and their purposes.

3. Competitive Narration: Select one student to be the class leader. Then, the other members of your class work in small groups (of 2-5 people) in competition against each other. One member from each small group goes to the white board (without the textbook) to be the group’s secretary. The other group members stay in their seats with textbooks open to the Words & Phrases, Useful Expressions, and Grammar Points activities. Next, the class leader calls the number of an exercise from one of the activities (e.g., Grammar Points activity, exercise number 4 A). Then, the seated students shout the sentence for that exercise number to their secretaries, who write that sentence on the board. The first group that accurately writes the sentence on the white board is awarded one point by the class leader. After that, a new member of each group becomes the new secretary for that group, and the original secretaries join the seated members of their groups. Then, the class leader calls another exercise number, and the same process is repeated until one small group reaches five points and wins the game.

4. Focused Discussion: Discuss your partner’s reactions to Tips from the Experts section. (For example, does your partner agree with the advice? Has your partner had any related experience? Does he think the suggestions are worthwhile, interesting, surprising, funny, strange etc.?) Take notes about what your partner says. After five minutes, switch partners with another pair. Tell your new partner about your original partner’s reactions, and listen to your new partner tell you about her original partner. Finally, you will report to the class the information about your new partner’s original partner, and they will report on yours.

.....
Translate the following Japanese sentences into English ones with reference to the expressions in this chapter below.
.....

- ① A: 日本訪問の目的は?
B: 観光です。
- ② A: 日本滞在中は、どこに行く予定ですか?
B: 東京スカイツリー (the TOKYO SKYTREE) と東京ディズニーランド (Tokyo Disneyland) に行く予定です。

Expressions in this Unit

Pardon me? もう一度言ってもらえますか?

相手の発言を理解できなかったり、聞き逃したりした場合に用いる表現です。
I beg your pardon?, Beg your pardon?, Pardon? とも言います。

Here you go はい、どうぞ。

相手にものを差し出す場合に用いる表現です。
Here you are.

What is the purpose of ...? …の目的は何ですか?

What do you mean? どういう意味ですか?

相手の発言の内容が理解できない場合に用いられます。
What do you mean by that? とすることもできます。

What are you going to do in ...? …では何をやる予定ですか?

外国へ渡航する際、入国審査で、滞在期間中の予定を聞かれることがあります。Sightseeing. (観光です) などのように、答えられるようにしておくといいでしょう。

Where are you going to stay? どこに滞在する予定ですか?

これも入国審査で聞かれます。The Holiday Inn Bloor-Yorkville のように宿泊するホテル名や、42 Sussex Avenue, Toronto のように住所を答えられるようにしておきましょう。

How long are you going to stay in ...? …にはどのくらい滞在する予定ですか?

同様に、入国審査の際には、必ず質問されます。For one week. (1週間です) のように、事前に回答できるように準備しておきましょう。

Good luck with ...! …の成功を祈るよ!、…がうまくいくといいね!

もちろん、Good luck! とも言います。