

# Basic Communication Strategies

## II

SAMPLE

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## Preface

*Basic Communication Strategies* is a comprehensive two-book English conversation textbook tailored specifically for Japanese non-English major university students. As the name suggests, the series focuses on learning the basic communication strategies needed to hold meaningful conversations in English.

Each textbook comprises six units—divided into Part A and Part B, centered around everyday conversation topics, and taught over two weeks—and two review units. The title of each unit is one of the opening questions introduced at the beginning of Part A. The same question will be revisited as a conversation starter to the second speaking activity at the end of the corresponding Part B. The authors' aim is that, after learning essential vocabulary, inputting that vocabulary in model conversations, practicing through speaking, listening and pronunciation activities, and learning communication strategies, students will be better able to hold a simple conversation on the unit topic than they were at the beginning of the unit. The authors propose to evaluate this by conducting individual bi-semester speaking tests while the class completes the review units. To provide the teacher with another opportunity for evaluation, and the student with progress feedback, each Part B starts with a five-minute quiz to review the material covered in the previous Part A.

Additionally, some instructions are provided in Japanese, and there is a comprehensive Japanese glossary at the end of the textbooks, with the aim of maximizing classroom efficiency.

### 音声ダウンロード&ストリーミングサービス(無料)のご案内

<https://www.sanshusha.co.jp/text/onsei/isbn/9784384335361/>

本書の音声データは、上記アドレスよりダウンロードおよびストリーミング再生ができます。ぜひご利用ください。



本書は『ベーシック・コミュニケーション』のブック2に当たります。Prefaceにあるように、主として英語を専門としない学生を対象としており、英語での会話をスムーズに進めるためのテキストです。著者であるネイティブ・スピーカー2人が日本で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、どのようにすれば会話を楽しめるかということを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、以下のようになります。

- 本書を用いた学習を通じて、英語による会話のキャッチボールがスムーズにできるようになることを願っています。

著者一同

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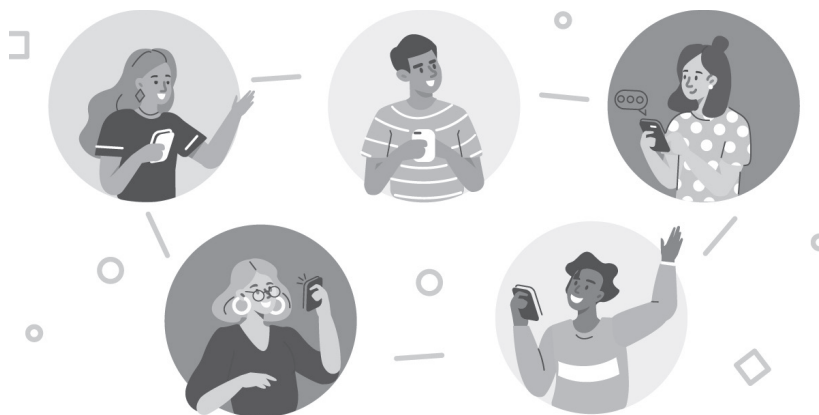
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## Part A



## Section 1 Opening Questions

▶ Ask your partner the following questions. Remember to answer yes/no questions with extra information.

会話の相手に次の質問をしなさい。「はい/いいえ」で答える場合には、情報を追加して答えるようにしましょう。

1. Are you still in touch with your friends from junior high?
2. Who is your best friend? When was the last time you met him/her?
3. How have you been spending your free time recently?
4. Who have you been hanging out with?

## Section 2 Useful Expressions

▶ Connect the expressions in **bold** to match them to the Japanese meaning.

- |   |  |
|---|--|
| 1. I did not <b>keep</b> [～と連絡を取り合う]        | a. <b>up to</b> lately?                        |
| 2. Please <b>drop</b> [～に連絡する]              | b. <b>contact</b> with my high school friends. |
| 3. What <b>have</b> you <b>been</b> [～していた] | c. <b>in touch with</b> my younger brother.    |
| 4. I <b>lost</b> [連絡が取れなくなった]               | d. me <b>a line</b> after class.               |
| 5. I <b>bumped</b> [～と偶然出会った]               | e. <b>into</b> my teacher in the park.         |

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

## Section 3 Model Conversation

## Exercise 1



► Two old friends are meeting after a long time. Listen to and read their conversation.

Linda: Hey Steve, long time, no see.

Steve: Hello, Linda. How have you been?

Linda: (1)Good, thanks. And you?

Steve: (2)Fine, thank you.

Linda: So, what have you been up to?

Steve: Mostly (3)going to school and playing baseball. What about you?

Linda: Just (4)studying and working part time.

Steve: Well, drop me a line some time.

Linda: Yes, let's (5)keep in touch.

Steve: (6)Definitely.

Linda: I'll give you a call (7)sometime next week.

Steve: That would be great.

## Exercise 2

► Practice the conversation with your partner. First, substitute the underlined parts in the model conversation as below. Next, try to substitute them with your own ideas.

Substitution	Your idea
1. Very well, thank you	1. _____
2. Great, thanks	2. _____
3. hanging out with friends	3. _____
4. working and going to the gym in the evening	4. _____
5. stay in contact	5. _____
6. Of course	6. _____
7. in the next couple of weeks	7. _____

## Section 4 Language Focus

### Exercise 1

- Your best friend calls you and asks how you are. Based on the situation, choose a correct response from the box. There may be more than one answer.

Amazing ♦ Pretty good ♦ Really good, actually  
Not so good ♦ ~~Not bad~~ ♦ Terrible, to be honest

1. You feel fine, the same as usual. Not bad
2. You have a fever and a headache. \_\_\_\_\_
3. Your dog has just died. \_\_\_\_\_
4. You just heard you got a good grade for your report. \_\_\_\_\_
5. You are excited about starting your summer vacation. \_\_\_\_\_
6. It's Monday morning. \_\_\_\_\_
7. You are going to a live music concert. \_\_\_\_\_

### Exercise 2

- Change the present tense into the present perfect.

1. How are you?

How have you been?

2. Are you well?

3. How's it going?

4. What are you up to?

5. Where are you living?

6. How's work?

7. How's your family?

8. Are you studying hard?



9. Are you living in Osaka?

\_\_\_\_\_

## Section 5 Speaking 1—Find someone who ...

► Find out what your classmates have been doing recently.

### Exercise 1

► First, make yes/no questions, and then think of suitable follow-up questions.

### Exercise 2

► Ask your classmates. Find a different person for each question.

Find someone who ...		
Convert the following into yes/no questions	Name	Follow-up question
1. ... has had a nice vacation <i>Have you had a nice vacation</i> _____?	Kenji	What did you do?
2. ... has been abroad _____?		
3. ... has been studying hard _____?		
4. ... has done anything fun _____?		
5. ... has been working part time a lot _____?		
6. ... has met any friends _____?		
7. ... has tried anything new _____?		
8. ... has been busy _____?		
9. ... has been spending time with their family _____?		
10. ... has met someone interesting _____?		

## Section 1 Quiz

► Choose the correct words to complete the sentences.

be ♦ been ♦ bump ♦ drop ♦ gone  
hang ♦ keep ♦ lose ♦ mostly ♦ spend

1. John will be a little late. He has \_\_\_\_\_ to the bathroom.
2. Have you ever \_\_\_\_\_ to a foreign country?
3. Recently, I've been \_\_\_\_\_ing out with friends after class.
4. I really enjoy \_\_\_\_\_ing time with my family on weekends.
5. I feel terrible, to \_\_\_\_\_ honest.
6. Please \_\_\_\_\_ me a line if you have time.
7. It is important to \_\_\_\_\_ in touch with your old friends.
8. It is important not to \_\_\_\_\_ contact with your old friends.
9. Guess who I \_\_\_\_\_ed into yesterday!
10. I \_\_\_\_\_ work on weekday evenings.

Score: \_\_\_\_ / 10

## Section 2 Pronunciation—Contractions of the auxiliary have



When we speak using the perfect form, the auxiliary verb *have/has/had* is often contracted (See examples 1 and 2). When *have* is used as the main verb, it is not contracted (See example 3).

完了形の助動詞 *have/has/had* は、よく短縮されます (例 1・2 参照)。have を動詞として使う場合は、**短縮できません** (例 3 参照)。

e.g.	1. She has broken a bone.	→	She's broken a bone.	✓
	2. I had been studying.	→	I'd been studying.	✓
	3. Tom has a cat.	→	Tom's a cat.	×

## The auxiliary *have* is also contracted in the question form.

助動詞 *have* は疑問詞の後にくるときにも短縮されることがあります。

what have → what've  
where have → where've  
when have → when've  
who have → who've  
how have → how've

what has → what's  
where has → where's  
when has → when's  
who has → who's  
how has → how's

e.g. 4. Where have you been? → Where've you been?  
5. Who has eaten my cookie? → Who's eaten my cookie?

### Exercise 1



▶ Listen to the following questions or statements. Some are contracted, some are not. Fill in the blanks with either *have*, *'ve*, *has*, *'s*, *had*, or *'d*.

1. What \_\_\_\_\_ you been up to?
2. He \_\_\_\_\_ been studying.
3. How \_\_\_\_\_ you been?
4. Tony \_\_\_\_\_ broken his leg.
5. There \_\_\_\_\_ been an accident on the highway.
6. How long \_\_\_\_\_ you known him?
7. \_\_\_\_\_ you seen the new Spiderman movie?
8. I \_\_\_\_\_ not been feeling well recently.
9. They \_\_\_\_\_ a busy weekend.
10. Do you \_\_\_\_\_ a test next week?

### Exercise 2

▶ Practice reading the questions and statements with your partner.

### Exercise 3

▶ Practice reading the Model Conversation of **Section 3** of **Part A** (p. 7). This time try to use the contracted form of *have*.

► Listen to two people who have met someone after a long time. Complete the information.

	Listening 1	Listening 2
Who did the person meet?		
What information do we hear about that person? Write as much information as you can.		



## Section 4 Communication Strategy—Rejoinders

We use rejoinders to encourage the speaker to continue.

### Exercise 1

 004, 005

► Listen to **Section 3: Listening** again. What rejoinders do you hear? Circle them.

I see. ♦ Mm-hmm. ♦ No way! ♦ Oh. ♦ Oh, dear. ♦ Oh, yeah? ♦ That's great!  
That's too bad. ♦ Really? ♦ Right. ♦ Sure. ♦ Uh-huh. ♦ Yeah?

### Exercise 2

► Complete the following conversations with rejoinders from above. There may be more than one answer.

#### Conversation 1

A: I have some good news.

B: \_\_\_\_\_

A: I passed my English test.

B: \_\_\_\_\_ I thought you said it was difficult.

A: It was, but I could pass it!

B: \_\_\_\_\_ Well done!

A: Thanks.

#### Conversation 2

A: It's going to rain tomorrow.

B: \_\_\_\_\_

A: So, we'll have to cancel our picnic.

B: \_\_\_\_\_ I was looking forward to that.

A: Me, too. Let's go next weekend.

B: \_\_\_\_\_ That's a good idea.

A: Great.

 Practice these conversations with your partner.

### Exercise 3

► Have free conversations on these topics:

My best friend

My pet

My hobby

My family

Student A	Student B
<ul style="list-style-type: none"> <li>• Choose one topic from above.</li> <li>• Try to talk about the topic for one or two minutes.</li> <li>• Leave a small break after each sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to your partner.</li> <li>• Add an appropriate rejoinder after each sentence to encourage your partner to keep talking.</li> </ul>

Reverse roles and have two more conversations.





**Section 5 Speaking 2**

- **Conversation Goal**—Have a conversation with your partner about your old school friends. Ask at least four follow-up questions each.

以前の学校の友人について会話しなさい。各自、追加の質問を少なくとも4つしましょう。

**Conversation Starter: Are you still in touch with your friends from junior high?**

✦ **Hints**

- **Show interest when your partner is talking by using rejoinders:** No way. Really? That's too bad. Mm-hmm.
- **Ask follow-up questions about each other's school friends.**
- **Be careful with contractions.**

SAMPLE

Take notes about your partner(s) and present your results/findings to a group and/or the class.