

Preface

Welcome to *On Air*. The authors sincerely hope it helps learners listen, communicate and provides a positive and enjoyable learning experience. Please take a moment and read the information below to familiarize yourself with the book's content, unit framework and task rationale.

Overview

Follow five young people on their journey through college, getting to know them and finding out about their experiences, interests, relationships and ambitions. Listen as Amber, Ben, Ella, Jay and Gemma discuss their part-time jobs, music, fashion, the environment, each other, and more. Then take the opportunity to talk about the same issues, sharing your own experiences, ideas and opinions.

Framework & Rationale

First Listening

Task A A pre-listening task to establish the theme of the unit and introduce useful words and phrases.

Task B A listening task focussing on comprehension of the audio's general meaning.

Pronunciation Point

Presented in Japanese, this component raises awareness of a critical feature of English pronunciation.

Task C A listening task to draw attention to words and phrases in the audio which illustrate the pronunciation point.

Task D Multiple choice questions aimed at a detailed understanding of the audio.

Speaking Naturally

Task A A listening and reading task to introduce the model conversation.

Functional Grammar

Presented in Japanese, this component introduces with reference to the model conversation a range of grammatical structures used to perform a similar function.

Task B A speaking task in which substitute words and phrases are used to modify and practice the model conversation.

Strategy

Presented in Japanese, this component introduces a variety of practical communication strategies which learners can easily incorporate into their own use of English.

Second Listening

Task A A listening task to ensure comprehension of the audio's general meaning.

Task B A listening task usually focussing on the experiences and ideas of the characters who appear in the audio.

Task C A speaking task to give learners the opportunity to share their experiences and ideas about issues raised by the characters in the audio.

Quiz

A quiz on a topic related to the unit theme.

Scope and Sequence

Unit	Page	Title	Topic	Pronunciation Points	Functional Grammar	Strategy
1	6	Getting Along	Making Friends	Contraction in spoken language	Asking for information	Keep conversations in English
2	12	Playing to Win	Playing Sports	Weakening of function words	Asking for and giving advice	Ask questions to keep conversations going
3	18	A Wedding in the Family	Marriage and Families	Elision: Omission of sounds	Comparing and contrasting	Give longer answers to keep conversations going
4	24	It Tastes Good	Cooking and Eating	Analogy from <i>katakana</i> words	Making suggestions and offers	Give yourself time to think
5	30	Hard Work	Part-time Jobs	Liaison between words	Making choices and decisions	Find things in common
6	36	The Movies	Watching Movies	Deleted sounds because of liaison	Asking for and giving opinions	Ask for repetition
7	42	Keeping In Touch	Contacting Friends	Assimilation of consonants	Giving orders and instructions	Introduce a new topic
8	48	Living Alone	Living Independently	Analogy from orthography	Giving reasons	Be an active listener: Show you understand and are interested
9	54	Looking Good	Clothes and Fashion	Minimal pairs: Vowel length	Expressing agreement	Be an active listener: Show agreement and disagreement
10	60	Drive On	Learning to Drive	Weak sounds at word endings	Asking for permission	Use a different word
11	66	I'll Do It!	Volunteer Work	Long vowels or diphthongs	Talking about future plans	Use vague language
12	72	The Dating Game	Dating and Romance	Less familiar consonants	Giving and accepting invitations	Ask for clarification
13	78	Sounds Great	Listening to Music	Distinguishing similar vowels	Talking about frequency and routines	Ask for explanations of words and phrases
14	84	Reduce, Reuse and Recycle	Protecting the Environment	Word stress positions	Adding emphasis	Speak loudly and clearly
15	90	Looking Forward	Hopes and Ambitions	Sentence rhythm	Predicting the future	Be an active listener: Use body language

UNIT 1

Getting Along



First Listening

Are you a student?

A Use the words in the box to complete the labels for the pictures below.

free	working out	students	terminal
cafeteria	information	chatting	gym

B Listen. Check the picture which matches the conversation. CD 02

1.



2.




3.



Pronunciation Point

■ Contraction in spoken language 短くなる音

よく使われる表現の中には短縮して発音されるものがあります。it's (← it is), I've (← I have), don't (← do not), can't (← cannot) などがある例です。短くなる分、聞き取りにくくなるのは当然ですが、短くなった形の中にさらに弱く発音される部分があって、聞き取るのがさらにむずかしくなることがあります。たとえば、it's では最初の "i" の音が、don't では最後の "t" の音が弱く発音され、it's は「ツ」、don't は「ドン」とだけ聞こえるように思えるかもしれません。特に、can't の場合は "t" があるかないかを正しく聞き取るかどうかで、正反対の意味に解釈してしまうこともありえますから、注意が必要です。これらの短くなる音をよく聞いて、どのように発音されるのが耳で覚えてしまいましょう。

C Listen again. Use the words in the box to complete these lines from the conversation.  CD-02

I've don't I'll it's can't

Ben: ① _____ my first day.

Ben: I really ② _____ know where I'm going.

Amber: Don't you?

Ben: I ③ _____ believe I left it
all at home.

Amber: Don't worry. ④ _____ got
everything. ⑤ _____ let
you take a look at it.

Ben: Thanks a lot.


D Check the correct answers.

1. Where does Amber say you catch the bus?

- a. near here b. over there c. here

2. What did Ben leave at home?

- a. information about the university
 b. his university textbooks
 c. the university bus

3. How does Ben say he feels?

- a. nervous b. stupid c. lucky

A Listen and read the conversation.
 CD 03

Ella: Excuse me. Do you know where the **1** gym is?

Jay: Yes. Actually, I'm going there myself.

Ella: Oh, really?

Jay: Yeah. Why don't you come with me?

Ella: I will. **2** Thanks a lot.

Jay: **3** No problem. By the way, I'm Jay.

Ella: I'm Ella. Nice to meet you.

Jay: Nice to meet you too.

Ella: So what are you going to do at the **1** gym?

Jay: Oh, I'm going to **4** work out.


Functional Grammar
■ Asking for information 尋ねる

場所や行き方など何か情報を知りたいときに使う表現を学びましょう。場所を尋ねる場合、単に **Where is the gym?** (体育館はどこ?) のように聞くこともできますが、このように相手が知っていることを前提にして、ぶしつけに聞くよりも、**Do you know where the gym is?** (体育館はどこにあるかわかりますか?) と聞いたり、**Could you tell me ... ?** (教えていただけますか?) と丁寧な表現を使ったりするほうが、コミュニケーションとして円滑で自然です。さらに **Do you happen to know ... ?** (ひょっとしてご存じですか?) のように、相手が知らないかもしれないことを前提に質問すると、相手も答えやすいでしょう。

Do you know where the gym is? (体育館はどこにあるかわかりますか?)

Could you tell me where the gym is? (体育館はどこか教えていただけますか?)

Do you happen to know where the gym is? (体育館はどこにあるかひょっとしてご存知ですか?)

B Work with a partner. Use the model conversation **A** with these words and phrases to make new conversations.

1 library

cafeteria

bookstore

2 thank you

thank you very much

thanks

3 not at all

my pleasure

don't mention it

4 borrow some books

chat with my friends

buy some textbooks



Strategy

Keep conversations in English 英語で会話を続けさせる

英語の授業ではペアで練習することがよくあります。そのときに、できるだけ多くの英語を実際に口に出して言うことが、上達への近道です。当然のことながら、あなたが英語をたくさん話せば話すほど、スピーキングの練習になりますし、あなたのペアの相手にとっても、その分英語のリスニングの練習になります。そして、たくさん練習すればするほど、英語は上達します。

まず Model Conversation を繰り返し練習することから始めましょう。この練習をするときは、日本語を全く話さないようにすることが重要です。なにか日本語で言いたくなっても、練習の時間が終わるまでは我慢してください。これはぜひ身につけてもらいたい習慣です。練習の時間中はできる限り英語で会話を続けさせましょう。挑戦してみてください。すぐに習慣になりますよ。



Second Listening "We get along really well."

- A** Ben, Ella and Jay talk about people they get along well with. Listen and use the phrases in the box to complete the information below.

CD 04-06

looking for really busy where to catch
first day where it was was free

1. Ben

It was my at college.
I asked her if she knew
the university bus.



2. Ella

It was my first week and I was
 the gym. I asked
him if he knew .

3. Jay

It was and I asked if
the chair next to her .



- B** Listen again. Complete the table. CD 04-06

	Who does she / he get along really well with?	Where did they meet each other?	Why does she / he like the person?
1. Ben	Amber		
2. Ella			because he's very helpful
3. Jay		in the cafeteria	

C Work in pairs. Talk to your classmates and fill in the table.

<p>Who do you get along well with?</p> <p>I get along really well with Ayumi.</p> <p>I get along very well with Kensuke.</p>	<p>Where did you meet each other?</p> <p>We met in high school.</p> <p>We were in the same science class.</p>	<p>Why do you like her / him?</p> <p>Because she's very intelligent.</p> <p>Because he's very friendly.</p>
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Partner's Name:	Who do you get along well with?	Where did you meet each other?	Why do you like her / him?
1			
2			
3			
4			

**Quiz**

Listen to the questions. Complete the answers.

- You call them _____.
- You call them _____.
- You call them _____.
- You call them _____.
- You call them _____.
- You call them _____.

- helpful
- intelligent
- funny
- friendly
- shy
- lazy