

はしがき

Activator Next は *Activator* シリーズの最新版です。日本の次世代の学習者が関心のある最新のトピックを扱い、日本人英語学習者の7割を占めると言われる false beginners (疑似初心者、つまり長く勉強しているが、いつまでも初心者のレベルから抜け出せない学習者) のために書かれた大学生用総合英語教材です。

Activator Next は、先行シリーズの *Activator*、*New Activator*、*Global Activator* 以上に消極的な英語学習者に「挑戦」します。彼らが本来持っているコミュニケーションへの内発的動機を「活性化」させ、その楽しさと、可能性を実感してもらうことが本書の目的です。本書は学習者たちが常に「自分たちに関係すること」を英語で話し、聞き、読み、書かざるをえないようなユニット構成になっています。しかも、それぞれの言語活動は、シンプルで「有意味性」と多様性に富んでいますので、消極的な大学生でも自然と自ら言語活動に取り組むはずです。

Activator Next の特徴は自然に小さな笑いを誘うダイアログやリスニング、好奇心をくすぐる読み物やコミュニケーションストラテジー訓練などです。特に、本書が前三作と異なるのは、**Quick Search On the Web** というネットを使った発展的な情報収集活動を取り入れたことです。現在の大学生世代の得意とするコンピュータやスマートフォンを使って、主体的な協働学習を授業内に取り組むことも可能です。

Activator Next は教員にとっても user-friendly です。各アクティビティの指示文はシンプルで具体的であり、例文が添えてあります。各エクササイズの指示文を英語で読み上げるだけで、学習者らは自然と言語活動に入り込み、あちこちで笑いが起こるような仕組みになっています。教授用資料では、部分ディクテーション用の教材や各章ごとに簡単な Quiz を提供します。データでのご用意もありますので編集してご利用いただけます。

最後に、本書を使う上での重要な留意点を記します。本書は、言語活動中心の授業展開となりますので、可能であれば、学習者にはペアで座るよう指示してください。また、学習者のニーズとレベルに応じて各活動は取捨選択してください。全てを行う必要はありません。リスニングやリーディングは global listening、skimming、scanningなどを大いに奨励してください。学習者は細かい点まで理解する必要は全くありません。リズムカルに授業を展開すれば1ユニットを90分で完結することが可能です。学習者のレベルによっては通年教材として、2回の授業で1章ずつ進むのも良いでしょう。

本書を利用して、false beginners であっても「自分の英語」(My English) を使う楽しさと可能性を実感してもらい、結果的に英語コミュニケーション遂行力も大いに伸ばしていただきたいと思います。

著者

Introduction

Activator Next is a multi-skilled, function-situation based textbook wholly written for Japanese college-aged learners of English, who may be identified as “false beginners.” They have studied English for a long time, but their communication capability and confidence level remain at an elementary level. All they need seems to be opportunities to use the language and feel the joy of global communication.

Activator Next, like its predecessors *Activator*, *New Activator*, and *Global Activator*, also keeps the tradition of challenging “passive learners” and not allowing them to sit quietly and do nothing in class. Task-based, fun, and motivating exercises throughout the course with highly relevant topics to the life of Japanese college students will “activate” their desires to communicate in English. Students will experience the pleasure of communication and build confidence in using English in a meaningful way. Non-threatening and highly personalized activities will enable passive learners to use target expressions in a meaningful and communicative way. The learners will assuredly leave the classroom with a sense of achievement and satisfaction.

Activator Next features dialogues and listening materials that naturally elicit small laughs, as well as short, interesting reading materials and communication strategy training exercises. In particular, this book differs from the previous three books by incorporating **Quick Search on the Web**, an activity using the Internet for gathering further information, which also allows students to engage in independent, collaborative learning in the classroom using computers and smart phones, a specialty of Gen Z and younger generations.

Activator Next is teacher-friendly too. With simple and clear directions accompanied with examples, learners are naturally engaged in the language activities, with a few chuckles here and there. Teaching materials include additional partial dictation materials and a short quiz for each chapter (in digital format). These materials can be freely edited and used.

Suggestions

It is important that the learners sit in pairs most of the time to make the best use of *Activator Next*. Most activities are designed to be conducted in pairs or groups so that the students have ample opportunity to practice interacting in English. With *Activator Next*, the students do most of the talking, not the teacher. Each unit can be completed within a 90-minute lesson; however, depending on the level or creativity of the learners, it could be conducted in two separate lessons. *Activa-*

tor Next is designed to be taught by either native or non-native speakers of English. Please make the best use of yourself as a native or non-native teacher. And most importantly, please have fun teaching using *Activator Next* with younger generations. It is designed that way. Some features of each language activity are as follows.

Brainstorm

Each unit starts with a brainstorming introduction exercise with highly personalized questions.

Dialogue

Learners practice the first part of the dialogue and replace parts of it to fit their own situation so that the dialogue becomes more meaningful. As a short listening exercise, the rest of the conversation with some surprising conclusions follows.

Expressions

Five basic target expressions are provided.

Interactive Practice

Three sets of some controlled, interactive, and communicative exercises follow the target expressions. The type of exercise varies from unit to unit.

Quick Search on the Web

If time and situation allow, learners are encouraged to use the Internet to find more information on the topic and share it with their classmates.

Communication Strategy

A variety of communication strategy training exercises are provided.

Active Listening

Learners listen to highly interesting, often entertaining listening materials followed by a variety of comprehension questions. Additional cloze test materials can be used here.

Active Reading

A short interesting and thought-provoking passage on the theme of each unit is provided. Learners are NOT expected to understand all of the words or expressions. Various comprehension exercises follow each reading.

Quick Search on the Web

Another information search activity relevant to the topic of the reading material is provided.

Activator

Highly communicative and interactive (and often open-ended) exercises conclude each unit. Some optional challenging discussion exercises are also provided.

Activator Next

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Telling Intentions



Brainstorm

A Pair up and talk about yourself and your partner. Examples are shown in [].

1. **A:** What is really important to you in your life?
B: _____ . [Money / Experiences / Happiness / My career]
2. **A:** What do you want to do in the future?
B: I'm not sure, but I think I'd like to _____ .
[be a teacher / work overseas]
3. **A:** At what age are you thinking of getting married?
B: I'm planning to get married _____ . [by 28 / before I turn 35]
(I'm not planning to get married.)
4. **A:** What is your ideal future partner like?
B: They should be rich, gentle, and _____ .
[good looking / outgoing]

B Switch roles. This time add one or two extra comments. See the example below. Go over 1-4 above again. Below is an example for exercise number one.

- A:** What is really important to you in your life?
B: Money, of course.
A: What? Money cannot buy you love.
B: Haha, but love cannot make you rich.
A: OK. What else is important?
B:



Dialogue

DL 07

CD1-07

Hina is talking to Kevin, an international student, about her future job. Role-play the dialogue with your partner. Then switch roles and practice again.

Hina: Kevin, you know what? I think I've found my dream job.

Kevin: Really? What is it?

Hina: I'm going to be a YouTuber. I can work at home and make a lot of money.

Kevin: What? Are you serious?

Hina: ...Just kidding! Actually, I'd like to work for Yahoo Japan.

Kevin: That's good. That's a big IT company and you can use your computer skills.

Hina: Right. Now I have to work really hard to get into that company.

Kevin: Great idea.



A Ask at least two questions about the dialogue to your partner. Take turns.

B Replace the underlined parts with your own information and practice the conversation again. Be original and creative. Try to add a few more lines at the end.

C Listen to the rest of the conversation. Circle either True or False.

DL 08

CD1-08

1. Yahoo Japan sells Japanese manga overseas. True / False
2. Kevin and Adam learned Japanese together in the U.S. True / False
3. Adam is an IT engineer at Yahoo Japan. True / False
4. Hina is busy translating manga into English. True / False
5. Kevin likes Japanese manga very much. True / False



Expressions



- A** Practice each dialogue with your partner.
- A:** What do you want to do in the future?
B: I don't know, but **I'd like to be** rich.
 - A:** I want to work for an airline.
B: Go for it.
 - A:** What are your future plans?
B: First I'll try to find a rich partner and ...
 - A:** How many children would you like to have?
B: I'm thinking of having two kids.
 - A:** What is your dream honeymoon like?
B: Well, I'd like to spend at least two weeks in Hawaii.
- B** Replace the underlined words with your own words and practice again.



Interactive Practice

- A** Expand your vocabulary. Read the list of the jobs below aloud to your partner. Then choose one job you would love to have among the list below. Give reasons to your partner. Do the same for a job you would hate to do.

homemaker / police officer / firefighter / photojournalist / banker / shop clerk / salesperson / business owner / YouTuber / real estate agent / engineer / programmer / soccer player / movie producer / insurance salesperson / international businessman

Example

- A:** I'd love to stay home and take care of my kids.
B: Oh? You don't want to have a job?
A: C'mon. Being a homemaker is a full-time job that requires a lot of skills and energy. Besides, I love cooking and playing with children.

Quick Search on the Web

What do they do? Search the term online with a partner.

- Meteorologist
- Voice over artist
- Knocker-up

B Use the expressions below and show your intentions. Your partner needs to give a short comment. Follow the example.

A: *I'd like to... / I'm thinking about... / I'm planning to...*

B: *Go for it! / Way to go! / Great idea! / Are you serious? / That's not a good idea.*

Example

A: I'm thinking about buying a new car this summer.

B: Good. Take me for a drive in your new car.

1. **A:** ...work for Toyota Motor Corporation.

B: _____

2. **A:** ...find a nice partner and have at least two children.

B: _____

3. **A:** ...quitting my boring part-time job and finding another one.

B: _____

4. **A:** ...find a job in Australia and live there for the rest of my life.

B: _____

C Talk about your future plans for your next summer vacation and for when you turn thirty. Your partner needs to ask you how you can achieve those goals. Take turns.

Example

1. **A:** So, **what are you doing** next summer vacation?

B: **I'm thinking about** travelling all around Japan.

A: Wow. **That's a great idea.** Are you travelling alone?

B: No, I'll find somebody to travel with. ...You?

A: Me? Seriously? ...Yes, I'd love to do that.

B: Great! OK. Now we have to make some money first....

2. **A:** **How about** when you turn 30? **Any plans?**

B: Well, **by 30, I'd like to** be married and have at least one child.

A: Are you serious?

B: ...and **I want to** have my own house built in Tokyo.

A: That's a lot. How are you going to do all of that?

B: Let's see.... I will....

Communication Strategy

Fillers

Eto, *Anoo* and *Sodesune* are all Japanese fillers. With these little words, you can save time and think about what you'd really like to say. In English you can say, "Well," "Let's see," "Let me think," or "How can I put it?" Practice saying them with a partner.



1. **A:** What kind of future partner would you like to find?
B: Well, let's _____. I'd like to find a rich husband and...
2. **A:** If your grandfather left you 100 million yen, what would you do?
B: Wow. Let me _____. I would...
3. **A:** What do we need to find a good job? Any idea?
B: _____. I think communication skills are very important.

Active Listening

DL 10 CD1-10

Listen and find out where they work. Choose the correct place they are working at from the list.

1. () 2. () 3. () 4. ()



a. Cram school



b. School library



c. Restaurant



d. Moving company



Read the passage about two people who started a company with a very unique motto.

Some people keep working at a job they don't like because of money or other reasons. But some people quit their job because they've found something more important: success and happiness. David and Mike Radparver are among them. They quit their jobs and founded a T-shirt company in New York in 2009. They wanted a company that would allow them to live their dreams. To start a company, they first wrote a company motto. It's called the "Holstee Manifesto." They put it on their webpage. Then people around the world just loved it so much that it has been translated into over 14 languages. It starts like this:



"This is your life. Do what you want and do it often. If you don't like something, change it. If you don't like your job, quit. If you don't have enough time, stop watching TV. ..."

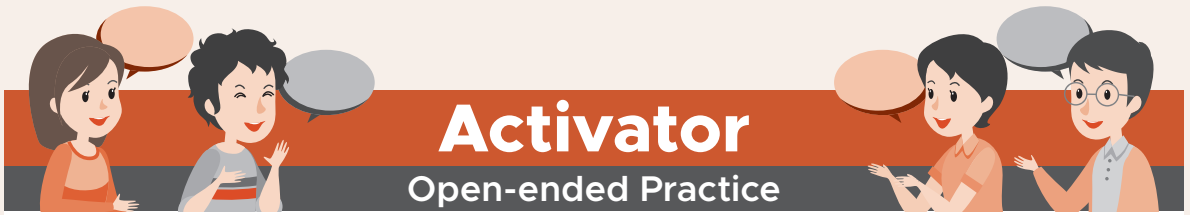
You want to read more? Search for "Holstee Manifesto" on the net. It may change the way you think about success and your future.

A Take turns reading the passage aloud to a partner and ask the questions below.

1. Who started a T-shirt company in 2009?
2. Why did they start the company?
3. What's another word for "manifesto?" Find it in the passage.
4. What happened after they put the manifesto online?
5. According to this manifesto, what do you need to do if you don't like your job?

Quick Search on the Web

Search for "Holstee Manifesto" and read it aloud to a partner. You can use your cellphone or laptop if allowed. Ask what they think about it or discuss in class.



Activator

Open-ended Practice

A Draw your dream house in the corner of a page in your notebook. Talk about it with a partner. Then, discuss your future dreams such as dream partner, dream job, dream trip, and others. Ask questions to each other. Ask each other questions below.

Example

A: What is your future dream house like?

B: Well, it has to be large. I need at least three bedrooms and two bathrooms.

A: OK. Do you want your own study or game room too?

B: Of course. ...and I need a basement and a large front yard. I can play with my kids and dog there on a sunny weekend. Doesn't that sound wonderful?

1. What is your dream partner like?

-Does the person look like somebody famous?

-Is the person good looking, rich, kind, and funny?

-What else do you want from your dream partner?

2. What is the perfect future job for you?

-How much do you want to make a year?

-Would you like to be the president of a company? Why?

-Do you want to work overseas for a while?

3. What is your dream trip/job like?

B In a group of three or four, discuss the following. If you could choose only one of the following, which one would you choose: a life with a high paying job that you love with a bad partner or a life with a low paying job that you hate, but you are with your dream partner?