

The Reading Book Teacher's Guide



The Reading Book

A course in reading & vocabulary

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Introduction

The simple truth about reading is that the only way to become a better reader is to read a lot. Unfortunately, we do not have sufficient time in a 15-week semester to give our students enough practice to make a measurable (or even noticeable) difference to their overall reading ability. Instead, this book aims to:

1. Give students a different perspective on reading from the one they got in school.
2. Give students the knowledge and tools they need to become independent learners.
3. Positively influence their attitude towards English in general and reading in particular.

In addition, many of the tasks and activities aim to encourage the development of basic academic and social skills such as critical thinking, the willingness to work in groups and pairs, and the ability to speak in front of an audience. These are set out as general aims for every class in the general education program at Gifu University.

Each unit of the book looks at a different topic, but the basic structure of is the same. The intention is that the flow of each class will be short explanations followed by activities that for the most part are intended to be done in groups or with a partner. In this way, we hope that the overall lesson will be much more student-centered than English classes our students may have taken in the past.

Although we would prefer that teachers of English classes teach as much as possible in English, you are free to use Japanese whenever you think it is necessary to help your students. Also, many of the activities require students to have fairly high-level conversations with their peers, so it is fine to encourage them to do this in Japanese.

If you have any questions about either the contents of this book or how to use any part of it in your classes, please speak to any of the full-time English Center staff.

Unit 1 Overview

This unit introduces students phonics: the relationship between English spelling and pronunciation. It reassures students that reading English is difficult even for native speakers of the language and helps them to understand why. The aim of this unit is for students to realize that there are techniques they can use to make educated guesses about how to read words that they do not know how to pronounce.

Explain the difference between phonetic and non-phonetic writing systems. Put students in pairs for the activity. Make sure they notice that ア is pronounced in more or less the same way regardless of the word it's in, whereas "a" changes its pronunciation in each of these examples. The audio has gaps for the students to repeat the English models, so you can get them to do that if you want to. If not, they can just listen to the models.



Hiragana and katakana are mostly **phonetic**. This means that each letter has one pronunciation. English writing is not always phonetic. Although each letter has a basic sound, many letters can be pronounced in more than one way, and letters can be combined to make new sounds.

1

ACTIVITY 1

Pronounce the underlined letters in each of the Japanese words, and then do the same for the English words. What do you notice?

日本語:	アルバム	あか	ピアノ	はなしあい	メディア
English:	father	fall	cat	able	share

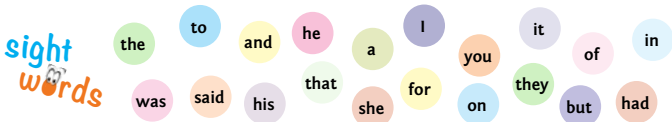
Because the relationship between spelling and pronunciation is not always clear in English, learning to read is difficult even for people who are native speakers of the language. Even though they know most of the words, they may not recognize them when they see them in writing. In school, English-speaking children learn to read words in two different ways:



Sight words

Sight words are words that you can recognize instantly without thinking about the individual letters. Japanese has many of these, too. For example, when you see a word like 上下, you do not look at each character separately; you read the two characters as a single word.

Here are some of the sight words that are taught to English-speaking children in kindergarten.



2

ACTIVITY 2

Work with a partner, and write five other words that you think English-speaking children might learn to recognize by sight. Your teacher will tell you if your ideas are correct.

The words in the activity are from the first level of "Dolch Sight Words," a list commonly used for reference in American elementary schools. The full list is given on the next page. (This is not included in the book for copyright reasons, so if you would like to hand it out, you will need to make copies.) Use this to check whether their ideas are correct. Feel free to show them the list and explain what it is and how it is used.

Phonics

To read English fluently, you need to recognize thousands of words by sight. It takes a long time to learn that many, so English-speaking children also learn about the relationship between sounds and letters in order to read new words. This relationship is called **phonics**.

The phonics alphabet

You probably learned the ABC song as a child, but this song uses the *names* of the letters, not the sounds they represent. The phonics alphabet tells you the basic sound for each letter.

2

ACTIVITY 3

Say the **phonics alphabet** by pronouncing just the first letter of each word. (Pronounce only the *last* letter of box.) If you can do it, try singing the ABC song using the sounds instead of the names.

apple	bee	carrot	duck	elephant	fish	girl
horse	igloo	juice	kite	leaf	moon	nest
octopus	pencil	queen	rabbit	sandwich	tiger	umbrella
vest	water	box	yogurt	zebra		



When children have learned the phonics alphabet, they can read easy words by saying the sounds that each letter represents and blending them together.

3

ACTIVITY 4

Here are some English words that you may not know. You can read them correctly by saying the sound represented by each letter and then blending the sounds together to make the word.

d-o-g		dog		
1. v-i-m	2. h-e-x	3. j-u-t	4. j-a-b	5. n-i-x
6. f-e-z	7. z-i-t	8. y-u-k	9. z-a-p	10. j-i-g

Children can only read very simple words using this method, so the next step is to teach them about sounds that are created by combining letters.

Explain that although English writing is not completely phonetic, it is not completely random either. In fact, 84% of English words follow regular rules for spelling, and children learn these rules in school.

Most Japanese students know the ABC song, but very few are aware of the phonics alphabet. First, get them to try reciting the phonics alphabet. (Note that letters are usually pronounced with a schwa vowel to make them easier to say.) When they can do that, challenge them to sing the ABC song using sounds instead of letters. (This is on the audio after the modeling of the individual letters.)

The next step in learning phonics is to read simple words by blending the sounds of individual letters. Give students some time to practice sounding out the words in the activity by saying the constituent letter-sounds and then blending them to make the word. We have deliberately used unusual words that students probably will not know in order to make the activity more realistic for them. Knowing what the words mean is not important, but students who want to know can look them up in their dictionaries. The audio has gaps for students to repeat if you think that would be helpful for them.



Dolch Sight Words



List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10	List 11
the	at	do	big	from	away	walk	tell	soon	use	wash
to	him	can	went	good	old	two	much	made	fast	show
and	with	could	are	any	by	or	keep	run	say	hot
he	up	when	come	about	their	before	give	gave	light	because
a	all	did	if	around	here	eat	work	open	pick	far
I	look	what	now	want	saw	again	first	has	hurt	live
you	is	so	long	don't	call	play	try	find	pull	draw
it	her	see	no	how	after	who	new	only	cut	clean
of	there	not	came	know	well	been	must	us	kind	grow
in	some	were	ask	right	think	may	start	three	both	best
was	out	get	very	put	ran	stop	black	our	sit	upon
said	as	them	an	too	let	off	white	better	which	these
his	be	like	over	got	help	never	ten	hold	fall	sing
that	have	one	your	take	make	seven	does	buy	carry	together
she	go	this	its	where	going	eight	bring	funny	small	please
for	we	my	ride	every	sleep	cold	goes	warm	under	thank
on	am	would	into	pretty	brown	today	write	ate	read	wish
they	then	me	just	jump	yellow	fly	always	full	why	many
but	little	will	blue	green	five	myself	drink	those	own	shall
had	down	yes	red	four	six	round	once	done	found	laugh

I ♥ Reading! I ♥ Reading! I ♥ Reading! I ♥ Reading!

Explain what digraphs are and check that students have understood. (They can read this in pairs and check their understanding in Japanese.) Note that digraphs are different from blends in that they represent a single sound rather than simply combining the sounds of the two letters. The answers given here are just examples. Others are possible. Note also that some of the digraphs here also have other sounds. These are just examples.

Digraphs

If you have learned the sound for the letter “b” and the sound for the letter “l,” you can read the first part of words like *black* and *blue* by just combining those sounds. In English, however, two letters can also be combined to create a new sound. These combinations are called **digraphs**, and you need to be able to recognize the most common ones in order to read English words. Digraphs can be vowels or consonants. Some common examples are “ph” pronounced as /f/ (photo), “ch” pronounced as /tʃ/ (church), and “oo” pronounced as /u:/ (moon) or /ʊ/ (book). Note that some digraphs have more than one pronunciation, so children have to learn all of the possibilities.

ACTIVITY 5

Complete the table by writing one more word for each digraph.

Digraph	Sound	Example 1	Example 2
ph	/f/	photo	phone
ie	/i:/	field	thief
th	/ð/	the	this
th	/θ/	thing	throw
ou	/aʊ/	loud	out

Phonics rules

After children have learned about digraphs and other letter combinations, the next step is to learn some common rules. These rules are useful because they are true most of the time. The exceptions to each rule have to be learned one by one.

Long and short vowel sounds

Each vowel letter (a, e, i, o, u) has both a short sound and a long sound. The short sound is the sound from the phonics alphabet, and the long sound is the name of the letter.



	Short sound	Long sound
a	apple /æ/	able /eɪ/
e	egg /e/	even /i:/
i	ink /ɪ/	ice /aɪ/
o	off /ɒ/	open /əʊ/
u	under /ʌ/	united /ju:/

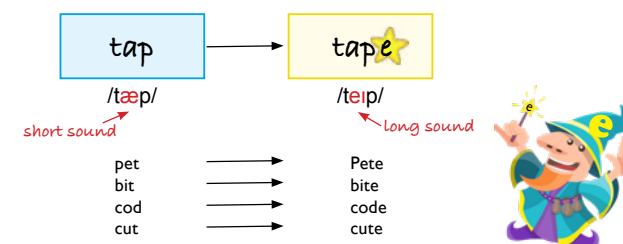
This is introduced as an example of the rules that English-speaking children learn in school. Japanese students will be able to read most of the example words, but they may never have been made aware of the rule.

First, introduce the idea of long and short vowels. (Another way of thinking of this: name of the letter = long sound; sound of the letter = short sound.) Let the students work out the pronunciation for themselves, study the examples, and then ask them to give other examples to check their understanding.

There are gaps in the audio for students to repeat if you want them to.

The magic “e” rule

When a word ends in consonant + “e,” the final “e” is often silent. It is called the **magic “e”** because it makes the preceding vowel have its long sound. Here are some examples:



ACTIVITY 6

Write five examples of words that show the magic “e” rule, and then think of some exceptions.

Words that follow the rule

1. cave
2. take
3. dive
4. rule
5. pole

Exceptions to the rule

1. have
2. love
3. give
4. above
5. live (v)

Other rules

There are many other rules that you can learn to help you read more and more words. If you would like to know about them, do an Internet search for “phonics rules” (or フォニックス).

ACTIVITY 7

Here are three other phonics rules. Write two more example words for each.

1. The letter “g” is normally pronounced as /dʒ/ when it comes before “i” or “e.”
general age giant
2. When the letters “ght” appear together, only the “t” is pronounced.
night right daughter
3. When the letter “c” is followed by “e,” “i,” or “y,” the sound is usually /s/.
city center fancy

Pronounce the words in sequence and make sure that the students understand the principle. Let them work in pairs or groups to do Activity 6. Do feedback with the whole class and write suggestions on the board.

Some students might be interested to know that many English speakers pronounce the name of the sports company “Nike” incorrectly because we apply the magic “e” rule to it. In fact, it should be pronounced “Ni-key.”

The rules given here are just examples. The aim is simply for the students to understand the process by which English-speaking children are taught to read. If you have a very bright class, ask if they can come up with some other rules that describe the relationship between sounds and letters in English. Alternatively, you could print some out from the Internet and give them to any students who are interested.

The key point for students to notice here is that when proficient readers encounter a word we don't know, we make guesses by extrapolating from words we do know that have similar letter sequences. The purpose of the audio is to demonstrate how proficient readers actually go through the process of working out pronunciation. Students may also be surprised to hear how different people arrive at the same pronunciations, even though these are made up words. Explain that almost every proficient English speaker would give the same answers. Before you play the audio, encourage students to come up with examples that they think might help them to read these words. Making guesses will make the audio more interesting for them.

The final activity reinforces the point that some English words are spelled in ways that even confuse native speakers. Let students guess how those words might be pronounced. If they know how to say them correctly, tell them to guess how English-speaking children (and even some adults!) might mispronounce them based on the spelling. Model the correct pronunciations (or use the audio) for them at the end. Don't worry about skipping this activity if you run out of time. It is aimed at higher-level students. There are gaps in the audio for students to repeat if they want to.

Phonics for English learners

Learning about phonics will help you to guess how to read words you do not know—a very useful skill for learners of English.

ACTIVITY 8

Here are some made-up words. Think about English words you know that have similar spellings, and decide how these words should be pronounced. Explain your reasoning to your partner.

1. chupticious
2. ephanticle
3. lurdigical

ACTIVITY 9

Listen to two native speakers of English doing Activity 8. Are their ideas similar to yours? What do their answers tell you about English reading? Share your ideas with a partner.

When phonics doesn't work

When the spelling of a word does not match its pronunciation at all, it is impossible to read if you do not know it. This is a bit like あて字 in Japanese. This can be a problem for both native speakers and learners of English. These words have to be learned one by one.

ACTIVITY 10

How would you say these words if you were using phonics to help you read them? Listen to check the correct pronunciation and use a dictionary to find the meaning if you want to. (Many native speakers of English, particularly children, pronounce these words incorrectly!)



1. colonel
2. segue
3. yacht
4. mortgage
5. epitome
6. choir

UNIT 1 Review

1 Complete the following sentences by writing the missing words.

1. Japanese *kana* are mostly phonetic. This means that each letter has one pronunciation.
2. Words that you can recognize immediately are called sight words.
3. The relationship between sounds and letters is called phonics.
4. Digraphs are two letters that represent a single sound.
5. *Bite* and *code* demonstrate the magic "e" rule.

2 Circle whether the underlined vowel sounds in the words below are long or short.

Example: able long short

- | | | | |
|---------------------|-------------------|--------------------|-------------------|
| 1. <u>a</u> dapt | long <u>short</u> | 5. <u>u</u> ntil | long <u>short</u> |
| 2. <u>e</u> lephant | long <u>short</u> | 6. <u>u</u> nusual | <u>long</u> short |
| 3. <u>b</u> icycle | <u>long</u> short | 7. <u>w</u> hale | <u>long</u> short |
| 4. <u>o</u> ver | <u>long</u> short | 8. <u>p</u> review | <u>long</u> short |

3 Write two more words in which each digraph represents the same sound.

- | | | | |
|------------|---------------|--------------|--------------|
| 1. oi /ɔɪ/ | <u>coin</u> | <u>boil</u> | <u>join</u> |
| 2. ea /i:/ | <u>tea</u> | <u>easy</u> | <u>dream</u> |
| 3. gh /f/ | <u>enough</u> | <u>cough</u> | <u>tough</u> |

4 Circle the words that do not follow the magic "e" rule. (There are seven.)

- | | | | | | | | |
|-------------|-------------|-------------|-------|-------------|--------------|-------|-------|
| wave | <u>none</u> | <u>have</u> | wide | nose | use | chase | close |
| <u>gone</u> | these | <u>give</u> | shave | base | <u>glove</u> | fuse | wise |
| <u>some</u> | file | hose | fire | <u>love</u> | cake | bone | home |

Point out to students that most review unit have questions in this style, and that they will also appear on the final test, so it is worth doing them now in order to help them remember key words and phrases.

Unit 2 Overview

This unit encourages students to think more carefully about how to learn English vocabulary for the real world as opposed to how to cram it for tests, which is all most of them have ever done. Feel free to talk about your own experiences and introduce your favorite techniques in this lesson.

UNIT 2

Learning English Vocabulary

The role of vocabulary in reading

Vocabulary is the key to reading. The more unknown words there are in a text, the harder you need to work to understand it, but what percentage do you need to know? You might think that understanding 70% would be enough, but would it? There are 100 words in the passage below, but 30 of them have been removed. If you knew 70% of the words, the text might look something like this:

70% The man ***** around ***** in the ***** room. He ***** he could see a ***** in the ***** near the ***** but he wasn't ***** Suddenly, he ***** a ***** from the ***** side of the ***** Were there ***** or was he ***** things? He ***** to make a ***** and he ***** to make it ***** The man ***** to his knees and ***** his ***** trying to ***** as ***** as possible. He wanted to ***** but he ***** that if he ***** a ***** it might be the last ***** he ever did.

How much easier would it be to read if we added 10 words so that you now know 80%?

80% The man looked around ***** in the ***** room. He ***** he could see a shape in the ***** near the ***** but he wasn't sure. Suddenly, he heard a ***** from the ***** side of the room. Were there two ***** or was he ***** things? He needed to make a ***** and he ***** to make it ***** The man ***** to his knees and ***** his gun, trying to ***** as quiet as possible. He wanted to ***** but he ***** that if he ***** a ***** it might be the last thing he ever did.

This is better, but you still have to work very hard and make a lot of guesses. Now read the text with only two words missing. Was the meaning the same as you imagined?

98% The man looked around carefully in the ***** room. He thought he could see a shape in the shadows near the window, but he wasn't sure. Suddenly, he heard a noise from the opposite side of the room. Were there two people, or was he imagining things? He needed to make a decision, and he needed to make it quickly. The man ***** to his knees and pulled out his gun, trying to keep as quiet as possible. He wanted to move, but he knew that if he made a sound, it might be the last thing he ever did.

Knowing 70% or 80% of the words sounds like a lot, but researchers have found that to read texts easily and understand everything correctly, it is necessary to understand at least 98% of the words.

What does it mean to "know" a word

When we think about people, we do not divide them into two simple groups of "I know them" and "I don't know them." There are many different levels of "knowing" a person.

ACTIVITY 1

Look at the scale below. How would you describe levels 1-4?

- | | |
|----------|---|
| 0 points | I have never seen this person before. |
| 1 point | I've met this person but never spoken to them. |
| 2 points | I've met this person, but I can't remember their name. |
| 3 points | I know this person's name, but nothing else about them. |
| 4 points | I know quite a lot about this person. |
| 5 points | This person is my best friend. |

As with people, there are also many different levels of knowing a word.

ACTIVITY 2

Adapt the list you made above so that it refers to vocabulary. What could levels 1-4 be?

- | | |
|----------|---|
| 0 points | I have never seen this word before. |
| 1 point | I've met this word but never learned it. |
| 2 points | I've met this word, but I can't remember the meaning. |
| 3 points | I know one meaning of this word, but nothing else about it. |
| 4 points | I know quite a lot about this word. |
| 5 points | I know this word well and use it often. |

A comparison is made between knowing people and knowing words in order to help students to understand the concept.

There are clearly no "correct" answers to either of these activities. The definitions given here are just suggestions, so do feedback with the whole class and encourage students to explain their thought process. (A nice opportunity for some critical thinking here!) The purpose of the activities is simply to raise awareness that there are different levels of "knowing" words.

This exercise is meant to raise students' awareness of just how important vocabulary is in reading. The first text has 30% of the words blanked out, the second 20%, and the third, only two words. Tell students to cover the second and third texts while reading the first and make guesses about what the missing words might be. Repeat that process with the second text and encourage them to refine their guesses. Do whole-class feedback at each stage.

This is not to say that you can't possibly read anything unless you understand 98% of the words, just that this is the number researchers say you need to be able to understand in order to read smoothly, easily, and quickly with full understanding. Basically, the fewer unknown words, the better.

When students think about “improving” their vocabulary, they generally think in terms of learning new words. The purpose of this section is to show them that learning more about words they have already studied is also an effective strategy.

The purpose of calculating the total and comparing with a partner is just to let them see how the same or similar scores can result from very different types of knowledge. Stress that they will need to learn more about words they have met before as well as learning the meanings of the new words in order to get their score as high as possible.

This is a common misconception, among university teaching staff as much as among students. Explain to students the problems with the way they studied in high school. Refer to the list and add any more you can think of.

For Activity 4, let students talk in Japanese in groups about their *juken* vocabulary study methods. Ask one member of each group to report back on what was discussed.

Assessing your level of knowledge

You can improve your vocabulary knowledge by changing a zero-point word to a one-point word; in other words, learning a new word. Another method is to change a one-point word to a two-point word, a two-point word to a three-point word, and so on. This means learning more about words that you already know.

ACTIVITY 3

Here are some words that are often used in university-level texts. Using your definitions from Activity 2, write a number by each word to show how well you know it. Calculate the total and compare your answer with your partner. How could these numbers help you to decide what to study? Share your ideas with your partner.

Words	Points	Words	Points	Words	Points
1. abandon		6. feature		11. maintain	
2. achieve		7. generation		12. negate	
3. capacity		8. hierarchy		13. perspective	
4. display		9. intense		14. reluctant	
5. evaluate		10. justify		15. thesis	

Total : _____ points

“But Japanese students already know a lot of words!”

You probably studied a lot of English words when you were in high school, but there are three problems with that type of vocabulary learning. Most high school students in Japan:

- learn a lot of low-frequency (= not very useful) words.
- learn only one translation for each word.
- learn words for tests and then forget them.

ACTIVITY 4

Work with a partner. Interview each other about studying English vocabulary for the university entrance exams. Ask and answer these questions. (You can use Japanese for your discussion.)

- How did you choose the words to study?
(勉強する単語はどうやって選びましたか。)
- How long and how often did you study?
(どのくらいの時間、どのくらいの頻度で勉強しましたか。)
- What techniques did you use?
(どのような方法で勉強しましたか。)
- What percentage of the words do you think you can still remember now?
(その時勉強した単語の何パーセントぐらいを今でも覚えていますか。)

How to memorize words

A lot of research has been done on human memory and language learning. Experts give the following tips to people who want to maximize the efficiency of their vocabulary learning.

Tip 1 Choose the words you want to learn carefully. Learn high-frequency words first. Only learn low-frequency words if you have a special reason for wanting or needing to know them.

Tip 2 When working with a list of words, study by testing yourself even when you don't yet know all the information. It is much more effective to look at a word and try to guess or recall the translation before checking the answer.

Tip 3 Take a break! It is more effective to study for 10 minutes, take a 10-minute break, and then study for another 10 minutes than to study continuously for half an hour.

Tip 4 The most effective time to study is just before you go to bed.

Tip 5 A good way to remember a word is to use it in a sentence that is connected to your real life. Use the names of real people (not “he” or “she”) and places you know.

Tip 6 Images can help you to remember words. Do a search for the word that you want to learn in Google Images, and choose an image that you find interesting. You do not need to print it; just looking at it will be enough.

Tip 7 Make a crazy or weird story or sentence using the word. The stranger the story or example, the more memorable it will be, so let your imagination run wild!

abandoned (見捨てられた)



ACTIVITY 5

Here is a short story with images to help you remember the word reluctant:

Wanna ride?



One day, a mouse asked his elephant friend if he wanted to ride on his back. The elephant wanted to do it, but he was reluctant because he was worried about hurting his friend.



Err...

Do an Internet search for images connected to reluctant. Choose one that you think would help you to remember the word and share it with your partner.

ACTIVITY 6

Choose one of the words from Activity 3 that you would like to remember, and make a short story like the one in Activity 5 to help you to remember it. Remember—the stranger it is, the more likely you will be to remember it. Share your story with some other people when you have finished.

This section introduces tips for storing words in your long-term memory based on findings from research. Go through them together as a class, or, with higher-level students, let them work in pairs or groups and then explain the point they read to some other people. Number 7 may require some explanation. The reference is to “mnemonics.” If you are not familiar with this, please Google it before the class. Mnemonics are basically memory tricks, and the weirder and crazier they are, the better!

Point out that Google images can be a great resource for this method.

This activity provides a concrete example of a mnemonic in order to help students come up with new ones of their own. Suggest to students that they should try to recall it tomorrow and see if it worked for them.

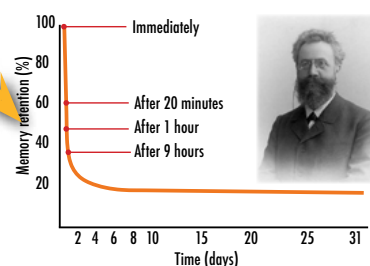
With lower level students, have them work in groups, as it is quite a difficult thing to do by yourself. It might also be a good idea to demonstrate one yourself for the whole class before they begin.

Super memorization techniques

In addition to the suggestions on p. 13, there are some special techniques you can use to help you memorize words. Two of the most popular are **spaced repetition** and the **Leitner System**.

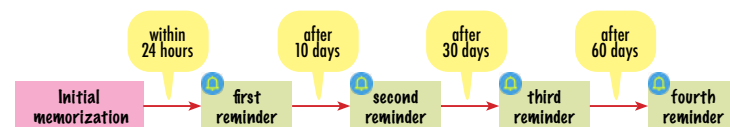
Spaced repetition

Spaced repetition is a learning technique based on the work of a German psychologist called Hermann Ebbinghaus. He tried to memorize large numbers of nonsense syllables, and then tested himself at various intervals to find the best way to store them in his long-term memory. Based on his results, he made the **forgetting curve**.



Ebbinghaus' curve shows that we forget almost 40% of new information within just 20 minutes, and that almost 80% disappears within two days. Spaced repetition involves giving yourself planned reminders at the times when they will be most effective.

Based on Ebbinghaus' curve, researchers have suggested that the most effective intervals for reminders are as follows:



Many super-learners and memorization champions use this schedule, and some kind of spaced repetition system is built into most vocabulary learning apps.

The Leitner System

Another method used by super-learners is the Leitner System. This was developed by another German, Sebastian Leitner, in the 1970s. It works by recycling difficult words more often. The simplest way to use it is to make a tray with five numbered sections. Make flashcards of the words you want to remember, and put them all in section one. When you check them later, move the cards you can remember into section two, and leave the ones you forgot in section one. Keep moving cards up and down every time you study. When you can remember a word, it moves up, and when you forget, it moves down again. In this way, you will see the words that are difficult for you to remember more often. Vocabulary apps do this for you by recycling words that you answer incorrectly and questions that you take a long time to answer.

ACTIVITY 7

These principles are important in any field of learning. To check your understanding, do an Internet search for エビングハウスの忘却曲線, 間隔反復, and ライトナーシステム.

UNIT 2 Review

1 Write the missing levels of "knowing" a word.

Level 0: I have never seen this word before.

Level 1: I've met this word but never learned it.

Level 2: I've met this word, but I can't remember the meaning.

Level 3: I know one meaning of this word, but nothing else about it.

Level 4: I know quite a lot about this word.

Level 5: I know this word well and use it often.

2 What are three problems with the way many Japanese students learn English vocabulary in high school?

Problem 1: Learning low frequency words

Problem 2: Learning only one translation

Problem 3: Learning for tests and then forgetting

3 Write three tips that experts give for memorizing new words.

Tip 1: Learn high-frequency words first.

Tip 2: Study just before you go to bed.

Tip 3: Make personalized example sentences.

4 Complete the following paragraph with the missing words.

Spaced repetition is a learning technique that helps you to store information in your long - term memory. The key to using this technique is giving yourself reminders at the correct intervals.

Another method for memorizing words is the Leitner System. It works by recycling difficult words more often.

If you have enough time, let students read about these techniques for themselves. If not, you can explain them, but either way, encourage students to google them in Japanese as suggested in Activity 7 to make sure they understand the content.

If you need a supplemental activity, and if you have keen students, ask if there are any who have experience with vocabulary learning apps. If there are, ask them to share their opinions. Also ask if anyone knows any other useful apps for memorization, and feel free to share any that you use yourself. these apps, or at least search online for some reviews of them.

Remind students that there are no correct answers, and that as long as what they put is logical, it is okay.

Answers here may be different depending on the discussions they had in class.

Unit 3 Overview

This unit aims to familiarize students with the concept of frequency and explain why it is an important factor for them to consider when choosing words to learn. This is particularly important for Japanese learners, many of who will have spent hundreds of hours cramming low-frequency vocabulary for their university entrance exams. Students are introduced to the idea that knowing 2,000 words is enough to understand 85% of most general English texts, but also to the caveats to that claim that often go unmentioned.



Introduce the concept of word *frequency*. Feel free to expand on this or explain in your own words. In particular, students may like to know a “corpus” is and how they are compiled. Make sure that they at least understand what “high frequency” refers to. The answers to Activity 1 are taken from the British National Corpus but would probably be the same in any corpus.

English has around a million words, but some are used a lot more than others. Researchers use computers to analyze databases called **corpora** to find how often each word is used. Words that are used a lot are said to have a **high frequency**. These are the most important words, so you should learn them first.

ACTIVITY 1

The five words with the highest frequency in English are:

be of a the and

The word of is number three. Which do you think is number one? What about the other numbers?

1. the 2. be 3. of 4. and 5. a

What do you think the next five words might be? Write your ideas below.

6. in 7. have 8. it 9. I 10. to

How many words do you need to know?

Research has shown that knowing the most frequently used 2000 English words will enable you to read 85% of any general English text, but this statement is only true if:

- 1 You know every **form** of every word.
- 2 You know every **part of speech** of every word.
- 3 You know all the **meanings** of every part of speech.
- 4 You know every member of every word's **family**.

Forms of words

English words have different **forms**. Nouns can be singular or plural (foot / feet), and adjectives can be comparative and superlative (good / better / best). Verbs also have a number of different forms. For example, *takes*, *taking*, *took*, and *taken* are all forms of the verb *take*. In order to read fluently, you need to instantly recognize the different forms of verbs that you know.

ACTIVITY 2

Complete the table with the correct forms of each verb.

1. swim	swims	swimming	swam	swum
2. do	does	doing	did	done
3. choose	chooses	choosing	chose	chosen
4. fight	fights	fighting	fought	fought

These are the assumptions made by researchers, and they are often overlooked by teachers. The good news for students is that they can understand 85% of a general English text by knowing 2000 words, but the bad news is that the definition of “knowing” might be a bit different to the way the word “know” is generally used. Explaining this is the purpose of the next section.

Learning the different forms of words is more important than most students realize. For example, it is not enough to be able to produce the past tense of “teach” for a test; you need to recognize the word “taught” as the past of “teach” automatically in order to be able to read smoothly. Point this out to students.

Parts of speech

The part of speech of a word is like the shape of a piece in a jigsaw puzzle because it determines where the word can fit in a sentence. Here are the most common parts of speech.

adjective (adj)
(形容詞)

adverb (adv)
(副詞)

conjunction (conj)
(接続詞)

determiner (det)
(限定詞)

noun (n)
(名詞)

preposition (prep)
(前置詞)

pronoun (pron)
(代名詞)

verb (v)
(動詞)

ACTIVITY 3

What part of speech is needed to fill the gap in each of the sentences below? Check your answers with a partner and explain your reasoning.

1. He is a very adj baby!

2. I like determiner one on the left.

3. The pen is preposition the book.

4. John is tired because pronoun went to bed late.

5. My brother has two noun.

6. The girl walked adverb towards the door.

7. I always verb when I wake up.

8. She was tired, conjunction she was hungry.

Parts of speech & frequency

Different parts of speech of a word can have different meanings. For example, *chair* (n) means 椅子, but *chair* (v) means 議長を務める. As a noun, *chair* has a high frequency, but as a verb, it is used much less often. When you learn a new word, you should think about which part(s) of speech will be more useful to learn first.

ACTIVITY 4

Write the part of speech and the translation of the words in **bold**. Which do you think has the higher frequency?

1a. I don't know what you **mean**. (v) 意味する

b. Don't be so **mean** to your sister! (adj) いじわるな

2a. The man was driving too **fast**. (adv) 速く

b. Some religions require their followers to **fast**. (v) 断食する

3a. I think this is the **right** answer. (adj) 正しい

b. You have no **right** to tell me what to do! (n) 権利

Make sure that students understand what a part of speech is. Make sure that they can also recognize the abbreviations, as these will be used in the test. Let students do the activity individually and then check their answers with a partner. Do whole-class feedback at the end.

Let students work in pairs to do this activity. When you do the feedback, ask students which part of speech they think will have the higher frequency. According to the British National Corpus, the answers are as follows. (These numbers represent rankings, so a lower number means a higher frequency.)

mean (v) 118; mean (adj) 2855
fast (adv) 1935; fast (v) 3000+
right (adj) 244; right (n) 303

Japanese students seem to learn most English words as one-to-one translations with a single Japanese word. This causes them a lot of problems in reading. Start by asking them who “knows” the word *bank*. Most will probably say they do, so ask them to translate it in the example sentences. (This is just an awareness-raising exercise, so they don’t need to write anything.) Let them read to get the answers.

This activity raises awareness of the confusion that can occur when readers interpret a word incorrectly. All the words here have the same part of speech, but the words in each pair mean completely different things. Let students work in pairs or groups to write their answers, and then do whole-class feedback at the end.

Multiple meanings

Do you know the word *bank*? You probably know that it means 銀行, but how would you translate it in the following sentences?

- The couple walked along the **bank** of the river.
- A **bank** of clouds moved slowly across the sky.



As a noun, *bank* can also mean 川岸 and 入道雲. Are you still sure that you know it? It is important to recognize gaps in your knowledge because if you misinterpret a word when you read, that one mistake can lead you to misunderstand the whole text.

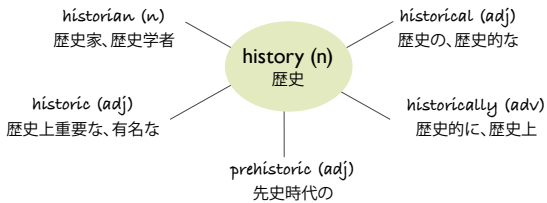
ACTIVITY 5

The words in **bold** are all nouns that you may have studied before, but do you know both meanings? Write the appropriate translation for each word.

1a. This pencil has a sharp point .	先端
b. There is no point in discussing this further.	意味、要点
2a. The car had to be recovered with a crane .	クレーン
b. Hokkaido is known for its dancing cranes .	鶴
3a. The dog gave a loud bark .	吠え声
b. The tree's bark had been stripped by insects.	(木の)皮、樹皮
4a. She hit the ball so hard that she broke her racket .	ラケット
b. The baby was making a terrible racket .	騒音
5a. He hammered a nail into the wall.	釘
b. He had been biting his nails since he was a child.	爪

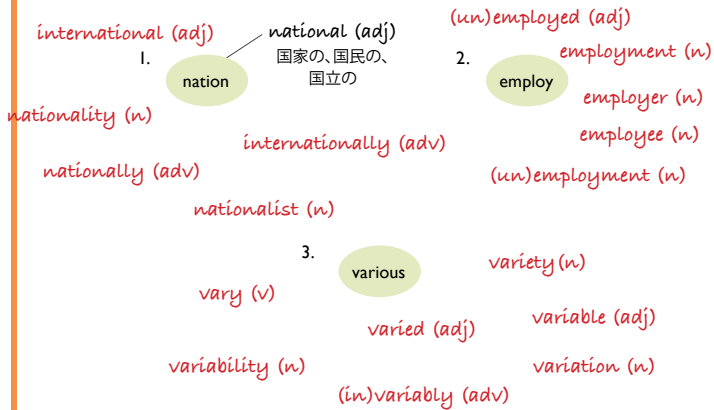
Word families

Word families are groups of words based on one **root word** that have a similar meaning. For example, if you know the word *history*, you should be able to recognize and understand *historical*, *historically*, *prehistoric*, *historic*, and *historian* as well.



ACTIVITY 6

You will learn more about word families in Unit 9, but for now, write as many family members and translations as you can for each word.



Vocabulary profilers

Vocabulary profilers are computer programs that analyze a text and tell you about the frequency of the words in it. You can copy and paste any text into these programs and click to see the results. The words are usually divided into categories. Here is one example:

K1	The top 1000 most frequent words in English
K2	The next 1000 most frequent words in English
AWL	Words that are on the Academic Word List
Off-list	Words that are not on any of the lists

The “Academic Word List” (AWL) is a list of words that have a high frequency in university-level texts.

There is a special unit on word families later in the book, so this exercise is just to give teachers an idea of how familiar our students are with the concept. Let them work individually to write answers and then compare their answers in groups or with a partner.

This section may appeal to some of the more tech-minded students. Let them read the introduction, check their understanding, and then tell them to look at the newspaper article on the next page. Make sure they understand what a vocabulary profile is, and get them to examine the results of the analysis of this text.

Here is some text from an online article about tourism in Japan:

thebtbtimes
NEWS

Japan is known as a land of peace and harmony. This is generally true about its society, but unfortunately, the same cannot be said about its environment. In fact, living in Japan can feel like a constant battle against Mother Nature.

One of these is the weather. People often joke that there are only two kinds of weather in Japan—too hot, and too cold! The temperature can rise to more than 40 degrees in summer and fall to -40 degrees in winter. Few other countries of Japan's size experience such a wide range.

The biggest danger is the threat of earthquakes, and of course the associated volcanic eruptions, one of which claimed 63 lives in 2014.

Another threat is the typhoons that attack the Japanese archipelago every summer. These bring heavy rain and strong winds, and many people are killed by falling trees, floods, and landslides each year. All in all, visitors to Japan will be made to feel very welcome by the people, but by the environment? Not so much!

Although these are probably the things that people worry about the most, Japan has a number of other potentially deadly surprises up its sleeve.

Here is a profile of this article created using an online vocabulary profiler. Note that proper nouns like *Japan* and *Japanese* are counted as being off-list. What does the profile tell you about the difficulty of the text?

japan is known as a land of peace and harmony this is generally true about its society but unfortunately the same cannot be said about its environment in fact living in japan can feel like a constant battle against mother nature the biggest danger is the threat of earthquakes and of course the associated volcanic eruptions one of which claimed number lives in number although these are probably the things that people worry about the most japan has a number of other potentially deadly surprises up its sleeve one of these is the weather people often joke that there are only two kinds of weather in japan too hot and too cold the temperature can rise to more than number degrees in summer and fall to number degrees in winter few other countries of japan size experience such a wide range another threat is the typhoons that attack the japanese archipelago every summer these bring heavy rain and strong winds and many people are killed by falling trees floods and landslides qleach year all in all visitors to japan will be made to feel very welcome by the people but by the environment not so much

Word list	%
K1	84.7
K2	5.10
AWL	2.55
Off-list	7.6

ACTIVITY 7

Here is a link to an online vocabulary profiler. Find any text that interests you, and get a profile by pasting it into the box.



UNIT 3 Review

1 Complete the following sentences by writing in the missing words.

- Words that are used a lot are said to have a high frequency.
- Researchers have found that knowing the most frequently used 2000 words will enable you to read 85% of any general English text.
- Lives, living, and lived* are forms of the verb *live*.
- Word families are groups of words based on one root word.
- Computer programs that tell you about the frequency of the words in a text are called vocabulary profilers.

2 Write an example for each part of speech.

noun	verb	adjective	adverb	pronoun	determiner
table	swim	happy	slowly	he	this

3 Using the appropriate part of speech in each blank, write two sentences of four words.

- small (adjective) dogs (plural noun) bark (verb) loudly (adverb).
- the (determiner) small (adjective) child (noun) laughed (verb).

4 Write as many family members as you can for each word.

organize	special	science	care	origin
organization	specialty	scientist	careful	original
organizer	specialist	scientific	carefully	unoriginal
organized	specialize	unscientific	careless	originally
disorganized	specialized	scientifically	carelessly	originate
organizational	specify	unscientifically	caring	originator

Use the feedback on this exercise to find out whether students have really understood what parts of speech are. Ask people for their answers, and write some of them on the board. Put students in pairs to check each other's answers before you do that, though.

This list is not intended to be exhaustive. Other answers may be possible for some of the words.

There are no "correct" answers here, but we want students to notice that knowing the top 2000 words would give them more than 93% coverage of this text, so learning all the K1 words is a good idea. The text is not particularly high-level. Only 2.5% of the words are from the AWL, so it is not a particularly academic text either. The profile shows that overall, the level of difficulty of the text is fairly low.

Only do this activity if you have students who are particularly interested, or if you have extra time. Otherwise, anyone who wants to can try it at home.

Unit 4 Overview

The aim of this unit is to introduce students who don't know about it to the benefits of extensive reading. In the next chapter, they will get a chance to try extensive reading for themselves.

UNIT 4

Introduction to Extensive Reading

English reading

One approach to learning reading is to translate difficult texts and answer questions about them, but not everyone enjoys this type of study. In this unit, you will learn about another approach called **extensive reading** (多読).

ACTIVITY 1

Choose the statement a or b that best describes your experience of English reading classes in high school, and then compare your answers with your partner.

a	b
1. Students chose the reading topics. ☐	The teacher chose the reading topics. ☐
2. Students read many different books. ☐	Students read only the textbook. ☐
3. Students didn't use a dictionary. ☐	Students often used a dictionary. ☐
4. The texts were easy to understand. ☐	The texts were difficult to understand. ☐
5. Translating the texts was not necessary. ☐	Everything had to be translated. ☐

What is extensive reading?

Extensive reading is the opposite of what many Japanese students do in high school. The key elements of extensive reading are as follows:



Research has shown that extensive reading is a very effective way to improve not only your reading, but also your listening, your speaking, your writing, your vocabulary, and your grammar.

Graded readers

The best materials for extensive reading are short books known as **graded readers**. These are written specially for learners of English, and the level of the grammar and vocabulary is carefully controlled. Some graded readers are famous books rewritten to make them easier, and some are original stories written just for learners of English.

ACTIVITY 2

Here are excerpts from graded readers. There are four levels: level 1 is the easiest, and level 4 is the most difficult. Write the level number in the box for each one. Think about vocabulary, grammar, and sentence length. Underline the parts that helped you decide. Share your ideas with your partner.



1. A Ghost Story

Level 3

If you had asked me last week whether I believe in ghosts, my answer would have been a definite "no," but something happened at the weekend that changed my mind.

On Friday night, I was driving home from work over a mountain pass. A typhoon was coming, and it had already started raining heavily. As I drove around a bend, my headlights shone on a young girl walking in the middle of the road.

I braked as hard as I could, and the car stopped about three meters in front of her. The girl turned to face me, and I noticed two things at the same time. The first was that she was wearing a nightdress, and the second thing was that she wasn't wet. In fact, it wasn't raining on her at all. There seemed to be a protective dome around her.

Suddenly, my engine stopped and the headlights went out. It was completely black, and I couldn't see the girl anymore. I tried to get out of the car, but the doors were locked. I sat still, waiting, trying not to panic. After what seemed like an eternity, the engine started again, and the headlights lit up the road in front of me once more. The little girl had vanished. I drove home—slowly and carefully—and told my wife what I had seen.

My wife went into the living room and came back with a newspaper. Without saying a word, she placed it on the counter in front of me. The headline read "Mother and daughter killed in car accident on mountain road." The date was two days before.

I don't understand what I saw, and I don't know what it meant, but I do know that I will have to think very hard the next time someone asks me if I believe in ghosts.

Ask students to complete the survey by themselves and then compare their answers with a classmate. Ask the whole class generally for their feelings about English reading, and then explain that extensive reading is very different, so they might not hate it so much.

If some students report having had a positive experience of reading English at high school, invite them to share their stories with the class. Some high school teachers are very keen on extensive reading, so it is a good idea to find out if you have any students who have done it before.

Go over the five key points of extensive reading. Explain what they mean, and then explain that reading a lot can have a big effect on all the English skills. If you are not familiar with the research on this, Google "the book flood" for a famous example.

Explain what graded readers are and how they are made easier for learners to read. If you have some examples that you can show, take them along to the class.

In this activity, students will examine four texts and try to put them in order of difficulty. Some may find this difficult to do, so tell them to focus on deciding which one is easiest and which is most difficult. Give them time to show each other what they underlined, and ask for some whole-class feedback.

Level 1: Mostly in the present tense, simple vocab, short sentences.

Level 2: Sentences much shorter than level 3, and only simple grammar.

Level 3: Longer sentences, more difficult grammar, and more advanced vocabulary

Level 4: More complex grammatical structures, very advanced vocabulary.



2. A Change for the Better

Level 1

A young boy lives happily with his family. He has one brother and two sisters. He is the oldest child. His father works in a shop. His mother takes care of the children.

Every day, the boy helps his mother to make breakfast. After breakfast, he goes to school. He has a lot of friends. He has a happy life, but one day, everything changes.

When he comes home from school, his father is sitting in the kitchen.

"Why are you home so early?" the boy asks.

"I have some bad news," says his father.

"The shop is closing. I have no job. We have to move to another town."

"But I don't want to move!" cries the boy.

"I know," says his father sadly. "I don't want to move either, but we have to go."



One year later, the boy is living in a new house with his family. He goes to a new school, and he has new friends. His father has a good job in an office. He makes more money than before. He seems very happy. His mother is happier too. The boy understands now that change is not always a bad thing.



3. The Teaching of Evolution in American Schools

Level 4



Charles Darwin was an English naturalist, geologist, and biologist, best known for his Theory of Evolution. Most children around the world learn about Darwin's theory in school, but in the United States, evolution has always been an extremely controversial and divisive topic.

The problem is that some fundamentalist Christians insist that the Theory of Evolution cannot be correct because the Bible explains that God created the universe and everything in it in only seven days. The belief that species were created by a supreme being is known as "Creationism" or "Intelligent Design."

Parents and educators who hold this belief have fought to stop the teaching of Darwin's theory in public schools, or at least, to have it taught alongside the Christian account of the history of the earth.



Continued on next page

Several states have made laws prohibiting the teaching of evolution. One example was the Butler Act, passed in Tennessee in 1925. One teacher, John Scopes, decided to ignore the law and teach his students the scientific explanation for the evolution of humans from lower species. He was tried and convicted, but the publicity surrounding the trial galvanized proponents of evolution, and his conviction was later overturned on a technicality.

Even today, fundamentalist Christian groups continue to fight to have evolution removed from schools despite its universal acceptance among the scientific community. No matter how strong the evidence, it seems that this is one fight that will go on and on.



4. The History of Trains

Level 2

The invention of the train was one of the most important developments in human history. Railroads enabled people to easily move goods over long distances for the first time. Thanks to trains, modern industries were able to grow at an amazing pace.

Trains also enabled people to travel long distances quickly, cheaply, and safely. Towns and cities that had seemed far apart suddenly felt much closer together.



Trains as we know them today are around 200 years old. The first steam train was built by Richard Trevithick in 1802. That first design was very slow, but by the 1850s, steam trains were traveling at up to 80 km/h.

The first electrified main line was built in Baltimore in 1895, and electricity was also used for the first subway systems in cities like London and Boston. Diesel-powered trains began operating in 1912 in Switzerland, and diesel power was later combined with electric to make a new kind of hybrid train.

The world's first high speed rail system was the Tokaido Shinkansen in Japan, which began operating in 1964. The technology is still developing, and these days, there are trains in many countries that can run at over 300 km/h.

Railroads changed our societies and the way we live. With new technologies and the need to stop global warming, it is possible that they may have an even more important role to play in the future.



In Gifu University, the library has a large collection of graded readers, although some of these are quite old, and most are suitable for higher level learners, but at least let students know that they are there.

Another option is the Gifu Media Cosmos. The library has a good selection of new and interesting graded readers.



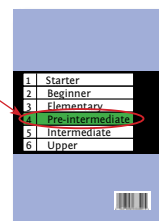
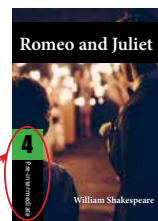
Finding graded readers

Many universities and colleges have collections of graded readers. If your school has some, your teacher will tell you where they are kept. In some towns and cities, you can also find graded readers in public libraries or international centers. In addition, there are many online services that allow you to buy and read graded readers on your phone. Wherever you get graded readers, spend some time looking at them carefully and choose one that suits you.



Choosing graded readers

Graded readers usually have information about their level on the cover, but the system varies from publisher to publisher. Start with the lowest level. If it seems too easy, try a higher one. Keep going until you find a level that is right for you. Remember that for reading to be easy and smooth, you need to know more than 98% of the words, so look for a level that has no more than one or two new words on a single page. When you find your level, look through the titles to find one that looks interesting.



ACTIVITY 3

Which of the texts you read in Activity 2 would be the best level for you to choose as a graded reader? Which one do you think would be the most interesting? Share your ideas with your partner.

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The aim of this activity is simply to start students thinking about selecting appropriate material for graded reading. Their reasoning is far more important than their choice.

Follow-up activities

The main purpose of extensive reading is to improve your reading, but you can also use graded readers to develop your English in other ways.

Listening

Many graded readers come with CDs or online audio files. Listening and reading at the same time is a great way to improve your listening and your reading speed at the same time.

ACTIVITY 4

Listen to the recordings of the stories in Activity 2. Follow along with your finger or a pen as you listen.

Speaking

After you have read a story, explaining it to a friend in English or talking about the content is a great way to practice your speaking skills.

ACTIVITY 5

Below is a summary of "A Change for the Better" from Activity 2. You can see a summary of "The Teaching of Evolution in American Schools" on the next page. Work with a partner. Read "A Ghost Story" and "The History of Trains" again, and then close your book. Try to summarize the contents to each other in a few sentences using simple English.

2. A Change for the Better

A boy lives with his family. He has a happy life. He has to move because of his father's job. He doesn't want to go, but he is happy again in his new life. He learns that change can be good.

Writing

A great way to practice writing is to write short summaries of the books you read. You can recycle a lot of the vocabulary, and if you want to, you can ask your teacher to check it.



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Following along with a finger as they read will help students learn the pronunciation of words, and it will also force them to increase their reading speed if they do it enough. Leave this as an exercise to come back to at the end if you have enough time.

Go over the example and make sure they can see how it is a summary of the main points. Give them some guidelines for summarizing, such as choosing key words, focusing on important points, and using simple language. If your students lack confidence in speaking, you may like to have them try writing the summaries (see next page) and then reading them out to each other. Students will learn how to write summaries properly in a later unit.

Two have been done as examples to show students how even difficult texts can be summarized using simple language. Give students some time to look at the example, and then ask them to produce written summaries of the remaining texts. Lower-level students might find it easier to work in pairs or groups, and some may need scaffolding like making a list of key words or creating a simple flowchart before trying to write the summary.

ACTIVITY 6

Write a short summary of texts 1 and 4. Use simple language. Include only the main points. (You will learn more about writing summaries in Unit 13.)

1. A Ghost Story

One night, a man is driving on a mountain road. He sees a young girl standing in the road. It is raining, but the girl is not wet. Suddenly, the headlights on his car go out. When they come back on, the girl has gone. When the man gets home, he tells his wife about the girl. She shows him a newspaper story about a young girl who died on that road.

2. A Change for the Better

A boy lives with his family. He has a happy life. He has to move because of his father's job. He doesn't want to go, but he is happy again in his new life. He learns that change can be good.

3. The Teaching of Evolution in American Schools

Some Christian parents in the US do not want their children to learn about Darwin's Theory of Evolution in school. Some states have tried to make laws to remove evolution from the curriculum. In 1925, one teacher in Tennessee ignored the law and got into trouble, but he got a lot of support. Even today, many Christian groups are continuing this fight.

4. The History of Trains

The invention of trains had a big impact on industry and on society. Trains are about 200 years old, and the first trains were powered by steam. Modern trains are powered by electricity, diesel, or both. Many countries now have high-speed trains like the shinkansen. Because of global warming, it is likely that trains will change our society again in the future.

UNIT 4 Review

1 Complete the following sentences by writing in the missing words.

- The activity known as 多読 in Japan is called extensive reading in English.
- The five key elements of this style of reading are as follows:
 - Read things you find interesting.
 - Read a large amount.
 - Read without a dictionary.
 - Read quickly and smoothly.
 - Read without translating.

2 Read the text below. Which of the four levels of difficulty from Activity 2 do you think it is? Write the number in the corner. Write a short summary using simple English.

11

Smoking in the United Kingdom

Level 3

In 2004, the UK government announced a plan to ban smoking in public places. The ban was introduced in stages, but by 2008, smoking was prohibited in all public spaces, including bars and restaurants. These places did not even have smoking areas. Many people were against the new law at first. Some said that bars and restaurants would lose a lot of money. Others worried that people would not follow the rules.

When the law changed, however, the public accepted it very quickly. There was a lot of support for the new system, even among smokers. One effect of the ban was that the number of smokers fell. This was partly because a lot of people decided to give up, but also because fewer young people started to smoke. In recent years, many other countries have introduced strong anti-smoking laws, and some are even thinking of banning smoking altogether. In the future, it may be impossible for people to smoke in public places anywhere in the world.

Smoking in public places was banned in the UK in 2008. Before the ban, many people thought that it would not be effective, but it was very successful. Even smokers accepted it. Because of the ban, many people quit smoking, and fewer young people started to smoke. Many other countries have banned smoking, and more may follow in the future.

If you can, show students this model so that they will have something to compare their own answers with. (Either show it on Keynote or write it on the board during the break.) Stress, however, that this is not the only way to do it, and quickly check individual summaries if students ask you to.

Unit 5 Overview

Most of the time in this class should be spent with the students reading quietly (or discussing the texts in groups for the final exercise). The aim is to give them a chance to try extensive reading without the need for them to go to the library or for you to carry in a lot of books. Nothing from this unit will be in the final test, so you can use completely different materials if you prefer. Talk to the reading coordinator if you would like some ideas.

Before students read the text, make sure they have read the translations of the words we think they may not know. Explain that the text will ask them to make decisions, and that the progress of the story will depend on their choices.

When you are sure they know what to do, let students read.

If your students finish at very different times, put ones who have already completed the reading into groups to discuss the story and the choices they made. Tell them to explain the choices like this:

“After the first part, I chose option A/B. How about you?”

If the students made different choices, they should explain to the others how their story worked out in the end.

UNIT 5

Let's Try Extensive Reading

In this unit, you are going to experience reading just for fun. There are no tests! First, you will read some fiction, then you will read some non-fiction, and then finally, you will read some texts that you can talk about with your classmates.

Fiction

The first story is from a special kind of book where you, the reader, have to make choices about what happens. The title of the story is “Immortal Empire,” and it is about an empire (帝国) growing over time. As you read the story, you will give advice to its kings and queens.

Here are some of the words that you might not know.

destroy 滅ぼす	explorer 探検家	immortal 不死の	natives 原住民
revolution 革命	sink 沈む	warrior 戦士	wise 賢い

Immortal Empire

Story by Marcos Benevides, illustrated by Alice Carroll

You are a god. At the beginning of time, you watch as the first people appear. They learn to walk on two legs, hunt other animals, make fire, and grow food. *Their lives are so short*, you think. *Why do they die so easily?* You wish that you could make them immortal like you.

For many years, you watch over the small town of Edin. The Edinese people can't see you, but sometimes you appear in their dreams. In dreams, you speak to them and teach them new things. The Edinese are like your children. You want to help them grow into an immortal empire.

Many years pass. To you, a thousand years is nothing. But in that time, the people of Edin live, and build, and die. Their children, too, live and build and die. And their children's children. Soon, Edin is a city of thousands of people. The land around the city is good. The people make farms to grow food. The sea gives them fish. With enough food, the Edinese spend more time learning. In dreams, you teach them to write and make better tools. With your help, the Edinese people learn to cut stone to make tall buildings. They learn the movement of the stars.

Then, one clear morning – war! Long ships bring angry warriors from Vinia, an empire across the sea. The Edinese people are peaceful. They can't fight. The Vinian warriors kill them easily. The Vinians steal food, animals, even children. They burn the city, then go back across the sea. Soon, all is quiet again. The sky is black. The river is red. Edin is destroyed. But wait – there's hope! Some of your people escaped to the mountains. They are still alive. In time, they can build Edin again. “But what if the Vinians come back?” the people ask you in their dreams. “What can we do?”

Do you teach them how to fight, or do you teach them how to build a great wall?

Fight → A

Build a wall → B

The Atama-ii multiple-path graded reader series is available digitally on the xreading.com digital library platform or as high-quality print books from the englishbooks.jp online store. The publisher can be reached at publisher@atama-ii.com.

→ A

“To find peace, you must be ready for war,” you tell the sleeping king. “Edin needs war ships and warriors!” At first, the Edinese don't know what to do. Their first war ships are too small and too slow. The next ships are larger, but they sink easily. However, they learn quickly. Soon, the Edinese have thirty strong war ships to protect their city. The wise men and women of Edin also make other tools of war, like spears and shields. They teach their new warriors how to fight. A few years later, the Vinian war ships return. But this time, Edin is ready.

The two empires fight all day and all night. The Vinians sink and burn many Edinese ships. But the Edinese sink many more Vinian ships. When morning comes, the Vinians have only one ship left. The Edinese still have twenty. The fight is finished! “Go home!” the Edinese king tells the last Vinian ship. “And don't come back!” That night, the Edinese people sing and dance and celebrate. However, you are still worried. *The Vinians will not stop*, you think. *One day they will come back*. Should Edin attack Vinia now? Or use this time to explore the world? That night, you appear in the king's dream again.



Attack → C

Explore → D

→ B

You tell the people of Edin that war is not the answer. They must build a great wall around the city. Only then will they be safe. It takes many years, and the work of many thousands of people. As the wall grows and grows, it circles the city from the sea to the mountains. In time, the Great Wall of Edin becomes famous around the world. Ships from empires far away come to see this wonder of the world. The wall keeps Edin safe for a thousand years. In that time, the city grows rich and peaceful. The Vinians never return.



In time, Edin becomes a center of trade, where goods and ideas are shared. Empires from around the world go to Edin to trade. They know that the city is a safe place for business. The Edinese people learn many things about these other empires. Some of them are advanced in science and the arts. Some have natural resources like gold and oil. Others are famous for the high quality goods made in their factories. The new queen of Edin is a wise woman. She wants Edin to become more advanced too. But how? One night she asks for your help. What do you do?

Build a university → E

Build factories → F

→ **C** The king listens to you. He sends his ships and warriors across the sea. They attack the Vinians and burn down their cities. The Edinese ships return home full of gold and other Vinian goods. Edin becomes very rich. They use their riches to make more war ships and to get more warriors. A year later, the king's son goes to Vinia with his new ships and warriors. This time, the Edinese people stay. First, they kill the king of Vinia and all of his family. Then they rename the land "New Edin." In time, Vinia becomes only a memory. Now there is only the great Edinese Empire!

Hundreds of years pass. The people in Edin become rich and free, but the people in New Edin stay poor. They are not happy. The people there start to call their land "Vinia" again. They want to be rich and free, like the Edinese. Soon, there are angry Vinians in the streets. They stop working, and they fight with the Edinese police. They cause many problems in the empire. The queen of Edin sends more warriors to New Edin, but it isn't enough. You know that there are only two choices: She can destroy the Vinians, or she can give them freedom. That night you appear in her dream. Do you tell the Queen to destroy the Vinians or do you tell her to give them freedom?



Destroy them → **G** Give them freedom → **H**



→ **D** The king sends his ships all around the world. They explore many different lands. Some lands are almost empty. Some are home to empires even stronger than Edin! One ship finds a new land that is rich with gold. The native people there are friendly. They help the Edinese explorers to get all the gold they want. The Edinese people make a new city in this new land. It grows quickly, and soon there are many other towns and cities. Edin becomes a very rich empire. The Edinese and the native people live together in peace for many years. It is a happy time.

Years pass, and the Edinese cities in this new land keep growing. Soon, the cities run out of land. They start to take more and more land from the native people. The native people become angry. They attack the Edinese towns and kill many people. They want the Edinese to go home. You try to help. One night, you appear to the king of the natives in a dream. You ask him to stop attacking your people. However, the king doesn't listen to you. In his dream, you are a monster! In the end, only the Edinese king will listen to you. What do you tell him?

To destroy the natives → **I**
To return to Edin → **J**

→ **E** The queen listens to you. She builds the greatest university in the world in Edin. Years pass, and the city becomes famous as a place of learning. People say that the University of Edin has a copy of every book in the world. The best scientists and artists go to the university to learn and to teach there. They bring strange new ideas with them – new ways to think about nature, the stars, and the meaning of life. The Edinese people become very wise. They need your help less and less. As time passes, fewer people listen to you in their dreams.

One day, a great scientist speaks at the university. Many people come to listen. "People of Edin," she says. "You believe that a god helps you. You believe in the old stories. But today, I will tell you the truth." The room is quiet. Everyone is listening. "The old stories are lies!" she says. "There are no gods. Science built this city, not a god in your dreams!" The people look at each other. They don't know what to think. Some people are angry. Others agree with the scientist. You think her idea is dangerous. If people stop believing in you, you can't help them. But what can you do?



Try to stop the scientist → **K** Try to change her mind → **L**

→ **F** You tell the queen to build factories, so that Edin can make the best goods in the world. The queen listens to you. She builds the most advanced factories. These factories make goods better and faster than ever before. They work day and night. In a few years, the words "Made in Edin" start to mean "high quality." Around the world, everyone wants Edinese goods. The factory owners become very, very rich. Soon, Edin is the largest, most advanced city in the world. The Edinese build more factories, ships and railroads. They even build flying machines! However, not everyone in Edin is happy.



As Edin grows, there are problems. The factories make the air dirty, and people often become sick. There is also a big difference between rich and poor people. The rich own the factories, and they keep all the money. They live easy lives. The workers are very poor. They live hard lives. They work all day and die young. They become angry with the rich. One day, a man writes a book about the workers. The book says that workers must take the factories from the rich. It says that everyone must be equal. It calls for a revolution! *Hmm, you think. This may be a problem...* What do you do?

Try to stop the book → **M**
Think about the book's ideas → **N**

→ **G**

"Destroy the Vinians," you tell the queen. "They burned Edin many years ago. They are bad people. Destroy them, so that Edin can live!" The next day, the queen speaks to her people. She says that the Vinians must be destroyed. Only then can Edin become a great empire. At first, some Edinese people disagree. But they quickly "disappear." Soon, everyone agrees with the queen. They don't want to disappear as well. Across the sea, Edinese warriors fight the Vinians for many years. The war never ends, but that's OK. What's important is to love Edin and to hate the enemy. Congratulations. You have created an immortal empire.



THE END

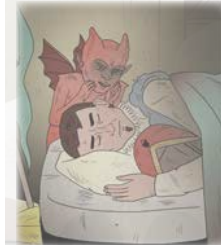
→ **H**

"All people want to be free," you tell the queen in her dream. "Edinese or Vinian – make them all free!" The next day, the queen gives an important speech. "I am not your queen anymore," she says. "From now on, there are no more kings or queens, no more gods, and no more empires! From now on, we are *all* free!" At first, no one knows what to do. Some people are not happy. They want to return to the old ways. They ask you for help, but you don't answer. Your children don't need you anymore. They're not immortal yet, but they are becoming stronger.

THE END

→ **I**

You tell the king of Edin to destroy the natives and to take their land. It is not difficult. The Edinese warriors are very strong now. Without the natives, Edin becomes the richest and most powerful empire in the world. However, as the years pass, the Edinese feel sorry for what they did to the natives. They become angry with you. One by one, the people of Edin turn away from you. You become a monster to them – a bad dream. You try to make people happy, but they always wake up scared. Maybe the native king was right. Maybe you are not a god, but a devil.



THE END

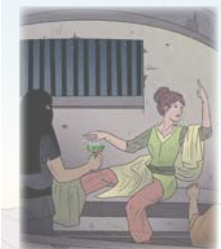
→ **J**

You tell the king to leave the new world. "It is the natives' land," you say in a dream. "Edin is rich enough without it." The king is a wise man, and he listens to you. It isn't easy, but the Edinese give their cities to the natives. Many Edinese go back home, but some stay to live with the natives. Together, they start a new empire. In time, Edin and this new empire grow strong together. The people learn from each other, and they teach other empires how to live in peace. Their example brings peace to the world – and in time, to other worlds too!

THE END

→ **K**

You must do it. You must continue to help Edin. The scientist must be stopped. That night, you speak to the king in a dream. You tell him that the scientist is dangerous. That she teaches strange new ideas to the people. The king believes you. The next morning, the scientist is in prison. Days later, she is dead. However, her students continue to learn. They keep her ideas alive. Soon, other scientists think the same way. No one listens to you anymore. The people of Edin continue to learn more and more about the world. Maybe they can't be immortal like you, but they can become wiser.



THE END

→ **L**

The scientist's dreams are closed to you. So, one day, you appear when she is awake. You must be careful. It is dangerous for mortals to see your true face. "LOOK AT ME," you say to the scientist. "I AM REAL." At first, she can't speak. Then she falls to her knees. "I... I'm sorry!" she says. "I believe!" After that, everything changes. She writes a new book about you. She writes that you are the only truth. Edin changes too. The people burn the university and all its books – all books but one. Now everyone believes in you. Congratulations, you win. Or... do you?

THE END

→ **M**

That night, you tell the queen that this book is dangerous. The next day, she orders the book to be burned. Soon after, the writer "disappears." *Maybe some people are unhappy, you think. But this is natural. There are always rich people and poor people.* Years pass, and Edin continues as before: the rich get richer, and the workers get poorer. However, the book was right. One day, the workers become so angry that there is a revolution. They burn the city and kill the rich. Worse, they stop listening to you. It is a dark age in Edin. You can only wait and hope for a better future.



THE END

→ **N**

You read the book. You learn that it's not really about revolution. Revolution is only the start. The book is about a new kind of empire. An empire where people care about each other. Where no one is hungry. A place where everyone is equal, and there are no rich or poor. A place where all people can be happy. An empire that doesn't divide the world, but joins it together. From that day, you don't think of the Edinese as "your" people. All people of the world become your children. Now you understand that empires can't become immortal. Only the whole world can – by joining together.

THE END

Some students will race through Immortal Empire, and some will probably require more time. If you have students who have finished both the reading and the discussion about Immortal Empire, tell them to read the five texts about inventions. Point out that they can also listen to the audio if they have a smartphone and ear phones.

Reinforce the idea of choice as a core concept in extensive reading by encouraging the students to read only the passages that they think might be interesting for them. Stress that there is no need for them to read all the texts.

12

Non-Fiction

The next five passages are taken from the book "Inventions" by Jessica Williams, published by Wayzgoose Press. They explain the history behind some of the items that we use in our everyday lives. Access the QR code to read more examples like this.



A Chewing Gum

When you were in school, did your teachers tell you, "Don't chew gum in this class!"? They probably did. So why do so many people chew gum?

The answer goes back a long time. People started chewing gum more than a thousand years ago. Of course, back then, people did not chew the same kind of gum that we chew today. In the 14th century, the Aztec people of Mexico chewed the sap from a tree called sapodilla. They took the sap from the tree and let it dry until it was hard. Then they cut it into small pieces and chewed it. They called it chicle. The Aztecs chewed chicle when they were hungry or thirsty. After they chewed it for a few minutes, they did not feel as hungry or thirsty anymore.



Today some people still chew gum for the same reason. Perhaps they don't have time to eat, or they are on a diet and don't want to eat. The Aztecs also chewed chicle to make their breath smell better. Many people chew gum today – for the same reason.

Then the history of chewing gum took a strange turn. The sap from another tree is used for a completely different product: rubber. In the 19th and early 20th century, rubber was used everywhere – in cars, in homes, in hospitals. In the middle of the 19th century, Antonio López de Santa Anna got an idea for making money. Santa Anna was a general in the Mexican army, and later, the president of Mexico. But by 1854, he was no longer president, and he needed to make money. He knew that many people were making a lot of money in the rubber business. The sap from the sapodilla tree and the rubber tree are not very different. Santa Anna chewed chicle all the time, and so he thought, "There is so much chicle in Mexico. What if we could use chicle to make a kind of rubber?"

So, Santa Anna brought some chicle to an inventor in the United States named Thomas Adams. Adams worked with the chicle that Santa Anna brought. He tried to make a product like rubber. He tried to make toys, boots, and many other things, but he did not succeed. Santa Anna gave up on the idea, but Adams did not. He had a different idea. Why not use chicle in the same way as the Aztecs did – for chewing gum? So, he started a gum company. Adams' gum was almost a success, but it did have one problem: it had no taste. That soon changed when other companies began to add sugar, fruit, and mint to their chewing gum.

Today, gum is still popular, but some teachers and parents still don't like it. What's wrong with gum? Some people think it looks ugly when people chew gum. Other people say gum is not healthy. Some people even say that if you eat gum, it stays in your stomach for seven years! (Not true!) Gum with a lot of sugar is not very healthy. That's true. However, some scientific studies show that gum without sugar is good. First of all, it can help clean your teeth. Second, it helps people feel more awake, and think more quickly and clearly. So, maybe your teachers were wrong. Maybe everyone should chew gum in school!

13

B Frozen Food

Look in any supermarket. There are rows of freezers full of frozen food. You can buy strawberries in the middle of winter. You can find fish from the other side of the world. For thousands of years, humans have looked for ways to keep food fresh and safe. They added salt to meat. They dried fish. Later, they put vegetables in cans. This food is safe to eat, but it doesn't taste fresh. In the late 19th century, some people tried to freeze food, but the results were not very good. When it was cooked, the frozen food became very soft, it had no color, and it tasted terrible. And some of it was not very safe. No one wanted to buy frozen food.

All of that changed in the 1920s when a man named Clarence Birdseye started to think about frozen food. He was working in northern Canada, where the weather is very, very cold in winter. The native Inuit people there ate a lot of fish. In winter, they cut a hole in the ice to go fishing. When they took the fish out of the water, the fish froze immediately in the cold air. They kept the frozen fish for weeks. When they cooked the fish later, it tasted fresh and delicious. Birdseye was surprised and curious. Why was this frozen fish so good? And why was the frozen fish he had eaten before so bad? What was the difference?



He cut up small pieces of both kinds of frozen fish. He looked at them under a microscope. They looked very different. When food freezes, the water inside them turns into ice. Ice is made of crystals. In the delicious fish, these crystals were very small. In the old, soft fish, the crystals were much bigger. Birdseye finally understood. When you freeze food very quickly at a very low temperature, the ice crystals are small. If you freeze food slowly and the temperature is only one or two degrees below 0°C, the crystals are large. Large crystals make food soft. Birdseye knew he had a great idea for a business – the frozen food business.

Birdseye went home and started to work on his idea. He invented a machine that could freeze food very quickly and at a low temperature. He started his own frozen food company in 1924. He started with fish. In 1927, he froze 1.6 million pounds (726,000 kg) of fish. But there were other problems. How could he move his frozen food from one place to another? Where could he sell his frozen food? Most stores did not have freezers. And who would buy his frozen food? Most homes did not have freezers either. Birdseye had to wait for all of these things. He sold his company to a bigger company. In 1930, the bigger company decided to give freezers to ten stores, and things began to change.

Perhaps the biggest problem for frozen food sales was the memory of that old frozen food. Many people had tried frozen food before, and they did not like it. They also thought it wasn't safe to eat. It took a long time to convince them to buy this new kind of frozen food. But when they tried it, most of them liked it. It looked good and tasted good – almost as good as fresh food. It was also very convenient and saved a lot of time. For example, the frozen vegetables were already clean and cut into small pieces. In a few minutes, they were ready to eat. More families bought freezers for their homes.



Slowly, frozen food became more popular. People could eat fruit and vegetables all year round. They could have a healthier diet. They could also try new foods – shrimp from Thailand, mangoes from the Philippines. Frozen food made the world a little smaller. Today, frozen food is a 240-billion-dollar business, and it is still growing. With frozen food and a microwave oven, some people never cook at all!

14

C Pencils

What is one of the most common items in the classroom, even in a time of computer technology? The pencil.

A thousand years ago, pens and ink were the most common writing tools. People also used pieces of burned wood and sticks made of lead and other kinds of metal. These were the first pencils, but they were not easy to use, because the metal inside was quite hard.

In 1564, in Cumbria, England, a storm pulled a tree out of the ground. Deep in the ground under the tree there was a large amount of a soft gray material. People thought it was a kind of metal. They called it lead. But it was not lead; it was not even a metal. It was a material called graphite. And it was perfect for writing. Farmers used pieces of graphite to make marks on their sheep. These graphite pieces worked even better on paper. They made a smooth mark as thin as a human hair. Today we know this material is graphite, but we continue to call the material inside a pencil "the lead."

Graphite was very useful for writing, but it did have one problem. Because it was soft, it made the writer's fingers dirty. So, people began to cover the graphite with a piece of string or cloth, and later with pieces of wood. In the 18th century, several pencil factories opened in Europe, and later, in the United States. The outside of the pencils was painted in order to hide the low quality of the wood. Yellow was the most common color. In fact, it is still the most popular color for pencils today.



The factories made some pencil leads of pure graphite, but pure graphite is very soft. So, the factories began to mix the graphite with clay. In this way, they were able to make some pencils with very soft lead and some with harder lead. A soft lead makes a dark mark, and a hard lead makes a light mark. The factories gave numbers to different levels of hardness. The most popular is number 2. One number 2 pencil can write 45,000 words or draw a

line that is 730 miles (1175 km) long. Even today, when some people take tests such as the TOEFL, the IELTS, or the GRE, they use a number 2 pencil. The mark of a number 2 pencil is the easiest for a computer to read. Of course, now many people take these kinds of tests on a computer, but others still use paper and pencil.

One reason people like pencils better than pens is that if you make a mistake, you can erase it. But in the beginning, pencils did not have erasers. Instead, people used pieces of old bread to remove the marks they made. In the 19th century, people began to use rubber for many different things. A man named Hyman Lipman noticed that rubber could erase a pencil mark. He added a piece of rubber to the end of the pencil, and the pencil eraser was born. In England, an eraser is called "a rubber" because they were once made of rubber.

Some people still prefer to write with a pencil. Famous authors, including Ernest Hemingway and John Steinbeck, often used a pencil. Steinbeck sometimes used sixty pencils in one day! Although most people now use computers to write, pencil sales are still strong. Today, factories all over the world make about fifteen billion pencils a year. About half of all pencils come from China. If you put all of those fifteen billion pencils end to end, they would go around the world 62 times!



15

D Toilets

It has saved thousands of lives. It's a place you visit about 2000 times a year. But nobody wants to talk about it. In fact, for most people, it's just not polite to talk about it. What is it? It's your toilet. Toilets are very important to human health because they take away waste. If people have no toilets and live near human waste, they can get very sick. This can happen if the waste gets into their food or water. Many people have died for this reason. Today, people all over the world still get sick because they don't have a toilet.

Toilets are not a new invention. There were toilets in Rome in the first century and in Greece and Mesopotamia (where Iraq is today) before that. Their toilets were not so different from our toilets today. They used water to wash away waste. That is the most important part of a toilet. That is the part that can save lives.



But later, somehow, people forgot about the importance of toilets. They forgot about the best ways to deal with their waste. When people lived on farms, far away from each other, this was not a big problem. However, when lots of people started moving to cities, human waste did become a big problem. As cities grew larger, that problem got bigger and bigger. And the problem smelled really terrible. The population of the cities in Europe, such as London and Paris, grew very quickly in the 18th and early 19th century. Most people didn't have a toilet, and so they threw their waste in the street. A lot of that waste went into rivers. People washed in the river. They also drank water from the river. Yuck!

During this time, many people became sick, not just in Europe, but also in Asia, North Africa, and North America. There was a terrible disease called cholera. No one understood the cause of the disease then, but it killed tens of thousands of people. Today we know the cause of cholera was human waste in the drinking water. The best way to stop this disease is to separate people from their waste. For that, you need toilets. But toilets alone are not enough. The toilets also need a way to carry the waste to a safe place far away.

In the 19th century, these growing cities did not have either of these things – no toilets, and no system for removing human waste. Toilets were expensive. But what about a system to carry waste away from homes? That is very expensive. Who can pay for this system? Not one person or one family. You need a city or a country to pay for that. For a long time, cities did not want to pay. But more and more people died, and the smell got worse and worse. Also, scientists were learning more about the connection between human waste and human health. Finally, cities such as London, Paris, New York, and Chicago began to build systems to remove human waste.

Still, many people did not have toilets in their homes. Some people in London saw a toilet for the first time at the World's Fair in 1851. People could pay one cent to use the toilet at the fair. It was very popular. Almost a million people visited these toilets. Slowly, more and more homes in big cities got toilets. These cities became healthier places to live.

However, around the world, there are still four and a half billion people who do not have a toilet. Many of them get sick with diseases like cholera. Some of them die. The United Nations is working hard to bring them clean water and toilets. The UN started National Toilet Day (November 19th) to remind everyone of this problem.

In the future, toilets will do more than carry away waste. Scientists are working on new kinds of toilets. They will be able to tell you about your health. Just think! Today you go to a doctor for information about your health. Perhaps in twenty years, you will just use your toilet. That's just one more step in the history of the toilet—saving lives and keeping us healthy!

E Windshield Wipers

When we ride in the car or a bus on a rainy day, there they are, back and forth, back and forth. We look right past them, but they are working to keep us safe. Windshield wipers are one of those everyday objects that are a familiar part of our lives today. But cars did not start out with windshield wipers. Early cars did not have any glass in the front. In other words, they did not have a windshield (in the UK, it's called a windscreen), so of course, they had no wipers. It was not obvious that cars needed this new technology. Horses don't have wipers; why should cars have them?

Of course, that answer is obvious to us now: You need wipers to clean the windshield when it rains or snows. The idea for windshield wipers came to Mary Anderson on a wet and snowy day in 1902 when she was visiting New York. She was riding on a streetcar behind the driver. She could see that the driver was having trouble. Snow was falling on the windshield, and he could not see anything ahead of him. The windshield on this streetcar had several parts, and the driver could open one part and put his hand outside to clean off the snow. He did this every few minutes because the snow was very heavy. Every time he opened it, cold air and snow blew inside. All the passengers in the streetcar were cold, wet, and unhappy.

Anderson began to think of a solution to this problem. She started drawing a picture of her idea while she was on the streetcar. She designed a wiper made from rubber and wood. The wiper had a handle. When the driver pulled the handle, the wiper moved across the windshield. It cleaned off the snow and rain.

A great idea! Anderson probably made a lot of money for her invention, right? Wrong. Anderson did get a patent for her wipers in 1903. When an inventor gets a patent, it means that no one can steal his or her idea. A patent and its protection usually last for twenty years. But when Anderson tried to sell her idea to car companies, none of them was interested. Most of them did not think the invention was useful. Also, some of them believed that the wipers would be dangerous. They thought that the driver might watch the wipers instead of the road, and this might cause an accident. No one bought her invention.

Unfortunately, Anderson's idea came about ten or fifteen years too early. In 1903, there were streetcars, but not very many people owned cars. Henry Ford's first Model T did not appear until five years later. However, between 1908 and 1927, 15 million Model Ts rolled out of factories and onto American roads. And many of these cars had windshield wipers. Unfortunately, because patents only last for 20 years, Anderson's patent no longer protected her invention. That meant that car companies could use her idea, and they did not have to pay her. She never made any money.

Since then, there have been several improvements in windshield wipers. The most important one was the development of automatic wipers. The earlier wipers had to be turned on by the driver each time. At first, automatic wipers moved at just one speed. Then an inventor named Robert Kearns made an important improvement. His wipers allowed the driver to decide the speed of the wipers. Like Anderson, Kearns tried to sell his idea to car companies. And like Anderson, he had no success. Later he discovered that several car companies were using his ideas without paying for them. He was really angry! When Kearns died in 2005, he was still fighting with the car companies that stole his invention.

Windshield wipers on today's cars are based on ideas from both Anderson and Kearns. For example, all cars have wipers that move at different speeds. Modern wipers also include new ideas, like using a liquid to clean dirt and salt as well as rain and snow. Together they help to keep our cars running safely in all kinds of weather.



Discussion

As you learned in the last unit, a good follow-up exercise for extensive reading is discussing the topic you read about. Read each of the following texts, find a partner, and discuss your answers to the questions that follow.

Strange Coincidences

A coincidence is when two or more surprising things that appear to be unconnected happen by chance. Everyone has experienced strange coincidences in their lives. For example, maybe you dreamed about someone you had not seen for a long time and then bumped into them the next day, or maybe you found that one of your classmates was born at exactly the same time on the same day as you. Here are some stories of truly remarkable coincidences that actually happened.



One day, a baby in Detroit fell from a high window onto the street below. The baby landed on a man, but luckily, neither of them was injured. A year later, the same baby fell again from the same window and landed on the same man. Once again, both of them were okay.

In 1974, a man on a motorcycle was killed when he was hit by a taxi. A year later, the man's brother was killed riding a motorcycle on the same street. He was hit by the same taxi, which was carrying the same passenger.



The Dutch cyclist Maarten de Jonge has had two lucky escapes in his life. He was supposed to be on board the Malaysia Airlines Flight 370 that went missing, but he decided to take a different flight that left one hour earlier. He was also planning to fly on the Malaysia Airlines Flight 17 that was shot down over Ukraine, but he switched to another airline to save money.

During the construction of the Hoover Dam, 112 people lost their lives. The first man to die was a surveyor called George Tierney. He drowned in the Colorado river while looking for the best place to build the dam. The last man to die, 13 years later, was Patrick Tierney, George's son. To make the coincidence even stranger, both of them died on the same date—December 20th.



Questions for discussion

1. Which of the stories did you find the most surprising?
2. Which of these coincidences would be the most unlikely to ever happen again?
3. What is the most surprising coincidence you have ever experienced?

This final section is included for students who read very quickly and finish everything else. It is not a problem if you have slower students who do not reach this point. Put students in groups to read the text and then discuss their answers to the "questions for discussion" at the bottom. You can do feedback with the whole class at the end if you have time. If you have just a little extra time after this, ask the students to switch groups and report to the second group the opinions discussed in the first.

Before students read this text, you might like to explain that a commencement speech is a speech given at a university graduation ceremony by a famous or successful person. The aim is to give advice to the graduating students on how to be successful in their working lives.

In the unlikely event that your students finish reading and discussing all these topics before the end of the lesson, tell them to look up Steve Jobs' speech online. (Japanese translations of it are also available.) If they like it, tell them they can read more like this by doing an Internet search for "Famous commencement speeches." If you do this, you will have enough material for even the strongest classes.

Joining the Dots

When he gave his famous commencement speech at Stanford University in 1999, Steve Jobs explained to the graduating students that it is only possible to join the dots in our lives when we look back. It is only then that we can make judgments about whether something that happened had a positive or a negative effect on our lives. Steve Jobs' own life was a good example of this. In 1985, he lost his position at Apple, the company he had helped to start. When that happened, he undoubtedly saw the loss of his job as a negative event.



After he left Apple, Jobs became involved with the company now known as Pixar, the animation studio that changed movies forever. Jobs invested a lot of his own money in Pixar, and his gamble paid off. The movie *Toy Story* made 30 million dollars on its opening weekend, and it went on to make many millions more. The success of the movie and the company made Jobs an incredibly rich man, and it also cemented his reputation as a great businessman. In 1997, he returned to Apple as the CEO, and he went on to make that company one of the richest and most successful in the world.

Looking back at his life from the point of view of his later success, Jobs probably felt that losing his job at Apple was one of the best things that ever happened to him. Of course, he wouldn't have thought so in 1985, but that was the point he was trying to make in his speech—we can only join the dots in our lives when we look back.

Questions for discussion

- Here are five facts about Steve Jobs. One of them is not true. Which do you think it is? Use the Internet to check.
 - He was adopted shortly after being born.
 - He dropped out of college without graduating.
 - He owned 100 pairs of Levis jeans during his lifetime.
 - He had a sister he never met.
 - His last words before he died were "Oh wow. Oh wow. Oh wow."
- Are there any events in your life that seemed negative at the time but seem positive now that you look back on them?
- In his famous speech, Jobs gave three pieces of advice. One of them was the point above about joining the dots. Do you know the other two? Use the QR code to find the full speech online.



UNIT 5 Review

- If you did not finish reading all the texts in class, finish reading them now.
- When you read extensively, it is helpful to think about how the reading made you feel. Complete the following review about the material you read in this unit.

- How did you feel about the type of reading you did today compared to the reading you did in high school?

Today was:	strongly disagree	1	2	3	4	5	strongly agree
Easier		☐	☐	☐	☐	☐	
More interesting		☐	☐	☐	☐	☐	
More useful		☐	☐	☐	☐	☐	

- Do you think you will try extensive reading for yourself?

definitely not ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ definitely

- In the first story, you made a lot of decisions that changed the ending. How did you feel about this type of story?

I really didn't like it ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ I loved it

- Circle the inventions passages that you found:

a) most interesting A B C D E b) easiest A B C D E c) most difficult A B C D E

- If you read a lot of texts like this, how much do you think it would develop these aspects of your English?

	not at all	1	2	3	4	5	a lot
Reading		☐	☐	☐	☐	☐	
Grammar		☐	☐	☐	☐	☐	
Vocabulary		☐	☐	☐	☐	☐	
Speaking		☐	☐	☐	☐	☐	
Listening		☐	☐	☐	☐	☐	
Writing		☐	☐	☐	☐	☐	

- A very useful site for extensive reading is Extensive Reading Central, where you can read graded readers for free. If you would like to try it, access the code and create an account.



Encourage students to read at home any of the texts you were not able to cover during the class.

The review for this unit focuses on getting students to reflect on what they read by asking them some basic questions about how it made them feel.

There are obviously no "correct" answers here, but use the students' responses as the basis for a discussion in the next class. With stronger students, you can also ask them to do verbal summaries of whichever of the texts they liked the most.

You can also introduce this in class if you have extra time. In the review feedback, ask if anyone tried it.

Unit 6 Overview

The aim of this unit is to teach students some basic rules for reading aloud in English. The three main areas covered are stress, intonation, and pausing, and there is also an opportunity for students to experiment with voice in the final activity. Make sure students understand why reading aloud might be a useful skill for them to develop.

UNIT 6 Reading Aloud

Reading aloud is a very useful skill for language learners to practice. If you ever have to give a presentation, a speech, or even a self-introduction, you may need to write it first and then read from your notes. The key to doing this well is to learn how to read aloud in a way that sounds as natural as possible.

When you read aloud, you need to think about:



Stress

In English, some words are pronounced more strongly than others. This is called **sentence stress**, and it is a very important feature of the language. The stressed words are the ones that carry information and meaning. These are called **content words**, and they are normally nouns, verbs, adjectives, and adverbs. **Function words** like *a, the, of, to, and, and because* are not normally stressed. Pronouns like *I, you, he, and she* are also not stressed when it is clear who you are talking about. The negative *not* is always stressed, as are words like *don't* and *isn't*.

- 17 ACTIVITY 1**
Underline the content words in the sentences below. The number in brackets tells you how many words to underline.
1. Mari lives in a big house by the sea. (5)
 2. The boy sat on a chair in the garden. (4)
 3. I am going to Tokyo by train on Saturday. (4)
 4. My teacher was angry because I didn't do my homework. (5)

The words that you underlined are the words that are likely to be stressed when you say the sentences. Listen to check your answers. Try to say the sentences with the correct stress.

Intonation

Intonation is the rise and fall of your voice when you speak. Intonation is complicated, but one basic rule is that we use **falling** intonation to show that we have finished, and **flat** or **rising** intonation to let the listener know that there is more to come. For reading aloud, this means that we usually use flat or slightly rising intonation when we see a comma, and falling intonation when we come to a period. For a list of items separated by commas, your intonation should rise on each item and then fall on the last one.

18 ACTIVITY 2

Work in a group. Listen to these sentences and practice saying them with the correct intonation. Continue the sequence for as long as you can, adding a new item each time.

1. I bought some apples and some bread.
2. I bought some apples, some bread, and some cakes.
3. I bought some apples, some bread, some cakes, and some dates.
4. I bought some apples, some bread, some cakes, some dates, and



Pausing

When you read aloud in English, it is important to know when to **pause** and for how long. Many learners of English read too quickly and do not pause enough. Here are some basic rules.

- 1 Pause for a count of 1 (or say "pause" in your head) after a comma.
- 2 Pause for a count of 2 ("pause pause") after a period.
- 3 Pause for a count of 3 ("pause pause pause") when you move to a new paragraph.

19 ACTIVITY 3

Read the passage below and make sure you know how to say all the words. Then, practice reading it aloud with a partner. Don't rush, and make sure you pause for the correct time where necessary.

Many people think that you need to study abroad to learn English, (pause) but this is not correct. (pause pause) It is possible to learn to speak English without ever leaving Japan. (pause pause) One of my friends got 900 points on the TOEIC test, (pause) and she learned all her English from school, (pause) from videos, (pause), and from books. (pause pause pause) If you want to study English by yourself, (pause) there are three methods that I particularly recommend. (pause pause) The first is watching English DVDs and movies. (pause pause) Another effective method is to read newspapers and magazines. (pause pause) A third possibility is to use apps on your smartphone. (pause pause) If you do all of these things, (pause) you can learn English without studying abroad.

Give the students time to read the explanation of stress, and then give them an opportunity to discuss it with a partner to make sure they have understood the main points. Add your own explanation if you think it might be helpful.

Ask students to underline the words they think are content words, and then compare their answers with a partner. When you have general agreement, either play the audio or read the sentences out yourself. Ask students whether what they heard matched what they had written, and then give them some time to practice saying the sentences themselves. There may be a question as to whether "do" would really be stressed in the final sentence, but it does not sound unnatural to stress it, and it's easier to explain that way.

This is based on a children's game where each speaker has to remember what every other person has said so far. Get students to do it just up to number 4 first to make sure they understand the intonation patterns, and then challenge them to keep it going for as long as they can. They can either carry on from number 4 or start again from the beginning. If you want to make it more challenging, tell the students to make the list of things alphabetical, as they are in the example.

Let students read the passage silently. Write on the board "How do you say this word?" and "What does this word mean?" so that they know how to ask you if they need help. When they are ready, either read the passage aloud yourself or use the audio. The focus of this activity is timing, so exaggerate the pauses. After the first reading, you could read it again and ask students to shout out "pause" when you reach a comma, "pause pause" when you reach a period, and "pause pause pause" when you reach the end of the paragraph. After that, let the students practice in pairs. One student should read, and the other should say "pause" the appropriate number of times wherever necessary. This should drive home the point that students need to pause for much longer than they may think when they read aloud in English.

After learning about stress, timing, and intonation in isolation, the next step is for students to start thinking about combining them.

This activity takes the first two sentences from the passage in Activity 3 and uses a simple notation to mark stress, intonation, and timing. Model the sentences for the students, or use the audio to give them a model to work with. Let them practice in pairs, and then choose students who appear to be able to do it well to give a demonstration at the end.

Let the students have a go at reading a news story in the style of a TV newsreader. Demonstrate (or use the audio) first, and keep reminding them to think about stress, timing, and intonation. If there are any students who can do it particularly well, get them to demonstrate at the end of the activity.

Putting it all together

To read aloud well in English, you will need to think about all of these factors—your stress, your intonation, and your pausing. If any of these are incorrect, you will sound unnatural, and it may be difficult for people to understand you.

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ACTIVITY 4

To get an idea of what English should sound like when you read it aloud, listen carefully to the pronunciation of the first paragraph of the passage in Activity 3. Using the symbols to help you, try to read it in the same way yourself. Here is the key to the symbols.

Many	Stress the parts in bold.
→	Flat or slightly rising intonation
↘	Falling intonation
Pause	Say "pause" in your head when you see it; say it twice if it is written twice.

Many people think that you need to study abroad to learn English, (pause) but this is not correct. (pause pause) It is possible to learn to speak English without ever leaving Japan. (pause pause) One of my friends got nine hundred points on the TOEIC test, (pause) and she learned all her English from school, (pause), from videos, (pause) and from books.

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ACTIVITY 5

Here is a fictional news story. Read it carefully and underline words that you want to stress. Draw arrows to show rising, falling, and flat intonation, and write "P" or "PP" to show the pauses. Ask your teacher if there are any words you do not know how to pronounce.

In New York today, three people were hurt when a Christmas tree fell to the ground. The Christmas tree, which was put up yesterday, was approximately 15 meters tall and weighed around one thousand kilograms. The injuries were not serious, but a city spokesman said it was lucky that nobody was killed. The tree has now been removed, and police are investigating the cause of the accident.

Imagine that you are a TV newsreader and the other members of your group are your audience. Using your notes to help you, read the story as naturally as you can.

Children's stories

When you read a story to a child, you have to make it interesting. In addition to thinking about stress, intonation, and pausing, you also have to think about voice. This means two things:

- 1 Using different voices for different characters.
- 2 Saying the words in the way the character is saying them in the story.

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ACTIVITY 6

You are reading a story about a family of bears. Read the following sentences using a different voice for each bear. Use your normal voice for the parts that are not in quotation marks.

- 1 "Good morning," said the father bear.
- 2 "Good morning to you too," said the mother bear.
- 3 "Good morning everyone!" said the baby bear.

Writers can tell a reader how a character is saying something in two ways. The first is by using an adverb.

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ACTIVITY 7

Work with a partner. Say these sentences in the way described by the adverbs.

- 1 "It's my birthday," she said happily.
- 2 "This is the wrong size," she said sadly.
- 3 "Let's go together!" they said excitedly.

The second method is to replace said with a verb that gives more information.

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ACTIVITY 8

Say the following sentences in the way suggested by the verb. Listen to the audio to check.

1 "I've done it!" he exclaimed.	(大声をあげた)
2 "I hate doing this," he muttered.	(ぶつぶつ言った)
3 "You're always late," she complained.	(文句を言った)
4 "I don't know," he sighed.	(ため息まじりに言った)
5 "Keep quiet," he growled.	(うなった)
6 "There is a bear in my bed!" she screamed / cried.	(叫んだ)

The audio tracks 22-24 have gaps after each example so that students can practice repeating if they want to.

This final part encourages students to experiment with different voices, something they will probably never have done before. It also gives them a chance to practice thinking about stress, intonation, and timing with a real text.

Give the students some ideas of how they can alter their voice - e.g., higher for the mother, lower for the father, etc. There are obviously no right or wrong ways to do this, so let them have fun. If they have no idea, play the audio to get them started.

Do this in the same way as Activity 6. Demonstrate or play the audio if required, and encourage students to exaggerate.

This activity prepares students for the final activity on the next page. As with the previous two activities, encourage exaggeration and get any particularly good students to demonstrate for the others.

Make sure students understand this point, because it is an exception to the rule they have just learned.

Either read the story aloud for the students or use the audio. Ask them to follow along as you read and notice all the stresses, intonation changes, and pauses. After they have heard it once or twice, let them work in pairs to practice. Partners should take turns reading a paragraph each at a time. If you have extra time at the end of the lesson, it may be fun to assemble a group of volunteers to come out to the front of the class and give a performance. The best number would probably be six people: two narrators, one Goldilocks, and one each for the bears. The narrators can take turns reading a paragraph at a time, and the other characters should jump in when their turn comes.

Let's try!

Practice reading the story below aloud. Use different voices for different characters, and say each line in the way you think the character would say it. Note that intonation falls on a comma at the end of direct speech because that statement is finished. (You should still pause, though.)

"This porridge is just right," said Goldilocks.



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Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. One day, she went for a walk in the forest. Soon, she came upon a house. She knocked and, when no one answered, she walked right in.

On the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she muttered. Then she tasted the last bowl. "Ahhh, this porridge is just right," she said happily, and she ate it all up.

After she'd finished, she felt tired, so she went upstairs to the bedroom. She lay down on the first bed.

"This bed is too hard!" she said. Then she lay on the second bed. "This bed is too soft," she complained. Then she tried the third bed. "Ahh, this bed is just right," she sighed. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled Papa Bear.

"Someone's been eating my porridge," said Mama Bear.

"Someone's been eating my porridge, and they ate it all up!" exclaimed Baby Bear.

They decided to look around some more. When they got upstairs, Papa Bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed too," said Mama Bear.

"Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

UNIT 6 Review

1 Complete the following sentences by writing in the missing words.

- When you read aloud in English, you need to think about stress, intonation, and pausing.
- Words that carry meaning in English sentences are called content words.
- The rise and fall of your voice as you speak is called intonation.
- You should pause for a count of 1 after a comma, a count of 2 after a period, and a count of 3 when you move to a new paragraph.
- When you read a children's story, you have to use different voices for different characters.

2 Make some notes about stress, intonation, and pausing in the text below, and practice reading it aloud. Your teacher may ask you to do this in the next class.

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The Weather Forecast

Here is the weather forecast. It will be sunny in the morning, with temperatures around 10 degrees. From midday, it will become cloudy, and there is a chance of rain from late afternoon. There may even be a possibility of snow in some hilly areas. The clouds should clear this evening, leading to a chilly night with temperatures just above freezing in most places, and a danger of icy patches on the roads.

The feedback for this review will be quite short, so give students a minute to practice this text, and then ask one or two of them to read it out. Give some feedback on their performance.

Unit 7 Overview

Japanese students will have had a great deal of experience of reading intensively during their school years, and most of them will also probably have received coaching in “scanning” as it is a standard technique for multiple-choice reading tests. The idea of “skimming” or “getting the gist” may be new to many of them, so this unit aims to familiarize them with the concept.

In this activity, students think about the three ways in which they read different things. There are no “wrong” answers here, but common sense would suggest the following:

1. intensive
2. skim
3. skim (not scan unless you are looking for something in particular)
4. scan, although some people may joke that they read it intensively
5. intensive
6. skim

If students have different answers, ask them to explain their reasoning.

Students may struggle with the concept of this activity. If you think this might be the case, do the first one together. Show them how to use the questions as hints.

- a) When did this happen?
- It must be recent because it is in the newspaper.
- b) What was the relationship between the boy and the dog?
- Probably his beloved pet. It's difficult to imagine someone jumping into a river to save someone else's dog.
- c) How did it end?
- Both the boy and the dog were saved. If either had died, the headline would be different.

UNIT 7 Reading for Gist

There are three ways to read a text:

1. **Reading intensively** (reading carefully and trying to understand every word)
2. **Skimming** (reading very quickly to get the main idea)
3. **Scanning** (searching for specific information)

ACTIVITY 1

Look at the list below and tick *read intensively*, *skim*, or *scan* to describe how you would be most likely to read each item in your own language.

	read intensively	skim	scan
1. a school textbook	☐	☐	☐
2. a long SNS post	☐	☐	☐
3. the front page of a newspaper	☐	☐	☐
4. a menu in a restaurant	☐	☐	☐
5. a novel	☐	☐	☐
6. a magazine in a convenience store	☐	☐	☐

Reading for gist means reading to get the general meaning. It is a combination of skimming and scanning. Reading quickly without worrying about new words is useful, but picking out key words or other pieces of information can help you to understand the gist as well. In this unit, you will learn some techniques and strategies that you can use to help you read for gist.

Making predictions

The first technique you can use to help you read for gist is to make predictions based on information that you can see immediately.

ACTIVITY 2

Make predictions about the content of each of these texts. Use the questions to help you. Discuss your ideas with a partner.

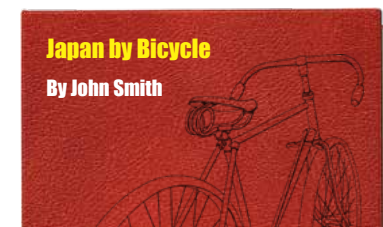
1. Newspaper headline



- a) When did this happen?
- b) What was the relationship between the boy and the dog?
- c) How did the story end?

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2. Book title



- a) What kind of person is the writer?
- b) What will the first chapter be about?
- c) How will the other chapters be organized?

3. Email subject

To: _____

Cc: _____

Subject: Thank you for the wonderful present

- a) Who sent this email?
- b) Who is receiving it?
- c) What guesses can you make about the content of the email?

Text genres

Another judgment you can make without reading very much is the genre of the text. The four basic genres are **descriptive**, **narrative**, **expository**, and **persuasive**.

- **Descriptive** texts help us to imagine what something, someone, or somewhere looks like.
- **Narrative** texts tell a story to entertain or educate.
- **Expository** writing explains or analyzes a topic in depth.
- **Persuasive** writing attempts to convince the reader of something.

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a) The writer is a person who likes traveling, and probably someone who is quite active and sporty.

b) The first chapter would probably be the background to the story about why this person decided to travel around Japan by bicycle.

c) The chapters would most likely be organized by time (stages of the trip), and / or by region.

a) The sender of the email is the person who received a present.

b) The person receiving the email is the sender of the present.

c) The email will probably say why the receiver liked the present and describe how they will use it. It will probably end with a comment about hoping to see the other person again soon and thanking them again for their kindness.

Tell students that there are generally said to be four genres of text, and explain each one giving some examples if you think they may have trouble understanding.

The key point of this activity is the time, so set a timer at the front of the class and reassure students that they are not supposed to read everything. Stop them after one minute, and ask them to compare answers with a partner. Get feedback from the whole class on how they did it, and expand on any good ideas that come up.

Picking out the main topic from a reading passage is something that is quite easy to do without reading intensively or looking for specific information. The aim of this section is to give students some experience of reading in a very different way from the style they learned in school.

ACTIVITY 3

As quickly as you can, match each paragraph to the correct genre by writing the appropriate letter. Discuss your answers with your partner when you have finished.

Descriptive C Narrative A Expository B Persuasive D

A One day, John was walking home from school with his friends as he always did. They were taking the same route they always took, passing through the park, under the bridge, and across the big road. Everything seemed normal, and neither John nor any of his friends had any idea that this was going to be a day that would change all of their lives forever. As they were approaching the first friend's house, John suddenly felt the hairs on his neck stand up. He didn't know why, but he sensed very strongly that something was wrong. He turned around to shout to his friends, but no sounds came from his mouth.

B In the United Kingdom, there are five stages of education: early years, primary, secondary, further education, and higher education. The law states that full-time education is compulsory for all children between the ages of 5 and 16. In England, compulsory education or training has been extended to 18 for those born on or after September 1st, 1997. Full-time education does not need to be at school, and some parents choose to homeschool their children. Before they reach compulsory school age, children can be educated at nursery if parents wish, although there is only limited government funding for this.

C Byron Bay is a beach-side town in the north-eastern corner of the Australian state of New South Wales. It is located 772 kilometers north of Sydney. It is popular with tourists because of its spectacular beaches, which are ideal for surfing, swimming, and sea kayaking. The area is also known for its relaxed atmosphere and laid-back lifestyle, which makes it a mecca for young people and travelers. The town itself is not very attractive, with a mixture of architectural styles and overcrowded streets, but the beaches and the atmosphere have made Byron Bay one of Australia's most iconic towns.

D Many children in Japan have to wear school uniforms. Some do not mind this, and some even like their uniform, particularly if it is one that people consider to be cute. Nevertheless, I believe that there are a number of reasons why all school children should be allowed to wear what they want. These reasons are the expense for parents, the restriction of the children's freedom of expression, and the historical links between uniforms and the military.

The main topic

Even if you read very quickly, and even if there are many words you do not know, you will often be able to understand the main topic quite easily. If you know the type of text and the main topic, you are already starting to read for gist.

ACTIVITY 4

Read the paragraphs in Activity 3 again and complete the sentences below in **two minutes or less**. The first has been done for you.

Text A is about some boys walking home from school.
Text B is about education in the UK.
Text C is about a town in Australia.
Text D is about why school uniforms are a bad idea.

Key words

You can get the general idea of a text by noticing a few key words. Look at the text below.

Smoking is an unpleasant habit that can have extremely negative effects on your health. Smoking causes a number of different types of cancer, and it can also lead to other health problems including heart disease and diabetes. Furthermore, if women smoke when they are pregnant, this can damage the baby even before it is born.

The first underlined word tells us the topic, which is smoking. The other underlined words are all negative. They tell us that the writer thinks smoking is a bad thing. From just looking quickly at a few key words, we can say that:



✓ The topic of this paragraph is smoking, and the writer's opinion of this subject is negative.

ACTIVITY 5

Complete the sentence below each paragraph. Complete the exercise in **one minute or less**. Underline the words that helped you. Compare your answers with your partner when you finish.

1. India is a wonderful country, full of mystery and excitement. If you visit the country, you will be amazed by the friendliness of the people, the rich culture and traditions, and, more than anything, the spectacular cuisine.

The topic of this paragraph is India. The writer's opinion is positive / negative.

2. These days, it seems that almost everyone has a smartphone. Wherever you go, you can see people staring at their phones like zombies. This destroys social interaction, and it can even be dangerous, particularly when people use their phones while walking, riding a bicycle, or driving.

The topic of this paragraph is smartphones. The writer's opinion is positive / negative.

3. One of the best things about the Japanese education system is club activities. Through taking part in these, children learn many things. For example, they learn about teamwork, and they also learn the importance of hard work and effort. In addition to these benefits, clubs help children to form strong bonds of friendship.

The topic of this paragraph is club activities. The writer's opinion is positive / negative.

One of the things we do when we skim read for gist is to pick out key words that help us to understand the main idea. Note that this is not the same as scanning, which is the process of looking for specific words or information for the purpose of answering a question.

Once again, the focus of this activity is time. Make sure that students know what they are supposed to do, how quickly they are supposed to do it, and then set the timer for one minute. The activity aims to show students how quickly you can work out the main topic and the writer's overall view point by focusing on a few key words.

This section summarizes how students can use the points they have just learned to skim read longer texts. Talk about the four steps and remind them how each relates to the exercises they have just done.

This activity shows students what a reader might focus on when skim reading a text. By following the steps outlined above, students should be able to answer the questions. This will show them how much information can be gleaned even from quick skim reading. Choose what you think is an appropriate time for them to read the passage. When they answer the questions, ask them to try first without looking back at the text.

Reading longer texts

You can use the same techniques for longer texts if your goal is only to understand the main idea. Here are the four key stages of reading a longer text for gist:

- STEP 1** Look for headlines, titles, and pictures to help you make guesses about the content.
- STEP 2** Read the first two or three sentences slowly to make sure you understand the topic.
- STEP 3** Read the first sentence of each paragraph, and then skim the following sentences.
- STEP 4** Read the last paragraph so that you understand the writer's conclusion.

If you read in this way, you do not need to worry about new or difficult words, and you can get a lot of information very quickly.

ACTIVITY 6

Here is part of an article about the country of Uzbekistan. Read it quickly and answer the questions.

Uzbekistan: A Changing Country

Uzbekistan, officially known as the Republic of Uzbekistan, is a land-locked country in Central Asia. Its first official language is Uzbek, which is spoken by 85% of the population, but Russian is also widely used. After the fall of the empire built under Mongol conquest by Genghis Khan in the 13th century, the country came to be increasingly dominated by Turkic peoples. The main religion is Islam, although various versions of the faith exist in different regions. There are also small populations of Christians and Jews in the country.

Uzbekistan has a diverse cultural heritage due to its history and strategic location. Following its declaration of independence from the Soviet Union in 1991, elections were held, and Islam Karimov became the first president in December of that year. Karimov continued to rule until his death in 2016, after which the Prime Minister, Shavkat Mirziyoyev, became the country's second president and embarked upon a new course of reform and modernization.

The Uzbek economy is now in a gradual transition to a market system, and much of its income comes from foreign trade. It is rich in natural resources including gold and natural gas, and it is a major exporter of cotton. Uzbekistan is also a large producer of electricity, around a quarter of which comes from renewable sources, including solar and hydroelectricity.

Uzbekistan has been criticized by Amnesty International for its human rights record. Homosexuality is illegal, and it has a very high rate of modern slavery and child labor, mostly in the cotton industry. Despite the positive changes, it seems that Uzbekistan still has some work to do in order to reach its full potential.

STEP 1

1. What can you guess about the content of the text from the title and the pictures?

Central Asia

STEP 2

2. What are the main languages in this country?

uzbek and Russian

STEP 3

3. When did it become an independent country?

1991

4. What changes did the second president make to the country?

new course, market economy

5. What are four of the major industries in Uzbekistan?

gold natural gas cotton electricity

STEP 4

6. What is the writer's opinion of Uzbekistan? positive / negative / mixed

Focus on what you can understand

Having a positive attitude is very important when you read in a foreign language. The key is to focus on the words and sentences that you can understand, and then use your knowledge about the topic and the context to make intelligent guesses about the rest.

ACTIVITY 7

Read this Chinese text. Which parts can you understand? Where do you think this text comes from? How do you know? Share your ideas with your partner.

从前, 在一个偏僻的小村子里住着一对老夫妇。他们省吃俭用, 过着平静安稳的生活。有一天, 老公公一大清早就上山捡柴去了, 而老婆婆用一个木盆装满了衣服就到河边去洗衣服了。

天气很晴朗, 老婆婆很快地就来到了河边。整到老婆婆努力地清洗衣服的时候, 突然看到从河的上游漂来了一个大桃子。于是老婆婆大声喊着说: “大桃子快漂过来啊!” 大桃子仿佛听到了老婆婆的叫声似的, 慢慢地往老婆婆的方向漂来。

Reading difficult texts

For your studies, you may have to read books and academic papers that are written for educated proficient speakers of English. In addition to the advice on page 54, here are some things you can do to help you to understand higher-level academic texts.

This final activity encourages students to read better by focusing on the parts they do understand rather than the parts they don't. This positive attitude is an important tool when reading in a foreign language.

This is a fun activity to convey the point that even when reading in a language that you do not know at all, you can still work out some key information. The passage is actually the opening to *Momotaro*, which hopefully, most students will be able to work out. If they do, put them in pairs to discuss what clues they found.

The point we want them to take away from this exercise is that it is possible to get information even from a text written in a foreign language if you approach it with a positive attitude and focus on what you know instead of worrying about what you don't know.

The main challenge our students will face is being asked to read specialist texts that are much too difficult for learners of their level. This short explanation aims to give them some simple strategies for coping with these kinds of texts. Feel free to offer your own advice!

This is a text written in academic style about a topic of the sort they may be required to learn. The key is for them to focus on getting whatever they can from it by using the techniques they have learned in this unit. Three important sentences have been underlined here, but other answers may be possible provided the student can explain their reasoning.

Students can choose any words to check in a dictionary, but we would like them to select these in a rational way rather than just identifying three random words that they don't know.

- Skim the text and look for words you don't know that are used a lot.
- Look for words like *important* and phrases like *key point* and *in conclusion*.
- Work with a partner. Talking about what you are reading can help you to understand.
- Summarize the main points as you read by writing key words or making a chart.

ACTIVITY 8

Use the strategies above to read the following text, then do the exercises below.

Correlation and Causation

Correlation and causation are two terms that are often used interchangeably, but it is important to understand the difference, and also to understand why one does not necessarily imply the other.

When we say that two things correlate, we mean that a change in one appears to be reflected in the value of the other. Correlations can be positive or negative. When a correlation is positive, a rise in the value of one variable is associated with a rise in the other. The relationship is reversed for negative correlations.

Causation takes things one step further by implying a causal relationship between the variables. In other words, the assertion is not simply that "A increases with B," but rather that "an increase in A *causes* an increase in B," or vice versa.

The important point to note is that the fact that two variables correlate does not mean that a causal relationship exists between them. Correlations can sometimes exist purely by chance. For example, from 2000-2009, the divorce rate in the state of Maine correlated closely with the per capita consumption of margarine in the country as a whole. Common sense tells us that these variables cannot possibly be connected in any way.

Another possible explanation for correlation is the presence of underlying factors that influence both variables. For example, sales of ice cream in New York correlate historically with the number of murders. The reason for this is believed to be that higher temperatures affect both of these variables. In other words, hot summers lead to more ice cream sales and also to a higher murder rate.

The key point to remember is that correlation does not imply causation. This is a fundamental principle of data analysis that every scientist and researcher must internalize, but it is also something that even young children need to understand in order to navigate their way successfully through the world around them.

1. Underline three sentences that you think are important. Don't worry if you don't understand them completely yet.
2. Write three words that you would like to check in a dictionary.

UNIT 7 Review

1 Complete the following sentences by writing in the missing words.

1. Reading slowly and carefully is called reading intensively.
2. Reading something quickly to get the main idea is reading for gist.
3. Searching for specific information in a text is called scanning.
4. Descriptive texts help us to imagine what something, someone, or somewhere looks like.
5. Narrative texts tell a story to entertain or educate.
6. Expository texts explain or analyze a topic in depth.
7. Persuasive texts attempt to convince the reader of something.

2 What are the four steps for reading longer texts if your goal is only to understand the main idea?

- Step 1: Look for headlines, titles, and pictures.
- Step 2: Read the first few sentences carefully.
- Step 3: Read the first sentence of each paragraph.
- Step 4: Read the last paragraph.

3 Take some time to read the text about correlation and causation on page 56 again. Write three main points (日本語でも可) that you were able to understand. You will compare your ideas with your classmates in the next lesson.

1.
2.
3.

Give students some time to compare their answers with their classmates. There is no "correct" answer to this, but the points they have translated should correspond to the sentences that they underlined in the text. Point this out to them.

Unit 8 Overview

The aim of this unit is to get students thinking about their English reading speed. In particular, we want them to get a sense of roughly where they are now, what will be an appropriate target for them to aim for, and also to get some ideas about what they can do to reach that goal.

The key part of this is the wpm figures for different types of people. Ask the students for their guesses before you tell them the answers. If you don't get the students to read the intro, make sure you explain what wpm means and what it measures. Explain also that there is generally a difference between screen reading speeds and paper reading speeds, which is why many people still prefer books to iPads and Kindles.

The aim of this activity is to help students get a sense of their current English (paper) reading speed. The colored highlighting is there to show them when they are moving to the next level. It is obviously very important to time this exercise, so give them a clear instruction to start and, when the minute is up, make sure they all stop together. Make it clear that this is just for them to gauge their own speed, so there is no point in cheating. Get them to write down their speed in the space for future reference.

The audio is read at exactly 100 wpm. This will allow students to confirm by following along whether they are comfortable reading at this speed. If they are, it will be reassuring for them to know they are reading at the target speed for Japanese university students.

Talk to the students about how they read whole words rather than individual letters in Japanese. Explain that the same concept is true in English. Remind them of the idea of "sight words" that they learned about in the unit on phonics, and explain that as your reading advances, most everyday words become sight words. When this happens, reading becomes quicker and easier.

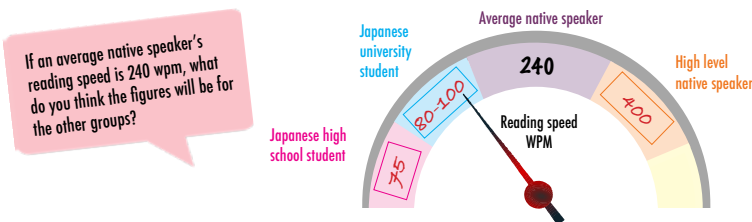
The QR code is a link to a popular Japanese site for checking screen reading speeds. Let students play with it for a while on their phones, write down their speed, and then discuss their findings with a partner or a group.

Have the students read the text, and then expand on the explanation if necessary. Ask them to discuss whether they do this in both English and Japanese. Build up to the activity by explaining that one way to speed up your reading is to avoid getting stuck on words that you do not know how to pronounce.

Students may find it difficult to understand the point of this exercise, so explain that we are just trying to show how much more quickly you can read when you don't get hung up on words you don't know how to say. As most of us sub-vocalize when reading, we need to assign some pronunciation to these words, and when you are reading silently, it doesn't matter if that pronunciation is not correct. Get students to read each sentence once and time how long it takes. They should then think about pronunciations for all the difficult words and then time themselves reading again. They should be much quicker the second time. This will be a good chance to review the phonics rules they learned in Unit 1.

UNIT 8 The Need for Speed

If you want to improve your reading speed, the first step is to find out your current speed. Reading speed is measured in words per minute (wpm), but we read different things at different speeds. For example, reading speeds are usually higher for paper than for a screen. The illustration below shows the average paper reading speed in English for one group of people.



ACTIVITY 1

Set a timer for **one minute**. Begin reading when you start the timer. Draw a line by the word you are reading when the timer sounds. Write the number of words you read at the end.

Reading is an important skill in many areas of life, and people who can read quickly have a big advantage over those who cannot. These ²⁵ days, more and more jobs require the use of a computer. Many people take courses and practice hard to improve their typing speed, but not ³⁰ a lot of people realize that increasing their reading speed could have even bigger advantages.

Something many people do not realize is that typing skills ⁷⁵ may not even be required in the future. This is because computer voice recognition technology is advancing all the time. When computers can recognize human ¹⁰⁰ speech at normal speeds with 100% accuracy, we may not need keyboards any longer. Even if keyboards are still required for some tasks, people who ¹²⁵ cannot type at all will be able to create documents at speeds that only the fastest typists can achieve today.

The same is not true, ¹⁵⁰ however, about reading. Even now, computers can read aloud text from a computer screen with a high level of accuracy, but speaking speed is a ¹⁷⁵ lot slower than reading speed. Researchers have found that the average American English speaker engaged in a friendly conversation speaks at a rate of approximately ²⁰⁰ 110-150 wpm. By comparison, the average reader reads at 240 wpm, which is almost twice as fast.

If you want to prepare yourself for ²²⁵ the future economy, therefore, it would seem that increasing your reading speed might be one ²⁴⁰ good way to do it.

My paper reading speed: _____ wpm

27 ACTIVITY 2

Listen to the text above being read at 100 wpm. Follow along with your finger. If the number you wrote above was more than 100, this speed should not be too fast for you.

ACTIVITY 3

It is also useful to know your screen reading speed. There are many sites that allow you to do this online. Use your phone to try the test on this site, and write the result below.



My screen reading speed:

_____ wpm

Sub-vocalization

Read the two sentences below silently. Which one takes longer?

1 John and his wife, Susan, lived in the town of Stockport near Manchester.

2 Laoghaire and his wife, Siobhan, lived in the town of Rathnure near Enniscorthy.

Even though the two sentences have the same number of words, you probably found that the second one took longer to read. This is because when we read, most of us **sub-vocalize**. This means imagining hearing the words as you read them. One problem with sub-vocalizing is that you have to stop when you reach a word that you do not know how to say.

You can avoid this by quickly deciding your own **working pronunciation** (仮発音) for the word. It does not matter if your idea is correct or not—the goal is simply to help you read more quickly by using your knowledge of phonics to read the first few letters or any part of the word.

ACTIVITY 4

Read the sentences below as quickly as you can. Decide a "working pronunciation" for each difficult word as you read. When you finish, share your ideas with your partner.

1. The company known as Husqvarna was founded in Sweden in 1689 to produce guns.
2. Aberystwyth is a historic market town within Ceredigion, West Wales.
3. Karel Kryl and Jaromir Nohavica are popular Czech songwriters.
4. The Aboriginal names for the cities of Sydney and Brisbane are Warrane and Meeanjin.
5. Two of the drugs used to treat arrhythmia are flecainide and amiodarone.

Read words, not letters

In Unit 1, you learned about sight words. As English-speaking children develop their reading skills, they recognize more and more words instantly. The same thing happened for you when you learned to read Japanese. When you read *kanji* now, you do not look at the parts of each character. In many cases, you do not even look at individual characters. When you see words, you recognize them instantly as a single unit. This allows you to read quickly and smoothly.

This is a well-known text that generally shocks native speakers when they realize that they can read it. The reason we can read it is that we are reading the words as single units, not as sequences of letters. Demonstrate reading this aloud for students so they can see (and hear) for themselves that this is actually not difficult to do. They can then try it for themselves with the Japanese example below.

Put students in pairs to read this. They can either take turns reading sentences or take turns reading the whole text to each other.

Give students time to read this and then discuss the contents. They may be surprised to know that a comprehension level of 60% is generally considered satisfactory for the purposes of measuring reading speed.

ACTIVITY 5

Read the text below. Can you understand what it says?

Olmy srmat poelpe can raed tihs.

I cdnuolt blveiee taht I luod aulaclyt uesdnatnrd waht I was rdnrieg. Aoccdrnig to rseerach at Cmabrigde Uinervtisy, it deosn't mttae in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istle, but the wrod as a wlohe. Inst taht azmanig!

The text above was created to show how it is possible to read English even when the words have all the letters except the first and the last in the wrong place. Proficient speakers of English can read this very easily after their brain takes a minute to adjust. Actually, the same thing also happens with Japanese. Can you read this text?

イリグスの ケブンリッジ だがいくの けんゆうの の けつか にげん は も
じを にしんき する とき その さしいよ と さいご の もさじえ あつれいてば
じんゆばんは めくやちや でも ちんやと よとこむが できること が わましかりた

ACTIVITY 6

Read the passage below out loud to your partner. Look only at the first and last letters of each word. If you can do this, you are reading words, not letters. This will greatly increase your reading speed.

Hkakiodo

Hkaikodo is the sonced lsgerat inlasd of Jpaan. It is aslo the lgreast and nrtheornmsot pfercetru. The lsrgeat ctiy in Hdoaikko is Sopapro, wcihh is fmuaoas for its beer and its wniter ice fteivsal. Hkoakdio is ppaulor with Jnapseae toruists durnig the semumr bscaeue it is mcuh coelor tahn the mian alsnd of Hhnsou. It is aslo paoplur wth plpoe who lkic weitr srptos baecsue it has smoe of the bset sonw cnidoitnos in the wrold.

Reading efficiency

Learning to read quickly is only useful if you can understand what you are reading. **Reading efficiency** is a combination of reading speed and comprehension. The reading speed of an average native speaker of English is around 240 wpm, but the comprehension rate when reading at this speed is only around 60%. Even for super-readers, the comprehension rate only rises to around 80-85%, so you do not need to understand every single word.

Reading English faster can actually make it easier to understand. If you read every sentence slowly, you will forget the first part by the time you reach the end, especially if the sentence is very long. Reading quickly will help you to process the information more efficiently.

ACTIVITY 7

The sentences below have long subjects and extra information that makes them difficult to read. If you read slowly, you will forget the first part before you reach the end. Use [brackets] to break each sentence into four parts. Practice each part individually, and then try to read each sentence quickly.

1. [For people who have never lived abroad or even visited another country,] [the idea of traveling to a place] [with different weather, different food, different money, and even a different language] [can be quite frightening]
2. [The boy who had been sitting next to Jane on the train for the past hour] [suddenly decided that it was time to get off] [and, picking up his bag from the seat] [he stood up and walked towards the train door]
3. [Although I have so many great memories of my school life] [that it is difficult to choose just one] [I think my best memory was probably the school trip to Okinawa] [that we went on in my second year of junior high school]

One way to test your reading efficiency is with timed reading passages of a specific length that have questions to check your understanding.

ACTIVITY 8

Read the passages below. Give yourself **one minute** to read each one, and then answer the questions without going back to read the passage again. If you can answer three out of the four questions, you are reading well enough at that rate.

Set a timer for one minute and stop reading when it goes off.

28

Passage 1 (100 wpm)



Questions on page 63

I have two brothers and one sister. My brothers are twins, and they are four years older than I am. Ken lives in Tokyo, and he works for a big department store. Shota lives in Aomori, and he works for a telephone company. Even though they are twins, my brothers are not alike. Shota is very outgoing and has lots of friends, but Ken is very quiet and quite shy. My sister, Rina, is two years younger than I am, so she is still in high school. She has not decided yet what she wants to do in the future.

29

Passage 2 (125 wpm)



Questions on page 63

Jared Smith is an English teacher. He works in Tokyo, and he lives in an apartment near Shinjuku Station. He has been living in Japan for seven years, and he really enjoys it. He likes the people, and he is very interested in the culture. He teaches at a private language school for business people, so most of his classes are in the evening. He prefers that because he does not like getting up early in the morning. He also likes the location of the school. It is very near his apartment, and there are a lot of cafes and restaurants nearby. The thing that Jared likes most about his job, however, is the students. Most of them are friendly people who do interesting jobs.

Students are generally familiar with the idea of "slash" reading. Get them to divide the sentences up into clauses. (The first has been done as an example, but it doesn't matter if they choose to split the sentences in slightly different ways.) They should then practice reading each part until they can read it quickly, and then read the whole thing again. The hope this time is that by reading quickly, they will actually be able to understand much better. At the end, read the sentences aloud the way you would break them up yourself. Learning to read in "chunks" like this is essential for improving reading ability in any language.

This is a series of reading passages with exact word counts (i.e., the 100 wpm passage has 100 words, etc.). If you give them exactly a minute to read each one, you will know what speed they are reading at. There are four questions for each passage (these are on a different page to prevent cheating), so if they can get three of them right, they can count themselves as having read at that speed with a sufficient comprehension level. Point out that they will need to pay attention to details like names and places to answer the questions.

Set a timer for one minute and stop reading when it goes off.

30

Passage 3 (150 wpm)



Questions on page 64

My friend Rie just messaged me to say that she got a scholarship to study in the US for a year. This has been her dream for a long time, so I was very happy to hear her news. She is going to study psychology at a university in California, but I don't know which one. I have known Rie since we were small. My house was very close to her apartment, and our mothers were good friends, so we spent a lot of time together even when we were babies. Of course, we went to the same elementary and junior high schools, and we were even in the same club. I would like to visit Rie while she is in the US, but next year is my final year, so I have to start job hunting. If I find a job quickly, I might visit her in the summer.

31

Passage 4 (175 wpm)



Questions on page 64

Many people collect something at some time in their lives. For some, it is cuddly toys, while for others, it may be Pokemon characters, T-shirts, or comic books. Other people, however, like to collect slightly more unusual objects. For example, David Andreani from Italy has been collecting Coca-Cola cans since he was fifteen. He has over 12,000 cans, including special editions from every country except Cuba and North Korea. Even stranger is Petra Engels' collection of 19,571 erasers. The erasers come from 112 different countries, and no two are the same. They are stored in 22 glass show cases and a cupboard with 12 drawers. Petra started collecting erasers at the age of 9. She is now 34, so her collection is celebrating its 25th anniversary this year. Perhaps the strangest of all, however, is Graham Barker's collection of navel lint. This is the strange fluff that collects in the belly buttons of many people. Graham has been harvesting and collecting his navel lint since 1984, and he says he has seldom missed a day.

32

Passage 5 (200 wpm)



Questions on page 64

No one is sure when or where the first flag was made, but flag-like designs have been discovered from as long ago as 3000 BC. Among modern national flags, the five oldest are believed to be those of Scotland, Austria, Latvia, Denmark, and Albania. The oldest of all is the flag of Scotland, known as the Saltire or the St. Andrew's Cross. It has a unique design with a simple blue background and a white cross, and it is believed to date from 832 AD. On the evening before a battle, the leader of the Scottish army prayed to St. Andrew for victory. On the morning of the battle, legend has it that white clouds formed an X in the sky. The army believed that this represented the cross on which St. Andrew was killed, and they took it as a sign that they would be victorious. Nowadays, the Saltire is flown on all government buildings in Scotland from 8 am until sunset. The Scottish flag also forms a part of the Union Jack, which is the flag of the United Kingdom, but it is a source of pride for many Scottish people who want to remember their country's history.

How to improve your reading speed

The best way to increase your reading speed is to push yourself to read more quickly than usual. One way to do this is to watch movies with English subtitles. Another method is to read books that come with audio. As you listen, follow the text with your finger. If you have a smartphone, there are also many apps you can use to improve your reading speed.

ACTIVITY 9

Listen to the audio for each of the passages in Activity 8 and follow along with your finger. Which speeds feel comfortable for you?



A very useful app for developing your reading speed is "Polyglots." Search for it on the app store you normally use if you are interested.



Questions for Activity 8

Questions for Passage 1

- How many brothers does the writer have?
a) 1 **b) 2** c) 3
- Where do they live?
a) Tokyo & Aomori b) Tokyo & Osaka c) Osaka & Aomori
- Where do they work?
a) A car company and an advertising company
b) A telephone company and a department store
c) An advertising company and a printing company
- What does the writer's sister want to do in the future?
a) She wants to be a hairdresser.
b) She wants to be a nurse.
c) She hasn't decided yet.

Questions for Passage 2

- Where does Jared live?
a) Tokyo b) Yokohama c) Saitama
- How long has Jared been living in Japan?
a) Five years **b)** Seven years c) Ten years
- Where does he teach?
a) An elementary school b) A high school **c)** A private language school
- What does Jared like most about his job?
a) The location b) The schedule **c)** The students

This is an effective way for students to both quickly judge both their current reading speed and also get an idea of how reading at their target speed would feel. They can also practice shadowing the audio as they listen to it. Point out the reference to the Polyglots app, and encourage students to try it at home.

Most students should be able to work out these answers if they take their time, but remind them that the challenge is to be able to get three of them right without looking back at the text. Make sure they understand this before they do the timed readings.

Questions for Passage 3

- How did Rie tell the writer her news?
a) In person b) Telephone **c) Text message**
- How long is Rie going to spend in the US?
a) Three months b) Six months **c) A year**
- How long has the writer known Rie?
a) Since they were babies
b) Since elementary school
c) Since junior high school
- Why is the writer not sure if she will be able to visit Rie?
a) She is worried about money.
b) She is worried about her tests.
c) She is worried about finding a job.

Questions for Passage 4

- From which countries does David Andreani NOT have Coca-Cola cans?
a) Cuba and Iran b) North Korea and Iran **c) North Korea and Cuba**
- How long has Petra Engels been collecting erasers?
a) 20 years b) **25** years c) 30 years
- How does she store them?
a) In glass cases b) In boxes c) On shelves
- What does Graham Barker collect?
a) Dolls b) **Navel** int c) Menus

Questions for Passage 5

- From when does the oldest known flag design date?
a) 1000 BC b) 2000 BC **c) 3000 BC**
- Which country is believed to have the oldest flag?
a) Scotland b) Latvia c) Austria
- Which Saint is the Scottish flag named after?
a) Saint David b) Saint Christopher **c) Saint Andrew**
- Where is the Scottish flag flown from 8 am to sunset?
a) Tourist spots **b)** Government buildings c) Schools

UNIT 8 Review

1 Write the average English reading speeds for the following groups of people.

- Japanese high school student: 75 wpm
- Japanese university student: 80-100 wpm
- Average native speaker of English: 240 wpm
- High-level native speaker of English: 400 wpm

2 Complete the following sentences by writing in the missing words.

- Imagining hearing words as you read them is called sub-vocalization.
- It is possible to read English words even when the letters are jumbled up as long as the first and last letters are in the right place.
- Reading efficiency is a combination of reading speed and comprehension.
- Reading long sentences more quickly can make them easier to understand.
- The best way to increase your reading speed is to push yourself to read more quickly than usual.

3 The passage below is 125 words, and the speaker reads it in exactly one minute, so the speed is 125 wpm. This is a realistic goal for Japanese university students. If it is difficult for you to keep up, listen again as many times as you need to until you can follow comfortably. This is the reading speed you should aim for.

33

Although Japanese car manufacturers are now acknowledged to be industry leaders, back in the 1980s, the reputation of Japanese cars in Western countries was extremely poor. If you had bought a Japanese car in Europe or the U.S. at that time, your neighbors would have thought you were crazy. And they would have been right! Although Japanese cars were cheaper than European and American vehicles, the quality was much lower. Throughout the 1990s, however, Japanese production techniques improved dramatically, and the rising cost of gasoline gave Japan's fuel-efficient cars a competitive advantage. As a result, Japan became the largest car-producing nation in the world. Today, Japan retains its reputation for automotive excellence, but it faces strong competition from countries like South Korea, China, and India.

Do this in the next class as part of the review and ask students how they feel about reading at this speed. Remind them that this is a speed that they can realistically expect to achieve if they practice a lot. You may also like to play the audio and have the class read aloud as they follow the text.

Unit 9 Overview

This unit expands on the idea of word families that was introduced in Unit 2 and shows students in detail how affixation is used in English to create new words and new parts of speech. Some students may be familiar with this topic from their high school studies, but the focus here is to show them how they can apply this knowledge to “real-world” reading.

UNIT 9

Word Families, Prefixes, and Suffixes

In Unit 3, you learned that if you know the most frequent 2000 words in English, you will be able to understand 85% of the words in a general text. You may remember, however, that these numbers are based on the assumption that you know all of the words in the family of every word that you know. One way to increase your knowledge about word families is to learn about **prefixes** (接頭辞) and **suffixes** (接尾辞).

You may have studied prefixes and suffixes when you were preparing for university entrance exams, but they are also extremely important for developing your reading ability in the real world. If you have studied this topic before, use the exercises in this unit to remind yourself of what you learned in high school and get some ideas for what you can do for your future studies.

Word families

Word families are groups of words that share a common root and a general sense of meaning. For example, *happiness*, *happily*, *unhappiness*, and *unhappily* are members of the family that is based on the root *happy*.



ACTIVITY 1

Write as many family members as you can for each of the words below.

act	true	music	use	industry
action	untrue	musician	useful	industrial
(in)active	truth	musician-	usefulness	industrialize
(in)activity	(un) truth-	ship	useless	industrialized
actively	ful	musical	uselessness	industrializa-
activist	(un) truth-	musically	(un)usable	tion
	fully			industrialist
				industrious

Prefixes and suffixes

Prefixes and suffixes are single letters or groups of letters that are combined with root words to produce new family members. Knowing and understanding the meaning of the most common prefixes and suffixes can make a big difference to your English vocabulary.



Prefixes

A prefix is a single letter or group of letters placed in front of the root word. (Pre is a prefix that means “before.”) Prefixes usually change the meaning of the word. For example, *unhappy* consists of the root *happy* and the prefix *un-*. This prefix means *not*, so *unhappy* means “not happy.” English prefixes are used in a similar way to *kanji* like 不, 再, and 非 in Japanese.



Note, however, that these letters at the beginning of a word are not prefixes if there is no root word left when you remove them. (Sometimes the root is Greek or Latin, so you may not recognize it. You will learn more about this in the next unit.)

ACTIVITY 2

Look at the words below and decide whether pre- and un- are prefixes in each one. Write ✓ if the word has a prefix, and ✗ if it does not.

- | | |
|-----------------|---|
| 1. preview | ✓ |
| 2. unusual | ✓ |
| 3. pressing | ✗ |
| 4. unpleasant | ✓ |
| 5. prehistoric | ✓ |
| 6. unacceptable | ✓ |
| 7. prepaid | ✓ |
| 8. units | ✗ |
| 9. preach | ✗ |
| 10. untie | ✓ |



Students should work individually and then check their answers in pairs.

The first section of the unit reminds students of the idea that English words exist in families, and that you can improve your vocabulary a lot by making sure you know the families of the words you have studied.

This is an introduction activity to give you some sense of what level of knowledge students have of this topic. Let them work with a partner to write in words, and then collate everyone's answers in a table on the board. The hope is that no single pair of students will have got all of them, and that the activity will therefore raise their awareness of their need to study this topic further.

This short introduction explains the concepts and shows the Japanese translations of prefix, suffix, and root word, which should avoid any confusion later in the unit.

Have students read this short introduction, and make sure they understand that sequences of letters that they learn as prefixes are not always being used in that way. Activities 2, 3, and 4 give the students some practical exercises working with common prefixes.

Here, students need to combine a prefix and a root to create a word that matches each of the definitions. They can work on this individually or in pairs. Check the answers as a class when everyone has finished.

ACTIVITY 3
 Here are some common prefixes and their meanings. Combine them with the words in the box on the right to complete the table.

Prefixes

de- 否定

dis- 反対

il- 反対

ir- 反対

un- 反対

im- 反対

mis- 誤まって

in- 反対

sub- 下の

re- 再び

Words

likely pronounce

standard polite

regular approve

appropriate mist

legal appear

	Word	Definition
1.	unlikely	a low probability of happening
2.	inappropriate	not fitting for the situation
3.	substandard	lower quality than expected
4.	disapprove	to think badly of something
5.	demist	to clear the front glass of a car
6.	illegal	against the law
7.	reappear	to become visible again
8.	irregular	not following a pattern
9.	impolite	having bad manners
10.	mispronounce	to say wrongly

Note that some prefixes can have more than one meaning. For example, the prefixes *im-* and *in-* mean “not” in words like *impossible* and *invisible*, but they can also mean “into” in words like *import* and *inhale* (to breathe in).

ACTIVITY 4
 Here are some more common prefixes with examples of words that use them. Check the words in a dictionary if you need to, and write the meaning of each prefix in both Japanese and English.

	Prefix	意味	Meaning	Examples
1.	pre-	前	before	prepaid, preview
2.	co-	共に	with, together	cooperate, coordinate
3.	ex-	外へ	out of	exhale, export
4.	fore-	前部	front	foreground, forehead
5.	inter-	間の	between	international, intercultural
6.	anti-	反	not	antisocial, antibiotic
7.	mid-	中間の	middle	midfield, midsummer
8.	non-	否定	not, without	nonappearance, nonsense
9.	post-	後	after	postmortem, postscript (P.S.)
10.	semi-	半分の	half	semicircle, semifinal

Suffixes
 Suffixes are single letters or groups of letters added to the end of words. Sometimes they change the meaning of the word (for example, *-able* means “can be ...”), but more often, they change its part of speech (品詞). For example, *agree* is a verb (動詞). The words *agreement* and *agreeable* have the same basic meaning as *agree*, but *agreement* is a noun (名詞) and *agreeable* is an adjective (形容詞).

Suffixes are also used in Japanese. For example, the suffix 「さ」 can be used to change adjectives to nouns in words like 高い/高さ and 安い/安さ.

In this activity, students have to work out the meaning of prefixes by studying the examples. They may need to use their dictionaries to help them with words they don't know. Have them write the prefix meanings in Japanese. Some of the prefixes have other meanings as well (e.g., *ex* can also mean “former”). Some of these are included in the review section at the end of the unit.

Have the students read the introduction and check that they understand what suffixes are. Check also that they understand that whereas prefixes generally change the meaning of words, suffixes are mostly used to change the part of speech. The activities are therefore divided according to how one particular part of speech can be changed into another.

This activity looks at suffixes that change adjectives into nouns. Have students do them individually and then check their answers with a partner. Do whole-class feedback at the end.

ACTIVITY 5
Here is a list of suffixes commonly added to adjectives to form nouns. Use the appropriate suffix to change each of the words in the table into a noun. Use your dictionary to check.

-ness-ity-ism-th-ry-y-ty

	Adjective	Noun
1.	active	activity
2.	brave	bravery / (braveness)
3.	ideal	idealism
4.	useful	usefulness
5.	certain	certainly
6.	wide	width
7.	jealous	jealousy

ACTIVITY 6
These suffixes change verbs into nouns. Complete each sentence with the appropriate noun.

Verbs

Suffixes

fail, break, bake, arrive, inform, agree, land, accept, confuse

-al, -ance, -ation, -ion, -ure, -ment, -age, -ing, -ry

- I applied to study in the US, next year, and I received a letter of acceptance.
- I don't think we have enough information to solve this problem.
- I always wake up to a wonderful smell because I live next to a bakery.
- He has no money because his business was a failure.
- The arrival of the train was delayed because of the snow.
- We were unable to reach an agreement regarding price.
- The new schedules caused a lot of confusion on Monday morning.
- (Sign in a store) All breakages must be paid for.
- We had a rough landing because the wind was really strong.

In this activity, students have to choose a verb and add the correct suffix to complete a sentence. This will require them to think more about the meaning of the words instead of just mechanically adding suffixes. Have them do the exercises individually and then check in pairs. Do whole-class feedback to make sure everyone has the right answers (and the correct spelling).

ACTIVITY 7
Complete the phrases with the adjective form of each noun and fill in the list of adjective suffixes.

	Noun	Adjective	Suffix
1.	accident	an <u>accidental</u> death	-al
2.	success	a <u>successful</u> mission	-ful
3.	moment	a <u>momentary</u> lapse of judgment	-ary
4.	poison	a <u>poisonous</u> snake	-ous
5.	month	a <u>monthly</u> charge	-ly
6.	dirt	a <u>dirty</u> face	-y
7.	athlete	an <u>athletic</u> body	-ic

In this activity, students complete the phrases by adding the suffix to the noun. Let students work in pairs to help each other, and do whole-class feedback at the end.

ACTIVITY 8
Write three example adjectives in each column using the base verbs in the box below. You may need to change some letters, so be careful with the spelling. Use a dictionary to help you.

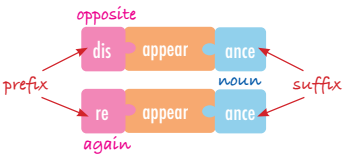
access agree attract break comply create insist suffice differ flex pay permit possess signify resist

-able	-ible	-ant	-ent	-ive
<u>agreeable</u>	<u>accessible</u>	<u>compliant</u>	<u>different</u>	<u>attractive</u>
<u>payable</u>	<u>permissible</u>	<u>resistant</u>	<u>sufficient</u>	<u>creative</u>
<u>breakable</u>	<u>flexible</u>	<u>significant</u>	<u>insistent</u>	<u>possessive</u>

In this activity, students need to write three adjectives for each suffix based on the list of verbs. Again, this may be difficult for some, so let them work in pairs or groups. Note that more than one answer may be possible for some, but there should only be one solution for the whole table.

Using prefixes and suffixes together

Prefixes and suffixes can be used together to create new words with a new meaning and / or a new part of speech. For example, the verb *appear* can take the prefix *dis-* to make a word that means "vanish," or the prefix *re-* to make a word that means "appear again." *Appear*, *disappear*, and *reappear* can all take the suffix *-ance* to make nouns. All of these words are part of the same family because they are based on the same root.



It is important for students to remember that prefixes and suffixes are often used together. Words that have both prefixes and suffixes may look long and complicated, but if you analyze the individual parts and recognize the root, it is often possible to work out the meaning.

Point out to students that the final test will include a lot of the examples on these pages, so it is worth their while making an effort to remember as many of them as they can.

Have students do the activity in pairs, and do whole-class feedback at the end.

ACTIVITY 9
Add prefixes and suffixes to each of the roots below to create new words. Use your dictionary if you need to.

Prefixes	root word	Suffixes
im-, re-, un-, -ir, -il		-able, -al, -ly, -ion

- un predict able
- il logic al
- im proper ly
- re construct ion
- re new al, able
- un expected ly
- ir regular ly
- un comfort able
- un avoid able
- un equal ly

Identifying prefixes and suffixes

It is important to think about prefixes and suffixes when you are reading. If you can identify them quickly, you may be able to make a guess about the meaning of a word, and if you recognize a suffix, you will usually be able to identify the part of speech. This will help you if you need to check the meaning in a dictionary.

ACTIVITY 10
In the sentences below, identify words that have prefixes and / or suffixes, and underline those parts of the word. Write the part of speech and Japanese translation for each word.

- Everyone was puzzled by the man's disappearance. (n) 失踪
- Some groups support the legalization of drugs. (n) 合法化
- The group had been misleading people about their plans. (v) 欺く、誤解を招く
- Our bosses were intolerant of errors. (adj) 寛容ではない
- The soldiers fearlessly fought for the bridges. (adv) 恐れず
- John acted in a way that was unacceptable. (adj) 許されない
- The whole car had to be repainted. (v) 塗り直す、替える
- A lot of money was spent on publicity for the event. (n) 広報、宣伝
- The lesson was more informative than we had expected. (adj) 有益な
- Some people use bleach to whiten their teeth. (v) 白くする

There is no point in learning the meanings and usages of English prefixes and suffixes if you cannot identify them when you see them. Learning to identify affixes (prefixes and suffixes) will help students to work out the meaning of many new words.

UNIT 9 Review

1 Fill in the blanks to complete the sentences below.

- Word families are groups of words that share a common root word and a general sense of meaning.
- A prefix is a single letter or group of letters placed in front of the root word.
- Suffixes are single letters or groups of letters added to the end of words, usually to change the part of speech.
- Prefixes and suffixes can be used together to create new words with both a new meaning and a new part of speech.
- Identifying prefixes and suffixes can help you to guess the meaning of new words.

2 Use prefixes you have learned in this unit to create words with the opposite meaning.

	Word	Opposite meaning
1.	criminalize (v)	decriminalize
2.	literate (adj)	illiterate
3.	continue (v)	discontinue
4.	mortal (adj)	immortal
5.	trust (v)	mis/distrust

3 Use the appropriate suffixes to complete the table. Remember that you may need to change the spelling of some of the words.

	Noun	Verb	Adjective	Adverb
1.	recognition	recognize	recognizable	recognizably
2.	respect	respect	respectful/able	respectfully
3.	softness	soften	soft	softly
4.	expression	express	expressive	expressively
5.	repetition	repeat	repetitive	repeatedly

Unit 10 Overview

This unit gives introduces students to the important role played by Greek and Latin roots in English, particularly in the fields of science, technology, and medicine. Many of the prefixes and suffixes covered in Unit 9 are also Greek or Latin, but they are not revisited in this unit. Before doing Activity 1, check that students remember the meanings of *prefix*, *suffix*, and *root*.



In Unit 9, you learned how prefixes and suffixes are added to roots to create new words. Learning some common roots can also help you to develop your vocabulary. Even if you cannot guess the meaning of a new word, knowing the roots will help you to remember it when you check the meaning in a dictionary.

ACTIVITY 1

Read the following passage and fill in the blanks to complete the sentences that follow.



The English language uses many words that come from **Greek** and **Latin**. In fact, over 60% of English words have either Greek or Latin roots. One reason for this is that all three languages share a common ancestor. Another is that many early scientific discoveries were made in Greece, so the words they used were adopted in English.

From 43 AD to 410 AD, Britain was part of the Roman Empire, the official language of which was Latin. Much later, Britain was conquered by the French, and French, which was still close to Latin at that time, became the official language. After French rule ended, many of the words remained.

The reason Greek and Latin word roots are so important is that you can learn the meaning of many words by learning one root. For example, if you know that the root *theo-* means something to do with god, you may be able to guess the meanings of words like *theocracy*, *theology*, *polytheist*, and *atheist*.

Word roots are particularly important in science, technology, and medicine. In fact, the word *science* comes from the Latin *scire*, *technology* comes from two Greek words, *techne* and *logos*, and *medicine* comes from the Latin *medicina*. If you are interested in any of these fields, learning about Greek and Latin word roots will help you to improve your English reading ability.



1. English, Greek, and Latin share a common ancestor.

2. The English word science is based on the Latin word scire.

3. The prefix “a” means *without*, and the root “theo” means *god*, so an atheist is a person who does not believe in God.

Common Greek roots

Greek has the longest documented history of any living Indo-European language. Even if you have never studied it, you probably know many of its words from your study of English and science. You probably also know some of its alphabet from your study of mathematics. In fact, the English word *alphabet* is just a combination of *alpha* and *beta*, the first two letters of the Greek alphabet.

ACTIVITY 2

Here are the letters of the Greek alphabet. Circle the ones you know. What are their names? What do they represent? Share your ideas with a partner.

Α Β Γ Δ Ε Ζ Η Θ
Ι Κ Λ Μ Ν Ξ Ο Π
Ρ Σ Τ Υ Φ Χ Ψ Ω

α β γ δ ε ζ η θ
ι κ λ μ ν ξ ο π ρ
ς σ τ υ φ χ ψ ω

ACTIVITY 3

Here is a list of common Greek roots with examples of words that are based on them. Write the meaning for each root. Use your dictionary if you need to.



sound, water, ~~star~~, see, small, far, earth, year, power, light



	Root	Meaning	Examples
1.	ast(er)	star	asteroid, astronomy
2.	aqu	water	aquatic, aquarium
3.	ann	year	annual, anniversary
4.	dyna	power	dynamic, dynamite
5.	geo	earth	geography, geology
6.	scope	see	telescope, kaleidoscope
7.	phon	sound	microphone, headphones
8.	photo	light	photograph, photocopy
9.	micro	small	microscope, microbiology
10.	tele	far	telephone, television

Note that the way we pronounce the Greek alphabet in English for use in Science and maths is not the same as the way Greek people pronounce it in their own language. There are also differences between British and American English. The audio here is my best recollection of how I was taught to pronounce it in school. (There are gaps in the audio for students to repeat.) If you think it is wrong, or if you prefer a different pronunciation, please feel free to demonstrate your own version. The letters are: *alpha, beta, gamma, delta, epsilon, zeta, eta, theta, iota, kappa, lambda, mu, nu, xi, omicron, pi, rho, sigma, tau, upsilon, phi, chi, psi, omega*

Let the students do this activity by themselves and then compare their answers with a partner. Encourage them to look up the examples they don't know in their dictionary. This will raise their awareness of how an understanding of roots can help them to understand high-level vocabulary.

Give students as long as they need to read this passage and answer the questions. Let them check their answers with a partner, and then do whole-class feedback.

Other answers may be possible for question 3. Use your judgment.

Students should work alone to complete the table and then check their answers with a partner. Do whole-class feedback at the end. Ask students if they know of any sets like this in their own field of study.

Logos (study)

Logos is a very useful word to learn because it is the root of the suffix *-ology*, which means "the study of." Some people estimate that there are more than 1,800 words in English that end with this suffix, although many of them are only known by specialists in those fields. Many words that use this suffix form a group with *-ical* adjectives and *-ist* nouns.



ACTIVITY 4

Read the first sentence, and then complete the following sentences with the correct words.

- Geology is the study of the earth. People who study geology are called geologists, and the adjective is geological.
- Biology is the study of life. People who study biology are called biologists, and the adjective is biological.
- Sociology is the study of societies. People who study sociology are called sociologists, and the adjective is sociological.
- Psychology is the study of the mind and behavior. People who study psychology are called psychologists, and the adjective is psychological.
- Seismology is the study of earthquakes. People who study seismology are called seismologists, and the adjective is seismological or seismic.

Common Latin roots

Latin originates from the area that is now Italy. Latin is no longer spoken, but because of its influence on other European languages, including English, it is still taught in schools and universities around the world, and it is extremely important in medicine and technology.

ACTIVITY 5

Here are some Latin roots and their meanings. Write as many words as you can think of for each root. Use a dictionary to help you. Remember that the root might not be the beginning of the word.

- circ (round): circle, circuit, circus, circumference, circular
- manu (hand): manufacture, manipulate, manual
- port (carry): portable, porter, import
- vac (empty): vacant, vacuum, vacation
- vis (see): vision, visible, visitor

Students should work alone to complete the table and then check their answers with a partner. Do whole-class feedback at the end. Ask students if they know of any sets like this in their own field of study. This list is not exhaustive. Feel free to add any other examples you can think of.

Greek and Latin numbers



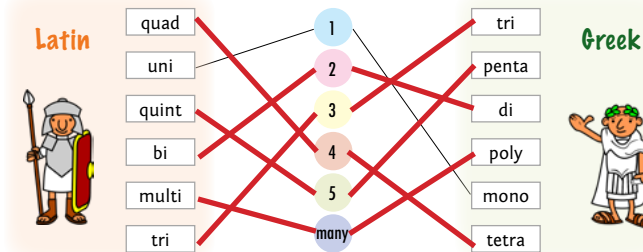
The Greek and Latin words for the numbers one to ten are commonly used in English. For example, if you combine the word *cycle*, which means "wheel," with the words for *one*, *two*, and *three*, you get the words for three different types of transport.



If you can recognize the most common number prefixes, it may help you to guess the meaning of a lot of words.

ACTIVITY 6

Match the Greek and Latin roots with the correct numbers. Can you think of examples for each?



The human body

Greek and Latin roots are important in every field of scientific study, but they are absolutely essential in the field of medicine. If you can remember a few common roots, it will help you to understand and remember some very long and difficult-looking words.

ACTIVITY 7

Guess the meaning of the words below. Use a dictionary to check your answers.

Root	Meaning	Word	日本語訳
cardio-	the heart	cardiologist	心臓専門医
endo-	within	endoscope	内視鏡
carcin-	cancer	carcinogenic	発がん性の
pharmac-	drug, medicine	pharmacology	薬理学
-itis	inflamed, painful	tonsillitis	扁桃炎

*tonsil = 扁桃腺

Students read the introduction and example, then do Activity 6 by themselves and then with a partner. Do whole-class feedback at the end. If you have higher level students ask them to think of example words for each number.

If you have medical students or nurses, spend a bit more time on this and get them to come up with other words that they think might be made from Greek and Latin roots. Knowledge of the most common roots will be absolutely essential for them in their specialist area. Make sure they understand the importance of this point.

Let the students read the introduction and the examples. Ask if anyone knows any other words that end in “meter.” Go over them with the whole class. Check that everyone understands the concept of using simple English to work out the meaning.

Using Greek & Latin roots to guess meaning

If you know the Greek and Latin parts of a word, you can sometimes translate it into simple English that will help you to guess the meaning. For example, if you know that *chrono* means “time,” and that *meter* means “measure,” you can work out that a *chronometer* is something that measures time—a clock.

time measure
chrono meter = “time measure” (時計)

thermo = heat, so... thermometer = “heat measure” (温度計)
micro = small, so... micrometer = “small measure” (測微計)
baro = pressure, so... barometer = “pressure measure” (気圧計)

ACTIVITY 8

Two commonly used roots are *philia* (a love of something) and *phobia* (a dislike or fear of something). The endings can be changed to *phile* / *phobe* to mean a person or a thing, and *phillic* / *phobic* to make an adjective. Using the information below, change the bold words in the sentences into simple English, and then write the Japanese translations. Check your answers in a dictionary.



- Marie is an **arachnophobe**, so she is always worried when she cleans the house.
spider fear → クモ恐怖症
- The president was accused of making **xenophobic** comments.
foreign / fear → 外国人恐怖症
- Examples of **hydrophilic** liquids include ammonia and acetic acid.
water / love → 親水性の
- A surprising number of doctors were found to be **technophobes**.
technology / fear → テクノロジー恐怖症
- You could see immediately from her clothes that she was a **retrophile**.
the past / love → 昔のものが好きな人
- Since moving to a new town, Tom felt that he had become an **agoraphobe**.
open space / fear → 広場恐怖症
- The new prime minister was known to be an **anglophile**.
England / love → 英国崇拝の
- My parents both suffered from **claustrophobia**, but it never affected me.
small space / fear → 閉所恐怖症

UNIT 10 Review

- 1 In this unit, you have learned some important Greek and Latin word roots, but there are many, many more. If your field of study is science, technology, or medicine, you should do some research on your own. Here is a site that can help you.



- 2 Here are some more Greek and Latin roots that might be useful for you. You will have a test on these in the next class, so make sure you learn them.

	Root	Meaning	Example
1.	academ	study	academia
2.	bibl	book	bible
3.	cent	hundred	century
4.	don	give	donate
5.	fix	attach	prefix, suffix
6.	grav	heavy	gravity
7.	herb	grass	herbal
8.	iso	same	isometric
9.	jus	law	justice
10.	kilo	thousand	kilogram
11.	mater	mother	maternity
12.	naut	ship, traveler	astronaut
13.	oct	eight	octopus
14.	pater	father	paternal
15.	pseud	false	pseudoscience
16.	rupt	break	erupt
17.	semi	half	semifinal
18.	aud	hear	audible, audience
19.	cide	kill	suicide
20.	vend	sell	vending machine

Do a test on these roots at the beginning of the next class. If you have a higher level class, include some of the other roots they have learned in this unit. Mention that any of them could be on the final test.

Unit 11 Overview

Many Japanese learners of English simply give up and reach for a dictionary whenever they see a word that they don't know. In this unit, they will learn how to look for clues that can help them to figure out the meaning. It is important for them to understand that even if they still need to use a dictionary to find the exact meaning, working out the rough meaning is an important step in helping them to find the correct translation. Appropriate use of dictionaries will be looked at in more detail in the next unit.

UNIT 11

The Reading Detective

A detective is a person who solves crimes by looking for clues. It is good to think like a detective when you read because it is often possible to work out the meaning of new English words if you know what kinds of clues to look for. In this unit, we will look at some of the ways you can become a reading detective. There are three basic types of clue that you can look for:



Clues in the word

When you see a *kanji* that you do not know in Japanese, you can sometimes guess the general meaning by looking at its individual parts. For example, if you see the *sanzui* radical (「氵」), you know that the word means something to do with water. There are a number of techniques that you can use to analyze English words in the same way.

The word begins with a capital letter...

It's a name, a place, or a brand.

The word begins with "un-" ...

It might mean "not" something.

The word ends with "-ion" ...

It's a noun.

The word is made of "micro" and "scope" ...

"Micro" means "small," and "scope" means "to see," so it's something to do with seeing small things. (顕微鏡)

ACTIVITY 1

If a word begins with a capital letter, it is probably a name, a place, or a brand. For each of the sentences below, write what the word in **bold** is the name of.

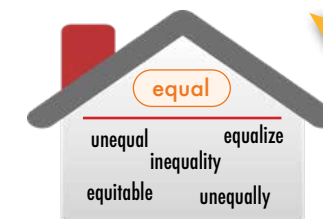
1. My father has to take **Coumadin** for his heart problem. The name of a medicine
2. The police said that he had been shot with a **Luger**. The name of a gun
3. He is so rich that he drives to work in a **Koenigsegg**. The name of a car
4. A number of famous paintings hang in the **Tate**. The name of an art gallery
5. We stayed on **Santorini** for the whole vacation. The name of an island

ACTIVITY 2

As you learned in Unit 9, most English words have families that are created by adding prefixes and suffixes to root words. Write a translation for each member of the family of the word **equal**. Make sure that the part of speech of your translation is the same as that of the English word.

equal (the same as)

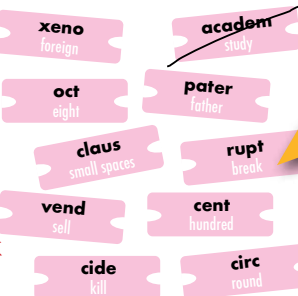
1. unequal (adj) 同等ではない
2. inequality (n) 不平等、不公平
3. equalize (v) ~を等しくする
4. equitable (adj) 公平な、公正な
5. unequally (adv) 不平等に



ACTIVITY 3

As you learned in Unit 10, you can sometimes work out the meanings of English words from their Greek and Latin roots. Write a Japanese translation for each of the words below. Think carefully about the parts of speech when you write the translation.

1. academic (adj) 学問の
2. xenophobic (adj) 外国(人)嫌いの
3. paternity (n) 父であること、父系
4. claustrophobia (n) 閉所恐怖症
5. rupture (v) 破裂させる
6. circuitous (adj) 遠回りの
7. centenary (n) 100年の
8. insecticide (n) 殺虫剤
9. vendor (n) 供給業者、販売会社
10. octagonal (adj) 八角形の



Have students read the introductory text and make sure they understand "detective" and the concept of clues. (Mentioning Sherlock Holmes may help.) The first part of this unit teaches students what type of clues they can look for:

After reading the introduction, ask students to study the illustration. This gives them four examples of the types of information that might be contained within a word. Point out that some clues might not tell us the exact meaning, but that it is important to get as much information as possible before moving on to look for the next category of clues.

This activity focuses on the point of using capital letters to identify proper nouns. Have students do it individually and then check their answers with a partner.

This activity reviews the topic studied in unit 9, and asks students to make educated guesses of the meaning of each word based on their knowledge of the root word "equal." Ask them to compare their answers and then check in a dictionary.

This activity reviews Greek and Latin word roots from unit 10. All of the roots in this activity were covered in that unit, so get students to look back if they need to. They can check their translations with each other and with a dictionary.

Have the students read all the points, and then go through them one by one with the whole class to make sure everyone understands.

This activity encourages students to hunt around for other clues in the sentence, particularly the words that come directly before and after the unknown word.

1. Similar to “trouble-maker” because of “and” and the fact that he was known to police.
2. “The cat” as a subject and “noisily” as an adverb tell us that this is a sound made by cats.
3. The fact that it “flew over the garden and landed in a tree” tells us that it must be a bird.
4. The use of “but” suggests that “boorish” is the opposite of “polite.”
5. The fact that the baby “lay in” this thing tells us that it must be a baby bed.

1. If this physicist has a good chance of winning a Nobel Prize, then the adjective illustrious must mean “famous” or “high-level.”
2. The second part of this sentence basically explains the meaning of “materialistic.”
3. “after the terrorist attacks” tells us that “lamentable” must mean “bad.”
4. A bonus system is likely to “motivate” workers.
5. The second half of this sentence tells the reader that “ambidextrous” is something to do with using the right or the left hand.

Clues in the sentence

You can often find clues to the meaning of a word you do not know in the words and phrases around it. Here are some guidelines that will help you.

- 1 If the previous word is “a,” “some,” or a number, the word must be a noun.
Eg a dichotomy, **some** exceptions, **two** larks
- 2 Verbs followed by words like “across” or “toward” are probably some kind of movement.
Eg limp **across**, crawl **toward**
- 3 If a positive adjective is followed by “and,” the next adjective is probably also positive; if it is followed by “but,” the next one is probably negative.
Eg She was rich **and** famous, **but** she was miserable.

ACTIVITY 4

Look for clues in the words and phrases before and after the words in bold to help you guess the meanings. (You can also look for clues within the words.) Underline the words that help you to make a guess, and explain your reasoning to your partner. Use a dictionary to check your answers.

1. Jake Savage was known to the police as a **miscreant** and a trouble maker.
2. The cat **purred** noisily as it sat on the chair in front of the fire.
3. A wren flew over the garden and landed in a tree.
4. My boss was known for being **boorish**, but he could be polite at times, too.
5. The baby lay crying in his **crib** for more than two hours.

The meaning of a word you do not know can sometimes become clear if you focus on the meaning of the sentence as a whole. If you understand everything apart from one word, it may not be difficult to guess the meaning of that word from the context.

ACTIVITY 5

Read the sentences below and work out the general meanings of the words in bold. You do not need an exact translation. Tell your partner what clues helped you to guess the meaning.

1. Dr. Santana is an **illustrious** physicist who has a good chance of winning a Nobel Prize.
2. Because Jack’s wife was extremely **materialistic**, she was always buying new things.
3. The tourism industry was in a **lamentable** state after the terrorist attacks.
4. Mr. Simmonds introduced a bonus system in order to **incentivize** his workers.
5. Joe was **ambidextrous**, but he could write faster with his right hand than with his left.

Clues in the text

If you cannot work out the meaning from clues within the word, clues before or after the word, or information from other parts of the sentence, the meaning may still become clear if you continue reading.

ACTIVITY 6

Read the following passages and choose the correct meaning for the bold word in each passage. Share your answers with a partner, and explain your reasoning.

1. A number of factors had combined to produce the **backlog** that Jack was now facing at work. He had been sick, and the person who normally covered for him was on maternity leave. In addition, his department had been even busier than usual, so the work had kept on mounting up. He was not looking forward to the next week.

- backlog =
- a) 人の代わりにする仕事
 - b) 前から残っている仕事**
 - c) すでに終わった仕事



2. Thursday was hot, and it was even more **muggy** than it had been the day before. The air was completely still, and everyone’s clothes were soaked through. As soon as you went outside, you started sweating, even if you were only walking from one building to the next. No one had any energy, and even the dogs that normally filled the town square were nowhere to be seen.

- muggy =
- a) 湿気が多い
 - b) 酷暑の
 - c) 蒸し暑い**



3. Although far less common in real life than in movies and novels, **amnesia** is a serious condition that can destroy lives. It normally involves the loss of past memories. In some patients, these memories can return after a short time, but in others, they may disappear forever, and there are cases where the victims have had to adopt a new identity and start their lives over again.

- amnesia =
- a) 認知症
 - b) 不眠症
 - c) 記憶喪失**



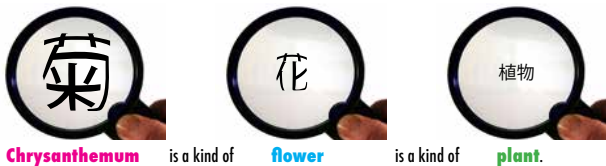
This final section teaches students that even if they can’t work out the meaning of a word from the sentence, they may still be able to understand it if they keep reading, something that many often fail to do. Have the students do the activity in pairs and discuss their ideas. Do feedback with the whole class to find out what clues students were able to identify.

The purpose of this section is to make students aware that one of the reasons English has such a large vocabulary is the existence of “zoomed-in words.” Have the students read the introduction and the illustrations, and then check their understanding. Emphasize the point that being able to guess the “zoomed-out” word can help students to develop their reading ability a lot.

- 1. Amethyst is a gem or a precious stone.
- 2. Jainism is a religion.
- 3. The Jararaca is a poisonous snake.

Zoomed-in words

Zoomed-out words are ones that describe a general type or group. **Zoomed-in** words are ones that give more detail or describe a specific member of that group. For example, a chrysanthemum (菊) is a kind of flower, and a flower is a kind of plant, so chrysanthemum is a zoomed-in word, and plant is a zoomed-out word. When you see a word that you do not know, remember that it may be a zoomed-in version of a word that you do know. If you can guess what the zoomed-out word would be, it might be enough for you to understand the sentence.



ACTIVITY 7

Read the following sentences and guess what the **bold** words are a kind of. Write your answers in Japanese if you do not know the English. Explain your reasoning to your partner.

1. **Amethyst** is popular not only because of its color, but also because it is available in so many different shapes and sizes, which makes it more affordable than more expensive alternatives like diamonds and rubies.

Amethyst is a kind of _____

2. **Jainism** originally comes from India, and its followers are called “Jains.” The five core beliefs are non-violence, truth, not stealing, celibacy, and non-attachment. Jainism has between four and five million followers in countries including India, Canada, the UK, and the US.

Jainism is a kind of _____

3. The **jararaca** is found mostly in Brazil, where it lives in grassy regions. It is olive or grayish brown, and it grows to about 1.2 meters in length. It eats birds and small mammals, but also attacks people. Its poison causes bruising and swelling of the affected area, and the shock can kill an adult human.

The jararaca is a kind of _____

Synonyms

Synonyms are pairs or groups of words that have a similar meaning. They are used in two ways in English. The first is to give more detail. For example, *chuckle*, *snigger*, and *guffaw* all have the same basic meaning as *laugh*, but they each mean laughing in a slightly different way. Writers use words like this because they are more expressive.



ACTIVITY 8

For each sentence, write an easy synonym of the word in **bold**. Use all the clues you can find in the sentence to help you.

- The man **staggered** through the door with a bottle of vodka in his hand. (*walked*)
- The glass fell to the floor and **shattered** into tiny pieces. (*broke*)
- It was a **tranquil** place she visited when she wanted to relax. (*quiet*)
- The work was so **tedious** that he found it difficult to keep himself awake. (*boring*)
- Nobody understood the plan, so Mark had to **elaborate**. (*explain*)

The second use of synonyms is to avoid repetition. In English, good writers try to avoid using the same word too often, and they use synonyms to help them do this. If you see a word that you do not know, it might be a synonym of another word in the sentence or paragraph that the writer does not want to repeat.

ACTIVITY 9

In the sentences below, underline the words or phrases that are synonyms.

- Christmas was her favorite time of the year. She had always loved the festive season.
- It is important to carry your passport with you when you travel, and it is essential to make a copy of the first page before you go.
- The loud noise of the explosion was followed by the deafening screams of the crowd.
- They lived in an enormous house with a huge garage, a vast garden, and a gigantic pool.
- The vacation had not gone well. The hotel was appalling, the food was dismal, and there was a horrendous smell in their room.

Make sure that students understand what synonyms are, and also that they understand both of the reasons for using them after they have done Activities 8 and 9.

The aim here is for students to be able to recognize the phrase “a ... of ...” as a possible collective noun. The activity has a number of examples that they will not know, but they should know enough of them to be able to complete at least half without consulting a dictionary. Have them work in pairs, and then do feedback with the class as a whole.

Collective nouns

English has many special words for groups of people and things. These words are called **collective nouns**. When you see the phrase “a ... of ...,” remember that the first word may simply mean “more than one” or “a group.”

ACTIVITY 10

Choose the appropriate collective noun for each of these phrases. Use your dictionary if you need to.

panel pack crowd arsenal swarm fleet range ~~pair~~ bouquet catalog



1. a pair of shoes



2. a bouquet of flowers



3. an arsenal of guns



4. a fleet of ships



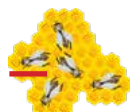
5. a crowd of people



6. a range of mountains



7. a panel of experts



8. a swarm of bees



9. a catalog of errors



10. a pack of lies

UNIT 11 Review

1 Fill in the blanks to complete the sentences below.

- You can look for clues to help you guess the meaning of new words in the word, in the sentence, and in the text.
- A word that begins with a capital letter is a name, a place, or a brand.
- If a positive adjective is followed by *but* and then another adjective, the second adjective is likely to have a different meaning.
- Zoomed-out words are ones that describe a general type or group.
- Special words for groups of people and things are called collective nouns.

2 Use the techniques you have learned in this unit to work out the meaning of the words in bold. You will talk about the techniques you used in the next class.

- Captain Daniels flew a **Spitfire** in the second world war.
- The alarm system had been **disabled** the previous evening.
- Peter had been an **arachnophile** since he was a small child.
- The cat **lapped up** the milk from the plate.
- The police said that the man had been **brutally** beaten before he was killed.
- The apartment they had been living in was dirty and **squalid**.
- Ellen had spent four hours cleaning her room, so it was **immaculate**.
- The forest was mostly made up of **cedars**, but there were also some **pin**es and **redwoods**.
- The witch **cackled** at her own joke even though no one else thought it was funny.
- The scale of the task was huge. In fact, it was one of the biggest **undertakings** he had ever faced.

- A kind of airplane. (The capital ‘S’ tells us it is the name of something that can be flown.)
- The prefix “dis” combined with the root “able” suggests this means “turned off.”
- “Arachno” means “spiders,” and “phile” means “love.” (From the last unit.)
- The fact that the cat is doing this to “milk from a plate” suggests that “lap up” means “drink.”
- The fact that the writer felt the need to add an adverb before “beaten” suggests that it means “badly,” particularly as he was then killed.
- The use of “and...” suggests that “squalid” has a similar meaning to dirty.
- If you spend four hours cleaning a room, it is likely to be very clean indeed!
- Forests are made up of trees, so these must all be types of tree.
- “Even though no one else thought it was funny” suggests that the witch laughed or smiled.
- “Undertaking” is a synonym used to avoid repeating “task.”

UNIT 12

How to Use a Dictionary

Dictionaries are rarely used for listening or speaking because you cannot usually ask the other person to wait while you check. They can be a very useful tool for reading, but even when you have plenty of time, finding the right translation can be difficult. This is because even simple English words can be translated in different ways depending on the context.

ACTIVITY 1

How would you translate the word **strong** in each of the following sentences? (Hint: you may need more than one word for some of the examples.)

- Cotton is a **strong** material that is also cheap. strong = 丈夫な
- There was a **strong** smell of acid in the room. strong = きつい
- I wasn't **strong** enough to carry the boxes. strong = 体力がある
- I like my coffee **strong**. strong = 濃い
- He has really **strong** opinions. strong = はっきりとした

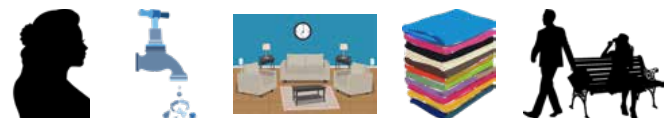


Using a dictionary for writing can also be difficult for the same reason. If you want to translate a Japanese word into English, you need to make sure that the translation you find matches the meaning of your original sentence.

ACTIVITY 2

Most Japanese students learn that **きれい** in English is beautiful, but is that always the case? Find the appropriate translation for **きれい** in each of the following sentences.

- 弟の彼女はとてもきれいだ。きれい = beautiful, pretty
- あの街の水がきれいだ。きれい = clean, clear
- 机の上を整理したので、きれいになった。きれい = tidy
- 服をきれいに畳んだ。きれい = neatly
- 元彼をきれいに忘れた。きれい = completely



What kind of dictionary?

These days, there are four basic types of dictionary. Each has advantages and disadvantages.

	Paper	Electronic	Web-based	Dictionary app
👍	Easy to view No batteries needed	Quick	Lots of information, free	Always with you
👎	Slow, heavy, no audio	Limited view, expensive	Need network connection and device	Need a smartphone

ACTIVITY 3

Talk about these questions with your partner.

- Which type of dictionary do you use most now?
- How about when you were in high school?
- Can you think of any other advantages and disadvantages of each type?
- Do you have any dictionary apps on your phone? Which one(s)?

Monolingual vs. bilingual

Monolingual dictionaries explain words in the language of the word, whereas **bilingual** dictionaries give translations and explanations in another language. Bilingual dictionaries are quicker and easier to use, but monolingual dictionaries often provide more information, such as authentic examples and notes about usage, information about roots, and a list of synonyms.

ACTIVITY 4

Did you know that you can use Google as a dictionary? Type the Japanese word followed by 「英語」, or the English word followed by 「日本語」.

To use it as a monolingual dictionary, type "define" followed by the word you want to know about. (The word define means 定義する.) Using a monolingual dictionary is a good way to learn more words and improve your reading. Type "define" followed by each of the following words to see what information you get.



etymology antonym thesaurus lexicographer

Explain that this is just one example, but that most words have multiple translations, which is why using a dictionary to find the meaning of a word is not as straightforward as some of them may think.

This is a discussion point that gives you a chance to find out what kind of dictionary the students normally use. Go through the four types, discuss the advantages and disadvantages of each, and ask students for their ideas.

It is not realistic to expect most Japanese students to start using a mono-lingual dictionary, but it is useful to introduce them to the concept. Let them experiment with using Google as both types of dictionary. Point out that they can also use it as a thesaurus to find synonyms by typing <word>: synonyms. This would be a nice way to review a topic covered in the previous lesson.

Have the students read the first three points and then go over them as a class to make sure everyone understands before they do Activity 5.

Before you use a dictionary...

If you want to use a dictionary effectively, you need to ask yourself four questions before you begin. You should not even touch your dictionary until you have answered all of them.

Question 1 Do I really need to use a dictionary?

You do not need to use your dictionary every time you meet a new word. Only use your dictionary when you think that a word is particularly important, or when you cannot understand a key sentence without it.

Question 2 Can I guess the meaning?

If you can guess the meaning of a word using the techniques you have learned, you may not need to use your dictionary. Even if you decide to check, making guesses about what the meaning might be will help you to find the correct translation more quickly.

Question 3 What part of speech (品詞) is it?

If you do not know the part of speech of the word you want to check, it will be difficult for you to find the correct translation. If the word is a verb, you need to think about whether it is **transitive** (他動詞) or **intransitive** (自動詞), because this could also change the meaning.

ACTIVITY 5

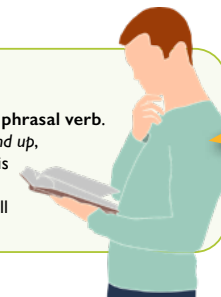
The words in **bold** in the sentences below are made up. Identify the part of speech (PoS), make a guess about the meaning if you can, and then decide whether you would take the time to check in a dictionary if the word were real.

n (名詞) v.i. (自動詞) v.t. (他動詞) adj (形容詞) adv (副詞)

- Everyone **intued** with amazement when they heard the news.
PoS (v.i.) My guess 大声をあげる? Need to check ? ☒
- He put the **sislaf** back on the shelf and walked out of the store.
PoS () My guess _____ Need to check ? ☐
- He **leprod** the box on the floor and started running.
PoS () My guess _____ Need to check ? ☐
- The weather was getting **chelkin**, and the leaves were starting to change.
PoS () My guess _____ Need to check ? ☐
- She smiled **kirikally** when she saw him standing there.
PoS () My guess _____ Need to check ? ☐

Question 4 What am I checking?

When you see a new word, remember that it might be part of a **phrasal verb**. Phrasal verbs are verbs made up of two or three words, like *stand up*, *turn down*, and *take care of*. Some phrasal verbs are idiomatic. This means that a new meaning is created when the words are used together. Information about phrasal verbs is usually listed after all the meanings of the main word in dictionaries.



Again, let them read the explanation and then go over it with the whole class before doing Activity 6.

ACTIVITY 6

Underline the phrasal verbs in the sentences below and write them the way you think they would be listed in a dictionary. Remember that the parts of the verb may be split by an object (目的語), and also that you may need to change the tense (時制) and / or form of the verb.

- John broke down when he heard the news. break down
- I was blown away by my new colleague's confidence. 感動する、感心する
- It's not likely, but we can't rule it out. 除外する
- Our new neighbor came across as friendly when we met her. 〜のような印象を与える
- Excuse me, can I try this dress on? 試着する
- Our plans for the holidays fell through. 失敗に終わる
- I didn't understand what she was getting at. 〜を言おうとする、暗示する
- The teacher owned up to her mistake. (間違い)を認める
- If we work together, I'm sure we can figure it out. わかる、解明する、理解する
- I ran into an old friend from high school in the supermarket. 偶然出会う



There are obviously no single correct answers here, but encourage students to think logically about why they may or may not need to check the meaning. For example, the word in number 1 is probably not going to be crucial to understanding the sentence, whereas the word in number 2 could be almost anything because we don't know what kind of store it is.

Let students read the text in the illustration and then go through them together to make sure everyone understands.

Checking in your dictionary

If you have answered questions 1-4 on pages 90-91, you may be thinking something like this:

I think this word is important because I understand every other word, but I can't understand the sentence. I need to check in my dictionary.



It's a verb, but there is no preposition, so it's not phrasal.

It begins with "re," so it might mean to do something again.

If you have reached this point, you are ready to look for the word in a dictionary, but there are some other things you need to keep in mind while you are checking.

Have I found the correct definition / translation?

Make sure that the definition or translation you have found makes sense in the original sentence. If it does not, look at the other meanings or translations.

How is this word used?

If you want to be able to use the word yourself, read the example sentences and make sure you understand the usage as well as the meaning.

Is there anything special about this word?

Dictionaries will tell you when a word has a special style. For example, it might be a specialist word, a word that is very formal, a slang word, or even a bad word that you should not use.

Do I need to learn this word?

If you take the time to check the meaning of a word in a dictionary, you may want to write it down so that you can review it later, particularly if it is one that you think you might meet again.

Homographs

In Unit 10, you learned about Greek and Latin word roots. The root *homo* means "same," and *graph* means "write," so can you guess the meaning of *homograph*? **Homographs** are words that share the same spelling but are pronounced differently and/or have different meanings. Dictionaries sometimes list these words with ¹ ² etc., to show that they are different words.

bass ¹	bass ²
NOUN	NOUN
1 The lowest adult male singing voice. <i>[as modifier]</i> 'his bass voice rings out attractively'	1 The common European freshwater perch.
Pronunciation bass /bə'sɪʃ/	Pronunciation bass /bæs/

ACTIVITY 7

The **bold** words in the examples below are homographs. Find the correct translation and pronunciation of each one using your dictionary.

- His voice had a deep **bass** tone. (adj) 低音
- It was the biggest **bass** he had ever caught! (n) バス(魚)
- The captain moved towards the **bow** of the ship. (n) 船首
- The ribbon was tied in a neat **bow**. (n) 蝶結び
- Jane smiled. She was **content**. (adj) 満足している
- We didn't understand the **content** of the lecture. (n) 内容

Idioms

Idioms are expressions that mean something different from the combined meanings of the individual words. You can find idioms in dictionaries at the end of the list of meanings of the key word, but the quickest way is to do an online search.

ACTIVITY 8

Underline the idioms in these sentences and use your phone to find the Japanese translations.

- I decided to bite the bullet and join a gym. いやな事に敢然と立ち向かう
- The police had been barking up the wrong tree. 見当違いのことをする
- We decided to call it a day and head home. 終わりにする、切り上げる
- The builder had cut corners during the construction. 手を抜く
- I was shocked until I realized she was just pulling my leg. からかう

Homographs are a special group of words that have the same spelling but different pronunciation and meanings. They are, to all intents and purposes, different words that just happen to share the same spelling. The different pronunciation is an important point because it distinguishes true homographs from words like "set" which also have multiple meanings for the same part of speech.

Students will have learned about these in high school, so this is just a quick reminder. Explain that where possible, it is quicker to do a Google search than use a dictionary. The first step, however, is to realize that you need to be checking an idiom rather than a single word. This is a good argument for studying lots of them. Even if you can't remember the meaning, you will be more likely to at least recognize it as an idiom if you have met it before.

At the end of the unit, we want students to think about what they have learned and apply those skills to some real words.

Putting it all together

As a general rule, the less you use your dictionary, the better. These days, most people have a dictionary with them all the time because everyone has a smartphone, but checking new words still takes a long time, and it is difficult to know whether you have found the appropriate translation. When you decide that you really need to use a dictionary, think about the points you have learned in this unit to make sure that you use it as efficiently as possible.

ACTIVITY 9

Work in pairs. For each example, write the part of speech and your guess about the meaning of the bold word. Then use your dictionary (or your smartphone) to check your ideas.

- The old, **dilapidated** house had been empty for ten years.
PoS (*adj*) My guess ボロボロ Meaning: 荒れ果てた
- The old man **frowned** as he read the long letter from his bank.
PoS (*✓*) My guess _____ Meaning: 眉をひそめる
- Ken was young, opinionated, and **headstrong**.
PoS (*adj*) My guess _____ Meaning: 頑固な、聞く耳を持たない
- Although the sun was shining outside, it was cool in the **scriptorium**.
PoS (*n*) My guess _____ Meaning: 写字室
- The **freight** was transported by truck before being loaded onto a ship.
PoS (*n*) My guess _____ Meaning: 積荷
- The government's policy on drugs was to promote **abstinence**.
PoS (*n*) My guess _____ Meaning: 自制、節制
- The whole day had been a **fiasco**. Everything had gone wrong.
PoS (*n*) My guess _____ Meaning: 失敗、失態
- His only desire was to **annihilate** his enemy.
PoS (*✓*) My guess _____ Meaning: 減ぼす、全滅させる
- Some of the bears had already started **hibernating** for the winter.
PoS (*✓*) My guess _____ Meaning: 冬眠する
- The man looked around **furtively** as he hid in the doorway.
PoS (*adv*) My guess _____ Meaning: 気づかれないように、こっそりと

UNIT 12 Review

1 Fill in the blanks to complete the sentences below.

- The four basic types of dictionary are paper, electronic, online, and app.
- A bilingual dictionary provides translations of a word in another language.
- Three examples of phrasal verbs are add up, break down, and own up to.
- Words that share the same spelling but have different meanings and different pronunciations are called homographs.
- Idioms are expressions that cannot be understood by understanding the meanings of the individual words.

2 What are the four questions you need to ask yourself before you use a dictionary?

- Do I need to use a dictionary?
- Can I guess the meaning?
- What part of speech is it?
- What am I checking?

3 Check the meanings of these English words in a monolingual dictionary and write the English definitions. (You can use Google to do this.)

- affinity (n): A natural liking for / understanding of someone or something
- viable (adj): capable of living or functioning
- timber (n): wood suitable for building or carpentry
- embrace (v): to hold in the arms, hug
- conscience (n): a sense of morality regarding your own conduct

Unit 13 Overview

The aim of this unit is to introduce students to the basic concepts of writing summaries. We do not expect them to be able to do it immediately, but it will be useful for many of them if they have to read or write academic papers in English at some point in the future. Make sure they understand at least the key point that summaries must be written “in your own words.”

UNIT 13 Summaries

A **summary** is a shortened version of a text that includes the most important points but uses different words and phrases to explain them. You can write a summary of a paragraph, a chapter, or even a whole book.

In English-speaking countries, children learn to summarize texts in school. Summarizing is considered to be an important skill because it covers three important sub-skills: **reading comprehension** (読解力), **critical thinking** (思考力), and **expression** (表現力).

ACTIVITY 1

Here are three summaries of famous stories. Write the name of each story after the summary.



1 Two bad men tell a rich man that they can make him a special suit that can only be seen by very clever people. Although he pays them a lot of money, they do not make him any clothes at all. However, everyone is too scared to admit that they can't see the clothes. Eventually, a small boy shouts out that the man is naked, and everyone knows that it is true.

Story: *The Emperor's New Clothes*

2 A beautiful young woman lives with her step-mother and two ugly step-sisters. They are invited to a dance, but she is not allowed to go. A fairy godmother helps her to go to the dance. She meets a prince, and he falls in love with her. She has to go home at midnight, but she leaves a glass slipper behind. The prince uses the slipper to find her, and they get married and live happily ever after.

Story: *Cinderella*

3 A king has a beautiful young daughter, but when her mother dies, the new queen tries to kill her because a magic mirror says that the daughter is more beautiful. The girl runs away and lives with seven dwarves in the forest. The new queen finds out and tries to kill her again. The dwarves think that she is dead, but she is brought back to life by a kiss from a handsome prince. The queen is so angry that she falls down dead.

Story: *Snow White*

Key points of summarizing

When you write a summary, there are three key points to keep in mind.



- A summary should be shorter than the original text.
- A summary should include the most important points from the original text.
- A summary should be written in your own words.

Let's look at each of these points in turn.

How long should a summary be?

The purpose of writing a summary is to explain the main points of a text in fewer words. A summary will always be a lot shorter than the original. The shorter the summary, the fewer details you can include.

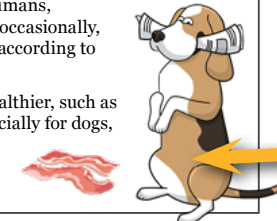
Read the following text about whether it is safe for dogs to eat bacon.

“Is it okay to give my dog bacon?” This is a question that many dog owners ask, particularly in summer when people want to know if it is safe to give their dog scraps from the barbecue.

Although bacon is not poisonous for dogs like, for example, chocolate, it is not healthy for them, either. Bacon contains high levels of sodium nitrate, which is known to increase the risk of heart disease. It also contains a lot of salt, which may lead to high blood pressure levels. Eating too much bacon can also cause a number of other health problems, including pancreatitis and some forms of cancer.

Of course, bacon is not a healthy food for humans either, so many of these points apply to us as much as they do to our dogs. As with humans, however, it is not too dangerous for dogs to eat bacon occasionally, although the amount you can feed them safely varies according to the size and breed of the dog.

Ideally, though, it is better to give them something healthier, such as meat that has not been processed or snacks made specially for dogs, if you want to give them a nice treat.



This text is 200 words long. If you were asked to summarize it, your approach would depend on the word limit you were given. Here are three possible summaries of different lengths.

These points are another way of answering the question, “What is a summary?” It is okay if students don't understand the points completely here as each one is explained in the following sections, but give a basic explanation of each.

Again, you may prefer to explain this yourself. The main point is that there are two kinds of summaries - one in which you are given a word limit, and one in which you can choose the length yourself. In either case, the summary needs to be a lot shorter than the original text, because otherwise, it's not a summary!

All students need to do here is read the text and make sure they understand it. Let them work with a partner or in a group.

The aim here is to show them what kind of information is cut when you reduce the length of the summary. It might be worth pointing out here that this is one person's summary, and that someone else might write it differently. You might like to give the students a chance to discuss in Japanese the ways in which the summaries are changing as they get shorter before they do Activity 2.

Give students time to read the text, and ask questions to make sure they understand the content. Point that the word limits mean "fewer than," so the 25-word summary does not have to be exactly 25 words. (The example answers are 24 and 10 words.) Do some whole-class feedback to share everyone's ideas at the end, and stress the point that there is no such thing as a "perfect" or "correct" summary, so different ideas can all be valid.

Summary 1: 50 words

Bacon can cause serious health problems in dogs, including high blood pressure and cancer. It is probably safe to give it to them occasionally as a treat, but the appropriate amount depends on the size and type of your dog, and it is better to give them something else instead.

Summary 2: 25 words

Bacon is not good for dogs, but they can eat small amounts as a treat as long as you only give it to them occasionally.

Summary 3: 10 words

Dogs can eat bacon, but it is bad for them.

ACTIVITY 2

Here is a 200-word text about global warming. Read the 50-word summary, and then work with a partner to shorten it to 25 words, and then shorten it again to just 10 words.

The term "global warming" refers to a long-term rise in the average temperature of the earth's climate. Our air and oceans are monitored in a variety of ways, and the average temperatures of both have risen sharply since the beginning of the twentieth century.

Most scientists and government agencies agree that human activity is the main cause of this. The most serious problem is the "greenhouse gases" that are released when we burn fossil fuels such as coal and oil. These gases trap heat in the atmosphere and cause a cycle of warming that is difficult to stop. Environmental problems caused by global warming include rising sea levels, the expansion of deserts, and extreme weather events.

In spite of all the evidence, some people refuse to accept that global warming is a problem. These people claim either that the earth is not getting warmer, or that even if it is, there is no evidence that humans are the cause. Even those who admit that global warming is a serious threat cannot agree on the best way to tackle it, so this problem has to be treated as a political issue before it can be dealt with as an environmental one.

50-word summary

Global warming is a rise in temperature of the sea and the air. Scientists believe that it is a serious environmental problem, and that it is caused by the gases from fossil fuels. However, some people do not think it is real, so it is a political problem as well.

25-word summary

The earth is getting warmer because of greenhouse gases, but some people deny this, so it is both a political and an environmental problem.

10-word summary

The earth is warming, and that is a bad thing.

What are the main points?

Most people can identify the main points of a text, but it can be difficult to decide their relative importance. To write a summary, you need to combine some points and cut others. Aim to include as much information and as many details as you can while keeping to the word limit.

ACTIVITY 3

Read the following passage and the list of points that follows. Combine the points you think are most important to make three sentences to include in a summary. Compare your ideas with a partner.

These days, passwords are part of our everyday lives. Each of us has to use so many of them that it is not surprising that people often choose ones that are easy to remember. In fact, the most common passwords in the UK in 2018 were 123456, 123456789, and "qwerty," which is just the first six letters on a standard keyboard.

The danger with passwords like this is that they are extremely easy for hackers to break. This is a serious problem for cybersecurity, especially since many people use one password for many different accounts and logins. Computer security experts give two main pieces of advice regarding passwords. The first is that we should make strong passwords that include numbers, letters, and other symbols. They should not include words like the name of a pet, or numbers like a birthday.

The second piece of advice is that we should never use the same password for two different sites or accounts. The problem is that following this advice would require everyone to use a large number of passwords that would be almost impossible to remember. That is why most people do not take any notice of what the experts say and keep using passwords like abc123.

Points made in the text:

- Everyone uses passwords.
- Most people use simple ones.
- Simple passwords are not safe.
- Many people reuse passwords.
- This is also dangerous.
- Experts recommend two things.
- We should use strong passwords.
- We should not reuse passwords.
- Most people cannot do this.
- The situation will not change.

Sentences to include in a summary:

1. Using easy passwords and re-using passwords is dangerous.
2. You should use strong ones and change them for each site.
3. This is difficult, so most people will not follow the advice.

This is the part students are most likely to have problems with. Reassure them that this is natural. In fact, developing this skill is the reason that we practice summarizing in the first place. And again, the "correct" answer is sometimes as much a matter of opinion as it is one of fact.

Give students time to read the text, and make sure they understand the content. The point of the activity is to first identify key points and then combine and narrow them down to the three most important ones by discussing them with other people. Explain that this is one example of what we mean when we talk about "critical thinking." What you think is less important than the explanation you give for why you think it. The answers given here are just a sample. Feel free to give your own if you prefer.

Some students will think that summarizing means “cutting and pasting” the most important sentences from the text. Take some time to make sure they understand why this is not the case.

What does “in your own words” mean?

Writing something in your own words means not copying sentences from the text you are summarizing. This tests your ability to express yourself (表現力). Explaining other people’s ideas in your own words is also important to avoid plagiarism (盗用). (Of course, it is okay to copy sentences if you are summarizing a text you wrote yourself or just making a summary for your own study.) There are a number of techniques you can use to restate the points of a text in your own words.

Technique 1

The first method is to **group points together using general terms**. For example, in the text you read about giving bacon to dogs, a long list of illnesses and health issues was summarized as “serious health problems.” When you read a text that you want to summarize, look for lists of items or points that can be grouped together using a single, general word or expression.

Technique 2

Another way to avoid copying is to **use synonyms**. (Look at page 85 if you cannot remember what these are.) When you write a summary, you can replace difficult words with simpler substitutes. For example, “issue” can be changed to “problem,” and “comprehend” can be replaced with “understand.” It is okay to reuse important words and phrases, but replacing other words with synonyms can help you to avoid copying from the original text.

Technique 3

The most important skill for summarizers is rewording sentences and phrases. This means **saying the same thing in a different way**. For example, if a married couple do not have a good relationship, we could say that “they do not get along,” that “they do not like each other,” or even that “they fight like cat and dog.” These sentences all express the same point in different ways.

ACTIVITY 4

Use the techniques described above to rewrite each of the sentences below in your own words.

- The project was postponed for a number of reasons including the cost, the environmental impact, and a serious shortage of qualified workers.
The project did not go ahead because there were a lot of problems.
- John suddenly realized that he had no idea where he should go, who he should talk to, or even if he was supposed to be there at all.
John did not know what to do.
- The Himalayan mountains in Nepal include over 50 peaks that exceed 7,200 meters in elevation, and ten that are over 8,000 meters.
Nepal has a lot of high mountains.

This list of techniques is far from exhaustive, so please feel free to add your own if you know any good ones. Let students work in pairs to do the activity, and encourage them to talk and suggest different ideas before they write their final answer. The answers given for Activity 4 are just suggestions.

What is NOT a summary?

There are a number of pitfalls (落とし穴) that you need to avoid when you write a summary.

- ⚠ Do not add information not given in the original text, and do not add your opinions.
- ⚠ Do not leave out any of the key points from the original text.
- ⚠ Do not write anything that is factually different from the original text.
- ⚠ Do not copy complete sentences unless you are summarizing your own writing.

ACTIVITY 5

Read the passage below, and then read the summaries that follow. Each one of them has a problem. Identify the problem in each summary. Discuss your ideas with a partner.

Alaska is the largest of the fifty states that make up the United States of America. It was purchased by the US from the Russian Empire in 1867, but it was only incorporated into the United States officially in 1959, so it is the second-newest of the fifty states we know today. Alaska is rich in natural resources including fish, natural gas, and oil. It is also a popular destination for tourists because of its natural beauty. In addition to English, the official language, there are at least 20 native languages, although only around 5% of the population can speak one of these.

- Alaska is the newest and largest of the fifty United States of America. It is a beautiful state that is rich in natural resources, particularly oil and natural gas. The official language is English, but there are also many native languages that are widely spoken throughout the state.
☐ Information added ☐ Missing key points ☒ Factually incorrect ☐ Copied
It is not the newest state.
- Alaska was purchased by the US from the Russian Empire in 1867 for \$7.2 million. This was extremely cheap because, although no one knew about it at the time, Alaska has huge resources of oil and natural gas, and it is popular with tourists. Most people who live there speak English.
☒ Information added ☐ Missing key points ☐ Factually incorrect ☐ Copied
- Alaska is a beautiful region that is rich in natural resources, particularly oil and natural gas. There are a number of different languages that are native to the region, but most of the population speak English. Alaska is also very popular with tourists because it is so beautiful.
☐ Information added ☒ Missing key points ☐ Factually incorrect ☐ Copied
- Alaska is the largest of the fifty states that make up the United States of America. It is rich in natural resources including fish, natural gas, and oil. In addition to the official language of English, Alaska also has at least 20 native languages, although only around 5% of the population can speak one of these.
☐ Information added ☐ Missing key points ☐ Factually incorrect ☒ Copied

The reason we are doing this activity is that we will use a similar style of question on the test, so make sure students understand how to do it.

1. The text clearly states that Alaska is the second-newest state, not the newest.

2. The price is not mentioned in the text.

3. The summary doesn’t mention anything about where Alaska is.

4. “It is rich in natural resources...” is copied straight from the text.

Let students read this by themselves and then discuss each point with the whole class to make sure everyone understands. The key point to get across is that you should not be looking at the original text when you write the summary. Please feel free to add ideas of your own.

If you do not have sufficient time in class, you can set this for homework, but you should aim to at least give them some time to discuss it during the lesson so that they can check their understanding and reach some sort of agreement on what the main points are.

How to write a summary

There are three basic steps that you should follow when you write a summary.

STEP 1 Identify the main points in the text.	This is the part of the process that tests your reading comprehension skills (読解力). Take the time to read the text carefully, and check the meaning of words you do not know. As you read, underline or highlight any points that you think are particularly important.
STEP 2 Make notes.	To write a good summary, you need to make decisions about which points to include, which to combine, and which to omit. This is the stage where you need to think critically (思考力). Make a list of key words and phrases on a separate piece of paper and use your notes to write the summary.
STEP 3 Use your notes to write the summary.	Your notes will be a list of key words and phrases, so the final stage is to combine them to produce new sentences and write your summary. This final part of the process tests your ability to organize your thoughts logically and express them clearly using your own words (表現力).

The most important thing to remember about writing a summary is that there is no single, "correct" way to do it. Your summary is your interpretation of the text, and as long as you meet the word limit, include the main points, and do not copy from the text, it will be okay.

ACTIVITY 6

Read the text below and make notes on the next page.

Most parents worry about how many hours their children spend using smartphones and tablets, and many place restrictions on how much "screen time" their kids are allowed to have each day. However, recent research suggests that the amount of time children spend on their devices is actually much less important than the question of what they are using them for. A number of studies have shown, somewhat surprisingly for many, that activities such as watching videos and playing games do not appear to have any negative impact on the wellbeing of children.

Social media, on the other hand, has been found to be the cause of a huge rise in social problems including mental health issues, self-harm, bullying, and even suicides. The problem is particularly serious among younger children. According to psychologists, children in elementary and junior high school are old enough to understand how to use social media, but their identities and social skills are not sufficiently developed to enable them to navigate it safely. There is also a difference in how social media impacts the genders, with girls appearing to be affected worse than boys.

As a result of these findings, experts now recommend that children should not be allowed to have a social media account before they enter high school. This is good advice, but kids can suffer psychological damage from social media even if they do not use it themselves. In fact, if other children are saying things about them, it can be even more stressful for them to be the only ones who do not know about it. The only solution, then, is for parents and schools to work together and coordinate their actions. This may not be an easy goal to achieve, but the safety and mental health of millions of young people depend on it.

UNIT 13 Review

- 1 Write the notes for Activity 6 in the box below. Cover the page so that you cannot see the text, and write a summary using only these notes.

Summary of the text in Activity 6 (Limit: 100 words)

Example answer:
Social media can be dangerous for children, especially very young ones. It can cause a lot of problems, so experts say that children should not have their own accounts until they are in high school. It may be difficult to get everyone to agree to this, but we must try. (50 words)

- 2 (Optional) Write a summary of the contents of this unit in 100 words or fewer.

Summarizing means explaining the main points of a text using your own words. Summaries should be much shorter than the original text. On tests, you may be given a word limit. Writing a good summary requires reading skills, logical thinking skills, and writing skills, so summary writing is often taught in schools in other countries. To summarize a text, you should first read it and make sure you understand. Then, you should write some notes about the main points on another piece of paper. Finally, you should use your notes to help you to write the summary. (97 words)

Unit 14 Overview

The aim of this unit is to get students thinking about ways in which they can work independently to improve their English reading skills after the course has finished. It is important for them to understand that in order to see any real progress, they will need to take responsibility for their own learning and devote a lot of time and effort to the task.

The aim of this activity is just to get students thinking about some of the components of the skill of reading. Stress that even in our own language, different people read in different ways, and that everyone has different strengths and weaknesses. In Activity 1, encourage the students to think about the areas they need to work on the most. After they have scored themselves, have them discuss the scores with a partner.

UNIT 14

Independent Study

For most people, learning a language is a long-term project. Success does not usually happen in weeks or months, but usually takes years. Furthermore, learning a language is like trying to climb a descending escalator because if you stop, you will be carried down again. Even to stay at the same level, you need to keep climbing.

In this course, you have learned many ways to increase your English vocabulary and become a better reader. If you really want to improve, however, you need to develop a study program of your own.

What is a "good" reader?

Although people often talk about reading ability as a single skill, it is actually a combination of many sub-skills and different types of knowledge. Here is a list of some of the most important things that good readers know how to do.

Good readers...

	weak	1	2	3	4	5	strong
1 Recognize a lot of sight words							
2 Apply phonics rules to read new words							
3 Learn vocabulary systematically							
4 Make predictions about texts							
5 Read different texts in different ways							
6 Work on increasing reading speed							
7 Guess the meanings of unknown words							
8 Use dictionaries efficiently and effectively							
9 Summarize to check understanding							
10 Enjoy reading!							

ACTIVITY 1

Give yourself a score for each of the areas above. Which are your strongest and weakest? Compare your answers with a partner.

What kind of a reader are you?

If someone told a sports coach that they wanted to become a better runner, the coach would ask, "What kind of a runner?" Sprinters have very different goals from marathon runners, and they require completely different training programs. The same is true of reading English. Before you think about the best way to study, you need to be clear about your goals.

In Japan, there are many reasons why learners of English want to develop their reading skills, but three are particularly common.

I need to get good scores on English proficiency tests.

I need to read specialist material for my studies and for my career.

I want to learn about other countries & cultures.

ACTIVITY 2

Which of the sub-skills from Activity 1 do you think would be most important for each of these goals? Work with a partner and write the numbers of three for each one. Also, think about which sub-skill or area might not be so important for each goal.

	Important			Not important
Test scores	6	3	7	2
Studies / career	3	8	4	10
Enjoyment	10	5	9	6

After thinking about their currently strengths and weaknesses, it is important for students to think about their goals. The kind of study and practice they need to do will vary depending on the kind of reading they want to be able to do.

Ask students to raise their hands to show which of these reasons apply to them. You could also ask each student to put them in order of priority and then ask, "Who had getting a good score on a test as number 1?" and so on. Also ask students if they have any other reasons for wanting to become a good reader of English.

This activity encourages students to think about the sub-skills that are most important for each of the goals. The answers given here are just suggestions.

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Advice from successful learners

Asking successful learners is a great way to get good advice about how to study. Here are three Japanese university students talking about their techniques and experiences.

ACTIVITY 3

Make groups of three where one student is A, one is B, and the other is C. When you have decided:

1. Read the passage that matches your letter. Tick ☒ the goal of that student.
2. Summarize the advice in three points in the boxes at the end.
3. Explain the points to the other members of your group.



Haruna



Goal ☐ Tests ☒ Studies ☐ Enjoyment

I'm studying systems engineering, and I want to work for an electronics company after I graduate. I have to read a lot of academic papers and textbooks in English for my course, and in the future, I will need to read manuals as well.

The most difficult thing about reading English for me is the vocabulary. Many of the words in my field come from Greek or Latin, so I am trying to learn as many of the common roots as I can to help me guess the meaning of new words. This has been really useful for me, and now I am finding that sometimes, I don't need to check the dictionary at all.

xeno
foreign

phile
like / love



Of course, there will always be words that I don't know and cannot guess, so I still have to use a dictionary a lot. I use an app on my phone, so I always have my dictionary with me. I like to look up the meaning in English first and then check the Japanese translation to make sure that I have understood correctly. Reading the English definitions is really helpful because they often contain other words that I need to know.

When I read, I need to make sure that I am understanding the content. To help me do this, I take notes and then try to write a short summary of the main points after I have finished. Writing summaries helps to develop my reading because it makes me think about the main points as I read each sentence. After I got used to doing this, I found that I started doing it automatically every time I read something, even when I was not planning to write a summary.



Point 1 Learn Greek and Latin word roots

Point 2 Use a mono-lingual dictionary

Point 3 Summarize the texts you read

Have students read these passages individually and tick the appropriate box to show the student's goal. When they have finished, check the answers as a class, and then have students work in pairs to summarize the three points of advice in each passage. If you have strong students, you might like to ask them to write some advice for other Japanese students who want to improve their reading.



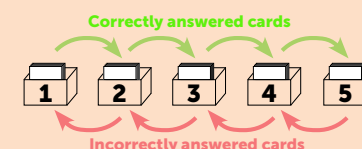
Akira



Goal ☒ Tests ☐ Studies ☐ Enjoyment

To be honest, I don't really like studying English, but it is getting harder to find a good job these days. Many companies are now asking for a high TOEIC score, so I want to get the highest score I can before I graduate. My best score so far is 680, but my target for this year is to get over 800. There are three main techniques I am using to improve my score on the reading part of the test.

The first thing I have started doing is learning new words every day. TOEIC is a very popular test, and you can find lots of books and websites with lists of useful words. I use an app that is based on the Leitner System. It is really effective because it keeps reminding me of the words that are the most difficult for me to remember. I think that improving my vocabulary knowledge will make a big difference to my score.



The second method I use is reading different English texts in different ways. For some of the questions, you have to read everything and understand the main points, but for others, all you need to do is find the information you need as quickly as possible. I practice both of these skills using books that have similar styles of passages.



My biggest problem with the reading section of the test is that I never have enough time to finish. I think being able to read more quickly would be the key to getting a higher score. At the moment, I'm watching a lot of movies with English subtitles. It's great for listening practice as well, but the first time I watch, I turn off the sound and try to keep up with the subtitles. It's difficult, but I am already a much faster reader than I was before I started doing this.



Point 1 Learn vocabulary systematically

Point 2 Practice reading in different ways

Point 3 Watch movies with subtitles



Nao



☐ Tests ☐ Studies ☒ Enjoyment



I am studying English at university, and I want to study abroad before I graduate. I really love speaking and listening to English, but I enjoy reading the most because I can do it at my own pace. It's also nice because there is not so much pressure, and reading is the best way for me to learn new words and useful expressions.

My favorite books are graded readers. These are written specially for learners of English, so they are easy to understand. My university library has a lot of them, so I can read as many as I want for free. When you read these books, you see the most common words again and again, so you learn to recognize them instantly. This makes you a faster reader, and it also makes reading less stressful.



I have already watched the video. I also follow a lot of English speakers on social media. I like Twitter the most because the posts are always quite short and easy to read.



When I come across a word I don't know, I like to guess how it should be pronounced. I learned about phonics in one of my classes, and I can usually guess the pronunciation by thinking about other words that have a similar spelling. I don't like using a dictionary, so I usually just wait to check with my teacher in the next class.

For me, reading English is part of my studies, but it's also my hobby. I want to make it part of my daily life, so I changed the settings on my phone and my computer to English. I watch a lot of YouTube videos, and I like reading the comments that people write about them. They are usually quite short, and they are easy to understand if

Point 1 **Read graded readers**

Point 2 **Guess the pronunciation of new words**

Point 3 **Make English part of your everyday life**

Specialist word lists

Using word lists is the fastest and most effective way of improving your vocabulary, although this kind of study works best if you read a lot as well. If you just want to read general English texts, frequency lists that tell you which words are used most often are really useful. The best known of these is called the General Service List, and you can find an updated version of it by accessing this QR code.



If you are not familiar with the GSL, access the link and read about the background so that you can explain it to the students in the classroom.

If you are someone who needs to get a good score on a particular test, it is easy to find word lists that will help you by searching for "word list" and the name of the test you want to take.

TOEFL word list



If you use a flashcard app, you can make your own cards for the list you want to learn, but you can usually find similar ones that other people have already made. This will save you a lot of time and effort.

If you need to read English for your studies, the most efficient way to learn useful vocabulary is to find a list of words made specifically for your field. You can find these by doing a simple online search for "word list for <name of field>".

word list for nursing



word list for biology



These days, it is easy to find an incredible number of specialist word lists with just a minute or two of googling. The goal here is just to make students aware that this is a resource they can access when they study independently.

ACTIVITY 4

Do an online search for a word list that would be useful for you. In the table below, write three words that you don't know. Add a Japanese translation, and find an example sentence or phrase to help you remember the words. Study the words for five minutes, take a two-minute break, and then look at them again.

Word	PoS	Meaning	Example sentence / phrase

The aim here is just to show students how they can begin to study vocabulary systematically. Most will probably not do this after the course has finished, but at least you will have shown them how.

Look at these words again before you go to bed tonight, and then check them again tomorrow. Remember to hide the translations when you look at the words. A good way to do this is to set a reminder on your phone that shows you just the English words.

Unit 15 Overview

The aim of this unit is to introduce students to the format and likely content of the questions they will face on the final test. Set a time limit for students to answer the questions by themselves, then give them some time to check and discuss their answers with a partner, and finally go through the answers together as a class. Please email us if you would like to use one of the tests we have already prepared in this format.



In this unit, you will practice questions of the same type as the ones that will be on your final test. Look back at the units you have studied to help you answer the questions, and ask the teacher if there is anything that you do not understand.

A Key words and terms

A-1 In the test, you will have to write key words and phrases in blanks to complete sentences. The words below are the ones you will be expected to know. Make sure that you understand what they mean, and that you can spell them correctly. Look back at the relevant unit to check if you need to.

Unit 1	phonetic, sight words, phonics, digraphs, the magic 'e' rule
Unit 2	super-memorization techniques, spaced repetition, the Leitner System
Unit 3	word frequency, word forms, word families, vocabulary profiler
Unit 4	extensive reading, graded readers
Unit 5	fiction, non-fiction
Unit 6	stress, intonation, pausing, voice
Unit 7	reading intensively, skimming, scanning, descriptive, narrative, expository, persuasive
Unit 8	reading speed, wpm, sub-vocalization, reading efficiency
Unit 9	prefix, suffix, root
Unit 10	Greek and Latin, Greek alphabet, logos
Unit 11	zoomed-in / zoomed-out, synonym, collective noun
Unit 12	monolingual, bilingual, phrasal verb, homograph, idiom
Unit 13	summary, reading comprehension, critical thinking, expression

B Phonics

B-1 Look at page 6, and make sure you understand the difference between “long” and “short” sounds of letters. Then for each number below, circle the word in which the first letter is used with its short sound.

1. art	age	action	able
2. evening	early	email	energy
3. into	idea	ice	iron
4. old	open	odd	own
5. unite	upset	universe	used

B-2 Look back at page 7 and make sure you understand the magic “e” rule. Then for each number below, circle the word that does **not** follow the rule.

1. mate	have	scrape	date
2. bite	stripe	give	file
3. nose	bone	none	hose
4. glove	time	cake	ride

B-3 Look back at page 6 and make sure you understand what “digraphs” are. For each number below, circle the word that does **not** contain a digraph.

1. blast	phone	shirt	thief
2. school	judge	print	chat
3. soap	citizen	street	receive
4. trash	bread	coin	panda

C Vocabulary

C-1 What part of speech is needed to fill each of the gaps in the sentences below? Choose from these options:

n v adj adv prep pron conj

1. The woman was driving too adv.
2. We took an umbrella conj it was raining.
3. There is a n next to the table on the left.
4. It was one of the adj movies I had ever seen.
5. John told me that he always v after he eats dinner.

C-2 Circle the two pieces of advice for maximizing the efficiency of your vocabulary learning that you learned about in this class.

1. Images can help you to remember words.
2. Do not test yourself until you know all the information.
3. The best time to study vocabulary is just after you wake up in the morning.
4. Strange or crazy example sentences are a good way to remember words.
5. If possible, it is better to study without taking a break.

C-3 Add the necessary prefixes to give each of these words the opposite meaning.

Word	Opposite meaning
regular	<i>irregular</i>
pleasant	<i>unpleasant</i>
appropriate	<i>inappropriate</i>
appear	<i>disappear</i>
legal	<i>illegal</i>

C-4 Fill in the blanks to complete the sentences with the appropriate family member of the word in parentheses).

- Everyone hoped for more certainty (certain) after the new CEO was chosen.
- The height of the item is not the problem; it's the width (wide).
- She loved him, but she couldn't stand his jealousy (jealous) anymore.
- It was their failure (fail) to agree on a price that caused the biggest problem.
- The new train schedules caused a lot of confusion (confuse).
- Our arrival (arrive) was delayed because of the weather.
- Her death was judged to have been accidental (accident).
- She loved sports, and she had always been athletic (athlete).
- The damage to the houses was significant (signify), and the repairs were expensive.
- Jane is in charge of publicity (public) for the event.

C-5 Circle the correct meaning for each Greek or Latin root.

Root	Meaning			
1. <i>dyna</i>	<u>power</u>	right	pressure	time
2. <i>phon</i>	hate	<u>sound</u>	fear	hand
3. <i>thermo</i>	<u>heat</u>	pressure	measure	line
4. <i>cent</i>	ten	thousand	<u>hundred</u>	million
5. <i>rupt</i>	argue	leave	kill	<u>break</u>

D Reading

D-1 Circle the numbers that describe the five key elements of extensive reading.

1. Read quickly and smoothly.
2. Read for at least one hour per day.
3. Read a large amount.
4. Read without a dictionary.
5. Read something different every day.
6. Read without translating.
7. Read things you find interesting.
8. Read with a partner.

D-2 Circle the option that correctly describes the words in bold.

- Red cedar** has a fibrous bark that can be used to make hats and baskets. It is also widely used in the construction of houses.
Red cedar is a kind of: [animal, flower, tree, bird].
- The primary cause of **melanoma** is exposure to ultraviolet light in people with low levels of skin pigment.
Melanoma is a kind of: [insect, dance, tool, cancer].
- Montecristos** are made in Cuba, and Fidel Castro used to smoke them.
A Montecristo is a kind of: [cigar, pen, weapon, whiskey].
- The **lynx** lives in remote forested areas of North America and has beautiful, thick fur that keeps it warm in the winter.
A lynx is a kind of: [flower, insect, wild cat, machine].
- The ancient Mayans invented **pitz**, which was played with a rubber ball that players tried to bounce through a hoop.
Pitz is a kind of: [religious ritual, game, wedding ceremony, dance].

D-3 Underline the synonyms in the sentences below.

- Walking was painful after his injury, and running was excruciating.
- The archaeologists found some small coins before they discovered the old chest.
- He didn't want to fall asleep, but the soft music made him nod off anyway.
- The house was clean, and the kitchen was absolutely spotless.
- Ann expected to experience an earthquake, but she wasn't prepared when the tremor hit.

D-4 Read the articles and the summaries that follow. For each summary, write the letter that best describes it in the box. Use each letter only once.

- A** This summary contains added information that is not given in the text.
- B** This summary is missing key points from the text.
- C** This summary contains facts that are incorrect according to the text.
- D** Significant parts of this summary have been copied directly from the text.
- E** This is a good summary of the text.

Reading 1: Riding an Escalator in Japan

Escalators are common everywhere in Japan, but there is one thing about them that some visitors may find confusing. That is the question of which side you should stand on. In Osaka, Nara, Wakayama, and Hyogo, people tend to stand on the right. One possible reason for this is that managers at Umeda Station in Osaka decided in 1967 that it would be safer to have everyone standing on the same side, so they started making announcements telling people to move to the right. People got used to this system, and it became common to stand on the right on escalators in that region. In other cities in Japan, including Tokyo, people naturally stood on the left, probably because cars in Japan are driven on that side of the road. Nobody is completely sure about the origin of this difference, but knowing which side of the escalator to stand on in which region is important if you visit Japan.

- B** One thing that visitors to Japan may notice is that people stand on different sides of escalators in different regions. In Tokyo, it is common to stand on the left. Even though we are not sure about the reason, it is important to remember that you should stand on the left on escalators in Tokyo.
- A** The first escalator in Japan was installed in a department store in Tokyo in 1914. Escalators are common all over Japan now, but people stand on different sides in different regions. No one is sure about the reasons for this, but visitors to Japan should be aware of it and take care to stand on the correct side.
- D** There is one thing about Japanese escalators that visitors may find confusing. This is the question of which side of the escalator you should stand on. In Osaka, people tend to stand on the right, but in other big cities, it is more common to stand on the left. Knowing which side to stand on in which city is important if you visit Japan.
- C** Escalators in Japan can be confusing for some visitors because people stand on different sides in different cities. In Osaka, it is common to stand on the left, but in Tokyo, people tend to stand on the right. No one is sure about the reasons for this difference, but it is important to be aware of it if you visit Japan.
- E** Many visitors to Japan find it confusing that people in Osaka tend to stand on the right side of escalators, whereas people in Tokyo tend to stand on the left. The reasons for this are unclear, but some people say that the Osaka custom started because of a rule at a major station, and that people in other cities just followed the traffic law.

Reading 2: Handedness

Handedness is a word used by biologists to describe an individual's preference for using one hand over the other. Around 90% of the world's population are estimated to be right-handed, so many devices and musical instruments are designed to be used by right-handed people. This can make life difficult for the remaining 10%. In the past, left-handedness was thought to be a sign of possession by the devil, and even recently, it has been treated as a kind of disability that needs to be corrected. In some languages, even the word for "left-handed" has a negative meaning, such as "awkward" (German), "clumsy" (Latin), or "crooked" (Italian). The causes of handedness are not well understood. Scientists believe that both genetic and environmental factors play a role, but much more research will be needed before we can answer the question of why some of us prefer to use our left hand while most of us are more comfortable with the right.

- A** Most of us have a preference for using one hand over the other. Only around one in ten of the world's population are thought to be left-handed, although the figure is higher among twins. Historically, life has been difficult for left-handed people, although some studies have shown them to be more talented in spatial awareness and math.
- B** In many cultures, being left-handed has been seen as a disability, or even a sign that the person might be evil. This is reflected in the fact that many languages have words for being left-handed that have very negative meanings, such as "awkward" in German and "clumsy" in Latin. Scientists do not understand why some people are left-handed.
- E** The term "handedness" refers to people's ability to perform actions better with one hand than the other. Most people are right-handed, which means that many common devices and objects can be difficult for left-handed people to use. In addition, left-handedness has a negative image in many cultures. Scientists are not sure about the causes of handedness.
- D** Most people are right-handed, which means that they are better able to do complicated tasks like writing with their right hand. This can make life difficult for left-handed people, who have also been treated badly historically. The causes of handedness are not well understood, but scientists believe that both genetic and environmental factors play a role.
- C** Life can be difficult for left-handed people because most of the things we use in our everyday lives are designed for the right-handed majority. In addition, left-handedness has a negative image in many cultures. For example, the Italian word for being left-handed translates as "awkward." Scientists are unsure why some people are left-handed.