

English for Exploring the World

Developing Communication Skills

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* 音声のトラックナンバーについて *

 マークの中にあるナンバーは、それぞれ次の  のトラックを意味しています。

数字の前に S があるナンバーは付属（学生用） 

数字の前に T があるナンバーは教授用 

Dedication

We would like to dedicate this book to Keiko Uenishi, Hideko Tetsui, Rie Fraser, Hiromasa Tanabe, and Mayumi Hougham in gratitude for their patience and help during the time it took to write this book.

Authors' Acknowledgements

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The Museum of Flight, Seattle
The Langenbeck-Virchow House, Berlin

In the textbook, timetables, prices, menus, and other items, while roughly based on real-world situations, have been created or adapted so that students can practice extracting key information. The self-study scripts use data from 2023.

All errors and inaccuracies are the authors' own.

About this book

English for Exploring the World is a textbook that is specifically designed for young Japanese adults at pre-intermediate and intermediate levels. The book follows the journeys of two Japanese university students, Yuta and Hana, as they travel around the world, exploring aspects of different cultures and histories. Each unit is set in a country in Europe (the UK, France, and Germany), North America (the USA and Canada), or Asia (Singapore, India, Thailand, and China).

Learners are presented with the language necessary for them to handle a wide variety of conversational situations. There is a particular focus on solving problems that they might encounter while using English. Each unit is organized so that learners can practice in both a controlled way and in freer situations where they can draw widely on their English language skills. The book features tasks designed to enhance speaking and listening, but students are also provided with opportunities for developing their writing and vocabulary. Useful language for traveling and problem-solving is combined with opportunities to explore culture. Each main unit consists of six pages, and is divided into nine main parts:

Warm up uses photographs and questions to set the scene for each unit and activate learners' existing knowledge of the country and situations they will encounter in the unit.

Dialogue practice focuses on listening skills, and contains two conversations which present the communicative language of the unit in context. These conversations provide opportunities for controlled speaking practice.

Vocabulary check is a definition-matching exercise which helps consolidate the key vocabulary of the unit.

Role play provides learners with an opportunity to develop and practice the language they have learned in a less structured and more creative way.

Key expression focuses on an important example of the functional language introduced in the dialogues, and provides learners with practice in using the expression in a variety of situations.

Dialogue writing gives learners the opportunity to further demonstrate their creativity by writing and performing a short skit covering the key language introduced in the unit.

Discussion provides learners with further listening practice, and gives them a chance to share their opinions and viewpoints on a variety of issues related to the content of the unit.

Online research task gives learners the opportunity to find out more about the culture of the unit's location and to present what they have found.

Self-study can be done as a homework assignment. It has a listening-based task that focuses on interesting aspects of the culture of each of the countries introduced in the units, including art, history, and politics. The section also includes a set of questions giving learners a chance to review the language, functions, and concepts presented in the unit.

In addition to the main units, the book also contains a short introductory unit about travel and Japan. This is designed to encourage students to think about their own travel experiences and Japanese culture before exploring the locations in the rest of the book. There are also two review units, one after Unit 6 and one after Unit 12, which are designed to help learners review and reflect on what they have studied.

Audio recordings can be downloaded at <https://www.eihosha.co.jp/>. Online supplementary material featuring flashcards, games, and tests are available on Quizlet (<https://quizlet.com>).

We have designed this course to be helpful, informative, and enjoyable. We hope that you have fun using English to explore the world with Yuta and Hana.

Koji Uenishi, Walter Davies, Simon Fraser, Julia Tanabe, and Daniel Hougham

Quizlet: AI-Powered Flashcards to Boost Your Vocabulary

How to Use Quizlet:

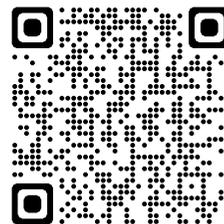
Step 1: Scan the QR code.

Step 2: Choose the unit from our textbook you want to study.

Step 3: Start learning via self-study flashcards, games, or tests.

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Table of Contents

Unit	Title	Location	Page
Introduction	Travel	Japan	4
Unit 1	Traveling by plane	Singapore	6
Unit 2	Buying a train ticket	London	12
Unit 3	Accommodation and food	Edinburgh	18
Unit 4	Doing a homestay	Vancouver	24
Unit 5	Crossing the border	Canada-US border	30
Unit 6	Visiting a museum	Seattle	36
Review 1	Units 1–6		42
Unit 7	One-day tour	Delhi/Agra	44
Unit 8	At a company office	Bangkok	50
Unit 9	Dealing with illness	Shanghai	56
Unit 10	Taking a taxi	Paris	62
Unit 11	At a conference	Berlin	68
Unit 12	Conference presentation	Berlin	74
Review 2	Units 7–12		80
Self-Study Listening: Texts			82
Notes			89

Introduction

In this introductory unit, you are going to:

- talk about travel and your own experiences
- think about culture and famous sites in Japan

Travel



Work in pairs. Look at the different types of transportation in the pictures. Which of these have you used recently and why? What other ones do you use?

Example

A I used a local train yesterday.

B Where did you go?

A I always use the local train to come here.

Talk to your classmates. Find people who answer “Yes” to a question and then get more information.

Example

A Do you want to visit North America?

B Yes, I do.

A Which part?

B I’ve always wanted to visit Vancouver.

	Name	Notes
<i>Find someone who...</i>		
1. ... has been to Kyoto.		
2. ... wants to visit North America.		
3. ... wants to visit Europe.		
4. ... has been to Miyajima.		
5. ... uses a train regularly.		
6. ... has traveled by plane.		
7. ... has visited another country in Asia.		
8. ... is planning to travel somewhere soon.		
9. ... (your idea) _____.		

In Japan



Work with another student. Ask and answer the following questions.

1. What places can you see in the two pictures?
2. What would you tell someone about each place?
3. What's your favorite place to go sightseeing in Japan?
4. What are the best places to see in your local area?
5. What are Japan's most famous dishes?

Planning a trip in Japan

Work with another student. Imagine that you have a visitor from Canada. Plan a five-day trip around Japan. Decide what transportation you will use, what you will do there, and what you will eat.

Notes

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Unit I: Traveling by plane

In this unit, you are going to:

- study and practice some airport and plane conversations
- practice “If I were you, I’d ...”
- discuss airplane travel
- research Singapore



Warm up

Work with another student. Ask and answer the following questions.

1. Describe the photographs.
2. What would you like to know about Singapore?
3. What places have you visited recently, either in Japan or overseas, and how did you get there?
4. What is your favorite kind of transportation, and why?

Plane ticket

✈ booking reference

Reservation Number	Date	Name of Passenger/s
KS4HDN	07 Feb 20××	MR Yuta Tanaka

Name Yuta Tanaka
Address 1-12-15 Otemachi
 Naka-ku
 Hiroshima
 725-6813

✈ your itinerary

Date	Flight Number	Departing	Arriving
Mon 14 May 20×× 	SGP 5371	SINGAPORE 1030 hr	AMSTERDAM 1730 hr
	SGP 2361	AMSTERDAM 1830 hr	LONDON 1845

All times indicated are the local times at the relevant airport. * Fare rules on following page.

Reminder: This Booking is non-refundable. Cancellations at any time or failure to check-in for a Valuair flight at least 40 minutes before the scheduled departure will result in the fare being forfeited.

A printed copy of this itinerary must be produced during check in.

Look at the e-ticket and answer the following questions.

1. What is the passenger's first name?
2. Where does he live?
3. On what date is he traveling?
4. What is his final destination?
5. Where does he have to change planes?

Dialogue: Checking in



Listen to the conversation and fill in the blanks.

At the check-in desk.

Clerk Could I see your passport and e-ticket, please?

Yuta Here you are.

Clerk Thank you. Are you going to London?

Yuta Yes, I am.

Clerk And you'll need to transfer planes in Amsterdam.

Yuta Yes, that's right.

Clerk (1) _____ ?

Yuta Yes, I did.



Clerk Are there any of the items in this picture in your suitcase?

Yuta I don't think so No, there aren't.

Clerk OK, I'll find a seat for you.

Yuta (2) _____, please?

Clerk I'm sorry, but the flight is very busy today. There are only some middle seats left.

Yuta Oh, OK.

Clerk So ... (3) _____ from Singapore.

You need to go to gate 22. This other one is for your Amsterdam – London flight. (4) _____.

Have a good flight.

Yuta Thank you.

Now practice the conversation with another student.

Dialogue: Lunch on the plane



Listen to the dialogue and answer the following questions.

1. What does Yuta order at lunchtime?
2. What problem does he have?
3. How does the passenger next to him usually check in?
4. What is the main reason for Yuta's trip to the UK?

On the plane. About an hour after take-off, flight attendants begin serving meals to passengers.

Attendant Which would you prefer, fish or meat?

Yuta Umm What's the meat and what's the fish?

Attendant Chicken and salmon.

Yuta I'll have the salmon, please.

Attendant Here you are. And what would you like to drink, sir?

Yuta Just water, please. Thanks.

As Yuta is trying to eat his fish in the cramped space, his knife slips and he knocks over some water. Some of it splashes onto his neighbor's leg.

Yuta Oh, I'm sorry!

Passenger It's OK. You've got water all over your tray table. Here, take my napkin. I'll call the attendant.

Yuta Thanks.

Attendant Are you OK?

Yuta I've spilled some water. Could you bring some paper towels?

Attendant I'll be right back, sir. Here you are.

Yuta Thanks.

Yuta turns to speak to the neighboring passenger.

Yuta I'm so sorry about this.

Passenger It's OK. There's not much space to eat, is there?

Yuta No, there isn't! I was hoping for an aisle seat but there weren't any left this morning.

Passenger I do this journey once or twice a year and the plane is always crowded. If I were you, I'd check in on the internet next time. I find I can always get a window seat that way. Do you live in Singapore?

Yuta No, I'm from Japan. I'm a student and I've just attended a conference in Singapore.

Passenger So, where are you going today?

Yuta I'm on my way to a summer course in Edinburgh, and I want to do some sightseeing in London before going on the course. I got this flight because I want to see Amsterdam on my way back to Japan.

Passenger Oh, I'm heading for London, too. I live in Singapore, but I usually go to the UK for my summer vacation.

Yuta Are there any places you recommend in London?



Now practice the conversation with another student.

Vocabulary check

Read each definition and write down the correct word.

1. a formal meeting of people with a shared interest: c _____
2. filled with a large number of people: c _____
3. a small piece of cloth or paper used when eating: n _____
4. to let fall or cause to fall from a container: s _____
5. the space between rows of seats: a _____
6. to tell a person that something is good or useful: r _____

Role play

Read through the dialogues. Then close your books and act out the situations.

A: Yuta Tanaka

B: clerk, flight attendant, neighboring passenger

Key expression: *If I were you, I'd ...*

Yuta: I was hoping for an aisle seat but there weren't any left this morning.

Passenger: If I were you, I'd check in on the internet next time.

Work with another student. Listen to the problem and give advice.

Example

A: I forgot to do my homework last night.

B: If I were you, I'd ask the teacher if you could bring it next week.

Student A

1. I forgot to buy a birthday present for my friend.
3. I'm putting on weight.
5. I haven't been able to eat for three days because of stomach pains.

Student B

2. I don't have enough money to cover my living costs.
4. I lost my wallet in the cafeteria yesterday.
6. I can't get up in the mornings, so I'm often late for class.

Dialogue writing

Work with another student. Choose one of the problems on page 9 and prepare a short skit between two students, Emi and John, who meet each other on campus. Use the “notes” pages at the back of the book. Start with the following:

John: Hi Emi. How are you?

Emi: Hi John. Fine, thanks. You look worried. What’s wrong?

John:

Practice the dialogue with your partner.

Close your book and practice the skit from memory.

Discussion



Work with another student. Ask and answer the following questions.

1. Do you like traveling? Why or why not?
2. If you spilled a whole glass of orange juice over someone, what would you do?
3. What problems have you had while traveling and how did you solve them?
4. If you could travel anywhere, where would you like to go, and why?
5. How would you spend your time on a long plane journey?
6. Which do you prefer, a window seat or an aisle seat, and why?

Online research task

Work in a small group. Do an internet search to find out about Singapore.

Choose a famous sightseeing spot that interests you.

- *Watch a YouTube video about it.*
- *Use Google Maps and an online encyclopedia to learn more.*
- *Make notes about three things you learned, and share them with another group. Answer their questions using the internet if necessary.*

Example We researched *Marina Bay Sands*. It’s a big resort hotel with three towers. Three things we learned about it are: (1) It has 2,561 hotel rooms, (2) there is a 150-meter infinity swimming pool in the SkyPark, and (3) there is an ArtScience Museum building shaped like a lotus flower.

Self-study

Singapore



Match the words to the definitions.

1. republic ___	a) to change a damaged object back into good condition
2. trading post ___	b) a large platform used for removing oil from under the sea
3. hub ___	c) the process of improving something
4. port ___	d) a country without a king, queen, or emperor
5. refining ___	e) an area next to the sea where ships can stop
6. oil rig ___	f) a place where goods can be bought or sold
7. repair ___	g) a central area of activity, connected to many other areas

Listen to the recording and write the answers.

1. What is the English meaning of the name “Singapore”?
2. What is the population of Singapore?
3. How many official languages are there?
4. Why did Stamford Raffles create a trading post on the island?
5. When did Singapore become an independent republic?
6. In what ways is Singapore a commercial hub?



Dialogue review

Read through the unit and answer the following questions.

1. What kind of seat did Yuta want?
2. What kind of seat did he get?
3. What was the final destination on the ticket?
4. Did Yuta choose meat or fish for his meal?
5. What did Yuta spill?
6. What did the flight attendant bring?