

Sprict

■ Dialogue for Introduction

T: Hello, everyone.

E: Hi, everyone and Hello, Tets. This is our 4th web-cast dedicated to brushing up your English skills. What is the theme this time, Tets?

T: In your career as an English teacher here in Japan, I am sure that many of the learners you have met said such things as “I can read English but my speaking and listening skills lag behind.”

E: True. But I wonder if they can read those passages accurately. I think they actually mean that they look at the material and read it using dictionaries, taking a lot more time than is reasonable, for a minimal understanding.

T: That’s it. The reading ability that many people have in mind is just understanding of a few sentences by spending some time with their dictionaries.

E: Hmm, I hope they will learn how to nurture actual reading abilities which enable them to read and grasp the content accurately and quickly.

T: I hope this month’s lesson will give you, listeners, some hints on how to nurture such abilities. Now, let us begin!

E&T: Let’s Go!!

■ First Reading

Please read the passage that will soon appear on the screen.

U.S. Seniors and the Internet

Although online technologies were first developed by and targeted at younger generations, seniors are now the fastest-growing segment of Internet users in the United States. A survey by the Pew Internet and American Life Project reported that in 2005, just 26% of 70-to 75-year-old Americans used the Internet, whereas today, that figure has risen to 45%. If people aged 60 to 69 are included, the figure jumps to nearly 60%. Experts say the percentage of computer-literate seniors will continue to increase as people who are already comfortable with computers retire and use online technologies to help them stay informed and socially involved.

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■ Task 2

T: I hope you have finished reading the passage closely.

E: I hope so, too.

T: Now, please outline the passage you have just finished reading

E: Do so as if you were having a relaxed conversation with a friend. Limit yourself to one minute.

■Vocabulary and Expressions Step 1

Let's learn vocabulary and expressions.

Look at the list of vocabulary and expressions.

Listen to Japanese read by me and repeat the English read by Edward.

1	インターネットに代表されるコンピュータをつないで使用する技術	online technology
2	～を対象、目的とする	target～
3	階層や、区分されたグループ	segment
4	ところが	whereas
5	数字、数量	figure
6	コンピュータを使える	computer-literate
7	～に慣れている、違和感がない	comfortable with～
8	退職する	retire
9	情報に通じた	informed
10	関係している	involved

■Vocabulary and Expressions Step 2

Now, let's practice a bit more. I will give you Japanese in random order.

If you can look at the list of vocabulary and expressions, please do so.

Respond to my Japanese as quickly as possible and give me the English equivalent. Ready?

■Vocabulary and Expressions Step 3

How do you feel now? Do you think you have memorized them perfectly?

This time, please don't look at the list. Just listen to my Japanese and give me the English equivalent as quickly as possible.

■Task 3 Second Reading

Please read the passage for one minute.

U.S. Seniors and the Internet

Although online technologies were first developed by and targeted at younger generations, seniors are now the fastest growing segment of Internet users in the United States. A survey by the Pew Internet and American Life Project reported that in 2005, just 26% of 70-to 75-year-old Americans used the Internet, whereas today, that figure has risen to 45%. If people aged 60 to 69 are included, the figure jumps to nearly 60%. Experts say the percentage of computer-literate seniors will continue to increase as people who are already comfortable with computers retire and use online technologies to help them stay informed and socially involved.

■ Task 4

Please outline the passage in one minute.
Ready? Start!

■ Models

Please listen to the models. First, I will give you mine as Model 1. Next, you can listen to a retelling by Edward.

Model 1

Online technologies were developed by young people. When they were developed, these technologies were targeted at young people. However, the number of seniors who use these technologies has been increasing. 60% of those aged 60 to 75 are familiar with these online technologies. The ratio of such seniors is increasing. One of the reasons is that these seniors are already familiar with these technologies because they were using these technologies while they were working at offices and in other places. Online technologies are helping them stay informed and involved in society.

Now, here comes Model 2! Native's super summary model!

Model 2

According to a report by the Pew Institute, senior citizens have increased their share of Internet usage which was first centered on a younger segment of the population of the United States. The survey showed that from 2005 the number of Internet users between the ages of 70 and 75 jumped 19%. If the size of the group is expanded to include people as young as 60, the percentage goes up to 60%. This figure is expected to grow as computer-literate Americans reach retirement age.

■ Review 3

T: Edward! Yours is always superior to mine. I am really envious of you.

E: Hohoho! To tell you the truth, this is not easy even for native speakers but I am sure that this is a very important technique in any language. I hope our listeners have noticed that we did not recite the passage but instead used different sentence structures. Tets, yours is a good example, using easier sentence structures.

T: True. Neither of us told small details such as 26, 70, 75, 60, 69, and 60, or what all these figures represent but reorganized the information by re-stating their meaning in a simplified way.

Luckily, my homeroom teacher was a Japanese teacher, Kazuyo, for 6 years through junior and senior high school. She was very strict and asked us to read many books and write essays. Of course we had to write outlines of stories or passages and had to give our own impression or opinions.

E: You are telling us that what you can do in English you can do in your native language.

■Final Task

T: The passage of this month is a part of Pre-1st Grade Test given in the first Time Eiken in 2011. Please choose the answer to the following question.

Q What can be said about the relationship between seniors and the Internet?

- 1 Most seniors were unaware of the usefulness of the Internet until marketing firms began promoting it to them.
- 2 While it took seniors longer than other age groups to start using the Internet, they are now key contributors to its growth.
- 3 Although the Internet's early development relied on young people, seniors were the first to use it on a regular basis.
- 4 Decreasing Internet use by seniors aged 70 to 75 means they now spend less time online than seniors aged 60 to 69.

T: Have you chosen your answer? Now here is the correct answer!

E: The correct answer is '3, Although the Internet's early development relied on young people, seniors were the first to use it on a regular basis.'

T: Well done, everyone!

E: Yes. Good job!

■Closing dialogue

T: Now, we have to say goodbye.

E: But we shall certainly see you again! Tets! What is on the menu for next month?

T: We are going to discuss in more detail how to nurture your reading skills so that you can outline the contents quickly and correctly. You will further learn how to nurture your production abilities, especially speaking, through reading, which is often regarded as a receptive, passive activity.

E: Sounds interesting! I am afraid I have met many people who say 長文読解問題は嫌いだ!

T: You mean, 'I hate reading comprehension questions.'

E: I said so, didn't I?

T: Yes. In Japanese.

E: Oh, I didn't realize it. 恥ずかしい!

T: Your Japanese is so good that you speak Japanese unconsciously.

E: You are very kind to say so, but I have a long way to go! I think people around the world can bridge cultural gaps by respecting each other's language! Listeners, thanks for speaking my native language! Soon you will not be afraid of reading longer English passages.

T: Take care!

E&T: AND STUDY WELL!!