

**Sprict**

■ Dialogue for Introduction

- T: Ahhh...Edward, what are you doing? Are you angry? Why are you punching the air so vigorously?
- E: Just a minute, Tets. Could you please sing the theme from Rocky?
- T: Why on Earth?!
- E: Ah! Never Mind! I'm finished! That was a great round of shadow boxing! Superior training! Just follow the motions of your own shadow and punch...punch...PUNCH!!
- T: Oh, I see! You are leading us into this month's topic, aren't you?
- E: Right on the nose! Shadowing! The practice of shadowing for practice in quickly and accurately reproducing speech is hard to beat.
- T: Now, you are correct! Perhaps an even better analogy would be what detectives sometimes do when they shadow the bad guys.
- E: Exactly! The act of following closely after something is termed shadowing. Repeating something you've just heard quickly enough so that the sounds of the two speakers overlap will vastly enhance many essential language skills. That is language shadowing.
- T: Then, let's begin right away, shall we? It should be fun and instructive! What are you doing, Edward?!(EDWARD SHADOWS TETS SENTENCES HERE!)
- E: Giving a living example!
- T: I think that is the bell for round one! Let's fight!

■ First Listening

First, please listen to this month's material and try to catch the main points!  
Listen to the passage and summarize in one minute.

**Military Gaming**

Video games are now so realistic they have drawn the interest of the U.S. military. The U.S. government has recently collaborated with commercial game developers to create customized warfare games. Increased complexity and improvements in graphics technology mean the games are proving to be an inexpensive way for soldiers to hone their skills. Soldiers who are good at maneuvering virtual aircraft in games situations, for example, often turn out to be the most proficient at controlling unmanned planes in combat. Soldiers also gain valuable teamwork and decision-making skills by cooperating in interactive scenarios provided by the games.

Not everyone welcomes the use of these warfare games, however. Nick Dyer-Witheford, a professor of media studies at the University of Western Ontario, is concerned that the use of such games has made actual warfare like a game for soldiers. He believes this makes them think less seriously about the act of killing. Other critics complain that many games use racist depictions of potential enemies. The danger, they say, is that while video games will help soldiers improve their skills, they may also encourage unnecessary violence.

## ■ Vocabulary and Expressions

Let's study vocabulary and expressions as usual.

1	～の興味を引く	draw the interest of～
2	～と協力する	collaborate with～
3	特注の	customized
4	戦争行為	warfare
5	複雑度	complexity
6	画像	graphics
7	～であることが判明する	prove to be～
8	腕を磨く	hone one's skills
9	操る	maneuver
10	仮想の	virtual
11	結局～であるとわかる	turn out to be～
12	敏腕な	proficient
13	無人の	unmanned
14	人種差別的表現、描写	racist depiction
15	仮想の敵	potential enemy

## ■ Second Listening

You can go back and try 'First listening'. You will notice that your understanding has improved.

### Military Gaming

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## ■ Targeted Approach to Enhanced Comprehension

Study the passage while referring to the supplementary worksheet (jump to 'Targeted Approach to Enhanced Comprehension')

本文テキストの内容（下線がある場合は下線部分の内容）を伝える英文になるように、テキスト本文それぞれの下にある英文の（ ）に適語を入れ、完成させなさい。

**1 Video games are now so realistic they have drawn the interest of the U.S. military.**

The quality of video games is ( ). They are very realistic. The U.S. military is now ( ) those high-quality video games.

**2 The U.S. government has recently collaborated with commercial game developers to create customized warfare games.**

The U.S. government and ( ) makers have worked together. They helped each other to create special ( ).

**3 Increased complexity and improvements in graphics technology mean the games are proving to be an inexpensive way for soldiers to hone their skills.**

1) Increased complexity and improvements in graphics technology

① Graphics technology ( ) improving.

② Graphics technology has ( ) complex.

↑ This means ↓

2) the games are proving to be an inexpensive way for soldiers to hone their skills.

③ Now, they can produce high-quality ( ) with great ( ) technology.

④ If ( ) use some games, they can brush up their ( ).

⑤ Some special games are good for ( ). They play their games and they can make their skills ( ).

**4 Soldiers who are good at maneuvering virtual aircraft in games situations, for example, often turn out to be the most proficient at controlling unmanned planes in combat.**

A soldier who can control aircraft well ( ) is very good at controlling ( ) in warfare.

**5 Soldiers also gain valuable teamwork and decision-making skills by cooperating in interactive scenarios provided by the games.**

① Some games have ( ) scenarios. Players have to ( ) each other when they play such games. Players have to make ( ) many times when they play those games.

② If soldiers play such games with interactive scenarios, they can learn ( ). Teamwork is very important for ( ).

③ If soldiers play such games, their ( ) skills will be improved.

**6 Not everyone welcomes the use of these warfare games, however.**

Some people say, 'These warfare games are ( ). We should use these warfare games.' Others say, 'These warfare games are not good. We ( ) use these warfare games.'

**7&8 Nick Dyer-Witheyford, a professor of media studies at the University of Western Ontario, is concerned that the use of such games has made actual warfare like a game for soldiers. He believes this makes them think less seriously about the act of killing.**

Nick Dyer-Witheyford is worried. He says, 'In real life, we think ( ) about the act of killing. How about the act of killing in games? We think ( ) about the act of killing in games. If soldiers play such games many times, real combat will become ( ) for soldiers. Soldiers cannot think that they are fighting in ( ) combat. Soldiers may start thinking ( ) seriously about killing in real combat.'

9 **Other critics complain that many games use racist depictions of potential enemies.**

Other critics say, 'We may think all the people who look like enemies ( ) are bad people.'

10 **The danger, they say, is that while video games will help soldiers improve their skills, they may also encourage unnecessary violence.**

Video games will help soldiers brush up ( ). At the same time, games affect soldiers ( ) and encourage unnecessary violence.

■ **Listen to the model and Read Aloud**

Look at the script, listen to the model and Read Aloud

T: After understanding the passage well, let's move on to reading aloud practice.  
Let me show you some models first.

(Model: Video games are now so realistic they have drawn the interest of the U.S. military.)

T: Video games...are now so realistic they...have draw the interest...of the U.S. military.

E: Oh, Tets! Stop, stop. You are not doing well. Now that you have got the meaning, understood the sentence structure...please imitate the model reading as perfectly as possible. Try again!

T: Yes. Now, this time, I will be Perfect.

(Model: Video games are now so realistic they have drawn the interest of the U.S. military.)

T: Video games are now so realistic they have drawn the interest of the U.S. military.

E: That's it! This is basic practice to build up the neurons in your brain responsible for audio skills. It is called "neural networking". As we have told you, listeners...Try to be an 'impersonator' or 'Mono-mane Meijin.'

T: Now, it's your turn. Please do your best. Look at the script, listen to the model and read it!

**Military Gaming**

Video games are now so realistic they have drawn the interest of the U.S. military. /

The U.S. government has recently collaborated with commercial game developers to create customized warfare games. /

Increased complexity and improvements in graphics technology /

mean the games are proving to be an inexpensive way for soldiers to hone their skills. //

Soldiers who are good at maneuvering virtual aircraft in games situations, for example, /

often turn out to be the most proficient at controlling unmanned planes in combat. //

Soldiers also gain valuable teamwork and decision-making skills /

by cooperating in interactive scenarios provided by the games. //

Not everyone welcomes the use of these warfare games, however. //

Nick Dyer-Witheyford, a professor of media studies at the University of Western Ontario, /

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The danger, they say, is that while video games will help soldiers improve their skills, /

they may also encourage unnecessary violence. //

## ■ Synchronized Reading

- E: How did you do, everyone?  
T: I hope you try reading it again and again.  
E: What's the next step, Tets?  
T: Synchronized Reading Aloud Practice.  
E: Aha. Here comes some more tough practice.  
T: Yes. Let me try first.

(Model & Tets)

- E: Stop, Tets! You are deliberately giving a poorly executed example, aren't you? Our listeners need a good example. Try hard! Do your best!  
T: You are reading my mind, my old friend!  
I will do my best!

(Model & Tets)

- E: Very good. Now, listeners! It's your turn. Ready! Start!

Video games are now so realistic they have drawn the interest of the U.S. military. The U.S. government has recently collaborated with commercial game developers to create customized warfare games. Increased complexity and improvements in graphics technology mean the games are proving to be an inexpensive way for soldiers to hone their skills. Soldiers who are good at maneuvering virtual aircraft in games situations, for example, often turn out to be the most proficient at controlling unmanned planes in combat. Soldiers also gain valuable teamwork and decision-making skills by cooperating in interactive scenarios provided by the games.

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## ■ Shadowing

First, please listen to our dialogue.

- E: Well done!  
T: Very good!  
Now, here comes this month's final practice. (mmmmmm ...the Shadow of your smile...)  
E: when you are...Oh! Shadowing!  
T: Right you are.  
E: Tets, this time, please take into consideration that time is precious for our listeners. Be the best and show them a good example. Now, don't look at the script.  
T: No script. Scary!  
E: Are you ready, Tets?  
T: Yes. Without looking at the script, I shall listen to the model and say the same sentences in exactly the same manner and at the same speed as the model. Let me begin!  
E: OK! Go!

(Model & Tets)

- E: That's more like it! Tets seems to be doing his best. It's your turn, listeners. Please don't look at the script. Shadow the model. Ready...Go!

## ■ Closing Dialogue

E: Shadowing should be done to consolidate your study.

T: Yes. You will study many passages with audio materials. Either after reading or listening practice, please don't conclude your study before you can shadow the model reading perfectly!

E: After understanding all the sentences, vocabulary and expressions, read it aloud.

T: Try to become an Impersonator!

E: You can do this practice wherever you are... Even in unlit places with poor lighting, as long as you have a player with the listening material recorded.

T: See you next time.

E: We will show you some points that you need to keep in your mind when you make a brief speech. Until then...

T: See you in about one month's time for our next lesson!

E: See you in about one month's time for our next lesson!

T: Edward...we really must end the lesson.

E: We really must end the lesson.

T: Enough!

E: Enough!

T&E: See you next Time!!