

# Cross-Cultural Understanding through *The Daily Yomiuri*



英字新聞で学ぶ異文化理解

— *The Daily Yomiuri*の記事から —

Edited with Notes and Exercises  
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EIHOŠHA

## はじめに

英字新聞をすらすらと読んでみたい、これは多くの英語学習者が願うことです。しかし、それにはいくつかの「こつ」があります。このテキストの目的はその「こつ」を体得することにあります。そのためには、精選された英字新聞の記事を教材として読むことが第一歩となります。

このテキストで用いる新聞記事は異文化理解の記事を中心に選びました。現代において注目を浴びている現象の一つは国際化の進展です。多くの読者が関心を示すような異文化理解の記事が選ばれています。これらの記事を読むことで、英字新聞を読む「こつ」が把握でき、英語力がつき、異文化の理解度が深まります。なお記事は日本の代表的な英字新聞である *The Daily Yomiuri* から選びました。

ところで、英字新聞を読む効用とは何でしょうか。端的に言えば、複眼的に情報を得ることです。日本人が書いた日本語の新聞記事だけでは、これだけ複雑化した現代社会を客観的に理解することは難しくなりました。世界の人々の持っているさまざまな見方を知る必要があります。もちろん、英字新聞にもそれなりにバイアスがかかっています。そのバイアスを見抜くことも英字新聞を読む「こつ」の一つなのです。それゆえに、読者は批判的な目で読むことが必要です。いわゆるメディア・リテラシーの重要さが近年強調されていますが、読者はこのテキストを通読することで、メディア・リテラシーの力もある程度は付いてきます。

さて、このテキストの使い方ですが、まず、本文を読んでください。新聞の英文には、難しいレトリックは使っていません。平易な英文ですので、皆さんの頭にすらすらと入ってくると思います。そして本文の CD を繰り返し聞いてください。次は、関連する練習問題を解いてください。本文の理解力を確かめたり、関連する語彙を増強したり、英作文の力をつけたりする問題がありますので、これらに挑戦してください。豆記事などもお読みください。

そして、このテキストを読了したら、早速、コンビニか駅のキオスクに出かけ、英字新聞を購入してみましょう。英字新聞の面白さをきっと感じると思います。

執筆者の担当した章は以下の通りです。河原 (1, 2, 4, 6, 10 章)、石川 (8, 9 章)、小宮 (11, 15, 16 章)、徳地 (3, 5, 14 章)、吉川 (7, 12, 13 章) です。全体の編集は河原が担当して、英文の校正は J. ドレイトンさんをお願いしました。最後にこの本の完成にお世話になった英宝社の宇治正夫さんにお礼を述べたいと思います。

2012年9月

執筆者一同



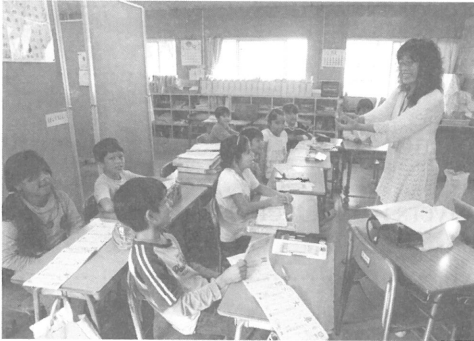
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## Lesson 1

# Educators Work to Close Language Gap

## Introduction



THE YOMIURI SHIMBUN

近年、日本でも、外国人住民が増加しています。学校でも多民族化が始まっています。中国、韓国、ブラジル、フィリピンなどから多くの子どもたちが日本にきています。これら外国人の子どもたちにどのような教育を与えるかが現在の教育界の課題の一つとなっています。この子どもたちにしっかりと日本語を学んでもらい、早く教室に馴染んでもらいたいものです(写真は国際教室で学ぶ児童たち)。

## Reading

01  
CD

Sachiko Yamada, a teacher at Sakurajima Primary School in Suzuka, Mie Prefecture, was thrown for a loop after being assigned to a class consisting of non-Japanese kids. “These kids speak Japanese so well,” she remembers wondering, “so why can’t they answer even  
5 simple questions?” The purpose of so-called international classes is to provide non-Japanese students with help acquiring basic Japanese skills and with supplementary lectures to help them keep up with their classmates. In many schools, the non-Japanese students attend these classes during their homerooms’ Japanese study periods.

10 In some regions, the classes are called Japanese–*Nihongo*, as opposed to *Kokugo*, which is what native speakers study—but there is no national standard for teaching methods for these classes, so approaches vary widely. In many cases, children from Brazil and other countries are able to achieve conversational-level Japanese in a matter

15 of months by associating with the Japanese around them.

However, during class, the students often do not seem to understand the questions the teacher asks. In one example, a teacher shows her students the phrase: “We see ants marching in a line in summer.” When asked, “When do we see a line of ants?” the children often reply  
20 with answers as varied as “ants,” or “I do,” but not the correct answer: “In summer.”

The reason for this communication problem was deemed to have been a lack of sufficient experience with Japanese linguistic structures using elements such as subjects and predicates, or using inquisitive  
25 words to clarify meanings. Yamada noticed that although the children were speaking fluently, they needed to receive special attention for academic Japanese.

Suzuka is home to a large number of foreigners who work at nearby car factories and other companies. As of May, there were 624 non-  
30 Japanese students enrolled in the local schools. Of them, 346—or 2 percent of the city’s total student body—were in need of some sort of special training in Japanese. Simple mathematics show there is an average of 10 such students per school.

To improve their students’ Japanese language skills, the city’s board  
35 of education introduced during the 2008 school year measures to assess each individual’s Japanese listening, speaking, reading and writing abilities at both the primary- and middle-school levels.

One outcome was the revision of teaching materials: School textbooks were specially modified so the foreign students could read  
40 and understand the material more easily. When sentences are two lines or longer, they can be hard for students to understand. To overcome this, sentences are no longer than one line, and *kanji* are printed with accompanying phonetic *furigana* pronunciation.

[430 words, 2010/11/25]

## Notes

- 1 **Sachiko Yamada** この名は仮名である。
- 2 **be thrown for a loop** 「ひどく驚く、面食らう」
- 9 **Japanese study periods** 「国語の授業の時間」
- 10 **Nihongo** 「日本語」 外国人の子どもに教える場合は **Nihongo** 「日本語」と呼び、日本人の子どもに教える場合は、**Kokugo** 「国語」と呼ぶ。
- 22 **be deemed to** ～ 「～とみなされる」
- 24 **predicate** 「述語」 → **subject** 「主語」
- 29 **as of** ～ 「～の時点で」
- 31 **body** 「集団」 → **a large body of soldiers** 「大勢の兵士たち」
- 35 **school year** 「学年度」

## Comprehension

本文の内容について、合致するものは T (True) を、しないものは F (False) を選びなさい。

- (1) T / F The board of education are too busy to be interested in the situation of foreign kids.
- (2) T / F Subjects and predicates are important factors for foreigners to understand Japanese linguistic structures.
- (3) T / F *Nihongo* is taught to Japanese and *Kokugo* is taught to foreigners in this primary school.
- (4) T / F Even if a student converses fluently in Japanese, it does not necessarily mean that he or she can understand lectures in the classroom.
- (5) T / F There is a national standard for teaching *Nihongo* to foreign children.

### 豆記事 BICS と CALP

日本語は流暢に話すのに、学校の授業について行けない外国人の子どもの存在が近年知られるようになってきました。言語能力は「生活言語能力 (BICS)」と「学習言語能力 (CALP)」の二つに区別されます。来日した外国人の子どもたちは比較的短期間で日常会話をする能力 (生活言語能力) はマスターします。しかし、抽象的な概念を操作して論理的な思考をする能力 (学習言語能力) の習得には 5、6 年以上かかります。外国人の子どもが日常生活では、流暢に日本語を話せるからと言って、授業の内容についていけるとは限りません。(参考: BICS = Basic Interpersonal Communication Skill, CALP = Cognitive Academic Language Proficiency)

## Vocabulary Building

次の英語の説明に当てはまる語句を下の語群から選びなさい。

- (1) ( ): perplexity or puzzlement caused by a difference between two countries' life styles or people's mentalities
- (2) ( ): a metaphor for a place where people from different races, countries, or social classes live together
- (3) ( ): a group of people of a different race from the majority race
- (4) ( ): a person who has been forced to leave their country due to religious or political reasons
- (5) ( ): the process of becoming a citizen of a different country

- |                   |                    |                |
|-------------------|--------------------|----------------|
| a) culture shock  | b) ethnic minority | c) melting pot |
| d) naturalization | e) refugee         |                |

## English Composition

次の日本語を英訳しなさい。

- (1) 日本に来た外国人の子どもたちの何人かはカルチャーショックを受けているようです。

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- (2) 日本の国籍を持っていても必ずしも日本語が堪能とは限りません。

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- (3) 少数民族の子どもたちに対して学校ではいじめがあります。

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## Dialogue

次の(1)から(4)までの「対話」を完成させるために、最も適切な英文を a), b) および c) の中から一つ選びなさい。

(1) A: Do you think a boy who came from Vietnam is slow to learn Japanese?

B: \_\_\_\_\_

- a) Let's give him time to learn Japanese. Even children cannot learn a new language in a short term.
- b) I liked to study Portuguese when I was in college.
- c) Yes, actually the class is full of children from different countries.

(2) A: I am afraid that he may be a target of classroom bullying.

B: \_\_\_\_\_

- a) We should ask our students to read aloud before the lesson.
- b) I have already asked one of his Japanese classmates to protect him in times of trouble.
- c) The teaching materials are just a bit too difficult to understand.

(3) A: I am looking for an appropriate textbook for foreign children.

B: \_\_\_\_\_

- a) The Japanese pronunciation system should be shown in Hiragana.
- b) I'll ask publishers to send us several samples of textbooks.
- c) We can give you a 10% discount if you photocopy over 200 pamphlets.

(4) A: We have a special class for foreign children whose Japanese ability is not enough.

B: \_\_\_\_\_

- a) I would like to visit the class. Could you show me the way?
- b) Several language assistants should be hired, especially for Vietnamese speakers.
- c) The room should be cleaned by a janitor who is paid by their parents.

CD を聞いて次の空欄を適語で埋めなさい。

In general, culture shock is related to the ( ) of individuals who immigrate to a foreign country. A scholar said that culture shock can be described as five stages of ( ) of mind: Honeymoon, Negotiation, Adjustment, Mastery, and Interdependence. Culture shock typically ( ) through these stages. It is believed that there is no way of ( ) culture shock, because immigrants in any society are ( ) by cultural differences between their home country and their host country.

### 英字新聞の読み方

#### 英字新聞の種類

現在日本で簡単に購入できる英字新聞は *The Daily Yomiuri*, *The Japan Times*, *International Herald Tribune* の3種類です。値段はそれぞれ130円、180円、200円です(2012年7月現在)。また、インターネットを利用することで、*The Mainichi*, *The Asahi Shimbun*, *Daily Yomiuri Online* などを読むことができます。さらに、海外の膨大な数の英字新聞のサイトにアクセスすることもできます。iPhone や iPad を使っても読むことができます。英語で発信するメディアに何らかの形で定期的に触れていくことで、日本事情を外国人に説明したり、外国から日本がどのように見られているか知ることができるようになります。それは、異文化理解の大きな助けになるでしょう。

## Lesson 2

# Chinese Students Make Mark

## Introduction



日本の高等教育において、留学生の数が増えています。アジア諸国から、とりわけ中国からの留学生が増えてきています。教育の国際化という問題に、多くの教育機関が向かい合っています。2011年の時点で13万8千人の留学生が日本で学んでいます。ところで、2008年に文部科学省は2020年までに日本国内の外国人留学生を30万人に増やすという計画を発表しました。はたし

てその数字は達成されるでしょうか(写真は勉学する中国人留学生)。

## Reading

03  
CD

Prof. Sadao Fukuda's laboratory is located on the Kitakyushu campus of Waseda University's graduate school, but it's no wonder doctoral student Ri Meien, 26, feels practically at home. Ri and every other one of the 34 students in the lab are from China.

5 Fukuda's laboratory is tackling the development of a large-scale integrated circuit to be used for such purposes as image processing. The number of his students from China has been increasing year by year, and the last Japanese student left this spring.

10 "I feel like I'm in a Chinese graduate school," Ri said. All the Chinese students graduated from prestigious universities in their home country. They use English in lectures and during experiments, but slip into Chinese when they chat with each other.

Waseda's Kitakyushu campus stresses internationalization, and foreign students account for about 85 percent of the total. However,

15 Fukuda's laboratory is the only one with only Chinese students.  
"What's important is human resources. I don't care about nationality,"  
Fukuda said. "They're ambitious and good at English. They're totally  
different from Japanese students."

The laboratory is full of energy – last academic year, five theses  
20 written by students from Fukuda's laboratory were carried in  
international academic journals, and 44 presentations from the  
laboratory were made at international conferences. The Chinese  
students are highly sought after by companies, and many have been  
hired by top-tier Japanese manufacturers, Fukuda said.

25 Illegal employment of Chinese students is a social problem. But just  
like the students in Fukuda's laboratory, a growing number of capable  
young Chinese are now studying in Japan.

Chinese students are also making their mark at Japanese high  
schools. At Gyosei International Senior High School in Kisarazu,  
30 Chiba Prefecture, for example, nine students passed the entrance exam  
for the University of Tokyo this spring – the highest number ever from  
the school. All of them were Chinese. Comprising seven boys and  
two girls, the students all focused on science and overcame the hurdle  
of studying in Japanese.

[327 words, 2010/05/24]

## Notes

見出し **Make Mark** 「頭角をあらわす」通常は、make one's mark という形で使われるが見出し (headline) では、しばしば one's を省く。

1 **Sadao Fukuda** この名は仮名である。

3 **Ri Meien** この名は仮名である。

**feel at home** 「居心地がいい」

6 **integrated circuit** 「集積回路」

16 **human resources** 「人的資源」経営ビジネスの用語で人材を企業を支える貴重な資産と見なし  
ている。

19 **theses** thesis の複数形。

21 **academic journal** 「学会誌」

24 **top-tier** 「一流の」

## Comprehension

本文の内容について、合致するものは T (True) を、しないものは F (False) を選びなさい。

- (1) T/F Prof. Fukuda's laboratory is full of Chinese students except for one Japanese student.
- (2) T/F The number of Chinese students has been decreasing drastically recently because illegal employment is strictly forbidden.
- (3) T/F Chinese students use English in lectures and Chinese in experiments.
- (4) T/F Some of the research results from Fukuda's laboratory appear in international academic journals.
- (5) T/F Chinese make their mark not only at university, but also at high school.

## Vocabulary Building

同じような意味の語句を線で結びなさい。

修士論文	undergraduate
奨学金	grant
大学院	roll call
点呼	master's thesis
学部	graduate school

### 豆記事 日本留学試験 (EJU)

日本への留学を希望する多くの留学生は、日本学生支援機構 (JASSO = Japan Student Services Organization) が主催する日本留学試験 (EJU = Examination for Japanese University Admission for International Students) を受けています。これは「外国人留学生として、日本の大学 (学部) 等に入学を希望する者について、日本の大学等で必要とする日本語力及び基礎学力の評価を行うことを目的に実施する試験」です。年 2 回 (6 月と 11 月) 日本国内と国外で実施しています。この点数により、留学を許可するかどうか決めている大学が多いのです。

## English Composition

次の日本語を英訳しなさい。

- (1) 留学する日本人学生の数は減っていますが、一方で、日本で勉強する外国人留学生の数は増えています。

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- (2) ある外国人大学院生が奨学金の申請をしましたが、出席日数が足りないので、認められませんでした。

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- (3) 私の大学の留学生たちは素晴らしい修士論文や博士論文を書きあげています。

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## Dialogue

次の(1)から(4)までの「対話」を完成させるために、最も適切な英文を a), b) および c) の中から一つ選びなさい。

- (1) A: My sister took a Japanese proficiency test last month.

B: \_\_\_\_\_

- a) What level of test did she take?  
b) Don't worry about it. Everybody has a chance to be a successful candidate.  
c) Just wait. The mail carrier will eventually bring the result to your sister.

(2) A: Professor Kitamura speaks several languages. It's incredible.

B: \_\_\_\_\_

- a) I hear he studied abroad in several countries when he was in his 20s.
- b) Yes, he is a so-called "semi-lingual."
- c) Because of that, he needs an interpreter when he talks to a foreigner.

(3) A: It is difficult to write a thesis in Japanese. I am totally confused.

B: \_\_\_\_\_

- a) Yes, I agree with you. Chinese and Japanese are similar in that both use Chinese characters.
- b) Don't forget the deadline. After the date, your paper will not be accepted.
- c) You need somebody who can check your translation.

(4) A: I am going to Paris to study French next month.

B: \_\_\_\_\_

- a) Wow. I will accompany you in case you cannot find a good interpreter.
- b) I cannot ensure that you can find any valuable items.
- c) It seems that French culture and language are very attractive to young people.

## Dictation



CD を聞いて次の空欄を適語で埋めなさい。

I have once studied abroad. Before that I was not sure ( ) or not it's worth my time to study abroad. But actually it turned out to be a ( ) experience and one of the most rewarding things I have done. There is no better and more effective way to learn a language than to be ( ) in a society in which people speak the language you are learning. I was ( ) by the language every day and I was seeing and hearing it in the proper cultural ( ). My language learning happened most quickly under these circumstances