

**ADVANCED**

# English for Global Citizens

【地球市民としての英語】



English Textbook Committee, University of the Ryukyus



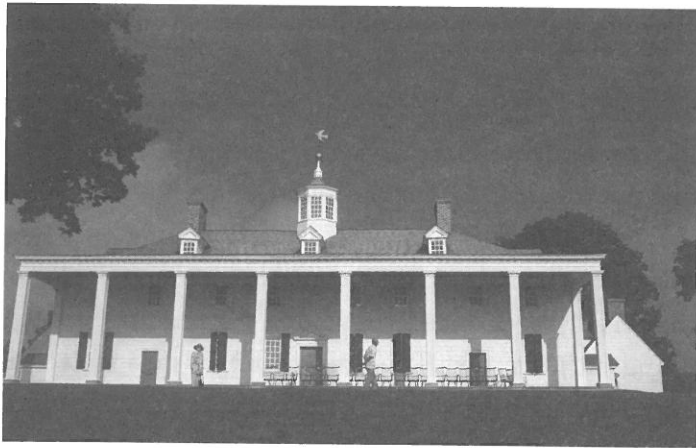
EIHOŠHA

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THE SIGN OF  A GOOD BOOK

THE EIHOŠHA LTD.

—Tokyo—

## Before we start...

*English for Global Citizens (advanced)* is designed to help improve your English language skills in listening, speaking, reading and writing and to raise your awareness of global issues. In addition to improving these skills and increasing your knowledge on current issues, the activities in this textbook should help you learn effective strategies for doing research via the Internet, improve reading and listening comprehension skills, and provide opportunities to discuss and express your opinions in English. The activities in this book should help you become a more efficient and autonomous learner.

### ORGANIZATION

The book consists of six units. Each unit has seven sections: previewing questions, reading, vocabulary building, on-line search, writing, speaking, and listening. Each section attempts to advance your language skills in a balanced way through practicing different strategies to accomplish different goals.

- **Previewing questions:** This is a warm-up exercise to give you an opportunity to explore your knowledge of a topic prior to reading the passage. Note that these questions are not provided for the sole purpose of seeking correct answers, but to stimulate thought and focus on the discussion topic.
- **Reading:** Since the book is skills-based, the primary focus on the reading comprehension skill section is to develop your reading strategies for better understanding of the context. The first reading is designed to help you grasp an overall understanding of the content. Then, you can focus on more specific information in the text in the second reading.
- **Vocabulary building:** create your own customized vocabulary list of unknown words in the text.
- **On-line search:** this section provides opportunities for you to explore the Internet and search for information about each topic to increase your overall knowledge.
- **Writing and speaking:** both production skills are integrated. After writing about the topic, you will participate in a discussion in class and make a presentation.
- **Listening:** Two types of listening activities are provided: Daily listening and lecture listening. You are expected to become familiar with a fairly long conversation that will introduce the topic of each chapter. The lecture listening

section will require you to extract detailed information and this will assist you in developing the skills necessary to deal with this type of academic listening.

- The book also includes extra useful tips to help you become a better communicator.

## HOW TO USE THE TEXTBOOK

- There is no single correct answer for questions and you are expected to provide your own opinions, ideas, and thoughts. Your teacher may not give you the “right” answers, but instead encourage you to express yourself in English.
- You are encouraged to actively participate in activities involving collaboration with classmates.
- **ICONS:** You will find different icons in the textbook. The meanings are listed below:



= In-class activity: Your teacher will provide you with further details of what and how to do this activity in class.



= Language to be used: Your teacher will tell you which language (i.e., Japanese or English) should be used for this assignment or activity.



= Homework: You are expected to come to class with the assignment completed.



= This assignment must be typed. The minimum number of words (English) or characters (Japanese) for the assignment will also be provided.



= You must use English for the task or assignment.

Masahide Ishihara

English Textbook Committee  
University of the Ryukyus

Contents				
Unit	Page	Title	Message	Theme Goals
1	3	Language Diversity	Language are living entities characterized by diversity.	Language is not only a tool for communication, but it is also a reflection of the historical, socio-political, geographical situations.
2	18	Ecology and Economy	Ecological solutions are affected by economical demands.	One solution for an environmental problem may trigger other problems. This is often due to economical factors.
3	33	DNA and Technology	Studies of life's essentials provide new wonders.	DNA studies tell how complicated one's life is while they are identifying genetic particularities.
4	48	Nutrition Education	Diet brought a paradigm shift of wholistic education.	Diet is not only relevant to our physical being but deeply connected with our mental being.
5	63	Humanity Today	What is human is not self-evident.	The uniqueness of humans among all beings has been obscured physically and metaphysically.
6	77	Global Community	Global citizenship calls for voluntary engagement.	To be a citizen of the global community, one should devote oneself to the universal welfare.

Skill Goals				Tips
Reading Strategies	Writing Strategies	Communication Strategies	Listening Strategies	
Predicting	Narrative: chronological order	Comprehension check	Segmentation 1: Vowel reduction (Strong and weak forms)	<i>Vocabulary tips:</i> Strong and weak forms (Dictionary use)
		Confirmation check	Predicting the content	<i>Speaking tips:</i> Stressed and unstressed words
Previewing	Cause & effect	Time-gaining strategy	Segmentation 2: Sound change at word boundaries	<i>Vocabulary tips:</i> decomposing a multisyllable word
Predicting		Response for maintenance strategy	Focusing on key words	<i>Writing tips:</i> Auxiliaries and words for possible causes
Looking for the topic	Pros & cons	Organizing thoughts	Guessing unknown words 1	<i>Vocabulary tips:</i> Guessing meaning: various available sources
Studying the pattern of organization		Clarification requests		
	Predicting	Stating opinions and providing reasons	Shadowing	
Making inferences	Contrast/ comparison	Useful expressions for an interviewer and an interviewee		Understanding details 1
Previewing		Summing up by inferences	Finding the pattern of organization	
Predicting	Problem solving	Review	Getting the main points and intentions	<i>Vocabulary tips:</i> conjunctive adverbs and subordinate conjunctions
Studying the pattern of organization			Understanding details 2	Summarizing the content



## Unit 1

# Language Diversity

A language is a communication tool: even people with different cultural backgrounds can share their unique thoughts and ideas, as long as they can communicate through a common language. Nowadays, English plays an important role in the global community and non-native speakers have contributed in the creation of different varieties of English that reflect distinct linguistic and cultural features of their mother tongues. Due to globalization, an increasing number of people speak more than one language. In this sense, language may not belong to its original native speakers as some have previously assumed.

### PREVIEWING QUESTIONS



- ① Look at the title. What do you think it means?  
\_\_\_\_\_
- ② What other languages do you speak besides Japanese?  
\_\_\_\_\_
- ③ Why do we learn English?  
\_\_\_\_\_
- ④ Look at the street signs. What do you think they indicate?  
\_\_\_\_\_

#### Street signs





## READING

## Language Diversity

John Lee visited Korea for the first time on New Year's Day in 2011. His parents moved to the United States from Korea in the 1980s. They met each other when they were undergrads at UCLA, and got married after graduating from college. John was born the following year and he would  
5 later attend a local elementary school. Although being a second generation Korean-American, he could hardly speak any Korean since he was always surrounded by English. He was upset to find himself unable to communicate with his grandparents.

While in elementary school, John's parents encouraged him to attend  
10 a Korean language class that was offered in the community on the weekends. They hoped it would help him learn to appreciate his own national heritage, but he soon felt the class was a waste of time since he only had a need for using English. Occasionally experiencing Korean culture at home and in the community seemed to be enough for him. There was never any  
15 urgent need for him to master Korean. When he was ten, John finally told his parents his true feelings, and they agreed to let him quit the class. They were able to understand his feelings and they felt responsible for placing him in such a demanding situation. His parents knew the decision to come to America would lead to many changes. Becoming a part of the  
20 global community of the United States would also mean joining its growing population of English speakers.

In the time of globalization, the world is witnessing a vigorous mutation of languages. While some 5,000 languages or dialects have been predicted to vanish within this century, major languages like English, Chinese and  
25 Spanish are seeing drastic increases in their speaking populations, natives and non-natives alike. It seems the world's languages are experiencing a form of linguistic Darwinism: Survival of the fittest. As a small number of dominant languages continue to expand, most of the world's languages are struggling to survive because of a decline in speakers willing to follow  
30 the traditional ways of their ancestors. In adopting a different culture and language from that of his parents, John's situation is an example of this global trend.

The concept of world domination by the major languages, however, is misleading. Even in John's case, his fluency in English would certainly  
35 not prevent him from speaking Korean. It would only be natural for him to become familiar with some of the language from talking to his parents at home. He would certainly be able to recognize *kimchi*, a famous spicy

appetizer, and *taekkyon*, a martial art. Observing linguistic diversity at an individual level may demonstrate the need for us to reconsider the concept of geographical or nationalistic distinction of languages. Continual language contact and change has ensured that no single region or nation

5 has just one genuine language.

English is one of the most promising candidates to win the linguistic survival game, but its prominence as a major language was fairly recent. Only several centuries earlier this language was emerging from a collective blend of dialects on the British Isles. Historically, English was considered inferior to the “official” languages of the ruling class: Latin and

10 French. It did not attain status as a “national language” until England became a naval superpower under the reign of Elizabeth I. Thereafter, English spread all over the world aboard the ships of notorious “imperialism.” India, America, Canada and Australia were colonized and ruled

15 by the British for centuries. England would ultimately colonize nearly a quarter of the world’s population and land area. As a consequence of this global expansion, the English language would soon experience drastic changes.

The growing multitude and diversity of speakers from around the world

20 essentially guaranteed the fate of change in that the language would not remain the same. Distinctive varieties of English are continually emerging, not only in former British colonies, but throughout the world. Some of the more recent variations of English include languages that are blended together to some extent, as observed in Spanglish, Japlish and Franglais.

25 As speakers are often strongly influenced by their native language, many features tend to transfer to other languages they use. The most noticeable changes can be found in pronunciation, such as, “Wasá (What’s up)?” In addition, speakers of Spanglish use English and Spanish interchangeably as observed in the sentence, “Happily, *ninguno de los dos* (none of us)

30 was in a rush.” These speakers can easily substitute words and phrases from either language in conversation because English and Spanish are so closely related and share many similar characteristics. As the definition of English continues to expand worldwide to include a growing array of speakers, it becomes increasingly difficult to establish which one of

35 these varieties could be described as a “genuine” form of the language. Any attempt to identify a single authentic form of English would ignite much debate among linguists. British-English is no longer seen as the sole authority and model of the language that all learners want to emulate. The English speaking world is following its own path. A more practical

40 perspective would be to view any language as a living and growing entity. The changes that the English language is experiencing are common among all languages, major or minor. Any language is in a continual state of transformation.

The current linguistic situation of the world is an irony of the Tower of Babel. In this biblical story, the whole world had one language. This helped them work together effectively and they eventually tried to build a tower to heaven. God's punishment was depriving them of their common language and they could not understand one another or work together anymore. It appears that the world is again seeking linguistic unification through major common languages that will allow them to come closer together. However, as these major languages spread, they are contributing to even more linguistic diversity with the creation of numerous varieties of languages and dialects. Are we behaving as humans and God at the same time? In a sense, the answer is yes. This is because, while we have a need to cooperate with each other to address major global challenges, it is also important for us to maintain our local cultural identity.



### 1. First Reading: Predicting

Read the first sentence of each paragraph. Based on what you have read, write 3 points you think the passage is about.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

### 2. Second reading: Reading for information

(1) What does the John Lee's situation tell us in terms of language diversity?

\_\_\_\_\_

(2) What do the changes that have impacted English indicate in terms of language diversity?

\_\_\_\_\_

## VOCABULARY BUILDING

Choose 10 unfamiliar words which you think are necessary to understand the passage and look them up in the dictionary. Use the vocabulary chart on p.96.

### Vocabulary tips

Some very common words in English have two pronunciations: strong and weak forms. When looking up prepositions in a dictionary, you see 強形 and 弱形 for their pronunciation. The weak forms are normally used in connected speech.

Word	Strong form	Weak form	Examples
to	/tu/	/tə/	I'm going to the mall.
and	/ænd/	/ən/ or /n/	men and women; hot and cold
for	/fɔ:r/	/fər/	Wait for me.

The weak forms of these words are much more commonly used than the strong forms. The strong forms are used only when the word has some special emphasis, or is said on its own or at the end of a phrase.

### 3. Third reading: Reading for details

Write 3 true statements and 3 false statements based on the content.

(1) True statements: Write sentences which follow the content.

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

(2) False statements: Write sentences which do not follow the content.

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

## コラム

### 『アメリカは英語の国?』

米国留学時に経験したことを話そう。カリフォルニア州サンフランシスコでタクシーに乗ってホテルに向かった。行き先を告げると、返って来たことばがわからない。英語に間違いなさそうだが、2～3回繰り返してもらっても、やはりわからない。運転手はこちらの言うことは理解していた。英語に自信を持っていたのだが、自分の英語理解力が不十分なのかと少しがっかりした。ところが、アメリカにしばらく滞り、英語での生活に慣れてくると、いろいろな英語が聞こえ始めたのである。サンフランシスコのタクシー運転手が話したのは、アフリカ系アメリカ人（いわゆる「黒人」）の英語で、標準とされる英語とは異なることに気がついた。聞きなれない英語であったため彼が言っていることがわからなかったのである。

また、アメリカにいるのは必ずしも英語を話す人たちばかりでないことにも驚いた。学会で訪れたテキサス州エルパソでは、エルサルバドル出身の同級生とチカーノ（メキシコ系アメリカ人）街に行ってみた。聞こえてくることばはスペイン語ばかりで、(日本語と)英語しか話せない私は、スペイン語と英語が話せる同級生に頼るしかなかった。アメリカでは、英語は一つではなく、英語以外の言語も数多く話されている。このような多言語社会が存在し、文化的にも多種多様であることがアメリカの魅力の一つと言えるかも知れない。

#### 4. Summary writing in English

Summarize the main points of the passage in your own words.

### ONLINE SEARCH

#### 1. Online sites you have found:

Date	Site address

#### 2. Write information [E: 50 ~ 100] [J: 400]

Write some interesting facts that you have found and would like to share with your classmates.

**WRITING****NARRATIVE**

For a narrative text, a series of events in the past are described in chronological order. You need to guide your story by indicating the order with particular signal words or phrases.

Think of any event which made you think that English is an international language, which strongly motivated you to study English, or an embarrassing moment you had due to miscommunication. Choose one of those experiences as a topic to write about.

The narrative writing should include the following information:

- a. Time: When did it happen?
- b. Setting: Where did it happen? In what situation did it happen?
- c. Characters: Who was involved in the event?
- d. A series of events: What happened first? What happened afterwards? What happened at the end? Why and how did it happen?
- e. Results: What did you learn from the event?

**Brainstorming**  
**Signal words for narrative**

First, Second, Third,

Then,

After that,

As soon as...

Shortly (after, before...),

Later,

Meanwhile,

While,

Finally,

**Write about your experience in English.**   **[E: 150 ~ 200]**

For this assignment, type only your student ID number, but no name.

## SPEAKING

### Speaking tips

#### Make it sound more like English!

Stressed	Unstressed Words
<ul style="list-style-type: none"> <li>• Content words: Nouns (e.g. table, dog) Verbs (e.g. walk, eat) Adjectives (e.g. big, beautiful) Adverbs (e.g. quickly, very)</li> <li>• Question words (e.g. Who? How?)</li> <li>• Negatives (e.g. not, don't, isn't)</li> <li>• Demonstratives (e.g. this, those)*</li> </ul>	<ul style="list-style-type: none"> <li>• Function words: Articles (e.g. a, an, the) Auxiliary verbs (e.g. am, is, has, can, will) Short prepositions (e.g. to, at, in, for, with)+ Conjunctions (e.g. and, or, that, when, if) Relative pronouns (e.g. who, whom, that, which) Personal pronouns and possessive adjectives (e.g. I, you, he, them, our, their)</li> </ul>

\*Demonstratives can be considered function words as well.

+Long prepositions such as *between* and *underneath* are unlikely to be unstressed. (Lane, 2010, p.50)

**Stress creates sentence rhythm patterns.**  
**Do the following exercises.**



**Practice 1:** 女性が本を読む。

●  
**LADies**  
The LADies  
The LADies  
The LADies  
The LADies  
The LADies

●  
**READ**  
READ  
READ  
will READ  
are READING  
have been READING

●  
**BOOKS.**  
BOOKS.  
the BOOKS.  
the BOOKS.  
the BOOKS.  
the BOOKS.

**Practice 2:**

a.	He	● <b>does</b>	-	n't	● <b>want</b>	to	-	● <b>stud</b>	-	y.
b.	My	● <b>fa</b>	-	ther	● <b>watch</b>	ed the	-	● <b>mov</b>	-	ie.
c.	I	● <b>can</b>	-	n't	● <b>go</b>	to	-	● <b>see</b>		him.
d.	They	● <b>need</b>		a	● <b>new</b>	com		● <b>put</b>	-	er.

Auxiliary verbs, such as *can* and *am* are unstressed, whereas negative forms, such as *can't* and *doesn't* are stressed. However, the unstressed words get stress in comparisons or when placing emphasis.

Ex. John can't play the piano, but he **CAN** play the guitar.

Ex. A: Honey, are you listening to me?

B: **YES! I AM** listening.



## Communication strategies

When you talk with your partners, use the following strategies for smoother communication.

(1) Comprehension checks: You would like to make sure that YOUR PARTNER has understood you correctly. Example: *You see what I said?*

---

(2) Confirmation checks: You would like to make sure that YOU have understood what your partner said. Example: *You mean there was nobody?*

---

### 1. Find who

Read a story written by one of your classmates and underline interesting information that you found in the story. Then, write five YES-NO questions based on the information that you underlined.

Question 1 \_\_\_\_\_

Question 2 \_\_\_\_\_

Question 3 \_\_\_\_\_

Question 4 \_\_\_\_\_

Question 5 \_\_\_\_\_

Now ask your classmates some of the questions you have written and try to find who wrote the story.

### 2. Exchange your Narratives and Ask More Questions

Pretend that you are the radio personality and that you would like to interview the person who wrote the story. You may ask for more details, clarify what you have read, and confirm your understanding of the story.