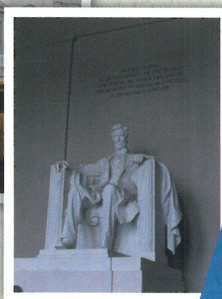




English for Global Citizens

【地球市民としての英語】



Edited by

Norman Fewell Masahide Ishihara Ryuji Ishikawa
Madoka Kanemoto Timothy Kelly Kate O'Callaghan
Miki Shibata Mitsuyo Toya Yasushi Yoshimoto



EIHO SHA

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THE SIGN OF  A GOOD BOOK

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—Tokyo—

まえがき

国際化・グローバル化が進展して、日本人が、日本語を話せない人と、日本語以外の言語—例えば、韓国語、中国語、タガログ語などのアジア言語、英語、フランス語、スペイン語などの欧米言語—を媒介にコミュニケーションする機会が増加している。日本語を含めて、言語に優劣はないと考えているが、英語の使用機会が増大していることは否定できない。このような日本を取り巻く状況において、大学生があるテーマについて自分で調べ、自分の意見・考えを自分の英語でまとめて、それを発信すると言うことは重要である。一方、インターネットでは多くの情報（文字、音声、映像）が英語で提供されている。英語圏の国々だけがその発信源ではなく、アジアや南米からも英語での情報が発信されることがある。このような状況で、大学生が、情報を取捨選択し、自分の意見・考えを補強するために利用できることは、現代社会において必要とされる能力である。本書は、英語の4技能—読む、書く、聞く、話す—を養成することを目的としているが、学生は教室内外で積極的に英語を介した活動に取り組むことが要求されている。言い換えると、アクティブ・ラーニングを重視している。学生が、本書を利用して学ぶことで、地球市民としての英語を少しでも活用できるようになれば幸甚である。

2012年9月

編著者代表

石原昌英

Before we start....

English for Global Citizens is designed to help you improve your English skills including listening, speaking, reading and writing and raise your awareness of global issues. In addition to improving language skills and increasing your knowledge on a variety of issues, the activities in each unit should help you build strategies for doing research via the Internet, understand the content, and express your opinions in English. This book will help you obtain the skills needed to become a more effective and autonomous language learner.

ORGANIZATION

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

- **Previewing questions:** This is a warm-up exercise to give you an opportunity to explore your knowledge on the issue prior to reading the essay. Note that correct answers are not needed at this stage.
- **Vocabulary warm-up:** This section lets you check the meaning of some words that appear in the reading section.
- **Reading:** The primary focus of this section is to develop your reading strategies for better understanding of the context. The first reading is designed to help you grasp the overall ideas of the content. Then, you will focus on more specific information in the text in the second reading.
- **On-line search:** This section provides you with the opportunity to explore the topic on your own. Access the Internet and expand your knowledge of the topic.
- **Writing and speaking:** Both production skills are integrated. That is, you write your own text on the topic and then, you orally present it.
- **Listening:** Two types of listening materials are provided: Daily Listening and Lecture Listening. You are expected to understand fairly long conversations regarding the topic introduced in the chapter. Activities in the Lecture Listening section require you to extract detailed information and this will help you develop the skills necessary to deal with

listening comprehension in an academic environment.

- The book also includes extra useful tips to help you improve your communication skills.

HOW TO USE THE TEXTBOOK

There is no single correct answer for questions and you are expected to provide your own opinions and ideas. Your teacher may not give you the “right” answers or correct your answers, but you will be encouraged to express yourself in English.

You are encouraged to interact and collaborate with other students in a variety of activities and tasks. In other words, you should be actively engaged in class.

ICONS: You will find different icons in the text book. Refer to the key below for meaning.



= In-class activity: Your teacher will explain the instructions of the activity.



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



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



= The assignment must be typed.



= You must use English for the task and/or assignment.

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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 have a common language to communicate. Nowadays, English plays an important role in the global community, and non-native speakers have created different varieties of English reflecting linguistic and cultural features of their own mother tongues. Due to globalization, more and more people speak at least one language other than their first language. In this sense, language may not belong to its native-speaker groups any more.

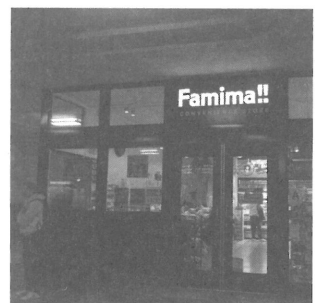
PREVIEWING QUESTIONS



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?



VOCABULARY WARM-UP

Here are some words that you will see in the READING. Read the sentences, and match each **bold word** with its definition below.

- ___ 1. Nadeshiko Japan gained **prominence** during the World Cup in 2011.
- ___ 2. I couldn't catch the man since he **vanished** into darkness.
- ___ 3. Racial **discrimination** still exists in our society.
- ___ 4. This medication will effectively **suppress** the pain.
- ___ 5. Some immigrants cannot **assimilate** into the new culture.
- ___ 6. The number of **literate** people increases when more people get educated.
- ___ 7. The **lure** of buried treasure brought many men to this tiny island.
- ___ 8. We need programs that **cater to** the needs of children.
- ___ 9. The **thaw** in North-South tensions brought peace to this region.
- ___ 10. Humans **evolved** from the same ancestor as apes.

- a. something that attracts people
- b. to become part of a country or group and get accepted by other people in it
- c. able to read and write
- d. to provide a particular group of people with something that they need or want
- e. to develop by gradually changing
- f. an improvement in relations between two parties after a period of opposition
- g. the state of being important and well known
- h. treating a person or a group differently from another in an unfair way
- i. to disappear suddenly
- j. to prevent or stop something



『アメリカは英語の国?』

私が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、返って来たことばかりわからない。英語に間違いなさそうだが、2～3回繰り返し返してもらっても、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在し、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。聞こえてくる言葉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。

READING**Language Diversity**

Civilization depends on language. A common language binds people together and allows them to communicate with each other. It gives them a common identity and provides a means to share their history and culture. Languages, though, are living things: they grow, they change, and they sometimes die.

5 Many languages in the world are dying out. Roughly 5,000 languages or dialects are predicted to vanish within this century. There may be various reasons for this. Many times, minority cultures within a larger society suffer from official discrimination. The majority group tries to suppress the minority language or languages in order to wipe out separate cultural
10 identities and assimilate the minority into the majority culture. This leads to cultural loss. Also, in less developed areas of the world, some languages have no written tradition: they exist only in the spoken form. As education expands and the population becomes more literate, the native languages are less relevant to people's lives and eventually die out. Finally, with in-
15 creased global interaction and the spread of foreign culture through the media, the lure of something "new" or "modern" becomes increasingly attractive to younger generations. Their own language and culture are viewed as old-fashioned and not useful in the modern world. Language loss and cultural loss go hand-in-hand.

20 However, some languages are becoming more popular. Once again, there are a number of reasons for this. Some languages are expanding because their native-speaking populations are increasing. China is a prime example of this. With the largest population of any country, normal population growth adds to the number of Chinese speakers. Spanish, as the official
25 language in numerous countries, is another example. A second reason for growth is because of internationalization. For example, English has become a default international language to some extent. While French used to be the official language for international diplomacy, English has gained prominence as a medium for official communications as well as for interactions
30 between people from different countries. In the recent past, Chinese has also become increasingly popular because of China's growing economic power and the lure of future business opportunities, including attracting and catering to an increasing number of Chinese tourists around the world. Finally, languages become more popular because of localized cultural factors.
35 As Japanese culture has become more popular, especially in Asia, interest in learning the Japanese language has grown. Likewise, following a thaw in cultural restrictions between Japan and Korea, there has been a

“Korean boom” in Japan and a “Japanese boom” in Korea. All these factors make some languages more attractive to non-native speakers.

All living languages evolve. When an outside language comes into contact with another language group, both the local language and the outside language are transformed in numerous ways. English is a good example of this. Distinctive varieties of English are continually emerging. When the local language combines with English, we may get a blend such as Japlish (Japanese and English), Spanglish (Spanish and English), or Franglais (French and English). Speakers are strongly influenced by their native language, and many features tend to transfer to other languages they use. The most noticeable changes can often be found in pronunciation. Speakers of these dialects also sometimes combine vocabulary from both languages in the same sentence. Therefore, the effects of language change can go both ways. As English is spreading as a global language, it is affecting other languages around the world and in turn being affected by them. Any language is a living and growing entity, and continual contact and change has ensured that few languages are untouched by these processes.

Finally, we are left with the question of whether the globalization of language is a positive trend or not. We have much greater contact with people from other countries than ever before in history, and the ability to communicate brings us all closer together. We need to cooperate with each other to address major global challenges since it is impossible for individual countries to solve problems such as climate change by themselves. When local languages and outside languages mix to form new dialects, language diversity increases. On the other hand, the dying out of languages and dialects brings less language diversity to the world, and language loss brings with it cultural loss. As languages disappear, we lose our ability to understand and continue many oral histories and traditions. Aspects as basic as how we look at the world are affected by the loss of vocabulary diversity and the lack of words in other languages to express local concepts or ideas. For many, this loss is too high a price to pay.

A First reading: Predicting

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

1. _____
2. _____
3. _____

B Second reading: Reading for details

Read the essay again, and mark whether the following statements are true (T) or false (F) according to the content of the essay.

1. () Majority groups encourage minority groups to abandon their own identities and become like them.
2. () In less developed areas of the world, younger generations are eager to maintain their local language and culture despite globalization.
3. () The number of people who speak Spanish as their native language is increasing.
4. () More and more people are learning Chinese because they want to visit China as tourists.
5. () Speakers of Spanglish put Spanish words in English sentences.
6. () Even if a language dies, its speakers can see the world in the same way their ancestor did.

Vocabulary tips

1. You will sometimes hear native English speakers use expressions such as:
 - a. He's *gonna* (going to) do it tomorrow.
 - b. I *wanna* (want to) see that movie.
 - c. I didn't go *cuz* (because) I was busy.

These are pronunciation forms only, and they should **never** be used in formal writing, which includes any assignments for class.

2. In a written memo, note, Internet chat, or text message, you may see some "words" that are made from the capitalized first letter of each word of a longer expression. There are also other "words" used in memos or notes.

E.g.

- | | |
|------------------------------|--|
| a. FYI: for your information | e. AKA: also known as |
| b. IOU: I owe you. | f. ASAP: as soon as possible |
| c. WRT: with respect to | g. RSVP: repondez s'il vous plait (Please respond) |
| d. w/: with, w/o: without | h. re: regardubg |

SPEAKING

Vocabulary tips

Make it sound more like English!

Stressed	Unstressed Words
<ul style="list-style-type: none"> • Content words: Nouns (e.g. table, dog) Verbs (e.g. walk, eat) Adjectives (e.g. big, beautiful) Adverbs (e.g. quickly, very) • Question words (e.g. Who? How?) • Negatives (e.g. not, don't, isn't) • Demonstratives (e.g. this, those)* 	<ul style="list-style-type: none"> • 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)

*Demonstratives can be considered function words as well.

+Long prepositions such as *between* and *underneath* are unlikely to be unstressed.

(Lane, 2010, p.50)

◆ Communication strategy

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

(1) **Comprehension checks:** You would like to make sure that YOUR PARTNER has understood you correctly.

Example: *You know what I mean?*

(2) **Confirmation checks:** You would like to make sure that YOU have understood your partner correctly.

Example: *You mean there was ... ?*

A Guess what? 😊😊😊

On a separate piece of paper, write three WH-questions about the country you have written about above.

Example 1: How many ethnic groups are there in Hong Kong?

Example 2: What is the official language in Malaysia?

Question 1

Question 2

Question 3


B Group presentation 

Now make a group of three. Each member will present the country you have written about for the writing assignment. Before you start your presentation, show the others in your group the questions you wrote in the previous section. While you are listening to a presentation, you should listen for and write down the answer for each question that the presenter wrote.

Presenter's name	
Country	
Question 1:	Answer
Question 2:	Answer
Question 3:	Answer
Comment/Questions	

 **LISTENING** 

Daily listening

Warm up 

Listen to each utterance and choose the best reply from the three choices.

1	2	3	4	5

Before you listen 

Check the meaning of the words below in your dictionary and write the definitions in the spaces provided.

Word	Meanings		
stuff	a.	b.	c.
wonder	a.	b.	c.
hang	a.	b.	c.
guess	a.	b.	c.
clue	a.	b.	c.



Let's listen

[Situation]

Misaki, a university student, is talking with Ed in the cafeteria. Ed is an exchange student from the U.S.

A Free listening..... 

Listen to the dialog trying to follow the shifts in topic. Write as many words as possible while listening.

◆ Dictation exercise: (For more hints, turn to page 20.)  

Listen and write down the sentences that you hear.

1. _____ my Japanese
_____ is getting better.

2. _____ follow their Japanese.

3. I really _____
_____ saying things.

4. You _____
_____.

5. It's too bad that _____
_____ learn Okinawan.

B Check your understanding of details

Listen to the statements and answer T (True) or F (False). The statements are on page 20 ; however, try to answer without looking at the written statements at the beginning.

1	2	3	4	5

C Summing up  

Answer the following questions to sum up the content. Then listen to the conversation again to check your answers.

 **Lecture listening**

Now, let's listen to part of a lecture about the linguistic situation in the world and Japan.

Warm up 

[Fact File] Read the following statements and guess which ones are covered in the lecture. Check (✓) "Your guess" in the table below.

No.	Statements	Your guess	Lecture
1	"World Englishes" is a phenomenon that started in the 1990s.		
2	Many languages today are in danger of dying out.		
3	English is more popular than their native language among young people in Bhutan.		
4	In the Philippines, English and Tagalog have been widely used as official languages.		
5	Ainu is considered to have lost its native speakers by early 2000s.		
6	Okinawa has various dialects (on many islands).		

Now, listen to the lecture and compare your answers.

A. Listening for more information 

Now, listen to the text again, and write 3 points you remember about the content. Compare your answers with your partner/group members.

1. _____

2. _____

3. _____

Work with words

Read the following statements and choose the matching from the column below.

	Explanation/definition	Word/phrase
a.	To have died out, not exist any more	
b.	A great number of, many	
c.	A form of a word that shows you are talking about more than one thing, person, etc.	
d.	Can be harmful, passively cause a negative result	
e.	Being positive in way of thinking and/or behavior	
f.	An act of throwing away or deny something	
g.	A non-standard variety of a language	
h.	Not being able to keep up or continue	
i.	A native language, or the language a person learns first and maintains throughout life	
j.	Almost going to die out or disappear	

vernacular, plural form, multitude of, native tongue, extinction, threatening, optimistic, abandonment, discontinuity, endangered

C. Summing up

For the following statements, answer T (True) or F (False) according to the lecture.

1. In the previous lecture, the professor talked about the expansion of the English language in the world. []
2. English is used as a means of communication for many occasions in South Asian countries. []
3. Dzongkha, a local language spoken in Bhutan, has a decreasing number of native speakers. []
4. Ninety percent of the language varieties in the world will survive till the end of 21st century. []
5. Although Okinawan languages on small islands are in danger of extinction, *Uchinaaguchi* will not die out easily. []
6. Many young people in Okinawa are not using their own language as a result of failure to pass on the language to the next generation. []