

## Preface

Knowledge in the Making was conceived in 2005 as a result of a series of discussions involving the authors. We were trying to identify trends that were influencing society now, and that would shape the 21st century. We think we have identified some of the key forces that will guide the world over the next 10 years, but of course, only time will tell.

All of the trends we identified are ones that have an impact on our lives today, and will influence the choices we make throughout our lives. We decided to write about these trends in this book as we hoped that big issues like these would interest students and at the same time help them to develop the knowledge they need about these topics. We also hoped that the students would be motivated to develop their own opinions and debate them actively, particularly with regard to some of the more controversial topics.

The resulting 20 essays try to examine a wide variety of topics from the popularity of extreme sports, to the realities of globalized free trade, via GM food and healthy eating, the ethical issues involved with history and religion, and what makes a brand like Louis Vuitton successful. We hope the topics introduced will be interesting, stimulating, and encourage the students to learn more about the world around them.

We also wanted to write a textbook which teachers could use to explore other activities in the classroom that are not usually associated with reading classes. The teacher's book that accompanies the main text provides a number of ways to exploit the essays further and make them into a more communicative and rewarding experience for the students. It is hoped that in this way teachers will be able to easily adapt the textbook to their teaching aims and styles, and to the students' needs.

It has been a pleasure and a privilege to work again with Professor Shimamura of Chuo University and Mr. John Barton, who has brought both his wide-ranging knowledge and unfailing good humor to the project. We would also like to acknowledge the help we have received from Seibido during the writing process.

Finally, while we have striven to keep the text as up to date as possible, it is inevitable when writing about fast-moving trends, that some things will have changed between the time when the book was written, and the time it is published.

Anthony Sellick

## はしがき

日本における英語教育が、Communication能力を育むことに重心を移し、SpeakingやListeningの授業に多くの時間を割くようになってから久しい。

こうした傾向は、大学の英語教育においても近年しきりに見られるようになった。その間、大学ではかつて英語教育の主役であったReadingとWritingの授業を決してないがしろにしてきたわけではない。とは言え、自己発信型の授業、つまりは学生が切望して止まない、いわゆる「使える英語」の授業への期待の高まりとともに、ReadingとWritingを中心に据えた授業は、ともすれば自己発信型の授業を標榜する授業に道を譲った観がある。いわば、社会の要請に応えたと言うべきか。

しかしながら、大学における授業時間数に限りがある以上、こうした流れの当然の帰結であろうか、今となってはその歪みも顕在化したと言えよう。10年前と現在の入試に出題される英文の難易度を比較すれば一目瞭然のように、学生に求められる英文読解力の水準は明らかに低下の一途を辿っているのである。昨今かまびすしく指摘されているように、おそらく日本語の運用能力の低下とも関係があるのだろうが、やはり最大の原因は、Readingに割くウエイトが減少したことにあると率直に認めるべきだろう。

Communication,あるいは「使える英語」を目指す授業を決して否定するものではないが、それらが自己完結的なものではなく、相手を意識した上で成り立っている以上、相手が言わんとすることを理解せずには成り立つはずはない。そこから初めて真のCommunication,「使える英語」の端緒が開かれるのではないか。それを真に可能にするのは、その大前提となる英文の読解力を鍛えることであり、それは外でもない論理的思考力、さらには社会的・文化的背景とでもいったものへの深い洞察力を鍛えることであろう。

本書の*Knowledge in the Making*は、そうした視点に立ってReadingのテキストとして好評を博した*Knowledge is Power*『未来を読み解く』の続編として編まれたものである。テーマの枠組もほぼ同じであるが、大学が知の探求の場である以上、本書を学ぶ学生が英語の授業を通して、変容する世界への洞察を深め、自身が身を置いている世界を確認することによって、Communication,ひいては「使える英語」に自信を持って移行する端緒が開かれれば幸いである。

本書の特色は、変容する世界についてtopicalなテーマを扱いながら、relevantな視点から事象に対する深い洞察を行った点にある。その意味で、本書はIntensive Reading, Extensive Reading,さらにはGroup Discussion, Presentationといったコミュニカティブ・アプローチまで、さまざまな利用に供することが可能である。

本書の作成に当たり、今回もJohn Barton, Anthony Sellick両氏と企画の段階から綿密な打ち合わせを重ね、編集に際しては原稿の細部に至るまで検討を重ねた。彼らの日本における英語教育の現状に対する深い洞察がなければ、本書の上梓はおぼつかなかったであろう。John Barton, Anthony Sellick両氏に、この場を借りて深く感謝したい。

2006年秋蟬の候

編著者

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# *The Wisdom of Crowds*

## Pre-reading Exercises

### Topic Awareness

1. How do you make important decisions?
2. Do you think groups make better decisions than individuals?
3. Do crowds always behave sensibly?

### Words and Phrases

*Choose a word from the list below to complete each sentence.*

1. The population of Tokyo, like many capital cities, is very \_\_\_\_\_.
2. There are always \_\_\_\_\_ problems when people from different cultures meet.
3. When you feel ill, you should \_\_\_\_\_ a doctor.
4. At the end of the game, the \_\_\_\_\_ with the most points will win the prize.
5. The soccer fans of some countries have a bad reputation for \_\_\_\_\_ if their team loses.

contestant    rioting    diverse    potential    consult

1 **1** Think about the last time you answered a question or dealt with a problem. How did you do it? Did you use your own  
5 knowledge, consult an expert, research the topic using the Internet or other resources, or ask advice from friends? The last time you were in an unfamiliar town, how did you choose a  
10 restaurant? Did you choose the busy one or the quiet one?



Japanese junior high school students trying to guess how many sweets are in the cup in July, 2006.

When do you choose to start and stop clapping at a concert? There are many kinds of problems and many solutions, but what is the best way of finding the  
15 best solution? In his recent book, *The Wisdom of Crowds*, James Surowiecki claims that the best solutions can often be produced by asking the “crowd.”

**2** To illustrate this concept in simple terms, Surowiecki describes a competition at a country fair in the U.K. in 1906, where people had to guess the weight of an ox. Eight hundred people entered the competition and wrote their guesses on a  
20 piece of paper. When all of their answers were averaged, the resulting number was almost exactly the same as the weight of the ox. While no individual guessed the correct weight, the “crowd” was able to do it almost perfectly. The same principle is at work on the TV quiz show *Who Wants to be a Millionaire?* When a contestant asks the audience for help, their advice is almost always right.

25 **3** What is the “crowd” as Surowiecki defines it? In simple terms, it is a group of people who conform to the following criteria. Firstly, the crowd must be diverse – that is, from different backgrounds, of different ages and so on. This is logical. The more diverse the people are, the greater the number of potential solutions they will think of to a problem. Secondly, the people must also be independent in  
30 their decision making, i.e. members of the group should not exert influence on other members of the group. This again seems logical. If one powerful member

of the group was able to steer the group toward the wrong answer to a question, this would clearly be undesirable. Thirdly, there must be a way of bringing the information together and making sense of it.

**4** In some situations, using the wisdom of crowds can work very well. One of the best examples is in a market such as a stock exchange. Just a few years ago, the Defense Advanced Research Projects Agency (DARPA) in America proposed the idea of a Policy Analysis Market (PAM) for the Middle East. This was to be an online market where traders could buy futures options (that is betting that something will happen in the future) on events in the Middle East such as terrorist attacks or assassinations. The idea, although never put into action, was that the PAM market model would provide the best possible way of predicting the future as it involved a “crowd” working in ideal circumstances.

**5** The wisdom of crowds can also work well inside companies. Jack Welch, the legendary head of General Electric, encouraged employees at every level of the organization to make decisions, as decisions made by the people closer to a problem or challenge are more likely to be right. This policy also gave every employee a greater sense of participation and involvement in the company.

**6** In other situations, the wisdom of crowds does not work quite as well. One famous experiment by psychologists in 1968 demonstrates that when we are uncertain about something, we usually follow the crowd even when the crowd is wrong. To demonstrate this theory, the psychologists observed what happened when they asked a person to stop on the corner of the street and gaze into the sky. The result was that hardly anyone stopped. Then they asked five people to do the same thing, and four times as many people stopped. When they expanded the group, they were able to make almost 80 percent of people look up at the sky. In this case, as the crowd became bigger, its power to influence others grew. However, in this case, the experiment used the power of the crowd to trick people into doing something so that the crowd itself was effectively becoming more stupid.

**7** Another negative example is something called an information cascade. For example, the stock market bubble in the United States in the late 1990s was a result of the public’s unquestioning faith that investment in high-tech companies was sure to produce a high return and was thus completely safe. People were

1 willing to believe this dubious prediction because so many other people also  
believed it and they wanted to get rich quickly.

8 Traditionally, crowds have not been known for exhibiting a great deal of wis-  
dom. Crowds are often associated with rioting and stampeding. It is clear how-  
5 ever, that if we can understand how to exploit the wisdom of crowds, we can ben-  
efit enormously. The next time you face a problem, it may be a good idea to con-  
sider how the wisdom of crowds can help you.

## ● NOTES ●

**The Wisdom of Crowds**『群衆の知恵 (2004)』 **James Surowiecki**「ジェームズ・スローウィキー (1967-)」米国のジャーナリスト。『ニューヨーカー』誌のスタッフ・ライターでビジネス・コラムを担当。 **“Who Wants to be a Millionaire?”** 1998年に制作された英国の高額賞金のクイズテレビ番組。同名の米国版もある。日本では『クイズ\$ミリオネア』という同趣旨の番組がある。 **contestant**「(テレビ番組への) 出場者」 **criteria** < criterion「(判断・評価の) 基準」 **stock exchange**「株式取引所 (= stock market)」 **the Defense Advanced Research Projects Agency**「(米国防総省) 国防高等研究計画局 (略DARPA)」米国防総省の一部局で、あらゆる軍事技術の研究開発に主導的役割を果たす機関。たとえば、国家安全保障にかかわるハイテクの対日依存は危険だとして、国内民間企業の技術開発を援助するために1980年代後半に発足したプロジェクトもその一環である。 **Policy Analysis Market**「政策分析マーケット (略PAM)」この場合は、中東への先物取引の相場を参考に中東情勢を分析し、対中東政策を組み立てるヒントにする試み。 **futures options**「先物オプション」将来の価格変動を見越して金融商品を買うこと。 **Jack Welch**「ジャック・ウェルチ (1935-)」1972年副社長。1977年上席副社長。1979年副会長。1981年にGE史上最年少の8代目の会長、最高経営責任者 (CEO) に就任。GEの市場価値を1981年の120億ドルから2001年の2,800億ドルに高めた。 **General Electric**「ジェネラル・エレクトリック (社)」世界最大の米国の総合電気メーカー。略称GE。発明王エジソンと金融王J. P. モーガンの資金が結合して1892年に誕生したエジソン・ジェネラル・エレクトリックが前身。 **information cascade**「情報のカスケード」会社などの組織において、トップから下位組織に情報を順番に伝えていくこと。cascadeは「いくつかの段差をなして流れ落ちる小さな滝」の意。 **stampeding** < stampede「集団で暴走する」



## Post-reading Exercises

### Comprehension

Look at the following statements. Write *T* if the statement is true and *F* if it is false. Write the number of the paragraph where you find the answer in the parenthesis.

1. \_\_\_\_\_ Eight hundred people correctly guessed the weight of an ox at a country fair in 1906. (# \_\_\_\_\_ )
2. \_\_\_\_\_ On the game show “Who Wants to be a Millionaire?” contestants can ask the audience for help. (# \_\_\_\_\_ )
3. \_\_\_\_\_ Surowiecki’s crowd has three key characteristics. (# \_\_\_\_\_ )
4. \_\_\_\_\_ Groups with strong leaders make better decisions. (# \_\_\_\_\_ )
5. \_\_\_\_\_ Large crowds can influence people more easily than small ones. (# \_\_\_\_\_ )
6. \_\_\_\_\_ Crowds are traditionally known for exhibiting a great deal of wisdom. (# \_\_\_\_\_ )

### Guided Summary



Fill each space with the best word from the list below.

conform	exhibiting	dubious	psychologists	illustrate	criteria
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Traditionally, crowds have had a reputation for 1)\_\_\_\_\_ decision-making, 2)\_\_\_\_\_ such behavior as rioting. 3)\_\_\_\_\_ have used crowds to 4)\_\_\_\_\_ how readily people 5)\_\_\_\_\_ to the behavior of groups. However, recent research indicates that if a crowd meets certain 6)\_\_\_\_\_, it is superior in its decision making ability to individuals.