

# Debating Current Issues

by

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## はじめに

英語の重要性がますます高まり、英語授業以外の教養や専門科目でも英語での講義や討論、プレゼンテーション、論文指導などがされている大学が増えています。経済のグローバル化が進み、国際競争力のある企業や人材が求められているからなのでしょう。実用英語力というのも、こうした社会的要請によるものであることは確かです。しかし、作家の村上春樹氏が2009年2月15日に行った「エルサレム賞」授賞式の記念講演を読むと、英語のもう一つの意義である、知性や教養をもとにして、社会正義への意識を世界に発信することや、異文化コミュニケーション能力の大切さを認識させられます。その一部を引用してみます。

「高くて、固い壁があり、それにぶつかって壊れる卵があるとしたら、私は常に卵側に立つ」。そうです。その壁がいくら正しく、卵が正しくないとしても、私は卵の側に立ちます。(中略)しかし、もしどのような理由であれ、壁側に立って作品を書く小説家がいたら、その作品にいかなる価値を見いだせるのでしょうか？

“Between a high, solid wall and an egg that breaks against it, I will always stand on the side of the egg.” Yes, no matter how right the wall may be and how wrong the egg, I will stand with the egg. .... But if there were a novelist who, for whatever reason, wrote works standing with the wall, of what value would such works be?

圧倒的な軍事力をもつイスラエルが、パレスチナ自治区への攻撃で多くの非武装市民を含む人々への殺戮を繰り返す。そのイスラエルから賞をもらうというのは一見、矛盾したことのよう思われます。しかし、巧みな比喩と人間性や教養あふれる英語でのスピーチはイスラエル人の良心にも強く訴えかけ、世界中の村上春樹ファンや国際社会にアピールしたに違いありません。

英語教育にも、このようなロマンが必要です。その上で、就職などに有利となる英語力をつけるといった現実的な対応は否定できませんが、文学や歴史、哲学などの精神的・学問的価値を理解できる英語学習者が増えることを望んでいます。教養という基盤があってこそ実用の意義があり、自己の人生を価値的に高め、社会を一步でもより良い方向に進めようとする意欲が大切であると思うからです。

紀元前5世紀初頭、ギリシャで民主政治が台頭しました。ある都市国家で危険思想の持ち主と見られても、他の都市国家では受け入れられ、政治家として活躍できたのです。紀元前8世紀後半頃(?)にホメロスは、「人間の評価は戦士としての力強さと討論の能力で決まる」と断言しました。(男性中心主義であることは否めませんが、もちろん、男女共生社会が叫ばれる今日、性差を超えた何かが人間の評価を決めるのでしょうか。)ともあれ、雄弁が尊ばれる欧米社会には、このようなギリシャ文化の背景があるのです。

本書により、「考える英語」を目指し、知的世界に遊び、楽しみ、内容のある雄弁な英語能力を向上させることができますよう切に願っています。Good luck!

2010年

編 著 者

# テキストの使い方

**学習の目的：**本書は日常生活やグローバルな問題を中心に、学習者のクリティカル・シンキングとディベート能力向上を目指すものです。

☆本書はどの章から始めても、また章の順番を変えてもけっこうです。そのために、難しい英語の単語や語句には日本語訳が付いていますが、いくつかの章にまたがって重複していることがあります。

## Section 1 導入部

絵を見ながら、トピックについて考え始める。そのために、どの意見に賛成するかを選択肢から選ぶ。

## Section 2 ウォーム・アップ

二つの質問に対して簡単な答えをする。

## Section 3 リーディング

### Part 1 リーディング

トピックに関する概略的な説明。いくつかの重要な事柄や論点が、中立的に書かれている。

### Part 2 リーディングに関する質問

各 sentence が、リーディングの内容に即し、それぞれ TRUE なのか FALSE なのかを判断する。

1～3の問題文は、passage の①～③にそれぞれ対応している。

## Section 4 賛成意見と反対意見

各 statement が、ある事柄に関して、賛成意見なのか反対意見なのかを判断する。

## Section 5 オピニオンズ

対立的な二つの議論を聴き、カッコ内に必要な英単語を記入する。賛成意見なのか反対意見なのかを判断する。

## Section 6 テレビ討論会

**Part 1** 二人の賛成意見と二人の反対意見を聴く。欠けている英語の文字や単語を記入する。

**Part 2** 四人のパネリストの意見表明に関して、内容理解を問う質問。4つの質問に対して聴こえてくる答えのうち正しいものを選ぶ。

## Section 7 ディベート

Section 6 までで学んだ意見を Pro（賛成意見）と Con（反対意見）に分け、自分の英語でそれぞれ三つずつ書く。その後で、賛成意見と反対意見に分かれてディベートをする。役割を交代する。  
(optional)

## Section 8 ディスカッション

ペアやグループをつくり、いくつかの質問を選び、学んだ表現を応用し、ディスカッションやディベートをする。(optional)

## PREFACE

Communicating in business and social relationships is no longer confined to communities or countries. Increasingly, global communication has become the medium that more people are using around the world. As a result, the importance of learning languages has become more essential because it contributes to better understanding and leads to more successful business and social relationships.

In recent years, a number of universities are responding to this challenge by offering more English language courses. In addition, universities are also including more content courses which are taught in English.

Communication, however, involves more than just acquiring basic language skills. Gaining knowledge is another important benefit of communication, a concept which was promoted by the leading American philosopher and psychologist, John Dewey. On a more fundamental level, Dewey viewed communication as “the most wonderful” process, particularly, because it produces social bonds. These social bonds, which involve people interacting with each other in their environment, then become the mechanism that enables people to gain knowledge through communication. Dewey’s understanding of this process can be applied to communities on all levels from the smallest communities to global interactive networks.

“Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common. What they must have in common . . . are . . . aims, beliefs, aspirations, knowledge—a common understanding . . . Such things cannot be passed physically from one to another like bricks . . . Consensus demands communication.”

We are all aware of the practical reasons for learning English such as increasing your opportunities to find jobs and gaining promotions. As Dewey emphasizes, however, acquiring knowledge through communication is also a valuable benefit. In order to share knowledge, beliefs and aspirations with others, English learners also need to explore literature, history, art, philosophy and other subjects that will enrich their lives and help them think more creatively.

The power of communication through oral speech has a long history and tradition, starting with the ancient Greek classical philosophers as far back as 360 and 334 B.C. The great philosopher, Aristotle, observed the great speakers of his day and recorded his observations, which became the foundation for the Western oral tradition.

We, the writers of this textbook encourage students to improve their English by becoming a part of this Western oral tradition. This involves thinking in English, exploring the intellectual world,

enlarging their sphere of knowledge and in this way they will also acquire wisdom about themselves and the world they live in. The stimulating issues in *Debating Current Issues* cover the most up-to-date, controversial topics in our contemporary global society and we believe a comprehensive study of these issues will also help to lead students in this direction. We also believe that passing on that knowledge and learning from others, as Dewey suggests, will ultimately help all of us to exist in a better world in the future.

# HOW TO USE THIS TEXTBOOK

This textbook is designed to enhance critical thinking and debating skills for English students. The chapters in the textbook cover everyday topics and global issues. The chapters can be used in any order. Some difficult words are explained in Japanese in the student's textbook and in English in the Teacher's Manual.

## **Section 1** Preview

This section introduces students to the global issue for the chapter. Look at each illustration and choose one opinion (a to c) that you agree with or you can choose "other" (d) and write your own opinion.

## **Section 2** Warm-up

Briefly discuss the warm-up questions to become more acquainted with the global issue presented in the chapter.

## **Section 3** Reading

### **Part 1** Reading

Read the introductory reading and refer to the vocabulary definitions, if needed, which are listed below the reading section.

### **Part 2** Reading Comprehension

Decide whether each statement is true or false according to the passage. Each statement number matches the corresponding number in the passage.

## **Section 4** For or Against

Six different opinions about the global issue are presented. Decide whether each opinion is for or against the question introduced in the title of each chapter.

## **Section 5** Opinions

Listen to two opinions about the issue and fill in the missing words in the sentences. Decide whether each opinion is for or against the question introduced in the title of each chapter.

## **Section 6** TV Debate

The television debate is the core of the lesson and the major activity that will prepare students for the next section.

**Part 1** Listen to the debate between four people, and fill in the missing letters or words.

**Part 2** Listen to the questions and responses about the debate. Choose the best response for each question.

## **Section 7** Debate the Issue

Practicing a real debate is the focus of this activity. Think about the global issue presented in this chapter and some of the opinions that were raised in previous sections. Write three pro and three con opinions that you can remember and write them in your own words. Then, write as many opinions as you can on a separate piece of paper without referring back to the previous activities. If you need to, refer to the previous activities and add additional opinions.

## **Section 8** Discussion Questions

Discuss one or two of the discussion questions in pairs or small groups. Use the information and opinions you have learned in this chapter to support your opinion.



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## Cell Phones

Can elementary school children handle the responsibility?

### Section 1 Preview

Look at the two illustrations and choose one opinion that you agree with. Or, write your own opinion where it says "Other."

1



2



1 These young people are sitting together and eating hamburgers in a fast food restaurant. They aren't talking to each other. With a drink in one hand and a **cell phone** in the other, they are sitting silently **punching** messages to their friends.

- a. When you have nothing to talk about, **text messaging** your friends is a good thing to do.
- b. It's terrible how cell phones keep people from communicating face to face.
- c. Cell phones are convenient tools with both advantages and disadvantages.
- d. Other:

2 This person is using a cell phone while driving.

- a. It's **alright** to use a cell phone if you can avoid a traffic accident.
- b. Use a **hands-free** phone instead of a **hand-held** phone, if you don't want to have a traffic accident.
- c. The **distraction** of a telephone conversation itself can be a **significant** traffic hazard.
- d. Other:

.....

- 1. **cell phone**: 携帯電話 **punch**: (電話のキーを) 押す **text message**: (携帯電話で) メールを送受信する
- 2. **alright**=all right 3. **hands-free**: 手を使わない **hand-held**: 手で持つ **distraction**: 気を散らされること
- significant**: 重大な **hazard**: 危険

## Section 2 Warm-up

Answer the following questions briefly.

1. What do you use your cell phone for?
2. How often do you use your cell phone?

## Section 3 Reading

### Part 1 Reading

Read the following passage.



**1** Cell phones perform a wide variety of functions including phone calls, **text messages**, and even surfing on the Internet. The number of cell phone users has increased **dramatically** in the world. In Japan alone, there are nearly 76 million cell phone users, which is a relatively significant portion of the 1.6 billion users worldwide. Many people say they cannot imagine life without cell phones. Children are also a significant group among cell phone users. According to a recent **survey**, about 15 percent of all elementary school students in Japan use cell phones. Adult **respondents**, on the other hand, did not **condone** this practice, with approximately 63 percent responding that minors should not be allowed to possess cell phones.

**2** Many parents are concerned about harmful Internet sites carrying **obscene** images and dangerous information. In addition, they are also worried about the high costs and the number of hours their children are spending on their cell phones.

In recent years, family relationships have **undergone tremendous** changes as a result of cell phones. Let's consider the example of a mother who might exchange text messages with her child and believes they are communicating effectively. If she enters her child's room to talk about something important, however, the child might get **annoyed** or angry. Clearly this dependency on cell phone communication has put a **strain** on family relationships.

Despite these concerns, cell phone manufacturers are looking for other ways to help parents in Japan and abroad by setting up online **tracking** services, which enable parents to **locate** their children wherever they are. Also, there are other cell phone features which allow parents to set limits on the amount of time their children can use their phones, both for safety and **budgetary** reasons.

**3** Some Tokyo University scientists hope that parents may realize the value of cell phones as an educational tool. These scientists are hoping to promote closer parent-child relationships through scientific cell phone games. This activity brings parents and

children together at home and offers a more enjoyable way to learn about and understand scientific **experiments**.

At the same time, some recent studies indicate there may be a serious association between **radiation** from cell phones and brain cancer. Given these concerns, children could become **vulnerable** to health problems. Not all research studies, of course, **concur** with these findings. Another research study, which examined the same problem, found that cell phones do not damage brain cells, and suggested that the general public should ignore these kinds of **hyped** stories in the media.

.....

1. **text message**: 携帯電話で送受信されるメッセージ **dramatically**: 劇的に **survey**: 調査 **respondent**: 回答者 **condone**: 許す 2. **obscene**: 卑猥な **undergo**: 経る **tremendous**: 大きな **annoyed**: いら立つ **strain**: 緊張 **track**: 人を探す **locate**: ...の場所を見つける **budgetary**: 予算上の 3. **experiment**: 実験 **radiation**: 放射線 **vulnerable**: 被害を受けやすい **concur**: 同意する **hyped**: 誇張された

## Part 2 Reading Comprehension

Decide whether each statement is TRUE or FALSE according to the passage.

- |   | TRUE                     | FALSE                    |
|---|--------------------------|--------------------------|
| 1. In a recent survey of cell phones and how children use them, almost all the adults cited only the positive functions of cell phones.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Some parents find it hard to communicate directly with their children, because they might lose their temper if a mother or father enters their room to talk about something important. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Some scientists suggest that cell phone use can affect how the brain functions.  | <input type="checkbox"/> | <input type="checkbox"/> |

## Section 4 FOR or AGAINST

Which of the following statements are FOR “elementary school children handling the responsibility of cell phones” and which are AGAINST it?

- |  | FOR                      | AGAINST                  |
|--|--------------------------|--------------------------|
| 1. Cell phones can have educational <b>value</b> for children.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The number of crimes in which mobile phones are used is increasing every day. | <input type="checkbox"/> | <input type="checkbox"/> |

	FOR	AGAINST
3. Cell phones have produced disturbing <b>symptoms</b> among children such as feeling <b>irritated</b> , when <b>accidentally</b> leaving their cell phone at home, taking their phone to the bathroom or even using it during class.	<input type="checkbox"/>	<input type="checkbox"/>
4. Children can expand their ties with others by using their cell phone.	<input type="checkbox"/>	<input type="checkbox"/>
5. It is strange to see kids punching away on their mobile phone during breaks without talking to each other.	<input type="checkbox"/>	<input type="checkbox"/>
6. Parents <b>are entitled to</b> disable their children's cell phone at night, so kids don't hide in bed and text message all night long instead of sleeping.	<input type="checkbox"/>	<input type="checkbox"/>

.....

1. **value:** 価値 3. **symptom:** 症状 **irritated:** いら立つ **accidentally:** 偶然に 6. **(be) entitled to:** ...する権利がある

## Section 5 Opinions

First, fill in the parentheses with one word. Next, decide which opinion is FOR “elementary school children handling the responsibility of cell phones” and which is AGAINST it.

### OPINION 1



1-03

People can easily become **addicted to** cell phones, especially small children. Habitual cell phone users, or cell phone ①( ) send text messages about trivial things like “What did you eat for breakfast this morning?”

Some children are so ②( ) that they even **slander** other acquaintances or friends in E-mails or on websites. There was a shocking incident some years ago involving an 11-year-old primary school girl who ③( ) her friend to death. She reportedly told police that the conflict arose from instant messages they had been sending to each other over the Internet.

FOR/AGAINST

.....

**addicted to ~:** ~にこる **slander:** 中傷する

## OPINION 2



1-04

Parents are ①( ) to disable cell phones at night so kids don't get **hooked on** them all night long and lose out on sleep. Children should not be left **unsupervised**, but at the same time, we hope parents will regard their children's cell phones in a more positive way by, for example, taking part in unique science ②( ) games with their children.

One of the fathers who was ③( ) about the program, probably more than their kids, said, "I didn't find enough time to communicate and play with my 10-year-old son, but now I'm enjoying the science experiment course with him." I'm sure this method can help parents and their kids cultivate closer relationships with each other.

FOR/AGAINST

.....

**hooked on ~:** ~にこる    **unsupervised:** 監督不行き届きな

## Section 6 TV Debate

**Part 1** The following is a TV debate about whether elementary school children can handle the responsibility of cell phones. Before listening to the debate, try to fill in the missing letters or words. Then, listen to the debate and check your answers.

**HOST:**



1-05

Good evening. Tonight our subject is about cell phones and whether parents and teachers should allow elementary school children to use them. Our panelists are from the U.S., Japan, Canada, and from the U.K.

**MS. FISHER:**



1-06

I recently bought a cell phone for my 9-year-old daughter. As a parent, I feel less ①(worr\_ \_ ) about her safety now than before. Naturally, all parents are concerned about where their children are **hanging out**. In an ②(emergen\_ \_ ), parents would be able to contact their children immediately. This would cause less worrying on the parents' part. The tragedy at Columbine and the terrorist attacks of September 11 have made many Americans worry about children's ③(safe\_ \_ ).

**MR. FURUYAMA:**



1-07

I do understand parents' sense of ease when they can contact their children on cell phones, especially in the U.S. where there are more crimes than in Japan. But **in a nutshell**, cell phones do more ①(h\_ \_ ) than good.

I'm a junior high school teacher. My school is like a zoo, with students in the classrooms jumping on desks and teachers **cowering** defenselessly in a corner. Like most other junior

and senior high schools in Japan, our students are not allowed to use cell phones at school. Still, a lot of students play games or start ②(t \_ \_ ) messaging friends during important classes. They are out of control and ③(disrespect \_ \_ ) of teachers. If elementary schools start **lifting a ban** on cell phones, then the situation would get worse.

**MS. HAMILTON:**



1-08

I think it's okay to allow elementary school children to carry their *keitai* to school if they follow certain ①(\_ \_ \_ rictions).

What youngsters need is self-discipline. When I started teaching at a senior high in Yokohama, I was shocked to find the whole class **keying in** messages on their cell phones during breaks without talking to each other. We had meetings with our students and their parents many times, and finally ②(\_ \_ \_ ed) the ban after agreeing with the students that they could bring their *keitai* to school as long as they followed certain regulations. The teachers were quite surprised with the result. Not only did our students **abide** by the rules, but they appeared to be using their cell phones less ③(frequent \_ \_ ) in other places as well.

**DR. STATHAM:**



1-09

I'm a member of the National **Radiological** Protection Board, and five years ago we first warned that children should only use mobile phones in emergencies because of the ①(po- tent \_ \_ ) health risks. Last year, a study conducted on 750 people by Swedish experts suggested that using a mobile phone for 10 years or more increases the risk of ear **tumors** ②(\_ \_ ) about four times. A **Dutch** study has suggested mobile phone use can affect brain function and further research from Europe indicated radiation from the phones can cause **DNA** damage. The people who are going to be most affected are children, and the younger the children, the ③(great \_ \_ ) the danger. I regret to say that more than a million children in the U.K. under 10, which amounts to about one in four, already have a mobile phone. We are now concerned because our advice has seemingly been ignored.

.....

**MS. FISHER** hang out: 出入りする **MR. FURUYAMA** in a nutshell: かいつまんで言うと **cower**: 委縮する  
**lift a ban**: 禁止を解く **MS. HAMILTON** key in: (携帯電話に情報を入力するため) キーを押す **abide**: (法律や決まりごとに) 従う **DR. STATHAM** radiological: 放射線の **tumor**: 腫瘍 **Dutch**: オランダの **DNA**: デオキシリボ核酸

**Part 2** Listen to the questions and responses. Choose the best response for each question.



1-10, 11, 12, 13

1. Question: \_\_\_\_\_ Responses: a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
2. Question: \_\_\_\_\_ Responses: a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
3. Question: \_\_\_\_\_ Responses: a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_
4. Question: \_\_\_\_\_ Responses: a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

## Section 7 Debate the Issue

*Write three pro and three con opinions about “whether elementary school children can handle the responsibility of cell phones.” Next divide into teams. Each team will take a position “pro” or “con.” You and your teammates will hold a debate with an opposing team.*

**Pro:** Elementary school children can handle the responsibility of cell phones.

1.

.....

2.

.....

3.

.....

**Con:** Elementary school children cannot handle the responsibility of cell phones.

1.

.....

2.

.....

3.

.....

## Section 8 Discussion Questions

*Discuss the questions below with your classmates.*

1. At what age are children ready for their own cell phone? Why?
2. Do you think banning all cell phones in schools is an effective method? Why or why not?  
Can you think of an alternative solution?
3. What special features do you think cell phones will have two years from now? Five years from now?