● PREFACE

For and Against: Expressing opinions and exchanging ideas is designed to help Japanese students gain confidence in expressing opinions. Each of the fifteen units presents both sides of an interesting and controversial issue. The aim of the book is to encourage students to consider their position and develop skills to discuss each issue. It is hoped that students will continue to practice and apply these skills to their own discussions.

Stimulating reading and listening texts provide key content on both sides of the issue. Students demonstrate their understanding of the texts and identify the key points. The emphasis is on useful language. In addition, important vocabulary and language structures are recycled throughout each unit. Students practice expressions and language structures to use in their own discussions. In this way, students will gradually gain confidence as they acquire the language and content they need for a discussion.

Each unit ends with the presentation of relevant statistics. Students learn how to understand, analyze, and talk about statistics. They are also encouraged to reflect upon the statistics and make comparisons with their own country.

● HOW TO USE THIS BOOK

Before you read
Each unit begins with three discussion questions designed to make students think about the topic and start to consider what their opinions might be. Students should think about their answers and then compare them with another student or students.

Reading
This section introduces different opinions about the topic, as well as key vocabulary. Students read the two short texts. Some words and expressions are explained in Japanese at the end of each text to maximize comprehension.

Understanding the main ideas
Students answer True / False questions to check their basic understanding of the reading texts.

Listening
The listening dialogue provides a useful model discussion on the issue presented in the unit. Students hear two people discussing the issue, and as they listen, they fill in the missing words. The dialogue introduces colloquial words and expressions, as well as more concrete opinions. The dialogue also presents useful expressions and language structures that will be focused on in the following section, *Talking about it*.

In the second part of the *Listening* exercise, students listen to four statements and decide which speaker mentions each opinion in the dialogue. This helps students understand the arguments.

Talking about it
This section focuses on an expression or language structure from the listening dialogue. Students write sentences and short dialogues using the structure or expression. They can then practice saying the sentences out loud. This is effective preparation for students' own discussions.

Building a paragraph
In this section, students complete paragraphs with phrases from a box. One paragraph presents points for the issue, and the other paragraph presents points against it. Students practice expressing opinions on each side of the issue.

Understanding statistics
Students examine statistics related to the issue introduced in the unit. They can examine the statistics by themselves in preparation for the next task.

Talking about statistics
Students work with a partner to look more closely at the statistics. They answer a series of questions about the statistics. They describe the statistics and are provided with sentences and phrases in a Hint Box. The questions are designed to help students describe, analyze, and respond to the statistics. Answers can be compared when students have completed the task.

はしがき

　英語で自信を持って意見が言えたらすばらしいと思いませんか？　For and Against は日本の大学生を対象に，英語で「意見交換できる力」をつけるために作られました．このテキストは今迄のオーラルの授業の枠を越え，学習者が自分の考えを明確に表現できるよう創意工夫されています．15のトピックは学生の関心度が高く議論がしやすいようなものを，幅広いジャンルから選んでいます．今日の社会で注目されている問題を把握し，自分の考えを英語で相手に上手く伝えるスキルを学び，そしてそのスキルをいろいろな練習で応用できるような構成になっています．それぞれの章では，まず賛否両論の表現の仕方を学び練習し，そして実際にその表現を使ってデイスカッションを試みる．ステップを踏みながら英語で議論する実力が着実につくよう配慮されています．

　テキストのリーデイングとリスニングには，議論しやすいトピックの賛否両論が紹介されています．学習者はまずその内容を理解し，重要なポイントをおさえ，そして適切な表現で意見を述べる手順をふみます．議論に必要な重要語彙や表現，そして構文は何回も繰り替えし各々の章に中に出てきますので，実際の意見交換に備え充分な訓練をすることになります．このプロセスをふむことで，学習者は徐々に自分の意見を英語で表現する自信を深めてゆくでしょう．
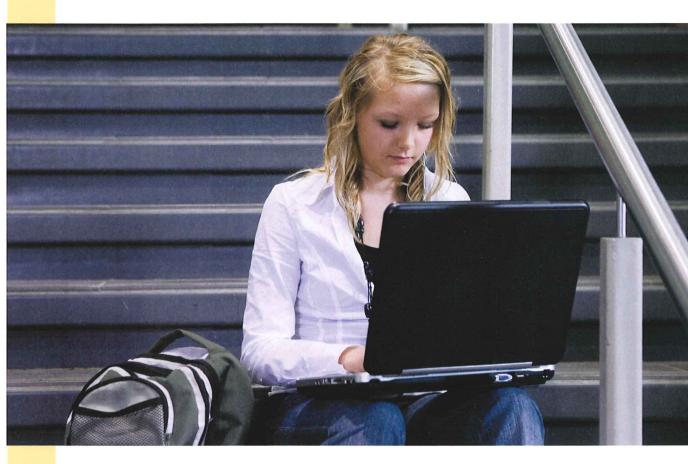
　各章の最後には，興味深い統計の数字が提示され、そのデータを分析・理解してデイスカッションに入ります．データから得た情報を，自分の国の現状とも比較することで，より一層興味をもって意見が交換できるように工夫されています．

● CONTENTS

1 The Internet

Is it a good way to meet people?

● **23%** OF USERS OF INTERNET DATING WEBSITES ARE UNDERAGE.

1. How often do you use the Internet?

2. What do you mostly use the Internet for?

3. Would you ever meet up with someone you met on the Internet? If not, why?

● READING

Read the web page and the magazine column and then answer the questions.

1. (CD) 1-2 with Self-Study **CD** 2

FRIENDS »⚫« LINK

join   about Friends-link   Frequently Asked Questions   privacy   contact

Join **Friends-link** today! **Friends-link** has millions of members. Why not join us? Make new friends, keep in touch with old friends, and share information about yourself. You might even meet the love of your life!

Joining **Friends-link** is easy! Click here to sign up for free!

Perhaps you are shy or you live in a small town. **Friends-link** is great for people who find it difficult to make new friends.

Friends-link is also great for single people who want to find a partner. Browse profiles to find people you are interested in contacting. **Friends-link** is a safe place to meet new people.

Are you looking for a career change? You can use **Friends-link** to network with people in the business world. Find out who could help you find that fantastic new job. Make contact with people working in the industry you want to work in.

It's all free!

http://www.FL.org

2. CD 1-3 with Self-Study CD 3

MY VIEW

Max Brown's weekly opinion column

Risky business

Imagine this. A 13-year-old girl named Emma posts her profile on a popular social networking website. She includes photos of herself dressed glamorously and wearing lots of makeup. She says her age is 19, and she lists her hobbies as dating older men, modeling, and shopping. She is contacted by lots of men and eventually meets one for a date. He invites her to his hotel room. He tries to lock the door, but luckily she realizes that she is in danger and escapes. When she gets home, she is shocked by what happened.

I am shocked that she didn't know she was playing a dangerous game. Meeting people on the Internet is very dangerous. People often lie about who they are. You may think that you know someone on the Internet, but you don't. Anyone can easily create a false identity. **Pedophiles** can pretend they are children and chat with kids and teens and even arrange to meet them. You have no control over the way people use any personal information you post on the Internet.
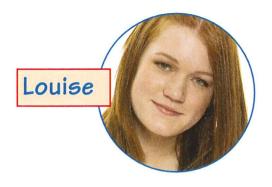
I don't think the Internet is a healthy way to make friends. Why not go to a party or join a sports club or gym and socialize with *real* people?

pedophile: 小児性愛者

● UNDERSTANDING THE MAIN IDEAS CD 1-4
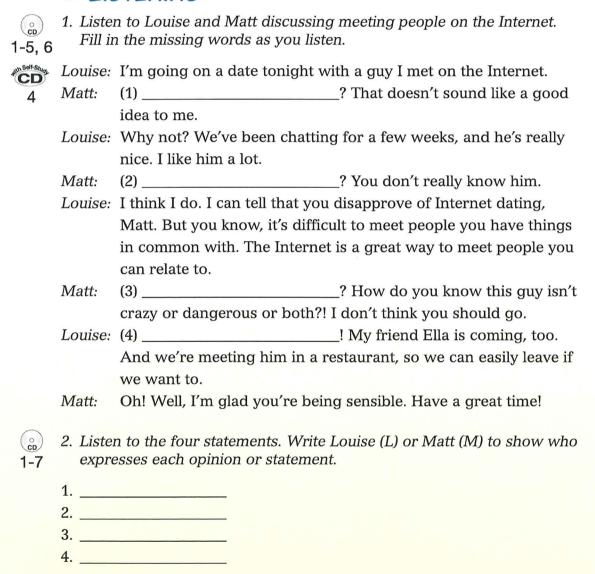
Circle T for true or F for false for each of the following statements.

1. *Friends-link* does not have many members.   T / F
2. It does not cost any money to join *Friends-link*.   T / F
3. You can meet new people and keep in contact with old
   friends on *Friends-link*.   T / F
4. Emma lied about her age on her profile.   T / F
5. Emma was lucky to escape from a dangerous situation.   T / F
6. Max Brown thinks meeting people on the Internet is a good idea. T / F

Louise

Matt

● LISTENING

1. Listen to Louise and Matt discussing meeting people on the Internet. Fill in the missing words as you listen.

1-5, 6

CD 4

Louise: I'm going on a date tonight with a guy I met on the Internet.

Matt: (1) _____? That doesn't sound like a good idea to me.

Louise: Why not? We've been chatting for a few weeks, and he's really nice. I like him a lot.

Matt: (2) _____? You don't really know him.

Louise: I think I do. I can tell that you disapprove of Internet dating, Matt. But you know, it's difficult to meet people you have things in common with. The Internet is a great way to meet people you can relate to.

Matt: (3) _____? How do you know this guy isn't crazy or dangerous or both?! I don't think you should go.

Louise: (4) _____! My friend Ella is coming, too. And we're meeting him in a restaurant, so we can easily leave if we want to.

Matt: Oh! Well, I'm glad you're being sensible. Have a great time!

2. Listen to the four statements. Write Louise (L) or Matt (M) to show who expresses each opinion or statement.

1-7

1. _____

2. _____

3. _____

4. _____

● TALKING ABOUT IT

There are different ways of showing that you are surprised by what someone says. Read the example dialogue below.

Louise: I'm going on a date tonight with a guy I met on the Internet.

Matt: **Really**? That doesn't sound like a good idea to me.

Louise: **Why not**? We've been chatting for a few weeks, and he's really nice. I like him a lot.

Use the phrases in the box to complete the dialogues. Then work with a partner and practice the dialogues together.

> Are you kidding?
> Why not?
> Are you sure?
> Really?

1. A: Millions of people use the Internet to make new friends these days.

   B: _____? I think it's a strange way to meet people.

2. A: I've joined an Internet dating website.

   B: _____? You don't need to do that. You're always going on dates.

3. A: Joanne met her new boyfriend on the Internet.

   B: _____? I thought she didn't agree with Internet dating.

4. A: I don't think it's a good idea to meet people on the Internet.

   B: _____? Everyone is doing it these days.
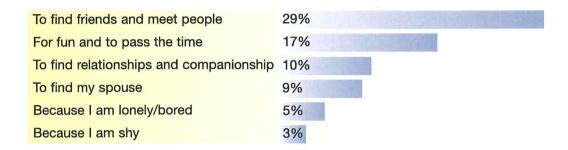
• BUILDING A PARAGRAPH

Complete the following paragraphs with the phrases from each box. One paragraph presents some reasons why the Internet is a good way to meet people (For). The other paragraph presents some reasons why the Internet is not a good way to meet people (Against).

FOR

Meeting people on the Internet is a good idea. Social networking websites are a good way to make new friends and (1) _____ _____. You may even meet (2) _____ _____. The Internet makes it easier for people (3) _____ _____. You can also find people who may be able to help you (4) _____. Overall, there are many advantages to meeting people on the Internet.

find a new job
keep in touch with old friends
a new boyfriend or girlfriend
who find it difficult to make new friends

AGAINST

Meeting people on the Internet is not a good idea. It is very dangerous because you never really know (1) _____ _____. People can (2) _____. Children can also be targeted by pedophiles (3) _____ _____. You also have no control over how personal information (4) _____. Overall, there are many disadvantages to meeting people on the Internet.

you post on the Internet is used
the people you make contact with
pretending to be other children
lie about their identity

● UNDERSTANDING STATISTICS

A recent survey of Internet daters in 18 countries asked why they use online dating websites. The chart below shows some of the results of the survey.

Question: Why do you use online dating websites?

To find friends and meet people	29%
For fun and to pass the time	17%
To find relationships and companionship	10%
To find my spouse	9%
Because I am lonely/bored	5%
Because I am shy	3%

Source: Global Market Insite Inc., 2006.

● TALKING ABOUT STATISTICS

Work with a partner.

1. Describe the figures in the chart. Use the sentences and phrases in the box.
2. Do you find any of the figures in the chart surprising?
3. Can you explain any of the figures in the chart?

> 1. 29 percent of Internet daters gave… as their answer.
> 2. Most people said they used online dating websites to / because…
> 3. Only 3 percent of Internet daters said they…
> 4. Finding friends and meeting people is…
> 5. I found it interesting that… because I thought…