

Which side are you on?

Forming views and opinions

— New Edition —

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S SEIBIDO

● PREFACE

Which side are you on? Forming views and opinions presents fifteen controversial issues that have been carefully chosen to appeal to students. New and interesting information is presented in this stimulating collection of texts. Students will vastly increase their knowledge about controversial issues such as cloning technology, equal opportunities for men and women, and children and television. Students are exposed to different opinions on each issue and are encouraged to use these opinions as well as their own.

Which side are you on? focuses on reading, vocabulary and listening skills and can also be used as a discussion book. A variety of types of reading texts are used to motivate students. Comprehension exercises guide students to a clear understanding of the texts and the issues. Vibrant and realistic dialogues present different viewpoints and focus on useful vocabulary and expressions. Controlled listening exercises help students to develop effective listening skills. Common phrases used for different aspects of discussion are focused upon; for example, disagreeing, giving examples and presenting surprising facts. The skill of discussion is divided into sub-skills to help students gain confidence. This also provides students with concrete practice activities. Optional discussion questions are presented along with comprehensive teaching notes. Should teachers decide to use the book as a discussion resource, students are presented with lots of opportunity to prepare for each discussion. *Which side are you on?* presents a variety of stimulating issues that students will enjoy learning more about.

● HOW TO USE THIS BOOK

Before you read

This section helps students think about the topic and about their own opinions. Once they have answered the questions, they compare answers with at least one other person.

Reading

This section introduces different opinions about the topic. Students read the two short texts and then answer the comprehension questions.

Listening

First, students hear two people discussing the issue presented in the unit. As they listen they fill in the missing words. This section introduces more colloquial expressions and more concrete opinions. Then students listen to four statements and decide which speaker mentions each opinion in the dialogue. This section helps students understand the dialogue better and learn new expressions.

Pros and Cons

Students try to remember all of the main points for both sides of the issue mentioned in the unit. They complete the table with the points. If they can't remember they should look back at the unit. This will help students prepare ideas and expressions to use in the next exercise.

Discussion tactics

Students use the expressions in the box to write a response to each of the five sentences. They can use opinions already mentioned in the unit or their own opinions. They should look back over the unit if they have trouble coming up with a response. This exercise will help students learn many expressions commonly used in discussion and debate.

Taking it further

These discussion questions are graded and become more difficult. You may wish to choose a question that will not be too difficult for your class. Alternatively, you can let the students discuss all three of the questions. All of the questions are suitable for students to discuss in pairs, groups or as a class. It can be a good idea to begin with small group discussions and then open the discussion up to the whole class. Make sure that all of the groups get a chance to contribute. You may also wish to appoint a secretary for each group who is responsible for taking notes during the discussion.

Question 1 usually requires students to describe a graph or some statistics. Students may sometimes be asked to analyze the information.

Question 2 focuses on examples that are relevant to Japan. Students are usually presented with a fact or statistic to illustrate a point.

Question 3 invites the students to have a discussion about the issue introduced in the unit. By now students have had the chance to develop some ideas and opinions about the topic.

はしがき

これまで、いわゆる「英会話」ではあいさつや道案内を中心に練習しましたが、21世紀に入り国際化が激しくなると、それだけではすわってからのまともな話しができず、国際舞台で仕事をするにはとうていおよばないことがわかってきました。今や英語で意見を発表し、議論できるような英語力が求められています。この *Which side are you on?* は日本の大学生を対象に、英語で議論する力をのばすために作られた教材です。しかし、「議論する」といっても問題点への理解と、表現するための英語力がともなわなければ空回りしてしまいます。その点、このテキストはとてもシステムティックに構成されており、確実に力がつくよう配慮されています。まずトピックに関して読んで論争点になじみ、英語表現を練習し議論の手法を訓練した上で、英語で議論するという手順をふんでいるからです。

15のトピックは日本の学生にとって関心が高く論議を呼ぶようなものを、幅広い分野から選んでいます。フリーター、喫煙と飲酒に関する話題から、男女平等の問題、子供とテレビの問題を考え、コンピュータ、クローニングの話に至ります。まずこれらの話題に関する生き生きとした記事を読むことにより、学習者は問題点を把握し、英語表現にもなじむこととなります。その後、段階をおって、一方で語彙・表現を練習し、他方で議論をするための手法を訓練していくように構成されています。それらを通して、学習者は英語で自己表現することに自信をつけていき、最後の発展練習に至るころには、英語および知識面ともに力がつき、内容を中心に議論ができるようになっているでしょう。

本書を通して、学生の皆さんは英語でディスカッションする手法を学びながら、それと同時に、国際舞台において国際語である英語でコミュニケーションし、自分の意志を伝えることの重要性を身につけていくことでしょう。コミュニケーションは一方通行的なものではなく、相手とのやり取り、交渉ですから、意見を交換しながら議論することが不可欠になってきます。その意味において、本書は皆さんが国際舞台に飛躍するための貴重なステップとなるでしょう。

本書の使い方

この教科書は15ユニットあり、通年で使う場合、1ユニットを2週間でカバーするよう編成されています。半期の場合には、Readingの部分で予習してこさせるなどして毎週1課のペースで進めばよいでしょう。また、学生の力と時間的な余裕に応じて、最後のTaking it furtherは選択的に扱うことができます。各ユニットは、次のように構成されています。

Before you read

トピックへの導入です。答えを選び、隣と比べてみたりすると面白いでしょう。

Reading

その課のトピックに関する2つの記事を読み、英語になじみ、論争点を把握します。内容理解を確認するための2種類の問題に答えてください。

Listening

CDで2人の議論を聞き、まず下線部をうめます。2～4語のディクテーション形式

.....

になっています。CD はノーマルスピードにポーズをつけたものとつけていないものが2回録音されています。必要に応じて繰り返してください。その後、4つの文を聞いて、どちらの話し手の意見なのかを答えてください。

Pros and Cons

その課の論争点に関して、賛否両論の理由を一覧表に書き込みます。もし思い出せなければ、本文へもどって確認してもいいでしょう。これらの理由づけや英語での表現が、これからの議論に役立つでしょう。

Discussion tactics

ここでは議論するための手法を練習します。例を参考にしながら、ボックスの中にある表現を利用して、応答を完成させてください（5問）。その課で用いられた意見を使っても、自分の意見を書いても結構です。

Taking it further

この発展応用練習には3問あり、易から難へと段階づけられています。クラスのレベルと時間的な余裕に応じて取捨選択ください。また、ペアでやらせたり、グループに分けて活動させる方法もあります。その際、グループのまとめ役を決めておいて、最後にクラス全体に発表させると面白いでしょう。

- (1) 表や図の内容を伝える練習です。活動を促すために設問が準備されていますが、それがない場合には、“What is the relationship between A and B?” というような質問を教師またはパートナーがするといいいでしょう。
- (2) 日本に関する情報や統計です。内容に関して意見を求めるような質問がいくつか提示されているので、答えてください。グループで意見交換をしたり、教師が意見を集めてさらに議論しても面白いでしょう。
- (3) その課のトピックに関する総括的な議論になります。これまでに学習した表現や理由づけを活用して、自分の立場をはっきりさせ、論理的に説得力をもって論じてください。口頭で議論する前に、自分の意見を一度書いてみるとしっかりした議論につながるでしょう。

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Unit 1 Cell phones

Do we use them too much?



• BEFORE YOU READ

Choose your answer and compare it with your partner's. If you choose 'other' write down your own answer.

1. In what ways does your cell phone make life more convenient?
 - a. If the person I want to talk to is not there, I can send a text message.
 - b. It makes it unnecessary to carry an address book.
 - c. I never have to waste time searching for a payphone.
 - d. Other. _____
2. What is the main disadvantage of cell phones?
 - a. Cell phone use may be connected to certain kinds of cancer.
 - b. If I use my cell phone a lot it is quite expensive.
 - c. Listening to other people's cell phone conversations is annoying.
 - d. Other. _____
3. Why are cell phones so popular with young people?
 - a. They are very convenient.
 - b. They are fashionable.
 - c. They make people feel important.
 - d. Other. _____

● READING

Read the newspaper story and the magazine column and then answer the questions.

1.  1-02

Girl Dragged by Train Calls for Help on Cell Phone

Amber Scott of Madison County, Indiana, is lucky to be alive thanks to her cell phone. Last Tuesday she was driving to university when she stopped at a train crossing. The driver behind her hit her car and she was pushed into a speeding train. Her car became caught in the train and was **dragged** along for about half a mile.

Amber was terrified but she managed to make a call on her cell phone. She called 911 and told the operator what was happening. The police then managed to contact

the train driver. The driver couldn't believe it when he received a message on his radio telling him about Amber. He immediately stopped the train and rescued Amber.

Amazingly Amber walked away from the accident with only **bruises**. 'I really thought that I was going to be killed,' Amber told us yesterday. 'I'm just so glad that I had my cell phone with me. I often leave it at home because I don't use it very much. I'll be taking it with me everywhere from now on, though!'

HELP

1. drag: 引きずる
2. bruise: 打撲傷 (only bruises: ほんの擦り傷程度)

2. 1-03

WHAT'S UP?



**Jodie
Campbell's
weekly
opinion
column**

TEXT MESSAGING MADNESS

According to phone companies, there is a huge increase in the number of text messages sent between 10 p.m. and 2 a.m. on Fridays and Saturdays. Phone companies must be making a fortune – some people send as many as twenty messages a day. Young guys and girls everywhere are sending

text messages to each other. This is a great way to tell your friends which club you are in or even to **flirt** with someone you're interested in. But now people are sending text messages to people they don't know and even going on **blind dates** with them! Aren't things getting **out of hand**? Whatever happened to simple messages like **R U coming out 2nite?**


HELP

1. flirt: (異性と楽しく) おしゃべりする
2. blind date: (第三者の仲介による) 相手を知らずにいくデート
3. out of hand: 手におえない
4. RU coming out 2nite?: 発音をそのまま文字化しているので、'Are you coming out tonight?' と読めばよい。

● UNDERSTANDING THE MAIN IDEAS

1. Choose the best summary for each of the two passages.
 - a. A cell phone helps you organize your social life.
 - b. Always carry your cell phone.
 - c. Cell phones have advantages and disadvantages.
 - d. Not everyone owns a cell phone.
2. Circle T for True or F for False for each of the following statements.
 - a. Amber Scott's cell phone saved her life. T / F
 - b. Amber called the train driver on her cell phone. T / F
 - c. Amber was seriously injured in the accident. T / F
 - d. Text messaging is extremely popular. T / F
 - e. Sending a text message doesn't cost any money. T / F
 - f. Young people send text messages only to people they know. T / F

• LISTENING

1. Listen to Kate and Jason discussing cell phones. Fill in the missing words as you listen.  1-04, 05

Kate: A girl on the train this morning was talking really loudly on her cell phone. I think it's so annoying when people talk loudly on their cell phones. I don't want to listen to other people's phone conversations when I'm on the train.

Jason: I know what you mean, but cell phones keep you from (a) _____. I often call my friends when I'm traveling to work, just to pass the time.

Kate: Why don't you use text messaging instead? Then you (b) _____ people.

Jason: Actually, I use text messaging a lot. It's such an easy way to flirt with girls! I can even send messages to girls I've (c) _____. It's a great way to meet people.

Kate: I don't think that you should send messages to people you don't know. My friend Gina has been getting (d) _____ and she doesn't know who is sending them. It's quite scary.

Jason: That's terrible! Maybe she should go to the police. I think the main advantage of cell phones is that they are useful (e) _____. Your cell phone could save your life one day!

2. Listen to the four statements. Write Kate (K) or Jason (J) to show who mentions each opinion.  1-06

a. _____

b. _____

c. _____

d. _____

• PROS AND CONS

Complete the table with the pros and cons of using cell phones.

Pros of using cell phones

1. A cell phone could save your life.

2. _____

3. _____

4. _____

5. _____

Cons of using cell phones

1. Some people talk too loudly on their cell phones.

2. _____

3. _____

4. _____

5. _____

• DISCUSSION TACTICS

Write a sentence disagreeing with the following opinions and giving a reason.

Weak

That's true,

That's a good point,

I know what you mean,

but...

Strong

I don't think so

I disagree

because...

EXAMPLE

Kate: I think it's so annoying when people talk loudly on their cell phones. I don't want to listen to other people's phone conversations when I'm on the train.

Jason: I know what you mean, but cell phones keep you from getting bored.

1. I think cell phones are a waste of time.

2. Sending a text message to someone you don't know is a good idea.

3. I don't think text messages are very useful.

4. People shouldn't use cell phones on trains and buses.

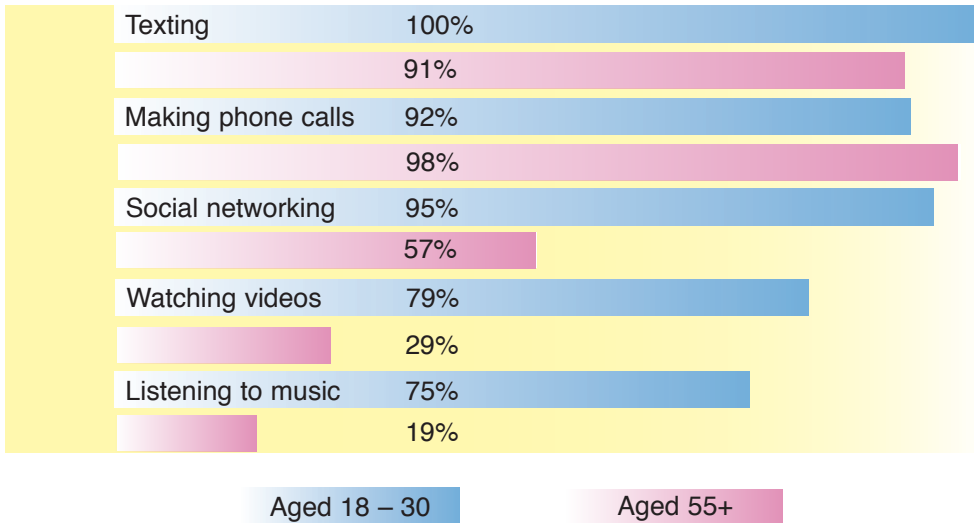
5. You shouldn't send text messages to people you don't know.



• TAKING IT FURTHER

1. Look at the table and answer the following questions.

How smartphone owners from different age groups use their phones.



- a. Which phone function did the highest percentage of younger people use?
 - b. Which phone function was used by a higher percentage of older people than younger people?
 - c. Which phone function shows the biggest gap between its use by older and younger people?
 - d. What can we surmise from the chart regarding the use of smartphones?
2. a. Do you think it should be legal to use smartphones while driving?
 - b. Can you think of any other times when using a smartphone could be dangerous or annoying for other people?
3. Do we use smartphones too much? Which side are you on? Write down your opinions before you discuss this topic. Give reasons to support your opinions during your discussion.