

Global Perspectives

Reading & Writing

Book 1

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自動翻訳技術の発達のおかげで、自分で英文を読んだり書いたりしなくても、大まかな内容ならば日本語に翻訳されたものを読み、日本語で書いた文を英語に自動翻訳できる時代になりました。しかし、単に概要を把握したり伝えたりするだけでなく、相手の真意を読み取り、分かりやすく伝えるためには、文のニュアンスを読み取って論点を整理し、相手の文化や考え方の背景を尊重しながら自分の考えを自分の言葉で順序よく伝える必要があります。

さらに、同じ内容を伝えようとする英文であっても、Eメール文、ブログ、チャット、張り紙、パンフレットのように日常的に目にする英文にはそれぞれ特徴的な書き方がありますし、学術的なエッセイや論文には、決まったスタイルがあります。インターネットの発達により、日本国内にいても、英文を読み、自分が伝えたいことを発信する環境はすでに整っています。一方、英文を機械翻訳で和訳したものを読み、日本語で作文したものを機械翻訳で英訳していると、途中どこかのプロセスで誤訳や場面にふさわしくない表現が紛れ込む危険性がつきまといます。文脈を考えて相手の真意を読み取る力や、場面や状況に応じて文章を書き分けるコミュニケーション力が、今後の社会では一層求められます。

本書のねらいは、学習者が大学入学までに培ってきた以下の「三つの柱（文部科学省、2018年3月公示）」を引き継ぎ、さらに発展させることです。

- (1) 何を理解しているか、何ができるか（知識・技能）
- (2) 理解していること・できることをどう使うか（思考力・判断力・表現力）
- (3) どのように社会・世界と関わり、よりよい人生を送るか（学びに向かう力・人間性）

本書のBook 1では大学生が日常的に経験する「大学生活」「心と体の健康」のようなトピック、Book 2では「学術研究」「科学とは」のような、大学生にふさわしい学際的なトピックを扱います。ユニットごとのトピックに関連するパッセージを読んでリーディング力を養うだけでなく、情報を整理し、多様な角度から検討した上で、論理的・客観的に自分の意見を述べるための批判的思考力をつけることを目的としています。近年の社会情勢を反映させた話題や、賛否が分かれることがらを取り上げたパッセージを読んだうえで、自分の意見を整理して英語で述べるためのライティングアウトラインの作成へとつなげます。本書を通して、学習者が英語のリーディング力やライティング力を伸ばすだけでなく、思考力・判断力・表現力や積極性・人間性を養うきっかけとなることを願っています。

最後に、本書の出版にあたり、趣旨をご理解くださり、きめ細やかなアドバイスでサポートくださった（株）成美堂編集部の中澤ひろ子氏に、心から感謝を申し上げます。

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筆者一同

本書の構成 / 使い方

① Warm-up

各ユニットに関連したトピックについて4つの選択肢の中から自分の知識や考えに近いものを選び、ウォーミングアップをしましょう。時間に余裕があれば、なぜその選択肢を選んだか説明し、クラスメイトと意見交換しましょう。

② Words in Focus

各ユニットに関連した用語を予め確認しましょう。単に英単語を和訳するのではなく、用語をネット検索して、トピックと関連する背景知識を身につけておきましょう。

③ Casual Reading

ホームページやメール、ブログ、チャット、張り紙、パンフレットのような日常的に目にする短いパッセージを読みましょう。パッセージ内の3か所は穴埋め問題になっています。前後の文脈を読み取ってふさわしい語句を選択しましょう。続いて、内容確認問題が3問あります。そのうちの1つは、パッセージに加えて、スマホ画面やシンボル、広告、図表のような情報も参考にして回答する問題です。TOEIC Part 7 ダブルパッセージ問題の練習としても活用することができます。

④ Reading Tips

上記の短いパッセージの要点をまとめた穴埋め問題に回答し、パッセージを読む際のコツをつかみましょう。以下は、各ユニットで紹介されるリーディングのコツです。

Unit	コツ	Unit	コツ
1	Main idea and details (1)	7	Sequencing
2	Dealing with unknown words	8	Comparison and contrast
3	Cause and effect	9	Main idea and details (2)
4	Understanding timelines	10	Inference (1)
5	Similarities and differences	11	Inference (2)
6	Categorization	12	Paraphrasing

5 Academic Reading

Book 1 は 280~400 語前後、Book 2 では 320~470 語前後のまとまったパッセージを読みましょう。パッセージの長さは、Unit 1 から 12 にかけて少しずつ長くなるよう調整されています。初めて読む際には、時間を測りながら全体の内容を把握する練習をしてください。ページの下には、wpm (word per minute、1 分間あたりに読める単語数) を計算するための式が表示されています。ある程度の内容を理解しながら読むことができる速さの記録をとりましょう。隣のページには、パッセージ中、太字で示されているキーワードの意味を確認する問題や、内容を確認する問題があります。内容確認問題は、基本的に 1 パラグラフにつき 1 題ずつ出題されています。読んだ内容を把握できているか確認しましょう。

6 Writing Tips

上記のパッセージのパラグラフ構成を理解するための穴埋め問題に回答し、英文ライティングのコツをつかみましょう。以下は、各ユニットで紹介されるライティングのコツです。

Unit	コツ	Unit	コツ
1	What is a paragraph?	7	Narrative essay
2	APA (1) Making a references page	8	Persuasive essay
3	Formal vs. informal writing	9	APA (2) In-text citations
4	Different types of transitions you can use	10	What is a good thesis statement?
5	Descriptive essay	11	Self-reflective writing
6	Written vs. spoken English	12	APA (3) When you paraphrase/don't paraphrase

7 Writing Outline

各ユニットに関連したトピックについて、自分の考えを書くためのアウトラインをまとめましょう。アウトラインは、基本的に「Introduction (導入)」と「Conclusion (結論)」の間に「Body (本論)」を挟み込む構成になっています。Writing Tips で学んだライティングのコツも参考にしながら、書きたい内容の枠組みを決めましょう。

CONTENTS

Uni	Topic	Casual Reading	Reading Tips
1	College Life 大学生活の意義について考えよう	How do you manage your time?	Main idea and details (1)
2	Understanding Copyright 著作権について考えよう	How to use "Plagiarism Checker 12.0"	Dealing with unknown words
3	Cyberbullying ネットいじめについて考えよう	What counts as cyberbullying?	Cause and effect
4	Tourism 快適な旅のコツについて考えよう	How do you measure things?	Understanding timelines
5	Foreign Encounters 異文化体験について考えよう	Studying abroad? Stay with us!	Similarities and differences
6	Entertainment 娯楽について考えよう	One movie, two reviews	Categorizing
7	International Affairs 国際情勢について考えよう	Learn about the lives of refugees.	Sequencing
8	Technology 身近にある科学技術について考えよう	Pros and cons of online classes	Comparison and contrast
9	My Future 将来の自分について考えよう	What do futurists do?	Main idea and details (2)
10	Personal Finance お金の管理について考えよう	Talking about money is not taboo.	Inference (1)
11	Health 心と体の健康について考えよう	Is it life-threatening or not?	Inference (2)
12	Diversity 多様性について考えよう	Love your neighbors.	Paraphrasing

Academic Reading	Writing Tips	Writing Outline	Page
How old were you when you entered college?	What is a paragraph?	Main idea and details (1)	
What happens when you steal something?	APA (1) Making a reference list	Giving reasons	
Should smartphones be banned from schools?	Formal vs. informal writing	Cause and effect	
To tip, or not to tip, that is the question.	Different types of transitions you can use	Following timelines	
What is reverse culture shock?	Descriptive essay	Similarities and differences	
Traditional vs. modern circuses	Written vs. spoken English	Categorizing	
Welcome to the borderless world.	Narrative essay	Sequencing	
Change your car, change the world!	Persuasive essay	Giving an example and reasons	
What makes you happy?	APA (2) In-text citations	Main idea and details (2)	
Easy money: Is it really safe?	What is a good thesis statement?	Inference (1)	
What do you do in a medical emergency?	Self-reflective writing	Inference (2)	
Discrimination is a positive thing?	APA (3) When you paraphrase/ don't paraphrase	Citing sources	

UNIT 1

College Life

大学生活の意義について考えよう



Warm-up: *Share your ideas.*

What is the biggest challenge for you in college?

- a. Managing time effectively.
- b. Maintaining good grades.
- c. Making new friends.
- d. Choosing a career.

I chose answer _____, because

.....

.....

.....

Words in Focus: *Search the internet for words and phrases.*



- | | |
|---|--|
| <input type="checkbox"/> admission | <input type="checkbox"/> part-time job |
| <input type="checkbox"/> assignment | <input type="checkbox"/> schedule |
| <input type="checkbox"/> bachelor's program | <input type="checkbox"/> sophomore |
| <input type="checkbox"/> department | <input type="checkbox"/> student union |
| <input type="checkbox"/> the OECD | <input type="checkbox"/> survey |

Welcome message from the union

STUDENT UNION

Jessie Miller (sophomore)



Welcome to our department! I'm Jessie, a second-year student. Time management is essential for students. How do you manage your time? Here are some tips for you about your weekly schedule, daily routine, and priorities.

Tip 1: SCHEDULE YOUR WEEK

You should try to get a clear image of your weekly schedule. Like most of you, I have a part-time job. But I work only on Sundays because I want to save weekdays for other things. For example, I Monday evenings with the members of the Japanese-speaking club.

Tip 2: CREATE A ROUTINE

Keep regular sleep hours and get your life in rhythm. I get up at 7:00 every morning although I have no morning classes on Tuesdays and Fridays. So, I am late for any classes. I also make it a rule to do yoga stretches before going to bed.

Tip 3: SET PRIORITIES

For us, studying should be the priority, right? I usually study in the library. But when I have no time during the day, I work at home to make sure I complete my assignments. When I have some spare time, I enjoy talking with my friends, watching movies, or playing video games.

This is how I manage my . Remember, effective time management plays a huge role in enriching your college life!

1. Choose the best answer to complete the missing words in the passage.

- | | | |
|---------------|---------------|-------------|
| 1. (A) spend | 2. (A) always | 3. (A) club |
| (B) spending | (B) never | (B) time |
| (C) to spend | (C) often | (C) sleep |
| (D) had spent | (D) sometimes | (D) friend |

2. Read the passage and choose the best answer to each question.

- Which of the following does Jessie NOT mention?
 - Which season to start the school year.
 - What to do on which day of the week.
 - What to do at which time of the day.
 - What is especially important.
- Which activity does Jessie avoid doing on weekdays?
 - Working part-time.
 - Joining club activities.
 - Cooking for herself.
 - Doing yoga stretches.
- Look at Jessie's schedule. What day is it?
 - Sunday.
 - Monday.
 - Tuesday.
 - Friday.



Reading Tips: Main idea and details (1)

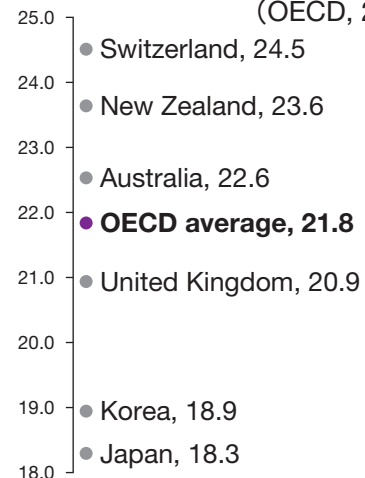
読者にとって読みやすい英文の多くは、1つの段落 (paragraph) 内で議論する内容がはっきりと topic sentence として示され、それを説明するための詳細が述べられています。前ページの5つの段落それぞれの topic sentence を以下に書き出しましょう。

Paragraph	Topic sentence
1	Here are s _____ t _____ for you about your w _____ s _____, d _____ r _____, and p _____.
2	You should try to get a clear image of your w _____ s _____.
3	Keep regular sleep hours and g _____ y _____ l _____ in r _____.
4	For us, s _____ should be the p _____, right?
5	Remember, e _____ t _____ m _____ plays a huge role in e _____ y _____ c _____ l _____!

Average age of new entrants to higher education

In Japan, most students **enroll** in bachelor's programs by the age of 20. However, this trend may be a rare case compared to the rest of the world. An international organization (Organization for Economic Co-operation and Development, OECD) conducted a survey on the average age of first-time entrants to **tertiary education** in 43 countries. The chart shows some of the results from the 2017 survey. In Japan, the average age of new students entering college is 18 years old. This is the youngest among all the surveyed countries. This result can be explained by two reasons.

Average Age of New College Entrants
(OECD, 2017)



First, the OECD claims that it may be related to the Japanese life structure of three traditional stages: education, work, and **retirement**. Many Japanese students go straight to college from high school. Right after graduating from college, they often get a job. Many of them work in the same company for their entire life. Because of this tradition of a three-stage life, the average age of college students in Japan is kept very low.

Secondly, the OECD **mentions** the well-developed college admission system in Japan. Many different types of exams are offered to enter universities. Some of them are quite flexible. Importantly, high school students are given opportunities to try different exams. Thanks to such a flexible system, it is relatively easy for Japanese high school students to go on to college immediately after graduation.

In summary, the OECD's 2017 survey shows the **tendency** of Japanese students to enter college at a relatively early age. This low average age of entry can be explained by factors including the traditional way of life and the entrance examination system in Japan.

Your Reading Speed: **283** words ÷ _____ seconds × 60 = _____ wpm

Reference

OECD (2019). *Education at a glance 2019: OECD indicators*. OECD publishing, Paris. <https://doi.org/10.1787/19991487>

1. Choose the phrase that is related to each word / phrase.

- | | | |
|-----------------------|----------|--|
| 1. enroll | () | (a) a pattern |
| 2. tertiary education | () | (b) the stage of life after finishing work |
| 3. retirement | () | (c) to refer to something |
| 4. mention | () | (d) to register |
| 5. tendency | () | (e) university and technical colleges |

2. Read the passage and choose the best answer to each question.

- Which of the following is mentioned about higher education in Japan?
 - All young people go to college.
 - Most freshmen are teenagers.
 - Students rarely go to college.
 - Many students are from foreign countries.
- What did the OECD do?
 - They conducted an entrance exam for a university.
 - They carried out research in 43 countries.
 - They offered workplaces for young students.
 - They made programs for tertiary education.
- What is the first explanation given by the OECD about Japanese students?
 - They start working after graduating high school.
 - They often work part-time while in college.
 - They continue studying for their entire lives.
 - They tend to follow a similar life stage pattern.
- How does the OECD view Japan's admission system?
 - It needs to be developed further.
 - There are too many subjects to study.
 - It gives test takers a lot of possibilities.
 - It encourages dropouts after entering school.
- Which of the following is described in the passage?
 - The working style of OECD staff.
 - The age of college freshmen.
 - Education systems around the world.
 - How to enter and live in Japan.

Writing Tips: What is a paragraph?

英語で書くパラグラフ構成は「ハンバーガー」に例える事ができます。例えば、パラグラフ最初の topic sentence と最後の closing sentence はハンバーガーの上下のパンで、その間に「具」が入っています。4 ページ第 3 パラグラフの構成をまとめてみましょう。

Topic sentence (パラグラフで説明する事の要約)	Secondly, the O _____ m _____ the w _____ -d _____ c _____ a _____ s _____ in Japan.
Detail 1 (ポイント 1)	Many d _____ t _____ of e _____ are o _____ to e _____ u _____.
Detail 2 (ポイント 2)	Some of them are q _____ f _____.
Detail 3 (一番重要なポイント)	Importantly, high school students are g _____ o _____ to t _____ d _____ e _____.
Closing sentence (説明したことの要約。 Top bun と似た内容になる)	Thanks to such a flexible system, it is r _____ e _____ for J _____ h _____ s _____ s _____ to go on to college i _____ a _____ g _____.

Writing Outline: Main idea and details (1)



What is one thing that you would like to achieve in college? Explain the main idea, and add three details. Include a summary at the end.

Introduction	The one thing that I want to achieve in college is.... I will explain my goal, why I want to do this, and how I will achieve it.
Detail 1: [What]	To explain more clearly about my goal,....
Detail 2: [Why]	The reason that I want to do this is....
Detail 3: [How]	My plan to achieve this goal is....
Summary	By [time], I would like to [what], because [why]. I will [how].