

## はじめに

世界の多様な英語を地域性・社会性の現れた正当な英語として肯定的に認知し、互いに尊重し合うというのが「国際英語論」の基本的な考え方です。**Global Activator** は、この「国際英語論」の考え方を本格的に取り入れた総合英語教材です。ただ、国際英語論は「なまりが強く、誤りが多い英語」を容認するものではありません。あくまで、互いの少しの努力と歩み寄りにより、世界で十分機能する英語を使うべきである、という前提に立ちます。また、英語教育の視点から言えば、まさにそこそそを英語学習者の到達目標にすべきであると考えます。その方が心理的な負担が少ないばかりか、世界的な英語使用の現状にも合っているからです。この考え方を延長すれば、日本人ももっと自信を持って日本人英語、突き詰めれば“My English”を使うべきであり、その過程で総合的な英語力を上げればよいと考えることができます。必然的に本書はインタラクション活動が多く、インプットとしては、ネイティブスピーカーの英語を含む、地域性や民族性が現れた様々な英語が一つのモデルとして提示されています。

もちろん、**Global Activator** は、先行シリーズの *Activator* や *New Activator* と同様に、消極的な英語学習者に「挑戦」します。彼らが本来持っているコミュニケーションへの欲求を「活性化」させ、その楽しさと可能性を実感してもらうことが本書の本来の目的です。学習者たちは、常に「自分たちに関係すること」を英語で話し、聞き、読み、書く（メモを取る）という言語活動に身を置きます。しかも、それぞれの言語活動は、シンプルで有意味性と多様性に富んでいますので、比較的消極的な学習者でも、自然と言語活動に取り組むようになるはずです。

本書で世界共通語の一つとしての英語を楽しみながら学び、「自分の英語」に自信をつけていただければ幸いです。

著者

# Introduction

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*Global Activator* is a multi-skilled, function-situation based textbook wholly written for Japanese college-aged learners of English as a “global language.” Throughout the textbook English is treated as a tool for global communication for native AND non-native speakers of English. Learners are constantly encouraged to use their own varieties of English as long as it is intelligible even if they may have a perceived accent or structural mistakes. It is assumed that, by using their own varieties of English, learners will develop confidence and global communication strategies, which will in turn improve their overall English proficiency.

One of the biggest features of *Global Activator* is in its recordings. Native speakers of English along with non-native speakers who use their regional/social variety of English participated in the recordings of the model dialogues and listening exercises for every chapter. Learners are provided with ample opportunities to listen to different varieties of English as global communication models. Another feature found in each chapter is the column named “World Englishes,” where specific strategies or methods for attitude training are introduced to students so that they can develop confidence in cross-cultural communication using their own varieties of English. In short, *Global Activator* challenges the common problems of the “perfectionistic attitude” of Japanese college students and releases them from the idea that they have to sound and speak like a native speaker of English.

*Global Activator*, like its predecessors *Activator* and *New Activator*, also keeps the tradition of challenging “passive learners” and not allowing them to sit quietly and do nothing in class. Task-based, fun and motivating exercises throughout the course with highly relevant topics to the life of Japanese college students will “activate” their desire to communicate in English. Students will experience the pleasure of communication and build confidence in using English in a meaningful way. Non-threatening and highly personalized activities will enable passive learners to use target expressions in meaningful and communicative ways. The learners are assured of leaving the classroom with a sense of achievement and satisfaction.

## Suggestions

To make the best use of *Global Activator*, it is highly recommended that learners work through the activities with a partner. Most activities in this book have been designed to be conducted in pairs or groups so that the students have the opportunity to practice interaction in English during each lesson. With *Global Activator*,

students do most of the talking, not the teacher. Each unit can be completed within a 90-minute lesson; however, depending on the level or creativity of the learners, it could be conducted in two separate lessons. *Global Activator* is designed to be taught by either native or non-native speakers of English. Please make the best use of yourself as a native or non-native teacher. And most importantly, please have fun teaching with *Global Activator*. It is designed for both students and teachers to explore the language in an enjoyable way.



## TOPIC QUESTIONS

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Each unit starts with a brainstorming introduction exercise with highly personalized questions.



## DIALOGUE

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Learners practice the first part of the dialogue and replace parts of it to fit their own situation so that the dialogue becomes more meaningful. As a short listening exercise, the rest of the conversation with some surprising conclusions follows. Two sets of conversations are recorded using both a World English model and a standard American English model.



## EXPRESSIONS FOR INTERACTION

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Several basic target expressions are provided, followed by some controlled and communicative exercises. The type of exercise varies from unit to unit.

## WORLD ENGLISHES

An encouraging message regarding the use of English as their own language is provided with a unique strategy training exercise.



## LISTENING ACTIVITIES

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Learners listen to interviews given to actual users of World Englishes and answer the questions that follow.



## READING ACTIVITIES

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An interesting and thought-provoking story on the theme of each unit is provided. Learners are NOT expected to understand all of the words or expressions. Comprehension exercises follow each reading.



## GLOBAL ACTIVATOR

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Highly communicative and interactive (and often open-ended) exercises conclude each unit. Some optional challenging discussion exercises are also provided.

# Contents

<b>Unit 1</b>	<b>College Life</b> .....	2
	World Englishes: Japan 	
	Functions: Greetings/Getting to Know Each Other	
<b>Unit 2</b>	<b>Mobile Phones</b> .....	8
	World Englishes: England 	
	Functions: Making Appointments/Phone Conversations	
<b>Unit 3</b>	<b>Movies</b> .....	14
	World Englishes: India 	
	Functions: Inviting/Accepting and Refusing	
<b>Unit 4</b>	<b>Dating</b> .....	20
	World Englishes: Mexico 	
	Functions: Describing Someone	
<b>Unit 5</b>	<b>International Food</b> .....	26
	World Englishes: Korea 	
	Functions: Requesting/Restaurant Conversations	
<b>Unit 6</b>	<b>World Englishes</b> .....	32
	World Englishes: Singapore 	
	Functions: Asking for Repetition/Clarification	
<b>Unit 7</b>	<b>Weekends/Vacations</b> .....	38
	World Englishes: Hong Kong 	
	Functions: Talking about Free Time	
<b>Unit 8</b>	<b>Music/Songs</b> .....	44
	World Englishes: USA 1—African-American English— 	
	Functions: Expressing Likes/Dislikes	

**Unit 9****Sports** .....50World Englishes: **Australia** 

Functions: Commenting/Expressing Feelings

**Unit 10****Shopping** .....56World Englishes: **China** 

Functions: Negotiating/Expressions for Shopping

**Unit 11****Traveling/Studying Overseas** .....62World Englishes: **USA 2**—Midwestern English— 

Functions: Expressions for Traveling

**Unit 12****Festivals/Parties** .....68World Englishes: **Germany** 

Functions: Asking Favors/Asking for Permission

**Unit 13****Part-time/Future Jobs** .....74World Englishes: **Brazil** 

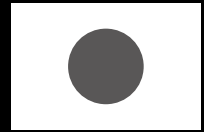
Functions: Conveying Intentions/Future Plans

**Unit 14****Experiences** .....80World Englishes: **The Philippines** 

Functions: Asking for Help/Talking about Experiences

**Unit 15****Cool Japan** .....86World Englishes: **France** 

Functions: Giving Suggestions/Opinions



Japan



# College Life

## Functions

### Greetings/Getting to Know Each Other



#### TOPIC QUESTIONS

**A** Fill in the blanks with your own information and practice saying them with a partner. Try to be original and informative.

- A:** Where did you go to high school?  
**B:** I went to \_\_\_\_\_ High School in \_\_\_\_\_.
- A:** How did you like your high school?  
**B:** \_\_\_\_\_. (I loved it / I hated it / It was OK)
- A:** What was your favorite subject?  
**B:** I liked \_\_\_\_\_ best, but I didn't like \_\_\_\_\_.
- A:** Were you in any school clubs?  
**B:** Yes, I was in the \_\_\_\_\_. / No, \_\_\_\_\_.
- A:** Do you live with your family or do you live in an apartment?  
**B:** I live with \_\_\_\_\_ / I live alone in a(n) \_\_\_\_\_ tatami-mat apartment. (six / eight)
- A:** How do you come to school?  
**B:** I \_\_\_\_\_ to school. (take a train/bus / drive / walk)

**B** Change roles and ask the same questions. Be sure to ask and answer follow-up questions.

 DIALOGUE

**A Listen to the conversation and practice with a partner.**

Mana sees Pat, an international student from the U.S., on campus.

*Mana:* Hi, Pat. How're you doing?

*Pat:* Pretty good. Thanks. You?

*Mana:* Couldn't be better.

*Pat:* That's good.

*Mana:* You know what? I just found out that a very close friend of mine is also in our department.

*Pat:* Let me guess. It's Yumi Miyake, right?

*Mana:* How did you know that?

*Pat:* Well, she is my conversation partner. She told me that she went to the same high school with you: Hashima-Kita High School.

*Mana:* Wow. Did she also tell you that we were even in the same club—band?

*Pat:* Really? I didn't know that.


**B Replace the underlined words with your own information. Be sure to listen to your partner and change the underlined parts appropriately.**

**C Listen to the rest of the conversation and answer the questions.**

1. What instrument did Mana play in her high school band?
2. Are Mana and Yumi good musicians?
3. What kind of band are they going to form?
4. What are they majoring in?
5. When are they getting together for the first meeting?



**A** Practice each dialogue with a partner. Replace the underlined words with your own information.

**Greetings**

1. **A:** Hi, Akira. **How're you doing?**

**B:** Pretty good.

2. **A:** **What's up?**

**B:** Not much. How about you?

**Getting to Know Each Other**

1. **A:** **Where did you go to high school?**

**B:** I went to Tokyo Minami High School.

2. **A:** **How do you like school so far?**

**B:** Oh, I love it / I hate it / it's OK.

**B** Fill in the blanks with appropriate words. Practice with a partner.

1. **A:** How do you like our department so \_\_\_\_\_?

**B:** Oh, I love it.

2. **A:** What club were you in when you were in high school?

**B:** I was \_\_\_\_\_ the soccer club.

3. **A:** How're you doing?

**B:** \_\_\_\_\_ bad at all. In fact I'm doing \_\_\_\_\_.

4. **A:** \_\_\_\_\_ do you come to school?

**B:** I usually come to school by train and bus, but sometimes I walk to school from the station.

5. **A:** What is your major?

**B:** I'm majoring \_\_\_\_\_ economics.

**C** Use each of the questions on the next page to start a short conversation. Try to speak for at least 20 seconds. Look at the example and notice how the follow-up questions keep the conversation going.





## Example

- A: Where did you go to high school?  
 B: I went to Kyoto Nishi High School.  
 A: Where is that?  
 B: It's near Kyoto University.  
 A: Did you like it?  
 B: Yes, I really liked my high school.  
 In fact ...



1. Do you have any brothers or sisters?
2. Where are you from?
3. Do you have any hobbies?
4. What classes are you taking here?
5. Are you in any clubs or circles here?
6. Do you live at home with your family or in an apartment by yourself?
7. Was this school your first choice?
8. What would you like to do in the future?
9. Are you happy with your life at school now? Why?/Why not?
10. What do you usually do after school?

## WORLD ENGLISHES

### Three circles of English

English spoken as a native language is called English in the **Inner Circle**, English spoken as a second language is called English in the **Outer Circle**, and English spoken as a foreign language is called English in the **Expanding Circle**.

*Which circle does English spoken in the following countries belong to? Group them.*

England, the Philippines, Singapore, Hong Kong, Nigeria, Japan, India, China, Brazil, Australia, France, New Zealand, Bhutan, the U.S.

Inner Circle: \_\_\_\_\_

Outer Circle: \_\_\_\_\_

Expanding Circle: \_\_\_\_\_



## LISTENING ACTIVITIES



DL 007



CD1-07



Listen to the interview. Take notes and answer the questions.

### Notes



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### Questions

1. What department is he studying in?
2. Why did he choose the university he attends?
3. What does he like about his school life?
4. What is he most worried about?
5. What would he like to do in the future?



## READING ACTIVITIES



DL 008



CD1-08



Here is an email that Jack, a new international student to a Japanese university, wrote to his mother back in the U.S.

**A** Read the passage and fill in the blanks with the words listed below.

food	talk	kaiten-zushi	outside	make-up
five	90	hanami	studying	once

Hi Mom,

I think I'm doing OK here. I've made many Japanese friends already and they are all very nice. However, I found many really interesting things about Japanese colleges. Here are some of them.

You know girls wear nice clothes and high heels to school every day. They also put on lots of \_\_\_\_\_. I wonder if they get tired of doing that every morning. Almost all of the classes are \_\_\_\_\_ minutes long and they meet only \_\_\_\_\_ a week. Back in the U.S., I was taking only four courses a week and they met at least two to \_\_\_\_\_ times a week. Also, some students don't seem to care about \_\_\_\_\_ at all. They often sleep and \_\_\_\_\_ in class. I don't know why they are here.

