

The World at a Glance

America, Japan, Britain, and the World

世界事情拝見

Richard Best

annotated by

Tamotsu Tanaka

Noboru Fukushima




NAN'UN-DO

The World at a Glance
America, Japan, Britain, and the World


Copyright ©2006

Richard Best

No part of this book may be reproduced in any form without written permission
from the author and Nan'un-do Co., Ltd.

 リスニング・スピーキングの力がつく

The World at a Glance
America, Japan, Britain, and the World
世界事情拝見
別売CD 全2枚

収録箇所
各章の  の箇所

お近くの書店へお申し込みのうえお買い求めください。

はしがき

本書はアメリカ、日本、イギリス、その他の国々の最新の情報をリアルにかつ具体的に
取り扱っていて、平易な英文で書かれている。例えば、アメリカにおける学童の名札問題、
ハッカーやホラー映画、日本の修学旅行に替わる職場訪問、女性専用車や料理教室の鯨肉、
イギリスでのパブの新時間、新しいタイプの男らしさやマンUのサッカーファン、サウジ
アラビアの女性ドライバー問題、カンボジアの牛占い、スコットランドではホームレス・
ワールド・カップといった風に変化興味深い話題がつぎつぎと展開されていく。国際社会
のさまざまな事情を理解させると共に、生きた英語を学ばせることができる。

各課の構成は、本文と4種類の練習問題（READING FOR INFORMATION, WORDS IN
CONTEXT, WRITING WITH IDIOMS, DIALOGUE）から成り立っている。練習問題を解答さ
せることによって、本文の内容を確実に把握させ、語彙力を高め、慣用語句や対話体にも
習熟させ、総合的な英語力を養成させる。

このテキストの利用法

このテキストの利用法は、先生各位にお任せいたしますが、一つの利用法として次の方
法はいかがでしょう。

- (1) 注を参考にし、辞書を頻繁に引かせ、本文の内容を十分に理解させる。筆者が最も
言いたいことや重要な事柄を把握させる。
- (2) リスニング力を高めるために、最初はテキストを見ながらCDを聴き、次にテキス
トを見ないでCDの内容を聴き取らせる。
- (3) テキストを見ないで、基本的な必修文章表現箇所をCDで聴き、正確に書き取らせ
る。
- (4) 練習問題の中で、CDのある短文はCDを聴き、正確に書き取らせる。
- (5) 時間の余裕があれば、語句を適宜に選び、その語句を用いて短い英文を書かせるか、
口頭で発表させる。

以上のような利用によって、総合的な英語力が身につくことを期待したい。

田中 保
福島 昇

CONTENTS

Lesson	1	AMERICA School ID Tags Anger Parents	6
Lesson	2	JAPAN School Trips Become Workplace Visits	8
Lesson	3	BRITAIN New Pub Hours Cause Concern	10
Lesson	4	THE WORLD Saudi Arabia Debates Women Drivers	12
Lesson	5	AMERICA Hero Hackers or Common Criminals?	14
Lesson	6	JAPAN Women-only Train Cars a Hit ... Sort of	16
Lesson	7	BRITAIN A New Kind of Masculinity	18
Lesson	8	THE WORLD Cambodian Cows See a Bright Future	20
Lesson	9	AMERICA Horror Flicks Both Scare and Soothe	22
Lesson	10	JAPAN A Whale of a Cooking Class	24
Lesson	11	BRITAIN Man U Soccer Fans Unhappy	26
Lesson	12	THE WORLD Help for the Homeless	28
Lesson	13	AMERICA Parents Go on Strike to Teach Kids a Lesson	30

Lesson 14	JAPAN Keeping Dementia at Bay	32
Lesson 15	BRITAIN The World According to the iGeneration	34
Lesson 16	THE WORLD Baby-making in Asia	36
Lesson 17	AMERICA Spelling Contest Becomes Media Event	38
Lesson 18	JAPAN Time for Daylight Saving	40
Lesson 19	BRITAIN The Debate over Children	42
Lesson 20	THE WORLD The Power of Names	44
Lesson 21	AMERICA Only in America: 5 Short Stories	46
Lesson 22	JAPAN An Old Acquaintance	48
Lesson 23	BRITAIN Life Not Easy for Britain's Ethnic Minorities	50
Lesson 24	THE WORLD What the World Needs Now, Part I	52
Lesson 25	THE WORLD What the World Needs Now, Part II	54

Lesson 1 AMERICA

School ID Tags Anger Parents



Brittan Elementary School is located in Sutter, a small town in California. Last January, the school started a new system. Students had to wear special ID tags around their necks while they were in school. The badges contained each pupil's name, grade, ID number and photograph. They also contained a spy-chip transmitter. The chips were connected to a computer in the school's main office. The badges told school officials where students were and what they were doing at all times. (Farmers and ranchers use a similar technology to keep track of their cows and horses.) The school's principal, Earnie Graham, said the new system made it easier to take attendance. It also improved student safety and helped prevent school violence, he said.

But there was a big problem. Principal Graham started the system on his own. He didn't ask students' parents what they thought of it. And many parents became very upset. They said that the badges were an invasion of their children's privacy. "This system teaches children a bad lesson," one father said. "It's the same as spying. How can our children learn about trust and respect this way?" Some parents were also worried about safety. "What if the information on the tags gets into the wrong hands?" they asked. "Criminals could use the information to harm our children," they said. Other parents were worried about students' health. "The spy-chips could cause cancer," they argued.

The parents got together to discuss the tags. They also consulted a civil rights lawyer, who helped them write a letter to Principal Graham protesting the system. In the letter they demanded that the tags be dropped immediately. In the end, the school was forced to cancel the system. Students at Brittan Elementary no longer have to wear the tags.

NOTES

- 4- spy-chip transmitter 「諜報超小型送信器」 7 rancher 「牧場経営者」 7- keep track of 「の跡をたどる」
20- civil rights lawyer 「人権派の弁護士」

Reading for Information

Fill in the blanks in these sentences.

1. Sutter is located in the state of _____.
2. The tags were worn around the _____ of Brittan's students.
3. The tags sent information to a _____ in the main office.
4. The principal said the tags made checking _____ easier.
5. Some parents thought that the tags invaded students' _____.
6. "What if the chips cause _____?" some mothers and fathers asked.
7. A _____ helped the parents write a letter to the principal.

Words in Context

Answer the questions with words from the essay.

1. What word in line 6 means "leaders or important people"? _____
2. What word in line 7 means "almost the same as"? _____
3. What word in line 9 means "made better"? _____
4. What word in line 13 means "angry"? _____
5. What word in line 18 means "to injure or hurt"? _____
6. What word in line 20 means "asked for advice"? _____



1-3

Writing with Idioms

Rewrite the sentences below by substituting one of these expressions for the underlined part of each sentence. Make the necessary changes. Listen to check your answers.

think of keep track of get together get into the wrong hands

1. With the system, students could be watched at all times.

2. What if the information was used by dangerous people?

3. Graham didn't ask parents what their opinion of the new tags was.

4. The parents held a meeting to discuss what to do.



1-4

Dialogue

As you read and listen to the dialogue, fill in the blanks.

- A: What do you _____ of _____ tags for _____ school students?
- B: I'm more _____ about student _____ than civil _____.
- A: Well, I'm glad the school _____ the tags. I wouldn't _____ my children being _____ on like _____ and _____.