

Introduction

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

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



DIALOGUE

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

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

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



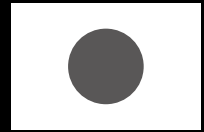
READING ACTIVITIES

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

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



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: _____



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

Notes

.....
.....
.....

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?



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.

However, there are lots of things I like. They seem to be extra nice to foreigners. They also try to talk to me in English, which is really nice. The _____ is great here in Japan. I love *takoyaki* (ball-shaped octopus dumplings), _____ (inexpensive sushi that comes to you on plates on a circular conveyer belt), and lots of others. The best thing I like is that we can drink _____. It was really nice to go out and drink under the cherry trees when they were in bloom. They call it _____, which means cherry blossom viewing.

I'll write you more about my life in Japan later.

Love,
Jack

B *(Optional)* If you were to email your high school friends who are NOT going to college about your college life, what would you tell them? List at least two ideas and discuss them with a partner.

1. _____
2. _____



GLOBAL ACTIVATOR

A Move around and find someone who has done the following activities. Write down their names if they say 'Yes.' Do NOT write the same person's name more than once.

1. Do you like college better than high school? ()
2. Do you walk to school? ()
3. Were you in the chorus club in high school? ()
4. Do you live with your grandparent(s)? ()
5. Was this school your second choice? ()
6. Are you happy with your school life? ()
7. Do you have a scholarship? ()

B *(Optional)* Discuss the questions below in a pair or small group.

- Do you think going to college is a waste of time or is it necessary?
- Do we need to learn a foreign language at the college level? Why?