

Introduction

To the Student

You, Me and the World has been designed to help you learn English while studying about some of the most important issues facing our world today. Most of the 12 units include the following activities.

Quiz

Don't worry if you can't answer all or most of the questions in this section. In fact, it's better if you can't, because we want you to find out the answers from the listening task that follows.

Listening

Some listening tasks require you to listen for the answers to the Quiz. Others involve listening to a short talk or discussion and taking notes or answering questions.

Reading and Sharing

You and your friends will be given short reading passages to present or explain to each other.

Discussion

Questions for discussion are provided in every unit. It may be helpful to think about these and prepare your answers before class.

Project and Role Play

In some units you will be asked to prepare a plan (e.g. for a charity dinner) or arguments for or against a proposal (e.g. for a new resort).

Game

There are four games. Your teacher will explain how to play them. We expect you to enjoy them, but don't forget the main aim: to speak English!

Vocabulary

Make a note of all new words you meet in the text. (You will also be given a list of words that occur in the Reading and Sharing section.) Write down their meanings with clear examples so you will remember how they are used. Then you will find the vocabulary exercises easy and fun.

Writing

In each unit you are given a choice of tasks to do. Your teacher will probably ask you to do them for homework. First, gather any information you need, and take notes of all your ideas. Then write a rough draft in Japanese. Next, write an English draft. Don't try to translate your Japanese draft for word, but try to express the same ideas in natural English. Finally, check your composition carefully for mistakes.

Global issues are constantly evolving, and facts and circumstances keep changing. Whenever you find out new information about an issue (e.g. from newspapers or television), take notes and share the information or news with your teacher and friends.

To the Teacher

You, Me and the World is a highly interactive text designed for intermediate-level classes with a focus on global issues. Instructions for each section, scripts for the CD recordings, suggested answers where relevant and materials needed for information sharing activities are provided in a separate Teacher's Manual. In particular, please note that for some sections (Reading and Sharing, Games and some interactive crossword puzzles), materials need to be copied in advance from the Teacher's Manual and distributed in class. This procedure ensures that students actually share information rather than simply reading it in their textbooks.



Waste and Recycling

1

Discussion

Discuss the following questions.

1. How is garbage normally disposed of?
2. What kinds of problems are associated with this?
3. What is the best way to deal with the issue of garbage?

2

Listening

⊙CD1-02 ~ ⊙CD1-05

You will hear a short talk about the garbage problem.
Listen and write your answers to the following questions.

Words you need to know

incinerator landfill dioxin recovery rate corn soy manufacturer

1. How much garbage does Japan produce each year?

2. How much of that is recycled?

3. What happens to the rest?

4. Why is this a problem?

5. What products are recycled?

6. What natural materials could be used instead of plastic and polystyrene?

7. What proportion of all household waste is from packaging?

8. How many plastic shopping bags are thrown away each year?

9. What policies could solve this problem?

3

Discussion

Discuss the following questions.

1. How much garbage do you and your family throw away each week?
2. Do you separate your garbage into different types?
3. What kinds of garbage can be recycled where you live?
4. What could you do to reduce the amount of garbage you throw away?
5. What could your local government do to reduce the amount of garbage?



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Reading and Sharing

You will be given a short reading passage about garbage. Other students will be given different reading passages. Read yours carefully and then be ready to explain it to your friends. Listen to their explanations and take notes.

The “r”s of garbage management

Shopping bags

Paper

PET bottles

Used electrical appliances



Who's the greenest in the class?

Work in groups. Interview each other and ask the following questions.

1. *Do you usually separate these things from normal trash so they can be recycled?*

- drink cans, bottles and cartons
- newspapers and magazines
- PET bottles
- styrofoam trays
- batteries
- old clothes

1 point for each "Yes".

2. *Do you sometimes buy ...*

- things made of recycled materials? (What?)
- second-hand goods? (What?)
- things with no packaging?
- rechargeable batteries?

1 point for each "Yes".

3. *Do you sometimes ...*

- bring your own bag to the supermarket?
- reuse supermarket bags? (How?)
- reuse your bath water for washing clothes?
- give away books, magazines and other things that you no longer need?
- sell things that you no longer want? (What?)
- repair things when they break? (What?)

1 point for each "Yes".

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4. *Do you ever ...*

buy disposable goods (chopsticks, cameras, razors, paper plates, etc)?



leave the light or heater on when you go out?



leave the tap running while you brush your teeth?

throw food away? (Why?)



buy things you don't need? (What?)

Minus 1 point for each "Yes".



Your score

Which member of your group got the highest score?
Compare your group's champion with other groups.

6

Role Play

City garbage policy

Form a small group. You are the councilors of a small city.
Your city has just one landfill, and it's full.
You also have an old incinerator that emits dioxin.
Decide what to do.

Proposals

1. _____
2. _____
3. _____
4. _____
5. _____

Discuss the advantages and disadvantages of each proposal.
Finally, prepare your official statement to the local citizens.

7

Vocabulary

Fill in each blank with a suitable word from Unit 1.

1. Modern garbage is made of **m**_____ like plastic that last a long time.
2. A lot of garbage is buried in **l**_____.
3. Garbage is often burned in **i**_____.
4. We must **r**_____ the amount of stuff we throw away.
5. Bags made from corn or soy are **b**_____.
6. Recycled paper is more expensive, so governments should **s**_____ the cost of production.
7. I wish manufacturers would not wrap their products with unnecessary **p**_____.
8. The manufacturers say they are simply selling what **c**_____ want to buy.

8

Writing

Complete the writing tasks as described below.

1. Keep a record of everything you throw away and everything you recycle during the coming week. Then write a report. Consider how you could have reduced the amount of garbage or increased the proportion that you recycled.
2. Look back at your notes for section 4 and write about one or more of the following topics.
 - What should be done about the problem of garbage in your country by local authorities/ordinary people/the national government?
 - What could your school do to reduce the amount of garbage produced?
3. Write a letter to the Mayor of your city suggesting ways to improve the local garbage policy.