

はじめに

このテキストは、CLIL (Content and Language Integrated Learning) の指導法を元に作られています。Contentの部分で、国際関係の基礎や国際問題に関して学習し、Languageの部分は、その内容についてのインタラクティブなタスクを実施しスピーキング力をつけ、ゴールとして、パラグラフやエッセイの構造を学習し、内容について考えをまとめ、ライティング力をつけるというものです。

従来のライティングのテキストでは、「書き方」が中心でした。さらに、内容に関し、1つのテーマに絞ると、使い手である学習者の専攻が限定されてしまうという難しさがありました。しかしこの国際関係の基礎や国際問題を学ぶことは、グローバル化の世の中、どの専攻の学生にも、今世界で起こっていることを考える手助けになります。このテキストでは、1つ1つのトピックを厳選し、全体で首尾一貫したテーマを提供できるように考えられています。

また、このテキストは、英語と日本語と両方で学ぶスタイルになっています。この2つの言語を使用し、国際関係の基礎や国際問題を学び、かつ英語の力もつけるという、2つのゴールを目指しています。

各ユニットの構成

Can Do	その課の目標を確認します。
Type and structure	パラグラフやエッセイの構造について学びます。
Content	国際関係についての知識を身につけ、ペアやグループワークを通してアクティブラーニングを実践します。
Writing task	その課のテーマに沿ったパラグラフやエッセイを書きます。
Grammar for writing	その課のパラグラフやエッセイを書く時に必要な語彙や文法事項を確認します。

ほんとうの意味でのCLILのライティング教科書を味わってください。

また、この新しい試みを許可して下さった三修社編集部の永尾真理氏、具体的な内容構成の形を率先して提案して下さった菊池暁氏に感謝申し上げます。

Paul Underwood / 仲谷 都

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Contentを学習するとき、ペアやグループで使うフレーズです。それぞれのユニットに必要な箇所にこのページが書いてあります。ここに戻って来てみてください。

LANGUAGE FOR LEARNING

- | | |
|---|------------------------------------|
| “What did you get [for Number 1]?” | “I got []. How about you?” |
| “I wrote [].” | “What does ~ mean (in Japanese)?” |
| “What’s another word for ~ ?” | “Does [] mean ~ in Japanese?” |
| “How do you spell that?” | “Could you explain that again?” |
| “Could you say that again / the last part, again?” | |
| “Could you speak more slowly, please?” | |
| “Could you repeat that / the first part / the last part, please?” | |
| “I think it’s ‘True’ because it says in the passage that ~ ” | |
| “[Maiko], what do you think?” | “What did you think about [‘A’]?” |
| “I think it describes [liberal / realist / both]. How about you?” | |
| “I think [].” | “Let’s ask the teacher for help.” |

DISCUSSION PHRASES

- | | |
|--|---------------------------------------|
| “What do you think ~ ?” | “What are your thoughts [about ~]?” |
| “[Harry,]do you agree with [Tom]?” | “I see what you mean, but I think ~ ” |
| “Could you give an example?” | “That’s a good point.” |
| “That’s a good suggestion.” | |
| “I agree with [Yuki] [about ~].” / “Yes, I think [Yuki] is right [about ~].” | |
| “I somewhat agree [, but I also think ~].” | |
| “I’m sorry, but I don’t agree [about ~ / on that point].” | |

Unit 3

How do we see the world?

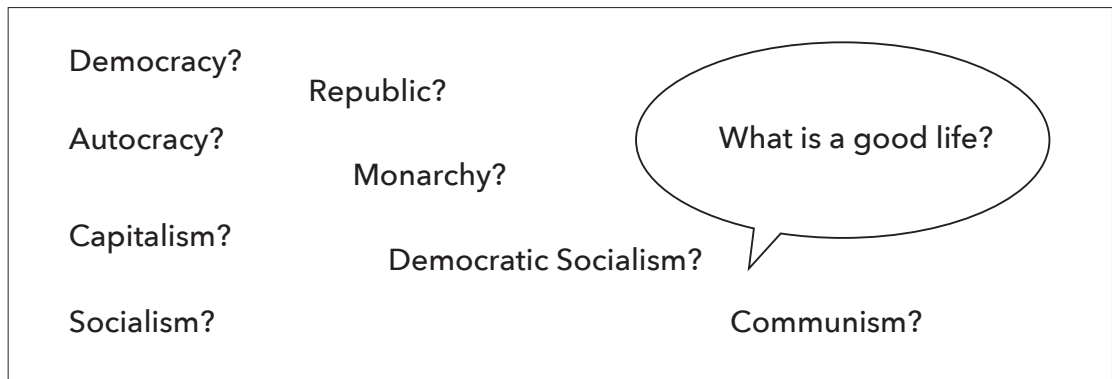
Can Do

Structure: 1つのパラグラフで、比較の構成について知る。

Content: さまざまな世界の政治形態を、2つ比べてみることで理解する。

S: 比較の構成と、coherence, cohesion そして unity を学びます。

C: International relations の中で、さまざまな政治や経済の形態を学びます。

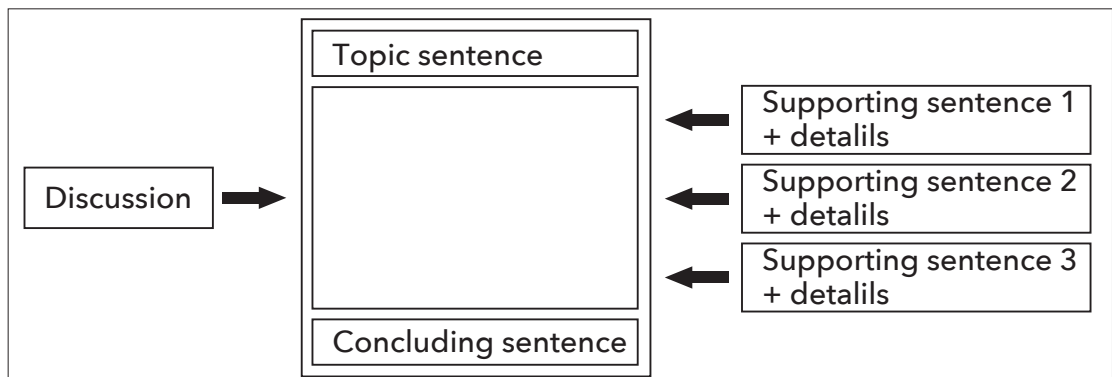


I

Supporting sentences

A) Supporting sentences とは

1つのパラグラフには1つのトピック・センテンスがあります。そしてその主題文を説明する文が続きます。これを supporting sentences (支持文) と呼びます。この支持文は3つあることが多く、支持文1とその詳細、支持文2とその詳細、支持文3とその詳細のように書いていきます。これは、パラグラフの discussion の位置に書かれるもので、主題文を支持するものです。



B) 3つのライティングのポイント

よいライティングの条件は、unity (統一性)、coherence (一貫性)、cohesion (結束) があるということです。

1. Unity (統一性) とは：

1つのパラグラフの中に、topic sentence(主題文)と関係ない文を入れないということです。この特性を統一性といいます。

2. Coherence (一貫性) とは：

1つのパラグラフの内容に一貫性があるということは、主題文で書かれた意見や考えに直接関連し、始めから終わりまで論理的に首尾一貫して書かれているということです。これには、3つのタイプがあります。

a. Narrative paragraphs and chronological ordering

ある出来事などを時系列で述べる。

b. Descriptive paragraphs and spatial ordering

言葉で絵を描く感覚で、空間的に、上から下に、左から右へ（その逆）、前から後ろ（その逆）などに描く。

c. Expository paragraphs and logical ordering

論理や理由づけなどで、物事を論理的に説明する。

3. Cohesion (結束性) とは：

首尾一貫して書くために、1つのパラグラフの内容を論理的に関係づけていきます。この結びつきを結束性と呼びます。これは、大きく分けて3つの方法で行います。

a. 定冠詞を使う：a/an から the へ。

複数形の名詞から the, those, these + 複数名詞

b. 代名詞を使う：it, this, that, they, we, you, he, she, those, these, etc.

c. つなぎ言葉 (transitions) で関係性を示す。例えば、furthermore, in addition, for example, first, second, however, in conclusion などがある（詳しくはUnit 5）。

次のパラグラフは、上の説明の内容を英語にしたものです（ただし、一字一句訳したものではありません）。これを読み、下の質問に答えましょう。

Characteristics of a good paragraph: unity, coherence, and cohesion (Disc1-11 11))

In English, a well-written paragraph has unity, coherence, and cohesion. What does this mean? First, all the supporting sentences should relate to the topic sentence. This characteristic is called unity and means to exclude any sentences irrelevant to the topic sentence. Next is coherence. A paragraph has coherence
5 when the supporting sentences are ordered and explained logically. There are three types of ordering; chronological ordering, spatial ordering, and logical ordering.

Each one has a long history. The last characteristic is cohesion. This means all the supporting sentences are connected by pronouns, definite articles, and connectors called transitions. Thus, these are the three well-defined characteristics for writing
10 a good paragraph.

Exercise 1: スラッシュ (/) を入れて3つの部分に分けましょう。

Exercise 2: 3つのsupporting sentencesの始まりの単語を四角で囲みましょう。

Exercise 3: トピック・センテンスとは関係ない文が一文入っています。どれですか？ 消すべき文に打ち消し線を引きましょう。

Exercise 4: このパラグラフのcoherenceは、3つのorderingのうちどれですか？

Exercise 5: Cohesionは、冠詞、代名詞、つなぎ言葉で文を関係づけていきますが、それぞれ下線を引いて示しましょう。

II

Content

世界を理解するために、2つの重要な政治理論を紹介します。2つの考え方を説明し、その違いを理解します。指示に従い読んでみましょう。

A Topic Introduction: **How do we see the world?**

Read the passage and highlight these verbs: **accept, argue, assert, claim, maintain, and recognize**. These verbs introduce a point of view. (See also Unit 8, Grammar for Writing.)

Disc1-12

12)))

For centuries, rulers, governments, and their people have tried to make sense of the world around them. While there are numerous theories to explain global interactions, it is helpful to start with two main political schools of thought, namely liberalism and realism. These two theories have some similarities, yet they
5 both remain different in their core principles.

How Liberalism Sees the World

There are many varieties of liberalism but the main principle is that the human race can improve and democracies are necessary for this to happen. Liberalism maintains that peace and security in international society comes from
10 the many international laws, procedures, rules, and norms. Although liberalism accepts that the state is an important actor in global interactions, it does not

accept that the state is the main actor. Instead, liberalism argues that there are numerous other influential actors, such as multinational corporations (e.g., Apple), transnational groups (e.g., INGOs such as Human Rights Watch), and intergovernmental organizations (e.g., IGOs such as the United Nations). Because states have to cooperate with each other and many other actors, they cannot behave with complete freedom. As such, liberalism asserts that interdependence between states and other actors is a critically important feature of how the world works. Creating an international society where all states gain through cooperation is crucial to improving everyone's well-being.

Key terms

schools of thought ~学派 **liberalism** 自由主義 **realism** 写実主義、現実主義
core principles ~の中核原理 **democracies** 民主主義 **international laws, procedures, rules, and norms** 国際法、国際手続き、国際規定、国際規範 **actor** アクター、主体
multinational corporations 多国籍企業 **transnational groups** 国境を超えるグループ・組織
INGOs (International Non-Governmental Organizations) 国際非政府組織 **well-being** 福祉
IGOs (intergovernmental organizations) 国際組織 **interdependence** 相互依存

How Realism Sees the World

Disc1-13

13)))

Realism, as the name suggests, claims to offer a more 'realist' explanation of how the world works. In contrast to liberalism, it can be said that realism has a far more pessimistic worldview. A core principle of realism is that human beings are ultimately self-centred, and so the significant improvement of global interactions is highly improbable. Realism maintains that peace and security in international society comes from a balance of power, in which each state tries to prevent others from dominating. As such, there is always the threat of war and so maintaining a military advantage is crucial. Realism recognizes the role of various actors in global society such as the United Nations and NGOs. However, it argues that because all other actors must work under the sovereign state system, there is no higher authority than the sovereign state. While realism recognizes that states can achieve their goals through bargaining, alliances, and cooperation, it asserts that when states cooperate, they will always try to gain more than their rivals.

Key terms

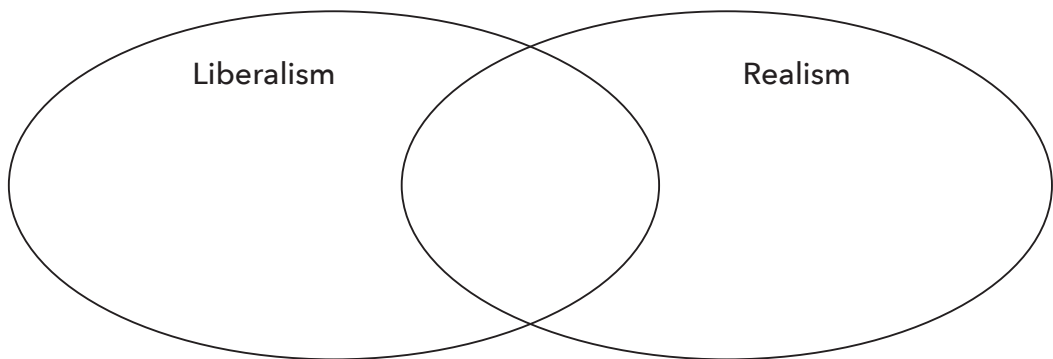
a pessimistic worldview 厭世観 **ultimately self-centred** 結局自己中心的、身勝手の極み
highly improbable ほとんどありそうもない **balance of power** 勢力均衡 **to prevent from dominating** ~を支配しないようにする **to maintain a military advantage** 軍事的優位を保つ
NGOs (Non-Governmental Organizations) 非政府組織 **the sovereign state system** 主権国家体制
no higher authority than ~より高い権威がない **bargaining** 交渉 **alliances** 同盟

B Political Points of View

1. Cover the reading passage! In groups of three or four students, share out the 'point-of view' sentences (A to L) below.

- A. Humans can improve and democracy is necessary for this to happen.
- B. When a state cooperates, it should always try to gain more than its rival.
- C. States do not have complete freedom to behave as they like.
- D. Not only states, but other actors are also influential in global interactions.
- E. Cooperation is important for achieving a state's goals.
- F. Order in the world is based on international laws, norms, and so on.
- G. Humans are selfish, so improving the human race is unlikely.
- H. Because war is a constant threat, a strong military is crucial.
- I. In global society, there is no higher authority than the sovereign state.
- J. International society works best when all states gain through cooperation.
- K. States are an important actor in global interactions.
- L. Order in the world is based on the balance of power.

2. Match the 'point-of view' sentences (A to L) to either liberalism, realism, or both theories (in the middle). Write the letter on the Venn diagram below. If you are not sure of the answer, look again at the reading passage.



III

Writing Task: Research and write about types of government.

人類は、どのような政治・経済の形が私たちによりよい生活をもたらすのかと長い間追及してきました。その結果、さまざまな政治・経済の形を作り試してきました。このユニットの冒頭にもありますが、代表的なものは次のようなものです。democracy, autocracy, capitalism, socialism, communism

そして、最近では、democratic socialism という形態もでてきました。これらを知ることは、

さまざまな国の歴史、また他の国との関係の歴史、そして現在の状況を理解することに役に立ちます。

これらを理解するために、2つの形の政治・経済の在り方を比べながら、重要な特徴を説明するというライティングを行います。次のサンプルは、民主主義と独裁政治を比べたものです。これを読み、質問に答えましょう。

Democracy vs. Autocracy

Disc1-14

14)))

Many western countries and Japan have enjoyed a long history of democracy for their citizens. However, it is also true that some countries have experienced autocracy. Because of this, we can see that there are some advantages and disadvantages regarding these two very different types of government. Firstly, in
5 a democracy, all citizens have power and an equal say about their lives. However, in an autocracy, one leader has the power to make decisions about people's lives. Secondly, in a democracy, citizens have not only freedom of thought and opinion, but also freedom of expression. This creates a system of checks and balances on the government. In an autocracy, however, one leader, called a dictator or autocrat,
10 prohibits people from expressing their opinion, and can even punish them if they disagree with the leader's ideas. Thirdly, in a democracy, since everyone can express their opinion freely, it often takes a long time to make decisions. However, in an autocracy, decisions can be made quickly because only the leader has to decide. Lastly, a democracy seems more likely to come up with good ideas for everyone
15 because many people are involved. Yet this does not mean the country is always led by good decisions. For example, if the majority of citizens have bad ideas, the country will move in the wrong direction. But in an autocracy, if the leader is smart, the country will be led by good decisions. If not, the opposite will happen without anyone able to stop them. Thus, even though we know which form of government
20 seems better for people, both democracy and autocracy have advantages and disadvantages.

Key terms

autocracy 専制政治 (独裁政治) citizens 市民 an equal say 平等な発言権 a dictator 独裁者
an autocrat 独裁君主

Question 1: スラッシュ (/) を入れて3つの部分に分けましょう。

Question 2: 4つのsupporting sentencesの最初の単語を四角で囲みましょう。

Question 3: 文と文の間のtransitions (つなぎ言葉) に波線を引きましょう。

Question 4: 次のアウトラインの空欄を埋めましょう。

Outline

Topic: Democracy and Autocracy

Topic sentence: There are several advantages and disadvantages of a democracy and an autocracy.

Advantages and disadvantages of a democracy and an autocracy

A. The power to make decisions about citizens' lives

1. In a democracy, the _____ have power.
2. In an autocracy, one _____ has power.

B. Freedom

1. In a democracy, the citizens have freedom of _____ and opinion, and freedom of _____.
2. In an autocracy, the citizens don't have freedom. The leader prevents others from expressing their opinions and can even _____ them if they _____ with the leader's ideas.

C. Making decisions

1. In a democracy, it takes _____ to make decisions because everyone can express their opinion freely.
2. In an autocracy, decisions can be made _____ because only the _____ has to decide.

D. Possibility of having good ideas

1. A democracy is more likely to have good ideas because _____ are involved, but this _____ that the country will always be led by good decisions.
2. In an autocracy, if the leader is _____, it is possible to have a good idea, but if not, _____ will happen without anyone able to stop it.

Your Writing

自分で興味のあるトピックを決めて、1パラグラフ書きましょう

Examples of your topic sentences:

There are several advantages and disadvantages of capitalism and socialism.

There are more advantages than disadvantages to adopting democratic socialism.

China has taken a new course of using capitalism in a communist country.

Topic:

Topic sentence:

パラグラフの構成

Topic sentence
Different point 1
Different point 2
Different point 3
Concluding sentence

IV Grammar for Writing

A) 基本のつなぎ言葉

例：for example, for instance

順：first (firstly), second (secondly), third (thirdly), finally

反対の事柄：however, but, yet

結論：in conclusion, in summary, thus

B) such as の使い方

such as + 名詞 (具体例)

○ Countries such as the US, Japan, and France are democracies.

Countries と such as の間にカンマがないということは、必要な情報であるということです。

× Countries, such as the US, Japan, and France, are democracies.

カンマを付けると、付け足しの意味になり、Countries are democracies. となっても意味が通ることが必要です。

ここでは、どの国も民主主義という意味になって、独裁主義、専制的な国も存在するので、「まちがった文」になってしまいます。

C) 前置詞を含む連語 (Democracy vs. Autocracy から)

because of ～ , prohibit from ～ ,

disagree with ～ , come up with ～ ,

in the direction,

Exercise (→ p. 120 参照)

Additional Exercises

Unit 3

IV

Grammar for Writing

Exercise 次の文章に適切な言葉を下から選んで入れましょう。

Democracy and Autocracy

Many western countries and Japan have enjoyed democracy, but it is also true that some countries have experienced autocracy. Because ¹() this, we can see that there are some advantages and disadvantages. Firstly, in a democracy, all citizens have power and an equal say about their lives, but in an autocracy, one leader has the power to make decisions about people's lives. ²() , in a democracy, citizens have freedom of thought and opinion and freedom of expression, and in an autocracy, one leader prohibits people ³() expressing their opinion. Thirdly, in a democracy, since everyone can express their opinion freely, it takes a long time to make decisions. In an autocracy, decisions can be made quickly because only the leader has to decide. ⁴() , a democracy seems to come up ⁵() good ideas for everyone because many people are involved. In an autocracy, if the leader is smart, the country will be led by good decisions, but if not, the opposite will happen. ⁶() , both democracy and autocracy have advantages and disadvantages.

lastly from thus of secondly with