



CLIL EXPLORING TODAY'S WORLD

CONTENT AND LANGUAGE INTEGRATED LEARNING

Paul Underwood / Miyako Nakaya

SANSHUSHA

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はじめに

このテキストは、2023 年に出版された『CLIL Writing about Global Relations-CLIL 国際関係で英語ライティング』をもとに、4 技能（聞く・話す・読む・書く）をより効果的に伸ばすことを目的として、アクティビティを増やし、内容を強化したものです。Content のパートでは、国際関係の基礎に加え、現在進行中のさまざまな国や地域の問題について、より新しい情報を用いて学習できるようにしました。

各ユニットの主な構成は以下の通りです。

Active Listening 各ユニットのトピックに関する基礎的な情報をリスニングで学び、使用されている語彙の意味を確認します。

Find them on the map リスニングで触れられた国や地域を世界地図に書き込み、トピックへの理解を深めます。また、そのトピックに関しての問題について話し合いも行います。

Retrieval guide リスニングの内容に基づいた穴埋め問題を通して、理解と記憶の定着を促します。

Topic Focus 以前のテキストと重なる内容ですが、簡単なリーディングやスピーキングを通してトピックの基礎知識を習得します。

Reading こちらも以前の内容を基にしていますが、情報を更新し、より簡潔かつ読みやすく再構成しました。読後には理解を深めるための表の記入があります。

Do some research 各ユニットのトピックに関連する事項について、さらにリサーチを行います。

Forming your opinions 調べたことをもとに、自分の意見を述べる練習をします。

Content check 指定されたトピックについて覚えていることを簡潔に書き、ペアで確認します。

Vocabulary check 語彙の理解を確認します。

Unit review 学習内容について、10 分間で英文を書き、理解度をチェックします。

本書では、四角で囲まれたタスクが示すように、「Retrieval Exercise（想起練習）」を3か所に組み込み、内容の理解と英語力の定着を図っています。このように、本テキストは、専攻を問わずすべての学習者にとって、一般常識と英語力の両方を身につける学習の場となるはずです。

また、以前のライティングのテキストをさらに改良を加え、より充実した教材を作成するというアイデアをご提案いただいた三修社編集部の菊池暁氏に、心より感謝申し上げます。

ポール・アンダーウッド／仲谷 都

Acknowledgements

“Blast from the Past”, “Power Ticket”, “Retrieval Guide”, “Three Things”, and “Two Things” come from Argawal and Bain’s *Powerful teaching* (2019, Jossey-Bass). Our activities *Free Recall*, *Judgement Call*, and *Rally Recall* were inspired by the same authors. “Pop Up” was developed by Myskow, Underwood, and Waring (*Teaching English at Japanese universities: a new handbook*, 2019, Routledge).

Learning through Retrieval Practice

We all want to remember what we study in class, but research in cognitive science shows that we often forget much of it—sometimes right after learning! Thankfully, this is completely normal. Understanding and retaining information takes time and repeated exposure, especially in a CLIL textbook. However, research-backed strategies can help us accelerate and strengthen the learning process.

One of the most effective methods is *retrieval practice*, sometimes called *active recall*. This involves recalling previously learned information usually by writing it down or explaining it to someone else. Instead of doing this immediately, it’s best to wait a little while after learning. If you’ve forgotten a bit, the effort of remembering strengthens your memory even more. Compared to simply re-reading passages or reviewing notes, active recall leads to much better long-term learning.

At first, it can feel challenging, but cognitive scientists call this a *desirable difficulty*. Struggling to recall information actually makes your memory of it stronger and longer-lasting—exactly what we want!

Throughout this textbook, you’ll find various exercises designed to help you recall the content and language you’re learning. These exercises will be challenging, but remember: this challenge is desirable! Many activities involve working in pairs or groups, making the process both sociable and enjoyable.

By practicing active recall regularly, you’ll find yourself remembering more, for longer—that’s real learning!

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].”

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Unit 1

Learning about Global Relations

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

Japan is a member of the Group of Seven (G7) which refers to seven 1 countries, including France, the US, the UK, Germany, Italy, and Canada. It was created 5 by 6 countries in 2 to talk about global issues such as 3 , energy, and trade after the Nixon Shock and the first oil 4 in the 1970s. In 1976, Canada, and in 1977, then EC (now EU), started participating. In 1991, after the 5 , Russia also began participating, and was a full member from 1994 to 6 , until 10 they 7 Crimea by force. The G7 members take turns 8 meetings. Japan hosted the summit in Hiroshima in 2023, when the major agendas were support for Ukraine and nuclear 9 . The G7 is 10 different from the G20. The G7 countries basically share principles of freedom, democracy, and 11 as developed countries, 15 while the G20 includes a greater variety of countries. These include 12 economies and 13 countries from Central and South America, Southeast Asia, the Middle East, and Eastern Europe.



Key Terms



oil crisis 石油危機 the EC (=European Community) 欧州共同体 the EU (=European Union) 欧州連合
the Cold War (東西の) 冷戦 annex 併合する by force 強制的に nuclear disarmament 核軍縮



B Write the meanings of the following words and phrases in Japanese.

1. refer to _____
2. developed countries _____
3. participating _____
4. take turns _____

C Checking with a map

Research the location of G7 countries and G20 countries.



D Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. In 19_____, six countries created a group to talk about global issues such as the ec_____, en_____, and, tr_____.
2. The current members of the Group of Seven (G7) are (in alphabetical order) C_____, Fr_____, G_____, I_____, J_____, the U_____, and the U_____.
3. G7 countries share principles of fr_____, de_____, and hu_____ ri_____ as developed countries. The G20 includes a greater variety of em_____ing eco_____ and res_____ -rich countries.

E Why do you think we need global meetings such as G7 and G20?

Make a pair and talk with your partner.



Topic Focus

なぜ私たちは Global relations を学ばなければならないのでしょうか？ その重要性をここで確認します。指示に従い読んでみましょう。

(A) Learning about global relations

Think, Heads Together→ By yourself, read each paragraph and answer the questions. Then, get into groups and take turns sharing answers. If you disagree, explain your answer with reference to the passage. Use 'Language for Learning'. 

1 International relations, international affairs, and global studies, are academic subjects in the fields of politics, economics, history, culture, society, and so on. They are all concerned with interactions among states, international organizations, and other actors in the global system. They also deal with shared issues like financial crises, climate change, and human rights.

Question 1 Which of the following are not concerned with international relations, international affairs, and global studies?

- a. The fields of politics, economics, history, culture, and society
- b. Interactions in the global system and common global problems
- c. Economic issues and public educational systems



Key Terms concerned with ～関する interactions among ～間の交流 actors (行為) 主体 (国家・国家共同体・多国籍企業など、国際的な行動力を行使できる組織体) global system 国際システム (政治、経済、ビジネスなど)



2 In this textbook, you will learn about these kinds of *global relations* and issues. But why is such study important? Generally speaking, people usually care most about what is happening in their own country or community. But have you ever wondered how events in other countries affect you? Likewise, how are your decisions affecting people elsewhere?

5 As you will learn, ideas, decisions, and activities in one part of the world are increasingly affecting societies far away. Because of advances in technology, people are becoming more interconnected in almost every aspect of their lives: from the cultural and social to the economic and political.

Question 2 Studying about global relations and issues is important because ____.

- a. people tend to care deeply about their country and community
- b. things happening in one country are interconnected elsewhere
- c. our choices affect cultural, social, economic, and political events



Key Terms affect ～に影響を与える interconnected 相互に関係のある、相互関連した

04

- 3 Through internet technologies we are able to engage with the world more than ever before. And our lives are becoming far more convenient. Yet, as societies and their peoples become more closely interconnected, misunderstanding, tension, and conflict can also arise. As such, it is important to understand the global community from various perspectives and
- 5 learn to express informed opinions about shared issues. We might then discover new ways to live more harmoniously and successfully with one another in this fast-changing world.

Question 3 What are the advantages and disadvantages of a more closely connected world? How might we learn to live more peacefully and prosper?



Key Terms engage with ～と関わり合う informed opinions 情報に基づいた意見、見解

B Think, Pair Discussion In groups of four, choose a question to discuss. First, plan your ideas by yourself. Then, discuss with a partner for two minutes. Next, switch partners and discuss the question again. Use 'Language for Learning'.

1. Explain a recent international event, decision, or activity that has affected Japan.
2. Which foreign cultural values are influencing Japan? What is your opinion on that?
3. What connections do you have, or want to have, with the global community?

C Team Recall

What do you remember about the topic above? Without revisiting the passage, write in full sentences everything you recall. Then, check the passage to confirm. Finally, share with your team, adding any new information to your list. Use 'Language for Learning'.

Metaphor

"The world economy is like a spider web (蜘蛛の糸) —when one thread of the web is pulled, the whole web shakes." The Russia-Ukraine war pulled on many key threads, causing food shortages, energy crises, and instability worldwide.

A Read the following explanation and answer the questions.

05

The Global Impact of Conflict

Politically and economically, since the 1970s increasingly countries around the world have affected each other. A recent example is the war between Russia and Ukraine, which strengthened the connection among G7, NATO, and EU countries to face Russia and support Ukraine. At the same time, oil and natural gas markets, wheat and other crops, became unstable because Russia and Ukraine are the primary export countries for these goods. Since prices rose, east African countries were forced to use environmentally harmful energy and driven to deforestation. West African countries were also affected, especially by being cut off the supply chain of the wheat and other crops. In fact, in Niger, wheat prices rose by 40% and 20% of the population suffered from starvation. In Mali, food aid did not reach refugees, and led to starvation and malnutrition. In Nigeria, not enough fertilizer was transported, causing a decrease in crop production. As a result, the governments of all these African countries became unstable, increasing the chances of terrorism, and leading to economic confusion. Triggered by rises in the prices of oil and the wheat, it's possible for inflation to occur in any part of the world.

**Questions**

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage! After check the passage to confirm.

The effects of the war between Russia and Ukraine:

Affected parts	What happened?	Why did it happen?
G7 NATO EU	The connection was _____	They needed to _____
The markets of oil and natural gas	They became unstable. The prices rose.	Russia and Ukraine were primary exporting countries of oil and natural gas.
East African countries	They had to use _____	The prices of oil and gas rose.
The markets of wheat and other crops	The prices rose.	Russia and Ukraine were primary exporting countries of wheat and other crops.
West African countries	They were affected especially by _____	Russia and Ukraine were primary exporting countries of wheat and other crops.
Niger	20% of the population _____	Wheat prices rose by 40%.
Mali	It led to starvation and malnutrition.	Food aid _____
Nigeria	It caused _____	Enough fertilizer was not transported.

Possible effects

Affected parts	The possibility of events
African countries	The governments might become unstable. It increased the chances of _____ leading to _____
The entire world	There will be inflation.

Think, Pair, Share “In what ways has the war in Ukraine affected your life in Japan?”

By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following topics and report the results with your partner.

1. The Northern Territories issue
2. China's expanding activities in the East and South China Seas
3. Missile launches by North Korea
4. The goals and progress of decarbonization
5. The relationship between Russia and North Korea

V**Forming your opinions**

Pick one topic from the five topics above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion in different words.

VI**Content check**

Two Things What do you remember about the topics below? Without revisiting the passages, write in full sentences two things you recall about each topic. Then, check the passages to confirm. (You may share with a partner.)

1. The Group of Seven
2. The meaning of learning about global relations and issues
3. The effects of the war between Russia and Ukraine

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	refer to			
2	annex			
3	principle			
4	nuclear disarmament			
5			～に関する	
6			資源国	
7	interactions			
8	actors			
9			技術の進歩	
10			相互に関連した	
11	engage with			
12	informed opinions			
13			森林伐採	
14	supply chain			
15			飢餓	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write specific Action Points below!

☐ _____

☐ _____

Unit 2

The Big Ideas in Politics

Blast from the Past. In Unit 1, you studied about **Global Relations**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

In the world, there are nine 1 countries: the US, Russia, France, the UK, China, India, Pakistan, Israel, and North Korea. After the Cold War, the number of nuclear warheads decreased from 2 due to the Strategic Arms Reduction Treaty (START) between the US and Russia, however, the number of active nuclear warheads has been increasing and their 3 has improved. Active warheads are 4 deployed in a silo, on a ship, and at an 5 , and are ready to be used. Of course, there are 6 movements against nuclear weapons such as the Treaty on the 7 of Nuclear Weapons (TPNW). As of 2024, this treaty was signed by 8 countries and 9 by 69 countries. However, it has not been signed by some NATO countries, Japan, Australia, and South Korea, not to mention nuclear armed states. It is thought that having nuclear weapons can be an advantage in 10 negotiations, defense of the country from an attack by enemy countries, and a measure for a sense of distrust towards enemy countries.



Key Terms nuclear warheads 核弾頭 the Strategic Arms Reduction Treaty 戦略兵器削減条約 active nuclear warheads すぐに使える核弾頭 deployed 配備されている a silo 発射装置を格納する地下設備 the Treaty on the Prohibition of Nuclear Weapons 核兵器禁止条約 ratify 批准する (サインした条約を最終的に国で認めること) diplomatic negotiations 外交的交渉 enemy countries 敵国 a sense of distrust 不信任感

B Write the meanings of the following words and phrases in Japanese.

1. due to _____
2. are ready to be used _____
3. as of 2024 _____
4. not to mention _____
5. an advantage of _____

C Checking with a map

Mark on the map below the location of nuclear armed states and the number of warheads



D Why do you think Japan hasn't signed the TPNW? Make a pair and discuss with your partner.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. There are nine nuclear armed countries in the world: (in alphabetical order) C_____, Fr_____, I_____, I_____, N_____, P_____, R_____, the U_____, and the U_____.
2. START is an acronym for St_____ A_____ R_____ T_____. As a result of this, the number of nuclear warheads decreased from _____, _____ to around _____.
3. TPNW stands for the T_____ on the P_____ of N_____ W_____. As of 2024, it was signed by _____ countries and ratified by _____ countries.

世界で今起っていることを理解するには、いくつかの政治学上の概念を知っておくことは、大変役に立ちます。次の文章は、特に重要な3つの概念、*sovereign state*（主権国家）と *balance of power*（力の均衡）と *security dilemma*（安全保障のジレンマ）について紹介しています。

(A) Topic Introduction: The big ideas in politics

Shift & Share▶ Make three groups, 1 to 3. Group 1 studies Part (1), Group 2 Part (2), and so on, jotting down key points/ phrases and answering questions. Next, make new groups with one member from each original group. Using only your notes, explain your part to the new group. Use 'Language for Learning'.

07

1 One of the most important political ideas is the sovereign state. A state is a political territory that is organized under one government. There are 206 sovereign states in the international political system. Sovereignty means that the government of a state has supreme, legal authority to make and enforce laws within its territory. Sovereignty also means that a state is equal in the international political system. Other sovereign states in the international system must recognize and respect its authority. That is, states are not allowed to interfere in each other's domestic affairs. The United Nations, which is based on these principles, has 193 sovereign state members.

Questions

1. Who makes the law in a sovereign state?
2. Upon what principles is the United Nations based?
3.  **Internet Search** Name three countries which are not members of the United Nations.

Key Terms

a **sovereign state** 主権国家 a **political territory** 自治権をもつ領土・国土 **the international political system** 国際政治体制 **supreme, legal authority** 最高法の権威 **to interfere in** ～に干渉する

08

2 A second, important political idea is the balance of power. This concept describes a situation in which the power of a strong state or group of states (a coalition) is balanced by the power of other states. If a weak state is threatened by a stronger state or coalition, it can make allies to protect itself and preserve its own independence. Some academics argue that state leaders create and maintain a balance of power through international institutions and laws. This is called a well-planned or 'contrived' balance. Other academics claim that through alliances a balance will naturally emerge, such as during the Cold War (1947 to 1991) between the Soviet Union and the USA. This is referred to as an accidental or 'fortuitous' balance.

Questions

- Why do weak states make alliances with other states?
- What is the difference between the *contrived* and *fortuitous* balance of power?
-  **Internet Search** Name some of the countries which allied themselves with the Soviet Union and the USA during the Cold War.



balance of power 勢力均衡 **a coalition** 連立 **to balance** 均衡を保つ **to threaten** 威迫する、脅かす **allies (an ally)** 同盟国、味方 **a state leader** 国家元首、首脳 **international institutions and laws** 国際機関、国際法 **contrived** 考案されたこと **naturally emerge** 自然に出現する、自然に現れる **fortuitous** 自然に、偶然に



- 3 A final idea that is useful to know is the *security dilemma*. According to some academics, the international political system is considered to be ‘anarchic’. This means that there is no global government, or authority higher than the state, which can ensure order and security. These academics argue that a state must ultimately rely on itself to achieve security by increasing its own military power. Yet, when one state increases its military power, foreign states might naturally question the motives: Is it simply improving its national defenses or is it preparing to attack? This uncertainty presents a dilemma to foreign states; that is, should they in turn increase their own military power? Ironically, while states might be aiming to make themselves more secure, the consequence is a rising spiral of insecurity.

Questions

- Why do some academics consider the international political system to be anarchic?
- What is the security dilemma?
-  **Internet Search** Find a contemporary example of the security dilemma.



the international political system 国際政治体制 **anarchic** 無政府状態 **the state** 主権国家 **to ensure order and security** 治安と安全性の維持 **national defenses** 防衛体制、防衛手段 **a rising spiral of** うなぎ登りの

B Three Things

Without revisiting the passages, on paper write two things you remember about the topic in full sentences. Swap papers with a partner and add one new thing. Finally, check the passages to confirm. Use ‘Language for Learning’.



Reading

Metaphor

"The United Kingdom is like a patchwork quilt (継ぎ接ぎの布)." Each piece of the quilt has its own history and identity. But since leaving the EU, the stitching is coming undone, reflecting its uncertain future.

A Read the following explanation and answer the questions.



The United Kingdom

The United Kingdom (UK) is a multicultural sovereign state with a leading role in world affairs. It is located in northwestern Europe and comprised of four nations: England, Wales, Scotland, and Northern Ireland. Its capital city is London, in England. The UK was a founding member of the United Nations (UN) in 1945 and is one of the five permanent members of the UN Security Council, alongside China, France, Russia, and the USA. Its head of government is called the Prime Minister. According to the CIA World Factbook 2025, the UK has a multi-ethnic population of about 68.4 million, of which approximately 87% are white, 3% black, 2.3% Indian, and 1.9% Pakistani. From 1973, the UK became a prominent member state of the European Union (EU). However, in 2020, with the aim of regaining greater sovereignty, the UK left the EU. The British Exit, or Brexit, resulted in serious, ongoing political, economic, and social issues for the UK and EU. In short, the United Kingdom is a diverse country with an influential history, but its future role is uncertain.



Key Terms multicultural 多文化的 a founding member 設立当初国 multi-ethnic 多民族の a prominent member state 重要な加盟国 Brexit ブレグジット (英国を表す形容詞 British と退出を意味する exit の混成語で、英国のEU離脱を指す用語)

Questions

- What's this passage mainly about?
- Internet Search** Who is the current prime minister of the UK?
- Fill in the table below. If you want an extra challenge, don't look back at the passage! After, check the passage to confirm.

The United Kingdom

No.	Aspects	Content
1.	main feature	A multi-cultural sovereign state with a leading role in world affairs
2.	location and land feature	Located in northwestern Europe, comprised of four nations: _____
3.	capital city	_____
4.	in the UN	A founding member of the UN in 1945 One of the five _____ of the UN Security Council
5.	the head of government	The _____
6.	population	A _____ population with 68.2 million About 87% are white, 3% black, 2.3% Indian, and 1.9% Pakistani
7.	The EU	A prominent member state of the European Union from 1973 Left the EU in _____

Think, Pair, Share “In what ways might the UK ‘regain sovereignty’ by leaving the EU?”

By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

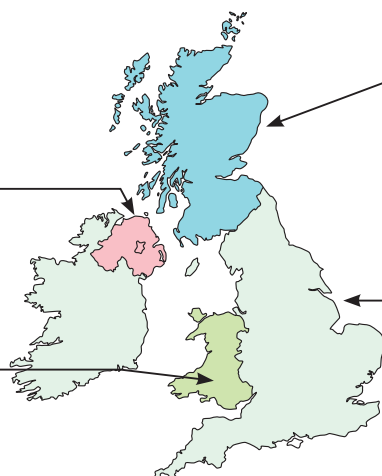
The United Kingdom



Northern Ireland



Wales



Scotland



England



IV**Do some research**

Find a current news article about one of the following topics and report the results with your partner.

1. Japan going nuclear (criticism from other countries)
2. Japan's military dependence on the US
3. The Senkaku problems
4. Russia occupying Crimea and attacking Ukraine
5. An increase in military expenditure in Japan

V**Forming your opinions**

Pick one topic from the five topics above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____

2. Reasons: _____

3. Conclusion: Repeat your opinion in different words.

VI**Content check**

Retrieve & Report What did you find interesting, important, or surprising about the topic? Without revisiting the passage, write two full sentences about each topic. Then, share with your team, discuss each point, and explain if needed. Use 'Language for Learning'

1. Nuclear armed countries and the Treaty on the Prohibition of Nuclear Weapons
2. Political ideas: sovereign state, the balance of power and the security dilemma
3. Sovereign State: The UK

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1			核保有国	
2	the Strategic Arms Reduction Treaty			
3	The Treaty on the Prohibition of Nuclear Weapons			
4			批准する（署名した条約に対する国家の最終確認）	
5	diplomatic negotiations			
6			不信	
7	a sovereign state			
8			～に干渉する	
9	an ally			
10			安全保障のジレンマ	
11	anarchic			
12			～で構成される	
13	a founding member			
14	prime minister			
15			多民族	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 3

How Do We See the World?

Blast from the Past. In Unit 2, you studied about **The Big Ideas in Politics**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

In 1842, when the Qing Dynasty was defeated in the opium war, Hong Kong became a colony of the UK. Thereafter, Hong Kong was not allowed to elect a leader. The 1 joint declaration between China and the UK stated that Hong Kong would maintain its capitalism and lifestyle for 2 years. 5 Under a policy called 'one country with two systems,' people in Hong Kong enjoyed the 3 of a capitalist economy while also 4 as an international center of trade and finance in Asia. Hong Kong was returned to China in 1997, ending about 150 years of British rule. Over time, 5 from not having a 6 election grew and in 2014 led to the 'Umbrella 10 Movement' protests against China. Although the movement failed, in 2019 a large-scale demonstration of more than 7 people was held, with the goal of 8 . 15 As a result, Chinese President Xi Jinping adopted a national security law to control Hong Kong and 9 many people. China doesn't want to lose any 10 and needs Hong Kong because movement of capital and financing is easy there. It also helps with foreign trade, 20 to avoid tariffs on China's products when 11 labels are changed from China to Hong Kong.



Key Terms the Qing Dynasty 清朝 the opium war アヘン戦争 a colony 植民地 elect 選挙で選ぶ a joint declaration 共同声明 capitalism 資本主義 one country with two systems 1国2制度 thriving 栄えた trade and finance 貿易と金融 protest 抗議(する) Chinese President Xi Jinping 中国・習近平国家主席 adopt 採用する a national security law 国家安全維持法 tariff 関税 manufacturing labels 製造ラベル

B Write the meanings of the following words and phrases in Japanese.

1. was defeated _____
2. has not been allowed _____
3. maintained _____
4. thriving as an international center _____
5. dissatisfaction from ~ _____
6. helps with ~ _____

C Checking with a map

Mark Hong Kong on the map and write the population.



D The policy of 'one country with two systems' has been maintained in business and politics. How do you think people's lives have changed after China adopted a national security law? Spend a few minutes to write down your answer, then find a partner and discuss. Do research if needed.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. In _____, Hong Kong became a co_____ of the UK until it was returned to Ch_____ r_____ in _____.
2. In _____, the Umbrella Movement pr_____ demanded more dem_____ el_____. Then in _____, 100,000 people protested for in _____.
3. China doesn't want to lose sovereign control over its t_____. As a result, it adopted a nat_____ se_____ law to co_____ Hong Kong.

国際関係において、平和の構築へのプロセスには、重要な出来事がいくつかあります。その内容についてここで確認します。指示に従い読んでみましょう。

(A) Pop Up→ In pairs, Student A read Part 1 of the passage and prepare questions about the sentence before the ◀Q symbol. Student B do the same for Part 2. Next, Student B read Part 1 aloud. Student A listen without reading. When you hear an answer to one of your questions, say “Pop up!” and ask it. B close the book and answer. After finishing, switch roles.

1 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 claims that balance (peace and security) in international society comes from the many international laws, procedures, rules, and norms. ◀Q1

5 Although liberalism accepts that the state is an important actor in global interactions, it does not accept that the state is the main actor. ◀Q2 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., the United Nations). States have to cooperate with each other and many
10 other actors, so they cannot behave with complete freedom. ◀Q3 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. ◀Q4



Key Terms liberalism 自由主義 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 Human Rights Watch ヒューマン・ライツ・ウォッチ (ニューヨークに本部を置く国際的な非政府組織の1つ) interdependence 相互依存 well-being 福祉

2 How Realism Sees the World



Realism, as the name suggests, claims to offer a more ‘realist’ explanation of how the world works. In contrast to liberalism, realism has a far more pessimistic worldview. ◀Q1 A core principle of realism is that human beings are ultimately self-centred, so a significant improvement in global relations is highly unlikely. Realism claims that peace and security
5 in international society comes from a balance of power, in which each state tries to prevent others from dominating. ◀Q2 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 (UN) and NGOs. ◀Q3 However, it argues that because all other actors must work under the sovereign state system, there is no higher authority than the sovereign state. Realism recognizes that states can achieve their goals through bargaining, alliances, and cooperation, but it asserts that when states cooperate, they will always try to gain more than their rivals. ◀Q4

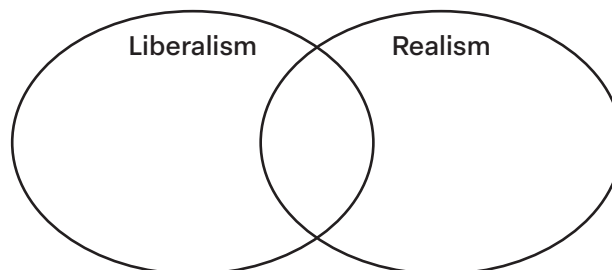


Key
Terms

a pessimistic worldview 厭世観 ultimately self-centred 結局自己中心的、身勝手の極み highly unlikely 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 ~より最高権威がない bargaining 交渉 alliances 同盟

B World Views: Similarities and Differences▶ Don't look at the passage. In pairs or groups, share out the world-view sentences (A to L). Take turns reading a sentence to each other and discuss whether it represents liberalism, realism, or both world views. Write the letters (A to L) in the diagram 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. International balance comes from international laws, norms, and so on.
- G. Humans are selfish, so improving the human race is highly 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. It is best that all states gain through cooperation.
- K. States are an important actor in global interactions.
- L. International peace and security is based on the balance of power.



C Retrieve & Report What did you find interesting, important, or surprising about the topic? Without revisiting the passage, write two or three full sentences about the topic. Then, share with your team, discuss each point, and explain if needed. Use 'Language for Learning'



Reading

Metaphor

"Democracy is like a group project, while autocracy is like a solo project." In a group project, everyone has a say, leading to good or bad results. In a solo project, one person decides—success depends on them, and no one checks mistakes.

A Read the following explanation and answer the questions.



Democracy vs. Autocracy

Many western countries and Japan have enjoyed a long history of democracy for their citizens. It is also true that some countries have a history of autocracy. Although very different, it could be said that there are advantages and disadvantages to both. Firstly, in a democracy, all citizens



have power and an equal say about their lives, so everyone is equal. But in an autocracy, one leader has the power to make decisions about people's lives, therefore, for citizens, it is unequal. 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, may prohibit 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 are made quickly because only the leader has to decide. Lastly, a democracy seems more likely to come up with good ideas for everyone 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 it seems obvious which form of government is better, 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

Questions

- What's this passage mainly about?
- Fill in the table below. If you want an extra challenge, don't look back at the passage! After check the passage to confirm.

A democracy vs an autocracy

	Democracy	Autocracy
Equality?	Advantage	Disadvantage
	All citizens have _____ _____	One leader has _____ _____
Freedom of thought and opinion?	Advantage	Disadvantage
	Citizens have not only _____, but also _____	One leader may prohibit _____ _____ and can even punish them if _____
Quick decision-making?	Disadvantage	Advantage
	It often takes _____ _____	Decisions _____ because _____
Coming up with good ideas?	Advantage	Advantage
	A democracy seems more likely to because _____	If the _____ is _____, the country will be _____
	Disadvantage	Disadvantage
	It does not mean the country is always led by _____ If the majority of citizens _____	If the _____ is not _____, the opposite will happen _____

Think, Pair, Share “Does an autocracy align more with liberalism or realism?”

By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. The current situation in Hong Kong
2. Democratic Socialism in Northern Europe
3. Good and bad points of democratic countries
4. Good and bad points of autocratic countries
5. The situation in any countries with monarchy

V**Forming your opinions**

Pick one topic from the five topics above and express your opinions using the structure below. For reasons, provide evidence, such as examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Team Recall What do you remember about the topics below? Without revisiting the passages, write in full sentences everything you recall. Then, check the passages to confirm. Finally, share with your team, adding any new information to your list. Use 'Language for Learning'.

1. China and Hong Kong
2. Liberalism and Realism
3. Advantages and disadvantages of democracy and autocracy

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	the opium war			
2			植民地	
3	trade and finance			
4	tariff			
5			自由主義	
6	realism			
7			多国籍企業	
8	International Non-Governmental Organizations			
9			相互依存	
10	a pessimistic worldview			
11			勢力均衡	
12	to maintain a military advantage			
13	alliances			
14			専制政治、独裁政治	
15	an equal say			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐
☐

Unit 4

The Evolution of International Society

Blast from the Past. In Unit 3, you studied *How do We See the World?* Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

World War I (WWI) began in 1914. The Triple Entente (Russia, Great Britain, and France) fought against the Triple 1 (Germany, Austria-Hungary, and Italy) with 2 countries eventually involved in the war. Most of these countries agreed to have each other's backs if things worsened. Tensions from 3 and nationalism formed the origins of the war. In particular, Great Britain, France, and Germany fought to acquire foreign 4 , including the Balkans, where 5 conflicts complicated the situation. The Triple Entente tried to advance in the Balkans where many Slavic people lived. In 1918, the Triple Entente 6 the war after the US joined the alliance, but four years of war had devastated the European economy, killed 7 million people, and caused revolutions and civil wars. In 1919, 8 was forced to sign the Treaty of Versailles, accepting most of the responsibility for the war. Although 9 of Nations to end the war and prevent future wars, it turned out to be 10 .



Key Terms the Triple Entente 三国協商 the Triple Alliance 三国同盟 imperialism 帝國主義 nationalism 國家主義、民族主義 the Balkans バルカン半島 ethnic conflicts 民族の争い advance 進攻する Slavic people スラヴ民族 devastated 破壊された revolutions 革命 civil wars 内戦 the Treaty of Versailles ベルサイユ条約 the League of Nations 国際連盟

B Write the meanings of the following words and phrases in Japanese.

1. have each other's backs if things worsened _____
2. complicate _____
3. acquire foreign colonies _____
4. advance in the Balkans _____
5. be forced to sign _____
6. turn out to be _____

C Find them on the map

Mark Russia, Great Britain, and France and connect them with a triangle, then mark Germany, Austria-Hungary, and Italy and connect them with a triangle.

Do research if needed.



D Why did the League of Nations turn out to be ineffective? Spend a few minutes to write down your answer, then find a partner and discuss. Do research if needed.

E Retrieval Guide

1. WWI began in _____. The Triple Entente (R_____, Gr_____, Br_____, and F_____) fought against the Triple Alliance (G_____, Au_____-Hu_____, and I_____).
2. _____ countries eventually _____ the war, which arose from tensions over im_____ism and na_____ism.
3. In _____, the Triple _____ won the war after the _____ joined the alliance, and in _____, Germany signed the _____ of _____, accepting most of the _____ for the war.

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つの考え方を知り、その違いを理解します。指示に従い読んでみましょう。

(A) The evolution of international society from 1648 up to 1991

Three-Step Interview In groups of four, by yourself each student study one part of the passage (1–4), jotting down key points/ phrases. Then, pair up and using only your notes, explain your part to your partner. Takes notes! Next, present your partner's information to the entire group. Finally, complete the  **TEAM Internet Search**. Use 'Language for Learning'.

1 In 1648, the Peace of Westphalia established sovereign equality among states within the Holy Roman Empire, ending its supreme authority. From the 17th century, ten key states began to influence global events, shaping modern international relations.

 **TEAM Internet Search**
Where was the peace treaty signed?

Key Terms  the Peace of Westphalia ヴェストファーレン条約 (ウェストファリア条約) sovereign equality 主権平等 the Holy Roman Empire 神聖ローマ帝国 supreme authority 最高権威

NOTES:

2 In 1815, an alliance called the Concert of Europe tried to maintain a balance of power through collective decision-making. However, nationalism, militarism, and rival alliances led to World War I from 1914 to 1918, which brought about an end to the alliance.

 **TEAM Internet Search**
Who were the five member states of the Concert of Europe?

Key Terms  the Concert of Europe ヨーロッパ協調 collective decision-making 共同 (的意思) 決定 nationalism 民族主義、国粋主義 militarism 軍国主義 rival alliances 国家間 (の) [各国間の] 競争 bring about an end to ~に終わり [終結] をもたらす、~を終わらせる

NOTES:

3 The League of Nations, a new alliance, was formed in 1920, and by 1935 it had a global membership of 58 member states. However, it failed to prevent aggression from countries with extremist ideologies. Tensions led to World War II from 1939, ending the League of Nations.

 **TEAM Internet Search**
Many countries were wanting to expand their territories in the 1930s. Who were they?

Key Terms  the League of Nations 国際連盟 (国家間の協力と平和を促進させるために1920年に形成された国際機関) extremist ideologies 過激派の思想 [考え方・イデオロギー]

NOTES:

4 The United Nations was founded at the end of the war in 1945, replacing the League of Nations. However, from 1947 to 1991 it was divided by the Cold War. Ultimately, the U.S. emerged as the global superpower, shaping a new international order.

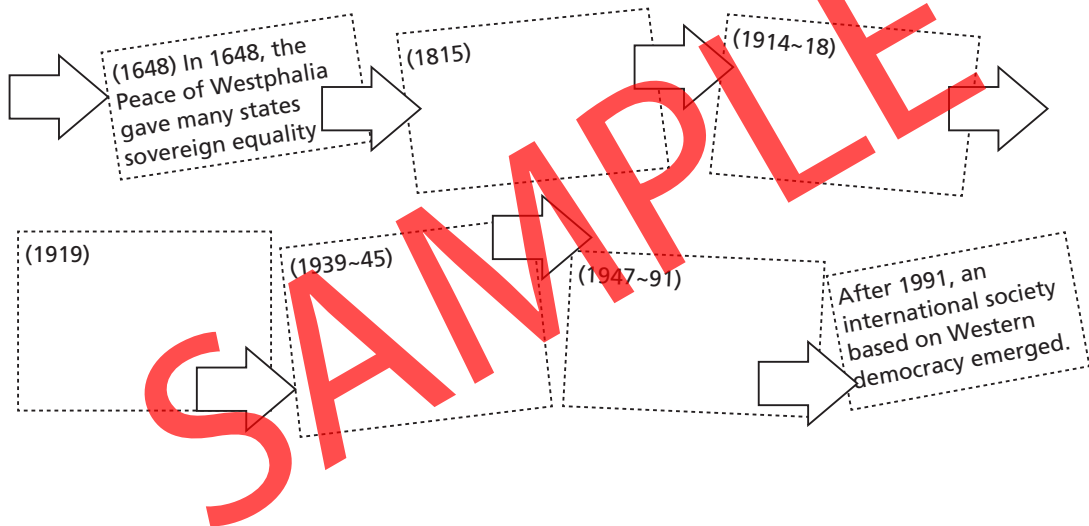
TEAM Internet Search
Who were the main rivals in the Cold War and why?

Key Terms

the United Nations 国際連合 the League of Nations 国際連盟 (国家間の協力と平和を促進させるために1920年に形成された国際機関) the Cold War 冷戦 global superpower 地球規模の超大国

NOTES:

B History Timeline On the timeline below, retell the evolution of international history in your own words, using some of the time phrases in parentheses. The first and last ones are examples. Compare with a partner.



C Three-Step Discussion First, by yourself, prepare your opinion about the question below (in Japanese or English). Second, in groups, share and develop your ideas and decide one or two opinions to write out in English. Third, make new groups and share and discuss your ideas in English. Use 'Language for Learning'.

“What major events have changed international society since 1991, and how?”

Metaphor

"The Cuban Missile Crisis was like a high-stakes game of Go (碁)." Each move risked conflict, but careful strategy prevented disaster. Instead of attacking, the USA blocked Cuba, and the Soviet Union negotiated. In the end, diplomacy won, avoiding nuclear war.

A Read the following explanation and answer the questions.

20

Cuban Missile Crisis

Even since World Wars I and II, we have experienced dangerous moments that could have led to World War III. One of them was the Cuban Missile Crisis which happened during the Cold War. On October 14, 1962, an American U-2 spy plane discovered a Soviet ballistic missile being assembled in Cuba. The US and Cuba had a hostile relationship at this time because Fidel Castro had overthrown the US-supported Batista government. The US responded by imposing economic sanctions, and later launched a failed attack on Cuba. Because of this, Cuba asked for help from the Soviet Union, who felt insecure about the US having nuclear weapons in Europe and Turkey. On October 22, after an intense discussion with the Executive Committee of the National Security Council, President Kennedy announced that the US would establish a blockade around Cuba instead of directly attacking the country. On October 24, the sea around Cuba was blocked by the US to prevent the Soviets from delivering missiles to Cuba. The Soviet Union could have attacked the US in response to this act, but instead, on October 26, Khrushchev sent a message to Kennedy proposing to remove the missiles if the US would not attack Cuba. Even though a US plane was shot down over Cuba, on October 27, Kennedy agreed not to attack. As a result, on October 28, Khrushchev agreed to remove Soviet missiles from Cuba. In conclusion, the Cuban Missile Crisis was a stressful thirteen days for the entire world.



ballistic missile 弾道弾ミサイル **hostile** 敵対的な **overthrow** 打倒する **impose economic sanctions** 経済制裁を課す **a failed attack** 失敗した攻撃 **insecure** 不安な **intense** 激しい
the Executive Committee of the National Security Council 国家安全保障会議の執行委員会
a blockade 封鎖 **deliver** 届ける **remove** 取り除く

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage! After check the passage to confirm.

Cuban Missile Crisis

Date	Events
	Fidel Castro overthrew _____.
	The US responded by _____ sanctions.
	The US launched a _____ on Cuba.
	Cuba asked for help from the Soviet Union. The Soviets also felt insecure about the US having _____ in Europe and Turkey.
October 14, 1962	An American U-2 spy plane discovered _____ being assembled in Cuba.
October 22	Instead of attacking Cuba, President Kennedy announced that the US would establish a blockade around Cuba.
October 24	The US blocked _____ around Cuba to prevent the Soviets from delivering _____.
October 26	Instead of attacking the US, Khrushchev sent a message to Kennedy proposing to _____ it the US would not _____.
October 27	Although a US plane was _____ over Cuba, Kennedy agreed not to _____.
October 28	Khrushchev agreed to _____ from Cuba.

Think, Pair, Share “Which concept from Unit 2 — sovereignty, security dilemma, or balance of power — best explains the Cuban Missile Crisis?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. The war between Russia and Ukraine
2. The war between Israel and the Palestinians
3. Other conflicts between countries
4. Problems between China and Taiwan
5. Any regions wanting independence

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Topic Quiz Master In groups, assign the topics below. Without looking at the passage, write 2-3 questions about your topic. Then, check the passage to confirm. Finally, take turns asking and answering questions in your group. Use 'Language for Learning'.

1. World War I
2. The Peace of Westphalia
3. The Cuban Missile Crisis

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	the Triple Entente			
2			三国同盟	
3			帝国主義	
4			国家主義、民族主義	
5			民族の争い	
6	civil wars			
7			国際連盟	
8	expand territories			
9			国際連合	
10			冷戦	
11	ballistic missile			
12	overthrow			
13	impose economic sanctions			
14	insecure			
15			運ぶ、届ける	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 5

Globalization

Blast from the Past. In Unit 4, you studied about **The Evolution of International Society**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

Interpretations of globalization are varied. The Ministry of Economy, Trade and Industry refers to three distinct phases of globalization. The first phase started around 1 , when steamboats and railways were invented and long-distance 2 of goods became possible. This meant that markets were then spread around the world, but ideas and people remained in 3 areas, creating a gap between developed and developing countries. The second phase began in the 4 , when the internet and other 5 technologies allowed ideas to move quickly and easily at very little cost. This made it possible for companies in developed countries to connect their technologies with labor in developing countries and share marketing and 6 know-how with them. The third phase of globalization began in 2015, when further technological development enabled people to move 7 or at lower cost. As a result, companies could provide labor and 8 more easily, and many nations could enjoy similar things, such as Netflix, Amazon, and Uniqlo. Interestingly, this cultural exchange can make people more aware of the 9 of their own cultures. Thus, globalization has continually progressed with the 10 of technologies.



Key Terms interpretations 解釈 globalization グローバリゼーション (世界を一体化したものにとらえる)
vary 異なる、変わる distinct phase 明確に異なる段階 steamboats 蒸気船 long-distant
transport 長距離輸送 markets 市場 information technology (IT) 情報技術 marketing 市場取
引 management 経営 virtually 仮想の advancement 進歩

B Write the meanings of the following words and phrases in Japanese.

1. Interpretations are varied. _____
2. This meant that ~ _____
3. allowed ideas to move ~ _____
4. share know-how with ~ _____
5. enable people to move ~ _____
6. makes people aware of ~ _____

C Find them on the map

There are Toyota factories around the world. Research the number of cars produced in each region such as Europe, Asia, Africa, North America, South America, and Japan.



D Why do you think some Japanese companies have become successful abroad?
Think about the major reasons for these companies.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. The first phase of globalization started around _____ and saw the tr_____ of goods travel globally, but ideas and people remained in li_____ areas.
2. The second phase (_____s) brought in_____ technologies, al_____ fast, low-cost global movement of id_____s and the sharing of business kn_____ - h_____.
3. The third phase (_____ onwards) enabled the vir_____ and cheaper movement of people, making la_____ and se_____ easier to provide globally.

(A) Three characteristics of contemporary globalization

Expert Explainer In groups of three, by yourself each student study one part of the passage (1–3), jotting down key points/ phrases. Next, using only your notes, explain your part to the group. Use ‘Language for Learning’.

22

1 Three characteristics distinguish contemporary globalization from that of earlier periods in history. The first characteristic of contemporary globalization is the scale of its extensity. This means that events in one part of the world have an increasing effect on societies far away. One example is the conflicts in Syria, Afghanistan, and Iraq, which resulted in unprecedented numbers of people fleeing their countries between 2014 and 2019. The subsequent arrival of these refugees in the European Union led to serious and ongoing social and political upheavals across the region.

CHECK! What is the extensity characteristic of globalization?

23

2 Another characteristic of contemporary globalization is its growing intensity. This means that aspects of one society are becoming more deeply interconnected with those of another. These aspects are political, economic, cultural, social (e.g., information, educational systems, and migration), military, ecological, legal, and technological. However, some aspects are more deeply interconnected than others. For instance, we can say that economic globalization is far more intensive than cultural globalization.

CHECK! What is the intensity characteristic? Which eight aspects of society are affected?

24

3 A further characteristic of contemporary globalization is its velocity. Sophisticated transportation and technological innovations have increased the speed with which people, ideas, information, goods, and capital are moving around the world. This has obvious benefits, but also drawbacks. Think about the rapid spread of the Covid-19 pandemic and global financial crisis which resulted.

CHECK! What is the velocity characteristic of globalization?

Key
Terms

characteristic 特徴 contemporary 現在の unprecedented numbers 前例のないほど多くの～
subsequent 続く social and political upheavals 社会的・政治的激変 aspect of society 社会の側面
technological innovations 技術革新 capital 資本、資金 global financial crisis 世界金融危機

(B) Retrieval Quiz

In groups of three, ask the questions in order (Q1, Q2, Q3, etc.). Don't look at each other's questions. Write T (true) and F (false), but if unsure, write (△). After, check the passage together to confirm. Use ‘Language for Learning’.

“True or False?”

Student 1

Q1. Globalization is the growing interconnectedness between societies.

Q4: Intensity is the interconnectedness of aspects of a society with other societies.

Q7: The velocity characteristic of globalization means the speed with which people, ideas, information, goods, and capital move around the world.

Student 2

Q2. Four characteristics distinguish contemporary globalization from that of earlier periods in history.

Q5: There are six aspects of society which are becoming global.

Q8: The velocity of globalization can be good and bad.

Student 3

Q3. Extensity means that events in one part of the world happen very quickly.

Q6: Some aspects of society are more globalized than others.

Q9: Contemporary globalization contributed to the rapid spread of Covid-19 and subsequent financial crisis.

C Recognizing the Effects of Globalization

Think, Pair, Share Match political [P], economic [E], and social [S] globalization with their effects (1) to (9). Do these effects represent advantages, disadvantages, or a mix of both? Are they positive or negative? First, think by yourself. Next, pair up to discuss, referring to the example below. Finally, if the teacher calls on you, share your ideas with the class.

Political [P]	Economic [E]	Social [S]
P,E (1) more companies outsourcing abroad	(4) increased foreign tourism	(7) unemployment in some industries
(2) conflicts with local customs and culture	(5) improvements in human rights	(8) social movements like #StopAsianHate
(3) international agreements on climate change	(6) organizations like the United Nations	(9) more trade between distant countries

Example: “I think political and economic globalization **lead to** more companies outsourcing manufacturing abroad. This can be a disadvantage to local workers who might receive low wages and work in poor conditions.”

Other useful verbs: result(s) in, bring(s) about, cause(s)

**Metaphor**

"Localization is like adding local spices to a foreign recipe." Companies adjust their products to match local tastes, making them more appealing, increasing customer satisfaction, and helping them succeed in foreign markets.

A Read the following explanation and answer the questions.

**Localization**

It is impossible to understand world issues without first considering the various aspects of globalization. In terms of economic globalization, to be successful companies need to use the strategy of localization, which means that some products and services are modified to suit local tastes and needs. There are three major reasons why this strategy is important.

5 The first reason is that it makes entry into foreign markets much easier. When companies expand beyond their own country, they can face a lot of difficulties, such as distribution laws, cultural differences, and communication. By adapting their products and services to specific targets and local markets, they are more appealing to local people. These unique products and services can help companies avoid some of the difficulties created by
10 doing business in other countries.

The second reason is that localization will satisfy more customers and eventually increase overall sales figures. In the case of TOYOTA, if they know that because of where they live, local people need four-wheel drive cars rather than ordinary passenger cars, the company can focus on these. As a result, customer satisfaction increases, while other types
15 of cars might also be sold because the company has gained trust in the local market.

Last, but certainly not least, is that by increasing sales, a company gains power to compete locally as well as internationally. This helps a company to grow globally, which is the essence of globalization. In the age we live in, a tremendous number of goods and services are available to a global market. Because of this, a successful company can expect
20 enormous profits by establishing a well-known brand in foreign markets.

As you can see, localization is an important part of globalization. It enables easy access to foreign markets, localized products and services, increased customer satisfaction, and can lead to higher sales figures. Thus, a company that gains power both locally and internationally can achieve globalization.



Key Terms in terms of ～に関して strategy 作戦、戦略 to suit 合う distribution 流通 adapted 適合させる sales figures 売り上げの数字 four-wheel drive cars 四輪駆動 enable できるようにする

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

Localization

Three major reasons why localization is important in economic globalization	
1st reason	It makes entry into foreign markets much easier.
Details	These unique products and services can help companies avoid _____ created by doing business in other countries.
2nd reason	Localization will satisfy more _____ and eventually increase overall _____.
Details	If customer _____ increases, other types of cars might also be sold because the company has gained _____ in the local market.
3rd reason	By increasing sales, a company gains the power to _____ locally as well as _____.
Details	A successful company can expect enormous _____ by establishing a well-known _____ in foreign markets

Think, Pair, Share “Can you think of any foreign companies that have used localization to prosper in Japan?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.



IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Chain stores expanding overseas
2. Local menu overseas (California rolls, etc.)
3. Cultural effects of globalization (loss of unique culture?)
4. Effects on Japan of the war between Russia and Ukraine
 - 1) economically 2) politically 3) culturally
5. Effects on Japan of the conflicts in the middle east
 - 1) economically 2) politically

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Rally Recall In groups, write in a full sentence one thing you recall about any of the topics below. When time is up, pass your paper to the student on your left, who will add a new point. Continue until you have several points about each topic. After, check the passages to confirm. Use 'Language for Learning'.

1. Three phases of globalization
2. Three main features of contemporary globalization
3. The importance of localization

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1			解釈	
2			長距離輸送	
3			情報技術	
4	interconnectedness			
5			現在の	
6	extensity			
7	subsequent			
8	upheaval			
9	intensity			
10			移動	
11	in the evolution of			
12			地方化	
13			作戦、戦略	
14	distribution			
15	sales figures			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 6

Global Organizations

Blast from the Past. In Unit 5, you studied about **Globalization**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

The United Nations (UN) organizes the Conference of the Parties (COP) for dealing with climate change. COP is an 1 term for conferences by 2 countries and 1 region which have signed the United Nations Framework 3 on Climate Change (UNFCCC), issued in 4 . Governments, corporations, research institutes, and environmental organizations get together to create rules and concrete measures for 5 and reducing greenhouse gas 6 . The first COP (COP1) was held in Berlin in 1995, COP3 was held in Kyoto in 7 , and the COP21 in Paris in 2015 decided to limit the increase in the global average temperature to 8 °C. The COP29 in Azerbaijan, held in 2024, set target funds that developed countries should provide to developing countries. The goal is to increase 9 funds from the current \$100 billion to \$300 billion by 2035, however the negotiations are ongoing and tough. Developing countries have asked for \$1 10 for switching to renewable energy and infrastructure to prevent 11 caused by climate change. European governments have demanded emerging countries such as India, China, and 12 Gulf states to also provide funds.



Key Terms



Conference of the Parties 条約を結んだ締約国 **an umbrella term** 包括的な用語 **United Nations Framework Convention on Climate Change** 国際連合気候変動枠組み条約 **research institutes** 研究所 **set target funds** 目標の資金額を決める **renewable energy** 再生可能エネルギー **emerging countries** 新興国

B Write the meanings of the following words and phrases in Japanese.

1. dealing with _____
2. UNFCCC was issued. _____
3. concrete measures _____
4. asked for _____
5. for switching to _____

C Find them on the map

Mark host cities of COP meetings from COP1 to COP 30. Do research if needed.



D What are the differences in opinion about target funds between developing countries and developed countries?

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. The United Nations (UN) organizes the C_____ of the P_____ (COP) for dealing with _____.
2. _____ hundred and _____ countries and _____ regional organization have signed the United Nations _____ on _____ (UNFCCC), issued in _____.
3. Governments, corporations, research institutes, and environmental organizations get together to create r_____ and concrete me_____ for sta_____ and re_____ greenhouse gas em_____.

(A) Shift & Share Form teams of three. Each team will read about a different organization and put the sentences (A to D) in the correct order from 1 to 5. Finally, make new teams with one person from each original group. Share your answers and explain about the organization. Use 'Language for Learning' expressions.

27

The World Bank, International Monetary Fund (IMF), and World Trade Organization (WTO)

- 1 The World Bank was established at the 1944 Bretton Woods Conference. Its original purpose was to rebuild the economies of Europe after World War II.
- ☐ A. The International Monetary Fund (IMF) was also created at the Bretton Woods Conference. It aims to ensure stable exchange rates and international payments. These enable countries to transact with each other.
- ☐ B. It also aims to settle trade disputes between countries before they become political or military conflict. This helps to ensure a more peaceful and prosperous world.
- ☐ C. It now provides loans and grants to the governments of developing economies. The bank aims to end extreme poverty and increase shared prosperity.
- ☐ D. Lastly, there is the World Trade Organization (WTO). In 2022, it had 164 member countries, accounting for about 98% of world trade. Its priority is for trade to flow smoothly and freely.

Key Terms

World Bank 世界銀行 **1944 Bretton Woods Conference** 1944年ブレトン・ウッズ会議 (1944年7月に米ブレトン・ウッズで開かれた、連合軍側の44カ国の代表による、第2次大戦後の国際通貨および金融秩序を定めた会議) **International Monetary Fund (IMF)** 国際通貨基金 **exchange rates** 為替レート **international payments** 国際決済、国際送金 **transact with** ～と取引などを行なう **settle trade disputes** 通商紛争を処理・解決する **peaceful and prosperous world** 平和で豊かな世界 **grants** 補助金、貸付金 **developing economies** 発展途上経済、発展しつつある経済 **extreme poverty** 極度の貧困 **shared prosperity** 繁栄の共有 **World Trade Organization (WTO)** 世界貿易機関 **accounting for** ～の割合を占める

The World Health Organization (WHO)

28

- 1 The World Health Organization (WHO) was founded in 1948. WHO is the United Nations (UN) agency which is responsible for international public health.
- ☐ A. To carry out all of the above work, WHO relies on contributions from UN member states and private donors. The Bill & Melinda Gates Foundation is among the largest contributors.
- ☐ B. As such, WHO coordinates the world's response to international health emergencies, for example the COVID-19 pandemic. It works in more than 150 locations globally.

- ☐ C. In this way, WHO supports the UN Sustainable Development Goals (SDGs), in particular SDG 3, “Ensure healthy lives and promote well-being for all at all ages.”
- ☐ D. In addition to global emergencies, WHO’s priorities include heart-disease and cancer. WHO also leads global efforts to expand universal health coverage.



World Health Organization (WHO) 世界保健機関 **agency** 機関 **public health** 公衆衛生
contributions (出資、財政、金融などの) 貢献 **private donors** 個人献金者 (からの民間資金)
Bill & Melinda Gates Foundation ビル&メリンダ・ゲイツ財団 **coordinates the world’s response**
 世界の対応を調整する **pandemic** 伝染病が全国 (世界) 的に広がる、汎流行の **UN Sustainable Development Goals (SDGs)** 国連持続可能な開発目標 **heart-disease** 心臓病 **global efforts** 国際努力、グローバルな取り組み **universal health coverage** ユニバーサル・ヘルス・カバレッジ (すべての人が、適切な健康増進、予防、治療、機能回復に関するサービスを、支払い可能な費用で受けられること)

Non-Governmental Organizations (NGOs).

29

- 1** In its simplest definition, a non-governmental organization (NGO) is a non-profit humanitarian organization that has not been established by the government.
- ☐ A. In short, although there is some criticism of NGOs, their role in a global society continues to increase. World NGO Day, which was recognised by the United Nations in 2014, is celebrated annually on February 27.
- ☐ B. With this money and support, NGOs can have a significant influence over governments and companies by lobbying, reporting bad business practices in the media, or organizing protests.
- ☐ C. While NGOs are normally independent of governments, many work closely with governments or international organizations such as the United Nations.
- ☐ D. NGOs are active in a range of issues, such as stopping human rights abuses and protecting the environment. Many NGOs have huge budgets and memberships.



non-governmental organization (NGO) 非政府組織 **non-profit** 非営利 **humanitarian** 人道主義
 の、人道主義的な **criticism of** ~への批判、~に対する批判 **role in a global society** グローバル社会における役割、国際社会における役割 **World NGO Day** 世界NGOデー (World NGO Dayは、2月27日に定められ、この日には世界各地でNGOに関する啓発活動が行われている) **have a significant influence over** ~に大きな・重要な影響を与える **lobbying** ロビーイング (非政府組織などが、政策や政治的判断を自分たちに有利な方向へ進んでいくようにするため、議会外場で政治家にはたらきかけること) **bad business practices** 無節操なビジネス慣行 **protests** デモ、抗議 **independent of** ~から独立している **work closely with** ~と緊密に連携・協力する **active in a range of issues** 幅広い社会問題に意欲的に取り組んでいる **human rights abuses** 人権侵害 **huge budgets** 莫大な予算

- B Three Things** Without revisiting the passage above, on paper write two things you remember about the topic in full sentences. Swap papers with a partner and add one new thing. Finally, check the passage to confirm. Use ‘Language for Learning’.

**Metaphor**

"The UN is like a very large university club or circle with six important people."

Each person has a special role to play, but they all work together to make the club effective and successful for everyone.

A Read the following explanation and answer the questions.

**Three Familiar Divisions Within the UN**

The United Nations (UN) is the largest organization in the world dedicated to international peace and relations. It has a variety of specific organizations but can be classified into six major divisions: the General Assembly, Security Council, Economic and Social Council, International Court of Justice, Trusteeship Council, and the UN Secretariat.

5 Among these, the ones we often hear about are the General Assembly, Security Council, and Economic and Social Council.

The General Assembly is the division that makes decisions on UN policies. All member nations have one equal vote, regardless of their economic strength or population. Issues relating to peace, security, new member admission, and budget require a two-thirds
 10 vote. The assembly meets at the UN headquarters. They also have a yearly conference in September, a special conference, and if needed, an emergency conference. As an example, the SDGs were adopted by the General Assembly in 2015.

The Security Council is the division responsible for peace and security under the
 15 UN Charter. It consists of five permanent-member countries (China, France, Russia, the UK, and the US) and 10 non-permanent countries accepted by the General Assembly. The term of office for non-permanent countries
 20 is two years. The five permanent-member countries have the power to veto any resolution. Emergency meetings were held to criticize missile launches by North Korea and the Ukraine crisis in 2022.



The Economic and Social Council conducts surveys and does research on international issues other than politics, such as women's rights, population and youth, drugs, food,
 25 and crime. There are 54 member countries with three-year terms who report the results and make recommendations. Its activities cover various fields, and so it cooperates with specialized agencies such as UNESCO, FAO, and WHO. Because of the diverse nature of its activities, policymakers, assembly members, academics, foundations, businesspeople,

young people, and NGOs are all involved in the decision-making process.

30 In conclusion, the UN has six major divisions, the most familiar being the General Assembly, Security Council, and Economic and Social Council. Along with other divisions, these were established to help all people, everywhere in the world. Although there is some criticism of its limited power, especially in the area of war, the UN is an important organization that is crucial to helping maintain peaceful relations in the world.

Key Terms  dedicated to 献身的につくす can be classified into six divisions 6の部門に分けられる
the General Assembly 総会 Economic and Social Council 経済社会理事会 International Court of Justice 国際司法裁判所 Trusteeship Council 信託統治理事会 the UN Secretariat 国連事務局
a two-thirds vote 三分の二票 permanent-member countries 常任理事国 the power to veto 拒否権
resolution 決議 UNESCO ユネスコ (国連教育科学文化機関) FAO 国連食糧農業機関
academics 学者 decision-making 決定 crucial to 極めて重大な

Questions

1. What's this passage mainly about?
2. Research and write the full names of UNESCO, FAO, and WHO.
3. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

Three familiar organizations in the United Nations	
The General Assembly	It makes _____. All member nations have one _____ vote. Issues relating to _____, security, new member admissions, and budget require a two-thirds vote.
The Security Council	It is responsible for _____ and _____ under the UN Charter. It consists of _____ permanent-member countries (China, _____, Russia, _____, and the US) and _____ non-permanent countries. The five permanent-member countries have _____ power.
The Economic and Social Council	It conducts _____ and does _____ on international issues other than _____, such as women's rights, population, and youth, drugs, food, and crime. There are _____ member countries with three-year terms. Its activities cover various fields, and so it cooperates with specialized agencies such as _____, FAO and _____.

Think, Pair, Share “Which of the three UN divisions that we often hear about (General Assembly, Security Council, Economic and Social Council) do you think is the most important today, and why?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following topics and report the results with your partner.

1. The COP meetings
2. The Security Council
3. The IMF
4. The WTO
5. The UNESCO, FAO, or WHO

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: effective/ineffective? how effective?
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Retrieve & Report You studied about the three topics below. What was interesting, important, and/or surprising? Without revisiting the reading passage (this is important!), write one or two sentences about each topic. Do this on paper. Then, report your sentences to your team. Talk about each other's points and explain where necessary.

1. COP meetings
2. International organizations (e.g., the IMF and the WTO)
3. the UN (e.g., the UN Security Council and Economic and Social Council)

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	the Conference of the Parties			
2			包括的な用語	
3	issued			
4			再生可能エネルギー	
5			新興国	
6	the United Nations			
7	permanent members			
8			為替レート	
9	grants			
10			人道的な	
11	human rights abuses			
12	dedicated to			
13	the power to veto			
14			決議	
15	crucial to			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 7

The United Nations' Sustainable Development Goals

Blast from the Past. In Unit 6, you studied about **Global Organizations**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

As Sustainable Development Goals (SDGs) have gained global recognition, plastic waste has attracted attention across various fields. Research 1 reported that in 2019, the amount of plastic produced globally was 2 million tons, and China and America accounted for about 3 of the total amount, followed by India, Japan, and 4 . The five countries with the highest annual waste per person were Singapore (75kg), Australia, Oman, Holland, and 5 . Japan ranked 18th (37kg), and China ranked 45th (18kg). Many measures have been taken in various countries. For example, the EU banned 6 plastics and disposable containers in 2019 and 7 respectively. In the US, they created technologies for recycling plastic and used some of them for 8 . China stopped using plastic bags in 2022 and 9 in plastic containers at hotels will be stopped by 2025. Additionally, several Asian countries stopped 10 plastic waste from other countries. In Japan, the government has begun switching to 11 materials and provided 12 to reduce plastic waste.



Sustainable Development Goals (SDGs) 持続可能な開発目標 **annual waste** 年間のゴミ **ban** 禁止する **single-use** 使い捨て **disposable containers** 使い捨て容器 **respectively** それぞれ **infrastructure** 都市社会などの基本施設 **toiletries** 歯ブラシやシャンプーなど（ホテルが提供するもの・アメニティ） **importing** 輸入する **alternative materials** 代替材料 **funding** 資金

B Write the meanings of the following words and phrases in Japanese.

1. got attention from _____
2. accounted for _____
3. followed by India, ... _____
4. per person _____
5. rank 18th _____
6. provided _____

C Find them on the map

Mark the worst five countries for annual amount of plastic waste, and the worst five countries for annual amount of waste per person. Do research if needed.



D There are many solutions for plastic waste. List as many as possible. Include solutions from the listening section and add your own ideas.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. According to a report in 2019, China and America ac_____ f_____ about one _____ of global plastic waste production, followed by India, _____, and the UK.
2. In terms of the amount of plastic waste p_____ p_____, Japan ranked _____th globally, producing _____kg per person ann_____.
3. To reduce plastic waste, countries have t_____ various me_____, such as ba_____
si_____ -u_____ plastics, creating new te_____ies, stopping im_____ waste, and switching to al_____tive ma_____s.

(A) Think, Heads Together By yourself, read each paragraph and answer the questions. Then, get into groups and take turns sharing answers. If you disagree, explain your answer with reference to the passage. Use 'Language for Learning'.

32

The UN Sustainable Development Goals (SDGs) were introduced at the 2012 United Nations Conference on Sustainable Development in Rio de Janeiro, replacing the Millennium Development Goals (MDGs), which began a global effort to reduce poverty in 2000. The SDGs began in 2015, with a target completion date of 2030.



Internet Search

Why were the MDGs replaced with the SDGs?

The SDGs aim to tackle urgent environmental, political, and economic challenges. For example, hundreds of millions of people still lack sufficient food, the wealth gap is growing, and women continue to earn less and have fewer rights than men. Meanwhile, human activity is having a devastating impact on the environment.

Question 1 When were the SDGs created, and what do they replace?

Question 2 Which of the following is not described in the passage above?

- a. poverty and hunger
- b. access to education
- c. gender inequality
- d. climate change

Key
Terms



United Nations Conference on Sustainable Development 国連持続可能な開発会議 Millennium Development Goals (MDGs) ミレニアム開発目標 tackle ~に取り組む urgent...challenges 喫緊の課題 hundreds of millions of 数億の wealth gap 富の格差 earn 金を稼ぐ have a devastating impact on ~に計り知れない影響を与える、~を破綻させる

33

To address these issues, all 193 UN member states agreed to 17 SDGs, including good health and well-being, gender equality, decent work, and sustainable cities. These goals are interdependent; for instance, achieving gender equality (SDG 5) will lead to economic growth (SDG 8) as more women join the workforce and contribute to GDP.



Internet Search

Look up the 17 SDGs. What are they in Japanese and English?

The SDGs represent the most ambitious effort to improve lives globally. Yet, the impact of COVID-19 continues to threaten their progress. In both rich and poor countries, the pandemic has harmed health, jobs, education, and human rights—especially for women and girls. In this context, global cooperation to accelerate progress on the SDGs is more vital than ever.

Question 3 Which countries have agreed to the SDGs?

Question 4 How are the 17 SDGs interdependent? Explain.

Question 5 How does COVID-19 continue to threaten the SDGs?

Key Terms  interdependent 相互依存的 workforce 労働力 GDP (Gross Domestic Product) 国内総生産
impact 影響 threaten 脅かす、悪い影響を与える accelerate progress 進展を加速させる、進歩を促す

B Think, Pair Discussion→ The passage says that the 17 SDGs are “interdependent”. For example, “achieving gender equality (SDG 5) will lead to economic growth (SDG 8)”. Which goals do you think are most interdependent? Work in teams of four. First, plan your ideas by yourself. Then, discuss with a partner for two minutes. Next, switch partners and discuss the question again. Use ‘Language for Learning’.

Useful Phrases
Achieving~
Ensuring~
~will lead/ help to~

Example: Achieving No Poverty (SDG 1) or Zero Hunger (SDG 2) will help to ensure Good Health and Well-Being (SDG 3).”

C Team Recall What do you remember about the passage? Without revisiting the passage, write in full sentences everything you recall. Then, check the passage to confirm. Finally, share with your team, adding any new information to your list. Use ‘Language for Learning’.



**Metaphor**

"The UN SDGs are like a complex orchestra." Corporations are the key musicians whose instruments—capital, personnel, and products—must play in harmony for sustainable change.

A Read the following explanation and answer the questions.

**SDG Projects by Corporations**

Many projects have been launched in Japan since the UN adopted the 17 Sustainable Development Goals (SDGs) in 2015. International corporations have initiated efforts as part of their Corporate Social Responsibility (CSR), offering concrete, thought-provoking ideas by leveraging their resources.

5 Panasonic Corporation, an electrical manufacturer, promotes a circular economy by minimizing resources. They reduce product weight, volume, and parts, reuse components, improve durability, and simplify battery replacement. For instance, their 2022 hair dryer became lighter and 27% more compact than the previous model, lowering energy use. They also developed technology to reuse plastic resins from discarded products.

10 NISSIN FOODS Group supports SDG 2, "Zero Hunger," as well as SDGs 3, 4, 12, 14, and 15. They donate instant noodles to those affected by hunger and disasters. In 2021, they eliminated the plastic sticker for closing the cover of CUP NOODLES, cutting 41 tons of plastic raw materials in total. They are also developing plant-based meat to conserve ecosystems on land.

15 Some corporations have collaborated on sustainability efforts. In 2021, Coca-Cola Japan ran a campaign with UNIQLO offering fleece clothing made from recycled PET bottles to promote SDG 12, "Responsible Consumption and Production."



20 KOSE, Aeon Retail, and TerraCycle created shopping baskets from marine plastic waste. These baskets have been used at Aeon stores since 2021 to raise awareness of "Life Below Water."

Thus, many corporations are supporting the SDGs. With their capital, personnel, and facilities, they can pursue these goals effectively. Furthermore, since their products and services are part of our everyday lives, their efforts also raise public awareness. Together,
25 they play an important role in protecting the planet, combating climate change, and reducing waste.



Key Terms initiate 開始する Corporate Social Responsibility (CSR) 企業の社会的責任 thought-provoking 示唆に富む、興味をそそられる resources 資源（人・モノ・資金） electrical manufacturer 電気メーカー circular economy 循環型経済 discarded 廃棄された plant-based meat 植物由来の肉 collaborate 協力する consumption 消費 capital 資金 personnel 人材

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

Corporations	fields	Contents
Panasonic Corp.	an electrical manufacturer	It has promoted a _____ economy. In order to minimize _____, they work to reduce the weight, volume, and the number of parts used for products. Example: the Panasonic _____ launched in 2022
NISSIN FOODS Group	a food industry	1. They donate _____ to those affected by hunger and disasters. 2. In 2021, they eliminated the plastic _____, cutting _____ tons of plastic raw materials in total. 3. They are also developing _____ to conserve ecosystems.
Coca-Cola, Japan Inc. worked with UNIQLO, Ltd	A food industry and clothing industry	Coca-Cola, Japan Inc. run a campaign offering _____ clothing made from recycled _____ bottles.
KOSE, Aeon Retail Co., Ltd., , TerraCycle Inc.	a cosmetic company, a supermarket, and a recycled company	They produced shopping baskets made from _____ plastic _____. Since 2021, this basket has been used at Aeon stores.

Think, Pair, Share “Which SDG-related initiative or effort described in the passage do you find most impactful, and why?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following topics and report the results with your partner.

1. Business activities related to SDGs in Japan
2. School activities related to SDGs in Japan
3. Activities related to SDGs in foreign countries
4. Activities related to SDGs in NGOs
5. Activities related to SDGs in the UN

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: effective/ineffective? how effective?
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Two Things What do you remember about the topics below? Without revisiting the passages, write in full sentences 1-2 things you recall about each topic. Then, check the passages to confirm. (You may share with a partner.)

1. Current situations of plastic waste
2. The content of 17 SDGs
3. SDG projects by corporations

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'

	English	? △	Japanese	? △
1			持続可能な開発目標	
2	single-use			
3			使い捨て容器	
4			歯ブラシやシャンプーなど ホテルが提供するもの（アメニティ）	
5	alternative materials			
6	hundreds of millions of			
7			相互依存的	
8	workforce			
9			国内総生産	
10	accelerate progress			
11	Corporate Social Responsibility			
12	thought-provoking			
13			電気メーカー	
14			循環型経済	
15	plant-based meat substitutes			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write specific Action Points below!

☐ _____

☐ _____

Unit 8

Human Rights

Blast from the Past. In Unit 7, you studied about the UN SDGs. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

The United Nations (UN) defines human rights as basic rights for all human beings, regardless of race, sex, nationality, 1 , language, religion, or any other status. The UN also states that human rights include the right to life and liberty, freedom from 2 and torture, freedom of opinion and 3 , the right to work and education, and many more. Everyone is entitled to these rights, without any discrimination. The fact that there is a 4 means there are still problems around the world about human rights. For example, there are many incidents of 5 discrimination against Blacks, Asian Americans, Jewish people, and other 6 groups in various regions. Issues of privacy concerning suspects, victims, celebrities, and politicians are being debated in the news in the context of freedom of expression. Furthermore, as the internet has 7 , a new issue has appeared: the right to 8 pictures that have been posted. The efforts of the UN also have raised awareness of 9 human rights and helped lead to activities such as “Black Lives 10 ” and the COVID-19 Hate Crime Act.



Key Terms

 regardless of ~にかかわらず nationality 国籍 ethnicity 民族性、民族意識 slavery 奴隷であること torture 拷問 discrimination 差別 incidents 出来事 Jewish people ユダヤ人 suspects 容疑者 celebrity 有名人 Black Lives Matter 黒人の命も大切だ Hate Crime Act 憎悪犯罪法

B Write the meanings of the following words and phrases in Japanese.

1. defines~ as... _____
2. the right to _____
3. is entitled to _____
4. discrimination against _____
5. raise awareness _____

C Find them on the map

Racial and ethnic discrimination is still happening around the world. Do some research on the problems happening in specific countries. (An example is shown here.)



D Why do people tend to discriminate against others? Talk with your partner and give several reasons.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. The UN defines _____ as basic rights for everyone, including the right to _____, fr _____, protection from harm, and rights to w _____ and e _____ ion, without dis _____.
2. Human rights problems continue worldwide, such as r _____ l and e _____ c dis _____ and debates over fr _____ om of e _____.
3. The UN raises _____ ness and supports mo _____ ts like B _____ L _____ M _____, but new issues have appeared, like the right to _____ move int _____ con _____.

(A) Three-Step Interview In groups of four, by yourself each student study one part of the passage (1-4), jotting down key points/ phrases. Then, pair up and using only your notes, explain your part to your partner. Takes notes! Next, present your partner's information to the entire group. Use 'Language for Learning'.

36

1 The term human rights is connected to the establishment of the United Nations (UN) in 1945 and the Universal Declaration of Human Rights in 1948. But what exactly are human rights? There are four characteristics which define them. First, human rights are a demand for the creation and distribution of power, wealth, and other human goods. Next, they must be something fundamental to life, not something non-essential like a larger house or newer smartphone. Third, the rights of an individual or a particular group must not threaten or exceed the rights of others. Finally, they should be equally possessed by all human beings.

Key
Terms

human rights 人権 (国際連合では人権を「人種、性、国籍、民族、言語、宗教、社会的地位にかかわらず、生まれながらにして認められるべき権利」と定義している) **Universal Declaration of Human Rights** 世界人権宣言 **distribution** 分配、配分 **human goods** ヒューマングッズ (繁栄し、幸せな人間の生活に不可欠なもの。例えば、人生、家族、友情、仕事と遊び、美しさ、知識など) **threaten** 脅かす **exceed** 超える **equally possessed** 平等に所有される

37

2 Various kinds of human rights have developed over the last century. The first kind are presented in the International Covenant on Economic, Social and Cultural Rights, which was adopted by the UN in 1966. This covenant became law on January 3, 1976, and currently 171 states have committed to these rights. These rights are a response to the historical exploitation of workers and colonial peoples. Examples of these rights are the right to work and leisure, the right to social security, the right to education, and the right to cultural freedom and scientific progress.

Key
Terms

International Covenant on Economic, Social and Cultural Rights 経済的・社会的・文化的権利に関する国際規約 **adopted by** 採択された **covenant** 規約 **committed to** ～を批准した **exploitation of workers** 労働者の搾取 **colonial peoples** 植民地の諸民族 **social security** 社会保障 (病気や失業などで生活に困らないように支援するのが社会保障の制度) **scientific progress** 科学進歩



- 3 Other kinds of human rights are described in the International Covenant on Civil and Political Rights, which was created by the UN in 1966. It became law on March 23, 1976. To date, 173 states have committed to respecting rights of this covenant. Some examples of these rights are the right to life, freedom from discrimination, freedom of speech, freedom of religion, and electoral rights. NGOs like Amnesty International and Human Rights Watch have significantly raised public awareness of human rights abuses in such areas.



Key Terms

International Covenant on Civil and Political Rights 市民的・政治的権利に関する国際規約
committed to ～を批准した **the right to life** 生存権 **electoral rights** 投票権、選挙権 **Amnesty International** アムネスティ・インターナショナル (1961年に発足した世界最大の国際人権NGO)
Human Rights Watch ヒューマン・ライツ・ウォッチ (1978年に発足した米国ニューヨーク市に本部を置く世界最大級の人権NGO) **raised public awareness** 世論の意識を向上させる、一般社会・国民などの認識を高める **human rights abuses** 人権侵害

- 4 Over the past 60 years, the UN has created numerous human rights laws. However, the importance of human rights varies according to each country's own customs, culture, and political agenda. As such, not all countries have adopted these laws. China has not ratified the International Covenant on Civil and Political Rights. The United States has not committed to the International Covenant on Economic, Social and Cultural Rights. Moreover, these are two of the world's most powerful countries, yet each has been accused of human rights abuses. In spite of globalization, international consensus on human rights seems far from reach.



Key Terms

political agenda 政治課題、政治的目標 **adopted these laws** 法案を可決する **has not ratified** 批准しなかった **international consensus** 国際合意 **far from reach** 成し遂げられない、達成不可能な

B Topic Quiz Master In groups of four, without looking back at the passage, write 2-3 questions about your original part (1-4) of the passage. Then, check the passage to confirm. Finally, take turns asking and answering questions in your group. Use 'Language for Learning'.

C Three-Step Discussion First, by yourself, prepare your opinion about the question below (in Japanese or English). Second, in groups, share and develop your ideas and decide one or two opinions to write out in English. Third, make new groups and share and discuss your ideas in English. Use 'Language for Learning'.

"Do you think all human rights should be the same for every country? Why or why not?"



Metaphor

"LGBTQ+ rights in Japan and the US are like two rivers flowing side by side"—both facing obstacles but moving toward the same goal of acceptance for all.

A Read the following explanation and answer the questions.



Living as LGBTQ+ in Japan and the US

LGBTQ+ rights in Japan are still behind those in the US, but LGBTQ+ people in both countries continue to face discrimination. In the US, a 2018 study by Voices of Youth Count found that LGBTQ+ youth are at a much higher risk of becoming homeless than heterosexual youth. A 2023 report by the Trevor Project also found that many report experiencing discrimination. Japan shows similar patterns, with many LGBTQ+ individuals encountering prejudice in their daily lives. While both countries differ in culture and laws, many of the LGBTQ+ struggles are shared.

One major similarity is that many LGBTQ+ people hide their identities. In 2020, the Center for American Progress reported that in the US, more than half reported hiding their relationships to avoid judgment or unequal treatment. In Japan, a 2020 survey by au Jibun Bank showed that workplace support systems for LGBTQ+ individuals remain limited. Another shared challenge is the difficulty transgender people face when using public restrooms. In both countries, public restrooms can be unsafe or unwelcoming, especially for transgender women who often face verbal harassment or exclusion.

Despite these similarities, there are also key differences. Same-sex marriage has been legal across the US since 2015, with hundreds of thousands of couples marrying each year. In Japan, Setagaya and Shibuya wards began issuing partnership certificates the same year. As of March 2025, 488 municipalities now offer this system, granting access to some services like public rental housing and recognizing couples as family members at hospitals. However, the certificates are not recognized under law, and same-sex couples still lack right of inheritance and tax benefits. In 2022, only about 3,400 couples in Japan received certificates, compared to over 740,000 same-sex marriages in the US.



These comparisons show both how far the LGBTQ+ movement for equality has come and how far it still has to go. They also highlight the importance of supporting the UN's Sustainable Development Goal 10, which urges societies to reduce inequality and ensure that everyone, regardless of identity, can live freely, safely, and with dignity.



LGBTQ+ LGBTQとそれ以外の分類できない性別を含んだ人々 **heterosexual** 異性愛者
transgender women 男性として生まれて、性意識が女性の人 **same-sex marriage** 同性婚
certificates 証書 **public rental housing** 公営賃貸住宅 **right of inheritance** 相続権 **tax benefits**
 税の優遇

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

	Japan	US
Similarities	1. Many LGBTQ+ people in both countries _____. 2. LGBTQ+ people, especially those who are transgender, have difficulty using _____.	
Differences	Same-sex marriage is _____. Setagaya and Shibuya wards have issued _____. Same-sex couples can apply for public rental housing and can be recognized as _____ in hospitals. However, they have no right of _____.	Same-sex marriage is legal. The law was established in _____.

Think, Pair, Share “Why do you think many LGBTQ+ people choose to hide their identities at work or in public? What impact might this have on their lives?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.



IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Racial or ethnic discrimination in Europe
2. Racial or ethnic discrimination in the US
3. Racial or ethnic discrimination in Japan
4. News relating to the right to be forgotten
5. News relating to LGBTQ+

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Three Things Without revisiting the passages above, on paper write one thing you remember about each of the topics below in full sentences. Swap papers with a partner and add one new thing. Finally, check the passages to confirm. Use 'Language for Learning'.

1. The definition of human rights by the UN
2. The history of human rights
3. LGBTQ+ in Japan and the US

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1			国籍	
2	torture			
3	entitled to			
4	Jewish people			
5			意識を高める	
6	Hate Crime Act			
7	human goods			
8			平等に所有される	
9			採択された	
10	exploitation of workers			
11			社会保障	
12	electoral rights			
13			人権侵害	
14	heterosexual			
15	tax benefits			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 9

Gender Inequality

Blast from the Past. In Unit 8, you studied about **Human Rights**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

In Japan, the ratio of men and women enrolled in high school in 2020 was 95.3% and 1 % respectively, although these figures include 2 schools. In other countries, however, there seems to be inequality between men and women attending school, especially after elementary level. Parents of 3 families in other countries usually only send male children to school, and have female children do housework. An 4 example is the Taliban policy in Afghanistan. As of 2025, girls are only allowed to attend elementary school, although 5 teaches the importance of education for both men and women. Another problem for girls, according to a United Nations Children's Fund (UNICEF) report in 2023, is that about 6 million girls were married during their childhood. About 290 million of them live in 7 , accounting for 45%, followed by 127 million, or 20%, in Sub-Saharan Africa, and 95 million, about 8 %, in East Asia and the Pacific. Childhood marriage is a big problem because 9 could present serious health risks. Additionally, the World Health Organization (WHO) also reported in 2018 that about 736 million girls ages 15 to 19 experienced both physical and sexual 10 .



Key Terms enroll 入学する figures 数字 male 男性 female 女性 Islam イスラム教 Sub-Saharan Africa サハラ砂漠以南のアフリカ the Pacific 太平洋 (沿岸) teenage pregnancy 若年妊娠 abuse 虐待

B Write the meanings of the following words and phrases in Japanese.

1. respectively _____
2. be allowed to _____
3. parents of low-income families _____
4. accounting for _____
5. followed by _____
6. present serious health risks _____

C Find them on the map

Mark several countries where more boys go to high school than girls. Do research if needed.



D Why don't more women seek higher education like men do in certain countries?
Talk with your partner and give several reasons.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. In low-_____ countries, parents usually only se_____ children to school, and have fe_____ children do ho_____.
2. According to the United Nations Chil_____' Fu_____ (UNICEF), about 640 _____ girls were ma_____ during their chi_____.
3. The W_____ H_____ Or_____ (WHO) reported that about 736 _____ girls ages 15 to 19 experienced both phy_____ and se_____ abuse.

A Understanding the Global Top 10 Rankings

Table 1 below shows the rankings of the top 10 countries for gender equality in the Global Gender Gap Report 2024 and 2025. Using the information in the table, fill in the gaps in the paragraph that follows. Compare your answers with a partner.

Table 1. Global gender equality rankings of the top 10 countries.

2024		2025		2024		2025	
1	→	1	Iceland	5	↓	6	Sweden
2	→	2	Finland	13	↑	7	Republic of Moldova
3	→	3	Norway	8	→	8	Namibia
14	↑	4	United Kingdom	7	↓	9	Germany
4	↓	5	New Zealand	9	↓	10	Ireland

Source: World Economic Forum, Global Gender Gap Report 2025

Looking at the data on the top three countries, Iceland's _____'s, and _____'s rankings remained the same. Since its first appearance in the top 10 in 2006, the _____ rose 10 places to re-enter the top 10 for the second time at 4th place. In contrast, _____ dropped one ranking from 4th to 5th place in 2025. Likewise, _____ fell one ranking from 5th to 6th place. Regarding Eastern Europe, the _____ went up 6 rankings from 13th to 7th place, joining the top 10 for the first time. In terms of Africa, _____'s ranking remained the same in 2025. Finally, looking at other rankings on Europe, both _____ and _____ moved down in 2025.

B Describing the Global Top 10 Rankings

Use the expressions in the box below to introduce and describe the rankings in three or more countries. Write your sentences in the space below. Next, in pairs read aloud and check each other's sentences (language and information).

Introducing rankings:

Looking at the data on / In terms of / Regarding [Europe / Africa / the top three countries / etc.], ...

Describing rankings:

→ [Iceland's] ranking remained unchanged / remained the same / in 2025.

↑ [the UK] moved up / went up / rose / climbed [10 rankings / 10 places / from 14th to 4th place] in 2025.

↓ [Ireland] moved down / went down / fell / dropped [one ranking / one place / from 9th to 10th place] in 2025.

Examples

- Looking at the data on Scandinavia, Iceland's ranking remained unchanged at 1st place.
- In terms of Europe, Ireland went down one place from 9th to 10th place in 2025.
- Regarding the UK, the country climbed 10 rankings to 4th place in 2025.

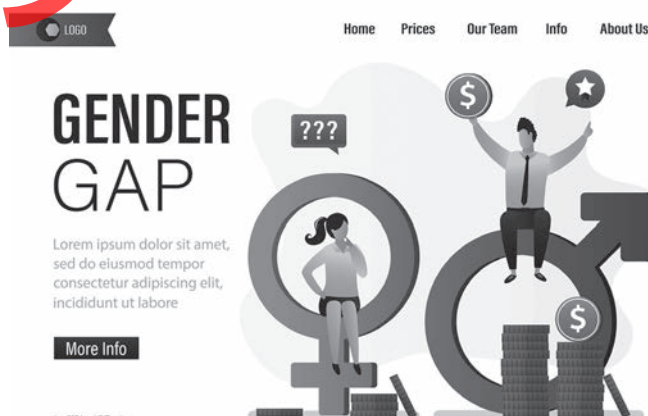
1) _____

2) _____

3) _____

© Speaking Fluency Challenge!

By yourself, using the information in Table 1 and the language expressions in the box above, think of some new sentences. You don't need to write them. Next, with a partner, take turns to describe as many rankings as you can in 30 seconds. Listen carefully and check each other's language and information.





Reading

Metaphor

"Gender equality in the US and Japan is like running a race on different tracks." Both countries are behind the leaders, but while the US runs on a bumpy road, Japan runs uphill, carrying the heavier weight of deep-rooted traditions."



Read the following explanation and answer the questions.



Contrasting Gender Equality in the US and Japan

The *Global Gender Gap Report*, published by the World Economic Forum since 2006, measures gender equality in countries worldwide. In the 2025 report, which ranked 148 countries, Scandinavian countries topped the list, while overall the US and Japan ranked much lower (42nd and 118th respectively), and especially in political empowerment and economic participation. Furthermore, the contrasting ranks of the two countries indicate that their situations are very different.

In terms of political empowerment, the US ranked 55th, while Japan was far behind at 125th. According to the Center for American Women and Politics, in 2021 women made up about 30% of the US Congress and only 9.9% of the Japanese Diet. While the US election system can pose barriers for women, in Japan a 2021 report by the Gender Equality Bureau found that 48% of women also find difficulty balancing work with caring for their household, 41% report a lack of privacy, and 35% experience sexual harassment.

The *Global Gender Gap Report* also reveals differences in economic participation, with the US ranked 23rd and Japan 112th. Women in both countries experience difficulty having both a career and family, facing barriers to promotion, often referred to as the 'glass ceiling'. However, regarding the proportion of female legislators, senior officials and managers, the US ranked 32nd with Japan far behind at 127th. OECD data from a 2024 report show Japanese men work the longest hours, while women in Japan do significantly more housework than men—in fact, five times as much. In contrast, a 2018 study by Rinnai, a Japanese home appliance company, found that among five advanced countries surveyed—Japan, the US, Denmark, Germany, and South Korea—men in the US spent the most time on housework.

In conclusion, the US and Japan are both democratic and economically advanced countries, yet in terms of gender equality there is much room for improvement. Recently, efforts such as NPO support and workplace reforms are helping, and with continued progress, both countries can move closer to closing the gender gap.



Key Terms  **political empowerment** 政治への関与 **economic participation (and opportunity)** 経済活動の参加
と機会 **the contrasting ranks** 対照的なランク **In terms of** 〜に関して **the US Congress** アメリ
カ議会 **the Japanese Diet** 日本の国会 **the 'glass ceiling'** ガラスの天井 **legislators** 議員

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

Points	The US	Japan
Political Empowerment	the US at 55th The total percentage of female members in the US Congress: _____% The US election system creates difficulty for women to become members of Congress.	Japan at 125th The total percentage of female members in the Japanese Diet: _____% research on the obstacles for women becoming a member of the Diet reported that _____% of women also find difficulty balancing work with caring for their household, 41% report a _____, and 35% experience sexual harassment
Economic Participation and Opportunity	The US ranked 23rd	Japan ranked _____ Japanese men work the longest hours among the 34 OECD countries

Think, Pair, Share “What do you think is the biggest barrier to achieving gender equality in Japan, and what are some ways we could help remove it?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Gender inequality at work in Japan
2. Gender inequality at work in other countries
3. Gender inequality at school in Japan
4. Gender inequality at school in other countries
5. Various issues of gender inequality in the world

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Topic Quiz Master In groups, assign the topics below. Without looking at the passage, write 2-3 questions about your topic. Then, check the passage to confirm. Finally, take turns asking and answering questions in your group. Use 'Language for Learning'.

1. Gender inequality in education and child marriage
2. The top 10 global rankings for 2025
3. Gender inequality in the US and Japan

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1			入学する	
2	figures			
3	Sub-Saharan Africa			
4			虐待	
5	teenage pregnancy			
6			そのままの状態を保つ	
7	OECD countries			
8			非営利団体	
9	measure			
10			政治的関与	
11	economic participation and opportunity			
12	the US Congress			
13	the Japanese Diet			
14	the 'glass ceiling'			
15	legislators		議員	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 10 Terrorism

Blast from the Past. In Unit 9, you studied about **Gender Inequality**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

There are various terrorist groups in the world, many of which follow Islamic Law and have strong 1 towards Western countries. One of the most recent major incidents by a terrorist group was the October 7, 2023, Hamas' attack on 2 . Hamas is a terrorist group based in the Gaza Strip, that supports 5 the 3 of Palestine and has historically called for the elimination of Israel. Hamas is also supported by another terrorist group called Hezbollah, that is 4 in Lebanon. Interestingly, Iran, which in 1984 was considered a 5 of terrorism by the US, has provided Hezbollah with 10 6 , training, and financial aid. Other terrorist groups in the middle east include Al Qaeda and the Islamic States of Iraq and Syria. In Africa, there is Boko Haram, which appeared following the 15-year-old Nigerian military government from 7 15 to 1999 as an extremely fundamentalist Islamic group. Its name, Boko Haram, means that Western education is a sin, and they are also against 8 . After President Jonathan of Nigeria labeled them a terrorist in 2012, they radicalized and began 9 and killing foreigners. The world was shocked in 2014 when they kidnapped 10 female students from dormitories in Nigeria and said 20 they would sell them to other countries as 11 . Their movements have greatly impacted Nigeria, along with neighboring countries such as Chad, Cameroon, and Niger.



Key Terms the Gaza Strip ガザ地区 Palestine パレスチナ elimination 除去・排除 financial aid 資金援助
Al Qaeda アル・カーイダ Islamic State イスラム国、IS an extremely fundamentalist Islamic group 極端な(過激) イスラム原理主義グループ a sin 罪 Christianity キリスト教
radicalize 過激になる kidnapped 誘拐した dormitories 寮・寄宿舎

B Write the meaning of the following words and phrases in Japanese.

1. follow Islamic Law _____
2. have hostility towards _____
3. label them a terrorist _____
4. impacted Nigeria _____
5. along with _____

C Find them on the map

There are many terrorist groups in the world. Write the names of these groups in the right places. Do research if needed.



D What kinds of things should we know about terrorist groups? Talk with your partner and give several examples.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. There are many Is_____ ter_____ gr_____s which have strong ho_____y towards Western countries.
2. Ha_____, Hez_____, ah, Al Q_____, Islamic St_____, and B_____o Ha_____m are all la_____led as terrorist groups.
3. The activities of terrorist groups such as B_____o Ha_____m have affected not only their country of origin, but also nei_____ing co_____s.

(A) Pop Up→ In pairs, Student A read Part 1 of the passage and prepare questions about the sentence before the ◀Q symbol. Student B do the same for Part 2. Next, Student B read Part 1 aloud. Student A listen without reading. When you hear an answer to one of your questions, say “Pop up!” and ask it. B close the book and answer. After finishing, switch roles.

1 Definition and the rise of terrorism in the 20th century

44

Terrorism is a controversial and complex term. Simply put, it is the use of violence against governments, symbolic targets, or civilians to achieve political change. ◀Q1 This political aim separates it from criminal violence. Terrorist groups have various motivations. In the 1970s, the Japanese Red Army was motivated by political ideology, aiming to create a Communist state. ◀Q2 Until 2018, Spain's ETA used terrorism to seek independence, motivated by ethnic nationalism. ◀Q3 In recent decades, religious extremism has motivated groups like Al Qaeda and Islamic State. Terrorism is not new, but it became a major international concern in the 20th century. With the rise of air travel and TV news in the late 1960s, hijackings increased and gained media attention. In the 1980s, terrorist attacks became more sophisticated, including more suicide bombings. ◀Q4

Key Terms

controversial 物議をかもす civilians 一般人、文民 criminal violence 暴力犯罪、暴行罪
terrorist groups テロ組織 the Japanese Red Army 日本赤軍 political ideology 政治思想、イデオロギー
a Communist state 共産主義国 ETA (= Euskadi Ta Askatasuna) バスク祖国と自由
seek independence 独立国家を立する ethnic nationalism 民族主義 religious extremism 宗教的な(宗教に基づく)過激思想
hijackings ハイジャック(不法に輸送機関の乗っ取りを行うこと)
gained media attention 知名度・認知度を非常に高める suicide bombings 自爆テロ、自爆攻撃(自分が爆弾を抱えて攻撃すること)

2 The emergence of religious terrorism

45

By the 1990s, wars in the Middle East had led to the emergence of global Islamic terrorists, most notably Al Qaeda. ◀Q1 This group was later responsible for the 9/11 attacks in the US that killed 2,996 people. In 2003, some Al Qaeda members formed a separate group in Iraq, which became the global terrorist group Islamic State. Both groups want to radically change international society. While less deadly than Islamic terrorism, far-right terrorism has risen in recent years, especially in liberal democracies like the US and Western Europe. ◀Q2 Whatever their motivation, all terrorists aim to create political change, which is acceptable—but in civilized societies using violence is not. ◀Q3 In liberal democracies, people can usually participate peacefully in politics. However, in countries with authoritarian governments, corrupt elections, or widespread poverty, peaceful change may seem impossible. ◀Q4 The causes of terrorism are complex, and as globalization further connects us, so too are the solutions.



Key Terms the emergence of 〜の出現 Islamic terrorists イスラム教のテロリスト 9/11 attacks 9・11攻撃
(2001年の米国同時多発テロは、9月11日に行われた) to radically change 急進的に変化する
far-right terrorism (= right-wing terrorism) 右翼テロ (右翼イデオロギーを動機として引き起こさ
れるテロリズムのこと) liberal democracies 自由民主主義 civilized society 文明社会
authoritarian governments 権威主義政府 corrupt elections 腐敗した選挙

B Summary Sentences▶ Working with your team, discuss the best summary sentence (A or B) for Part 1 and 2. Use the ‘Language for Learning’ phrases.

Part 1 Summary Sentences

- A. Terrorism is a complex term. The purpose of terrorism distinguishes it from other criminal violence. People commit terrorism for social and economic reasons.
- B. Terrorism is violence against governments, symbolic targets, or civilians for political purposes. Terrorists can be motivated by political ideology, ethnic nationalism, or religion.

Part 2 Summary Sentences

- A. Using violence to achieve change is unacceptable. However, some citizens in terrible circumstances cannot achieve change through politics. Therefore, terrorism seems the only option.
- B. There are three main reasons why citizens sometimes choose terrorism to change their circumstances. The causes of terrorism are complex and the solutions are also complex.

C Think, Pair Discussion▶ In groups of four, choose a question to discuss. First, plan your ideas by yourself. Then, discuss with a partner for two minutes. Next, switch partners and discuss the question again. Use ‘Language for Learning’.

1. Do you think that terrorism might affect Japan in the future?
2. Part 2 suggests that “authoritarian governments, corrupt elections, or widespread poverty” can lead people to seek change through terrorism. Do you think these reasons justify terrorism?
3. On January 6, 2021, a mob of about 2,500 supporters of President Donald Trump attacked the Capitol Building in Washington, D.C. Why did they do it? Was this a kind of terrorism?



Metaphor

"The Taliban is like a wildfire that keeps returning whenever the winds change," It starts in unstable conditions, growing stronger with anger and religious ideology, and spreading where there is no strong government."

A Read the following explanation and answer the questions.

46

The Taliban in Afghanistan

The Taliban is an Islamic fundamentalist group known for its harsh rules and abuse of human rights. Despite this, they returned to power in Afghanistan in 2021, after the stationing of US-led forces withdrew. They quickly began killing politicians, policemen, journalists, and others connected to the former government. There is now concern that Afghanistan may again become a safe haven for terrorists. Over the past three decades, the nature of the Taliban has changed. This is an analysis from the perspectives of religion and ethno-nationalism.

As a terrorist group, the Taliban was one of the most extreme and destructive to follow strict religious ideology. They emerged during the Afghan War with the Soviet Union (1978–1992), when the government failed to provide security. Around 1994, the group, made up of mainly former fighters and students of Islamic schools, began enforcing fundamental Islamic law. By 1996, they had taken Kabul and controlled most of the country. However, they faced resistance from other ethnic groups due to their brutal rule and religious extremism.

In the 21st century, while fighting US and NATO forces, the Taliban's motivations can be classified as ethno-nationalism. After the 9/11 attacks, the US invaded Afghanistan to target Osama bin Laden, who was protected by the Taliban. As resistance to foreign forces grew, people joined the Taliban not only for religious reasons, but due to anti-US sentiment. By 2008, they were said to have the support of regional leaders and the general public in as much as 60-70% of the country.

In conclusion, terrorist motivations can overlap. The Taliban began as a religious group but later took on ethno-nationalist goals. If they now aim to build a sovereign state, they must stop using violence and work within political systems to gain support.



Key Terms

an Islamic fundamentalist group イスラム教原理主義派 **harsh rules** 厳しい規則 **abuse** 侵害
stationing 駐在する **a safe haven** 安全地帯、安全な避難場所 **perspectives** 観点
ethno-nationalism 民族主義（ある民族集団が自らの手で独立国家を建設しようとする考え）
extreme 過激 **destructive** 破壊主義 **NATO** 北大西洋条約機構 **classified** 区別された、分類された
resistance 抵抗 **anti-US sentiment** 反米感情 **the general public** 一般市民
a sovereign-state 主権国家

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

Years	The nature of the Taliban
The Afghanistan War with the Soviet Union (1978 to 1992)	They emerged during the _____ with the former Soviet Union.
Taking control over the country from 1994	The group consisted mainly of former fighters associated with Islamic schools who strictly followed _____. The Taliban had taken the capital city of Kabul and controlled most of the country. They faced severe resistance from _____.
The 21st century: The fight against the US and NATO forces	The Taliban's motivations can be classified as _____. During the conflict with the US, resistance against the US-led forces increased and encouraged people to join the Taliban, not because of Islamic fundamentalist ideology, but because of _____.

Think, Pair, Share “Do you think the Taliban has the right to govern Afghanistan?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.



IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Any news about Hamas, Hezbollah, or Boko Haram
2. Iran's activities with terrorist groups
3. The UN measures against terrorist groups
4. Some countries' measures against terrorist groups
5. Any news about the Taliban

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Rally Recall In groups, write in a full sentence one thing you recall about any of the topics below. When time is up, pass your paper to the student on your left, who will add a new point. Continue until you have several points about each topic. After, check the passages to confirm. Use 'Language for Learning'.

1. Terrorism generally
2. Hamas, Hezbollah, Boko Haram, Al Qaeda or Islamic State
3. The Taliban

VII Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	The Gaza Strip			
2			除去、排除	
3	an extremely fundamentalist Islamic group			
4			罪	
5	radicalize			
6	civilians			
7			民族主義	
8	gained media attention			
9			自爆テロ	
10	liberal democracies			
11			文明社会	
12	authoritarian governments			
13			安全な避難場所	
14	ethno-nationalism			
15	a sovereign-state			

VIII Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 11

International Development

Blast from the Past. In Unit 10, you studied about **Terrorism**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

According to the UN, 46 countries are currently classified as least developed countries (LDCs) due to severe 1 , starvation, lack of clean water and food, and lack of access to proper 2 treatment. Many other low- and middle-income countries also suffer from one or more of these issues. Because of this, many advanced economies provide aid to developing countries. One way is through Official Development Assistance (ODA) which offers financial aid, tech support, trained 3 , and more. In Japan, this support is mainly provided by the government by creating strategies for the Ministry of 4 , which plans specific activities for each country and region. The Japan International Cooperation Agency (JICA) turns these plans into concrete projects and 5 them locally. Some businesses also work as development 6 , while NGOs and universities provide support for JICA's projects. There are two more types of assistance provided through ODA: bilateral and 7 aid. Bilateral aid provides direct assistance to developing countries such as India, Iran, or 8 through grants, technical support, and government loans. Multilateral aid supports international facilities through contribution and 9 . In 2024, Japan's ODA contributions reached 10 billion, ranking third, after the US and Germany.



Key Terms

least developed countries (LDCs) 後発開発途上国 access 利用する、手に入れる
Official Development Assistance (ODA) 政府開発援助 financial aid 経済的援助 strategies 戦略
the Ministry of Foreign Affairs 外務省 the Japan International Cooperation Agency (JICA) 日本国際協力機構
concrete projects 具体的なプロジェクト implement 実行する bilateral 二国間
multilateral 多国間 grants 助成金 contribution 寄付 funding 資金拠出

B Write the meaning of the following words and phrases in Japanese.

1. suffer from _____
2. through ODA _____
3. ODA offers financial aid _____
4. JICA turns these plans into concrete projects _____
5. ODA contributions reached ~. _____

C Find them on the map

There are several countries to which Japan provides ODA aid. Mark them on the map. Do research if needed.



D Give an example of Japan's bilateral aid. Which countries does Japan provide this to and what exactly does it provide?

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. Forty six countries are currently classified as lea_____ de_____ co_____s (LDCs). However, many other countries also s_____ f_____ one or more of these issues.
2. Off_____ De_____t Ass_____ (ODA) from adv_____ eco_____s offers financial aid, tech support, trained personnel, and more to de_____ing co_____s.
3. The J_____ Inter_____ Co_____ Ag_____y (JICA) turns Ministry of Foreign Affairs plans into concrete pro_____s and implements them l_____. JICA is supported by N_____s and uni_____ies.

(A) Think, Heads Together→ By yourself, read each paragraph and answer the questions. Then, get into groups and take turns sharing answers. If you disagree, explain your answer with reference to the passage. Use 'Language for Learning'.

48

In international relations, the definition of development is crucial when comparing countries. One common way is to measure gross national income (GNI) per capita. Countries with high GNI are often called developed countries, industrialized economies, or members of


Internet Search

What is the trend in Japan's GNI? Compare it to one or two other countries.

the Global North. In contrast, those with lower GNI are known as developing countries, members of the Global South, or least developed countries (LDCs). However, can a country truly be considered developed if it has a widening wealth gap between rich and poor? And can we call a country developing if it suffers from political oppression or human rights abuses? While economic growth is important, development today includes broader goals such as equality, freedom, sustainability, and quality of life.

Question 1 What is GNI and how is it used to compare countries?

Question 2 Why is GNI not an adequate measure of a country's development?

Key Terms


development 開発 gross national income (GNI) per capita 一人あたりの国民総所得
industrialized economies 工業経済、工業化途上経済 the Global North 北の先進国 developing countries 発展途上国 the Global South 南の発展途上国 a widening wealth gap 貧富の差の拡大
political oppression 政治的抑圧、政治弾圧 human rights abuses 人権侵害 sustainability 継続可能性

49

To reflect this broader definition of development, the United Nations Development Programme (UNDP) introduced the Human Development Index (HDI) in 1990. It ranks 189 countries based on standard of living, life expectancy, and educational opportunity. The


Internet Search

What is Japan's current HDI ranking and score? Do you think it reflects Japan's development?

UN also researches human security, empowerment, and inequality. In 2021, 46 countries were classified as least developed countries (LDCs)—mainly in Africa and parts of Asia/Oceania. These countries often face poverty, lack strong institutions such as education and justice, and suffer from weak governance. These conditions can lead to instability, conflict, and terrorism, which may spread beyond borders. Thus, development assistance for LDCs can help create a more secure and stable international society for all.

Question 1 What does the Human Development Index (HDI) measure?

Question 2 Why are the challenges that least developed countries (LDCs) face also a problem for more developed countries?



Key Terms

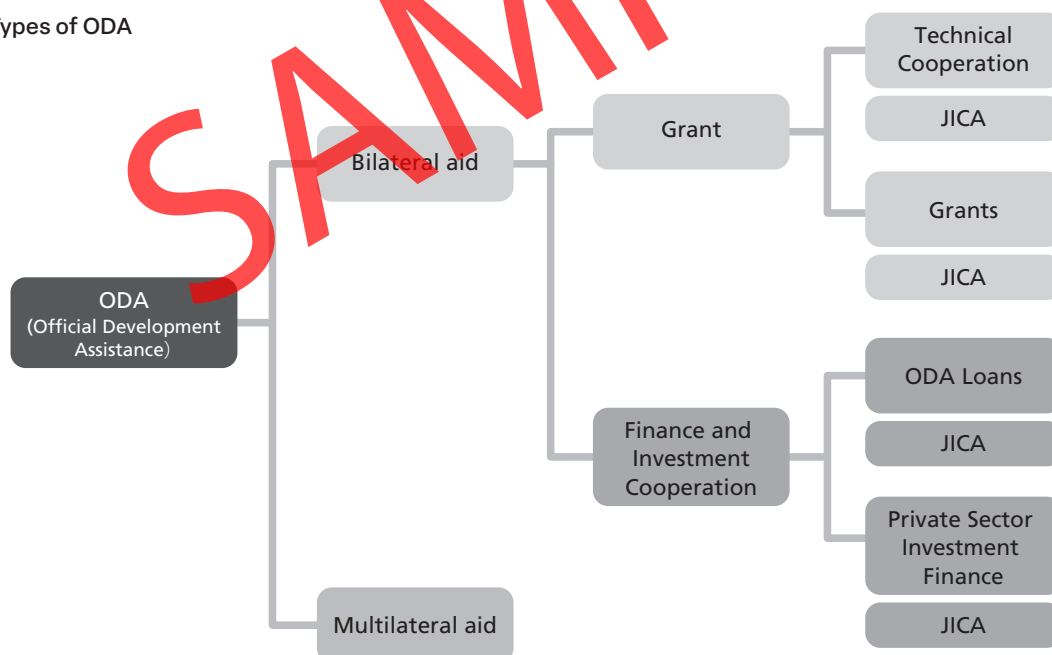
broader definition より広い意味、定義 the United Nations Development Programme (UNDP) 国連開発計画 Human Development Index (HDI) 人間開発指数 human security 人間の安全保障 empowerment 社会・政治・経済権限などの付与 least developed countries (LDCs) 後発開発途上国 Asia/Oceania アジア・オセアニア地域 strong institutions (教育制度・司法機関などの) 持続可能な国家機関 justice 正義 weak governance 貧弱な統治 development assistance 開発援助

B Three-Step Discussion→ First, by yourself, prepare your opinion about the question below (in Japanese or English). Second, in groups, share and develop your ideas and decide one or two opinions to write out in English. Third, make new groups and share and discuss your ideas in English. Use ‘Language for Learning’.

“Do you think it is important for Japan to provide development assistance to developing countries, or should the Japanese government focus more on its own country?”

C Three Things Without revisiting the passages, on paper write two things you remember about the topic in full sentences. Swap papers with a partner and add one new thing. Finally, check the passages to confirm. Use ‘Language for Learning’.

Types of ODA



Metaphor

"Niger is like a three-legged stool with one leg cracked, one sinking into sand, and one being shaken" —making it nearly impossible to stand tall.

A Read the following explanation and answer the questions.

50

Poverty in Niger

The Republic of the Niger is located in West Africa, with two-thirds of its land in the Sahara Desert. It is a hot, landlocked country sharing borders with seven countries, including Mali, Algeria, Libya, Chad, Nigeria, Benin, and Burkina Faso. In 2024, the International Monetary Fund (IMF) ranked Niger 9th among the 30 poorest countries, with a GDP per capita of around \$1,670. There are three major reasons for poverty in Niger: a high birth rate, seasonal droughts, and an unstable government.

The first reason is a high birth rate. The World Data Atlas reports that in 2020 there were 6.7 births per woman, and the growth rate was 3.8%. In 2022, Niger's population was about 26 million and expected to grow rapidly. This made it difficult to support and educate families. Although literacy is improving, it remains among the worst globally. The literacy rate for those aged 15 to 24 is estimated at only 39.7%. With little education or skills, many people remain unable to break the vicious circle of poverty.

The second reason is seasonal droughts, which accelerate desertification and damage the 10% of land that is farmable. This causes food and water shortages, malnutrition, and diseases such as cholera. Solving this is difficult, as water systems like dams and pipes are outdated or missing. Most dams were built in the 1960s–70s, and the government lacks funds for improvements. Droughts also cause local conflicts when people move in, seeking new farmland.

The third reason for poverty in Niger is an unstable government. Food shortages have created a wide gap between the rich and poor, upsetting the stability of the government. Since 1974, there have been at least four military coups. Poverty also fuels terrorism. According to a report by The Borgen Project, in 2015 over 115,000 people were displaced in conflict with Boko Haram. These types of incidents have continually disrupted the economic development of Niger.

In conclusion, Niger's poverty is caused by population growth, droughts, and instability. International support is helping, and there is hope for improvement.





Key Terms landlocked 陸地に囲まれた（海に接していない） the International Monetary Fund (IMF) 国際通貨基金 droughts 日照り the vicious circle of poverty 貧困の悪循環 desertification 砂漠化 malnutrition 栄養失調 upset だめにする、壊す military coup 軍事クーデター（軍隊が政府を武力で転覆させ、権力を掌握する行為） displaced 退去させる disrupted 妨害させる

Questions

1. What's this passage mainly about?.
2. What kind of information is here? Fill in the table here.

Reasons	Poverty in Niger
1st reason	a high birth rate
details	- The birth rate in 2020 was _____ per woman, and the rate of increase was _____%. - With this population, it was very difficult to _____ and _____ families.
2nd reason	seasonal droughts
details	- Droughts accelerate _____ and damage farmland, which makes up only _____% of the country - This leads to a _____ of both food and drinking water, causing _____ and the spread of _____ such as cholera.
3rd reason	an unstable government
details	- Food shortages create a wide wealth gap between the _____ and _____, which upsets the stability of the government. - Since 1974, the Nigerian government has been overthrown by _____ at least four times. - In addition, the spread of poverty allows _____ such as the Islamic group Boko Haram.

Think, Pair, Share “Which of the three causes of poverty in Niger—high birth rate, drought, or government instability—do you think is the most urgent to address first, and why?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Japan's ODA strategies
2. JICA's activities
3. Bilateral aid from Japan
4. Situations in the poorest countries
5. International aid to poor countries

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Retrieve & Report What did you find interesting, important, or surprising about the topic? Without revisiting the passage, write two full sentences about each topic. Then, share with your team, discuss each point, and explain if needed. Use 'Language for Learning'

1. Japan's ODA
2. International development
3. Poverty in Niger

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	Least Developed Countries (LDCs)			
2	Official Development Assistance (ODA)			
3	the Japan International Cooperation Agency (JICA)			
4			助成金	
5	Gross National Income (GNI) per capita			
6			南の発展途上国	
7			政治的抑圧、政治弾圧	
8	Human Development Index (HDI)			
9			人間の安全保障	
10			日照り	
11			識字率	
12	desertification			
13			軍事クーデター	
14			故郷から移動させられた	
15	disrupted			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write specific Action Points below!

☐ _____

☐ _____

Unit 12

The Climate Crisis

Blast from the Past. In Unit 11, you studied about **International Development**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

In recent years, the concern over climate change has increased. The average global temperature for 2024 was the highest since records began in 1 . In January 2025, an EU weather information agency reported that the temperature was 1.6 degrees Celsius higher than 2 levels. This means the average global temperature exceeded the planet-warming target of 1.5 degrees or less, set by the 3 Agreement in 2015. Although we can't be sure if it will continue to rise, many climate crises are already happening worldwide. In 2024, West African countries, the Philippines, 4 , Bangladesh, and India faced severe 5 , while other parts of Bangladesh were hit by deadly cyclones. 10 Central European countries, Brazil, the United Arab Emirates, and Kenya experienced heavy rainfalls and 6 , while Western Canada and the US were damaged by wildfires and other parts of the US were hit by 7 and 15 heavy storms. Key contributors to greenhouse gases include 8 generation, product production, deforestation, transportation, food production, air conditioning, and mass 9 . While the world is trying to reduce greenhouse gas emissions, it is also preparing for a future affected by climate change. This includes taking measures for droughts, floods, heat stroke, 10 diseases, and crop damage.



Key Terms

 a weather information agency 気象情報局 Celsius 摂氏 pre-industrial 産業化以前 exceed 超える
heatwaves 熱波 cyclones サイクロン (インド洋などの強い熱帯低気圧) tornadoes 竜巻
electricity generation 発電 product production 製品の生産 deforestation 森林伐採 droughts 日照り
heat stroke 熱中症

B Write the meaning of the following words and phrases in Japanese.

1. since records began in ~ _____
2. 1.6 degrees Celsius _____
3. many climate crises (single: crisis plural: crises) _____
4. face ~ _____
5. be hit by ~ _____

C Find them on the map

Mark and write down the climate crises that are already happening worldwide.



D What kinds of things can we do to prepare for environmental disasters? Talk with your partner, and share them with your classmates.

E Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. The average global temperature for 2024 was the _____ since records began in _____ and in January 2025, _____ degrees Celsius higher than pre-industrial levels.
2. Many climate _____ are already happening worldwide such as severe heatwaves, deadly cyclones, floods, wildfires, tornadoes, and heavy storms.
3. Key contributors to greenhouse gases include electricity generation, product production, deforestation, transportation, food production, air pollution, and mass consumption.

Expert Explainer In groups of four, by yourself each student study one part of the passage (1–4), jotting down key points/ phrases. Next, using only your notes, explain your part to the group. Use ‘Language for Learning’.

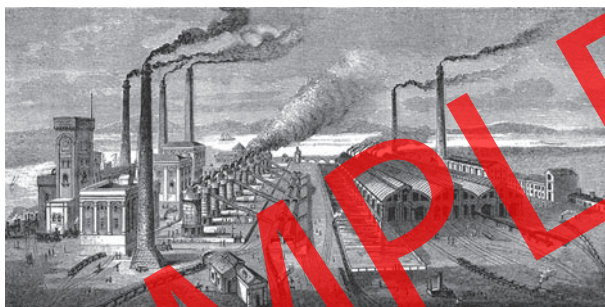
52

1 The UN defines climate change as long-term changes in global temperatures and weather patterns. In the past, these changes happened naturally over long periods. But since the Industrial Revolution in the 1800s, human activity—especially the burning

Internet Check!

How much might global temperatures further increase this century?

5 of fossil fuels—has rapidly increased global temperatures. As a result, extreme weather is becoming more common and more dangerous. These environmental changes affect nearly every region and are happening faster than ever before.



Key Terms

climate change 気候変動 the Industrial Revolution 産業革命 burning fossil fuels 化石燃料燃焼
extreme weather 異常気象

53

2 The rise in global temperatures is mainly caused by greenhouse gas emissions. These gases act like a blanket around the Earth, trapping heat from the sun. The biggest contributor is carbon dioxide (CO₂), which is released when coal, oil, and gas are burned for

Internet Check!

How much CO₂ is produced by the kinds of activities mentioned?

5 energy. Deforestation and certain industrial processes, such as making steel and cement, also produce CO₂. Another important greenhouse gas is methane, which comes from agriculture and the energy sector.

Key Terms

greenhouse gas emissions 温室効果ガスの排出 carbon dioxide (CO₂) 二酸化炭素 coal, oil, and gas 石炭、石油、ガス deforestation 森林伐採 industrial processes 産業プロセス、工業工程
methane メタン (ガス) agriculture 農業 the energy sector エネルギー産業

3 Greenhouse gas emissions are highest in large, industrialized countries like China, the US, India, Russia, and Japan. Most developing countries produce far less but suffer more from climate change. To fight this crisis, the Paris Agreement was signed by 191

Internet Check!
How much CO₂ is produced by countries mentioned?

- 5 UN countries in 2015. It aims to keep global warming below 2°C, or ideally 1.5°C, by the end of this century. But current efforts are not strong enough to meet these goals.



the Paris Agreement パリ協定

4 Climate change is already causing serious and sometimes irreversible harm. It increases poverty, threatens global security, and contributes to conflict and humanitarian disasters. That is why more people now refer to it as a “climate crisis” or “climate emergency.”

Internet Check!
In what ways is climate change causing “irreversible harm”?

- 5 António Guterres, the UN Secretary-General, warned in 2021, “We are in a race against the clock and no one is safe from the destructive effects of climate disruption.”



irreversible 不可逆的 **the UN Secretary-General** 国連事務総長 **disruption** 混乱

B Topic Quiz Master Without looking back at the passage, write 2-3 questions about your original part (1-4) of the passage. Then, check the passage to confirm. Finally, take turns asking and answering questions in your group. Use ‘Language for Learning’.

C Team Recall What do you remember about the passage? Without revisiting the passage, write in full sentences everything you recall. Then, check the passages to confirm. Finally, share with your team, adding any new information to your list. Use ‘Language for Learning’.





Metaphor

"Forests are the lungs of the Earth, and deforestation is like cutting out pieces of those lungs" —making it harder for the planet to breathe and stay healthy, which causes harm everywhere.

A Read the following explanation and answer the questions.



The Destruction of Forests

Forests around the world have been disappearing rapidly. From 2019 to 2020, huge fires in Australia burned trees and killed koalas and kangaroos. In January 2025, a series of 14 wildfires evacuated over 200,000 people and destroyed 18,000 homes in Los Angeles. These fires were exacerbated by drought, low humidity, and high winds. Elsewhere, people cut down trees to burn as fuel, build homes, or create farms through slash-and-burn agriculture. Deforestation causes three major problems: global warming, floods and landslides, and serious impacts on everyday life.



First, deforestation contributes to global warming. Trees absorb CO₂ and produce oxygen. With fewer trees and more CO₂, heat is trapped on Earth, raising temperatures like in a greenhouse. This melts ice in Antarctica and raises sea levels, putting islands at risk of becoming submerged. It also accelerates desertification and destroys farmland. Fires in the Amazon Rainforest are especially concerning, as the area is said to produce one fifth of the Earth's oxygen.

Second, deforestation increases the risk of floods and landslides. Trees are cut to make space for farms, tourist resorts, and water-power generators. Without trees, mountains become unstable in heavy rain. In May 2021, a tropical cyclone hit India and Bangladesh, evacuating 1.2 million people and causing \$3 billion in damages. In July, floods in China caused \$17.6 billion in damages and claimed 302 lives. In August, Hurricane Ida hit Louisiana, claiming 95 lives and causing \$65 billion in damages.

Third, deforestation directly affects daily life. Higher temperatures can lead to health problems and the spread of infectious diseases like malaria. People lose access to edible forest products like mushrooms, fruits, and plants used for generations. In some regions, conflicts over land and resources arise. As populations grow in developing countries, demand for wood and paper increases. This can lead to disputes between foreign businesses and local communities, especially when profits are placed above environmental protection.

In conclusion, deforestation causes global warming, floods and landslides, and serious everyday problems. Protecting forests is essential for the future of people and the planet.



Key Terms evacuated 避難させた exacerbated 悪化させた low humidity 低い湿度 slash-and-burn
 agriculture 焼き畑農業 deforestation 森林伐採 absorb 吸収する oxygen 酸素 Antarctica 南極
 submerged 水中に沈んだ accelerate 促進する rainforest 熱帯雨林 water-power generators 水
 力発電機 a tropical cyclone 熱帯低気圧 claim 犠牲者を出す infectious diseases 伝染病 edible
 食用に適する conflicts 闘争、争い

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
 After check the passage to confirm.

	Deforestation of forests
1st effect	Deforestation contributes to global warming.
details	Plants and trees absorb CO ₂ and produce oxygen. With fewer trees and more CO ₂ , _____ is trapped on Earth, _____ like in a greenhouse.
2nd effect	Deforestation increases the possibility of _____.
details	Trees are often cut down to make room for _____, tourist resorts, and water-power generators. Examples: a tropical cyclone hit India and Bangladesh heavy rains in China hurricane Ida hit Louisiana in the US
3rd effect	Deforestation has direct impacts on people's everyday lives.
details	● Loss to forests increases temperatures, along with _____ like malaria. ● _____ to forest products, such as edible mushrooms, fruits, and plants declines. ● Conflicts over ownership of forests have occurred

Think, Pair, Share “What do you think individuals can do to reduce the effects of deforestation? Which actions do you think are most effective?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Actual cases of extreme weather and the resulting damage
2. How some countries are taking action to tackle the climate crisis
3. The UN's actions on the climate crisis
4. Japan's actions to tackle the climate crisis

V**Forming your opinions**

Pick one topic from the four above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Two Things What do you remember about the topics below? Without revisiting the passages, write in full sentences 1-2 things you recall about each topic. Then, check the passages to confirm. (You may share with a partner.)

1. The average global temperature and actual cases of extreme weather
2. Effects and causes of climate change and the Paris Agreement
3. The Destruction of Forests

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	Celsius			
2			産業化前	
3	electricity generation			
4			気候変動	
5	irreversible			
6			温室効果ガスの排出	
7	methane			
8	the energy sector			
9	industrialized economies			
10	exacerbate			
11	slash-and-burn agriculture			
12			森林伐採	
13	Antarctica			
14			避難させられる	
15	claim			

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

Unit 13

Global Trade

Blast from the Past. In Unit 12, you studied about the **Climate Crisis**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

Concerns over US-China trade friction have persisted since 2018, when during his first term, President Trump 1 _____ tariffs on Chinese goods, prompting retaliatory measures from President Xi Jinping. Trump's 2 _____ was aimed at curbing China's economic rise, countering through initiatives such as the China's Belt and Road, 3 _____ the trade deficit, and protection of domestic industries. The trade dispute also evolved into a "4 _____ war," with both countries competing for 5 _____ in IT. During his second term, in 2025, President Trump began imposing reciprocal tariffs on all countries imposing duties on US 6 _____. Experts argue that, in addition to addressing trade 7 _____ and protecting American industries, these tariffs serve as a negotiating tool. While they may offer short-term 8 _____ for some American businesses, they are expected to eventually create long-term 9 _____ and negatively impact the global economy. Meanwhile, WTO and IMF leaders continue to stress that global trade, based on post-WWII principles, fosters prosperity and stability. They emphasize the importance of trade for 10 _____ productivity, facilitating export-led growth, 11 _____ economic stability, and urging international cooperation to tackle global challenges, such as the climate crisis, rather than fostering fragmentation.



Key Terms

persist 存続する **first term** 一期目 **tariffs** 関税 **prompt** 誘発する **retaliatory measures** 報復手段 **Xi Jinping** 習近平 **Belt and Road** 一帶一路 **trade deficit** 貿易赤字 **evolve** 発展する **reciprocal tariffs** 相互関税 **a negotiating tool** 交渉の道具 **WTO (=World Trade Organization)** 世界貿易機関 **IMF (=International Monetary Fund)** 国際通貨基金 **stress** 強調する **principles** 原理、原則 **foster prosperity** 繁栄を促進する **export-led growth** 輸出による成長 **fragmentation** 分断

B Write the meaning of the following words and phrases in Japanese.

1. aimed to~ _____
2. curbing ~rise _____
3. addressing ~ _____
4. serve as ~ _____
5. facilitating ~ _____

C Find them on the map

Pick several countries that the US has imposed reciprocal tariffs on. Mark them on the map and put the numbers of the US tariffs on specific sectors or products. Do research if needed.



D Imposing tariffs can be used as a tool for a negotiation. Research some examples and share them with your partner.

E Retrieval Guide

1. The US-China trade started in _____ during President trump's first _____. However, it has evolved into a "t_____ war," with both countries competing for dom_____ in IT.
2. In _____, President Trump began re_____cal ta_____s on all countries imposing duties on US im_____, which could negatively affect the g_____ ec_____y.
3. W_____ and I_____ leaders continue to stress that the current system fosters pro_____ty and sta_____, and they urge int_____l co_____n.

Shift & Share Make three groups, 1 to 3. Group 1 studies Part (1), Group 2 Part (2), and so on, jotting down key points/ phrases and answering questions. Next, make new groups with one member from each original group. Using only your notes, explain your part to the new group. Use 'Language for Learning'.

58

- 1 After WWII, global efforts to overcome protectionism and trade restrictions led to the General Agreement on Trade and Tariffs (GATT) in 1947, later superseded by the World Trade Organization (WTO) in 1995. The WTO now includes 164 members and covers 98% of world trade. It oversees trade in goods, services, intellectual property, and some investment policies. Its goals include administering trade agreements, settling trade disputes, providing a forum for negotiations, reviewing national policies, and supporting developing economies. The WTO promotes trade that flows freely, smoothly, and predictably to benefit global economic cooperation and stability.

Questions

- Which organization preceded the WTO?
- What is the main objective of the WTO?
-  **Internet Search** When did Japan join the WTO? Find an example of a recent trade agreement at the WTO.

Key Terms

protectionism 保護貿易主義 **trade restrictions** 貿易制限 **General Agreement on Trade and Tariffs (GATT)** 関税及び貿易に関する一般協定 **superseded** 取って代わられた **World Trade Organization (WTO)** 世界貿易機関 **intellectual property** 知的財産権 **investment policies** 投資政策 **administering trade agreements** 貿易協定を管理する **providing a forum for** ~できる公開討論の場を提供する

59

- 2 The WTO promotes free trade to benefit consumers, producers, and exporters. Removing tariffs gives consumers more affordable choices. Diversifying supply chains helps producers secure essential raw materials. Clear rules keep global markets open to exporters. By lowering trade barriers, the WTO also aims to break down other barriers between nations and peoples, encouraging peace and stability. Its system allows trade frictions to be resolved early, preventing them from spilling over into political or military conflict. All decisions are made by consensus, ensuring fairness among members. This rules-based system aims to build trust and support international cooperation.

Questions

- In what ways does free trade benefit consumers, producers, and exporters?
- How might the WTO contribute to maintaining peace in international society?

3.  **Internet Search** Find an example of a recent trade dispute that the WTO is trying to settle.



free trade 自由貿易 **consumers, producers, and exporters** 消費者、製造者、輸出[業]者
removing tariffs 関税の撤廃 **diversifying supply chains** 供給網を多様化する **raw material** 原材料、原料
global markets 世界市場 **lowering trade barriers** 貿易障壁を下げる **break down other barriers** 他の垣根を取り払う、障壁を取り除く **peoples** 複数の民族 **trade frictions** 貿易摩擦
spill over into ～に波及する **decisions... made by consensus** 総意による決定



- 3 Opponents of free trade argue it can cause harm, especially in developing countries. Problems include unethical business practices, environmental damage, and the exploitation of natural resources and local workers. In developed economies, strict labor laws increase production costs—a major drawback. To cut costs, companies often rely on outsourcing, shifting work to countries where protections for low-skilled workers are weaker. This helps reduce overheads, but may perpetuate poor working conditions and contribute to the hollowing out of industries and job losses at home. While outsourcing brings economic benefits, it also raises questions about fairness and long-term sustainability.

Questions

1. What criticisms have been made against free trade?
2. In developing countries, how might low-skilled workers be exploited?
3.  **Internet Search** What are the most outsourced jobs, industries, or services globally? What are the top five destinations for outsourcing?



opponents of ～の反対者 **unethical business practices** 非倫理的行為、不公正な取引方法
the exploitation of natural resources and local workers 天然資源の開発と現地労働者の搾取
labor laws 労働法 **drawback** 欠点 **outsourcing** 業務を海外への外注 **low-skilled workers** 未熟練労働者
reduce overheads 間接費を削減する **perpetuate** 永続させる **the hollowing out of industries** 産業の空洞化

- B Three-Step Discussion**→ First, by yourself, prepare your opinion about the question below (in Japanese or English). Second, in groups, share and develop your ideas and decide one or two opinions to write out in English. Third, make new groups and share and discuss your ideas in English. Use ‘Language for Learning’.

“Do you think that free trade between countries helps to prevent conflict and wars?”



Reading

Metaphor

"The US-Japan trade dispute is like a tug-of-war (綱引き)." Each side pulls to protect its industries, but the global rules keep shifting. Victory requires not just power, but timing, strategy, and restraint.

A Read the following explanation and answer the questions.



US-Japan Trade Disputes: Automobiles & Agriculture

In 2025, trade tensions between the United States and Japan appear to be intensifying, particularly in key sectors such as automobiles and agriculture. This reflects both economic and political pressures in both countries. The US, especially, has shown a strong intention to address its trade imbalance and revitalize its domestic industries.



The first issue is automobiles, which represent an important industry for both countries. Since 2017, Japan has exported approximately 1.7 million cars annually to the US. During the same period, however, the US exported only about 100,000 cars to Japan. This trade imbalance has become a concern, as automobiles account for about 70-80% of the US trade deficit with Japan. In the past, the US has proposed a 25% tariff on imported automobiles and auto parts, raising the tariff on passenger cars from 2.5% to 27.5%, and on trucks from 25% to 50%. If implemented, this could have serious consequences for Japan, which relies heavily on exports to the US.

The second issue is agricultural products. Both Japan and the US have important reasons to protect their farmers and agricultural industries. In the US, Midwestern agricultural states such as Nebraska and Wisconsin play a key role in presidential elections, and the US must compete with the EU and CPTPP member countries in the Japanese market. In Japan, maintaining its food self-sufficiency rate is crucial. The US is pressuring Japan to open its markets to American agricultural products, including beef, pork, corn and rice, but Japan is also trying not to jeopardize its domestic farmers.

In conclusion, there are two major trade issues between the US and Japan: automobiles and agricultural products. To address these issues, both governments need to take various measures to support their domestic industries, and engage in tough international negotiations, while following WTO rules to ensure the benefits of free trade.



Key
Terms

imbalance 不均衡 passenger cars 乗用車 presidential election 大統領選挙

CPTPP (=Comprehensive and Progressive Agreement for Trans-Pacific Partnership) 包括的及び先進的な環太平洋パートナーシップ協定 (Trans-Pacific Partnership 環太平洋パートナーシップ協定をもとに、アメリカを除く11か国で発効した新しい経済連携協定) food self-sufficient rate 食糧自給率 jeopardize 危険にさらす

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

	US-Japan Trade Disputes
the first issue	The first issue was automobiles, an important industry for both countries. Since 2017, about _____ cars have been exported annually from Japan to the US. During this same time, however, only about _____ cars were imported from the US to Japan. This imbalance of imports and exports became a concern because 70-80% of the US _____ was created by automobiles.
the second issue	The second issue was agricultural products. Both Japan and the US had important reasons to protect their farmers and agricultural industries. In the US, midwestern agricultural states were important for the _____. In Japan, maintaining _____ was crucial. Furthermore, the US has to compete _____ in the Japanese market.

Think, Pair, Share “Do you think trade disputes are a good idea? What steps can countries take to improve their relationship?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.

IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. Trade tensions between the US and China
2. Trade tensions between the US and other countries
3. Trade problems between Japan and other countries
4. Recent movements in the WTO

V**Forming your opinions**

Pick one topic from the four above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Rally Recall In groups, write in a full sentence one thing you recall about any of the topics below. When time is up, pass your paper to the student on your left, who will add a new point. Continue until you have several points about each topic. After, check the passages to confirm. Use 'Language for Learning'.

1. President Trump's tariffs and the meaning of global trade
2. The WTO, free trade, and problems of free trade
3. Trade issues between Japan and the US

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1	retaliatory measures			
2	reciprocal tariffs			
3	World Trade Organization			
4			繁栄を促進する	
5			分断	
6	protectionism			
7	superseded			
8			投資政策	
9			供給網を多様化する	
10			他の垣根をとりはらう	
11	the exploitation of natural resources and local workers			
12			業務を海外へ外注	
13			食料自給率	
14	CPTPP			
15			危険にさらす	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write specific Action Points below!

☐ _____

☐ _____

Unit 14

Considering global issues from both sides

Blast from the Past. In Unit 13, you studied about **Global Trade**. Without revisiting the unit, think by yourself for a moment. Then, with a partner talk about what you remember.

I

Active Listening

A Listen to the following explanation and fill in the blanks. Pause regularly and try to recall the information. Continue listening and repeat. After, you may jot down any points you want to remember. 

There are many controversial problems in the world, and one of them is the death penalty. As of 2025, 55 countries still have the death penalty, while 1 _____ countries have abolished it. The key question surrounding this issue is whether the death penalty serves justice. According to an 2 _____ International report, the five countries with the highest number of executions in 2023 were China, Iran, 3 _____, Somalia, and the United States. In Iran, in particular, there were 4 _____ executions, a 48% increase from the previous year. Of these, approximately 56% were for 5 _____ crimes, which are not considered 'most serious crimes' under international law and thus not punishable by death. Although 10 human rights issues related to the death penalty are not explicitly addressed in the 6 _____ Development Goals (SDGs), they are indirectly related to Goal 10 (Reduced Inequality) and Goal 16 (Peace, Justice, and Strong Institutions). Japan is one of the 55 countries that still retain the death penalty. In 2025, the 15 Japanese government reported that 7 _____ % of people viewed the death penalty as "8 _____" an increase of 2.3 percentage points from the previous survey in 2019. The most common reason for 9 _____ was that the feelings of the victims and their families had not been satisfied (62%). The next most common reason was the belief that heinous crimes should be 10 _____ with death.



controversial 議論の余地のある **the death penalty** 死刑制度 **abolish** 廃止する **executions** 死刑
執行 **the previous year** 去年 **punishable** 罰せられるべき **indirectly** 間接的に **retain** 保持する
heinous crimes 凶悪犯罪

(B) Write the meaning of the following words and phrases in Japanese.

1. The key question surrounding this issue is _____
2. ~serves justice. _____
3. Of these, _____
4. are not explicitly addressed _____
5. viewed ~ as ~ _____

(C) Find them on the map

Mark the five countries with the highest number of executions, along with the most recent figures. Do research if needed.



(D) Talk with your partner about the reasons why the death penalty is carried out in countries that still practice it.

(E) Retrieval Guide

Without revisiting the listening passage, complete the retrieval guide below. Compare your answers with a partner. Finally, go back to the passage to confirm. Use 'Language for Learning'.

1. As of 20_____, _____ countries still have the d_____ pe_____, while _____ countries have abolished it.
2. The five countries with the highest number of executions in 2023 were C_____, I_____, Sa_____, Ar_____, Som_____, and the _____
3. Japan is one of the countries that still re_____ the de_____ pe_____. In 2025, the government reported that _____% of people viewed it as "una_____ble".

Three-Step Interview In groups of four, by yourself each student study one part of the passage (1-4), jotting down key points/ phrases. Then, pair up and using only your notes, explain your part to your partner. Takes notes! Next, present your partner's information to the entire group. Use 'Language for Learning'.

63

1 The Japanese constitution was created after World War II with strong influence from the United States. Since then, there have been no amendments. However, many politicians, especially those in the ruling Liberal Democratic Party (LDP), have argued that Japan needs to revise the constitution. The most controversial proposal is to change Article 9, which states that Japan will not maintain a military and may only go to war in order to defend itself from an attack. The LDP wants to change this to recognize Japan's military and make greater use of it internationally.

Key
Terms

Japanese Constitution 日本国憲法 **amendments** 改正 **the Liberal Democratic Party (LDP)** 自由民主党 **revise the constitution** 日本国憲法を改正する **Article 9** 第9条

64

2 Supporters of revising the constitution argue that Article 9 no longer reflects Japan's military reality or the region's security situation. Japan has developed one of the strongest militaries in the world, with 250,000 active personnel in the Japan Self-Defense Forces (JSDF). Meanwhile, government vessels from China are violating Japanese territory, and Russia's invasion of Ukraine and missile tests near disputed islands highlight serious risks. Revising Article 9 could strengthen Japan's regional position and security alliances.

Key
Terms

active personnel 軍事(兵士の)現役勤務 **Japan Self-Defense Forces (JSDF)** 自衛隊 **government vessels** 官船、政府船 **violating Japanese territory** 日本の領土を侵犯する **disputed islands** 紛争の渦中にある島 **security alliances** 安全保障の協力関係、安保体制

65

3 There are also valid arguments against revising Article 9. Nakano Koichi, a politics professor, warned that changing Japan's pacifist constitution could destroy the "very foundation" of postwar Japanese society. Masaru Tamamoto, an academic, believes that Japan should use its influence to spread pacifism and promote regional stability. Revising the constitution could end this opportunity. Additionally, becoming an active military power might cause a regional security dilemma, potentially making Japan less secure than before.

Key
Terms

valid arguments 妥当な議論 **pacifist constitution** 平和主義の憲法 **spread pacifism** 平和主義を広める **security dilemma** 安全保障のジレンマ

- 4 Japan faces a critical choice that will have a global impact. However, revising the constitution must be approached with caution. A national referendum should of course take place but only after wide, public discussion. Most importantly, voters must have access to impartial, accurate information to understand the full implications. Without this, decisions may be based on emotion, misinformation, or fear, risking a result that does not reflect the best path forward.



Key Terms national referendum 国民投票 public discussion 公的議論 voters 投票者 full implications 完全な影響 misinformation 誤情報

B Three Things Without revisiting the passages, on paper write two things you remember about the topic in full sentences. Swap papers with a partner and add one new thing. Finally, check the passages to confirm. Use ‘Language for Learning’.

C Three-Step Discussion→ In groups of four, choose a question to discuss. First, plan your ideas by yourself. Then, discuss with a partner for two minutes. Next, switch partners and discuss the question again. Use ‘Language for Learning’.

1. Do you agree or disagree with revising Article 9? Explain.
2. Do you think Japan’s pacifist constitution reflects its national identity and culture? Explain.
3. How might changes to Article 9 affect Japan’s relationships with other countries in the Asia-Pacific region?





Metaphor

"Refugee and immigration issues are like a complex puzzle" with pieces of security, economy, and politics that don't easily fit together, making it hard to see a clear and lasting solution."

A Read the following explanation and answer the questions.

67

Refugee Issues and Immigration Policy

Refugee and immigration issues continue to affect many parts of the world. Not long ago, they were one of the reasons the UK chose to leave the EU. The EU's principle of free movement led to a rise in immigration, impacting the UK's labor market and social welfare system. In the U.S., Donald Trump returned to office in 2025 with a key pledge to

5 tighten immigration policies due to rising crime and illegal immigration. From an ethical and humanitarian perspective, refugees and immigrants should be protected; however, if this causes social, economic, and political problems in host countries, the situation becomes more complicated.

Social problems include illegal immigration, drug smuggling, and human trafficking.

10 Without stronger border security, such as along the US–Mexico border, illegal migrants from Latin America will likely increase. In December 2024, US Customs and Border Protection (CBP) reported over 300,000 illegal immigrants apprehended. Many were fleeing poverty or gang violence, but also became targets of drug smuggling or human trafficking. While not all migrants are criminals, some are involved in illegal activities.

Economic problems are also unavoidable. As of 2024, Poland's official website reported registering 1.56 million Ukrainian refugees, with approximately 770 billion yen in military aid and 606 billion yen in refugee support. In terms of GDP, this was the highest among the 38 OECD countries, and equivalent to 4.9% of Poland's GDP. Economic burdens often cause political divisions, too. The 2011 Syrian civil war displaced millions, leading

20 to disagreements in the EU over accepting refugees. Germany welcomed over a million refugees in 2015, while Hungary, Poland, and the Czech Republic opposed this, citing security and cultural concerns.

In conclusion, refugee and immigration issues are highly complex. Security concerns, economic burdens, and political divisions all contribute to difficulties in host countries.

25 Cultural and religious differences can deepen these problems, sometimes fueling right-wing or extremist movements. While countries must cooperate to protect refugees and migrants from an ethical standpoint, there are no easy solutions, and progress will take time.

**Key Terms**

labor market 労働市場 social welfare system 社会福祉制度 pledges 公約 ethical 倫理的に
 drug smuggling 麻薬の密輸 human trafficking 人身売買 migrants 移民 US Customs and
 Border Protection (CBP) 米国国土安全保障省税関・国境取締局 apprehended 逮捕される
 unavoidable 避けられない equivalent 等しい right-wing 右翼 extremist 過激派

Questions

1. What's this passage mainly about?
2. Fill in the table below. If you want an extra challenge, don't look back at the passage!
After check the passage to confirm.

	Problems
Social problems	Some of the social problems include illegal immigration, _____, and human trafficking.
Economic problems	Economic problems are also unavoidable. Poland provided direct military support totaling 770 billion yen and refugee support amounting to _____ for refugees from Ukraine. The total amount was equivalent to _____ % of Poland's GDP.
Political problems	Economic problems often lead to political divisions. Due to the Syrian civil war that broke out in 2011, many Syrians became refugees. As a result, there were disagreements among _____ over the distribution of responsibility for _____ Syrian refugees.

Think, Pair, Share “Do you think Japan should accept more refugees? Why or why not?” By yourself, think about some ideas. Next, pair up to discuss. Finally, if the teacher calls on you, share your ideas with the class.



IV**Do some research**

Find a current news article about one of the following incidents and report the results with your partner.

1. The death penalty
2. The Japanese constitution (Article 9)
3. Refugee and immigration issues

V**Forming your opinions**

Pick one topic from the five above and express your opinions using the structure below. For reasons, provide evidence: examples, expert opinions, or research data. (You can choose how many reasons and how much evidence to include.)

Your topic:

1. Your opinion: _____
2. Reasons: _____

3. Conclusion: Repeat your opinion using different words.

VI**Content check**

Retrieve & Report What did you find interesting, important, or surprising about the topic? Without revisiting the passage, write two full sentences about each topic. Then, share with your team, discuss each point, and explain if needed. Use 'Language for Learning'

1. The death penalty
2. The Japanese constitution
3. Refugee and immigration issues

VII

Vocabulary check

Judgment Call Try to recall the meanings of the words without revisiting the passages. If you can't remember, write ? next to the word. If you're unsure, draw △. Next, compare your answers with a partner, saying the words aloud. Finally, check the passages to confirm. Use 'Language for Learning'.

	English	? △	Japanese	? △
1			死刑制度	
2			議論の余地のある	
3	heinous crimes			
4	abolish			
5			日本国憲法	
6			自衛隊	
7	government vessels			
8			紛争の渦中にある島	
9	valid arguments			
10	a national referendum			
11			社会福祉制度	
12			公約	
13	drug smuggling			
14			人身売買	
15			右翼	

VIII

Unit Review

Free Recall Set a timer for 10 minutes. Without revisiting the passages, write in full sentences all you can remember about the topics. Make a 'judgment call' by drawing a △ next to the sentence if you're unsure it's correct. After, check to confirm.

☐ Check this box when you're done.

- How was your overall understanding?

Very unclear 1 → 2 → 3 → 4 Very clear

- What was difficult to understand? How will you improve? Write *specific Action Points below!*

☐ _____

☐ _____

UNITS 1-5 REVIEW

Vocabulary Quiz Master

In groups, take turns being a quiz master for 60-90 seconds each. Ask questions about any vocabulary from the units: English to Japanese (1 pt.) or Japanese to English translations (2 pts.), spelling (1 pt.), or sentence making (1-3 pts.). Add up your team or individual points at the end! Keep a record of the difficult words below.

--	--

Power Ticket

What did you learn in Units 1-5? Work by yourself for 5-10 minutes to complete the chart, starting anywhere. Write a short sentence. Then, check your answers with a partner to help fill in any gaps. Finally, in groups share especially interesting points.

	Unit 1 Learning about Global Relations	Unit 2 The Big Ideas in Politics	Unit 3 How Do We See the World?	Unit 4 The Development of International Society	Unit 5 Globalization
Point 1					
Point 2					
Point 3					

Show Up!

First, cover the questions! In teams, takes turns as quiz master, reading a question and allowing 10-15 seconds for thinking. Show your answer with a thumb up for 'True' and thumb down for 'False'. The quiz master confirms the correct answer, and teammates help explain incorrect answers. Use 'Language for Learning'.

Quiz Questions : "True or False?"

1. In 1975, the G7 was created by six countries to talk about global issues such as economy, energy, and trade. (Unit 1)
2. The Russia-Ukraine war led to unstable oil and gas markets worldwide. (Unit 1)
3. In 2024, Japan signed the Treaty on the Prohibition of Nuclear Weapons (TPNW). (Unit 2)
4. The concept of sovereignty allows one state to interfere in the domestic affairs of another state. (Unit 2)
5. In contrast to realism, liberalism argues that cooperation among states and intergovernmental organizations is key to global peace. (Unit 3)
6. In a democracy, decision-making is typically quicker than in an autocracy. (Unit 3)
7. The League of Nations successfully maintained peace in the 20th century. (Unit 4)
8. The Cuban Missile Crisis was resolved without any conflict, as both the US and the Soviet Union agreed to remove their missiles. (Unit 4)
9. Contemporary globalization is distinguished by its extensity, intensity, and velocity, which have both positive and negative effects. (Unit 5)
10. Localization is an important strategy for companies expanding internationally, as it helps them adapt to local markets, satisfy customers, and increase sales. (Unit 5)

UNITS 6-10 REVIEW

Vocabulary Quiz Master

In groups, take turns being a quiz master for 60-90 seconds each. Ask questions about any vocabulary from the units: English to Japanese (1 pt.) or Japanese to English translations (2 pts.), spelling (1 pt.), or sentence making (1-3 pts.). Add up your team or individual points at the end! Keep a record of the difficult words below.

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Power Ticket

What did you learn in Units 6-10? Work by yourself for 5-10 minutes to complete the chart, starting anywhere. Write a short sentence. Then, check your answers with a partner to help fill in any gaps. Finally, in groups share especially interesting points.

	Unit 6 Global Organizations	Unit 7 The UN SDGs	Unit 8 Human Rights	Unit 9 Gender Inequality	Unit 10 Terrorism
Point 1					
Point 2					
Point 3					

Show Up!

First, cover the questions! In teams, takes turns as quiz master, reading a question and allowing 10-15 seconds for thinking. Show your answer with a thumb up for 'True' and thumb down for 'False'. The quiz master confirms the correct answer, and teammates help explain incorrect answers. Use 'Language for Learning'.

Quiz Questions : "True or False?"

1. The main goal of the COP conferences is to stabilize and reduce greenhouse gas emissions. (Unit 6)
2. The Security Council is the only UN division that plays a role in international peace and security. (Unit 6)
3. Countries around the world have taken various measures to reduce plastic waste. (Unit 7)
4. Japanese companies have made the most effort to achieve the UN Sustainable Development Goals. (Unit 7)
5. The UN states that human rights apply to all people race, sex, nationality, ethnicity, language, religion, or any other status. (Unit 8)
6. LGBTQ+ people in Japan and the US face exactly the same challenges. (Unit 8)
7. In almost all countries, boys and girls now have equal access to education after elementary school. (Unit 9)
8. The US and Japan have very similar rankings and situations regarding gender equality. (Unit 9)
9. Boko Haram is a terrorist group that has carried out kidnappings and attacks in Nigeria and neighboring countries. (Unit 10)
10. The Taliban initially followed a strict religious ideology. (Unit 10)

UNITS 11-14 REVIEW

Vocabulary Quiz Master

In groups, take turns being a quiz master for 60-90 seconds each. Ask questions about any vocabulary from the units: English to Japanese (1 pt.) or Japanese to English translations (2 pts.), spelling (1 pt.), or sentence making (1-3 pts.). Add up your team or individual points at the end! Keep a record of the difficult words below.

--

Power Ticket

What did you learn in Units 11-14? Work by yourself for 5-10 minutes to complete the chart, starting anywhere. Write a short sentence. Then, check your answers with a partner to help fill in any gaps. Finally, in groups share especially interesting points.

	Unit 11 International Development	Unit 12 The Climate Crisis	Unit 13 Global Trade	Unit 14 Considering Global Issues from Both Sides
Point 1				
Point 2				
Point 3				

Show Up!

First, cover the questions! In teams, takes turns as quiz master, reading a question and allowing 10-15 seconds for thinking. Show your answer with a thumb up for 'True' and thumb down for 'False'. The quiz master confirms the correct answer, and teammates help explain incorrect answers. Use 'Language for Learning'.

Quiz Questions : "True or False?"

1. Least Developed Countries (LDCs) suffer from severe poverty, starvation, and lack of clean water, food, and medical treatment. (Unit 11)
2. The UN's Human Development Index (HDI) ranks countries on standard of living, life expectancy, and educational opportunity. (Unit 11)
3. In Niger, there are three major reasons for poverty: a low birth rate, seasonal droughts, and government instability. (Unit 11)
4. The average global temperature for 2024 was 2.6 degrees Celsius higher than pre-industrial levels. (Unit 12)
5. Greenhouse gas emissions are highest in developing countries like Bangladesh, Mexico, and Zambia. (Unit 12)
6. Deforestation causes three major problems: global warming, floods and landslides, and serious everyday problems. (Unit 12)
7. The US-China trade war, which started in 2018, has evolved into a "technology war". (Unit 13)
8. The WTO's work includes trade agreements, disputes, negotiations, and shipping security. (Unit 13)
9. Trade tensions between the United States and Japan appear to be focused on key sectors such as automobiles and agriculture. (Unit 13)
10. As of 2025, 55 countries still had the death penalty, and Japan is one of them. (Unit 14)
11. With only 250,000 personnel in the Japan Self-Defense Forces (JSDF), Japan's military is relatively weak. (Unit 14)
12. Refugee and immigration issues were one of the main reasons the UK chose to leave the EU. (Unit 14)

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図版出典

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Unit 6

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