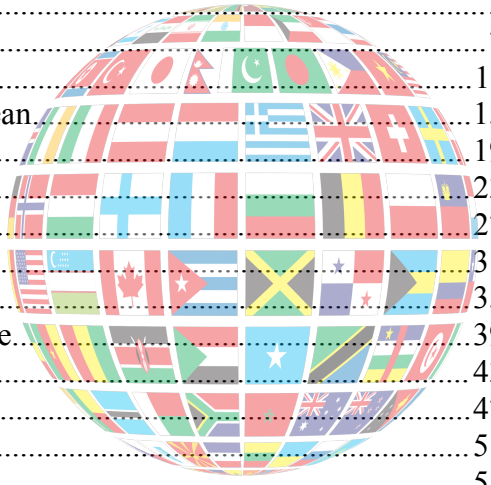
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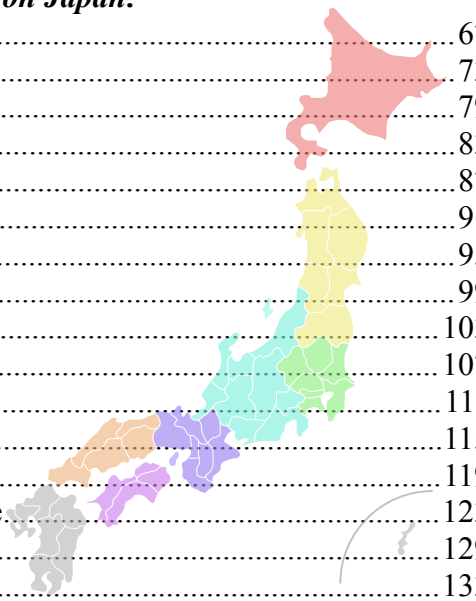
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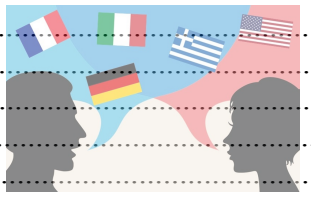
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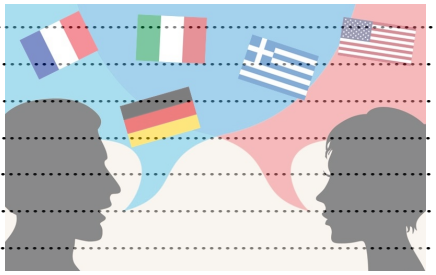


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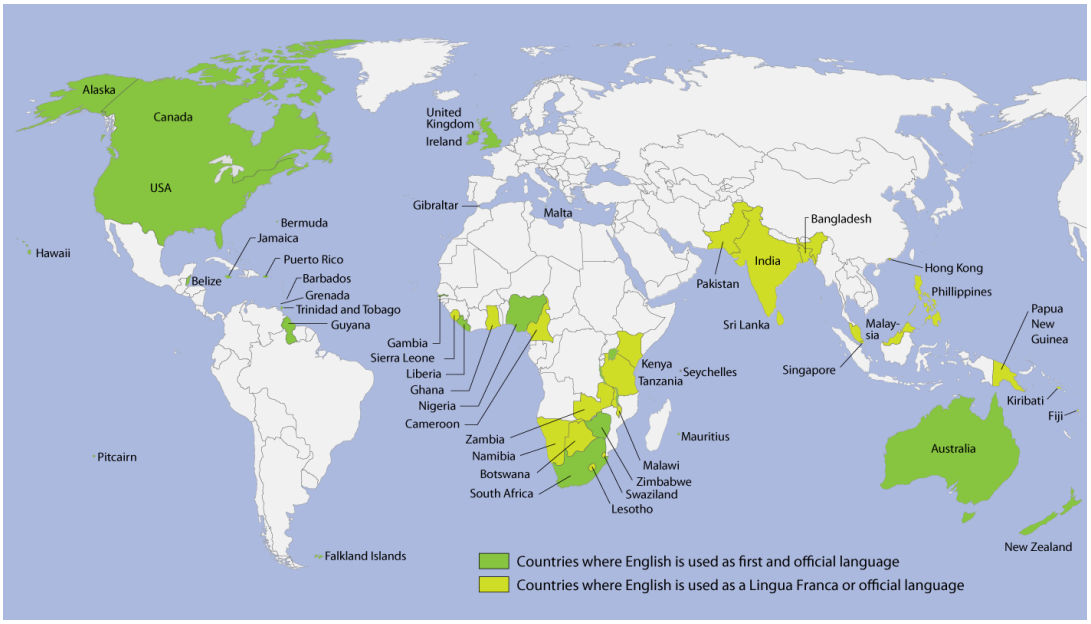
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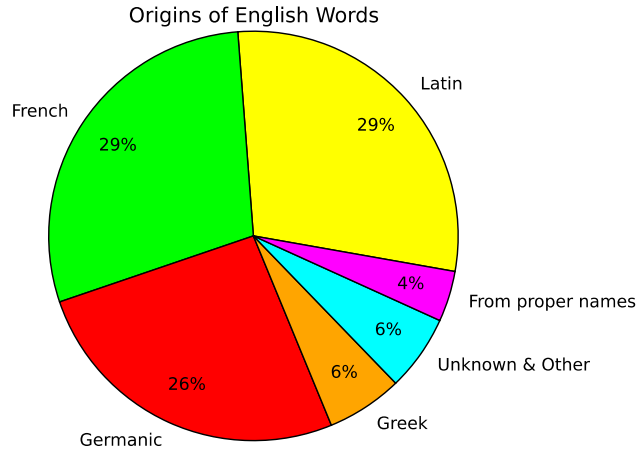




Journey 1: English!

Before reading, discuss these questions with a partner:

1. Do you know any languages that are similar to English, like German or French?
2. Have you ever thought about why so many people around the world study and use English?
3. Do you know the names of any famous writers from the past, like Shakespeare or Chaucer?
4. Why do you think the United States had a big effect on the English language?
5. What do you think "Old English" or "Middle English" might sound like?



Journey 1: The Story of English

Today, English is a global language, spoken by billions of people around the world. But where did this language come from? The story of English is a fascinating journey that started over 1,500 years ago on a small island.

The history of English begins in the 5th century. At that time, three Germanic tribes—the Angles, the Saxons, and the Jutes—left their homes in what is now northern Germany and Denmark. They traveled across the sea and settled in Britain. The people already living there spoke a Celtic language. However, the languages of the new tribes mixed together to form what we now call "Old English." This language was very different from the English we speak today. For example, the word "house" was "hūs" and "father" was "fæder." Old English also got some new words from the Vikings, who came from Scandinavia and attacked Britain later. Words like "take" and "give" are from the Vikings' language, called Old Norse.

The next major change happened in the year 1066. This was the year of the Norman Conquest. The Normans, who came from France, took control of England. The new rulers and the government spoke French. For about 300 years, French was the language of power, and English was spoken mainly by the common people. During this time, thousands of French words came into the English language. For example, words related to government like "parliament" and "justice" or words about food like "beef" and "pork" are from French. This new language, a mix of Old English and French, is called "Middle English." This is the language that the famous writer Geoffrey Chaucer used. After the 1400s, English changed again. This period is called "Early Modern English." The great writer William Shakespeare wrote his plays during this time.

The spread of English to other countries began with the British Empire. Starting in the 1600s, Britain became a very powerful nation. It built colonies all over the world, in North America, Australia, Asia, and Africa. English was the language used for government, business, and education in these colonies. As a result, English became an official language or an important second language in many of these countries, even after they became independent.

In the 20th century, the United States played a huge role in making English a truly global language. The U.S. became a leader in business, technology, and culture. American movies, music, and television shows became popular everywhere. American technology, such as computers and the internet, also

spread around the world. People in different countries needed a common language to talk to each other for business, science, and travel. English became that language, a "lingua franca." This is a language used by people who do not have the same native language.

Today, English is spoken as a first language in countries like the United Kingdom, the United States, Canada, Australia, and New Zealand. It is also an official language in more than 50 countries, including India, Nigeria, and South Africa. This means it is used for government and business. Additionally, millions of people study English as a foreign language. The story of English is still being written, and it continues to grow and change as people from all over the world use it to communicate.

After Reading

Try these questions to check your understanding:

1. English is a global language today because the Angles, Saxons, and Jutes spread it around the world. (True/False)
2. After the Norman Conquest, English was the language of power for about 300 years. (True/False)
3. The word "beef" is a French word that came into English after the Norman Conquest. (True/False)
4. Which group of people brought words like "take" and "give" into the English language?
   a. The Normans b. The Vikings c. The Celts d. The Jutes
5. What is a "lingua franca"?
   a. A language used only for business.
   b. The main language of the French government.
   c. A language used by people who have the same native language.
   d. A language used by people who do not have the same native language.
6. The spread of English to other countries began with the British _____.

Vocabulary Focus

Part 1: Match the Words

Match the vocabulary on the left with the correct definition on the right.

1. empire	a. a language used by people who don't have the same native language.
2. colony	b. a group of countries controlled by one powerful country.
3. fascinating	c. extremely interesting.
4. communicate	d. to share information with other people.
5. lingua franca	e. a country or area under the control of another country.

Part 2: Fill in the Blanks

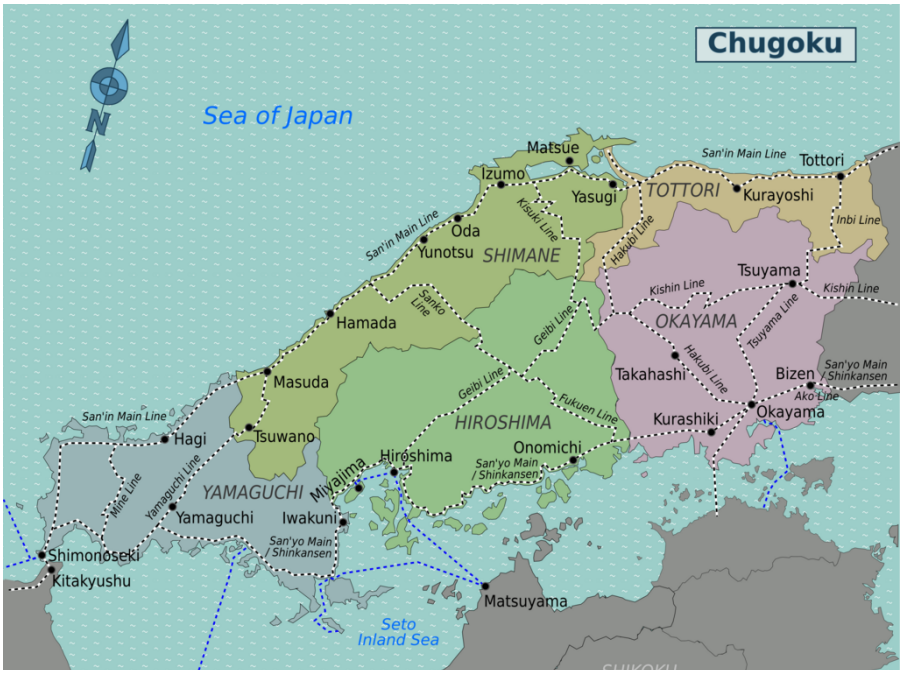
Use the correct form of the words. You will not use all of them.

official culture ruler communicate conquest tribe

1. The Spanish _____ of Mexico in the 16th century had a huge impact on the country's history.
2. The word "Hello" is a common way to _____ a greeting in many languages.
3. Each country has its own unique _____, including its food, music, and traditions.
4. In Canada, both English and French are _____ languages.

Final Discussion

1. According to the passage, where did the English language begin, and which three tribes were important in its creation?
2. How did the Norman Conquest change the English language?
3. The reading mentions two historical periods for the English language. What are they, and who was a famous writer from each?
4. What role did the British Empire play in the spread of English?
5. How did the United States help make English a "lingua franca"?



Spotlight 1: The Chugoku Region

Before reading, discuss these questions with a partner:

1. When you think about the Chugoku region, what prefectures or cities come to your mind?
2. Do you know any famous stories or historical events connected to Okayama or Hiroshima?
3. What do you know about the Great Seto Bridge? How often do you use it?
4. Why do you think it's important for cities to have "sister-city" relationships?



Okayama City, outside the station

Spotlight 1: The Chugoku Region

Usually when discussing the geography of Japan we divide it into regions, and the way these divisions are made has changed over time. In contemporary Japan there are eight, and this reading will focus on the **Chugoku** region, which includes the prefectures of Okayama, Hiroshima, Shimane, Tottori and Yamaguchi. Sometimes the name "Chugoku" confuses newcomers to Japan because it sounds and looks like the word for China (**中国**), and they may wonder why they are seeing so many Chinese banks (**中国銀行**) in the area before they realize that it is a regional Japanese bank. This essay will focus in particular on some interesting things about Okayama City and Hiroshima City, and how they are developing global connections.

Okayama City, the capital of Okayama Prefecture, is a key transportation hub. Its location makes it a gateway to both the Kansai and Shikoku regions, with the **Great Seto Bridge** connecting Okayama and Kagawa Prefectures. Okayama is perhaps most famous for the legend of **Momotaro**, or the Peach Boy. This popular folktale is a big part of the city's identity, with statues and images of Momotaro found all over the city. It’s a story that many Japanese children grow up with, and its connection to Okayama makes the city a special place for local culture.

Okayama is also known for two very different, but equally important, things: its delicious fruit and its significant art scene. Okayama is called "the Kingdom of Fruit" because it produces high-quality grapes, peaches, and muskmelons. These fruits are so famous that they are a significant part of the local economy and a source of pride. At the same time, the city is home to the **Ohara Museum of Art**. This museum is unique because it was the first private museum of Western art in Japan. It was founded in 1930 by Ohara Magosaburo, a local businessman, and features works by famous European artists like Monet and Rodin. It’s a surprising international connection in a regional Japanese city.

Hiroshima City, the capital of Hiroshima Prefecture, is known around the world for a very different reason. On August 6, 1945, it was the site of the first atomic bomb attack. Today, Hiroshima is a city that symbolizes peace and is an important global center for peace advocacy. The **Hiroshima Peace Memorial Park** and the **Atomic Bomb Dome** are powerful reminders of the city’s tragic past. The park is visited by millions of people from all over the world, including

many world leaders, who come to learn about the importance of peace and to remember the victims.

However, modern Hiroshima is much more than just a memorial. It's a vibrant and active city with a strong economy and a unique culture. It's the home of the automaker **Mazda**, and its industrial history is a key part of the region's economy. The city's famous **okonomiyaki** is a source of regional pride, and its delicious taste attracts tourists from all over. The city has also established itself as a hub for international exchange. It has sister-city relationships with nine cities around the world, including Honolulu, United States; Hanover, Germany; and Montreal, Canada. These relationships help to promote cultural exchange and friendship across different countries.

The Chugoku Region's Global Connections: Both Okayama and Hiroshima, while having very different histories, show the important role that regional cities play in creating a global Japan. Okayama's cultural exports, from the timeless story of Momotaro to its world-class art museum, attract visitors and create international conversations about art and culture. At the same time, Hiroshima's powerful message of peace and its significant industrial base make it a major player on the world stage. These cities are not just part of a region; they are dynamic centers that connect Japan to the rest of the world through history, culture, and business.

After Reading

Try these questions to check your understanding:

1. What is one of the main reasons the name "Chugoku" can be confusing to newcomers to Japan?
   a) It is a very old name and difficult to pronounce.
   b) It sounds similar to the word for China in Japanese.
   c) It is the name of a famous Japanese company.
   d) It is not one of the original regions of Japan.
2. Okayama City is well-known for the legend of Momotaro. (True/False)
3. What is unique about the Ohara Museum of Art in Okayama?
   a) It is the largest art museum in Japan.
   b) It features only art from Okayama Prefecture.
   c) It was the first private museum of Western art in Japan.
   d) It is a government-funded museum.

4. How does the text describe the role of Hiroshima City today?
   a) It is a city focused only on its industrial economy.
   b) It is a city that only attracts Japanese tourists.
   c) It is a symbol of peace and a global center for peace advocacy.
   d) It is a small town with a famous memorial.
5. The city of Hiroshima has sister-city relationships with several cities around the world, including _____ in the United States.
6. The Great Seto Bridge connects the Chugoku and Kansai regions.
   a) True b) False c) Not Given

Vocabulary Focus

Part 1: Match the Words

Match the vocabulary on the left with its definition on the right.

1. contemporary	a. being the only one of its kind; very special.
2. newcomers	b. public support for a particular cause.
3. folktale	c. a traditional story from the past that is not always true.
4. unique	d. full of energy and life.
5. vibrant	e. the central and most important part of a system.
6. advocacy	f. existing or happening in the present time.
7. significant	g. characterized by constant change and activity.
8. dynamic	h. people who have recently arrived in a place.
9. hub	i. an important or noticeable thing.
10. legend	j. a story or legend from an oral tradition.

Part 2: Complete the Sentences

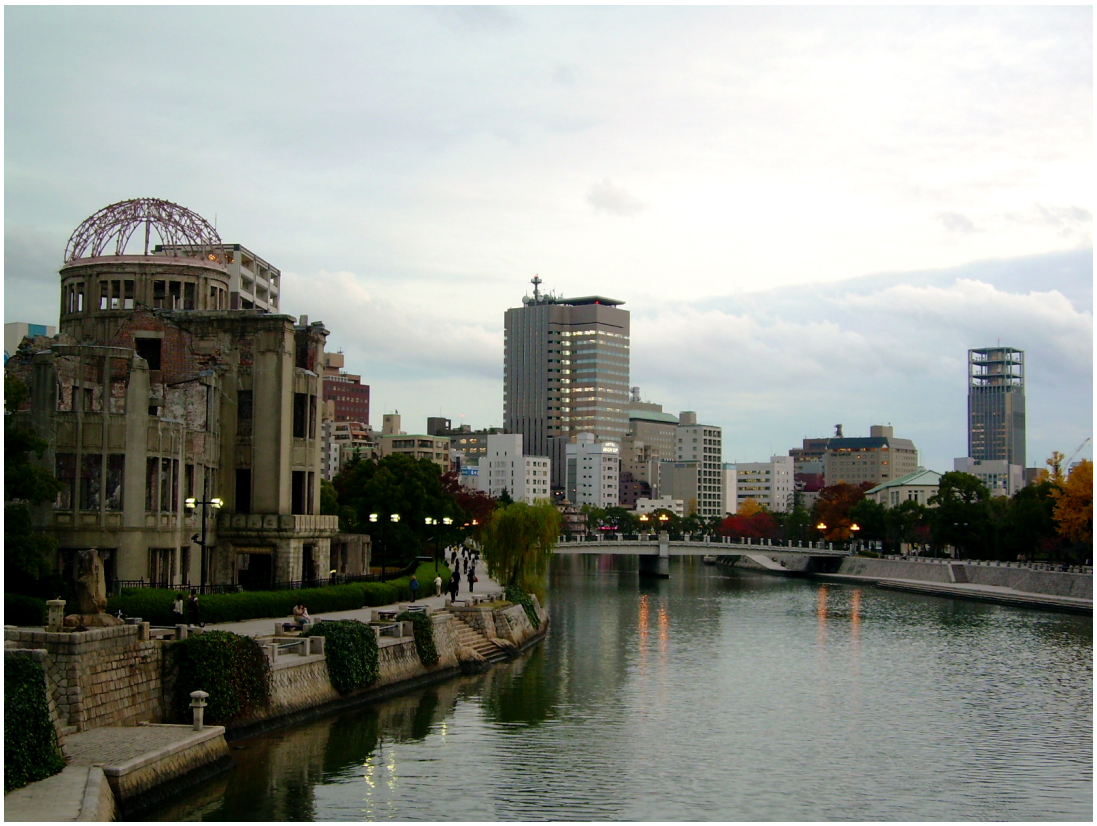
vibrant hub unique advocacy significant
dynamic newcomers contemporary

1. The city is a major transportation _____, connecting different regions of the country.
2. In addition to older historical art, the museum has a _____ collection of works from the 21st century.
3. The city's downtown area is very _____, with lots of shops and restaurants.
4. The company made a _____ contribution to the local economy.
5. All the _____ to the city were given a welcome guide.
6. The peace movement is a powerful example of international _____.

7. The school has a _____ atmosphere, with many new ideas and projects always being started.
8. Each region in Japan has its own _____ culture and traditions.

Final Discussion

1. How has Hiroshima City changed its identity from a place of tragedy to a global symbol of peace?
2. What are some of the international connections of Okayama City, according to the reading?
3. Besides the atomic bomb, what are some other important aspects of modern Hiroshima City mentioned in the text? (Page 72 has more pictures from Hiroshima, too.)
4. The text says both Okayama and Hiroshima are "dynamic centers." What does that mean in your own words? What are some other major cities in Japan (besides Tokyo, Osaka, and Kyoto)?



Hiroshima City

Here are more pictures from Hiroshima. Do you know these places?





Encounter 1: Identity and Culture

Before reading, discuss these questions with a partner:

1. What are some things that make you unique? (What makes you "you"?)
2. Do you think your culture has an effect on your identity? Why or why not?
3. How is your personality different from others in your family or your hometown/country?
4. When you meet someone new like a new classmate, what do you think they notice first about you? When you meet someone from another country, what do you think they notice first about you? (Is it different or the same, do you think? Don't worry if your answer is "correct" – take a guess.)



Encounter 1: Identity and Culture

What makes you, “you”? Our identity is the way we think about ourselves. It is a mix of many different things. Think about all the parts of your life. Your name, your family, and your hometown are all part of your identity. Your hobbies and interests also help define who you are. Perhaps you love to read or play a sport. The people you know, such as your friends, your teachers, and your classmates, also influence your identity. All these things work together to create a unique person.

Among these many factors, our **cultural background** is a very important part of our identity. Culture is more than just food or music. It includes our language, our history, our traditions, and our art. It also includes the shared ideas and beliefs of a group of people. This means how we think about time, family, respect, and many other things is often connected to our culture. It is a bit like a special pair of glasses that we wear from early childhood. Our culture helps us see and understand the world in a certain way. These “glasses” can be so natural that we do not even know we are wearing them.

For example, think about how people say "hello." In some cultures, a handshake is a common way to greet someone. In other cultures, people bow. In others, a simple wave is enough. All of these greetings come from cultural traditions. We learn them when we are young. Our culture teaches us what is polite and what is not. This is just one small example of how our cultural background has a strong impact on our daily life and the way we interact with others.

It is important to remember that our cultural background does not mean we will be exactly the same as everyone else from our culture. Each person is also an **individual**. You may have different hobbies and interests from your friends, even if you are all from the same place. We all have our own unique experiences, our own families, and our own way of thinking. For example, some people are very quiet, while others are very social. This is true in every culture. So, while culture gives us a strong foundation and a shared way of understanding the world, it does not guarantee that we will act in a certain way.

However, culture still has a large and powerful influence on us. It affects our values—the things we believe are important and good. It influences our beliefs about right and wrong. It shapes our customs—the things we do every day. In

our future readings, we will see how these cultural differences can cause misunderstandings, but also how they can make our world interesting and rich.

For instance, consider how culture affects communication. It is not only about the words we use. It is also about the way we talk, our body language, and our personal space. We will study things like **proxemics**, the use of space, and **kinesics**, which is the study of body movements and gestures. These are all part of a larger idea called **intercultural communication (IC)**. By learning about IC, we can learn to better understand people from other cultures. We can also learn about ourselves. When we see how other people do things differently, we start to think about why we do things the way we do. This helps us see our own "cultural glasses" for the first time.

The goal of these readings is to explore these hidden differences. We will look at how culture shapes the way we see the world, the way we communicate, and our values. By understanding the role of culture in our identity, we can become more aware, more flexible, and more effective at communicating with people from many different backgrounds.

After Reading

Try these questions to check your understanding:

1. The passage suggests that our cultural background is a small and unimportant part of our identity. (True/False)
2. The way people greet each other (like with a handshake or a bow) is an example of a cultural tradition. (True/False)
3. The passage says that studying intercultural communication can help us learn about others, but not about ourselves. (True/False)
4. Which of the following is an example of a factor that helps create a person's identity, according to the reading?
   a. The person's favorite food b. The person's hometown
   c. The person's favorite color d. The person's height
5. What analogy does the reading use to describe the role of culture in our lives?
   a. A map b. A special pair of glasses
   c. A book d. A mirror
6. According to the reading, **proxemics** is the study of _____.

Vocabulary Focus

Part 1: Match the Words

Match the vocabulary on the left with the correct definition on the right.

1. influence	a. to have an effect on someone or something
2. effective	b. who or what a person is
3. identity	c. able to change easily to fit a new situation
4. flexible	d. to communicate with or react to other people
5. interact	e. successful in producing a desired result

Part 2: Fill in the Blanks

Use the correct form of the words. You will not use all of them.

foundation analogy cultural background aware communicate

1. People who are good at intercultural communication are usually very _____ of other people's feelings.
2. We learn many things from our _____, like our language and traditions.
3. The company is looking for a manager who can _____ clearly with employees from different countries.
4. The new building has a very strong _____ that will help it stand for many years.

Final Discussion

1. According to the reading, what is one of the most important factors that forms a person's identity? Can you give some examples of how your culture affects you?
2. What does the reading say about the difference between a person's cultural background and their individual identity? (How are you different from some other people from your culture?)
3. The reading uses an analogy of glasses to describe culture. Could you imagine that analogy and what it means?
4. Why does the passage mention proxemics and kinesics?
5. Based on the reading, what is one reason it is important to study intercultural communication? Have you studied anything about it before?

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