

Dictation Contest (PRJr, 初級) No. 652

Hello, everyone! Welcome back to PR Junior.

Today, I am going to read the email reply from Suzumi's Cake Shop. Take a listen:

Dear Rika,

The class is every Friday afternoon from four to six o'clock. How many students are in your club? We can take up to 14 people. What day can you come? We'll make cheesecake in the class.

Hope to see you soon,

Suzumi Hara

Well, that's all for today. See you next time! Bye-bye!

Dictation Contest (PR 1, 中級) No. 652

Hello, everyone! Welcome back to PR1!

Today, you are going to learn about fats and the effect they have on our bodies. Let's begin!

Fats are common in the food we eat. In the right amount, they are good for us. They give us energy and protect our bodies from cold water. However, not all kinds of fats are good for us. One unhealthy kind of fat is called trans fat. Trans fat can cause serious heart problems, but it is used in many foods because it helps the food keep its flavor longer. Trans fats are common in snacks or fast food. Snacks and fast food are often high in fat and we need to be careful how much of these foods we eat every day. If we eat a lot of these foods, we are putting our health in danger.

That was all for today! Bye-bye!

Dictation Contest (PR2 上級) No. 652

Hello, Everyone! Welcome back to PR 2.

Today, you will listen to a story about language in Japan.

It is often believed that Japan is a monolingual and monocultural society. However, this myth of homogeneity is called into question by the existence of residents from diverse linguistic and ethnic background[s], including indigenous people. Despite such diversity, foreign language instruction in schools and [universities] is dominated by English – an international language par excellence deemed to be critical for work and study in the globalized society. Underlying this dominance [is] the assumption that English links all people from diverse first-language background[s] across the world. However, the linguistic and ethnic diversity described earlier implies that non-Japanese residents in Japan are not necessarily English speaker[s] and that Japanese, rather than English, functions as a lingua franca in most communicative contexts in Japan. If not to communicate with local non-Japanese residents in Japan, could the purpose of learning English be to interact with people outside of Japan? Does English universally function as an international lingua franca in such situations? If not, what should be taught in English-as-a-foreign-language classrooms? These questions require scholars, educators, and policy makers to rethink the fundamental purpose and ultimate goal of learning a foreign language as a part of school or university curricula and as lifelong learning in the workplace.

That's all for today. I will see you guys in class. Bye-bye!