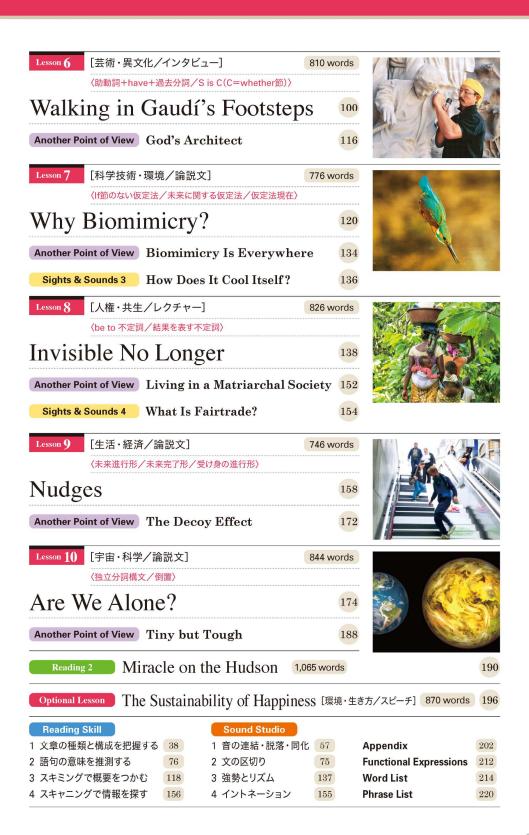


『 | 』に続き時代を映す新鮮な題材で、 生徒の知的好奇心を刺激します。

| 本課の構成と使い方 4 本課の学習目標 | 票一覧 5 |
|--|--|
| Lesson 1 [言語・異文化/レクチャー] 752 wor 〈不定詞の意味上の主語/不定詞の受け身/動名詞の受け身〉 | ds May Keep |
| Lost in Translation | 6 Ince a Process Principa Principa Des Maine D |
| Another Point of View How Does It Sound in English and in Japanese? | Io Princisson Los Princisson |
| Lesson 2 [教育·国際貢献/雑誌記事] 759 wor | ds |
| one Book can Empower a cima | 222 |
| Lesson 3 [多様性・観光/エッセイ] 792 wor | ds |
| 〈さまざまな分詞構文/強調構文〉 | |
| Accessible Japan | 40 |
| Another Point of View Helping the Disabled: Mind Your Manners | 54 |
| Sights & Sounds 1 Josh Checks Out Meiji Jingu | 56 |
| Lesson 4 [国際協力・平和/講演] 784 wor | ds |
| 〈関係副詞の非制限用法/不定詞+前置詞〉 | |
| Crossing the Border —Médecins Sans Frontières— | 58 |
| Another Point of View Triage | 72 |
| Sights & Sounds 2 This Is Médecins Sans Frontières | 74 |
| Lesson 5 [スポーツ・心理/雑誌記事] | ds |
| 〈前置詞+関係代名詞/無生物主語の他動詞構文〉 | |
| Mental Toughness | 78 |
| Another Point of View Be Comfortable Being Uncomfortable | 92 |
| Reading 1 The Day We Planted Hope 1,014 | words 94 |



本課の構成と使い方

基本的な構成は『I』と同じで、4技能 の授業の流れがスムーズになるよう、 ページ構成やタスクを配置しています。

| ●扉ページ | |
|--|---|
| 扉のことば | 課のテーマを象徴的に表すことばです。 |
| Targets | 課で学習する内容を示しています。 |
| Take a Moment to Think | 本文に入る前に、本文のテーマに関する質問に自由に答えます。 |
| What's the Topic? | 題材紹介の英文を聞いて、本文概要をとらえます。 |
| Information | 題材の背景となる情報を確認します。 |
| 二次元コード | 題材に関するリンク集と、本文の通し読み音声にアクセスできます。 |
| ■ 本文ページ | |
| 傍注 | 重要表現や連語・熟語などをとりあげます。 |
| TF | 本文の内容理解に関する英文を聞き、True or False で答えます。 |
| | 本文と新出語の音声にアクセスできます。 |
| 脚注 | 新出語、発音記号、および重要表現や文法項目の例文がまとめられています。 |
| Questions | 内容理解問題です。第3問は、内容をより深く考える問題です。 |
| Your Reaction | 自分の経験を述べたり、意見を交換したりします。 |
| FYI (= For Your Information) | 題材をより深く理解するための情報です。 |
| -m-t | |
| ● 課末ページ | |
| Wrap It Up! | 本課の主題や概要を整理し、理解を深めます。 |
| Give It a Try! | 本課の内容に関するコミュニケーション活動です。ダイアログスクリプトやライテ |
| | ングのモデルは、巻末の Appendix に掲載しています。 |
| 二次元コード | Look & Listen の音声にアクセスできます。 |
| Grammar for Communication | 重要な文法項目のまとめです(本文中の6マークと連動)。 |
| Another Point of View | 本課の題材を別の角度から扱った英文です。 |
| 二次元コード | 本文の音声にアクセスできます。 |
| 脚注 | 本文理解の手助けとなる重要表現や連語・熟語などです。新出語は、巻末の |
| | Appendixに掲載しています。 |
| Sights & Sounds | 本課 (L3, L4, L7, L8) の題材に関する動画を見て、理解を深めます。 |
| 二次元コード | 動画とスクリプト、Words & Phrases の音声などにアクセスできます。 |
| 〈記号・略号〉 | 〈アイコン〉 |
| 発音記号は標準的なアメリカ発音を採用。 ● S = 主語、V = 動詞、C = 補語、O = 目的 | ∮語 |

- S = 主語、V = 動詞、C = 補語、O = 目的語
- n. = 名詞、v. = 動詞、a. = 形容詞、adv. = 副詞
- e.g. = 例 cf. = compare (比較しなさい)
- () = 省略可能/ () = 補足説明/ [] = 言い換え可能
- ※本書では日本人の人名を〈姓名〉の順で示すことを基本としていますが、 本人の意志により、〈名姓〉と表記している場合もあります。
- ※二次元コードには、以下の URL からもアクセスできます。 https://tbqr.sanseido-publ.co.jp/05-crown-ec2/contents/











話す(やり取り)



書く



考える

本課の学習目標一覧

1年間の学習事項を提示し、学 習の見通しを立てられます。

| | Reading | Listening | Speaking (やり取り・発表) | Writing |
|-------------|---|---|--|---|
| Lesson 1 | [レクチャー] 翻訳でき ないことばについての文 章を読む。 | 日英の動物のことわざに ついての会話を聞き取る。 | 英語の動物のことわざと その用例について、話し 合う。 | 英語の動物のことわざ について、その意味と用 例を説明する。 |
| Lesson 2 | [雑誌記事] アジアの 国々の子どもたちへ絵 本を届ける活動につい ての文章を読む。 | 身の周りのボランティア 活動についての会話を 聞き取る。 | ボランティア活動をおこ なう団体について、調べ て話し合う。 | 自分が参加したいボラ ンティア団体へ応募の 手紙を書く。 |
| Lesson 3 | [エッセイ] 障がい者のために活動するジョシュ・ グリズデイルさんについての文章を読む。 | 車椅子を使う友人のた めの旅行プランについて の会話を聞き取る。 | 車椅子を使う友人のた めの旅行プランについ て、話し合う。 | 車椅子を使う友人のた めの旅行プランを作成 する。 |
| Lesson 4 | [講演] 貫戸朋子医師の「国境なき医師団」での 体験についての文章を 読む。 | 重大な決断を迫られる 人々についての会話を 聞き取る。 | 貫戸医師の決断につい て、賛成・反対それぞれ の立場から意見を交換 する。 | 貫戸医師の決断につい て、自分の意見を書く。 |
| Lesson 5 | [雑誌記事] スポーツに おけるメンタル・タフネ スについての文章を読む。 | 効果的なセルフ・トーク についての会話を聞き 取る。 | 困難な状況において役 立つセルフ・トークにつ いて、話し合う。 | 日常のさまざまな状況 に対して、メンタル・タフ ネスのテクニックの使い 方を考えて書く。 |
| Lesson 6 | [インタビュー] サグラダ・ファミリアの主任彫刻家、外尾悦郎さんについての記事を読む。 | 法隆寺の修復に宮大工 として携わった西岡常 ーさんについての会話 を聞き取る。 | 職業を選ぶ際の優先事 項について、話し合う。 | 自分に合う職業について、自分の考えを書く。 |
| Lesson 7 | [論説文] 自然の模倣から新しいデザインを生み 出すバイオミミクリーに ついての文章を読む。 | 自然と人間の共存につ いての会話を聞き取る。 | バイオミミクリーを使っ た身の周りの発明品に ついて調べ、話し合う。 | バイオミミクリーの発明 品について、調べたこと をまとめる。 |
| Lesson 8 | [レクチャー] コートジボ ワールのカカオ農園の女 性たちの活動についての 文章を読む。 | チョコレートの市場規模 とカカオ農園で働く人 の賃金についての会話 を聞き取る。 | フェアトレードが取り組 む問題について調べ、発 表する。 | フェアトレードが取り組 む問題について、調べた ことをまとめる。 |
| Lesson 9 | [論説文] 人々のよりよい選択を手助けするナッジという仕組みについての文章を読む。 | ごみの分別を促すナッ ジについての会話を聞 き取る。 | 学校内の問題を解決す るためのナッジを考え、 発表する。 | 学校内の問題を解決するためのナッジを考え、 図などとともにアイデアをまとめる。 |
| Lesson 10 | [論説文] リチャード・ドーキンス博士による地球外生命体の探索についての文章を読む。 | 宇宙探査についての会 話を聞き取る。 | 宇宙探査の意義について、意見を交換する。 | 宇宙探査の意義について、自分の考えを書く。 |

RECYCLE

CUP HERE

Lesson 9

Nudges

レッスンテーマを象徴した名言

5.5 CALORIES

5.0 CALORIES

4.5 CALORIES

4.0 CALORIES

"So, what's a nudge? A nudge is some small feature of the environment that attracts our attention and alters our behavior." — Richard H. Thaler



favourite season

summer . winter

PLEASE PICK ME I'M-SINGLE 導入活動として、**題材に関する問い、リスニングによる導入、図表やグラフの読み取り**を用意。生徒や題材に合わせた活動を選択できます。

Nudges

Take a Moment to Think

- 1. Look at the photos of trash cans. How are they different from the ones you usually see?
- 2. Look at the stairs with numbers. What is their purpose?
- 3. You are on the first floor of a department store, and want to go to the third floor. Which do you take, the escalator, elevator, or stairs? Why?

What's the Topic?



Nudges? What are nudges? Hint—look at the elephants. Mama elephant is giving baby elephant a little push.

Information

Richard H. Thaler (1945-)

- Education: Ph.D. (1974) from the University of Rochester
- Position: Professor of Behavioral Science and Economics at the University of Chicago



- Award: Nobel Prize (2017) for his work in behavioral economics
- Publication: Coauthor with Cass Sunstein, Nudge: Improving Decisions about Health, Wealth, and Happiness (Yale University Press, 2008).
- **Quote:** "If you want people to do something, make it easy."

, ,,

Targets

習内容をわかりやすく提示します。

トピック、活動、文法の観点から、学

• The effects of "nudges" on our lives

Give It a Try!

- Writing about your own original nudge to solve problems
- Making a short presentation about your original nudge

Grammar for Communication

①未来進行形 ②未来完了形 ③受け身の進行形



Check Does this quote make any sense to you?

音声、参照リンク、通し読み本文など、 多彩なコンテンツにアクセスできます。

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Lesson 9

- 1. get one's attention ≒ attract one's interest
- 3. what's more ≒ in addition

Richard H. Thaler
Wares of the Nobel Plane - Economics
Cass R. Sunstein

mproving Decisions bout Health, Wealth, and Happiness

14. come to popular attention ≒ be noticed by many people





A "nudge" is a gentle push a friend gives you to get your attention. However, you can also be nudged by strangers for other purposes. What's more, you may not even know what's happening.

1

You are at a subway station in Stockholm, Sweden. You get off the subway and look for a way to get to the street. You 5 find stairs of black and white keys—like huge piano keys—leading up to the exit. When you step on the keys, they make piano-like sounds. You can take the escalator if you want, but you'll probably choose the musical stairs because it is so much fun. At the same time, you will be exercising. The 10 experimental piano stairs resulted in a 66% increase in the use of steps.

A "nudge" is a little change that leads you to do something you may not have planned to do. Nudges came to popular attention in 2008 when Richard H. Thaler and Cass R. Sunstein published *Nudge: Improving Decisions about Health, Wealth, and Happiness*. The basic idea is to design an environment which makes it easy for people to do the right thing, or at least to do what you want them to do. In many countries, nudges have proved to be effective.

本文内容に付随する補足的な情報を 示し、内容理解を助けます。

Marian







Richard H. Thaler

ass R Sunstein

The piano stairs

Questions

- Q-1 What was the result of the experimental piano stairs?
- Q-2 What is a "nudge"?
- Q-3 Richard H. Thaler and Cass R. Sunstein published the book to
 - a. help people do more exercise.
 - b. encourage the use of nudges.
 - c. give warnings on environmental problems.

....

Your Reaction

Suppose you are at the subway station in Stockholm. Which would you choose, the piano-like stairs or the escalator? Why?

FYI

行動経済学とは?

リチャード・セイラーさんはアメリカの経済学者で、2017 年に行動経済学の分野における業績によってノーベル経済学賞を受賞しました。行動経済学は、伝統的な経済学とは異なり、人間が必ずしも常に合理的には行動しないことに着目します。人間はついついその場の気分で衝動買いしてしまったり、中身を確かめることなく外見に惹かれて購入を決めてしまったりするものです。行動経済学は、このような人間の「心理」や「行動パターン」を実験などから導き出し、その傾向を捉えようとする学問です。

basic [bérsik] effective [ɪféktɪv]

- 7. step on ~ I stepped on his foot.
- 10. at the same time She is smart, and at the same time, honest.

nudge [nádʒ] stranger [strémdʒər] Stockholm [stákhòum] Sweden [swí:dn]

experimental [ɪkspèrɪméntl] Richard H. Thaler [rítʃərd éɪtʃ θéɪlər] Cass R. Sunstein [kæs ά:r sʌ́nstiːn]

- 11. result in ~ His attempt resulted in failure.
- 19. at least At least one million people traveled abroad last year.
- G-1 I will be waiting for you at one o'clock.

-160

161

2

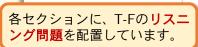


The world's deepest trash can

11. come up with ~ ≒ think of ~ Also in Sweden, there was an experiment to encourage people to throw their trash away properly. A loudspeaker and a sensor were placed inside an ordinary trash can. When you dropped something into the can, it made a long falling sound as if the bottom was deep underground. People loved it and because of the little nudge, the streets became much cleaner.

The Indian city of Mumbai is known as "the honking capital of the world." Mumbai drivers are always honking. They even honk at traffic lights. To encourage better manners, police have come up with the "Honk More, Wait More" system. The system resets the red signal every time the sound of horns goes above 85 decibels: a little nudge to be patient.

We can also find examples of nudges in schools. Many schools in the U.S. use a nudge in their cafeterias to encourage healthy choices. Research shows that if you put fruit in an attractive bowl at the start of the line, more students make the healthy choice: they choose fruit.









Making the healthy choice

experiment [ikspériment] properly [prápərli] loudspeaker [láudspl:kər] sensor [sénsər] underground [indərgráund] Mumbai [mimbái] honk [háŋk] capital [kæpətl] manner [mænər] reset [ri:sét] signal [sígnl] horn [hɔ́:rn] decibel [désibèl]





The honking capital of the world





Honk More, Wait More (Courtesy: Mumbai Police)

Questions

Q-1·2は内容理解、Q-3は推論

<mark>を含む問い</mark>で、より深い理解

へといざないます。

- Q-1 Why did people love the trash can?
- Q-2 What happens when the sound of horns goes above 85 decibels?
- Q-3 The nudges in this section
 - a. have not proved to be effective.
 - b. have a negative influence on society.
 - c. help improve people's lives and their health.

Your Reaction



Do you think any of the three nudges described in Section 2 would work in Japan? Why or why not?

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3

Not all nudges promote healthy or socially beneficial behavior. Some nudges are neither healthy nor beneficial.

Some online services offer free trial subscriptions, and then automatically charge you when the trial period ends. The nudge of a free trial leads you to make involuntary purchases. It targets careless people. Canceling the subscription can be a lot of trouble. You might have to contact a call center at strange hours or argue with the sales staff. You will have been tricked by a nudge.

Sometimes nudges lead us to do things that are not in our best interests or even dangerous. An example is a part-time taxi driver who has finished work for the day. She is too tired to drive safely, but the taxi company wants her to stay on the job. They could simply order her to stay on. However, one American company uses nudges rather than orders. They send the driver a notice that she is close to meeting a target which will raise her salary. They also send the location of a nearby customer. The driver decides on her own to stay on the job. She has been "nudged" to do something which is neither healthy nor socially beneficial.

5. make a purchase ≒ buy

各課で扱う文法項目を含む文にはGマークを表示し、ターゲット文法に注目させます。

13. stay on the job ≒ keep working

16. close to \sim \rightleftharpoons nearly \sim

† () 1() 2() 3()



socially [sóʊʃəli] beneficial [bènɪfɪʃl] neither [nɪːðər] nor [nɔːr] online [ànláɪn] trial [tráɪəl] subscription [səbskrɪ́pʃən] automatically [ɔːtəmætɪkəli] involuntary [mvdləntèri] purchase [pɔɨːrtʃəs] target [tɑːrgət] careless [kéərləs] cancel [kænsl] trick [trɪk] salary [sæləri]

2. neither ~ nor ... I have no opinion; I am neither for nor against.

10. in one's best interest It is in your best interest to follow her advice.

G-2 By the end of March, the snow will have gone away.

文中の**Gマーク**の文法に対応した平 易な例文を、脚注に示しています。





Careful! It may not really be free.



Canceling the subscription can be a lot of trouble \dots



Nudging the driver to stay on the job



If you were the taxi driver, would you stay on the job?

<mark>写真に関連した問い</mark>も配置。生徒の興味関心 を高め、言語活動につなげることができます。

Questions

- Q-1 What may happen to you when a free trial period ends?
- Q-2 Why does the taxi company send the notice and the customer location to the driver?
- Q-3 This section tells us that nudges can be used to
 - a. raise money for people in need.
 - b. encourage people to avoid trouble.
 - c. help private companies make money.



Your Reaction

Can you come up with other examples of nudges that are not beneficial for you?

4

Nudges are supposed to give people a gentle reminder to do something they are already interested in doing or which will be socially beneficial. But as we have seen, nudges are powerful tools that can lead us to do things that may not be in our best interest. It is best to be cautious.

Richard H. Thaler, the author of Nudge, proposes three principles:

- 1. All nudging should be clear and never misleading.
- 2. It should be as easy as possible to reject a nudge.
- 3. There should be good reasons to believe that the no encouraged behavior will improve the welfare of those who are being nudged.

These are the keys to deciding whether a nudge is proper or improper. Now, think about the nudges you have just read about and evaluate them on the basis of Thaler's principles.

You are being nudged all day. Pay attention. Welcome the good nudges. Don't let yourself be fooled by the bad ones.



Rejecting a nudge should be easy!

自分の意見を考え、伝え合う活動「Your Reaction」を、各セクションに配置しています。





Are you making a better choice?

Questions

- Q-1 What are nudges supposed to do?
- Q-2 Why should we be cautious about nudges?
- Q-3 Review the example of free trial subscriptions in Section 3. It goes against a. only principle 1.
 - b. only principle 3.
 - c. all three principles.

Your Reaction

Evaluate the nudges you have just read about on the basis of Thaler's principles. Which ones follow his principles and which ones go against them? Explain why.



15. on the basis of \sim \Rightarrow based on \sim



G-3 This problem is being solved.

本文内容のまとめ

Lesson 9

表などを使い、本文の構成・内容 を視覚的に整理します。

Wrap It Up!

A Review the text and fill in the blanks.

| Good nudges | Bad nudges |
|---|--|
| • The piano stairs encourage you to (). | •Free trials automatically charges you |
| • The "deep" trash can encourages people to | when the trial period ends. |
| throw their trash away (). | •Taxi companies send the driver notices |
| •The "Honk More, Wait More" system | to () on the job. |
| encourages drivers to have better (). | |
| •The fruit nudge encourages students to | |
| make () choices. | |
| A nudge should be clear and not (), easy | to (), and good for those being nudged. |

Which of the following nudges would Professor Thaler accept? Which would he not accept? Choose the number from the list and put it in an appropriate space.

He would accept ...

He would not accept ...

本文の内容をもとに推論させる思 考を伴う問いを配置しています。



- 1. Snacks and candies are placed near the cashier. You buy sweets you didn't plan to buy.
- 2. A poster beside the elevator says, "48 seconds by stairs, or one minute and 33 seconds by elevator." Many people choose stairs.
- 3. You want to cancel your subscription for an online magazine. You have to answer many questions before you can cancel. Most people just give up.
- 4. You receive a letter saying, "Nine out of ten people paid their tax on time. You did not pay your tax on time." Many more people will pay their taxes on time.
- Complete the summary by filling in the blanks.

キーワードを補いながら、<mark>英文サ</mark> マリーを作成します。

) an environment that makes it easier to do the right Nudges are used to (1. thing for ourselves and for society. However, not all nudges are (2.). They can be used to trick us. We must be careful not to be fooled. In principle, nudges should never be); they should be easy to (4.); and they should improve the (5.) of the people being nudged.

[welfare / beneficial / design / reject / misleading]



本課の題材に関連したコ ミュニケーション活動

Give It a Try!

Look & Listen



Look at the photo and listen to the dialog.

本課のテーマに関連したダイア ログを聴きます。



Trash cans at the University of California



- 1. The main purpose of this nudge is to get people to separate recyclables.
- 2. Jack thinks this nudge will probably not work.
- 3. Yumi shot the plastic bottle into the wrong trash can.



Think, Write & Talk

テーマ関連のトピックについて、 話す・書くを交えた統合的なコミ **ニケーション活動**を行います。

Topic A nudge to solve problems around you



A Think Look around your school and find some problems that could be fixed if people just changed their behavior a little bit.

> e.g. messy lunchroom, crowding in the halls, talking in the library, forgetting their belongings, parking bicycles in the wrong place, etc.

B Write | Create your own nudge to help solve the problem. Draw a picture if you need to. You may use the Internet to get some new ideas.



Points • Why did you choose the problem?

• How would your nudge help change people's behavior?

Based on what you wrote, make a short presentation in small groups.

Functional Expressions (See pp.212-213)

My nudge will be effective when \sim / As you can see in this picture, \sim What I'm saying is \sim / As I have explained, \sim / In short, \sim / To sum up, \sim

> 活用できる表現やポイントなど、活 動を支援する情報を添えています。

Lesson 9

文法項目のまとめと練習問題 Grammar for Communication

1 >>>

未来進行形: will be V-ing

各文法項目の番号は、本文・脚注のGマークと連動しています。

未来のある時に進行中の動作・出来事を表す。進行の含意がなく、単に予定を表したり、丁寧表現として使われる場合もある。(♪「~しているだろう」)

- 1 At the same time, you will be exercising. (p.160)
- 2 I will be waiting for you at Hachiko.
- 3 Will you be coming to our party tomorrow?

Exercises

- 1 Complete the conversations using the words in parentheses.
 - 1. A: I missed the announcement. What did it say?
 - B: This train a brief stop at Shin-Yokohama Station. (make)
 - 2. A: You seem to be quite busy recently. Do you have time to talk with your kids?

 B: I wish I did. My kids by the time I get home tonight. (sleep)
- 2 Tell your classmates what you will be doing in the near future.
 - e.g. I will be playing Beethoven's *Moonlight Sonata* at a piano competition next month. It's the most difficult piece I've ever played.

2 >>> :

未来完了形:will have +過去分詞

未来のある時までに予想される完了・結果、経験、継続を表す。

- 1 You will have been tricked by a nudge. (p.164)
- 2 I will have written the paper by next Wednesday.
- 3 Next year, the Johnsons will have been in Japan for ten years.
- 4 When I get back, I will have visited Hawaii five times.

Exercises

- 1 Complete the conversations using the words in parentheses.
 - 1. A: How many times have you been to Indonesia?
 - B: If I go there again next summer, I there ten times. (be)
 - 2. A: Do you think I can buy a same-day ticket at the stadium?
 - B: I'm afraid the tickets out by the time you get there. (sell)
- 2 Tell your classmates about something you will have finished doing.
 - e.g. I will have finished reading a series of comic books by Friday. This weekend, my friend and I are going to see the movie based on the series.

使用場面を意識しながら自分の考えを 伝える練習問題を配置しています。

3 → ♥ 受け身の進行形:be being +過去分詞

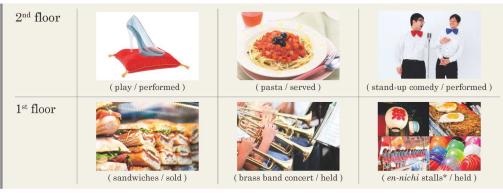
- (○「~されているところだ」)
- 1 The encouraged behavior will improve the welfare of those who are being nudged. (p.166)
- 2 The problem was being discussed at that time.
- 3 The motor show is being held in Tokyo now.

▶進行形の意味合い

Taro walks every morning. / Taro is walking now. を比較すると、現在形は動作や状況を「安定的」なものとして、進行形は「一時的」なものとして捉えていることがわかります。これは受け身の表現でも同様です。The problem is solved. では「解決された」という安定状態にあることを示し、The problem is being solved. では「(いま) 解決されつつある」、つまり、まだ安定状態に到達していないことを表します。

Exercises

- 1 Complete the conversations using the words in parentheses.
 - 1. A: What happened with that problem? Any updates?
 - B: The problem in the meeting now. (discuss)
 - 2. A: Look at this magazine. I've been looking for these sneakers, but they are sold out everywhere.
 - B: Really? I've found that they online. (sell)
 - 3. A: He got involved in the accident, right? How is he doing?
 - B: He in the hospital now. (take care of)
- 2 We are having a school festival today and various events are going on. Look at the photos and talk about what you would like to try with your classmates.



*stall「屋台」

- e.g. A: I'm starving! Is there any place where we can get a snack?
 - B: Sandwiches **are being sold** on the first floor. Let's go take a look!
 - A: Good idea!

写真を使った練習問題で、実際の 使用場面をよりリアルに意識し た文法活用を行えます。

本課の題材と関連したテーマの追加英文をレッ スンごとに用意。 多角的な視点を育みます。

Lesson 9

Another Point of View



The Decoy Effect

Have you ever wondered why fast-food chains offer so many choices? All you want is a hamburger, but there are a dozen to choose from. Something is going on here, but you don't know what it is. It could be the "decoy effect."



The term "decoy effect" describes what happens to the way you make decisions about what to buy when there are more than two choices. With only two choices, you will probably make a decision based on which looks better. But when you are offered a third choice priced between the original two (a "decoy"), you are likely to take longer and finally choose the more expensive one.

Here is how that works. You are at a movie theater, and you want popcorn. The theater offers you two choices: a small bucket for \$3 or a large one for \$7.



Small \$3

\$7

説明書き、インタビュー、雑誌 記事など、さまざまなタイプの **テキスト**を扱います。

Most people choose the small bucket.

But suppose that there are three choices: a small bucket for \$3, a large one for \$7, and a medium one (the decoy) for \$6.50.







Now, most people will choose the large bucket. They figure they get a lot more popcorn for only 50 cents. The large bucket looks like the best deal.

The decoy effect is an example of a "nudge"—a little change that steers you toward a certain choice. The decoy popcorn bucket "nudges" you to buy more popcorn—and spend more money.

The decoy effect does not violate your free will, because it doesn't make you buy the bigger size. However, because of this nudge, the theater will sell more popcorn and make more money.

What makes the decoy effect so powerful is that you think that you are choosing independently and making a wise decision. You are influenced without even realizing it.

You believe that you make all of your own decisions freely. In reality, however, you are often being influenced by factors like the decoy effect which you are unaware of.



自分の考えや調べたことを発表したり、テーマについて 想像力を働かせたりする言語活動を用意しています。

A ctivity



Pick up a menu from a fast-food chain (or copy one from the Internet) and analyze it with one or two classmates. Look for decoys and other nudges, such as the names of the products, where they are placed in the menu, and the size and attractiveness of the photos.

15. figure (that) ~ ~と結論づける/ 17. steer ~ toward... ~を…へと導く/ 20. free will 自 由意志 / 26. in reality 現実には / 28. be unaware of ~ ~ に気づかないで





173-

「Sights & Sounds」は、本課の題材に関連する短い動画を 視聴し、理解と探究をさらに深めるコーナーです。

Sights & Sounds





Josh Checks Out Meiji Jingu



Before You Watch

You will watch a short video about Josh Grisdale's short trip to Meiji Jingu. Did he find the shrine

accessible for visitors with disabilities? What aspect of the shrine impressed him the most?

| | . ` | _ | |
|---|-----|---|---|
| | > | > | > |
| _ | | | |

Words & Phrases

| Check the | meaning | of the | following | words | and | phrases |
|------------|---------|---------|-----------|--------|-----|----------|
| CHOCK LITE | mouning | OI LIIC | TOHOWING | VVOIGS | and | piliases |

| (太子は新出) |
|--|
| \square surrounded by a forest \square the 100-year anniversary \square the founding of the shrine |
| \square more accessible for those with special needs \square add slopes and paths |
| \Box the approach to the shrine \Box gravel path \Box smooth paths \Box donated by people |
| \square Forest Terrace \square rest <i>one's</i> legs \square washroom \square make offerings |
| ☐ arrive at one's destination ☐ the main shrine complex ☐ manual wheelchair |
| \square ramp \square blend in with the atmosphere \square courtyard \square awe-inspiring sight |
| \square offer a prayer \square vehicle \square paved pathway \square precinct |
| |

Check Your Understanding

Complete the information based on the video.

- 1. Meiji Jingu added (wide, gravel, smooth) paths and slopes to make the area more accessible.
- 2. The trees in the forest were (planted, donated, taken care of) by people all over Japan.
- 3. There's a wheelchair-accessible (washroom, theater, parking space) inside the Forest Terrace.
- 4. Manual wheelchair users are recommended to take the (right-hand side, middle, left-hand side) path to the main shrine complex.
- 5. The (gate, ramp, stairway) that leads into the haiden blends in with the atomosphere.



After You Watch

Think about tourist attractions or shopping malls in your town. Are they accessible for visitors with disabilities? Is there anything we can do to help make them more accessible?

全4回の「Sound Studio」では、音読や聞き取りのコツ と練習問題を掲載しています。(1音の連結・脱落・同化 2文の区切り 3強勢とリズム 4イントネーション)





音の連結

Read it. を自然に発音すると、read の語末の [d] と、it の語頭の [l] が連結し、[ríːdɪt] のよう に発音されます。このような現象を〈音の連結〉と呼びます。

- 連結が起きているところに〜のマークをつけ、文全体を音読してみましょう。
 - (1) Rome was not built in a day.
 - (2) Where there's a will, there's a way.

音の脱落

丁寧にゆっくり話す場合には発音される音が、自然なスピードで話す場合に脱落する現象です。た とえば、last chance [lés(t)tʃéns]、next day [néks(t)déi]、left turn [léf(t)tə:rn] のような子 音連鎖において、先行する語の末尾の子音がしばしば脱落します。

- 脱落が起きている子音を○で囲み、文全体を音読してみましょう。
 - (1) It's just one of those things.
 - (2) The road is finally finished now.

音の同化

Why don't you join us? を発音してみましょう。そのとき、連結する don't [dóunt] と you [jú:] が、[dóuntʃùɪ] のように発音されることがあります。[t] + [juɪ] → [tʃuɪ] のように、隣接する音の影 響で音の性質が変わることを〈音の同化〉と言います。

- 同化が起きているところに〜のマークをつけ、次の文を音読してみましょう。
 - (1) Always put your best foot forward.
 - (2) Never put off till tomorrow what you can do today.

音読練習

以下は、第2課で取り上げたSVAに関する文章です。音の連結などに注意しながら、音読しましょう。

- (1) Phea is a thirteen-year-old girl living in a village in Cambodia. Every morning she goes to the river and into the forest to get fish and fruit, which she sells in
- (2) Kids gathered around, and a volunteer read them a picture book, The Giant Turnip. It is a story about an old couple who grow a turnip so big that they need their granddaughter, a dog, a cat, and a mouse to pull it out of the ground.

Optional Lesson

Optional Lessonでは、本レッスンより難易度の高いテキストを掲載。『II』では、国連の会議で行われ、世界中から喝采を浴びたホセ・ムヒカ氏の演説を取り上げます。

The Sustainability of Happiness

The Sustainability of Happiness

The United Nations Conference on Sustainable Development (Rio+20) was held in Rio de Janeiro in 2012. Leaders from 192 states met to plan the future. The focus was on creating a sustainable environment and leading the world out of poverty.

One of the participants was José "Pepe" Mujica, president of Uruguay. Mujica, known as "the world's poorest president" because of his simple life style, had a message that surprised many of the participants: Don't forget human happiness.





Presidents and dignitaries at Rio+20, June 20, 2012

We've been talking all afternoon about sustainable development, about how to get the masses out of poverty. But what are we thinking? Do we want to follow the model of development and consumption of the rich countries? I ask you now: What would happen to this planet if Indians would have the same proportion of cars per household as Germans?

Does our planet have enough resources so that seven or eight billion people can have the same level of consumption and waste that we have today in rich countries? This level of consumption is harming our planet.

How much oxygen would we have left to breathe?

Will that ever be possible?

We must start a different type of discussion. We are the ones who have created this civilization in which the market economy and competition have produced great material progress. The market economy has given us globalization, which means being aware of the whole planet.

But are we in control of globalization or is globalization in control of us? We talk about "being all together." How is that possible in an economy based on ruthless competition? How far does our "being all together" go?

- (p.196)
- 1. conference
- 1. Rio+20
 [ríːou plás twénti]
- 2. Rio de Janeiro [rìːoudeɪʒənérou]
- 3. poverty [pávərti]
- 4. participant [pərtisipənt]
- 4. José "Pepe" Mujica [xosé pépe múxika] ホセ・ムヒカ (第40代ウルグアイ大統領。「ペペ」はホセの愛称)
- 4. Uruguay [júərəgwài]

4. consumption [kənsámpʃən]

8. resource [ri:so:rs]

13. discussion [dɪski/ən]

15. **competition** [kàmpətífən]

- **16. globalization** [glòubələzéɪʃən]
- 17. be aware of ~ ≒ recognize ~
- 18. be in control of ~ ≒ control ~
- 20. ruthless [rúːθləs]

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