

# Enjoying Different Cultures

グローバル化の中で学ぶ日本文化

Arnold Arao  
Kei Mihara  
Yoshinori Miwa  
Hiroshi Kimura



Nan'un-do

## はじめに

本書はグローバル化の波の中で、世界における日本文化の魅力や価値を学び、未来を拓くときめきを提供します。観光や仕事、留学などで日本を訪れる多くの外国人は、日本文化に何を感じ、戸惑い、共感するでしょうか。来日する人たちは When in Rome, do as the Romans do. (郷に入れば郷に従え) という言葉を特に意識するでしょうが、彼らは日常生活から脱出し、日本で自国のものとは違う「非日常」を体験することになります。異文化理解とは、自国と他国の文化の違いを知るだけでなく、お互いの文化を尊重することで、その人たちの「心」を理解し、ありのままに受け入れることです。それによって新しい自分に出会うことになります。

筆者のアーノルド・アラオ氏はブリティッシュコロンビア大学とミズーリ大学で教育学を学んだ後、来日して小・中・高等学校で教鞭を取り、現在、大学で英語を教えている新進気鋭の研究者です。氏は日本文化に強い関心を持っています。氏の幅広い知識と研ぎ澄まされた鋭い視点で捉えた、日本と諸外国の文化を比較した 24 のエッセイはどれも興味深く、読む者の心を引きつけてやみません。

本書は英語の基礎をしっかりと固め、「考える」英語力を身に付けることを目的とした、[準中級レベルの英語総合教材](#)です。英語の語彙や表現を単に「覚える」だけでなく、「考える」英語力を養うため、効果的に配置された練習問題を解くことで、リーディング、リスニング、ライティングの力をバランスよく伸ばすことができます。つまり、学生が自ら考え、問題を解決する思考力を養うことができるような形式で、主体的に無理なく英語に向き合えます。

### 本書の特長

1. [280 語](#)程度の英文を読むことでリーディング力を強化
2. 語彙の意味、T/F 問題で本文の内容理解度を確認
3. [60 語](#)程度の会話文でリスニング力をアップ
4. [80 語](#)程度の空所補充問題で基本的な語彙、文法、表現力を定着
5. 英作文を完成することでライティング力を習得

本書を通して総合的な英語力を向上させ、日本文化と諸外国の文化の違いを楽しみつつ、自信を持って日本文化を外国に伝える国際人としての素養を身に付けてくれることを願っています。

2021 年 1 月

著者一同

## 本書の構成と使い方

「学生による授業評価アンケート結果」で気になることは、授業外学習時間が少ないことです。その点を改善し、主体的に学ぶ授業外学習時間を増やすため、全 24 ユニットで構成しています。つまり、15 回の授業に授業外学習のユニットを含めることで、学習時間を補うことができます。

### 1 Reading

エッセイを読んで、内容を理解します。

#### A Vocabulary

本文中の単語について、その意味を表す語句を選びます。

#### B True or False

( ) 内の適切な語句を選び英文を完成します。次にその英文が本文の内容に合っていれば T (True)、間違っていれば F (False) を選びます。

### 2 Conversation

#### A Listen and Write

会話を聞いて空所に単語を書きます。

#### B Listen and Choose

質問を聞いて空所に単語を書き、最も適切な答えを (A) ~ (C) から選びます。

### 3 Text Completion

長文を完成するため、空所に入れる最も適切な語句や文を (A) ~ (C) から選びます。

### 4 Composition

- A 日本語に合うように ( ) 内の語句を正しく並べ替えます。
- B 質問に対する応答文を、( ) 内の語句を使って自由に書きます。

## Contents

### 1 スクーリング (Schooling)

Unit 1	College Sports	日米のスポーツ文化	6
Unit 2	Homework	諸外国の宿題をする時間	9
Unit 3	Tidying Up	学校で行う掃除に対する考え方	12
Unit 4	School Schedules	日米の学校教育	15

### 2 ライフスタイル (Lifestyle)

Unit 5	Baths	風呂かシャワーか	18
Unit 6	Mamachari	なぜか人気のママチャリ	21
Unit 7	Vegetarian Diet	ベジタリアンに優しい料理	24
Unit 8	Paid Days Off	有給休暇の取り方	27

### 3 社会 (Society)

Unit 9	Greetings	文化によって異なる挨拶	30
Unit 10	Napping in Public	なぜ人前で居眠りをするの？	33
Unit 11	Parenting Styles	国によって異なる子育て	36
Unit 12	Gender Segregation	女性の仕事観や管理職の格差	39

### 4 ビジネスとサービス (Business & Service)

Unit 13	Japanese Hospitality	顧客サービスの考え方	42
Unit 14	Tax	国によって異なる消費税	45
Unit 15	Returns	返品や返金の仕方	48
Unit 16	Healthcare	日米の医療制度	51

### 5 技術立国 (Everyday Tech)

Unit 17	Vending Machines	日本の自販機の多さにビックリ	54
Unit 18	Toilets	世界のトイレ事情	57
Unit 19	Rapid Transit Systems	安全・信頼・快適な日本の新幹線	60
Unit 20	Cables in the Sky	送電線は地上か地中か？	63

### 6 すばらしい日本 (Cool Japan!)

Unit 21	Tissue Marketing	広告用ポケットティッシュは日本発祥？	66
Unit 22	PDA	公共の場における愛情の表現	69
Unit 23	Love Hotels	ラブホテルは日本特有のもの？	72
Unit 24	Faces of Japan	不思議な国日本の魅力！	75

# Unit 1 College Sports



アメリカの大学では、バスケットボールやフットボールなどのスポーツは大観衆を魅了するだけでなく、大学の収入源にもなっています。日米のスポーツ文化の違いについて考えてみましょう。

## 1 Reading 2

Japan is not necessarily a country that is famous for its sports culture. Perhaps this is because Japan is better known for its other cultural artifacts like anime, video games, and digital devices, not to mention a long and storied cultural heritage that dates back approximately 1,500 years. Nevertheless, sports are an important part of modern-day Japan. This becomes obvious when one sees crowds of fans in team jerseys piling off a train after a baseball or soccer event, or all those students carrying around their kendo, kyudo, or baseball gear.

There are stark differences between sports in Japan and sports in the U.S., particularly when it comes to collegiate sports. Unlike in Japan, collegiate sports in America has an extremely strong and passionate fan base. Though university *Ekiden* races at the beginning of every year attract enthusiastic crowds, most Japanese sporting events do not compare to the extravagance and spectacle found at U.S. college basketball and football games. Part of the reason for this is that collegiate sports in the U.S. provide additional revenue for universities through ticket sales, merchandising, and donations. Therefore, it is important that college sports be as entertaining as possible so that fans will keep coming back for more.

Most college athletes do not go on to pursue athletics at the professional level. For them, college is the last place that they will experience the thrill of high-level team competition. Yet all college athletes, regardless of where their futures take them, share in the joy that comes from the deafening roar of their fans cheering them on during a championship match.

**Notes** not necessarily 「必ずしも～ない」 be known for 「～で知られている」 not to mention 「～は言うまでもなく」 date back 「～にさかのぼる」 keep coming back for more 「何度も戻ってくる」 go on 「～し続ける」 regardless of 「～にかかわらず」 deafening roar 「耳をつんざくような大歓声」

## A Vocabulary

次の単語の意味を (a) ~ (g) から選び、下線の上にその記号を書きなさい。

- artifact \_\_\_\_\_ (a) a set of equipment or tools
- gear \_\_\_\_\_ (b) an object that was made by people
- stark \_\_\_\_\_ (c) better than anything else
- passionate \_\_\_\_\_ (d) having or showing strong emotion
- extravagance \_\_\_\_\_ (e) money that is paid to an organization
- revenue \_\_\_\_\_ (f) the act of spending too much money on something
- unrivaled \_\_\_\_\_ (g) very obvious

## B True or False

( ) 内の適切な単語を選び英文を完成しなさい。次にその英文が本文の内容に合っていれば T (True)、間違っていれば F (False) を選びなさい。

- According to the author, Japan does not ( **necessarily / necessary** ) have a strong sport culture. [ T F ]
- Collegiate athletics in the U.S. ( **are / is** ) one way that universities can earn money. [ T F ]
- Almost all college athletes eventually ( **play / plays** ) for professional sports teams. [ T F ]

## 2 Conversation

### A Listen and Write 3

次の会話を聞いて空所に単語を書きなさい。

M: Hey! Did you catch the game yesterday?

W: No. I didn't. Who <sup>1</sup>( )?

M: The Tigers <sup>2</sup>( ) the Carp in extra innings. It was a nail biter until the end.

W: Good for them. I didn't know you <sup>3</sup>( ) soccer.

M: I don't. They're <sup>4</sup>( ) teams.

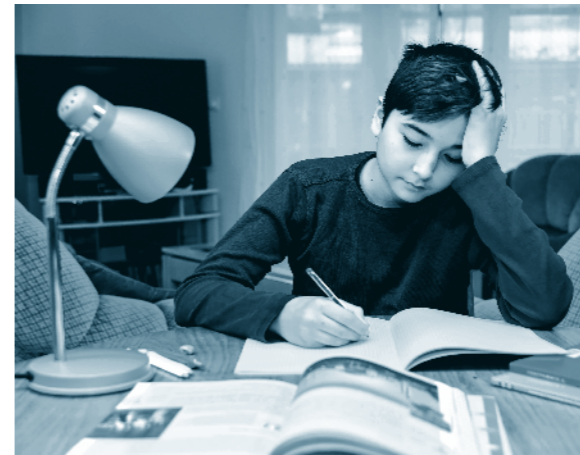
W: Oh ...

### B Listen and Choose 4

質問を聞いて空所に単語を書き、最も適切な答えを (A) ~ (C) から選びなさい。

- ( ) ( ) the man ( )?  
(A) He played a soccer match yesterday.  
(B) He saw a baseball game yesterday.  
(C) He loves animals of all kinds.
- ( ) ( ) the man ( ) about the game yesterday?  
(A) It was long and boring.  
(B) It was long and exciting.  
(C) He went home before the end.

# Unit 2 Homework



宿題が出されるのは、日本の学校ではごく当たり前のことで、教育上必要なものとされています。では、海外の小学生や中学生はどれくらいの時間を宿題にかけているのでしょうか。

## 3 Text Completion

次の文章を読んで、空所に入れる最も適切なものを (A) ~ (C) から選びなさい。

Almost 500,000 students participate in college sports in America. Participating in athletics (1) many benefits such as improving health and making new friends. However, it also has unique challenges like increased anxiety and stress. Because college sports play a crucial (2) in a university's success by bringing in additional revenue and increasing publicity, the pressure to win is intense. Many athletes attend college because they have received athletic scholarships. Without funding, (3). Others see college athletics as the gateway to professional sports.

- (A) have                      2. (A) field  
(B) has                        (B) game  
(C) had                         (C) role
- (A) I don't try or play as hard as I should  
(B) many are unable to continue their studies  
(C) you only watch sports on television

## 4 Composition

A 日本文を参考にして ( ) 内の語句を正しく並べ替えなさい。

1. In the U.S., most of the earnings come ( broadcast / from / popular / rights / the / to ) football games on television.

(アメリカでは、収益のほとんどは人気のあるフットボール試合のテレビ放映権から得られます)

2. The earnings ( are / other / reinvested / sports / fund / to ), improve facilities, and provide scholarships.

(収益は他のスポーツに資金を提供したり、施設を改善したり、奨学金を与えたりするために再投資されます)

3. Students take ( a way / as / compete / part in / sports clubs / to ), have fun, and stay fit.

(学生たちは競争したり、楽しんだり、健康を保つたりする方法としてスポーツクラブに入ります)

B ( ) 内の語句を使って、質問に対する応答文を考えなさい。

1. What sports do you enjoy playing or watching?

( I usually [often, sometimes] watch / Occasionally, I will )

2. Many people say that the government should do more to support amateur athletes. What do you think about that?

( If the government wants / it should give / funding )

## 1 Reading 5

All Japanese students are familiar with homework. Homework is as commonplace as pencils and paper. When teachers fail to assign homework, it is often a cause for parental concern. Homework in Japan seems to be a requirement for education and a bane for students. The days before the summer holidays are always a time of dread for students, as teachers from each subject 5 pass out homework booklets.

You may be surprised to learn, however, that Japanese students do not do the most homework in the world. That honor goes to students in Shanghai, who average 14 hours of homework per week! Russia is a distant second, with just under 10 hours. On the other hand, students in Finland spend only 3 hours 10 every week doing homework!

In the U.S., teachers' attitudes toward homework have been drastically changing, and the amount of homework given to students can vary depending on the school. For example, many elementary schools expressly ban homework. On average, the U.S. junior high school student spends just over 6 hours a week on 15 homework. This is a little higher than in the U.K. and France, where students spend about 5 hours a week on homework, which, by the way, is also the international average.

In comparison, at less than 4 hours per week, the amount of homework done by students in Japan does not seem so bad. Interestingly, much current research 20 has examined the relationship between homework and academic success. What scientists and educators have begun to realize is that there is little correlation between how well students perform in school and how much homework they have to do. Rather, it is the quality of the assignments that they are given.

**Notes** be familiar with 「～に慣れ親しんでいる」 as commonplace as 「～と同じように当たり前の」 pass out 「配る」 a distance second 「大差の2位」 by the way 「ところで」 in comparison 「比較すると」 academic success 「学業成績」

## A Vocabulary

次の単語の意味を (a) ~ (g) から選び、下線の上にその記号を書きなさい。

1. assign \_\_\_\_\_ (a) a teacher; instructor
2. bane \_\_\_\_\_ (b) a cause of annoyance or unhappiness
3. vary \_\_\_\_\_ (c) distinctly; in a clear way
4. expressly \_\_\_\_\_ (d) study that is done to find new knowledge
5. research \_\_\_\_\_ (e) the relationship between things
6. correlation \_\_\_\_\_ (f) to differ in size, amount or degree
7. educator \_\_\_\_\_ (g) to require someone to do a task

## B True or False

( ) 内の適切な単語を選び英文を完成しなさい。次にその英文が本文の内容に合っていれば T(True)、間違っていれば F(False) を選びなさい。

1. Homework is a ( **natural / naturally** ) part of Japanese education. [ T F ]
2. Many elementary schools in America do not give ( **its / their** ) students homework. [ T F ]
3. Research shows that doing more homework helps students ( **improve / improved** ) their grades. [ T F ]

## 2 Conversation

### A Listen and Write



6

次の会話を聞いて空所に単語を書きなさい。

- M: Hey, Laurie. Missed you in class this morning. Everything okay?  
W: Yeah. I was feeling a little under the weather and <sup>1</sup>( ) to sleep in.  
M: Must be nice. Are you feeling <sup>2</sup>( )?  
W: A little, but I'm still a little out of it. I totally zoned out <sup>3</sup>( ) biology class.  
M: Want to <sup>4</sup>( ) my biology notes?  
W: That would be great. Thanks so much.

### B Listen and Choose



7

質問を聞いて空所に単語を書き、最も適切な答えを (A) ~ (C) から選びなさい。

1. ( ) was the woman ( ) ( ) her morning class?  
(A) She forgot she had a class.  
(B) She had a doctor's appointment.  
(C) She wasn't feeling well.
2. ( ) does the man ( ) ( ) do?  
(A) Help the woman study.  
(B) Lend the woman his notes.  
(C) Take her to the hospital.

## 3 Text Completion

次の文章を読んで、空所に入れる最も適切なものを (A) ~ (C) から選びなさい。

Recently, there has been much debate about the value of homework. Though some studies indicate that (1) there is a positive relationship between homework and student performance on unit tests, there is little evidence showing that homework affects overall academic achievement. Proponents of homework argue that homework helps (2) learning. More importantly, they argue, (3).

1. (A) because (B) though (C) when
2. (A) reinforce (B) strong (C) supporting
3. (A) it is better to reduce the amount of homework given to students  
(B) students must develop hobbies and other interests outside of school  
(C) homework helps students develop and use effective study skills

## 4 Composition

A 日本語を参考にして ( ) 内の語句を正しく並べ替えなさい。

1. Homework is meant ( cover / in / learned / the students / to / what ) class that day.  
(宿題は、生徒がその日授業で学んだことを補うためのものです)
2. In the U.S., ( college homework / from / homework / makes / so different / what ) in high school is that in college, there is so much more of it!  
(アメリカでは、大学の宿題を高校の宿題と大きく違うものにしてるのは、大学でははるかに量が多いことです)
3. For an average student, ( a large number / a shift / assignments / becomes / of / to ) stressful and unbearable.  
(平均的な学生にとって、かなり多くの課題に移行することはストレスが多く、耐え難くなります)

B ( ) 内の語句を使って、質問に対する応答文を考えなさい。

1. Do you think you have too much or too little homework? Why?  
( These days [Nowadays / Recently], I feel as if / I am spending )
2. Recently, many educators assign students little homework or even none at all. What do you think about that?  
( The advantage / participate / extracurricular activities / The downside )