

# EVERYDAY SOCIOLOGY

人と社会のインターアクション

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NAN'UN-DO

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# はしがき

私たちは社会の中で日々暮らしています。しかし、日頃から目にしている社会でも、私たちには見えていないことがたくさんあります。社会学は、社会を見る「視点」や「切り口」を私たちに与え、新鮮な角度と目線で、これまで気づかなかった社会の姿を見せてくれます。Everyday Sociology と題した通り、この英語教科書は、難しい本格的な社会学ではなく、私たちの日常的な話題について、社会学的な観点から新しい発見を与えてくれるような英文エッセイで構成されています。基本的なことですが、リーディングで大切なのは、学生が読んで楽しいかどうかです。外国語、母国語問わず、知的好奇心を満たしてくれる文章を、内容に関心を持って読むということが、リーディング＝「読書」の基本ということになります。

もちろん、本書では段階的なアクティビティで、効率的にリーディング・スキルズを磨くことも重視しています。予備的なアクティビティによってリーディングを円滑にし、二つのタイプの問題でリーディングの理解度を確認しながら深めていきます。また、リーディングのトピックと関連したリスニング問題もありますので、スムーズにリスニングの練習へと展開できます。

以下では、各レッスンを構成するセクションを紹介しながら、それらの目的を説明します。

## READING READINESS 1: KEY WORDS

リーディング本文のキーワードとなる単語で、学生には難しいと思われる語を取り上げています。事前に、この問題形式でそれぞれの意味をチェックすることで、リーディングを円滑に行えるようにします。

## READING READINESS 2: THINKING AHEAD

リーディング本文のトピックに関連した質問を投げかけています。ここでは、問題に正解することではなく、学生が自分の頭を使って考えることが重要です。これを通して、学習者のスキーマを活性化することができますし、必要に応じて、リーディングの題材に関する予備知識を教員側から解説することもできます。

## READING

リーディングの本文です。授業中に指摘しやすいように、段落番号と行数を付記しております。また、NOTES では、英和・英英辞典を調べても、すぐには理解が難しそうな語句の意味を示しています。そして、付属の CD に音声収録されていますので、適宜活用して下さい。

## READING COMPREHENSION 1: GETTING THE FACTS

簡単な記述式問題で、本文から答えを抜き出す問題が 8 問あります。スキミングとボキャブラリーの問題を中心に構成されています。

## READING COMPREHENSION 2: UNDERSTANDING IDEAS

内容理解を確認するための選択式問題が 4 問あり、意味の取りづらい表現や箇所を取り上げています。これらの問題を通して、文章内容の理解を深めることができます。

## **WORD STUDY 1: USING KEY WORDS**

READING READINESS 1 で取り上げた単語が再び登場します。ここでは、英単語の「意味がわかる」から、「自分で使える」ようにするのが目的です。動詞の形を変える必要性もありますので、文法的な知識が求められます。

## **WORD STUDY 2: USING COMMON PHRASES**

リーディング本文で登場したイディオムを取り上げています。ここでも、リーディングで触れた表現を「自分で使える」ようにすることを意識しています。さらに、センテンスを書き換える形式ですので、ライティングの領域に近づいています。

## **LISTENING PRACTICE**

リーディング本文と関連したトピックについて、一人の人間が 100 語程度で話します。テーマとボキャブラリーが関連しているため、リーディングからリスニングへとスムーズに移行できるでしょう。

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# LESSON 1 The Friendlier the Better

雑談は脳に良い？



**READING READINESS 1: KEY WORDS:** Fill in the blank in each sentence below with one of these words.

achieve	antagonistic	cognitive	crucial
decline	induce	mingle	perspective

1. Two people who are \_\_\_\_\_ don't like each other.
2. If your grades start to \_\_\_\_\_, they get worse.
3. When you \_\_\_\_\_ with people, you mix or associate with them.
4. Your \_\_\_\_\_ abilities have to do with how smart you are.
5. A \_\_\_\_\_ mistake is one that is very important or very bad.
6. To \_\_\_\_\_ a person to study harder, say, is to get him or her to do it through persuasion or influence.
7. Your \_\_\_\_\_ on a social issue is how you think or feel about it.
8. What you \_\_\_\_\_ in life is one way to show how successful you are.

**READING READINESS 2: THINKING AHEAD:** Read and think about the questions below. Then, as you read the essay, underline the answers as you come across them.

1. What is the difference between "socializing" in sociological terms and everyday "socializing"?
2. What are three things that we learn through the process of socialization?
3. Besides making us less lonely, how else does everyday socializing benefit us?

[1] In technical sociological terms, socializing, or socialization, refers to the process by which we learn how to function in society. Through this process we develop an awareness of social *norms* (guidelines for how to behave in specific social situations); *customs* (traditional ways of doing things); and *values* (beliefs about what is right or wrong). Through socialization we also achieve a sense of ourselves as distinct individuals—of our personal identity. Although socialization by and large takes place during our formative years (infancy, childhood, and adolescence), it is to a certain extent a life-long process.

[2] In everyday terms, however, to socialize simply means to mingle socially with other people. It means making friends, getting along with classmates and colleagues, going out to pubs and parties. In other words, socializing plays a crucial role in all our lives. Just how important a role it plays has been underscored by several recent sociological and neurological research projects. One, carried out by social scientists and psychologists at the University of Michigan, has found that socializing actually makes us smarter. The authors of the study, who published their findings in the *Personality and Social Psychology Bulletin*, conclude that frequent social interaction exercises people’s brains, giving us “higher levels of cognitive performance.”

[3] A follow-up University of Michigan study has found that certain kinds of socializing are better than others when it comes to increasing mental function. Talking with people in a friendly, getting-to-know-each-other way gives the brain’s executive function—its memory, self-reflection, and concentration skills—a boost and makes it easier for us to solve the problems of everyday life. Conversations that are competitive or antagonistic in nature, on the other hand, show no such benefits. As one researcher explained it to *ScienceDaily*: “Mental performance boosts come about because friendly social interactions induce people to try to read others’ minds and take their perspectives on things.”

[4] And it turns out that chatting with friends and mixing it up at parties has other important benefits as well: research conducted at Rush University shows that frequent socializing helps hold off mental decline in old age. What’s more, or so say sociologists at the University of Maryland, people who think of themselves as unhappy in life spend an inordinate amount of time alone in front of the TV set, for example, while people who look upon themselves as happy and content spend a good deal of time socializing.

#### Notes

a sense of ourselves as distinct individuals 自分が他者とは違う一人格であるという認識    personal identity 個人のアイデンティティ。自分が何者なのかという認識    by and large 全体的に    mental function 脳の働き、知的な働き（このエッセイでは、mentalは「精神的な」よりも、「脳の」という意味合いが強い。）    executive function 実行機能    in nature 性質的に    hold off 阻止する。遅らせる




 **READING COMPREHENSION 1: GETTING THE FACTS:** Write the requested information on the lines.

1. a word in paragraph 1 that means “teenage years”  
\_\_\_\_\_
2. what people we work with are called  
\_\_\_\_\_
3. two kinds of research projects conducted on socializing  
\_\_\_\_\_
4. the name of an academic journal  
\_\_\_\_\_
5. where two related studies on the connection between socializing and intelligence were done  
\_\_\_\_\_
6. a word in paragraph 3 that means “analyzing our own behavior”  
\_\_\_\_\_
7. conversations that DON'T help us solve everyday problems  
\_\_\_\_\_
8. whom researchers at the University of Maryland studied  
\_\_\_\_\_

 **READING COMPREHENSION 2: UNDERSTANDING IDEAS:** Choose the best answer to complete each sentence below.

1. To deal with moral problems, we need to be familiar with social  
(A) norms.      (B) customs.      (C) values.
2. Socializing seems to make us smarter by  
(A) keeping the brain in shape.      (B) changing our personality.  
(C) giving us more information.
3. One researcher at the University of Michigan thinks friendly conversations improve mental performance  
(A) by making us more confident.  
(B) because we aren't naturally competitive.  
(C) by helping us see the world through the eyes of others.
4. The University of Maryland study suggests that  
(A) TV is bad for unhappy people.  
(B) social interaction is one key to happiness.  
(C) being alone and unhappiness are the same thing.

 **WORD STUDY 1: USING KEY WORDS:** Fill in the blank in each sentence below with one of the key words on page 7. Change the form where necessary.

1. His batting average has \_\_\_\_\_ recently, but he is still a great player.
2. It's a party. You should spend more time \_\_\_\_\_, not just eating and drinking.
3. The two rivals aren't just competitive; they are openly \_\_\_\_\_.
4. As an \_\_\_\_\_ to get my son to stop playing video games, I promised to buy him a set of drums.
5. The researchers conducted \_\_\_\_\_ studies using brain-scan technologies like fMRI.
6. The author was honored for her \_\_\_\_\_ in children's literature.
7. From my \_\_\_\_\_, spanking children is simply wrong.
8. It is \_\_\_\_\_ that we finish this project on time.

 **WORD STUDY 2: USING COMMON PHRASES:** Rewrite each sentence below by substituting one of these common idiomatic phrases for the underlined part. Make the necessary changes.

**carry out    get along    take place    turn out**

1. In the end, the party was a lot of fun.

\_\_\_\_\_

2. The experiment was successfully conducted.

\_\_\_\_\_


3. Can't you two be nice to each other?

\_\_\_\_\_

4. There's a festival going on in the park.

\_\_\_\_\_



 **LISTENING PRACTICE:** Listen to the short talk and read the sentences below. Circle T if the sentence is true, F if it is false.

1. T F The amygdala is the part of the brain where people deal with anger, fear, and other feelings.
2. T F The neurological research was carried out in Boston.
3. T F Friendly people are born with a larger amygdala.
4. T F Socializing may change the size of the amygdala.
5. T F More research is probably needed.