

Provoke a Response!

Critical Thinking through Data Analysis

Stuart Gale
Shunpei Fukuhara



NAN'UN-DO

身近なデータを英語でひも解く

—思考力養成のための英語—

Provoke a Response!
Critical Thinking through Data Analysis

Copyright © 2016
by
Stuart Gale and Shunpei Fukuhara

All Rights Reserved.
No part of this book may be reproduced in any form without written permission
from the authors and Nan'un-do Co., Ltd.

TO THE TEACHER

EFL teachers in Japan generally avoid broaching topics or making comments that provoke their students, and with good reason. No teacher wants to be accused of a lack of sensitivity or of being dogmatic. Provocation implies confrontation and the need to justify oneself. It takes students out of their comfort zones and forces them to make some form of response. It is anathema to social harmony and is generally perceived as being undesirable and unnecessary.

That said, many EFL teachers in Japan also deride their students for being deficient in critical thinking—that ability to analyze data in order to arrive at a reasoned opinion. We tend to ignore the fact that this apparent deficiency is socially conditioned. Our students' proclivity towards consensus and conformity does not mean that they lack the requisite aptitude or interest or passion. And what's more, if done the right way, this proclivity can be tempered or even undone.

The EFL classroom offers an ideal opportunity to do just that. Language and personal identity are inextricably linked and, when we encourage our students to speak up and speak out, we also subvert the cultural constraints they would otherwise be subject to. That the EFL classroom is temporary and so transparently contrived means that it is also incredibly liberating in this regard. EFL teachers are free to challenge their students in ways that more closely resemble communication contexts outside of Japan, and students are free to respond accordingly.

This textbook has been designed to take advantage of this opportunity. It facilitates critical thinking by moving away from the social constraints adhered to by other textbooks. Its lessons are built up around meaningful data and the questions other textbooks tend to avoid. It challenges the notion that our students' opinions should either reflect conventional wisdom or not be voiced at all. It presents opinions that are not so bland and obvious that everyone will be inclined to agree with them. Indeed, this book actively solicits disagreement, debate, argument. It challenges students to articulate contrary opinions and substantiate them with solid evidence and sound reasoning.

Provoke a Response! presents information and ideas in ways that are stimulating but sensitive, serious but fun. The subject matter is consistently compelling and the exercises, bound into coherent units through their relationship with the data, are engaging and varied in terms of their skill emphases. The book has been exhaustively road tested and continually refined through its use in my own university courses. And I'm pleased to say that my students have not only found these lessons to be inspiring, but also provocative in all the best senses of the word.

Stuart Gale

◇ はじめに ◇

本書は〈統計データ〉を題材とした英語総合教材です。統計データと英語といえば、TOEIC のリーディング問題を思い浮かべる人が多いでしょう。あるいは、イギリスやオーストラリアへの留学に関心があれば、IELTS の Writing Task 1 を思い浮かべるかもしれません。TOEIC や IELTS で統計データが出題される事実は、ビジネスや留学の場面において、統計データを英語で読み、表現する能力が重視されていることを示しています。

統計データを英語で理解するには、どのようなスキルが求められるでしょうか。まずは、データの形式や英語表現に慣れ親しむ必要があるでしょう。しかし、それだけでは不十分です。英語であれ日本語であれ、統計データを読む際には、数字という情報を〈解釈〉する能力が不可欠です。本書が副題として“Critical Thinking Through Data Analysis”と銘打っているように、学生の英語技能を向上させるだけでなく、データをもとに自ら考え、それを英語で表現する力を養うことを目指します。

本書は4技能を対象とした様々なタスクで構成されています。以下では、unit 構成を説明しながら、その使用方法を示します。

Discussion

それぞれの unit で扱われる中心トピックを導入し、授業のウォーム・アップの役割を果たします。そのため、英語でのディスカッションにこだわらず、クラスの目的によっては、日本語で話し合わせても良いでしょう。

Conversation

会話形式の英文に、空所補充問題と内容把握問題をつけています。ペア・ワークで英文を交互に音読するスピーキング練習として用いることもできますし、あるいは、音声 CD を用いたリスニング練習とすることもできます。

Data analysis

統計データを読み取る non-prose reading の練習です。学生の理解の助けとなるように、内容把握問題を英文の穴埋めという形式で出題しています。このセクションが unit の核となっており、unit 内のすべてのアクティビティはこのデータと関連付けられています。

Reading

統計データと関連した長文問題です。本書の特徴として、段落ごとに“Pause for thought”という内容把握問題を用意しています。段落単位で内容を確認することで、リーディング作業を単調にせず、学生の集中力を維持することができます。さらに、学生の予習を前提に授業を行うだけでなく、授業時間内にリーディングを行い、段階的に学生の理解を確認しながら読み進めることもできます。そして、文章全体を読み終わった後に、内容に関して学生の意見を求める問題を配置し、critical thinking 能力の向上を図っています。

TOEIC extra

Data セクションの統計データにもとづいた TOEIC 形式のリーディング練習です。100 語程度の英文ですので、スピード重視で問題演習を行うことで、TOEIC のスコア向上につながるでしょう。

Homework

Unit 全体での学習を踏まえたライティング課題です。学生自身の考えを英語で表現することを求めており、ライティング能力のみならず、critical thinking の能力向上につながるでしょう。オプション的なタスクですので、すべての unit で homework を学生に課す必要はありません。授業の目的や学生の関心に応じて、どの unit の homework を課すのか判断してください。

Contents

UNIT 1	Crime	7
	Why is the crime rate so low in Japan? 日本の犯罪率が低いのはなぜ?	
UNIT 2	Mobile phones	13
	How mobile phones affect us and our relationships スマホ時代のコミュニケーション	
UNIT 3	Smoking	19
	The smoker's paradise 喫煙天国の落とし穴	
UNIT 4	Junk food	25
	How can Japan avoid becoming a junk-food nation? 危うい日本の食文化	
UNIT 5	Celebrity marriage	31
	Why is the celebrity divorce rate so high? なぜ、有名人は離婚率が高いのか?	
UNIT 6	Sport	37
	Just because sport is an international language doesn't mean it's easy スポーツは世界の共通言語?	
UNIT 7	Driving	43
	How to make Japan's roads safer still 日本の道路をより安全にする方法	
UNIT 8	Bullying	49
	The scariest bullies wear skirts 男のいじめと女のいじめ	
UNIT 9	Japan's LGBTs	55
	Japan's gay geinoujin 同性愛とカミングアウト	
UNIT 10	Sexism and gender roles	61
	How we turn boys into boys and girls into girls ジェンダーと男女差別	
UNIT 11	Sleeping	67
	Should Japanese mothers sleep with their school-age children? 親はいつまで子供と一緒に寝る?	
UNIT 12	Japan's population crisis	73
	How can Japan avoid a demographic meltdown? 日本の人口問題	
UNIT 13	Parasite singles	79
	Get smart and live with your parents! パラサイトシングルは悪か?	
UNIT 14	J-pop	85
	Why I have to switch off when the idols are on アイドルの涙	
UNIT 15	Cosmetic surgery and physical appearance	91
	The feminization of men 女性化する男性ファッション	

UNIT 1

Crime

日本の犯罪率が低いのはなぜ？

<Discussion>

- 1 Which of the two police officers do you think is the busier? Why do you think so?
- 2 What types of crime do you most often hear about through the Japanese media?



Conversation

Murder and the media

Hiro and James are students at the same university in New York. They're chatting about their future careers.

■ Before you read the conversation below aloud, fill in each blank with one of these words.

rate fascinate coincidence competitive impression

Hiro: So, we both want to be police officers after we graduate! What a _____!

James: Same job, different countries! Though from what I've heard, you won't be very busy in Japan!

Hiro: Are you kidding?! Shocking murder stories are all over the TV news and news websites in Japan! It's not the safe country it once was.

James: Are you sure? Maybe it's just the Japanese media giving you that _____.

Hiro: What, you mean that the media are making up murder stories?

James: No, but news reporting is a _____ business, and everybody loves a murder story.

Hiro: Don't you mean everybody *hates* a murder story?

James: Same thing. People are both attracted and repelled by shocking news stories. They _____ us, and we can't help wanting to know all the gruesome details. The news networks understand this, and so they

push murder stories at us every chance they get. It's a ratings game.

Hiro: Hmm. So you're saying that the murder _____ in Japan might not really be increasing, but that it's just being reported more. Well, that's ... oh, excuse me, the news feed on my phone is sending me a message ...

James: What's up?

Hiro: Oh, nothing. It's just another murder in Japan—second one today.

NOTES:

kid 冗談を言う repel 不快にさせる gruesome 陰惨な news feed ニュースフィード (オンラインの新着情報配信)

Questions

(1) Why does James say, "What a coincidence!"?

- (a) Hiro and James are students at the same university.
- (b) Hiro and James both want to be police officers.
- (c) Hiro and James will graduate at the same time.

(2) According to what James has heard, Japan has ...

- (a) a very high crime rate.
- (b) a very low crime rate.
- (c) no crime at all.

(3) Why does Hiro say, "It's not the safe country it once was"?

- (a) He thinks the murder rate in Japan is increasing.
- (b) He thinks the murder rate in Japan is decreasing.
- (c) He thinks the murder rate in Japan has not changed.

(4) What does James mean when he says, "... everybody loves a murder story"?

- (a) People are very interested in murder stories.
- (b) People like to make up murder stories.
- (c) People want to appear in murder stories.

(5) What do *you* think? The number of murders being committed each year in Japan is ...

- (a) going up.
- (b) going down.
- (c) staying roughly the same as in previous years.

► Murders in Japan by year

Year	Number of murders	Population	Number of murders per 100,000 people
1954*	3,081	88,239,000	3.49
1960	2,648	94,302,000	2.81
1970	1,986	104,665,000	1.90
1980	1,684	117,060,000	1.44
1990	1,238	123,611,000	1.00
2000	1,391	126,926,000	1.10
2001	1,340	127,316,000	1.05
2002	1,396	127,486,000	1.10
2003	1,452	127,694,000	1.14
2004	1,419	127,787,000	1.11
2005	1,352	127,768,000	1.06
2006	1,309	127,901,000	1.02
2007	1,199	128,033,000	0.94
2008	1,297	128,084,000	1.01
2009	1,094	128,032,000	0.85
2010	1,067	128,053,000	0.83
2011	1,051	127,799,000	0.82
2012	1,030	127,515,000	0.81
2013**	938	127,298,000	0.74
2014	1,054	127,083,000	0.83

*1954 was the peak year for murders committed in Japan in the post-war era.

**Fewer murders were committed in Japan in 2013 than in any other year in the post-war era.

Data source: National Police Agency

■ Look at the above data and fill in the blanks in the sentences below with words from the box. Each word will be used only once.

misconception average downward times fell

- Generally speaking, the data shows a _____ trend in both the number of murders and the murder rate in Japan over the period 1954–2014.
- Despite the general trend, it was not until 2007 that the number of murders per 100,000 people _____ below the 1990 level.
- Since 2009, Japan has seen an _____ of fewer than three murders a day.
- A common _____ is that, in Japan, murders are being committed more, not less frequently.
- In fact, in terms of its murder rate, Japan was more than four _____ more dangerous 60 years ago than it is today.

Why is the crime rate so low in Japan?

Are you the type of guy who likes to walk around town with your baggy jeans hung low and your Louis Vuitton wallet sticking out of your back pocket? Well, if you are and if you live in Japan, consider yourself
 5 lucky. In almost any other country, this would be like wearing a T-shirt with the words “PLEASE PICKPOCKET ME!” written across it in big letters. But, in Japan, all you have to worry about is your jeans falling down. That’s because the crime rate is so low
 10 here. Why do you think this is?

For one thing, Japan has great “community spirit.” Just think about how often people get together for festivals or to clean up the neighborhood. Furthermore, economic and class divisions are narrower here than
 15 they are in, say, my home country of England. There is therefore less envy. Also, nobody needs to steal in order to buy food or pay medical bills, so there is less motivation to commit crime. Looked at in this way, Japan’s low crime rate may be seen as a natural
 20 consequence of its national character and welfare system.

Japan has a large and well-equipped police force, and they also play a part in keeping the crime rate down. They achieve this by never being far away and
 25 by simply ignoring a lot of petty crime (the *bousouzoku* being a good example), which then goes unrecorded. This is not to suggest that the Japanese police are “toothless”—on the contrary, anyone they arrest can be detained for weeks without trial.* The Japanese police
 30 have formidable powers and are very good at what they do (and don’t do).

Finally, it’s important to acknowledge that a low crime rate does not necessarily mean low criminal activity. Gangster-related crimes like prostitution
 35 and gambling go on every day in every city in Japan in places like Kabukicho in Tokyo and Nakasu in Fukuoka. Japanese citizens looking for illegal thrills

NOTES: baggy ぶかぶかの stick out 突き出す
pickpocket スリ, スリを行う

Pause for thought 1

According to the author, a guy who likes to walk around town with his baggy jeans hung low and his Louis Vuitton wallet sticking out of his back pocket would be safe anywhere in the world.

True or False?

(T / F)

NOTES: class 階級 division 格差
medical bills 医療費
national character 国民性

Pause for thought 2

According to the author, economic and class divisions are wider in England than they are in Japan.

True or False?

(T / F)

NOTES: well-equipped 装備の優れた
police force 警官隊 petty crime 軽犯罪
toothless 権限がない detain 勾留する
trial 裁判 formidable ものすごい, 恐ろしい

Pause for thought 3

According to the author, the Japanese police help to keep the crime rate down by being tough on petty crime.

True or False?

(T / F)

NOTES: acknowledge 認める
prostitution 売春 contain 封じ込める
monitor 監視する

Pause for thought 4

A low crime rate is proof of low criminal activity.

simply go to these areas. This allows criminal activity to be contained and monitored and even taxed. The police
 40 don't interfere unless someone gets hurt and, again, the "crime" goes unrecorded. It's a genius system.

To conclude, Japanese people are rightly proud of their "safety country" (*sic*) and low crime rate. Indeed, it's one of the reasons why I'm so happy to live here. But
 45 before making comparisons with other "more dangerous" countries, we should first acknowledge that Japan's true achievement has been in recognizing that there will always be criminal activity, and that it's therefore far better to manage crime than to fight it.

True or False?

(T / F)

NOTES: *sic* 原文ママ (誤りやその可能性のある文章を引用する際に、原文そのままであることを示すために用いる)

Pause for thought 5

According to the author, while other countries try (and fail) to prevent crime, Japan tries (with great success) to manage crime.

True or False?

(T / F)

Notes and References

*Japanese police can detain a suspect for up to 23 days without charge. During this period, the police put pressure on the suspect to confess to the crime (Japan Federation of Bar Associations).

Critical thinking

(1) Do you agree with the author's views on why the Japanese crime rate is so low?

(Completely agree / Mostly agree / Mostly disagree / Completely disagree)

Reason(s): _____

(2) In the fourth paragraph, the author suggests that, in a way, the Japanese police and the Japanese mafia cooperate in managing crime. Do you think this is true?

(Yes / No)

Reason(s): _____

(3) Which one of the following do you think is the worst "petty crime"? You can choose only one.

- Noisily riding a motorbike around a residential area late at night
- Getting off a bus without paying
- Smoking in a non-smoking restaurant
- Using a mobile phone while driving
- A 21-year-old man buying an alcoholic cocktail for his 18-year-old girlfriend

My choice: _____

Reason(s): _____

The following passage refers to the data on page 9.

The not-so-sensational truth about Japan's murder rate

The media's tendency to prioritize murder stories and traffic accidents is perfectly understandable, even if it does give a false impression as to how prevalent these things are. Sensational stories net the media companies impressive viewing figures and huge advertising deals. There is absolutely no incentive for them to report on less-exciting news (such as a falling murder rate). And why would they pass on information that might annoy sponsors (such as the fact that, in Japan, more people die each year from *passive* smoking than from murder and traffic accidents combined)?

Questions

(1) The adjective "prevalent" is closest in meaning to

- (a) popular (b) common (c) important (d) terrible

(2) According to the passage, media companies _____ sensational stories.

- (a) make up (b) play down (c) turn away (d) profit from

(3) Which of the following is NOT true according to the passage?

- (a) Sensational stories are pushed to the top of the news agenda.
 (b) Media companies want to attract viewers and sponsors.
 (c) Only Japanese media companies prioritize sensational news stories.
 (d) More Japanese people die from passive smoking each year than are murdered.

VOCABULARY BUILDING

prioritize 優先する as to ~ ~に関して prevalent 普及している, 一般的である
 net (利益を)もたらす viewing figures 視聴率 deal 契約
 incentive インセンティブ (特定の行動へと誘う刺激) annoy いらつかせる, 困らせる

Homework

(1) Why do you think the murder rate in Japan is significantly lower nowadays than it was when your parents or grandparents were your age? Write at least two sentences (your first sentence has been started for you).

"I think that the murder rate is significantly lower nowadays than it was when my parents or grandparents were my age because ...

(2) Why do you think so many Japanese people believe that the murder rate is *increasing* in Japan? Write at least two sentences (your first sentence has been started for you).

"I think that many Japanese people believe that the murder rate is increasing in Japan because ...



スマホ時代のコミュニケーション

<Discussion>

- 1 How old were you when you got your first mobile phone? Do you think this was the right age, or was it too early or too late? Why do you think so?
- 2 How would your life be different if you didn't have a mobile phone? What would be the disadvantages? Would there be any advantages to not having one?



Conversation

“You don't have a mobile phone?!”

John and Sachiko are students at the same university. One day, they bump into each other on campus and arrange to go out together in the evening.

■ Before you read the conversation below aloud, fill in each blank with one of these words.

communicating weird radiation society address

John: So it's a date! I'll meet you after class. We'll have dinner and then go and see a movie. I wonder what's on ...

Sachiko: Let me check (*Sachiko connects to the Internet via her mobile phone*). Oh, and give me your number and email _____.

John: I'm sorry, Sachiko. But I don't have a phone.

Sachiko: You don't have a mobile phone?! Why not?!

John: I just don't think they're healthy. And I think they're bad for relationships. I mean, look at that couple over there—they're sitting on the same bench, but they're not talking to each other. They're just texting other people.

Sachiko: So? What's wrong with that?

John: Nothing, if they're happy _____ by email. It's just that I want to talk with my friends when I'm with them.

Sachiko: But you can't exist in modern _____ without a mobile phone!

John: Actually, you can. I know of three professors who have given up using their mobile phones because they're worried about electromagnetic _____. One of them used to get a lot of headaches. He decided to quit using his mobile phone and guess what? The headaches stopped.

Sachiko: John, you're _____. And I think I might be busy after class.

NOTES: via ~ ~を通して relationship 恋愛関係, 人間関係 text (携帯電話で) メール・メッセージを送る
electromagnetic 電磁気の

Questions

(1) Why does Sachiko connect to the Internet?

- (a) To look for a good restaurant.
- (b) To find out what's playing at the movie theater.
- (c) To check John's contact details.

(2) Why does John point out "that couple over there"?

- (a) They're sitting too close to each other.
- (b) They're texting each other.
- (c) They're not communicating with each other.

(3) Why have three professors given up using their mobile phones?

- (a) They're worried about the possible health effects of using a mobile phone.
- (b) They're doing research on electromagnetic radiation.
- (c) They dislike modern society.

(4) Why does Sachiko say, "And I think I might be busy after class"?

- (a) She's going on a date with John.
- (b) She's just remembered she has another appointment after class.
- (c) She's breaking off her date with John.

(5) What do you think? In terms of their mobile phone use, most Japanese university students are ...

- (a) like John.
- (b) like Sachiko.
- (c) somewhere between John and Sachiko.

- Japanese university students on how they think their mobile phones have affected them and their relationships

My mobile phone has ...	Agree (%)	Not sure (%)	Disagree (%)
enabled me to communicate my thoughts and feelings to more people.	33.5	46.8	19.7
enabled me to communicate my thoughts and feelings better.	21.0	49.4	29.6
enabled me to meet more people face to face and have more conversations.	23.2	42.4	34.3
strengthened my relationships with my family members.	29.6	45.5	24.9
strengthened my relationships with people I'm not so close to.	39.9	48.9	11.2

Data source: *Provoke a Response*, 2015. The survey involving 233 1st- and 2nd-year university students was conducted in July 2014.

- Look at the above data and fill in the blanks in the sentences below with words from the box. Each word will be used only once.

effects effective one in three one in four one in five

- According to the survey, approximately _____ Japanese university students agree that their mobile phones have enabled them to communicate their thoughts and feelings to more people.
- Slightly more than _____ Japanese university students agree that their mobile phones have enabled them to communicate their thoughts and feelings better.
- Fewer than _____ Japanese university students agree that their mobile phones have enabled them to meet more people face to face.
- The results suggest that mobile phones are less _____ at strengthening relationships with family members than they are at strengthening relationships with acquaintances.
- The fact that so many Japanese university students are unsure as to the _____ of their mobile phone use may be because they have little or no experience of life without them.

How mobile phones affect us and our relationships

Students—take out your mobile phones! Look at your list of contacts. Pick a name at random and decide whether that person is an *alpha* (i.e., someone you really, really love), a *beta* (someone you like but
5 to whom you wouldn't tell your biggest secrets), or a *gamma* (someone you know but with whom you wouldn't sit down for a coffee). Now do the same with a few more names picked at random. I'm guessing that you'll find a lot of *betas* and *gammas*, but not so
10 many *alphas*. If so, don't worry—it's the same for most people.

The point is that mobile phones and social networks are great for keeping us in touch with *betas* and *gammas*. But take a look at your email
15 history and you'll probably find that your *alphas* are being neglected—you don't have as much time for them because you're too busy keeping the *betas* and *gammas* happy. That's why you see so many couples in cafeterias sitting there in silence, texting other people.
20 They are more interested in faceless connections than they are in face-to-face conversation. They value their Facebook friends more than their real-world friends.

Now take a look at the last ten messages you received on your phone. How many of them were really
25 necessary? Typically, social networking involves short, repetitive, and often non-grammatical sentences along with a few cute icons. It's fun, easy, and, when repeated dozens of times a day, incredibly time-consuming and brain numbing. That's not to say that if we didn't have
30 mobile phones we'd all be writing like Shakespeare or discussing the meaning of life. But we should recognize that mobile phones encourage us to say nothing much, and to say it as often and to as many people as possible.

We now live in a world where many teenagers and
35 young adults actively avoid conversation. If they go out at all, they walk around with earphones on and their eyes down, looking at a screen. They communicate via

Pause for thought 1

It's unusual for a person's *alphas* to outnumber his or her *betas* and *gammas*.

True or False?

(T / F)

NOTES: neglect 放置する, 無視する
value 大切にする, 価値があると考える

Pause for thought 2

According to the author, most emails are sent to *alphas*.

True or False?

(T / F)

NOTES: typically 一般的には
repetitive 反復的な
dozens of times 何十回も
numb まひさせる
nothing much たいした意味のないこと

Pause for thought 3

According to the author, most of the emails we send are unnecessary.

True or False?

(T / F)

NOTES: inclination 欲求, 気持ち
rejection 拒絶, 拒否

Pause for thought 4

According to the author, many

their thumbs. They spend all their spare cash on their mobile phones and have no inclination to go out to clubs and bars. Why should they? Why take a chance on meeting a stranger face to face when you're connected to thousands of bloggers in the virtual world? There are more people there ... more friends ... less risk of rejection.

45 Of course, it's not yet true to say that conversation is dead (there are still too many technophobes like me around). But quantity has definitely replaced quality as the measure of good communication. And as more and more people tap into social networks, so there will be fewer letters written and fewer debates argued. We will also have fewer deep conversations. Skills such as these will be preserved in much the same way that we preserve *tanka* poetry writing today. IMO, that is. ☺

teenagers and young adults have no money and no desire to go out to clubs and bars.

True or False?

(T / F)

NOTES: technophobe テクノロジー嫌いの人
definitely 間違いなく tap into 入り込む
preserve 保存する
IMO In my opinion の略

Pause for thought 5

According to the author, people spending a lot of time on social networks are becoming less skillful at writing letters, debating, and having deep conversations.

True or False?

(T / F)

Critical thinking

(1) Do you agree with the author's views on how mobile phones affect us and our relationships?

(Completely agree / Mostly agree / Mostly disagree / Completely disagree)

Reason(s): _____

(2) Do you think your mobile phone has given you more or fewer friends?

(More / Fewer)

Reason(s): _____

(3) Imagine there's a fire in your room and, before escaping, you have time to grab only one of the following things. Which would you rescue and why?

- Your passport
- Your high school graduation photo album
- Your lecture notes
- Your name stamp (*inkan*)
- Your ATM bank card
- Your mobile phone

My choice: _____

Reason(s): _____

Sapporo coffee shop owner imposes mobile phone ban

A coffee shop in Sapporo has banned mobile phones. Veteran owner and coffee expert Ryutaro Toda, 67, made the decision in response to a decline in customer-to-customer interaction. "Twenty years ago, my shop was so lively. Anybody could come in and find conversation. I'd like to get that atmosphere back." Toda met his wife in a coffee shop in 1969 and thinks that, had mobile phones been around then, they would never have got together. "Nowadays, she's on her mobile phone so often she rarely speaks to me. So I suppose mobile phones do have some good points," he jokes.

Questions

(1) Why does Toda want to ban mobile phones from his coffee shop?

- (a) The number of customers has declined.
- (b) His customers object to mobile phones.
- (c) His customers aren't speaking to one another anymore.
- (d) His wife no longer speaks to him at all.

(2) Toda would like his coffee shop to have a _____ atmosphere.

- (a) sociable
- (b) traditional
- (c) strange
- (d) romantic

(3) Which of the following is NOT true according to the passage?

- (a) Toda has been a coffee shop owner for a long time.
- (b) Toda knows a lot about coffee.
- (c) Toda and his wife met in a coffee shop.
- (d) Toda wants to ban his wife from using her mobile phone.

VOCABULARY BUILDING

ban 禁止する decline 減少, 低下

Homework

(1) How has your mobile phone affected your relationships? Write at least two sentences (your first sentence has been started for you).

"My mobile phone has had a generally (positive / negative) effect on my relationships because ...

(2) If you were a senior high school teacher, what rules would you make about your students' use of their mobile phones? Write at least two sentences (your first sentence has been started for you).

"Regarding their use of mobile phones, I would tell my students ...

