

Lesson 1

❶ The International Robot Exhibition is held/ once every two years.// In 2015,/ It was held in Tokyo.// Its theme was "Robotic Technology/ - Making a Future with Robots."// Among the robots on display were/ some for nursing care.// These robots attracts a lot of attention,/ as there was a need/ for care workers and nurses/ in Japan.//

❷ Nursing-care robots will do more than/ make up for the labor shortage,/ however.// They are also expected to reduce/ mental stress in the people/ they are caring for.// People may sometimes feel uncomfortable/ when human caregivers help them/ to bathe or use the toilet.// They seem not to feel this way/ if their caregivers are robots.//

❸ An additional advantage of having nursing care robots/ comes from/ their mechanical strength.// Helping the sick or elderly/ - lifting them out of bed,/ for example/ - requires a lot of physical strength.// This can easily be accomplished/ by a robot.// Human caregivers,/ on the other hand,/ often end up suffering from/ muscle pain/ when they do this kind of work.//

❹ There are three kinds of nursing-care robots.// Those that can do a lot of lifting/ are referred to/ as "care support robots.// another type is the "self-reliance support robot."// This type of robot assists patients/ with rehabilitation or with walking/ in order to help them/ to live independently.// The last type is called/ a "communication robots."// It can communicate with/ the people using it.// Some communication robots are shaped like/ a cute animals,/ while others can play the violin.// Through their special features,/ they can improve the health and quality of life of their patients.// Such robots are already being used/ in nursing care for elderly in Japan.// Some people

have doubts about the real benefit of using robots,/ but/ opinion from/ the people who actually use them/ have been very positive.//

⑤ It may be something peculiar/ to Japan that/ such nursing-care robots are so warmly welcomed.// At a meeting of participants from Japan and Germany,/ the German Ambassador to Japan,/ Dr. Hans Carl von Werthern, asked/ those present/ whether they wanted to be taken care of/ by robots or immigrant care workers/ in their old age.// The answers given by the Japanese were clearly different from/ those given by the Germans.// The Japanese tended to favor robots,/ while the Germans favored human caregivers.// When asked the reason,/ the Japanese said that/ they would rather receive nursing care/ from robots/ than feel sorry for care workers.// The Germans,/ on the other hand,/ were worried that/ the machines might not work/ properly,/ among other things.//

⑥ According to the government,/ the total population of Japan/ will be less than/ 90 million/ in 2060.// By that time,/ nearly 35 million of those people will be elderly/ - 65 years old or over.// Immigrants alone cannot supply/ the number of/ caregivers that will be required,/ so/ Japan will have to depend increasingly on/ nursing-care robots/ in the future.// However,/ as the German participants at the meeting pointed out,/ there are still a number of problems/ to be solved,/ such as concerns about the safety of the machine.// Would you feel safe/ being carried up stairs/ by a robot?// Would you accept a shot/ from a robot?// Or will you wait/ until future technology has made/ robots seem almost human?//

Lesson 1

① The International Robot Exhibition is held/ once every two years.// In 2015,/ It
国際ロボット展示会が催される/ 2年に1回// 2015年/

was held in Tokyo.// Its theme was "Robotic Technology/ - Making a Future with
それは東京で開催された// そのテーマはロボットのテクノロジーだった// ロボット共に未来を作ること//

Robots."// Among the robots on display were/ some for nursing care.// These robots
展示されているロボットの中には～ものがあった/ いくつかは介護ロボット// これらのロボットは
attracts a lot of attention,/ as there was a need/ for care workers and nurses/ in
たくさんの注目を集めている/ 必要性があるので/ 介護を仕事にしている人や看護師に/
Japan.//
日本の//

② Nursing-care robots will do more than/ make up for the labor shortage,/ however.//
介護ケアロボットは～以上の事をするだろう/ 労働力不足を補う～/ しかしながら//

They are also expected to reduce/ mental stress in the people/ they are caring for.//
彼らは～を減らすことが期待される/ ～の人々の心理的ストレス/ ケアをしている～//

People may sometimes feel uncomfortable/ when human caregivers help them/ to bathe
人々は時々深に感じるかもしれない/ 人間のケアをする人が手助けをするとき/ お風呂や
or use the toilet.// They seem not to feel this way/ if their caregivers are robots.//
トイレを使うときに// 彼らはこうしたことを感じない気がする/ もしケアをするものがロボットであれば//

③ An additional advantage of having nursing care robots/ comes from/ their mechanical
介護ケアロボットを持つことのさらなる利点は/ ～に由来する/ 彼らのメカの力//

strength.// Helping the sick or elderly/ - lifting them out of bed,/ for example/ -
病気や高齢の人を助けること/ 彼らをベッドから持ち上げること/ 例えば/中

requires a lot of physical strength.// This can easily be accomplished/ by a robot.//
たくさんの身体的な力を必要とする// これは簡単に達成することができる/ ロボットに//

Human caregivers,/ on the other hand,/ often end up suffering from/ muscle pain/
人間のケアをする人は/ 一方/ よく～で苦しむことになる/ 筋肉痛/

when they do this kind of work.//
彼らがこの手の仕事をするときに//

④ There are three kinds of nursing-care robots.// Those that can do a lot of lifting/
3種類の介護ケアロボットがいる// 持ち上げることをたくさんできる物は～と言われる//

are referred to/ as "care support robots.// another type is the "self-reliance support
ケアサポートロボット// 別のタイプのものは自立支援ロボットだ//

robot."// This type of robot assists patients/ with rehabilitation or with walking/ in
このタイプのロボットは患者を手助けする/ リハビリや歩行で/

order to help them/ to live independently.// The last type is called/ a "communication
彼らを手助けするために/ 自立して生活するために// 最後のタイプのものは～と呼ばれる/ コミュニケーションロボット//

robots."// It can communicate with/ the people using it.// Some communication robots
それは～とコミュニケーションをとることができる/ 人々がそれを使って// 一部のコミュニケーションロボットは～のような

are shaped like/ a cute animals,/ while others can play the violin.// Through their
形をしている/ かわいい動物/ 一方バイオリンを弾くものもある// 彼らの特別な特徴を

special features,/ they can improve the health and quality of life of their patients.//
通じて/ 彼らは患者さんの健康と生活の質を改善することができる//

Such robots are already being used/ in nursing care for elderly in Japan.// Some people
そのようなロボットは既に使われている/ 日本の高齢者のための介護ケアで// 一部の人は

have doubts about the real benefit of using robots,/ but/ opinion from/ the people who

ロボットを使うことの本当の利点について疑っている/

しかし/ ~からの意見/

実際にそれらを

actually use them/ have been very positive.//

使っている人は/

とっても肯定的な意見を持っている//

⑤ It may be something peculiar/ to Japan that/ such nursing-care robots are so warmly

何か奇妙なことかもしれない/

日本にとって/

そうした介護ロボットがとっても暖かく迎えられていることは//

welcomed.// At a meeting of participants from Japan and Germany,/ the German

日本とドイツから参加した人たちの会議の席で/

駐日ドイツ大使の

Ambassador to Japan,/ Dr. Hans Carl von Werthern, asked/ those present/ whether

ハンス・カール・フライヘア・フォン・ヴェアテルンさんが訪ねた/

同席していた人に/

they wanted to be taken care of/ by robots or immigrant care workers/ in their old

世話されたいかどうか/

ロボットか移民のケアワーカーか/

同じくらいの年齢の//

age.// The answers given by the Japanese were clearly different from/ those given by

日本人による答えはハッキリと~とは異なっていた/

ドイツの人の

the Germans.// The Japanese tended to favor robots,/ while the Germans favored

ものとは//

日本人はロボットに対して好ましい傾向にある/

一方ドイツ人は人間のケアワーカーに

human caregivers.// When asked the reason,/ the Japanese said that/ they would

好ましさを感じている//

その理由を聞かれたときに/

日本人は~といった/

彼らはむしろ介護ケア

rather receive nursing care/ from robots/ than feel sorry for care workers.// The

受けたく思っている/

ロボットから/

介護士に対して気の毒に感じるよりも//

Germans,/ on the other hand,/ were worried that/ the machines might not work/

ドイツ人/

一方/

心配していた/

機械が動かなくなるかもしれない/

properly,/ among other things.//

適切に/

他の物の中で//

⑥ According to the government,/ the total population of Japan/ will be less than/ 90

政府によると/

日本全体の人口は/

~よりも少なくなるだろう/

million/ in 2060.// By that time,/ nearly 35 million of those people will be elderly/ - 65

9000万人/ 2060年には// そのころまでに/ 約3500万人の人たちが高齢者になるだろう/

years old or over.// Immigrants alone cannot supply/ the number of/ caregivers that

65歳かそれよりも上の年齢に// 移民の人たちだけでは補うことはできない/

~の数を/

必要とされる

will be required,/ so/ Japan will have to depend increasingly on/ nursing-care robots/ in

介護者を/

だから/ 日本は次第に~に頼らないといけなくなるだろう/

the future.// However,/ as the German participants at the meeting pointed out,/ there

将来//

しかしながら/

会議の場にいたドイツ人が指摘したように/

are still a number of problems/ to be solved,/ such as concerns about the safety of the

まだたくさん問題がある/

解決すべき/

機械の安全性についてのような心配事//

machine.// Would you feel safe/ being carried up stairs/ by a robot?// Would you

安全性を感じたいですか?/

階段を運ばれて/

ロボットに//

注射を受け入れ

accept a shot/ from a robot?// Or will you wait/ until future technology has made/

ますか?/

ロボットからの//

または待ちますか?/

未来のテクノロジーが~を作り出すまで/

robots seem almost human?//

ほとんど人間的に思われる//

Lesson 2

❶ In 2010,/ a major company in Japan decided to make/ English the official language/ in the office.// The company started to offer it employees/ free English class.// It also put English menus/ in its cafeterias.// In the same year,/ a large clothing manufacturer said that/ it, too, would make English its official language.// The idea was to use English/ both n high-level meetings and in papers that employees wrote.//

❷ Why did such companies make/ these decision?// The answer is that/ they wanted to increase business/ and/ make their company more global.// To achieve this goal,/ their employees needed to be able to communicate/ in English.// Lack of such ability would lead them/ to pay a lot of money in/ "language costs."// These costs include/ not only translation cost/ but the damage that can result from misunderstanding,/ too.// To avoid such costs,/ the companies wanted their employees/ to be able to work/ smoothly/ with non-Japanese staff/ in their office.// They also wanted them/ to be able to negotiate/ in English/ with companies overseas.// All these things considered,/ the benefits would be more than/ just cost savings.//

❸ Of course,/ there are many levels of ability/ in using a language.// How good did employees of these companies need to become at English?// The president one of the companies says that/ the English that businessmen need is/ "Globish",/ which is different from/ the English of native speakers.// He believes that/ after mastering special English expressions/ for business,/ his employees should have little trouble/ communicating in the language / at work.//

❹ Some people questioned/ this new way of thinking.// They believe/ an emphasis on English may create/ an "English divide"/ - a split between those who understand English and those who do not.// For example,/ someone who is very good at their work/ but not

very good at English/ may not have the respect of other employees.// Another problem is "avoidance,"/ which sometimes happens/ among learners of a foreign language.// They may stay silent/ if they find it difficult to use a foreign language/ to express their thoughts.// This defeats the very purpose of/ having language for communication.//

⑤ The decision by companies/ to make English an official language/ in their offices/ has certainly provided an opportunity for the Japanese/ to think about/ the importance of speaking a foreign language.// The company president mentioned above points out that/ Japan is one of those countries/ where the top leaders in many fields are unable to speak English.// He claims that/ this is a huge problem.// But/ he adds that/ he does not get rid of/ Japanese language/ or/ look down on Japanese culture.// On the contrary,/ he wants the world to learn/ about the beauty of the culture and the people of Japan/ - but/ to learn about them/ through English.//

⑥ When choosing a job,/ people have to think about/ many different factors/ - the nature of the job,/ the salary,/ the hours,/ the workplace,/ and so on.// One more has now been added/ - whether you want to work/ in a company/ where English is the official language.// How would you feel about/ talking on such a job?//

Lesson 2

- ① In 2010,/ a major company in Japan decided to make/ English the official language/
2010年/ 日本のある大きな会社が～することに決めた/ 英語を公式な言語/
in the office.// The company started to offer it employees/ free English class.// It
会社の中で// その会社はそれを従業員に提供することを始めた/ 無料の英語のクラス//
also put English menus/ in its cafeterias.// In the same year,/ a large clothing
また英語のメニューをのせた/ その食堂に// 同じ年に/ ある日本の洋服製造の会社が
manufacturer said that/ it, too, would make English its official language.// The idea
～と言った/ そこも英語を公式な言語とすることを//
was to use English/ both in high-level meetings and in papers that employees wrote.//
その考えは英語を使うことだった/ 高いレベルの会議と従業員が書く書類の両方に
- ② Why did such companies make/ these decision?// The answer is that/ they wanted to
なぜそのような会社は～したのか? / これらの決定// その答えは～だ/ 彼らはビジネスを
increase business/ and/ make their company more global.// To achieve this goal,/ their
増やしたかった/ そして/ 自分たちの会社をもっとグローバルなものにする// この目標を達成するために/ 彼らの
employees needed to be able to communicate/ in English.// Lack of such ability would
従業員たちはコミュニケーションをとることができる必要があった/ 英語で// そのような能力がかけていると彼らは～になる
lead them/ to pay a lot of money in/ "language costs."// These costs include/ not only
だろう/ たくさんのお金を支払う/ 語学を勉強する費用// これらの費用は～を含んでいる/
translation cost/ but the damage that can result from misunderstanding,/ too.// To
翻訳の費用だけでなく/ 誤解から生まれてしまう痛手/ ～も//
avoid such costs,/ the companies wanted their employees/ to be able to work/
そうした費用を避けるために/ 会社は彼らに～して欲しかった/ 働くことができるようになる/
smoothly/ with non-Japanese staff/ in their office.// They also wanted them/ to be
スムーズに/ 日本人でないスタッフと共に/ 会社の中で// 彼らはまた～して欲しかった/
able to negotiate/ in English/ with companies overseas.// All these things considered,/
交渉ができるようになる/ 英語で/ 海外の会社と// これらのすべてを考慮すると/
the benefits would be more than/ just cost savings.//
その利益は～以上のものがある/ 単にコストを削減する//
- ③ Of course,/ there are many levels of ability/ in using a language.// How good did
もちろん/ 能力レベルがたくさんある/ ある言語を使うには// これらの会社の
employees of these companies need to become at English?// The president one of the
従業員がどれくらい英語が得意になる必要性があったのか? // 会社のある社長さんは言います/
companies says that/ the English that businessmen need is/ "Globish",/ which is
ビジネスマンが必要な英語は～だ/ グロービッシュ/それは
different from/ the English of native speakers.// He believes that/ after mastering
～とは異なるもの/ 英語のネイティブスピーカーとは// 彼は～と信じている/ 特別な英語の表現
special English expressions/ for business,/ his employees should have little trouble/
を覚えた後で/ ビジネスの/ きっと彼のところの従業員はほとんどトラブルがないだろう/
communicating in the language / at work.//
その言語でやり取りをすることで/ 職場で//
- ④ Some people questioned/ this new way of thinking.// They believe/ an emphasis on
一部の人たちは問題視していた/ この新しい考え方を// 彼らは～と信じている/ 英語を重視
English may create/ an "English divide"/ - a split between those who understand English
することは～を生み出すかもしれない/ 英語の分断を/ 英語を理解しているものとそうでないものに分けてしまうこと//

and those who do not.// For example,/ someone who is very good at their work/ but not

例えば/

仕事がとっても特異な人がある/

でも

very good at English/ may not have the respect of other employees.// Another

英語はあまり得意ではない/ 他の従業員から尊敬を持たれないかもしれない//

problem is "avoidance,"/ which sometimes happens/ among learners of a foreign

別の問題は避けてしまうこと/

これは時々起きる/

外国語を勉強している人たちの間で//

language.// They may stay silent/ if they find it difficult to use a foreign language/ to

彼らは黙ってしまうかもしれない/ もしある外国語を使うことが難しいとわかったら/

express their thoughts.// This defeats the very purpose of/ having language for

自分の考えを表現するために//

これはまさに～の目的をダメにしてしまう/

コミュニケーションをするために

communication.//

言語を使うことを//

⑤ The decision by companies/ to make English an official language/ in their offices/

会社による決定/

英語を公式言語にするという/

会社の中で/

has certainly provided an opportunity for the Japanese/ to think about/ the importance

日本人に確実にある機会を与える/

～について考えることについて/

of speaking a foreign language.// The company president mentioned above points out

外国語で話すことの重要性//

その会社の社長は植えて指摘していることについて言及した/

that/ Japan is one of those countries/ where the top leaders in many fields are unable

日本は～の国のうちの一つ/

多くの分野のトップリーダーが英語を話すことができない/

to speak English.// He claims that/ this is a huge problem.// But/ he adds that/ he

彼は～と主張する/

これは大変な問題なのだ//

しかし/ 彼は～と付け加える/

does not get rid of/ Japanese language/ or/ look down on Japanese culture.// On the

彼は～を取り除かない/

日本語を/

または日本の文化を蔑まない//

contrary,/ he wants the world to learn/ about the beauty of the culture and the

それどころか/

彼は世界に学んでほしいと思っている/

その文化の美しさと日本人々について/

people of Japan/ - but/ to learn about them/ through English.//

でも/ それらについて学ぶこと/

英語を通じて//

⑥ When choosing a job,/ people have to think about/ many different factors/ - the

仕事を選ぶとき/

人々は～について考えないといけない/

多くの異なる要因/

nature of the job,/ the salary,/ the hours,/ the workplace,/ and so on.// One more has

仕事の性質/

給料/

労働時間/

職場/

などなど//

さらに一つ

now been added/ - whether you want to work/ in a company/ where English is the

付け加える/

あなたが働きたいのかどうか/

ある会社で/

英語が公用語になっている～//

official language.// How would you feel about/ talking on such a job?//

あなたはどのように感じるだろうか?/

そのような仕事で話をするについて//

Lesson 3

It is sometimes claimed that/ about one-third of all food produced/ in the world/ every year/ is wasted.// If true,/ that would amount to about/ 1,3 billion tons of food.//

❶ In the developed world,/ much of the food loss occurs on/ the corporate end/ because/ the food does not meet aesthetic standards.// Incredibly,/ as much as 30 percent of the British vegetable crop is not harvested/ because it does not meet marketing standards/ for size and appearance.// The Japanese should understand that problem,/ as consumers here are some of the most finicky/ in the world,/ demanding products that/ are "perfect, pristine and pretty."// Food scandals of recent years have also encouraged consumers/ - and supermarkets/ - to keep a close eye on sell-by dates.// Food retailers all over the world adhere strictly/ to such warnings/ resulting in severe losses.//

❷ Estimates of the amount of waste in Japan/ range from 17 million to 23 million tons/ a year,/ the low end of that forecast is equivalent to/ 30 percent of the country's domestic production,/ a stunning number in light of the oft-cited goal of obtaining/ "food security."// The high end/ - which comes from the Ministry of Agriculture, Forestry and Fisheries/ is worth almost ¥11 trillion/ and/ is the monetary equivalent of Japan's annual agricultural output.// Experts reckon/ it costs another ¥2 trillion/ to dispose of that waste.// Tokyo alone produces/ about 6,000 tons of food waste a day,/ an amount sufficient to feed 4,5 million people/ a day.// In total,/ 40 percent of all food in Japan/ ends up/ in the garbage.// And/ this occurs/ when 750,000 people in Japan/ lack food security/ and/ 60 percent of food is imported in to the country.// Short sell-by dates/ for prepared foods/ - often just several hours long/ at

convenience stores/ - also results in/ tremendous waste of perfectly good food.//

③ Obviously,/ we need to pay more attention to/ shopping and eating habits.// It is not uncommon/ for shoppers in the developed world/ to throw away/ as much as half the food/ they buy.// The tendency to indulge is driven by/ marketing schemes that/ offer "buy one, get one free,"/ even if we really do not need that second item.// It is hard to say no to a bargain.// We need to learn to say "no"/ more effectively.// Indeed,/ consumers need to be more discerning/ throughout their shopping experience/ and/ be vocal in words and deeds.// The study of shopping habits is/ extremely advanced/ and corporations live or die/ by their data.// If consumers make a conscious effort/ to change their habits,/ retailers will notice.//

④ Consumers can also make better use of food banks/ and/ other resources that/ help the hungry and less fortunate.// On the individual level,/ they need to be conscious of the less fortunate/ before they throw good food out.//And,/ they too should be encouraging/ the organizations they work for/ and/ the places they shop/ to be equally solicitous of the needy.// Education should emphasize the need/ to avoid wasting food.// Again,/ it is all about sending signals.// It is unrealistic to expect/ to eliminate all waste in food.// But/ the idea that one-half of food production is wasted/ - and that much of it/ because of aesthetic reasons/ - is intolerable.//

Lesson 3

It is sometimes claimed that/ about one-third of all food produced/ in the world/ every
時々強く言われる/ すべての～で作られる 3 分の 1 の食べ物/ 世界中で/
year/ is wasted.// If true,/ that would amount to about/ 1,3 billion tons of food.//
毎年/ 廃棄される// もし本当であれば/ 合計約～になるだろう/ 1 3 億トンの食べ物//

① In the developed world,/ much of the food loss occurs on/ the corporate end/
先進諸国において/ 多くのフードロスが起きている/ 企業側の目的で/
because/ the food does not meet aesthetic standards.// Incredibly,/ as much as 30
なぜなら～だから/ 食べ物が見た目の基準に合わない// 驚くべきことに/ イギリスの野菜の
percent of the British vegetable crop is not harvested/ because it does not meet
3 0 %のものが収穫されない/ なぜならそれが市場の基準に合わないからだ/
marketing standards/ for size and appearance.// The Japanese should understand that
大きさや見た目が// 日本人はこの問題を理解した方がよいのです/
problem,/ as consumers here are some of the most finicky/ in the world,/ demanding
ここにいる消費者はもっとも～に細かいうちの一部だから/ 世界の中で// ～の商品を求めて
products that/ are "perfect, pristine and pretty."// Food scandals of recent years have
完璧で元のままのきれいな～// 近年の食べ物の事件はまた消費者を
also encouraged consumers/ - and supermarkets/ - to keep a close eye on sell-by
～することになっている/ そしてスーパーマーケットを/ 販売期限に目をすむったままにする//
dates.// Food retailers all over the world adhere strictly/ to such warnings/ resulting
世界中の食品小売業者たちは強く固執している/ そうした危機性に/ 結果
in severe losses.//
重大なロスにつながる//

② Estimates of the amount of waste in Japan/ range from 17 million to 23 million tons/
日本で廃棄されている総額を見積もってみると/ 1700 万から 2300 万トンになる/
a year,/ the low end of that forecast is equivalent to/ 30 percent of the country's
1 年で/ 一番下の予想は～と同等だ/ その国の国内での生産しているものの 30 %/
domestic production,/ a stunning number in light of the oft-cited goal of obtaining/
～を得るといふものによく引き合いに出される目標を考慮した驚くべき数字/
"food security."// The high end/ - which comes from the Ministry of Agriculture,
食の安全性// 一番高いものだ/ それは農林水産省から出されたものだが/
Forestry and Fisheries/ is worth almost ¥11 trillion/ and/ is the monetary equivalent
だいたい 1 1 0 億円の価値/ そして/ 日本の 1 年の農業生産高と同じ
of Japan's annual agricultural output.// Experts reckon/ it costs another ¥2 trillion/
お金の価値がある// 専門家は～と考える/ それはまた別に 2 0 億ドルかかると/
to dispose of that waste.// Tokyo alone produces/ about 6,000 tons of food waste a
それを廃棄するのに// 東京だけでも～を出している/ 1 日に約 6,000 トンの食品廃棄物
day,/ an amount sufficient to feed 4,5 million people/ a day.// In total,/ 40 percent of
/450 万人の人たちが食べることができるのに十分な数字だ/ 1 日に// 全体的に/ 日本でのすべての
all food in Japan/ ends up/ in the garbage.// And/ this occurs/ when 750,000 people in
食べ物が結局～になっている/ ゴミに// そして/ これは起こっている/ 日本での 75 万人の人が
Japan/ lack food security/ and/ 60 percent of food is imported in to the country.//
食の安全が欠けている/ そして/ 食べ物の 60 %がその国に輸入されている//

Short sell-by dates/ for prepared foods/ - often just several hours long/ at

/販売期限が短いこと/ 調理済みの食べ物に対して/ よく数時間長めになっているが/

convenience stores/ - also results in/ tremendous waste of perfectly good food.//

コンビニでは/ これはまた～に結果になる/ 完全に大丈夫な食べ物がある数多くのゴミになっていく//

③ Obviously,/ we need to pay more attention to/ shopping and eating habits.// It is not

/明らかに/ 私たちはもっと～に注意を払う必要がある/ 買い物と食べることの習慣に//

uncommon/ for shoppers in the developed world/ to throw away/ as much as half the

～は普通ではない/ 先進諸国においての買い物客にとって/ 捨ててしまうこと/ ～の半分の量

food/ they buy.// The tendency to indulge is driven by/ marketing schemes that/ offer

買い物物// なあなあになっているこの傾向は～に酔って引き起こされる/ マーケティングの計画/

"buy one, get one free,"/ even if we really do not need that second item.// It is hard to

一つ買えばもう一つは無料を提供する/ たとえ2番目の品物が本当に欲しくなくても// 安売りに対して

say no to a bargain.// We need to learn to say "no"/ more effectively.// Indeed,/

いらない、というのは難しい// 私たちはいらない、ということを学ぶ必要がある/ もっとうまく// 実際/

consumers need to be more discerning/ throughout their shopping experience/ and/ be

消費者はもっと洞察力がひつようだ/ 自分たちの買い物の経験を通して/ そして/

vocal in words and deeds.// The study of shopping habits is/ extremely advanced/ and

言葉と行動において声を出す・/ 買い物の習慣の研究は～だ/ ものすごく進歩している/ そして/

corporations live or die/ by their data.// If consumers make a conscious effort/ to

企業は生き残るかなくなるかだ/ そのデータによって// もし消費者が意識的に努力すれば/

change their habits,/ retailers will notice.//

これらの習慣を変えるための/ 小売業者は気づくだろう//

④ Consumers can also make better use of food banks/ and/ other resources that/ help

消費者はまたより上手くフードバンクを使うことができる/ そして/～の別の資源を/

the hungry and less fortunate.// On the individual level,/ they need to be conscious of

飢えている人や恵まれない人を手助けする// 個人レベルにおいては/ 恵まれない人への意識を持つ必要がある/

the less fortunate/ before they throw good food out.// And,/ they too should be

食べることができる食べ物を捨ててしまう前に// そして/ ～に促すべきである/

encouraging/ the organizations they work for/ and/ the places they shop/ to be equally

自分たちが働いている組織/ または/ 自分たちが買い物をする場所に/ 貧しい人たちに

solicitous of the needy.// Education should emphasize the need/ to avoid wasting

同じように気にかけるために// 教育はこの必要性を強調する/ 食品廃棄を避けるために//

food.// Again,/ it is all about sending signals.// It is unrealistic to expect/ to eliminate

もう一度言うが/合図を送ることにすべてがある// ～を予想することは現実的ではない/

all waste in food.// But/ the idea that one-half of food production is wasted/ - and that

食品のすべての廃棄物をなくすこと// しかし/ 生産された食べ物の3分の1がゴミになっているということを知る/ その多くが

much of it/ because of aesthetic reasons/ - is intolerable.//

キレイでないとはいけないという理由で/ これは耐えられることはできない//

Lesson 4

❶ How many people have told you that/ the key to success is to follow/ your passions?/

I'd bet it's a lot.// Giving that advice to someone who's struggling/ to figure out/ what to do with his or her life/ is easy.// However,/ that advice is actually simplistic and misleading.// Don't get me wrong.// I'm a huge fan of/ passions/ and/ think/ it's incredibly important to know/ what drives you.// But/ it certainly isn't enough.//

❷ Passions are just starting point.// You also need to know/ your talents / and/ how the world values them.// If you're passionate about something/ but/ not particularly good at it,/ then/ it's going to be pretty frustrating/ to try to craft a career/ in that area.// Say/ you love basketball/ but/ aren't tall enough to compete,/ or/ you're enthralled by jazz/ but/ can't carry a tune.// In both cases/ you can be a terrific fan,/ going to games and concerts,/ without being a professional.//

❸ Taking this step further,/ perhaps/ you're passionate about something/ and/ are quite talented in the field,/ but/ there's no market for those skills.// For example,/ you might be a skilled artist/ and/ love to paint,/ or/ crave surfing/ and/ can ride any waves.// But/ we all know that/ the market for these skills is small.// Trying to craft a career around such passions is/ often a recipe for frustration.// Think of them instead as/ wonderful hobbies.//

❹ Alternatively,/ if you have talent in an area/ and/ there's big market for your skills,/ then/ that is a great area to find a job.// For example,/ if you are an accomplished accountant,/ there's always a position for someone who/ can build a balance sheet.// For most people in the world,/ this is where they live.// They have a job that uses their

skills,/ but/ they can't wait/ to get home to focus on the activities they love/- their hobbies.// They count the days/ until the weekend,/ until vacation,/ or/ until retirement.//

⑤ The worst-case scenario is finding yourself/ in a position where you have no passion for your work,/ no skills in the field,/ and/ there's no market/ for what you're doing.// Take the classic joke about/ trying to sell snow to Eskimo.// Now/ imagine doing that/ if you hate snow and are a terrible salesperson.// This is a bad situation all the way around.//

⑥ The sweet spot is/ where your passion overlap/ with your skills and the market.// If you can find that spot,/ then/ you're in the wonderful position/ in which your job enriches your life/ instead of just providing/ the financial resources that allow you to enjoy your life/ after the work day is over.// The goal should be a career/ in which you can't believe/ people actually pay you to do your job.// A quote attributed to Chinese Taoist philosopher Lao-Tzu sums this up:

⑦ The master of the art of living makes little distinction/ between his work and his play,/ his labor and his leisure,/ his mind and his body,/ his education and his recreation,/ his love and his religion.// He simply pursues/ his vision of excellence in whatever he does,/ leaving others to decide/ whether he is working or playing.// To him he is always doing both.//

Lesson 4

① How many people have told you that/ the key to success is to follow/ your passions?/

どのくらいの人があなたに言ってきただろう？/

成功のカギは～に従うこと/

自分の情熱に//

I'd bet it's a lot.// Giving that advice to someone who's struggling/ to figure out/ what

たくさんだったに違いない// ～に苦しんでいる誰かにそうしたアドバイスを与えることは/

確認するために/

to do with his or her life/ is easy.// However,/ that advice is actually simplistic and

男女問わずその人の人生で何をすべきか/ カンタンだ// しかしながら/ そうしたアドバイスは実際には短絡的で誤解を招いてしまう//

misleading.// Don't get me wrong.// I'm a huge fan of/ passions/ and/ think/ it's

私を誤解しないでね//

私は～の大大ファンなのだ/

情熱の/

そして/ 思っているんだ/

incredibly important to know/ what drives you.// But/ it certainly isn't enough.//

～を知ることがものすごく大事だって/

何があなたをやる気にさせるのか//でも/ それだけでは十分ではないんだよ//

② Passions are just starting point.// You also need to know/ your talents / and/ how the

情熱は単に最初の段階にすぎない//

～を知る必要がある/

あなたの才能を/ そして/ そのようにして

world values them.// If you're passionate about something/ but/ not particularly

世界がそれらに価値をおいているのか//もし何かについて情熱的だったら/

でも/ 特にそれが得意なわけではない/

good at it,/ then/ it's going to be pretty frustrating/ to try to craft a career/ in that

そしたら/ めちゃいららするだろう/

その仕事をやり上げようとするに/

その

area.// Say/ you love basketball/ but/ aren't tall enough to compete,/ or/ you're

分野で// ～と言う/ バスケが大好き/

でも/ 張り合うほど背が高くない/

または/

enthralled by jazz/ but/ can't carry a tune.// In both cases/ you can be a terrific fan,/

ジャズのとりこ/

でも/

歌が音痴//

両方の場合において/ めっちゃファンになることはできる/

going to games and concerts,/ without being a professional.//

試合をしたりコンサートに行ったり/

プロとしてでなくても//

③ Taking this step further,/ perhaps/ you're passionate about something/ and/ are

この段階をさらに進めていくと/

ひょっとしたら/ あなたは何かについて情熱的だ/

そして/中

quite talented in the field,/ but/ there's no market for those skills.// For example,/

その分野においてとても才能がある/

でも/ そうしたスキルには需要がない//

例えば/

you might be a skilled artist/ and/ love to paint,/ or/ crave surfing/ and/ can ride any

あなたは技術のある画家かもしれない/

そして/ 絵を描くことが大好き/ または/ サーフィンがすごく好き/そして/どんな波でも

waves.// But/ we all know that/ the market for these skills is small.// Trying to craft

乗りこなす//しかし/ みんな知っている/

これらの技術の需要は少ない//

そうした情熱である

a career around such passions is/ often a recipe for frustration.// Think of them

仕事をやってみようすると～だ/

よくイライラの種//

その代わりそれらを～として

instead as/ wonderful hobbies.//

かんがえてみよう/ 素晴らしい趣味//

④ Alternatively,/ if you have talent in an area/ and/ there's big market for your skills,/

あるいは/

もしある分野で才能が有って/

そして/あなたの技術に対してたくさんの需要があれば/

then/ that is a great area to find a job.// For example,/ if you are an accomplished

そしたら/それは仕事を見つけるための大きな場所になる//

たとえば/

もしあなたが優れた会計士/

accountant,/ there's always a position for someone who/ can build a balance sheet.//

常に～の誰かの地位がある/

貸借対照表を作ることのできる～//

For most people in the world,/ this is where they live.// They have a job that uses their

この世界においてのほとんどの人は/

これが生活している場所//

自分たちの技術を使う仕事を持っている/

skills,/ but/ they can't wait/ to get home to focus on the activities they love/- their

でも/ 待つことができない/

自分たちが大好きな活動に集中するために家に帰るのを//

hobbies.// They count the days/ until the weekend,/ until vacation,/ or/ until
一趣味という// 彼らは日数を数える/ 週末まで/ 休暇まで/ または/
retirement.//
引退するまで//

⑤ The worst-case scenario is finding yourself/ in a position where you have no passion
一番悪い場合のシナリオは自分自身が〜とわかること/ 仕事に対して全く情熱がない所にいる/
for your work,/ no skills in the field,/ and/ there's no market/ for what you're doing.//
その分野において何の技術もない/そして/ 需要がない/ やっていることに//
Take the classic joke about/ trying to sell snow to Eskimo.// Now/ imagine doing that/
〜についての昔ながらのジョークを/ エスキモーの人に雪を売ろうとすること// さて/〜をすることを想像しましょう/
if you hate snow and are a terrible salesperson.// This is a bad situation all the way
もし雪が大嫌い、そしてすごく下手くそな販売員だったら// これはすべてにおいて悪い状況ですね//
around.//

⑥ The sweet spot is/ where your passion overlap/ with your skills and the market.// If
素敵な場所は〜だ/ あなたの情熱が〜を上回る/ 技術と需要を//
you can find that spot,/ then/ you're in the wonderful position/ in which your job
もしそうした場所をみつけたら/ そしたら/ あなたは素晴らしい所にいる/ その中であなたの仕事は人生を
enriches your life/ instead of just providing/ the financial resources that allow you to
豊かにする/ 単に〜を与える代わりに/ あなたが人生を楽しむことのできる経済的なもの/
enjoy your life/ after the work day is over.// The goal should be a career/ in which you
仕事の日が終わった後に// その目的は〜の仕事であるべき/ その中で
can't believe/ people actually pay you to do your job.// A quote attributed to Chinese
あなたが信じていることができない/ 人々が本当にあなたの仕事に対してお金を払っていること// 中国の道教の哲学者、老子により引用文が
Tooist philosopher Lao-Tzu sums this up:
このことをまとめている//

⑦ The master of the art of living makes little distinction/ between his work and his
生活することを芸術としている名人はほとんど〜を区別しない/ 自分の仕事と自分の遊びを/
play,/ his labor and his leisure,/ his mind and his body,/ his education and his
自分の労働と自分の余暇を/ 自分の心と自分の体を/ 自分の勉強と気分転換を/
recreation,/ his love and his religion.// He simply pursues/ his vision of excellence in
自分の愛と自分の宗教を// 彼はただ追い求める/ たとえ自分が何をしているのかにおいて
whatever he does,/ leaving others to decide/ whether he is working or playing.// To him
の自分の素晴らしい洞察力を/ 他人に決めてもらう/ 自分が仕事をしているのかそれとも遊んでいるのか//彼にとって
he is always doing both.//
彼は常に両方をしているのだから//

Lesson 5

- ❶ When we hear the word/ "communication,"/ we usually think of/ writing or speech/ - that is to say,/ using words.// This covers our daily conversations/ with those around us/ and/ the written language we find/ in books, newspapers, and emails.// However,/ using words is not only way/ we communicate.// We also use/ a number of means that/ do not involve words.// These include/ facial expressions, gestures, and eye contact.//
- ❷ According to recent research,/ only about 30% of our communication/ uses words;/ the rest does not.// Other research suggests that,/ in certain contexts,/ as much as 90% of a message/ may be communicated/ without words.// This may surprise people who think that/ communication is all about words.// This fact is,/ however,/ that communication without words/ plays an important role in/ our daily lives.//
- ❸ Another way in which we communicate/ without words/ is through physical contact.// In fact,/ this is one of the simplest forms of human communication/ and/ is found in every society.// What type of contact people use,/ however,/ depends on the culture/ they live in.// For example,/ people from Latin America tend to touch/ each other/ often/ when chatting.// By contrast,/ people in Japan rarely make physical contact/ when having a conversation/ with others.//
- ❹ The type of body part/ you can or you cannot make physical contact with/ depends on culture,/ too.// In Arab countries,/ men often kiss each other/ on their cheek/ in greeting.// In countries like the U.S.,/ other the other hand,/ men greet each other with a handshake.// They are not in the habit of/ kissing each other on the cheek.// In many countries,/ it is common for people to pat children on the head.// This is done/ as a show of friendliness.// However,/ in Thailand,/ touching someone else's head should

be avoided/ because the head is considered/ sacred there.//

⑤ In a case,/ even personal space is part of communication/ without words.// For example,/ how far apart/ do people stand/ when chatting.// The answer varies/ from culture to culture.// Think of what often happens/ when an Arab and a Japanese person are having a conversation/ at a party.// The Arab may step closer/ to the Japanese person/ to shorten the distance/ between them.// But,/ a few moments later,/ the Japanese person may step back.// The result is that/ they appear to move slowly around the room/ in a strange kind of dance.// The reason lies/ in the different ways/ the two people view personal space.// Some studies have found that/ the natural distance/ between two people chatting is/ the shortest between Arabs,/ followed by Latin Americans.// After them come Americans.// The Japanese leave the greatest space of all.//

⑥ Behavior involving touch or personal space is/ so deeply rooted/ in each of us that/ we cannot easily control it.// Even if we try to,/ we may be wasting our time.// For example,/ if a Japanese speaker tries to stand closer/ to other people/ when trying to communicate better,/ it won't necessarily help.// What is important is understanding that/ different cultures approach communication differently.// As long as people recognize that/ different cultures exist/ and should be respected,/ communication is likely to proceed/ smoothly.//

Lesson 5

① When we hear the word/ "communication,"/ we usually think of/ writing or speech/ -

私たちが~の言葉を耳にすると/ コミュニケーション/ たいてい~と考える/ 書いてあるものまたは話し言葉/
that is to say,/ using words.// This covers our daily conversations/ with those around
つまり/ 単語を使ったもの// これは私たちの日常の会話にある/ 私たちの周りに/
us/ and/ the written language we find/ in books, newspapers, and emails.// However,/
そして/ 私たちが目にする書かれた言語/ 本、新聞、そしてメールの中に// しかしながら/
using words is not only way/ we communicate.// We also use/ a number of means that/
文字を使ったものは~だけではない/ 私たちがやり取りをする// また~を使う/ ~のたくさん手段/
do not involve words.// These include/ facial expressions, gestures, and eye contact.//
文字を含まない~// これらは~がある/ 顔の表情、ジェスチャー、そしてアイコンタクト//

② According to recent research,/ only about 30% of our communication/ uses words;/

最近の研究によると/ コミュニケーションのたったの 30%が/ 言葉を使う/
the rest does not.// Other research suggests that,/ in certain contexts,/ as much as
残りはそうではない// 別の研究は~と指摘している/ 一定の文脈/た
90% of a message/ may be communicated/ without words.// This may surprise people
メッセージの 90% / コミュニケーションを図れるかもしれない/ 言葉なしで// これは~だ、と考える人を驚かす
who think that/ communication is all about words.// This fact is,/ however,/ that
かもしれない/ コミュニケーションはすべてが言葉だ// この事実/ しかしながら/
communication without words/ plays an important role in/ our daily lives.//
言葉のないコミュニケーションは/ ~で重要な役割を果たす/ 私たちの日常生活//

③ Another way in which we communicate/ without words/ is through physical contact.//

私たちがコミュニケーションをとる別のやり方/ 言葉のない/ 肉体的な接触を通じてだ//
In fact,/ this is one of the simplest forms of human communication/ and/ is found in
実際/ これは人がコミュニケーションをする中で一番シンプルなものひとつ/ そして/すべての社会に
every society.// What type of contact people use,/ however,/ depends on the culture/
おいて見られる// 人々がどんなやり取りを使うのか/ しかしながら/ 文化による/
they live in.// For example,/ people from Latin America tend to touch/ each other/
暮らしている~// 例えば/ ラテンアメリカの人達は触る傾向がある お互いに/
often/ when chatting.// By contrast,/ people in Japan rarely make physical contact/
よく/しゃべっているとき// 逆に/ 日本の人たちはめったに肉体的な接触はとらない/
when having a conversation/ with others.//
他人と会話しているとき//

④ The type of body part/ you can or you cannot make physical contact with/ depends on

体の一部/ 肉体的な接触ができたりできなかったりする/中
culture,/ too.// In Arab countries,/ men often kiss each other/ on their cheek/ in
文化による/ ~も// アラブ諸国/ 男性はお互いにキスをする/ 頬っぺたに/
greeting.// In countries like the U.S.,/ other the other hand,/ men greet each other
あいさつにおいて// アメリカのような国/ 例えば/ 男性は互いに握手をして挨拶をする//
with a handshake.// They are not in the habit of/ kissing each other on the cheek.// In
彼らは~の習慣はない/ 頬っぺたにキスをする//
many countries,/ it is common for people to pat children on the head.// This is done/ as
多くの国々において/ 子供の頭をなでるのは共通である// これはされる/
a show of friendliness.// However,/ in Thailand,/ touching someone else's head should
親しみを表すものとして// しかしながら/ タイでは/ 誰かの頭を触ることは避けるべきことである/・

be avoided/ because the head is considered/ sacred there.//

なぜなら頭は～の考えられているからだ/

そこは神聖な場所//

⑤ In a case,/ even personal space is part of communication/ without words.// For

ある事例において/ 個人のスペースがコミュニケーションの一部/

言葉のない//

example,/ how far apart/ do people stand/ when chatting.// The answer varies/ from

例えば/

どのくらい離れるのか/

立っていておしゃべりをするときに//

その答えはいろいろ/

culture to culture.// Think of what often happens/ when an Arab and a Japanese person

文化によって//

何がよく起こるのか考えてみよう/

アラブ人と日本人が会話をしている時に/

are having a conversation/ at a party.// The Arab may step closer/ to the Japanese

パーティで//

アラブ人は近づくかもしれない/

日本人に/

person/ to shorten the distance/ between them.// But,/ a few moments later,/ the

距離を縮めるために/

2 人の間の//

しかし/数分後に/

Japanese person may step back.// The result is that/ they appear to move slowly

その日本人は後ろに下がるかもしれない//

その結果～だ/

彼らはゆっくりと部屋の周りを動いている

around the room/ in a strange kind of dance.// The reason lies/ in the different ways/

ように見える/

奇妙なダンスで//

この理由は～にある/

やり方が異なっている/

the two people view personal space.// Some studies have found that/ the natural

2 人の個人のスペースの見方が//

一部の研究で見つかっている/

distance/ between two people chatting is/ the shortest between Arabs,/ followed by

自然な距離/

2 人がおしゃべりをしている/

一番短い距離の取り方がアラブ人/

Latin Americans.// After them come Americans.// The Japanese leave the greatest

続いてラテンアメリカの人//

次にやってくるのがアメリカ人//

日本人は最も多くスペースをとるのです//

space of all.//

⑥ Behavior involving touch or personal space is/ so deeply rooted/ in each of us that/

人に触れるまたは個人スペースにかかわる行動というのは～なのです/ 私たちそれぞれにおいてとても根深いものなので/

we cannot easily control it.// Even if we try to,/ we may be wasting our time.// For

簡単にそれをコントロールすることができない// たとえやってみたとしても/

時間の無駄になるかもね//

example,/ if a Japanese speaker tries to stand closer/ to other people/ when trying to

例を出そう/

もしある日本人近づいて話そうとしたら/

よその人に/

もっとコミュニケーション

communicate better,/ it won't necessarily help.// What is important is understanding

をとうとうして/

必ずしもうまくはいかない//

大事なことは～を理解すること/

that/ different cultures approach communication differently.// As long as people

異なる文化が異なるコミュニケーションでやってくる//

人々が認識する限り

recognize that/ different cultures exist/ and should be respected,/ communication is

様々な文化が存在し/

そして敬意を払う/

コミュニケーションは

likely to proceed/ smoothly.//

行われるだろう/

すんなりとに//