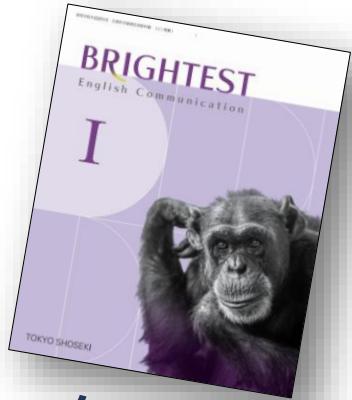


# BRIGHTTEST

English Communication

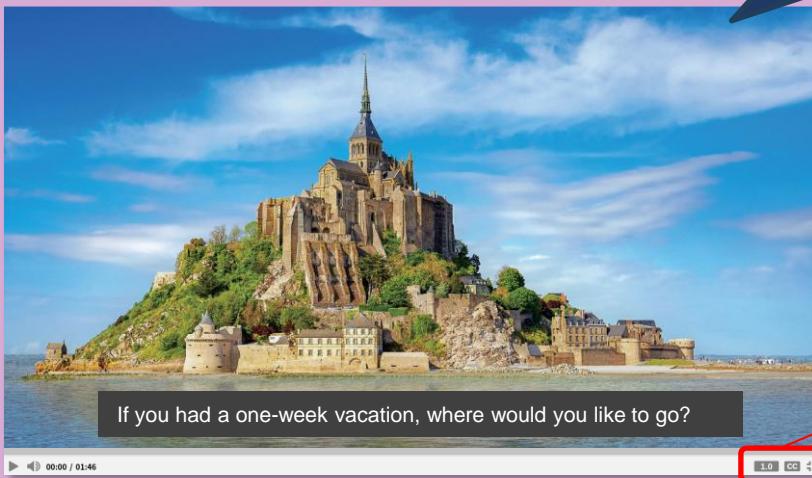


## 指導が広がる！ 充実したDマイスター

(指導者用デジタルコンテンツ集)

### ①題材に引き込む 導入動画

指導者用デジタルブック  
からも再生できます！



Lessonの題材を導入するための  
1分半前後の短い動画です。  
スキーマの活性化に適しています。  
指導者用デジタルブックからも  
再生できます。

動画の再生中に  
字幕のON/OFFを  
切り替えられます！

### ②リテリング活動などに役立つ 本文パラフレーズ版

#### BRIGHTTEST English Communication I

##### 本文パラフレーズ版

###### Lesson 8

###### Part 1

Origami is the Japanese art of folding paper. People around the world know about it. We all know that origami has a long history. But it is also used in exciting ways in modern life. Did you know that?

In the 7th century, Japan learned how to make paper from China. The Japanese improved the process, and people created a special paper called *washi*. *Washi* was thin but strong, so people used it in Shinto rituals to wrap gifts for the gods. In the Edo Period (1603-1868), paper became cheaper. It became easier to produce and obtain. So, origami became a fun activity and a kind of art. Since then, children have enjoyed folding paper into flowers, animals, and other shapes.

As origami became more popular around the world, scientists became interested. They started thinking about how to use origami shapes in technology. This has created a new field called origami engineering.

教科書本文を、多様な表現で  
言い換えました。リテリング活動の  
ヒントや、本文指導の補助として、  
幅広い用途でご活用いただけます。

### ③読解力を育てる 補充リーディング

**Lesson 5 (20点)**  
**How to Reduce Food Waste in Canteens**  
 Read the guide to learn how to reduce food waste with simple nudges.

Too much food is wasted in canteens every day. People often take more food than they need and throw away the leftovers. In one example, three simple nudges reduced food waste by up to 44%. This guide will help you apply the same nudges to reduce food waste. (1) They are easy to implement.

1) Portion displays and prompting  
 You can use model portions to help customers take only as much food as they can eat. Showing a typical portion helps prevent customers from requesting larger servings. Serving smaller portions on small plates is another effective strategy.  
 You can also use prompts. For example, serving staff can explain the system by saying, "If you'd like more food, you're welcome to come back for a second helping." (2) This encourages people to think carefully about how much food they really need. As a result, food waste is likely to decrease.

2) Messaging  
 Posters with messages based on behavioral science can reduce food waste by 15-33%. The best places to display them are near the entrance and exit of the canteen. (3) You can also place message cards on tables to encourage customers not to leave leftovers. Changing the displays daily helps ensure that customers continue to notice them.

3) Feedback on food waste  
 Use a transparent trash can and a tracker to show the weight of food waste. This helps customers understand how much food is wasted. The food waste tracker displays weekly waste totals, and (4) it will allow you to compare food waste levels before and after implementing the nudges.

258 words

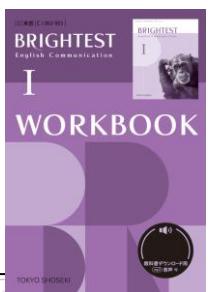
参考注: canteen: 食堂 portion: 一人分の量 prompt: 声をかける prevent O from doing: Oが...することを防げる serving: 取り分 encourage O to do: Oが...することを促す ensure: ...を保証する

1. この英文の趣旨は何か、25字程度の日本語で答えて下さい。 (3点)
2. 下線部(1)の意味に近いものを次の(中)から選び記号で答えて下さい。 (2点)
- A. Reducing food waste is easy if prices are raised.  
 B. The nudges for reducing food waste are simple to carry out.  
 C. Introducing nudges for reducing food waste in canteens takes a lot of effort.  
 D. Reducing food waste is impossible through nudges because they are too simple.
3. 下線部(2)について、Thisの指示内容を具体的にして、全文を80字程度の日本語にしなさい。 (5点)
- A. You can also give message cards to customers for their cooperation when they finish their meals.  
 B. You can also give message cards to customers so that customers won't leave anything behind.  
 C. You can also put message cards on tables to remind customers to eat everything.  
 D. You can also put message cards on tables to stop customers from eating too much food.
5. 下線部(3)を日本語にしなさい。 It is food waste tracker and it is encouraging.
6. 各文について、本文の内容に合うものにはTを、合わないものにはFを書きなさい。 (1点×4)
1. People often waste food in canteens because they can't take a second helping.  
 2. Using small plates can help reduce the amount of food people waste.  
 3. Changing messages daily can help keep customers' attention.  
 4. Transparent trash cans and feedback boards are used to hide food waste from customers.

各Lessonに1本ずつ、  
 関連したトピックで  
 200語～300語の  
 長文を用意しました。

内容理解問題を  
 配点付きで収録！

## 準拠教材『WORKBOOK』に掲載の 共通テスト対策問題が Dマイスターから利用できます！



**共通テスト対策(リーディング)①**

You are studying in the US and are walking around campus. You notice a flyer posted on a bulletin board.

**Participate in a Paid Research Study**

Want to earn some money while you are contributing to scientific research? Participate in a research study through the Shelbyville University Department of Psychology, headed by Professor Graham. Two opportunities are listed below. More information and further opportunities can be found in our department office and on our website.

**Play Games to Help with Brain Research!**

For most people, memory ability peaks sometime in their 20s and then gets worse as they age. We are researching the brain processes behind memory throughout people's lives. Opportunities are available for children and adults. You wear a special cap that monitors your brain activity and play memory games. Participants earn thirty dollars an hour.

**Share About Social Interactions!**

We are looking for young people (ages 12 to 34) for a research project about how thoughts change over a short period of time. This project seeks to understand better how social interactions affect mental health. Participants come in once a week for three weeks to answer questions about their thoughts and experiences. All participants receive twenty-five dollars per day for their time.

問1 What information is included on the flyer?  1

① The length of time that each study lasts for  
 ② The name of the person running both studies  
 ③ The number of participants needed for each study  
 ④ The subject of the research in each study ( )

問2 Participants in both studies have the opportunity to  2.

① get paid for the time they contribute  
 ② learn something about their own brains  
 ③ play games to help with the research  
 ④ share their ideas and experiences ( )

**共通テスト対策(リスニング)②**

A 英語を聞き、それぞれの内容と最もよく合っているものを、四つの選択肢(①～④)のうちから一つずつ選びなさい。

問1  1

① The speaker is going to quit drinking coffee.  
 ② The speaker often drinks too much coffee.  
 ③ The speaker says she drinks as much coffee as possible.  
 ④ The speaker will not drink coffee in the evening. ( )

問2  2

① The speaker almost won the game yesterday.  
 ② The speaker does not win much at golf.  
 ③ The speaker prefers not to talk about her skills.  
 ④ The speaker will not play golf much anymore. ( )

B それぞれの問い合わせについて、対話の場面が日本語で書かれています。対話とそれについての問い合わせを聞き、その答えとして最も適切なものを、四つの選択肢(①～④)のうちから一つずつ選びなさい。

問3 朝、高校生と母親が学校への行き方について話し合っています。  3

①  ②   
 ③  ④ 

問4 学生たちはスピーチコンテストの結果について話し合っています。  4

①  ②   
 ③  ④ 

共通テストと同形式の問題を、  
 リーディングは9ページ、  
 リスニングは10ページ収録！