

『英語上級者への道 ～英検1級合格を目指して』
第10回（最終回） まとめ

Sprict

■ Dialogue for Introduction

T: Hello, Edward and welcome to the end!

E: Uhh... that sounds a bit ominous. The end of what?

T: Of our current web-cast series! We have almost reached the goal.

E: All right! Well, as every ending is also a beginning, I'm actually not so sad. I think our students have really made great progress in their English language skills.

T: Yes, they have. Today we will consolidate everything we've learned in past lessons.

E: A fine idea! Let's do a demonstration lesson using... well... the whole enchilada!

T: I know that slang English! An enchilada is a popular Mexican dish, but it also means to do something completely.

E: Well done, my friend!

T: Gracias Amigo! We are going to use one of the passages from the listening materials given in the past Eiken Test, Grade 1.

E: That's a good idea. As if the listeners were taking an actual lesson from you and me. Let's go through the ideal procedure that we always have in mind when we teach our classes. First, listen to or read the passage.

T: Yes. And tell yourself what you do or do not comprehend, as well as what you can remember accurately.

E: If there are some questions about the passage to which you are supposed to respond, do so to the best of your ability.

T: Listen to or read through the material several times and continue to do a self-assessment of your actual comprehension.

E: If it is reading material, your pace is also important. Set your timer so that you will read it through at the pace of 120 words per minute.

T: As we go through today's lesson, try to remember the techniques we've been working on for the past several months.

E: With all that in mind...let's get to work.

T: Yes, let's.

■ First Listening

Listen to the passage and two questions. Choose the best answer for each question.

Evaluating Multitasking (2011 年第 3 回 1 級 D)

With increasing pressure to achieve more with each waking hour, it is no surprise people multitask. E-mailing, talking on the phone, listening to music, and creating a document all at the same time may seem efficient, but research indicates otherwise. Multitasking may not only be unproductive, it could even impair brain development. Researchers at Stanford University recently asked 260 college students how often they simultaneously use different devices. The students then completed a series of timed tests to identify shapes and categorize words. Results revealed that the students who often multitask had slower response times because they were distracted by irrelevant information. Those who do not multitask were better at focusing on important points, organizing information, and adapting quickly to different kinds of tests.

Neuroscientist Dr. Gary Aston-Jones agrees that there is a cognitive cost to juggling activities. He believes that changes in the brain may occur, leaving people unable to complete tasks requiring intense focus, such as creating works of art or doing scientific experiments. Other neuroscientists agree, noting that constant attention switching weakens the brain's neural circuitry, impeding social interaction and creativity. Doing things one at a time may not be such a bad idea after all.

☆☆ Questions

No.1 (No. 17) What does recent research tell us about people who multitask?

- 1 They have difficulty prioritizing information.
- 2 They can easily deal with different types of tests.
- 3 They are good at handling academic pressure.
- 4 They often suffer from a lack of sleep.

No. 2 (No. 18) What do neuroscientists suggest about multitasking?

- 1 It helps improve creative skills.
- 2 It enhances physical coordination.
- 3 It alters the functioning of the brain.
- 4 It is less effective when it involves simple tasks.

[Correct Answers]

- No.1 1 They have difficulty prioritizing information.
No.2 3 It alters the functioning of the brain.

■Second Listening

もう一度聞いてみましょう。メモをとってもかまいません。聞き終わった後で、どんな内容だったか、頭に残っていることを1分間語ってみましょう。

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Now, please tell yourself what you have got or the outline of the passage.

それではどんな内容だったか、頭に残っていることを1分間で語ってみましょう。

Ready? Start!

■Let's Read and Study the Script

スクリプトで使われている語彙表現を学習し、内容理解を深める活動をしておきましょう。
では まず、語彙表現からです。

●Let's study Vocabulary and Expressions.

Step1

日本語で意味を確認しながら、英語をリピートしていきましょう。

1	複数の処理を同時に行う (名詞、動詞両方あり)	multitask
2	～は驚くにはあたらない	it is no surprise ～
3	非生産的な	unproductive
4	損なう	impair
5	同時に	simultaneously
6	道具、機器	device

7	制限時間のある	timed
8	気を散らす	distract
9	重要でない	irrelevant
10	情報を整理する	organize information
11	～に適応する	adapt to～
12	神経科学者	neuroscientist
13	認知、認識に関する	cognitive
14	犠牲、代償	cost
15	神経回路	neural circuitry
16	妨げる	impede

Step 2

日本語をランダムに言います。その意味を表わす英語を口に出して言ってみて下さい。語彙表現リストを見ながらで構いません。モデルの英語が流れる前に、すばやく言ってみましょう。

1	複数の処理を同時に行う（名詞、動詞両方あり）	multitask
2	～は驚くにはあたらない	it is no surprise ～
3	非生産的な	unproductive
4	損なう	impair
5	同時に	simultaneously
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Step 3

日本語をリストにあった通りの順に言います。英語を口に出して言って見て下さい。語彙リストは見ないようにしましょう。

1	複数の処理を同時に行う（名詞、動詞両方あり）
2	～は驚くにはあたらない
3	非生産的な
4	損なう

5	同時に
6	道具、機器
7	制限時間のある
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●言い換え練習

今度は、いろいろな言い換え練習を通じて、内容を理解し、把握する練習です。スクリプトの内容を、言い換える練習を通じて、しっかりその内容を把握しましょう。スクリプトが流れ、言い換えの指示があって、10秒後にモデルが流れます。指示の後、考える間、音声は一旦停止しておいてください。一通り答えを考えて口に出してみたら、モデルを確認するようにしましょう。

Sentence 1 & 2

スクリプトを聞いてみましょう。

With increasing pressure to achieve more with each waking hour, it is no surprise people multitask. E-mailing, talking on the phone, listening to music, and creating a document all at the same time may seem efficient, but research indicates otherwise.

- 1) 第一文を with, multitask を使わずに、言い換えてみましょう。
- 2) 第二文を otherwise を使わずに言い換えてみましょう。

Sentence 1 Model

The increasing demand for almost constant productivity makes many people feel the need to attempt several tasks at the same time.

Sentence 2 Model

You may think that it is efficient to do many things such as E-mailing, talking on the phone, listening to music, and creating a document, all at the same time. But research indicates it is not efficient to do many things at the same time.

Sentence 3

Multitasking may not only be unproductive, it could even impair brain development.

二つの文で言い換えてみましょう。not only は使わないようにしましょう。

Sentence 3 Model

Multitasking may be unproductive.

It also may impair brain development.

Sentences 4~7

Researchers at Stanford University recently asked 260 college students how often they simultaneously use different devices. The students then completed a series of timed tests to identify shapes and categorize words. Results revealed that the students who often multitask had slower response times because they were distracted by irrelevant information. Those who do not multitask were better at focusing on important points, organizing information, and adapting quickly to different kinds of tests.

Sentence 5~Sentence7 が表している内容について、ひとつひとつの内容を、それぞれひとつの英文で表してみましょう。7つの英文で表すことができるはずです。

Sentence 5-Sentence 7 Model

The students took a series of timed tests.

They had to identify shapes and categorize words in the tests.

The students who often multitask responded very slowly.

They were distracted by unimportant information.

The students who do not multitask could better focus on important points.

The students who do not multitask could organize information better.

The students who do not multitask could adapt to different kinds of tests better.

Sentence 8

Neuroscientist Dr. Gary Aston-Jones agrees that there is a cognitive cost to juggling activities.

下線部を、juggling activities を使わずに言い換えてみましょう。

Sentence 8 Model

‘Attempting several tasks at the same time comes with some cognitive cost.’

Sentence 9

He believes that changes in the brain may occur, leaving people unable to complete tasks requiring intense focus, such as creating works of art or doing scientific experiments.

下線部分を、より簡単に説明するつもりで言い換えてみましょう。

Sentence 9 Model

Changes in the brain may occur and people will become unable to complete tasks that require intense focus. Creating works of art requires intense focus. Doing scientific experiments requires focus. People will become unable to do these works.

Sentences 10 and 11.

Other neuroscientists agree, noting that constant attention switching weakens the brain's neural circuitry, impeding social interaction and creativity. Doing things one at a time may not be such a bad idea after all.

Sentence 10 の下線部分が表す内容にもとづいて、以下の英文を完成してみましょう。

When people are doing () all at one time, they switch their attention (). Then their brain's neural circuitry is (). As a result their social interaction and creativity is ().

Sentence 10 Model

When people are doing (many things) all at one time, they switch their attention (constantly). Then their brain's neural circuitry is (weakened). As the result their social interaction and creativity is (impeded).

■Reread the Script

チャートを作る、あるいはキーワードを書き出しながら、スクリプトを読み直してみましょう。

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■Tell the Summary

作ったチャートあるいは書き出したキーワードを見ながらスクリプトを聞いて、その後、そのチャート、あるいはキーワードだけを見て、内容を語ってみましょう。

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■Chart and Summary Model

チャートのモデルを見ながら、要約のモデルを聞いてみましょう。まず、私の要約モデル、続いて Edward の要約モデルが流れます。

Summary Model 1

When people have to achieve more, it is no surprise that they multitask.

However, research at Stanford University suggests this is not so efficient as you may think. Rather, multitasking is unproductive and may impair brain development.

The results of the research show that students who do not multitask could focus on important points, organize information and adapt to different kinds of tests better than those who multitask.

Other neuroscientists say there is cognitive cost to multitasking and it may make people unable to achieve tasks requiring intense focus. They say attention switching weakens neural circuitry.

Doing things one at a time is not a very bad idea.

Summary Model 2

While many people feel pressured to work on several projects simultaneously, research shows that this multitasking may actually be inefficient. Stanford University researchers now believe that this practice lessens productivity and could possibly impair brain development. Non-multitasking

students who participated in the research were more focused on key points, organized information better and could adapt to different types of tests better than their multi-tasking counterparts. Other neuroscientists say there is cognitive cost to multitasking and it may make people unable to achieve tasks requiring an intense focus. They attribute this to a weakening of neural circuitry. A one-task-at-a-time approach might be best.

■Repetition, Interpretation and Shadowing

ポーズ付きで、スクリプトが流れます。後に続いて音読することから始めて、まず、ポーズの間にスクリプトを見ないでリピートができるように練習してみましょう。それができるようになったら、ポーズの間に日本語に通訳していけるかどうか、チャレンジしてみましょう。その後、ポーズのないスクリプトの音声に戻って、シャドーイングにチャレンジしましょう。

Evaluating Multitasking

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it is no surprise people multitask.//
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Results revealed that the students who often multitask had slower response times /
because they were distracted by irrelevant information.//
Those who do not multitask were better at focusing on important points, /
organizing information, and adapting quickly to different kinds of tests.//
Neuroscientist Dr. Gary Aston-Jones /
agrees that there is a cognitive cost to juggling activities. //
He believes that changes in the brain may occur, /
leaving people unable to complete tasks requiring intense focus, /
such as creating works of art or doing scientific experiments. //
Other neuroscientists agree, /
noting that constant attention switching weakens the brain's neural circuitry, /
impeding social interaction and creativity. //
Doing things one at a time may not be such a bad idea after all.

■ Closing Dialogue

E: Well! That wraps up our final lesson.

T: Yes! That's the whole Enchilada!

E: You are the King of Idioms!

T: Many thanks!

E: And many thanks to all our students out there in cyber space. It has been an honor to teach you.

T: It has indeed been so. Please review our past lessons and continue to improve your English skills.

E: Use today's material to consolidate your study. So, until we meet again...

T&E Happy Trails to you!