

## 英語上級者への道～Listen and Speak

### 第3回 名前が及ぼす影響

#### Script

#### ■Dialogue for Introduction

E: Time flies and it is December. Only a few more weeks before we ring in 2013!

T: Yes. Many of my friends, including me, have reached the age of 60. I often get together with friends from high school and college to celebrate our Kanreki year. It's been rather busy. It is nice, however, to have your own red letter year.

E: Congratulations on reaching your Kanreki year. Hmm...As I follow the Western tradition, Mine only comes at the age of 65!

T: Ahh...envious! At any rate, during one of these parties, the largest and most exciting one, we were seated in alphabetical order by name. It was a perfect re-enactment of our high school days.

E: You mean that you were always seated in alphabetical order in high school?

T: Yes. The list of names is always in alphabetical order and we stood in line or sometimes in two lines, divided into groups, seated in class rooms, always in alphabetical order. How about you?

E: The same. And as my family name begins with "S", I was always in the last group. It was a bit sad!

T: I was always around the middle. I always thought I was lucky to be there. It's scary to be close to the first person in a line.

E: Tets, let's stop here. If we keep gabbing, we will disclose the content of this month's passage.

T: OK. Now, let's begin.

#### ■Listen to the passage and answer the two questions that follow.

#### The Value of Names 【2012-1 Pre-1st B】

In U.S. schools, teachers usually line students up in alphabetical order by family name. A recent study by Kurt Carlson of Georgetown University in the U.S. suggests that this may have a greater effect than people realize. He says that kids who are always toward the back of the line grow up feeling they are at a disadvantage. He says this may influence their spending habits in later life. They are likely to find bargain sales hard to resist because they feel a need to take advantage of any special offers they see.

Assuming the study's conclusion is correct, businesses promoting limited-time offers

should first target people whose family names fall toward the end of the alphabet. Emphasizing that supplies are limited may also boost sales to these people. For the sake of fairness, though, perhaps educators should vary the order in which they make kids line up.

**【Questions】**

Answer the following 2 questions, spending 30 seconds on each.

- No. 1 What did Kurt Carlson’s study show?
- No. 2 What is one thing the speaker recommends?

**■Let’s study vocabulary and expressions**

Listen to my Japanese and repeat after Edward.

1	列に並ばせる	line up
2	影響	effect
3	影響を及ぼす	influence
4	お金の使い方	spending habits
5	抵抗し難い	hard to resist
6	～の特典を利用する	take advantage of～
7	～と仮定すると	assuming～
8	宣伝する	promote
9	期間限定での提供	limited time offer
10	ある位置、グループに属することになる	fall
11	売上を増やす	boost sales
12	変化を持たせる	vary

**■Listen to the passage and once more answer the two questions that follow!**

**The Value of Names 【2012-1 Pre-1st B】**

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### **【Questions】**

Answer the following 2 questions, spending 30 seconds on each.

No. 1 What did Kurt Carlson's study show?

No. 2 What is one thing the speaker recommends?

### **■ Repetition and Interpretation Drill**

The passage is read with pauses and Japanese interpretation.

- 1) Repeat during each pause. Practice again and again until your repetition becomes perfect.
- 2) Listen and interpret during the pauses. You should finish your interpretation before the model interpretation starts. Practice again and again.
- 3) Shadowing and interpretation. While listening to English, shadow the part in English. During the pauses, interpret into Japanese.

### **The Value of Names**

In U.S. schools, /

teachers usually line students up in alphabetical order by family name. //

A recent study by Kurt Carlson of Georgetown University in the U.S. suggests /

that this may have a greater effect than people realize. //

He says that kids who are always toward the back of the line /

grow up feeling they are at a disadvantage. //

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Assuming the study's conclusion is correct, /

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Emphasizing that supplies are limited /  
may also boost sales to these people. //  
For the sake of fairness, though, /  
perhaps educators should vary the order /  
in which they make kids line up.

### ■ Model answers

Listen to the models and compare with your answers.

T: Now Edward, what are your answers? 'No. 1 What did Kurt Carlson's study show?'

E: How teachers line students up may influence their later life. Teachers usually line students up in alphabetical order by family name. This may affect their spending habits.

T: Thank you. How about 'No. 2 What is one thing the speaker recommends?'

E: Teachers should vary their method of lining students up. Because students who always stand toward the end of the line may grow up feeling that they are at a disadvantage.

### ■ Challenge 1

T: Now Edward is going to ask you some questions. Please answer his questions. You should continue to speak for at least 30 seconds.

E: What would you do if you were a teacher? Would you vary the order in which you have students line up and take seats? Please give your answer in 1 minute.

E: Model

Now, let's listen to Tets. He will show you a model. Listen and compare with your answer.

T: I would but not before I could remember their names and faces. I always also ask students to line up in alphabetical order on special occasions such as during school trips or emergency drills. In class, students should change their seats occasionally, otherwise they will not learn how to cooperate with a variety of people. They would also lose opportunities to make friends with all their classmates.

E: Well, listeners, many of you may feel like discussing this with Tets. I know. But let's move on to the next challenge.

## ■ Challenge 2

E: Please listen. Disagree with the following statement for at least one minute. Your statement should include some points introduced in the passage that you have listened to. Ready?

T: As you have heard, teachers make students line up in alphabetical order and this will have significant effects on students' later life. It is obvious that family names are very important. When you marry, avoid choosing the groom's family name using only traditional ways. It would be wiser to choose one which begins with a letter that falls earlier in the alphabet. Later, when you become a parent, you will be free from the worry of any effect coming from a family name which may put your child near the end of the line.

T: Model

Now, let's listen to Edward. He is going to show you a model. Listen and compare with your statement.

E: Names are indeed powerful and I believe we should avoid any prejudice, however unintentional, coming from the position in the alphabet. First, students should be told directly that all names have equal value. Then, teachers should practice randomizing the order in which students are first or last in events. Naturally, students should be encouraged to socialize with all members of the class. These simple precautions could save many children needless anxiety.

## ■ Closing Dialogue

T: The Value of Names; this is an interesting passage, isn't it?

E: Yes. It has made me think again about how powerful our sense of personal worth is tied up in our names.

T: Now, I feel the history and long lineage of my ancestors. I didn't like my family name because it is difficult to write in Kanji. The bendy parts of the letter 西(nishi) is especially difficult for me to draw neatly but I have started to think more about all the ancestors leading to my existence and I respect my family name because that means I respect my ancestors.

E: Well said! I was also embarrassed by my name as a child. It has many consonants! Now, I know that my family name reflects my ancestral origins. Scruggs is an ancient Celt word meaning "Stone Mountain". WOW! In Japanese you could call me "石山"!

T: You have a nice name "石山さん"! I'm happy your ancestors somehow lead you to Japan.

E: Right. By the way, the most popular family name in the states is Smith. How about in Japan?

T: Sato is ranked #1. Nakanishi is not so common in Japan, ranked 136th but 21st in Wakayama and 19th in Nara. My family roots may be in Nara, I guess.

E: Interesting. Listeners, if you want to know more about the Last Name effect introduced in the passage, why not visit the URL that you will find in the file accompanying this site?

T: Everyone, be positive about your names.

E: That's right!

E&T: SEE YOU NEXT TIME!!

※ぜひ、以下の URL にアクセスしてみてください。名前についていろいろなことがわかりますよ。

●カールソンによる研究 (Association for Consumer Research より)

[http://www.acrwebsite.org/volumes/v35/naacr\\_vol35\\_269.pdf](http://www.acrwebsite.org/volumes/v35/naacr_vol35_269.pdf)

●Most Common Surnames in the U.S. (アメリカにおける「姓」の多い順)

[http://names.mongabay.com/most\\_common\\_surnames.htm](http://names.mongabay.com/most_common_surnames.htm)

★講師陣プロフィール★

◇中西 哲彦 (Tets Nakanishi)

日本福祉大学国際福祉開発学部准教授、アルファ英語会顧問、NPO 愛知善意ガイドネットワーク理事。

愛知教育大学出身。三重県立高校、大手英語学校を経て、現在、小学生～社会人まで幅広い層を対象に英語を指導している。英検セミナー派遣講師として各地の特別授業や英語教育セミナーにて活躍。2007年度まで、5年間にわたって三重県英語教員集中研修講師も務めた。

◇エドワード・スクラグス (Edward Scruggs)

テネシー出身。比較文学の分野で博士号、音楽の分野で修士号。

翻訳、英語教授に大活躍し、現在、椋山女学園大学国際コミュニケーション学部准教授を務めるほかアルファ英語会 (津市) アドバイザーとしても活躍中。