

Listen and Speak! らくらく英検 2 級

～ 英語ができる人になる ～

第 2 回 Past Tense for Politeness Script

* はじめに *

この番組は英検でおなじみの、日本英語検定協会がお送りする、すべての『英語ができる人』になりたい人たちのための番組です。これから英検 2 級や準 2 級を目指す人はもちろん、さらにその上を目指して、本当に『英語ができる人』になりたいというあなたにとって必ず役にたちますよ。後半はちょっと難しかったり、大変だったりするかもしれませんが、私、伊藤太と頼れるパートナーの Gary Scott Fine がしっかり『英語ができる人』になりたいあなたをサポートします。

Yes, this program will not only help you succeed on Eiken Tests, but it will also help you improve your English ability, especially listening and speaking. The real aim of this program is to help you learn more than English itself.

We are not just interested in whether you can use English, but in what you can do with English.

Program Number 2 “Past Tense for Politeness”

今回のタイトル “Past Tense for Politeness” の tense は「時制」という意味ですから、“Past Tense for Politeness”は、「politeness 丁寧さを表す past tense 過去形、過去時制」という意味です。さあ、それではレッスンを始める前に、ゲーリーと私の会話を聞いて下さい。この後のエクササイズの手助けになるかもしれないので、しっかり聞いてくださいね。

■Introduction

G: Futoshi, I have something to ask you about Japanese expressions.

F: Sure. What's that?

G: Do you ever say “よろしかったですか” instead of “よろしいですか”?

F: Hmm. That depends. Why do you want to know?

G: Well, you know, I speak a little Japanese. Recently, when I checked into a hotel, the desk clerk said to me, “きんえんしつでよろしかったですか?” instead of “きんえんしつでよろしいですか” I wasn't sure what he meant, why he was using the past tense instead of the present tense. I wanted a non-smoking room at that time, not in the past. Was he talking about the non-smoking room that I had used before? Why did he ask me about the past?

F: Oh, I've had the same experience in English! In London when I was shopping at a clothing store, a shop clerk said to me, “What were you looking for? Did you want me?” I nearly said to her, “Yes, I do want you, now!”

G: Oh, Futoshi, don't say that, especially to a woman you don't know. It's extremely impolite!

F: I know. I'm just joking. She wanted to help me choose a shirt and she used the past tense in order to sound more polite.

G: Ah. I see. The hotel clerk used the past form, “よろしかったですか” in order to make his expression sound more polite. Just like using “Would you?” or “Could you?” instead of “Will you?” or “Can you?” in English.

F: Ah, yes, yes. That's right. But, to be honest, I find this use of the past tense unnatural and too indirect, although it has become widespread these days.

G: Futoshi, did you know that the use of the past tense increases the distance between the speaker and the hearer, thus increasing the politeness level in many different languages?

F: Oh. Yes, I know. There are the same expression styles in German, French, and other languages.

G: Aha. It would be interesting to learn more about the relation between the past tense and polite expressions.

F: Hmm, yeah. It's interesting, indeed.

G: OK, now, Futoshi, let's get started on today's exercises.

F: Oh, yes, now...

G/F: Here we go!

1 Exercise 1 dialogue

これから流れる男女の対話を聞いて、後の問に答えて下さい。これから流れる対話は過去の英検に出題されたリスニング問題の一つです。実際の問題は、対話を聞いてから適当な選択肢を選ぶ形式ですが、ここではちょっと頑張って、ゲーリーの質問に自分の言葉を使って英語で答えてみるようにして下さい。いいですか、もう一度言いますよ。対話を聞いた後、ゲーリーの質問に自分の言葉で答えて下さいね。二次試験の面接対策にもなりますし、とても役に立ちますよ。それでは、始めます。

Listen to the dialogue and answer the question that follows. 【2012-3 2nd No.7】

(M=Man / W=Woman)

M: Next weekend is Grandma's birthday party, right? What should we get for her, Mom?

W: I think you should paint a picture for her, Barry. You're so good at painting.

M: Yeah, I could paint a scene from our family's summer picnic at the beach. Could you buy a nice picture frame?

W: Sure. I'll stop by the art store this weekend.

Answer the following question in your own words.

Question: What is the mother going to do this weekend, and why?

それでは、語彙と会話の表現について確認をしましょう。

Let's study vocabulary and expressions

Listen to my Japanese and repeat after Gary in English.

- | | |
|------------|----------------------|
| 1. ～の場面を描く | paint a scene from ～ |
| 2. 絵画用の額縁 | a picture frame |
| 3. ～に立ち寄る | stop by ～ |

さて、少しだけ会話の内容に触れてみましょう。これは親子の会話のようですね。さてこの会話の主題は何でしょう。息子の方から初めに持ちかけているようですね。会話の問題ではまず話題をつかむことが大変重要です。そこをよく注意して聞いて下さいね。そうすれば、母親がなぜ “You're so good at painting.” と言っているのか、それから、どうして最後に “Sure. I'll stop by the art shop this weekend.” と言っているのかが分かりますね。

さあ、それではもう一度よく聞いて、ゲーリーの質問に英語で答えるように頑張ってみましょうね。

Listen to the dialogue, and answer the question that follows.

(M=Man / W=Woman)

M: Next weekend is Grandma's birthday party, right? What should we get for her, Mom?

W: I think you should paint a picture for her, Barry. You're so good at painting.

M: Yeah, I could paint a scene from our family's summer picnic at the beach. Could you buy a nice picture frame?

W: Sure. I'll stop by the art store this weekend.

Answer the following question in your own words.

Question: What is the mother going to do this weekend, and why?

■Imperfect example

さあ、どうでしたか。なかなか自分で考えて答えるのは難しいかもしれませんね。それでは、私が不完全な解答例を示しますので、どこを直したらいいか考えながら聞いて下さい。その後すぐにゲーリーのモデルアンサーが流れますから、集中してくださいね。

Listen to the following example and try to improve it on your own.

Next weekend is Grandma's birthday. And she is going to stop by the art shop this weekend because Barry will paint a picture for her.

(来週はおばあちゃんの誕生日です。そして彼女【おばあちゃん?】は今週末、美術店に行くつもりです。バリーが彼女【おばあちゃん】のために絵を描くからです。)

■Model answer

それでは、ゲーリーのモデルアンサーを聞いて下さい。

Listen to the model, consider the points, and compare it with your answer.

She is going to buy a picture frame because her son will paint a picture as a birthday present for his grandmother.

気を付けるポイントは分かりましたか。実は私の解答例はかなりダメダメなんですね。これでは一体“Grandma”は誰の“Grandma”なのか、それから“she”は一体誰なのかがきちんと伝わりませんね。それでは、この点に注意して、もう一度、質問と私の解答例、それからゲーリーのモデルアンサーを聞いて下さい。

Answer the following question in your own words.

Question: What is the mother going to do this weekend, and why?

■Imperfect example 2nd

Listen to the following example and try to improve it on your own.

Next weekend is Grandma's birthday. And she is going to stop by the art shop this weekend because Barry will paint a picture for her.

■Model answer 2nd

Listen to the model, consider the points, and compare it with your answer.

She is going to buy a picture frame because her son will paint a picture as a birthday present for his grandmother.

はい、私の解答例の何がいけないか、よく分かりましたか。まず、“What is the mother going to do?” と、「“the mother” が 何をするのか」と聞かれているのに、“Next weekend is Grandma's birthday.” とまったく関係のないことを答えています。これは冒頭の音声をそのまま繰り返しているだけで、答えになっていませんね。こうした間違いは二次の面接試験でよく見受けられます。

さて、ゲーリーはどう答えているでしょう。問いに対してまっすぐ “She is going to buy a picture frame.” と答えていますね。これは是非、参考にして、とにかく「聞かれたことに答える」ように心がけましょう。「問われている人 “the mother”」のことについて真っ先に答える、こう心がければ、すぐに “She is going to buy” と “she” が頭に浮かんで、次に “her son” そして “his grandmother” が自然に浮かんできますね。会話は言葉のキャッチボールですから、とにかく相手が聞いていることに対してまっすぐ答えましょう。これが「英語ができる人」になるポイントの一つです。ちなみに、Barry は “I could paint a scene” と can の過去形を使っていますが、過去のことを言っているわけではありませんね。 “I can paint a scene” だと、「ただ、『自分には paint a scene する能力がある』ということを直接的に表現しているだけ」のように聞こえますが、can の過去形 could を使うと、『“ぼくなら paint a scene できるよ”』と自然に申し出ている」感じが伝わりやすくなります。

2 Exercise 2 passage

このエクササイズでは、短い文章が読まれた後にゲーリーが2つ質問をしますので、自分の言葉で、「誰が何をしたのか」、「それはなぜか」をしっかりと答えて下さい。

Listen to the passage and answer the two questions that follow. 【2013-1 2nd No.29】

Tricia likes her job, but she has one co-worker named Mike who never stops talking. She knows he is trying to be friendly, but he often comes to chat with her when she is busy. She does not want to tell Mike to go away because she thinks it might hurt his feelings. She plans to ask her boss for advice about her problem.

Answer the following questions in your own words.

Question 1: What problem does Tricia have?

Question 2: Why does she plan to consult her boss about the problem?

さあ、きちんと聞き取れましたか。それでは、少し語彙と英文の表現を確認しましょう。

Let's study vocabulary and expressions

Listen to my Japanese and repeat after Gary in English.

- | | |
|--------------|---------------------|
| 1. 仕事仲間、同僚 | co-worker |
| 2. おしゃべりをする | chat |
| 3. ~の感情を傷つける | hurt one's feelings |
| 4. 助言を求める | ask for advice |

英文自体はよくある、聞き慣れた話題ですね。初めの質問 “What problem does Tricia have?” には、やはりまっすぐに “problem” を答えましょう。後の質問 “Why does she want to consult her boss about the problem?” については少し難しいかもしれないのでヒントを出しますね。まずここでは “Why” と訊かれているので、“Because” で始め、そのすぐ後に 接続詞の “although” を使って、「～したいけれど、～かもしれないから」と表現するといいかもしれませぬね。

さあ、ここからは私の日本語はぐっと少なくなりますよ。「英語ができる人」を目指して頑張ります。聞き取った内容を元に、相手の質問にまっすぐ答えて下さいね。

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

Tricia likes her job, but she has one co-worker named Mike who never stops talking. She knows he is trying to be friendly, but he often comes to chat with her when she is busy. She does not want to tell Mike to go away because she thinks it might hurt his feelings. She plans to ask her boss for advice about her problem.

Answer the following questions in your own words.

Question 1: What problem does Tricia have?

Question 2: Why does she plan to consult her boss about the problem?

■Model answer

Listen to the models and compare them with your answers.

Question1: What problem does Tricia have?

One of her co-workers talks to her too much.

Question2: Why does she plan to consult her boss about the problem?

Because although she wants to tell her co-worker not to speak to her so much, she is afraid of hurting his feelings.

さあ、どうでしたか。最初の問いは “She has a co-worker who talks too much.” または、“A co-worker talks to her too much.” と、もっとシンプルな答え方でいいかもしれません。後の問いは、“Why” と理由を訊いているので、ゲーリーの答えは “Because” から始まっていますね。その後で 接続詞の “although” を使って、“although she wants to tell her co-worker not to speak to her so much,” 「彼女は同僚にそんなに話しかけないように言いたいけれども」と説明した上で、“she is afraid of hurting his feelings.” 「同僚の感情を傷つけるのではないかと心配している」 からと、上司に相談した理由を答えていますね。

■ Repetition Drill using the passage

さあ、ここからは、放送された英文について Repetition Drill を行います。repetition は反復でしたね。ポーズの間にゲーリーの英語をできるだけそっくりに真似してみましょう。単語の発音だけでなく、イントネーションや雰囲気も真似して下さいね。

1) Repetition Drill

Repeat during each pause. Practice again and again, and you'll surely improve.

Ready? Let's begin.

Tricia likes her job, /
but she has one co-worker named Mike /
who never stops talking. //
She knows he is trying to be friendly, /
but he often comes to chat with her when she is busy. //
She does not want to tell Mike to go away /
because she thinks it might hurt his feelings. //
She plans to ask her boss for advice about her problem.//

どうでしたか。上手に真似ができると楽しいですね。さあ、次は「英語ができる人」は必ずと言っていいほど練習するシャドウイングにいきます。私が実際、少しシャドウイングのお手本を示しますね。ゲーリーの後に続いてシャドウイング、つまり、ゲーリーの言葉の影を追うような形で、聞きながらゲーリーの言葉を真似していきます。

2) Shadowing Drill 1

While listening, shadow each part.

(G → F)

Tricia likes her job, /
but she has one co-worker named Mike /
who never stops talking. //

要領はつかめましたね。次は実際に自分で shadowing にチャレンジして下さい。shadowing は自分で speaking をするという負荷をかけながら listening をするので、筋トレと同じように「耳トレ」になります。必ず listening の能力が向上しますので、できるまで何度でも繰り返して下さい。

2) Shadowing Drill 1

While listening, shadow each part.

Ready? Let's begin.

Tricia likes her job, /
but she has one co-worker named Mike /
who never stops talking. //
She knows he is trying to be friendly,/
but he often comes to chat with her when she is busy. //
She does not want to tell Mike to go away /
because she thinks it might hurt his feelings. //
She plans to ask her boss for advice about her problem.//

どうですか。できるようになるとすごく楽しいし、やりがいがあるでしょう。次はセンテンスの途中に区切りはありませんよ。各センテンスの間も短いですから、一気にパッセージ全体をシャドウイングできるように頑張ってくださいね。できたらとても達成感が得られますよ。

3) Shadowing Drill 2

Shadow the whole passage from the beginning to the end. Practice again and again. It may be much harder, but you will enjoy a feeling of accomplishment, if you can. Ready? Let's begin.

Tricia likes her job, but she has one co-worker named Mike who never stops talking. //
She knows he is trying to be friendly, but he often comes to chat with her when she is busy. //
She does not want to tell Mike to go away because she thinks it might hurt his feelings. //
She plans to ask her boss for advice about her problem.//

3 Challenge passage & opinion

さて、いよいよ最後のエクササイズ、チャレンジのコーナーです。ここからは一気に英語だけで進めていきますから、しっかり集中してくださいね。

Listen to the passage, and answer Gary's question. 【2012-2 pre-2nd No.27】

Richard is on his school's ice-hockey team. He practices with the team at a local skating rink twice a week after school. Richard's parents would like him to play a less dangerous sport. Although they go to all his games to support him, they hope that he doesn't get hurt during a game.

Now, Gary is going to make several points about the passage, and then ask you a question. Please answer his question. You should express your opinion as well as you can.

According to this passage, ice hockey may seem to be a dangerous sport, and Richard's parents would not like him to continue to play it. In fact, not only his parents but also many other parents are worried about their children playing sports that appear dangerous. These parents may be affected too much by some media reports that emphasize the negative side of such sports. On the other hand, there are some commentators who claim that parents' anxiety of this kind makes children nowadays mentally weaker than before because they are protected too much.

What do you think about the argument of these commentators? Please give your answer.

■Model

Now, let's listen to Futoshi. He will present a model response. Listen and compare it with your answer.

I disagree. Some people may agree with the commentators. But, it would be very hard to regard their argument as absolutely right. First, they haven't shown any scientific relationships between parents' concern and what is called the "mental weakness" of their children. Second, there is probably no evidence as to whether or not children nowadays are mentally weak. Moreover, it is possible that parents' concern with the avoidance of sports accidents has increased the safety level in sports. The sense of security that comes from the parental concern and protection may have contributed to increasing the number of children

who play sports. As a result, it could be said that more and more children are getting both physically and mentally stronger. That's why I disagree with their argument.

How was it? Could you catch what Futoshi said? Did you understand his points?

Okay, now he will explain what he just said. Please listen.

はい、ゲーリーは、多くの parents が子どもが少し危険そうなスポーツを play するのを worried していること、それはメディアの影響もあるかもしれないということ、それから “parents' anxiety of this kind makes children nowadays mentally weaker” と、「親の心配が今の子どもを精神的に弱くしている」とする commentators の argument を紹介しています。その上で、そうした argument についてどう思うかを尋ねていますね。

これに対して、私はまず “I disagree.” と自分の立場を表明した上で、[may~but]の形、つまり、“Some people may agree~” “But it would be very hard~” 「たしかに~かもしれないが、しかし~するのはとても難しいだろう」と主張を補強しています。その上で、First, Second, Moreover と根拠を3つ提示しました。そして、最後に主張を再提示することで、第1回目と同様に 主張+根拠+主張の再提示という形、つまり、“Sandwich Structure” で言いたいことを強調しています。

Now, let's listen to Futoshi again. Please listen carefully, and focus on his opinion, and the way in which he expresses it.

I disagree. Some people may agree with the commentators. But, it would be very hard to regard their argument as absolutely right. First, they haven't shown any scientific relationships between parents' concern and what is called the “mental weakness” of their children. Second, there is probably no evidence as to whether or not children nowadays are mentally weak. Moreover, it is possible that parents' concern with the avoidance of sports accidents has increased the safety level in sports. The sense of security that comes from the parental concern and protection may have contributed to increasing the number of children who play sports. As a result, it could be said that more and more children are getting both physically and mentally stronger. That's why I disagree with their argument.

■ Closing Dialogue

G: Futoshi, have you ever been to Pompeii? It's a UNESCO World Heritage Site.

F: No, not yet. But I'd like to.

G: On one of the walls of the site, there's an interesting piece of writing that reads, "Ah, young people nowadays are all no good!"

F: Yeah, I've read about it in a book.

G: Both you and I are middle-aged, you know, and we must be careful not to be like such old men.

F: Ah, yeah. You're right. I know old people nowadays are all no good!

G: Haha. You're joking again. But, Futoshi, if old people today are all no good, you should present reasonable grounds to prove it.

F: Oh, you got me.

G: By the way, in the first program you explained three points about organizing your opinion: Structure, Scope, and Avoidance of Extreme Styles. Today you used "the sandwich structure" again.

F: I did.

G: And this time you also used Avoidance of Extreme Styles in some past forms.

F: Yes. That's right. I intentionally used the past forms to show the relation between the past tense and indirect or polite expressions. But I think I have to be careful not to use them too much.

G: Hmm. That's true. Using too many indirect expressions can make your opinion more difficult to understand. What is important is to balance direct and indirect expressions. But don't forget to use polite expressions especially when it comes to elderly people, Futoshi.

F: Oh, you got me again!

さあ、今回のレッスンはどうでしたか。後半は少し難しかったかもしれませんね。何度も聞き直して、自分でも話せるように練習してみてください。Repetition や Shadowing だけでなく、話す内容の構成を組み立てること、そして相手に伝えること、こうしたトレーニングを続ければ、あなたも必ず「英語ができる人」になります。ところで今回、第2回目のタイトルは“Past Tense for Politeness”でしたね。過去形を使うことで直接的な表現を避けたり、丁寧な印象を与えたりできることが理解できましたか。今回のプログラムを聞き直して、是非確認してくださいね。ゲーリーと私の会話を友だちと一緒に真似してみるのも「生きた英会話」のいい練習になるかもしれません。

Well, then...

See you next time!

<プロフィール>

伊藤 太 (Futoshi Ito)

大手予備校・有名進学塾等で英語講師を務め、東大クラス・医学部コース等を担当。作成した教材から東大・筑波大等の入試長文問題を的中。コーチングを取り入れた研修方法を確立し、数多くの講師・教員の授業力・授業アンケート向上に寄与。現在、多数の私立学校にコンサルタント、アドバイザーとして関わるとともに、ネイティブスピーカーを含む学校教員・予備校講師（100名超）のコーチを務める。

ゲイリー・スコット・ファイン (Gary Scott Fine)

オレゴン州ポートランド出身。スタンフォード大学大学院修士課程修了（東アジア研究）、南カリフォルニア大学大学院修士課程修了（映画・テレビ研究）。現在、東海大学教育研究所准教授。主な研究テーマはエンターテインメントメディアを通じた第二言語習得。

朝日新聞・土曜版、『ENGLISH JOURNAL』（アルク）、『CNN ENGLISH EXPRESS』（朝日出版社）に映画・ドラマに関わる英語コラムを連載中。NHK 教育テレビ、アルクヒアリングマラソン等多数の番組で出演及びテキスト執筆で活躍。