

Listen and Speak! らくらく英検2級

～ 英語ができる人になる ～

第3回 What is stressed or not stressed in Passive Voice

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立ちますよ。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. However, 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 3 “What is stressed or not stressed in Passive Voice”

今回のタイトル “What is stressed or not stressed in Passive Voice” の voice は「声」ではなくて、文法用語の「態」という意味です。passive は「受け身の」という意味ですから、英語では「受動態」のことを “Passive Voice” と言うんですね。ちなみに、「能動態」は “Active Voice” といいます。ですから、今回のタイトル “What is stressed or not stressed in Passive Voice” は、「受動態で強調されるものとされないもの」という意味です。今回は「能動態を受動態に書き換える」という「日本的発想」から離れて、もっと楽しく “Passive Voice” の本質を学んで行きます。さあ、それではその辺りも意識して、まずは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ヒントになるかもしれないので、しっかり聞いてくださいね。

■ Introduction

F: I'm really disappointed.

G: What's the problem, Futoshi?

F: I got up at three o'clock this morning for the baseball game. Darvish took the mound, only to lose the game. There was nothing worth watching. Ahh, and I'm very sleepy now.

G: Futoshi, don't you have a video recorder? You didn't have to watch it live on TV, did you?

F: Come on, Gary. Such a big sports event must be watched live! Darvish is the greatest pitcher in the world!

G: Hmm. I see what you mean. Aside from whether he is the greatest or not, I'm planning to watch all the games of the World Series on TV, under what could be called "live" conditions.

F: What? Hey, most of the games will be held and broadcast during your working hours because of the time difference between US and Japan. You'll be fired if you watch them all during the workday!

G: Huh, don't worry, Futoshi. I'll record all the games and watch them afterward.

F: That's not live at all!

G: Haha, I won't talk with anyone all week, until I've watched the videos, I'll never open my computer, and never look at anything that might show the results of the games. After coming back home, shutting all the windows and curtains, I'll start to watch the videos as if the games were being played live. What do you think?

F: Oh, you won't speak to anyone or open your computer all week? How will you get any work done? You'll be fired after all!

G: Ah, there's the Passive Voice!

F: Oh, yes. You'll be fired!

G: By whom, Futoshi?

F: By the university you work for.

G: Uh-huh. But by WHOM at the university will I be fired?

F: You'll be fired...by...someone in the management.

G: No, no, no. Exactly by WHOM? WHO will fire me?

F: That's not important, is it? What is important is not who will do it, but who will be fired. Ah, wait, wait. I think I've just noticed what you mean. In the Passive Voice, the agent, or the person who actually does the action, is usually not important.

G: That's true. And this seems like a good time to stop talking about sports and start learning the actual uses of the Passive Voice.

F: Yeah, I agree. That's a good idea.

G: So, 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 1 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 pre-2nd No.14】

(M=Man / W=Woman)

W: I'm sorry, sir. You're not allowed to take pictures in this art gallery.

M: Actually, I'm a writer from *Art Today* magazine, and I was asked to take these pictures. I have a letter from the gallery's director.

W: May I see it?

M: Of course. I have it right here in my bag.

Answer the following question in your own words.

Question: Why did the woman tell the man not to take pictures?

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. ～するのを許可される、～してもよい | be allowed to ～ |
| 2. 美術館 | art gallery |
| 3. ちょうどここに | right here |

さて、ほんの少しだけ会話の内容に触れてみましょう。場所は美術館、女性の係員が館内で写真を撮っている男性に対して、“I'm sorry, sir. You are not allowed to take pictures here.”と受動態の表現を使って話しかけていますね。その後の男性の反応に注意しましょう。それから、ゲーリーの質問のしかたにも注意して、答え方を考えて下さいね。

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. 【2012-3 pre-2nd No.14】

(M=Man / W=Woman)

W: I'm sorry, sir. You're not allowed to take pictures in this art gallery.

M: Actually, I'm a writer from *Art Today* magazine, and I was asked to take these pictures. I have a letter from the gallery's director.

W: May I see it?

M: Of course. I have it right here in my bag.

Answer the following question in your own words.

Question: Why did the woman tell the man not to take pictures?

■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.

Because the man was taking these pictures.

■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.

Because she didn't know that he was a writer from an art magazine, who had been asked to take pictures in the gallery.

はい、私の解答例の何がいけないか分かりましたか。私の解答例では放送された音声 “these pictures” をそのまま使っていますが、これは二次の面接試験でもよくある間違いです。注意して下さいね。今我々の目の前に絵は存在していないので、“these” は不自然です。

また、男性が写真を撮っている理由を知っていれば、係員の女性は声をかける必要がありません。ですから、“Why did the woman tell the man?” の問いにはゲーリーのモデルアンサーのように、“Because she didn't know”と彼女がそうした事情を知らなかったからと答えるのが正解です。それから、オープニングの内容を思い出してみましょう。みなさんは、「受動態は能動態を be 動詞＋過去分詞を使って書き換えたもの」という固定観念を持っていませんか。“In most cases, the

Passive Voice is used when the agent is not important.” つまり、“You’ll be fired.”と言っているとき、重要なのは「あなたが “fired” 解雇されること」であって、「誰が “fire” するのか」、「fire する人」つまり、「“the agent” 動作主」は重要ではありません。同じように “You are not allowed to take pictures.” の場合も、あくまで焦点は “You are not allowed” であって、「 “allow” する人」ではありません。決まりきった文法から少し離れて、こうした表現方法の本当の意味を考えるのもきっと、「英語ができる人」になりたいあなたの役に立ちますよ。

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、自分の言葉で答えて下さい。主語と正しい答え方に注意して、聞かれたことに対してまっすぐ答えて下さいね。

Listen to the passage and answer the two questions that follow. 【2012-3 2nd No.25】

Every time Olivia saw the trash cans in her office, she was surprised by the number of recyclable items in them. The company had recycling bins, but they were far away from the trash cans, so few people used them. Olivia asked her boss if she could put the recycling bins beside the trash cans. He said it was OK to move them, and now more things are being recycled.

Answer the following questions in your own words.

Question 1: Why did Olivia think the recycling bins in her company were not used enough?

Question 2: What is the reason more things are being recycled there now?

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. ～するときはずっと | every time ～ |
| 2. ゴミ箱 | trash can |
| 3. リサイクル可能な製品 | recyclable item |
| 4. リサイクル用の回収容器 | recycling bin |
| 5. ～遠く離れた | far away from ～ |

それでは、答え方について少しヒントを出しますね。初めの質問、“Why did Olivia think the recycling bins in her company were not used enough?” ですが、“the recycling bins were not used enough” となっている理由について、オリビアは“Why” なぜだと考えたのでしょうか。彼女が考えた理由を、“She thought that was because ～.” という形で答えるのが適当です。後の質問も理由を尋ねています。こちらは、“What is the reason?” というきき方ですから、“The reason is that ～.” “It is that ～.” または、“It is because ～.” と答えるのが適当ですね。

Listen to the passage and answer the two questions that follow. 【2012-3 2nd No.25】

Every time Olivia saw the trash cans in her office, she was surprised by the number of recyclable items in them. The company had recycling bins, but they were far away from the trash cans, so few people used them. Olivia asked her boss if she could put the recycling bins beside the trash cans. He said it was OK to move them, and now more things are being recycled.

Answer the following questions in your own words.

Question 1: Why did Olivia think the recycling bins in her company were not used enough?

Question 2: What is the reason more things are being recycled there now?

■Model answer

Listen to the models and compare them with your answers.

Question1: Why did Olivia think the recycling bins in her company were not used enough?

She thought that was because they were far away from the trash cans.

Question2: What is the reason more things are being recycled there now?

It is because the recycling bins are next to the trash cans.

Or

The reason is that the recycling bins have been put beside the trash cans.

さあ、どうでしたか。きき方に対して答え方をしっかり合わせる、というのも「英語ができる 人」になる大切なポイントの1つです。よく注意して下さいね。

■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真似てみましょう。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.

Every time Olivia saw the trash cans in her office, /
she was surprised by the number of recyclable items in them. //
The company had recycling bins, /
but they were far away from the trash cans, /
so few people used them. //
Olivia asked her boss /
if she could put the recycling bins beside the trash cans. //
He said it was OK to move them, /
and now more things are being recycled. //

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)

Every time Olivia saw the trash cans in her office, /
she was surprised by the number of recyclable items in them. //
The company had recycling bins, /
but they were far away from the trash cans, /
so few people used them. //
Olivia asked her boss /
if she could put the recycling bins beside the trash cans. //
He said it was OK to move them, /
and now more things are being recycled. //

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。

聞く音声の方を大きくして、自分の声はあまり聞こえないようにすると一層効果が上がりますよ。

2) Shadowing Drill 1

While listening, shadow each part.

Ready? Let's begin.

Every time Olivia saw the trash cans in her office, /
she was surprised by the number of recyclable items in them. //
The company had recycling bins, /
but they were far away from the trash cans, /
so few people used them. //
Olivia asked her boss /
if she could put the recycling bins beside the trash cans. //
He said it was OK to move them, /
and now more things are being recycled. //

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.

Every time Olivia saw the trash cans in her office, she was surprised by the number of recyclable items in them. //
The company had recycling bins, but they were far away from the trash cans, so few people used them. //
Olivia asked her boss if she could put the recycling bins beside the trash cans. //
He said it was OK to move them, and now more things are being recycled. //

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.21】

On the way home from school yesterday, Takako fell off her bicycle and hit her head. An ambulance took her to the hospital. Luckily, the doctor said that she was not badly hurt. She had to stay in the hospital for a few hours and then went home.

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, a school girl named Takako fell off her bicycle and hit her head. Although she was taken to the hospital by ambulance, she was lucky enough not to be badly hurt. But this suggests that if she had been unlucky, she might have been seriously injured. A recent survey shows that more than 130,000 bicycle accidents occurred in Japan in recent years and that an increasing number of countries, including Japan, have set up laws in the last two decades that require wearing a helmet when riding a bicycle. At the same time, however, there are many people who protest against such laws, regarding these as over-interference with individual freedom and privacy.

Do you agree or disagree with such laws? Why or why not? Please give your answer.

■Model

Now, let's listen to Futoshi. He will present two model responses, a shorter one and a longer one. Listen and compare them with your answer.

Model 1 [short answer]

I agree. About 30 years ago, when my brother was 11 years old, he seriously wounded his head when he fell off his bicycle. If there had been a proper law and he had worn a helmet, he would not have been injured that way. That's why I agree with such laws.

Model 2 [long answer]

I agree. Although I sometimes feel a little strange to see schoolchildren all wear the same helmets uniformly, what is important is not how they look, but how they should be protected from possible accidents. About three decades ago, my brother, at the age of 11, seriously wounded his head when he fell off his bicycle. If there had been a proper law and he had worn a helmet, he would not have been injured that way. In recent years, in fact, more than 130,000 people were involved in bicycle accidents in Japan. This means a large number of people may still be suffering from serious injuries; some might even have died. And, if the

law becomes more widely known and society becomes more aware of the dangers of riding a bicycle, and not just its conveniences, then people will be more careful. Thus, the number of accidents may significantly decrease. That's why I agree with such laws.

How were they? 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、自転車の危険性を指摘した後、ある調査結果を引用して、最近、日本では毎年13万件以上の自転車事故が起きていること、ここ20年の間に日本を含む多くの国々でヘルメットの着用を求める法律が制定されていることを挙げた上で、そうした法律が個々人の自由やプライバシーを損なう懸念があることを説明しました。

Model 1 で、私は “I agree.” と自分の立場を表明した上で、これを補強する根拠として先ず実例、つまり事実を提示しました。次にその事実の反対、つまり「もしヘルメットをしていたら」と仮説を提示してさらに根拠を補強しました。このように、実際の出来事や数字などの事実という視点に加えて、単純にその反対側の仮説という別の視点を組み合わせると根拠に説得力が増します。これは「一石二鳥」の便利な根拠の作り方ですので、是非覚えて下さいね。

Model 2 では、“I agree.” の後に、“Although A, what is important is not A but B.” 「確かにAだけれども、重要なのはAではなくBだ」という形、いわゆる「譲歩＋主張」の形を使って主張を補強しました。その上で、Model 1 と同様に “About thirty years ago” と過去の身近な例を紹介した後、視点を現在の方 “In recent years” に移し、社会一般の方 “in Japan” に広げました。加えて、“in fact” と事実を提示して、次に “And if” と仮説を組み合わせ、また「一石二鳥」の形を取りましたね。それから、どちらもまた、“Sandwich Structure” で言いたいことを強調しているのに気が付きましたか。

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

Model 1 [short answer]

I agree. About 30 years ago, when my brother was 11 years old, he seriously wounded his head when he fell of his bicycle. If there had been a proper law and he had worn a helmet, he would not have been injured that way. That's why I agree with such laws.

Model 2 [long answer]

I agree. Although I sometimes feel a little strange to see schoolchildren all wear the same helmets uniformly, what is important is not how they look, but how they should be protected from possible accidents. About three decades ago, my brother, at the age of 11,

seriously wounded his head when he fell off his bicycle. If there had been a proper law and he had worn a helmet, he would not have been injured that way. In recent years, in fact, more than 130,000 people were involved in bicycle accidents in Japan. This means a large number of people may still be suffering from serious injuries; some might even have died. And, if the law becomes more widely known and society becomes more aware of the dangers of riding a bicycle, and not just its conveniences, then people will be more careful. Thus, the number of accidents may significantly decrease. That's why I agree with such laws.

■Closing Dialogue

G: Futoshi, this time you used the sandwich structure again, which you described in our first Podcast, and you also introduced another idea. It was a method of expanding "Scope," wasn't it?

F: Yes. You know, when you speak a foreign language, your scope, that is, the range in which you can express things, will tend to be narrower. So I intended to show our listeners how to expand the scope and how to change viewpoints using several presentation skills.

G: Hmm, that's interesting and I think it will help them express themselves not only in English but also in Japanese. By the way, Futoshi, in the opening dialogue we discussed how to watch sports. Did you know that attendance at sporting events in America has sharply dropped recently?

F: No, is that true?

G: Yes. Most professional sport teams have trouble filling up their stadiums or arenas. And the Phoenix Suns, one of the most popular NBA teams, now pays money back to fans if they are not satisfied with the team's performance, which is actually improving the situation.

F: Hmm, it's good to hear that. I'll recommend it to Eiken.

G: What? What do you mean?

F: I mean, money should be paid back if people who take the Eiken Tests are not satisfied with their results.

G: Are you crazy? Futoshi, don't say that! We'll be fired by Eiken!

F: Don't worry, Gary. I'll say it in a low passive voice, "Hem, from time to time, hm, money could be paid back..."

G: Ohh... Heaven help me!

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 3 回目のタイトルは "What is stressed or not stressed in Passive Voice" でしたね。受動態は能動態の単なる書き換えではない

ことや、その自然な使い方など理解できましたか。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。それから、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」の楽しい練習になるかもしれませんよ。

Well, then...

See you next time!

<講師陣プロフィール>

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りとともに、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。