○ showily < showy	
O showy = very bright or colorful and attracting much attention	
O stylish = fashionably elegant	
※ showily stylishの訳し方は以下の例を参考に。	
e.g. a deliciously sweet biscuit (甘くておいしいビスケット)	
deliciously ugly chocolate(見かけは悪いがおいしいチョコレート)	
\Diamond held them by <i>their</i> shapely legs「人形のスラッとした足をつかんでいた」	
○文法的には、held them by <i>the</i> shapely legsが正しい。	
O shapely = having a body that has an attractive shape	
ℓ. 22 ♦ golden = having a bright yellow color like gold	
\Diamond wave = move gently in the air	
\Diamond I don't know = ① used to say that you do not have the answer to the question	2
used when you are not sure about something 3 used to show that you disagra	eе
slightly with what has just been said 4 used to show that you are slightly annoyed	ed
ℓ. 23 ◇ garden chair「庭園用のイス;ガーデンチェア」	
♦ lay = put down, especially gently or carefully	
◇ her nymphs: (ここでは) her showily stylish little dollsの言い換え	
o nymph = 1 (in Greek and Roman mythology) a spirit of nature in the form of	·a
beautiful young woman ② an immature form of an insect such as a dragonfly	
ℓ . 24 \diamondsuit stung < sting = prick or wound with a sting or sharp point	
O sting = the sharp, often poisonous, organ of certain animals, insects and plants	
ℓ . 25 \diamondsuit them = Cindy and Barbie	
♦ darling: used when speaking to someone <i>one</i> loves	
ℓ. 26 ♦ plant = a herb	
◇Cut them down, can't you?「刈り取ってしまったらどう?」	
○ cut down = cause to fall by cutting	
※命令文の後の付加疑問には代表的なものとして以下のパターンがあり、本問は	4
の例。	
① Take a seat, will you?(席について下さいませんか。)〔指示〕	
② Take a seat, won't you? (お座りになりませんか。)〔勧誘〕	
③ Speak quietly, will you? (静かに話していただけますか。)〔依頼〕	
④ Speak quietly, can't you? (静かに話してもらえませんか。)〔詰問・いらだち	,]
ℓ . 27 \diamondsuit , he <u>said</u>	
, looking at (the place) where they grew so fiercely	
igstyle igytyle igstyle igytyle	
○ , looking ~:付帯状況	
• they = those plants	
○ fiercely = in a fierce manner; wildly	

- , crowding ~:付带状況
- crowd out = because of *one*'s own numbers, cause (others) to leave, or stay outside (a place)
- the roses (which) Hilda planted years ago
- O plant = place (a seed, bulb, or plant) in the ground so that it can grow
- ℓ . 28 \diamondsuit (We're) saving them, sweetheart.
 - O save = 1 keep safe or rescue from harm, death, or danger 2 keep for future use
 - o sweetheart = darling
- ℓ. 30

 nettle = a wild plant with spiky, hairy, green leaves that stings the skin and leaves red marks.
- ℓ . 31 \Diamond gravely = seriously \langle grave = serious; solemn; thoughtful
 - ♦ For nine years, she had believed everything he had said.
 - ○次のNow she was on a cliff-edge, almost ready to fly offとの関係から現在Katyは 9歳とわかる。
- ℓ . 32 \diamondsuit Now she was on a cliff-edge, almost ready to fly off.

準補語

- ◇ cliff-edge「崖っぷち」
- O cliff = a steep rock face at the edge of the sea
- O edge = the outside limit of an object, area, or surface
- almost = very nearly, but not completely or not quite
 ※ almostは要するに、「もう少しのところで、ある状態に達していないこと」を示す。
 例えば、I almost stopped smokingと言えば、禁煙は成功しなかったことを示す。
- ℓ . 33 \diamondsuit Will it (make me beautiful) ?
- ℓ . 34 \diamondsuit Sure it will. = It will surely make you beautiful.
 - o sure: used to emphasize a statement
 - wait and see: used to say that someone should be patient because they will find out about something later.
 - cf. Let's wait and see (how things go) . (もう少し様子をうかがおう。)

Just wait and see. I'll prove that I can do it.

(今に見ていろ。きっと成功してみせるから。)

- ℓ. 35 ♦ Later in the day, when his son Michael came in, McCreedy stopped him before he went up to his room.
 - ○この文からMichaelの部屋は2階にあり、この文脈でのcame inは「帰宅した」の意味とわかる。
- ℓ . 37 \diamondsuit we might all do on my birthday
 - weとallは同格関係。
- ℓ . 38 \diamondsuit thoughts = a person's ideas or opinions about something
- ℓ. 39 ♦ shrug = raise and then lower one's shoulders in order to show that one does not know something or does not care about something

- ♦ unconquerable = not able to be conquered
 - < conquer = defeat; overcome by force; be victorious over
- ◇ He was the future. 「彼は未来そのものであった。」〔隠喩〕
- ℓ . 40 \Diamond give the present any attention = give any attention to the present
 - the present: He was the futureのthe futureと対比されているので、「現在」の意味 と考える。
 - attention = Ugiving the mind to something; fixing the thoughts on something; care and help
 - ◇ Not specially. 「(質問に答えて) 特にありません。」
 - specially = for one particular purpose, and only for that purpose
 cf. especially = particularly
- ℓ. 41

 anyway: used when you are changing the subject of a conversation or returning to a previous subject
- ℓ . 42 \diamondsuit Or it might be a year more (than forty-five) \Rightarrow Or I might be a year older than that
 - a year 「1年分だけ」《直訳》副詞相当語句。
- ℓ . 43 \diamond Come on: used for telling someone that you do not believe what they are saying
 - \Diamond *Everyone* remembers *their* age.
 - When everyone is a subject, it is used with a singular verb. In formal writing, a pronoun or possessive adjective that refers back to everyone is usually singular. However, in conversation and in informal writing these pronouns and possessive adjectives are more often plural, although some people consider this incorrect.
- ℓ. 44

 used to ···: used for saying what was true or what happened regularly in the past, especially when you want to emphasize that this is not true or does not happen now
- ℓ . 46 \diamondsuit She'll know.
 - will: used for showing that you are fairly certain that something is true
- ℓ . 47 \diamondsuit scuff = scrape (a shoe or other object) against something
 - ♦ smelly = having a strong or unpleasant smell
 - ◇ No thoughts. No ideas. Not specially.:描出話法の一種。
 - ≒ McCreedy said to himself, "My son has no thoughts, no ideas about what we may all do on my birthday, not specially."

[5]

解答

「全訳」下線部参照。

彼は悪夢にうなされていた。彼は急峻な凍った斜面をスキー板を履いて滑降しており、眼下には深くて暗い峡谷が迫っていた。風がうなりをあげて彼の耳元を通り過ぎて、彼が渓谷に近づくにつれて、速度はますます加速した。彼は止まろうとしたが、この凍った斜面上ではそれは不可能であるとわかっていた。彼は悲鳴を上げたが、風の音がその声を掻き消した。彼は自分が谷底に落ちることになることはわかっていた。そしてひどいことになることもわかっていた。そして、どのくらいひどいことになるかは、神の定める運命にまかせようと諦めていた。

.....

注

- ℓ . 1 \diamondsuit steep = sloping sharply
 - ◇ ski「スキー板」 ≠ skiing「スキー競技」 cf. skate ≠ skating
- ℓ. 2 ◇ gully = a small narrow valley < gullet「食道」
- ℓ . 3 \diamondsuit near = approach
 - ♦ know = feel certain: be sure
- ℓ.4 ♦ the wind took the sound out of his mouth 「その風がその音を彼の口から取った」 《直訳》
- $\ell.5$ \diamondsuit resign *oneself* to = accept (something) inevitably < resign = give up / cf. resignation (辞任)
- ℓ.6 ♦ how bad it was going to be [名詞節]
 - how bad it was going to be! が潜在しているのではなくて、how bad was it going to be? が潜在しているというのが米人インフォーマントのコメント。

[6]

(1) Where does each teacher come from originally?

Teacher A: From America / California.

Teacher B: From England.

(2) How long has each teacher lived in Japan?

Teacher A: For nine years.

Teacher B: Not applicable.

(3) What did each teacher major in at university?

Teacher A: Information Science

Teacher B: Cultural Anthropology

(4) What is the name of the course that the teacher is introducing?

Teacher A: Information Science and Computing

Teacher B: Time, Space, and Culture

- (5) How many books are mentioned by each teacher during the introduction?
 - Teacher A: one
 - Teacher B: five
- (6) What is the title of the book that the teacher asks the students to buy?
 - Teacher A: English for the Internet
 - Teacher B: Intercultural Studies in Communication

Script

 \bigcirc CD 2 1 \sim 5

Teacher A

Hello, everybody. My name is Brad Nakagawa, and I will be your instructor for this course, Information Science and Computing. If any of you signed up for this class because you wanted the experience of studying computer applications with a native speaker of English, don't be disappointed — I am a genuine California-born American. My grandparents moved there from Kyushu in the 1920s, and I was brought up by English-speaking parents in the heart of Los Angeles.

I've lived in Japan for nine years all together. I taught English here for eight of them and then went back to the States to do graduate studies in information science at the University of Utah. When I finished my master's degree, I was fortunate enough to get a teaching position here in Japan again. The course went well enough last year, but I am really excited about what we can do this year because Professor Nomura and I convinced the school to upgrade the hardware that is available for student use.

As for books, you should all make sure to buy a copy of *English for the Internet*, which is an inexpensive paperback. That's about all you need for the course, other than a file to keep handouts in. Technology is changing so fast in the fields of computers and telecommunications that any book I picked out would probably be outdated by the time you've read it. Well, I'm exaggerating a little. But in any case, this course is not about studying textbooks; it's about learning through hands-on experience. [256 words]

Teacher B

Good morning, everyone. I'm glad to see that everyone is here on time. I would first of

all like to introduce myself, and then give you an overview of the content of this course, Time, Space, and Culture.

My name is Donald Birdsong, and I was born in the south of England. My family moved 5 to the United States when I was three, however, so I'm afraid you may find that I lack a proper British accent. I am, nevertheless, a British citizen. If any of you have done any reading in the field we will be studying, you may have noticed the similarity of my family name to that of Professor Birdwhistell, whose pioneering work in the study of nonverbal communication we will be looking at later in this lecture. Dr. Birdwhistell was my advisor 10 when I got my masters in Cultural Anthropology. We considered writing a book together but decided that people wouldn't take a book by Birdwhistell and Birdsong very seriously.

This course is intended to provide a general introduction to the field of nonverbal communication, but after the first two weeks we will be focusing mainly on two of the many subdivisions of nonverbal communication. These are proxemics and chronemics, which are 15 the studies of space and time and how we use them in communication and social interactions. We will also look at similarities and differences in how time and space are used within various cultural groups. If you look at the last page of your syllabus, you will see a list of five books you are required to read. I have made sure that there are a sufficient number of most of them on reserve at the library, but I must insist that you all buy 20 Intercultural Studies in Communication. It may not be the most entertaining of the five books, but it is the only one that thoroughly explains the research methodology you will be using in your final projects, so it is important that everyone have a copy at home for reference. [338 words]

注......

Teacher A

- ℓ. 2 ◇ sign up for ~「~に申し込む;登録する」
- $\ell.4$ \Diamond don't be disappointed 「がっかりするな」
 - ◇ genuine「純粋な;生粋の」
- $\ell.5$ \diamondsuit be brought up 「育つ (← 育てられる) [*cf.* bring up = raise]]

- ℓ . 8 \diamond the States = the United States
 - ◇ graduate studies「大学院の勉強;研究」
- ℓ.9 ♦ master's degree 「修士号」 cf. doctor's degree 「博士号」
 - ◇ be fortunate enough to …「運がいいことに…する」
- $\ell.10$ \diamondsuit be excited about what we can do 「我々ができることについてわくわくしている \rightarrow いろいろなことができると思って楽しみだ」
- *ℓ*. 11 ♦ convince ~ to … 「~を説得して…させる〔してもらう〕」
- ℓ . 12 \diamondsuit upgrade \sim $\lceil \sim$ (製品) の品質を高める; \sim をバージョンアップする」
 - ◇ available「(ここでは) 使用できる」
- ℓ . 13 \diamondsuit as for \sim 「 \sim に関しては」
 - ◇ make sure to …「必ず…する(ようにする)」
 - \Diamond a copy of $\sim \lceil \sim ($ の本) を 1 冊 \rfloor
- ℓ. 14 ♦ that's about all you need 「必要なのはそれだけだ」
 - ◇ other than ~ 「~を除いては |
- *ℓ*. 15 ♦ handout「配付資料;プリント」
- ℓ. 16 ♦ any book I picked out would be …「私が選んだどんな本も…であろう〔仮定法〕」
 - ◇outdated「時代遅れの」
- ℓ. 17 ◇ exaggerate「誇張する;大げさに言う」
 - ◇in any case「とにかく」
- ℓ. 18 ♦ hands-on experience 「実際の経験 → 実際に(手を使って) やってみること」

Teacher B

- $\ell.1$ \diamondsuit be on time 「時間通りに;定刻に」
- $\ell.2$ \Diamond give an overview of $\sim \lceil \sim \rho$ 概略を説明する」
- $\ell.7$ \diamondsuit similarity of \sim to \cdots $\lceil \sim \rho \cdots \geq \rho$ 類似性 $\rightarrow \sim m \cdots \sim m$ で似ていること」
- ℓ . 8 \diamondsuit ···, whose pioneering work in \sim we will be looking at = ···, and we will be looking at his pioneering work in \sim
 - ◇ nonverbal communication「非言語コミュニケーション(言葉を用いない;手真似; 身振りなどによるコミュニケーション)」
- ℓ. 10 ◇ Cultural Anthropology 「文化人類学」
 - ◇ consider …ing「…することを考える;検討する」
- ℓ . 12 \Diamond be intended to … \lceil …するためのものである \rfloor
- *ℓ*. 13 ♦ focus on ~ 「~を中心に扱う」
- ℓ. 14 ◇ subdivision「細分化(された領域)」
 - ◇ proxemics「人間空間学;近接空間論(人に近接した空間領域の文化的研究)」
 - ◇chronemics「時間に関する文化的研究」
- ℓ.15 ◇ social interaction「社会的な相互作用 (言葉のやり取り;人との触れ合いなど)」
- *ℓ*. 17 ♦ syllabus「講義概要;教授細目;シラバス」
- ℓ. 19 ♦ on reserve「備えてある」

- ◇ I must insist that you (all) …「あなた(方)は(是非とも)…するべきだ〔仮定 法現在〕|
- ℓ. 21 ◇~ that thoroughly explains …「…について細かく説明した~」
 - ◇ research methodology「研究方法論」
- ℓ. 22 ◇ it is important that everyone …「全員が…することが(是非とも)必要だ〔仮定 法現在〕|
 - ◇ for reference「参照用に」

Teacher A

皆さん、こんにちは。私の名前はブラッド・ナカガワと言います。この「情報科学とコンピューター」のコースの講師です。もし英語のネイティブ・スピーカーにコンピューター・アプリケーションを教わってみたいという理由でこのクラスをとった人がいたとしても、がっかりしないで下さいね。私はカリフォルニア生まれの生粋のアメリカ人です。私の祖父母は1920年代に九州から移住し、私はロサンゼルスの中心部で、英語を話す両親に育てられました。

日本には合わせて9年間住んでいます。そのうちの8年間は日本で英語を教えて、それからアメリカに戻って、ユタ大学の大学院で情報科学を勉強しました。修士課程を終えたとき、幸運にもまた日本で教える仕事につけたんです。昨年はこの講座はまあ上手くいったのですが、今年は何ができるかと思うととても楽しみですね。というのも、野村先生と私は大学を説得して学生が使えるハードウェアをグレードアップさせたんですよ。

書籍についてですが、English for the Internetは全員必ず購入するようにして下さい。そんなに値段は高くないペーパーバックです。この講座で必要なのはそれくらいですが、その他に配布プリントを入れておくファイルも必要です。コンピューターや情報通信分野の技術進歩はとても速いので、どんな本を選んでも読み終える頃にはたぶん時代遅れになってしまうんですね。まあ、ちょっと大げさかもしれませんが。とにかく、この講座はテキストを読んでいく講座ではなくて、実際にやってみることによって学んでいく講座です。

Teacher B

皆さん,おはようございます。全員時間通りに来ていて,嬉しく思います。では,まず自己紹介をして,それからこの「時間,空間,文化」という講座の内容の概略をお話ししたいと思います。

私の名前はドナルド・バードソングと言います。イングランド南部で生まれましたが、私の家族は私が3歳の時にアメリカに移住したので、私の英語には残念ながらイギリス英語らしいアクセントがないことがわかると思います。それでも、私はイギリス国民ですよ。これから勉強することになる分野の本を読んだことがある人は、私の名字がバードウィステル先生の名字と似ていることに気付いたかもしれませんね。バードウィステル先生の非言語コミュニケーション分野での先駆的な研究については、この講座でも後で扱いますが。バードウィステル先生は、私が文化人類学の修士号を取った時の私のアドバイザーでした。一緒に本を書くことも考えましたが、バードウィステルとバードソングが一緒に書いた本など誰も真剣に受け止めないだろうということになってやめました。

この講座は非言語コミュニケーション分野概論となっていますが、最初の2週間の後は、非言語コミュニケーションの多くのさらに細かな領域の中の2つを主に扱います。人間空間学と、時間に関する文化的研究の2つで、これらは空間と時間とそれをコミュニケーションや社会的交流の中でどう使うかということに関する研究です。また、時間と空間がさまざまな文化的集団の中で使われる場合の類似点や相違点についても見ていきます。講義概要の最後のページを見ると、読まなければならない5冊の本が挙げてあります。そのうちのほとんどの本は、図書館に在庫が十分にあることを確認してありますが、Intercultural Studies in Communicationは是非皆さんに購入してもらいたいと思います。5冊の中で一番面白いものではないかもしれませんが、皆さんの最終課題で必要となる研究方法論について詳しく説明してあるのはこの本だけなので、全員が参照用に家に1冊置いておくことが必要です。

[7]

- (1) c (2) d (3) d (4) b (5) a
- - (1) 「この一節によると () なので、漫画は大人には教育的だとは考えられて いなかった。」
 - a 漫画には多くの不快な場面が含まれている
 - O offensive = unpleasant to the senses
 - b 漫画に強く反対している学校教師がいる
 - O schoolteacher = a person whose job is to teach children in a school
 - c 漫画により子供たちが受動的になり、勉強したがらなくなる
 - \circ be reluctant to \cdots = not want to \cdots
 - d 文部省によって承認されていない
 - c は ℓ . 3 manga have long been considered a negative influence on children by adults, who say the comics deprive them of creative power and much of their precious study time. に合致。
 - (2) 「漫画家が文部省の委員会の委員になったという事実は()を示している。|
 - a 漫画が社会によって認められてきた
 - b 文部省は漫画を教科書として使おうとしている
 - c 漫画の内容がどんどん教育的になってきている
 - d 文部省は漫画に教育的な効果があると認識するようになった
 - d は ℓ . 7 "This is the first time the ministry has acknowledged that comics can be useful to students in nurturing a reading habit," ministry official Kazuhiko Yano said of the decision to include the cartoonist on the board. に合致。
 - (3) 「() ために、図書館に漫画を置くようになった学校が多い。」
 - a 歴史と文学をもっと効果的に教える
 - b 生徒の落ちこぼれを防ぐ
 - O drop out of = stop going to do something or taking part in it, with no

plan to go back

- c 文部省の決定に従う
- d 生徒たちにもっと本を読むよう促進させ、学習の手助けとなる
 - encourage A to ··· = try to make A do something by giving them support or by being very positive about it
 - \bigcirc help A \cdots = help A to \cdots ; make it easier for A to \cdots
- d はℓ.15 The 1985 report showed that many high schools purchased comics to aid students with their study, whereas elementary schools introduced manga as a way to develop student interest in reading.に合致。
- (4) 「この一節によると図書館に漫画を置いている学校の数は() らしい。」
 - a わずかに増加している
 - b 著しく増加している
 - significantly = to a significant degree, considerably
 - c わずかに減少している
 - d 何年もの間変動していなかった

bはℓ.16 Four years later, the figure had jumped to around 85 percentに合致。

- (5) 「() ということがこの一節から結論づけられ得る。」
 - a 漫画は教育の場において一般的になりつつある
 - b 漫画を読むというのは一般書物を読むのとは異なる
 - c 文部省は依然として漫画に対して否定的である
 - **d** 漫画は子供がよい読書習慣をつけるのを妨げる
 - a は第4, 第5段落に合致。

全款

出版物調査協会によると、漫画と雑誌が1993年現在の全国の出版物の35.7%を占めていたということである。しかしながら、これほどの普及にもかかわらず、大人の側からは、漫画は子供に悪影響を及ぼすと、長い間考えられてきた。大人たちは、漫画は子供から創造力と貴重な学習時間の多くを奪うと言っている。

昨年の初め、文部省は著名な漫画家である石ノ森章太郎氏を、中高生に読書習慣を失わせないために設立された委員会の1人に任命した。「中高生が読書習慣を身につけるのに、漫画が役に立つ可能性があることを文部省は今回初めて認めた」と、文部省の矢野和彦事務官は、漫画家石ノ森章太郎氏を委員とする決定に関して述べた。

それまでは、漫画に対する文部省の態度はかなり否定的であった。もっとも、矢野氏によると、「我々文部省は児童の日常的な読み物としての漫画に対して否定も肯定もしていなかった。最近では、国内の小中学校において、図書館をより魅力的なものにするために、漫画の導入を増やし始めているところも多い」とのことである。小中学校の中には、漫画を読むという行為は一般書物を読む行為と何ら変わらないということを認めさえするところもある。

1985年には、国中の中・高校のおよそ50%が、少なくとも数冊の漫画を図書館に置いていた。全国学校図書協議会の報告によると、4年後には、その数字はおよそ85%に急上昇したとのことである。1985年の報告によると、多くの中学・高校が生徒の学習を援助する

ために漫画を購入していたのに対して、小学校では生徒に読書に対する興味をもたせる手段 として漫画を導入していたことがわかった。

「歴史や日本の古典文学に関する漫画のような、いわゆる『学習漫画』は、近頃では学校の図書館でも普通に見られます」と同協議会の職員は語った。学習漫画の中には、娯楽本とは対照的に学習漫画の分野として驚くほど売れているものもある。

注.....

- ℓ.1 ◇ account for = occupy; constitute 盲点
 - cf. Women account for about 45% of the country's workforce.

(その国の労働人口の約45%は女性である。)

- ♦ publication = a book or journal that is published
- ♦ nationwide = throughout the whole nation
- \diamondsuit as of = at (a certain time)
- ℓ.2 ◇ Research Institute for Publication「出版物調査協会」
 - \Diamond despite = in spite of
 - prevalence = the condition or fact of being prevalent; being frequent
 prevalent = widely spread
- ℓ . 3 \Diamond negative = not favorable
 - \diamondsuit influence = ① the power or ability to affect someone's beliefs or actions ② *a* person or thing with such ability or power
- ℓ . 4 \diamondsuit deprive A of B = prevent A from having B
 - creative = that uses new, original, and imaginative ideas, especially in an artistic way
- ℓ.5 ♦ the Education Ministry 「文部省」
 - O ministry = a government department
 - \Diamond appoint = choose for a job, position, etc.
 - \diamondsuit cartoonist = a person whose job is drawing cartoons
 - < cartoon = a humorous drawing; a series of these drawings that tell a story cf. carton = a strong cardboard box
- ℓ . 6 \diamond board = a group of people who control an organization or a particular activity
 - committee = a group of specially chosen people who discuss, make decisions, or give advice about a particular subject
 - ♦ secondary school = a school for students aged 11 to 18
- ℓ . 7 \diamondsuit drop = make lower or less
 - ♦ acknowledge = accept that (something) exists or is true
- ℓ . 8 \diamond nurture = protect and care for the development of
 - ◇ ministry official「事務官」
- ℓ . 10 \diamond stance = an attitude expressed in public, especially toward a political matter
- ℓ . 11 \diamond neither A nor B: used to join together two equally important negative statements
 - everyday = that happens regularly as a part of ordinary life and is not unusual or interesting

- ℓ . 12 \diamondsuit lately = not long ago
- ℓ . 13 \Diamond facilities = buildings or equipment used for a particular activity
 - ♦ attractive = arousing interest
- ℓ. 14 ♦ is no different from ~ 「~とは違うどころかまったく同じ」
 - ○単なる打消しにとどまらず、noが修飾する「(形容詞) +名詞」とは反対のことを 暗示する場合があるが、be no good (だめだ)、be no different (まったく同じ) のような成句的な表現に限ってnoが形容詞だけに付くことがある。
- ℓ . 16 \Diamond figure = a number or numerical symbol
- ℓ. 17 ♦ the Japan School Library Association 「全国図書協議会」
- ℓ . 18 \diamondsuit purchase = buy
 - \Diamond aid = help (someone) to do something
 - ♦ whereas: used to show that two facts, actions, or events are different
- ℓ . 19 \diamondsuit introduce = bring into use or operation for the first time
- ℓ . 20 \diamondsuit so-called: used to describe something that *one* thinks is different from what its name suggests
 - ♦ such as: used to give examples of something that has just been mentioned
- ℓ . 21 \diamondsuit commonly: used to say what many people do, think, say, see, etc.
 - ♦ official = a person who holds a position of authority in government or in an organization
- ℓ . 22 \diamondsuit association = a group of people organized for a joint purpose
 - ♦ exceptionally = to an exceptional degree; unusually
 - ♦ genre = a particular type of literature, music, or other work of art
 - ♦ as opposed to: used to contrast two things and to emphasize the first one mentioned
- ℓ . 23 \diamondsuit entertainment = amusement

添削課題

University entrance exams have a negative effect on English education in Japan. Since the exams mainly test reading, grammar and vocabulary, that is what we have to study. Many students who dislike studying English now would like it better if their lessons stressed communicative skills rather than those needed to pass entrance exams. Either English should not be part of the entrance exams, or the testing method should be changed to encourage us to study English for communication. [78 words]

別解

I do not agree that English should be eliminated from university entrance exams. If English were not included, we would not study it very hard, and English is important for international communication. Rather than stop testing English in exams, we should begin teaching it from an earlier age. Then we could first learn how to communicate in English in an enjoyable way, and still have time to learn the grammar and vocabulary needed for the entrance exams in high school. [80 words]

- Free writing questions in which you are asked to express and support an opinion are common on university entrance exams. You are free to express whatever opinion you have. The point is to express it clearly and to give some clear reasons for your point of view. Since this is not a conversational situation, you should not use a style that is too casual.
- O Be careful when using pronouns and referring words like *this, that, these,* and *those.*Make sure that it is very clear what they refer to.
- O It is better to avoid beginning with something like *I agree with this opinion because*. Even though it may seem clear to you what *this opinion* is since it is stated in the instructions, the person correcting your composition may expect an answer written as though the instructions did not exist. In other words, follow the information in the instructions, but do not consider them as part of your composition. *I don't think that English should be tested on university entrance exams* is better.
- O Common errors:
 - × the entrance exam of university
 Use *university entrance exams* instead. There are many exams, not only one.
 - × I agree to this opinion.

We agree to something when we are making an agreement or expressing consent.

When John complained about the broken toilet, his landlord agreed to fix it.

China and the United States agreed to continue trade talks next month.

I agree to your proposal. When shall we sign the contract?

We agree with opinions or with other people.

I agree with your opinion.

I agree with the opinion that the entrance exam system is not perfect.

[Or, more simply] I agree that the entrance exam system is not perfect.

I agree with George. We should cancel the event if the weather forecast is not good.

• In formal writing, contractions are not usually used. This is not matter of grammar, but of style conventions.