

1 英語の重要性

手引き

英語は中国語やスペイン語に比べて、母語とする人の割合は低いのですが、世界的に見て重要性はもっとも高い言語です。その理由は何でしょうか。著者の意見を聞いてみましょう。

Many people think that English is the most common language in the world. Is this true? If we are speaking about mother tongues, Chinese (900 million) and Spanish (330 million) come before English (320 million). However, in terms of the number of people who speak English as their second or third language, English is definitely the most widely spoken. The following examples support this statement.

mother tongue
母語

definitely
間違いなく

conference
会議

prestigious
一流の

interpreter
通訳

participant
参加者

innumerable
無数の

increase
増加する

regardless of ~
~に関わらず

provide
与える

be exposed to ~
~に触れる

resist
抵抗する

penetration
浸透

restrict
制限する

First of all, in international conferences (particularly academic ones), English is the main language. If the conference is especially prestigious, there are interpreters to translate the speakers' presentations, but these days English is recognized as the dominant language and most participants understand it. Research papers, academic magazines and books are written mainly in English.

Secondly, the language of the Internet is English. There are innumerable homepages on the Internet, and if you want a homepage to be read anywhere in the world, then it should be written in English. A large number of people whose native tongue is not English read homepages in English.

Thirdly, English is now used as the language of international business. An increasing number of companies which trade with foreign companies are now using English not only outside but also inside the office, regardless of where the company is located.

Fourthly, think of the culture of young people. Movies and music are provided mainly in English. The more young people are exposed to English, the more English will become the global language.

At the same time, some countries are already resisting the increasing penetration of English into their culture and language. For example, the French have passed laws restricting the use of English in their language. However, the French example also shows the degree of English penetration into the nation. (徳島文理大一改)

□1 ()に適切な日本語を入れ、本文の概要をまとめなさい。

中国語と①()を母語とする人の数は②()を母語とする人の数より多いが、第2言語、第3言語の話者の数を考慮すると③()は世界で最も広く話されている言語である。

第一に④()などでは英語が主要な言語であり、第二に⑤()の言語は英語である。第三に⑥()の言語も英語、企業内でも英語を用いている。第四に、若者文化の⑦()や音楽は英語で提供されている。英語はますます地球語となっていこう。だが、⑧()のように、英語のひろがりに抵抗する国が紹介されている。

□2 次の日本語を参考に、各文の()に適切な英語を書き入れなさい。

① 赤ちゃんは毎日ことばに触れる。

Babies are () () language every day.

② 赤ちゃんは、国籍に関係なく、毎日耳にすることばを身につける。

Babies, () () their nationalities, learn the language they hear every day.

③ この問題は言語獲得の観点から考えるべきだ。

This problem should be considered in () () language acquisition.

□3 次の日本語を参考に、各文の()内の語句を並べかえなさい。

① 母語が英語ではない人たちが困っている。

People (mother / isn't / whose / tongue / English) are in trouble.

② 彼らは外国企業と貿易をする会社で働いています。

They work for (which / with / trade / the companies) foreign companies.

③ 世界では何語がもっとも有力な言語として認識されていますか。

(the dominant language / is / as / what language / recognized) in the world?

□4 次の各文の()内の語を、意味が通るように、適切な形にしなさい。

① They passed the law (restrict) drunk driving.

② French is the most widely (speak) language on the island.

③ The scientist wants his homepage to (read) all over the world.

□5 次の英文を日本語に訳しなさい。

In those days there was someone called "truant officer," which was a kind of policeman whose job was to find children like us who didn't go to school. (昭和女子大)

2

プレゼンテーションの方法

手引き

プレゼンテーションは会社の会議だけではなく、高校生、大学生の授業でも求められる技術です。どのようなことに注意しながらプレゼンテーションを行えばいいのでしょうか。

A common feature of meetings is the presentation. And in a Western-style meeting, if you give a presentation you can be sure that you will be asked questions. Responding to questions skillfully is important in order to maintain a good image both for yourself and for the content you are presenting. Yet this can be easier said than done, since questions can come up unexpectedly. Here are some good ways of dealing with common difficult questions you may be asked when giving a presentation.

If you are unable to answer due to a lack of information, you can say: "I can answer only part of your question because of a lack of data." Or "This question is not something I am prepared to answer at this time." Or "I will follow up with you about that information later after I look into it." In all three examples, the response is honest and straightforward, rather than evasive. If partial information can be given, or if you can provide information later, that should be mentioned.

If one person asks too many questions and is in danger of dominating the discussion, you can say: "Thank you for your informed questions. They are very interesting, but I would like everyone to have a chance to speak." Or "I'll take one more question from you and I will take questions from some others also." Or "Since we have limited time, I would like to discuss this with you afterward."

If one person succeeds in dominating the question-and-answer session, it can be unfair to the other participants. So it's important to do something if one person is asking too many questions. These phrases all make the situation clear, while still being polite to the person asking the question.

feature
特徴, 特色
presentation
口頭発表
respond
答える
skillfully
上手に
maintain
維持する
content
内容, 中身
unexpectedly
思いがけなく
deal with ~
~を処理する

straightforward
正直な
evasive
責任逃れの

dominate
支配する

participant
参加者

□1 ()に適切な日本語を入れ、本文の概要をまとめなさい。

一般に、会議で①()をすると質問されるが、②()の場合は「一部分しか答えられない」「現段階では③()できていない」「④()してからお知らせします」と答えることが助言されている。また、1人が質問をし過ぎる場合は「皆さんに⑤()の機会を」とか「⑥()が限られていますので」の助言がなされている。以上のようなことばと質問者に対する礼儀正しい態度の必要性が述べられている。

□2 次の日本語を参考に、各文の()に適切な英語を書き入れなさい。

① その科学者は私の質問には答えなかった。

The scientist did not () () my question.

② 年長者に対しては礼儀正しくしなさい。

You should () () () your seniors.

③ 彼は情報不足のためレポートを完成できなかった。

He could not complete the report () () a lack of data.

④ 私たちはできるだけ早くこの問題を処理しなければならない。

We have to () () this matter as soon as possible.

⑤ メアリーは京都を訪れる機会をやっと得た。

Finally, Mary got a () () visit Kyoto.

□3 次の日本語を参考に、各文の()内の語句を並べかえなさい。

① ここを出発する用意はできていますか。

(prepared / leave / are / to / you) here?

② あなたに宿題を手伝ってもらいたい。

I (like / to / you / would / me / help) with the homework.

③ 暴徒たちがこのビルを占拠する危険性がある。

The building (of / in / is / danger) being occupied by the rioters.

□4 次の各文の()内の語を、意味が通るように、適切な形にしなさい。

① The party succeeded in (conquer) the summit of the mountain.

② Thank you very much for your (inform) report.

③ The soccer player is great. His play is a little rough, but the game is (excite) to us.

□5 次の英文を日本語に訳しなさい。

If we come across old issues of magazines from 1920s in a secondhand bookshop, we may find ourselves attracted by the advertisements as a window into history.

(成蹊大)

3

レストラン経営と音楽

手引き

レストランや喫茶店では音楽を流していますね。あの音楽によって売上に変化はあるのでしょうか。イギリスの科学者が実験を行いました。その結果は…

Scientists in an English university are experimenting with music. They want to know what music makes customers spend money. What they did was to play different kinds of background music in a restaurant. They watched carefully and recorded what happened.

5 They found that customers spent 22 pounds on average when they played pop music. However, if they played soft, classical music, customers spent over 24 pounds. That's 10 percent more!

“According to our research, music does affect people's moods. Classical music makes customers feel rich and sophisticated,” says
10 Dr. Adrian North from the University of Leicester. “They then buy luxury items, such as appetizers, desserts and coffee.” Interestingly, if there was no background music, the customers spent only 21 pounds on average. They spent less because they skipped some of the luxury items.

15 James Davis owns the restaurant where the scientists carried out the research. “Sometimes I play what I like, not what the customers like,” he says. “After the research, I'll be more careful. I'll use less pop music! Classical music is what I should play.”

(東京家政大)

□1 本文の内容に合うように、次の①～⑤の()に入る最も適切な語句をそれぞれ㉗～㉛から選びなさい。

- ① The scientists carried out the experiment in a ().
 ㉗ university ㉘ restaurant ㉙ concert hall ㉚ department store
- ② They played various kinds of ().
 ㉗ games ㉘ roles ㉙ background music ㉚ musical instruments
- ③ Customers bought more () when they heard classical music.
 ㉗ salads ㉘ desserts ㉙ gifts ㉚ main courses
- ④ Customers bought () luxury items when there was no music.
 ㉗ no ㉘ fewer ㉙ more ㉚ bigger
- ⑤ In the future, James will play more () music.
 ㉗ pop ㉘ jazz ㉙ classical ㉚ rock

scientist
 科学者
 experiment
 実験をする
 customer
 客
 spend
 使う
 on average
 平均して
 research
 研究
 affect
 影響する
 sophisticated
 高級な
 luxury
 ぜいたくな

□2 次の①～⑤から本文の内容に合う文を2つ選びなさい。

- ① The researchers went to a coffee shop.
 ② The scientists only played pop music.
 ③ The customers always bought desserts.
 ④ Music does change a customer's mood.
 ⑤ Mr. Davis believes the researchers.

□3 次の各問いの()内の語句を、意味が通るように並べかえなさい。

- ① The teachers know (makes, happy, students, what book, feel).

 ② (wants, what, to, the girl, buy) is a new CD player.

 ③ I'm going to visit the hospital (where, a nurse, the girl, as, works).

□4 次の各問いの日本語を参考に、()内に適語を1語ずつ入れなさい。

- ① この市場では、さまざまな種類の食べ物を買うことができる。
 We can buy () () () food in this market.
- ② この市場では、人は平均して3,000円使います。
 People () 3,000 yen () () in this market.
- ③ 私たちの調査によれば、この公園の近くに10軒のレストランがあります。
 () () our (), there are ten restaurants near this park.
- ④ この実験は昨年行われました。
 This () was () () last year.
- ⑤ 車を運転するときは、もっと注意すべきです。
 You should () () () when you drive a car.

□5 次の英文を日本語に訳しなさい。

Their research suggests that dogs' barks have evolved into a relatively sophisticated way of communicating with humans. To see if humans can interpret what dogs mean when they bark, researchers played human volunteers 21 recordings of barking dogs. (学習院大)

.....

