

[Sec. 2] 根拠のない意見を指摘する Pointing out Unsupported Opinions

■ Step 1 聞いて答えよう（事実と意見の区別） Distinguishing facts from opinions

Your teacher will read aloud 10 sentences. Listen and answer whether each of them is a fact or an opinion. これから先生が、10の文を読み上げます。それぞれが事実か、それとも意見なのか答えて下さい。

【Your Answers】

- | | |
|------------------------|-------------------------|
| (1) [Fact / Opinion] | (6) [Fact / Opinion] |
| (2) [Fact / Opinion] | (7) [Fact / Opinion] |
| (3) [Fact / Opinion] | (8) [Fact / Opinion] |
| (4) [Fact / Opinion] | (9) [Fact / Opinion] |
| (5) [Fact / Opinion] | (10) [Fact / Opinion] |



Fact: something that can be proved, that actually exists, or that everyone agrees that it is true (証明でき、実際に存在し、あるいは皆が真実だと同意するもの).

Opinion: someone's belief or judgment about someone or something (ある人が持つ、誰かあるいは何かに対する信念・判断).

■ Step 2 文の分析：修飾語句に注意 (Qualifier words) s

Take a look at the sentences your teacher read aloud (see page 15). Underline the words or phrases that express the speaker's opinion. (15 ページにある先生の読んだ文を見て、その文が書き手の意見であると示す表現に下線を引いて下さい)

【Qualifier Words(修飾語句)】 Opinions can be recognized easily by checking what are called "Qualifier Words", which express values, feelings, and judgments.

① Adjectives(形容詞) and Adverbs(副詞)

e.g. wonderful / best / most / beautiful

② Auxiliary Verbs (助動詞)

e.g. must / should / may

③ Phrases that express the speaker's degree of certainty concerning the claim

e.g. probably / possibly / It is certain that ~ / surely

■ Step 3 スピーチ原稿の分析 (Analyzing a sample speech)

This time, your teacher will read aloud the speech below. As you listen, determine which sentences (from ①~⑧) contain an opinion. (先生が以下のスピーチを読み上げます。聞きながら、意見を含む文を①~⑧より選びなさい)

【Answer】 Sentences with an opinion are: [.....]

Speech Script	
Hello, everyone. Today, I want to argue that all English classes should be taught by native speakers of English. I have one reason. The reason is “better communication skills”. Let me explain	
Problem	We have a problem. ① Japanese people study English for more than six years. ② However, they are not good at communicating in English. This is a problem.
Solution	③ Then, if all English classes are taught by native speakers, we can solve this problem. ④ Classes taught by native speakers must be more communicative than the classes taught by Japanese teachers. ⑤ So, this problem will be solved.
Importance	⑥ Why is it important to solve this problem? ⑦ Japan should be more internationalized. ⑧ For that purpose, promoting the communication skills in English must be important.
For this reason, we should take this plan. Thank you.	

Part 2

■ Step 4 根拠のない意見の指摘 (pointing out unsupported opinions)

Opinions must be supported by some evidence or examples. If you find any unsupported opinions, you should question them in debate (and in your daily lives). Using the format below, ask your teacher for supports for her/his opinions. (以下のフォーマットを用いて、先ほどのスピーチで見つけた根拠のない意見について、先生に質問して下さい)

(1) Questions to point out unsupported opinions (根拠の無い意見を指摘する質問)

You said (←相手の意見を引用)

But [do you have any evidence? / isn't it just your opinion?]

◇この質問は、本当かどうか疑わしい事実について、その証拠を求める際にも使います。

[Sec. 3] 因果関係の問題の指摘 (Pointing out Flaws in Causality)

■ Step 1 聞いて答えよう (出来事の因果関係)

Your teacher will deliver an argumentative speech. Arrange the following events in order as told in the speech (スピーチを聞いて、プランの導入で発生する出来事を、スピーチで述べられた順番に並べ替えなさい).

Vocabulary List

air conditioner: エアコン climate change: 気候の変化 polar bear: ホッキョクグマ
melt: (氷などが)溶ける the North Pole: 北極 global warming: 地球温暖化
fossil fuel: 化石燃料 reduce: ~を減らす reduction: 減らすこと
CO₂ emission: 二酸化炭素の排出

- ① 二酸化炭素の排出が減る (reduction in CO₂ emissions)
- ② 電気の使用量が減る (reduction in the amount of electricity use)
- ③ ホッキョクグマが生き延びる (survival of polar bears)
- ④ 地球温暖化を食い止める (prevention of global warming)
- ⑤ 化石燃料が節約される (saving fossil fuels)
- ⑥ 学校のエアコンを止める (stopping the use of air conditioners)
- ⑦ 北極の氷が増える (more ice in the North Pole)



[..... → → → → →]

■ Step 2 出来事の因果関係についての質問

When we explain how a plan solves a problem, we usually explain the causality of events (i.e. A causes B). Sometimes, the causality is not clear or doubtful. In such cases, you should ask questions on how an event causes another event. Use the format below to ask your teacher a question on the causal relation between two events. (プラン導入で問題がいかに解決されるかを説明する際には、ある出来事が別の出来事を引き起こすという、因果関係を説明します。この因果関係は、時々明確ではないか、疑わしい場合があります。そんな場合は、以下のフォーマットを使って質問をしましょう。練習として、上で聞いたスピーチについて先生に質問してみましょう)

(2) Questions to point out flaws in causality (因果関係上の問題への質問)

You said [if we], [we can].

↑ 原因の出来事

↑ 結果の出来事

But do you have any evidence? (←因果関係の存在が怪しい場合)

how much difference does it make? (←因果関係を認めても、変化が殆ど無いと疑われる場合)

【Sec.2 Step 1】

- (1) Ikebukuro is the best place to study in Japan.
- (2) Ikebukuro is in Tokyo.
- (3) A tiger has four legs.
- (4) Tigers are better pets than rabbits.
- (5) Children are not allowed to drive a car in Japan.
- (6) Driving a car can be dangerous.
- (7) The novel, *Kokoro* was written by Soseki Natsume.
- (8) The novels written by Soseki Natsume are interesting.
- (9) The day of Halloween should be a national holiday in Japan.
- (10) The day of Halloween is October 31st.

【Sec 3. Step 1】 因果関係を示す語句にアンダーラインしよう

Speech Script	
Hello, everyone. Today, I want to argue that we should not use the air conditioners in our high school.	
I have one argument.	
The argument is “protecting polar bears”. Let me explain	
Problem	We have a problem. Many polar bears are dying because of the climate change. The ice in the North Pole is melting because of the global warming. So, the place where the polar bears can live is disappearing.
Solution	Then, if we introduce this plan, we can solve this problem as follows. If we stop using air conditioners, we can reduce the amount of electricity we use. Then, we can save the fossil fuel needed to produce electricity. This leads to the reduction of CO ₂ emissions. Less CO ₂ emissions mean less global warming. Less global warming results in more ice in the North Pole. Therefore, polar bears can have more chances to survive.
Importance	Protecting polar bears is important because they are cute animals.
For this reason, we should take this plan. Thank you.	

* 英語の授業で読んだ英文を見返して、この Opinion と Fact の関係について確認してみよう。