



A NEW INTRODUCTION TO DEBATING IN ENGLISH [BOOK 3]

PART 2: BASIC DEBATING SKILLS



初めての英語ディベート [Part 2]

相手の議論に応答する

Responding to Arguments

Class: _____ No.: _____ Name: _____

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■ Before Lesson 4: Review Pair Work

Lesson 4 の前に：復習ペアワーク

Before learning how to refute an argument, review the skills you learned in Part 1. Use one of the affirmative constructive speeches you wrote in Part 1.5. Listen carefully, find one opinion that is not adequately supported, ask a question, and summarize the speech.

反論の方法を学ぶ前に、Part 1 で学んだことを復習します。Part 1.5 で書いた肯定側立論のうち一本を使います。相手のスピーチをよく聞き、十分に根拠が示されていない意見を一つ見つけて質問し、最後にスピーチを要約しましょう。

☐ Activity A: Asking about an Opinion / 意見について質問する

1. Work in pairs. One student delivers a speech written in Part 1.5. The listener finds one opinion that is not adequately supported with evidence or examples. ペアになります。一人が Part 1.5 で書いたスピーチを発表します。聞き手は、証拠や具体例によって十分に支えられていない意見を一つ見つけます。
2. The listener asks one question. The speaker gives a brief answer. Then switch roles. 聞き手は一つ質問し、スピーカーは簡単に答えます。その後、役割を交代します。

☐ Activity B: Summarizing a Speech / スピーチを要約する

1. Work in pairs. One student delivers a speech written in Part 1.5. The listener takes notes on its Problem, Solution, and Importance. ペアになります。一人が Part 1.5 で書いたスピーチを発表します。聞き手は、Problem、Solution、Importance についてメモを取ります。
2. The listener gives a short oral summary. Then switch roles. 聞き手はスピーチを短く口頭で要約します。その後、役割を交代します。

Notes / メモ

Problem:

Solution:

Importance:

■ Lesson 4. 反論 (Refutation)

[4-1] A Basic Form of Refutation / 反論の基本的な型

Refutation means responding to another person's argument and explaining why you disagree. First, we will practice using one simple form. 反論とは、相手の議論に対して、なぜ同意できないのかを説明することです。最初に、いちばん簡単な型を使って練習しましょう。



■ [Step 1] Choosing the Best Response 最も適切な表現を選ぶ

In each dialogue, Speaker B responds to Speaker A's argument. Listen to or read the whole dialogue, and choose either "not always true" or "not important" to complete Speaker B's response.

それぞれのダイアログでは、B が A の議論に反論します。ダイアログ全体を聞か読んで、B の反論を完成させるのに適切な表現を、"not always true"または"not important"から選びましょう。

[Dialogue 1]

A: Our school should keep a cat because cats always make people happy.

B: You said cats always make people happy. However, that is

[not always true / not important] because a cat may start meowing during an important test.

[Dialogue 2]

A: Students should be allowed to use smartphones during class because they can use them to check the time.

B: You said students can use smartphones to check the time. However, that is

[not always true / not important] because there is already a clock in every classroom.

[Dialogue 3]

A: Every student should have a robot to carry their pencil case because it would make their school bag 200 grams lighter.

B: You said a robot would make our school bags 200 grams lighter. However, that is

[not always true / not important] because 200 grams is only about the weight of a small apple.

[Dialogue 4]

A: Our school should start classes at noon because all students will get enough sleep.

B: You said all students will get enough sleep. However, that is

[not always true / not important] because some students may stay up until four in the morning watching cat videos.

■ [Step 2] Learning the Basic Refutation Format 反論の基本形を学ぶ

In Step 1, Speaker B first repeated Speaker A's idea and then explained what was wrong with it. We can use the following format to make a simple refutation.

Step 1 では、B はまず A の意見を確認し、次にその意見の問題点を説明していました。簡単な反論をするときには、次の形を使うことができます。

◆ Basic Refutation Format (反論の基本形)

- ① Repeat the other speaker's idea. / 相手の意見を確認する

You said (that) _____.

- ② Point out a problem with the idea. / 意見の問題点を指摘する

However, that is [not always true / not important]

- ③ Explain why. / 理由を説明する

because _____.

【Complete Format / 全体の形】

You said (that) _____.

However, that is [not always true / not important] because

_____.

[Choosing the Expression / 表現の選び方]

- ・ not always true: 相手の意見が、いつでも・すべての場合に当てはまるわけではないとき
- ・ not important: 相手の述べたことが事実でも、提案を支持するほど重要ではないとき

【参考】RefutationとRebuttal—「反論」と「反駁(はんぱく)」

英語ディベートでは、相手の議論に答えることを表す語として、**refutation** と **rebuttal** が使われます。この二つの語は、教材やディベートの形式によって、少し異なる意味で使われることがあります。

Refutation (反論)

相手の特定の意見や議論を取り上げ、その問題点を指摘することです。この Lesson で学ぶ、次のような応答が refutation の基本です。You said (that) However, that is not always true because

Rebuttal (反駁・はんぱく)

相手の議論に答えることを、より広い意味で表す語です。相手の議論への反論だけでなく、自分たちの議論を守ることや、両チームの議論を比較することを含む場合があります。また、試合の後半に行われるスピーチを **rebuttal speech** と呼ぶこともあります。

この教材では、特定の議論の問題点を指摘する基本的な活動を、refutation (反論) と呼びます。ただし、ほかの教材や大会では、「反論」「反駁」および refutation と rebuttal が異なる意味で使われることもあります。大切なのは用語だけでなく、相手の議論を正確に理解し、理由を示して答えることです。

■ [Step 3] Quick Refutation Challenge 即興反論に挑戦しよう

Work in pairs. Play rock-paper-scissors and follow the steps below.

ペアになってじゃんけんをし、次の手順で活動しましょう。

1. The winner becomes **Speaker A**. Choose one topic below and combine one choice from each box to make an argument. A strange or funny combination is welcome.
勝った人は **Speaker A** です。下からトピックを一つ選び、それぞれの欄から一つずつ選んで議論を作ります。少し変な組み合わせや、おもしろい組み合わせでもかまいません。
2. The loser becomes **Speaker B**. Listen to the whole argument and refute it using **not always true** or **not important**. Add your own reason after **because**.
負けた人は **Speaker B** です。議論を最後まで聞き、**not always true** または **not important** を使って反論します。**because** の後には、自分で理由を付け加えましょう。
3. Play rock-paper-scissors again and repeat the activity.
もう一度じゃんけんをして、活動を繰り返しましょう。

Speaker B's Format / B の反論の形

You said (that) _____.

However, that is [*not true / not always true / not important] because

_____.

[追加の表現] *not true: 「それってぜんぜん違う!」と思った時にはこれを使いましょう。

A. Pets / ペット

Speaker A's Argument

You should keep a Animal
because Reason .



Choose one from each box.

Animal	Reason
cat	it is cute
dog	it is strong
rabbit	it is quiet
hamster	it is clever
goat	it can protect you
pig	it can wake you up
penguin	it can listen to your problems
chicken	it can carry your school bag

B. Smartphones / スマートフォン

Speaker A's Argument

Students should be allowed to use
smartphones When or where
because Reason .



Choose one from each box.

When or where	Reason
during class	students can check the time
during lunch	students can use a calculator
in the library	students can translate difficult words
during homeroom	students can take pictures
between classes	students can listen to music
during school assemblies	students can record important announcements

組み合わせによって、例えば次のような議論ができます。相手が反論の練習ができるように、あえて変な組み合わせを言ってあげましょう。

[A. Pets] You should keep a hamster because it can protect you.

[B. Smartphones] Students should be allowed to use smartphones during school assemblies because students can check the time.

[4-2] Learning More Ways to Refute / 反論のバリエーションを増やす

In Section 4-1, you learned how to use **not true**, **not always true**, and **not important**. There are other ways to respond to an argument. In this section, you will learn three more ways.

Section 4-1 では、**not true**、**not always true**、**not important** を使った反論を学びました。この Section では、さらに 3 つの反論方法を学びます。

■ [Step 1] Three More Ways to Refute an Argument / 3 つの新しい反論方法

The following expressions point out different problems in an argument. When you use one of them, you should also explain why it applies. 次の 3 つの表現は、それぞれ議論の異なる問題点を指摘するものです。表現を使うだけで終わらず、なぜその反論が当てはまるのかも説明しましょう。

◆ Basic Refutation Format 2 (反論の基本形 2)

④ Not Relevant / 議論と関係がない

Use this expression when the other speaker's reason does not help explain why the plan should be adopted. The reason may be about the same general topic but still may not support the plan.

相手の述べた理由が、「なぜその提案を採用すべきなのか」の説明になっていないときに使います。同じ話題について述べていても、提案を支持する理由になっていない場合があります。

・ You said (that) _____.

However, **that is not relevant to the plan** because _____.

⑤ Another Solution / 別の方法で解決できる

Use this expression when the problem mentioned by the other speaker may exist, but the proposed plan is not necessary because another solution is available.

相手が指摘した問題が実際に存在していても、その提案を採用しなくても、別の方法で問題を解決できる場合に使います。

・ You said (that) _____.

However, **this problem can be solved in another way** because _____.

⑥ The Opposite May Be True / 反対の結果になるかもしれない

Use this expression when the proposed plan may produce the opposite of the result predicted by the other speaker.

相手が予想した結果とは反対の結果が、その提案によって起きる可能性があるときに使います。

・ You said (that) _____.

However, **the opposite may be true** because _____.

■ [Step 2] Choosing the Best Refutation / 最も適切な反論表現を選ぶ

Read or listen to each dialogue and choose the best expression to complete Speaker B's refutation. Listen to or read the whole dialogue before choosing your answer. Some expressions may be used more than once.

それぞれのダイアログを読むか聞いて、B の反論を完成させるのに最も適切な表現を選びましょう。ダイアログ全体を確認してから答えてください。同じ表現を複数回使うこともあります。

[Dialogue 1]

A: Every student should receive a personal AI robot because some students forget their homework deadlines.

B: You said some students forget their homework deadlines.

However, [**that is not relevant to the plan / this problem can be solved in another way / the opposite may be true**]

because students can use a calendar or set a reminder on their smartphone.

[Dialogue 2]

A: Our school cafeteria should offer an unlimited dessert buffet because it will give students more energy for their afternoon classes.

B: You said an unlimited dessert buffet will give students more energy.

However, [**that is not relevant to the plan / this problem can be solved in another way / the opposite may be true**]

because students may eat too much and become sleepy during their afternoon classes.

[Dialogue 3]

A: Our school should make every lesson 90 minutes long because a soccer match also lasts 90 minutes.

B: You said a soccer match lasts 90 minutes.

However, [**that is not relevant to the plan / this problem can be solved in another way / the opposite may be true**]

because the suitable length of a soccer match does not show how long a school lesson should be.

[Dialogue 4]

A: Our school should install moving walkways in the corridors because some students are late for their next class.

B: You said some students are late for their next class.

However, [**that is not relevant to the plan / this problem can be solved in another way / the opposite may be true**]

because students can leave the previous classroom a little earlier or walk faster.

[Dialogue 5]

A: Our school should play upbeat dance music in the corridors between classes because it will help students reach their next classroom more quickly.

B: You said dance music will help students reach their next classroom more quickly.

However, [**that is not relevant to the plan / this problem can be solved in another way / the opposite may be true**]

because students may stop in the corridors and dance until the song ends.

[4-3] Finding and Challenging Assumptions / 隠れた前提を見つけて反論する

Some arguments depend on an idea that is not directly stated. To understand and refute such an argument, we need to find this hidden idea.

議論の中には、直接述べられていない考えを前提としているものがあります。このような議論を理解して反論するには、議論に隠れている考えを見つける必要があります。

■ [Step 1] Finding a Hidden Idea / 隠れた考えを見つける

Read the following dialogue and think about the idea that Speaker A assumes is true.

次のダイアログを読み、話者 A が正しいものとして前提にしている考えを見つけましょう。

[Dialogue 1]

A: Our school should have a four-day school week because this will improve students' grades.

B: Your argument is based on the assumption that students will use the extra day to study. However, this assumption may not be true because some students may spend the day sleeping or watching videos.

[Question] What does Speaker A assume? (A は、何を正しいものとして前提にしていますか)

- a. Students' grades are already high.
- b. Students will use the extra day to study.
- c. Students will receive more homework.

[Dialogue 2]

A: Students should take all their class notes on tablet computers because digital notes are easier to organize.

B: Your argument is based on the assumption that students will organize their digital files properly. However, this assumption may not be true because some students may save all their notes with names such as "Untitled 37" and never find them again.

[Question] What does Speaker A assume?

- a. Students will organize their digital files properly.
- b. Every student will use the same kind of tablet computer.
- c. Teachers will write everything on the board.

■ [Step 2] Understanding a Hidden Idea / 隠れた考えを理解する

An **assumption** is an idea that an argument accepts as true without explaining or proving it. It is often not directly stated in the argument. The first argument in Step 1 has the following structure.

Assumption (前提) とは、説明したり証明したりせずに、議論の中で正しいものとして扱われている考えです。多くの場合、その考えは議論の中に直接述べられていません。Step 1 の一つ目の対話での議論は、次のような構造になっています。

Plan: Our school will have a four-day school week.

Hidden Assumption: Students will use the extra day to study.

Expected Result: Students' grades will improve.

If the hidden assumption is not true, the expected result may not happen.

隠れた前提が正しくなければ、相手が予想する結果も起きない可能性があります。

◆ Basic Refutation Format (反論の基本形)

You said (that) _____.

Your argument is based on the assumption that _____.

However, this assumption may not be true because _____.

An assumption is not necessarily wrong. When you challenge an assumption, explain why it may not always be true. 前提が必ず間違っているとは限りません。前提に反論するときには、なぜそれが必ずしも正しいとは限らないのかを説明しましょう。

■ [Step 3] Quick Assumption Challenge / 隠れた前提にすばやく反論しよう

Work in pairs and play rock-paper-scissors. ペアでじゃんけんをして、次の活動を行いましょう。

1. The winner becomes **Speaker A** and chooses one argument below.
勝った人は Speaker A になり、下から議論の一つ選びます。
2. The loser becomes **Speaker B**, finds the hidden assumption, and refutes the argument.
負けた人は Speaker B になり、隠れた前提を見つけて反論します。
3. Play rock-paper-scissors again and repeat the activity.
もう一度じゃんけんをして、活動を繰り返します。

□ Arguments for Speaker A

Argument 1

Students should be allowed to choose their own seats because this will improve their concentration.

Argument 2

Every classroom should have a karaoke machine because this will improve students' English pronunciation.

Argument 3

Students should be allowed to use generative AI for all their homework because this will help them understand every subject better.

Argument 4

Teachers should stop setting homework deadlines because this will improve the quality of students' work.

□ Speaker B's Format

Your argument is based on the assumption that _____.

However, this assumption may not be true because _____.

[Assumption Help Box] Choose an idea from this box if you need help.

必要な場合は、次の中から隠れた前提を選びましょう。

- students will choose seats that help them concentrate instead of sitting near their friends
- students will use the karaoke machine mainly to practice English
- students will check the answers produced by generative AI and think about them carefully
- students will use the extra time to improve their work instead of putting it off

*** 次のページに、Speaker B の because 以下の内容のヒントがあります**

[4-4] Listening and Responding to a Speech / スピーチを聞いて反論する

In Sections 4-1 to 4-3, you practiced responding to short arguments. However, a complete speech contains several points. You do not need to refute every point. First, understand the whole speech. Then, choose one important point and explain why it is weak.

Section 4-1 から 4-3 では、短い議論への反論を練習しました。しかし、実際のスピーチには複数のポイントが含まれています。すべてに反論する必要はありません。まずスピーチ全体を理解し、その中から重要なポイントを一つ選んで、問題点を説明しましょう。

■ [Step 1] Listening for Points to Refute 反論につながるポイントを聞き取る

Read the questions before listening. Your teacher will read the speech once. Listen carefully and choose the best answer.

先に質問を読んでください。先生がスピーチを一度読みます。よく聞いて、最も適切な答えを選びましょう。

1. What plan does the speaker propose?

- a. Playing recorded music inside every train
- b. Installing a public piano at every major train station
- c. Giving free piano lessons at train stations

2. What problem does the speaker describe?

- a. Many people cannot play a musical instrument.
- b. Train stations do not have enough waiting areas.
- c. Many people feel tired and stressed when traveling to school or work.

3. According to the speaker, how will public pianos help solve the problem?

- a. People will play or listen to live music, and the music may help them relax.
- b. Professional musicians will teach people how to play the piano.
- c. Public pianos will make trains arrive more quickly.

4. Why does the speaker say that reducing stress is important?

- a. It will make train journeys shorter.
- b. Stress affects people's health and the way they treat others.
- c. Stressed people cannot play the piano.

5. Which assumption is most important for the speaker's solution?

- a. Every person using the station can play the piano.
- b. Public pianos will make trains less crowded.
- c. Most people at train stations will find public piano music relaxing.

[Reason Help Box(前のページの活動のヒント)] You may use one of the following ideas to complete your refutation.

必要な場合は、次の考えを反論の理由に使うことができます。

- They may sit near their friends and talk during class.
- They may use it to sing their favorite songs.
- They may copy the answers without checking them.
- They may wait until much later before starting their homework.

■ [Step 2] Checking the Speech Script スピーチ原稿の確認

Which part of the speech would you like to refute? Circle one and briefly explain your choice. スピーチのどの部分に反論したいですか。一つを選び、簡単に理由を考えましょう。

[Problem / Solution / Importance / Assumption]

【Speech Script】

Structure (構成)		Speech Script (スピーチ原稿)
Greeting Introduction of topic		Hello, everyone. Today, I want to argue that our city should install a public piano at every major train station.
Speech structure		I have one reason to support my idea.
Signposting		The reason is “making trips to school and work less stressful.” Let me explain.
	Problem	Many people feel tired and stressed when traveling to school or work. Trains and stations are often crowded and noisy. Because of this, some people arrive at school or work already tired and in a bad mood.
	Solution	If our city installs public pianos at major train stations, people can listen to live music while waiting for their trains. Some people can play the piano, and others can stop and listen. Music may help people relax and make train stations more cheerful.
	Importance	Reducing stress is important because stress affects our health and the way we treat other people. If people arrive at school, work, or home in a better mood, they may communicate more positively with others.
Closing (終わりの挨拶)		For this reason, our city should install public pianos at major train stations. Thank you.

■ [Step 3] Choosing and Refuting One Point 一つのポイントを選んで反論する

Choose one point from the speech. Do not try to refute the whole speech. Summarize the point accurately and choose an appropriate way to refute it.

スピーチから反論する箇所を1つ選びましょう。スピーチ全体に反論しようとする必要はありません。選んだポイントを正確に要約し、適切な反論方法を選びましょう。

■ Refutation Plan

1. The point I want to refute / 反論するポイント

The speaker said (that) _____
_____.

2. The type of refutation / 使用する反論方法

- [] not true
- [] not always true
- [] not important
- [] not relevant to the plan
- [] this problem can be solved in another way
- [] the opposite may be true
- [] challenging an assumption

3. My reason / 反論の理由

_____.

■ Basic Format

Let me respond to one point in the speech.

The speaker said (that) _____.

However, _____

because _____.

For this reason, this argument does not stand. Thank you.

■ Format for Challenging an Assumption

Let me respond to one point in the speech.

The speaker said (that) _____.

This argument is based on the assumption that

_____.

However, this assumption may not be true because

_____.

For this reason, this argument does not stand. Thank you.

■ [Step 4] Refuting Your Partner's Speech パートナーのスピーチに反論

Use the affirmative constructive speech that you prepared in Part 1.5.

Part 1.5 で準備した肯定側立論を使って、ペアで反論練習をしましょう。

1. Speaker A delivers their affirmative constructive speech.
A が肯定側立論を発表します。
2. Speaker B listens and chooses one important point to refute.
B はスピーチを聞き、反論する重要なポイントを一つ選びます。
3. Speaker B has 30 seconds to prepare.
B は 30 秒間で反論を準備します。
4. Speaker B delivers a short refutation.
B は短い反論を発表します。
5. Change roles and repeat the activity.
役割を交代して、同じ活動を行います。

■ Basic Format

Let me respond to one point in the speech.

The speaker said (that) _____.

However, _____

because _____.

For this reason, this argument does not stand. Thank you.

■ Format for Challenging an Assumption

Let me respond to one point in the speech.

The speaker said (that) _____.

This argument is based on the assumption that

_____.

However, this assumption may not be true because

_____.

For this reason, this argument does not stand. Thank you.

Peer Check / 相互確認

[] The speaker summarized the original point accurately.

相手の議論を正確に要約した。

[] The speaker used an appropriate type of refutation.

適切な反論方法を使った。

[] The speaker clearly explained the reason for the refutation.

反論の理由を明確に説明した。

Recitation Practice 3 / 暗唱用スピーチ練習③

R11 and R12 are refutation speeches responding to R1 and R2 in Part 1. First, review the affirmative speech. Then, practice how the negative side summarizes and refutes the affirmative side's arguments.

R11 と R12 は、Part 1 の R1 と R2 の肯定側立論に対する反論スピーチです。最初に肯定側立論を確認し、その後、否定側が相手の議論を要約して反論する方法を練習しましょう。

■ Refutation Speech 11

[Students should wear school uniforms.] 制服を着るべきだ。

Good afternoon. Let me respond to the affirmative side.

First, they said uniforms make life easier because students do not have to choose clothes. However, this benefit is not important. Choosing clothes takes only a few minutes and teaches students to think about the weather and the place.

Saving a little time is not a strong reason to take this choice away.

Second, they said uniforms make students equal and help them feel part of the school. However, this argument is not true because it is based on the assumption that wearing the same clothes makes students equal. Students still have different shoes, bags, and family situations. Uniforms hide some differences, but they do not solve them. A uniform may even make some students feel left out if it is uncomfortable. Students feel part of school by respecting and helping each other, not simply through the same clothes.

For these reasons, their first benefit is small, and their equality argument does not stand. Students should not have to wear school uniforms. Thank you.

Total words: 173

■ Refutation Speech 12

[Students should not use smartphones freely at school.] 学校でスマホを自由に使うべきではない。

Good afternoon. Let me respond to the affirmative side.

First, they said smartphones stop students from studying. However, this is not always true. Students can put their phones away while the teacher speaks and use them with permission. A phone can then become a dictionary or a research tool. The problem is not the phone itself, but using it at the wrong time. Clear rules can protect concentration and allow useful learning.

Second, they said smartphones cause problems such as taking pictures without permission and sending unkind messages. However, the claim that phones themselves cause these problems is not true because the real cause is how some students use them. Schools can teach respect for privacy, require permission, and punish misuse. Because students use phones outside school, they need to learn responsible use, not only avoid phones.

For these reasons, the affirmative side has shown the need for good rules, not the need to stop useful smartphone use. Students should be allowed to use smartphones in proper ways. Thank you.

Total words: 170

■ Lesson 5. Mini-Debate Practice / ミニディベート練習(発展)

In this lesson, you will combine the skills you have learned so far and practice a short debate in groups of three. In Section 5-1, you will ask questions and summarize a speech. In Section 5-2, you will ask questions and refute a speech. この Lesson では、これまでに学んだ技能を組み合わせ、3 人グループで短いディベートを行います。Section 5-1 では、スピーチについて質問し、内容を要約します。Section 5-2 では、質問した後、スピーチに反論します。

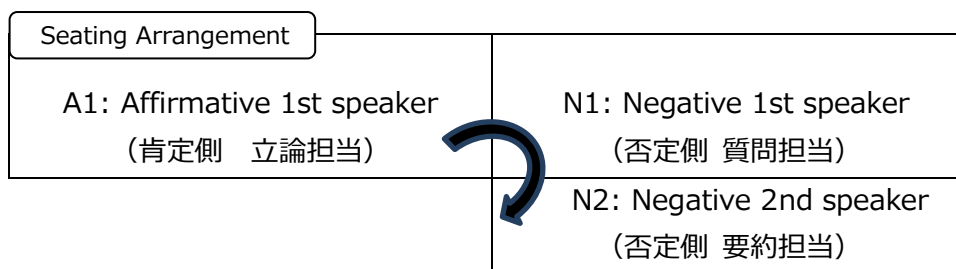


[5-1] Questions, Answers, and Summary / 質問・応答と要約

■ Step 1 Assign the Roles / 役割を決めよう

Choose one of the affirmative constructive speeches you wrote in Part 1.5. Make a group of three and assign the following roles.

Part 1.5 で書いた肯定側立論スピーチから 1 つ選びます。3 人グループを作り、次のように役割を決めましょう。



*In a group of four, two students can share the role of N1.
4 人グループの場合は、2 人で N1 の質問担当を行いましょう。

■ Step 2 Mini-Debate A: Question, Answer, and Summary ミニディベート A：質問・応答と要約

Follow the order below. A1 presents a one-minute version of an affirmative constructive speech. N1 asks one or two questions to confirm the plan or the main points. N2 listens carefully and summarizes the speech in about 30 seconds. 以下の順番で練習します。A1 は、肯定側立論スピーチを 1 分間で発表します。N1 は、政策や議論の要点を確認する質問を 1~2 個します。N2 はスピーチを注意して聞き、約 30 秒で内容を要約します。

Affirmative Side (肯定側)	Negative Side (否定側)	Time
A1: Affirmative Constructive Speech		1 min
30 seconds' preparation		
A1: Answer questions	N1: Asking Questions	30 sec
30 seconds' preparation		
	N2: Summary	30 sec
3 minutes in total		

After one round, rotate the roles: N1 → A1, N2 → N1, and A1 → N2. Continue until everyone has experienced all three roles. 1 回目が終わったら、N1→A1、N2→N1、A1→N2 の順に役割を交代します。全員が 3 つの役割を経験するまで続けましょう。

◆ For **N1** : Questions for Confirmation (N1 の人用: 内容を確認する質問)

You do not have to ask all the questions below. Choose one or two points that you want to confirm.

以下の質問をすべてする必要はありません。聞き取れなかった点や確認したい点を 1~2 つ選びましょう。

	Let me ask you some questions.
Introduction	【スピーチのプランが聞き取れなかった場合】 ・ What is your plan? 【聞き取れた場合】 ・ You think that Is that right?
Problem	【解決したい問題が何か、聞き取れなかった場合】 ・ What problem do you want to solve? 【聞き取れた場合】 ・ You said, and you think this is a problem. Is that right?
Solution	【どのように問題が解決されるか、聞き取れなかった場合】 ・ How will your plan solve the problem? 【聞き取れた場合】 ・ You said that the plan will solve the problem because Is that right?
Importance	【どうしてその問題を解決することが大切か、聞き取れなかった場合】 ・ Why is it important to solve the problem? 【聞き取れた場合】 ・ You think solving the problem is important because Is that right?

◆ For **N2**: Summary Speech (N2 の人用: 要約スピーチ用フォーマット)

	Let me summarize the *affirmative speech (*肯定側のスピーチ).
Problem	The affirmative speaker argued that
Solution	The speaker said that
Importance	Finally, the speaker said that this is important because
	That's all. Thank you.

[5-2] Questions, Answers, and Refutation / 質問・応答と反論

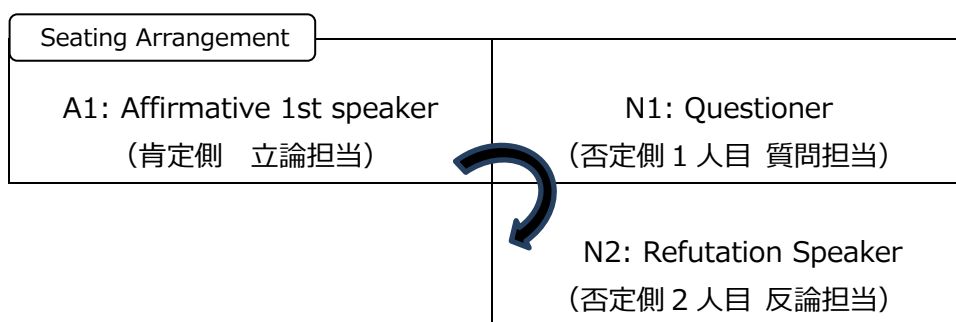
In this section, you will practice another type of mini-debate. N1 asks questions about the affirmative speech, and N2 uses the speech and the answers to prepare a refutation. / この Section では、別の形式のミニディベートを練習します。N1 は肯定側立論について質問し、N2 はスピーチと質疑応答の内容をもとに反論を考えます。



■ Step 1 Assign the Roles / 役割を決めよう

Make a group of three. Choose one of the affirmative constructive speeches written in Part 1.5 and assign the three roles shown above. If you have already completed Section 5-1, rotate the roles before beginning this activity.

3 人グループを作ります。Part 1.5 で書いた肯定側立論スピーチから 1 つ選び、上の 3 つの役割を決めます。すでに Section 5-1 を行った場合は、役割を交代してから始めましょう。



*In a group of four, two students can share the role of N1.

4 人グループの場合は、2 人で N1 の質問担当を行いましょう。

■ Step 2 Mini-Debate B: Question, Answer, and Refutation / ミニディベート B : 質問・応答と反論

N1 asks one or two questions about the speech. The purpose of the questions is to clarify the argument and help N2 find a point that can be refuted. N2 should listen carefully to both the speech and the answers. N2 does not have to refute the whole speech. Choose one point that you can explain clearly. N1 は、スピーチについて 1~2 問質問します。質問の目的は、議論の内容を明確にし、N2 が反論できるポイントを見つけやすくすることです。N2 は、スピーチだけでなく、質問への答えも注意して聞きましょう。N2 はスピーチ全体に反論する必要はありません。理由を明確に説明できるポイントを 1 つ選びましょう。

Affirmative Side (肯定側)	Negative Side (否定側)	Time
A1: Affirmative Constructive Speech		1 min
30 seconds' preparation		
A1: Answering Questions	N1: Asking Questions	30 sec
30 seconds' preparation (30 秒間の準備時間)		
	N2: Refutation	30 sec
3 minutes in total		

After one round, rotate the roles and use a different speech.
1 回目が終わったら役割を交代し、別のスピーチを使って練習しましょう。

◆ For **N1** : Useful Questions for Clarifying Arguments / 議論を明確にして反論点を探す質問の例

- You said that _____. Is that right?
- How often does this problem happen?
- Who is affected by this problem?
- How will the plan solve the problem?
- Will the plan always work?
- Why is this change important?
- Does your argument assume that _____?

◆ For **N2**: Format for refutation (反論用フォーマット)

Choose one point from the affirmative speech. First, summarize the point. Then, choose the most suitable way to refute it and explain why. / 肯定側立論から 1 つのポイントを選びます。最初にそのポイントを要約し、次に最も適切な反論方法を選んで、理由を説明しましょう。

1. 反論するポイント

Let me refute one point in the affirmative speech.

The affirmative speaker said that _____.

2. 反論方法を選ぶ

☐ A. Challenge the point

However, this is

[not true / not always true / not important / not relevant to the plan]

because _____.

☐ B. Suggest another solution

However, this problem can be solved in another way.

For example, _____.

☐ C. Show the opposite possibility

However, the opposite may be true because

_____.

☐ D. Challenge an assumption

This argument is based on the assumption that _____.

However, this assumption may not be true because

_____.

3. 反論を終える

For this reason, this argument does not stand. Thank you.

Do not read every word from the note sheet. Look at the affirmative speaker and explain your refutation clearly.
メモを一字一句読み上げるのではなく、肯定側の話し手を見ながら、反論を分かりやすく説明しましょう。

■ Refutation Speech 13

[Club activities should not be mandatory.] 部活動を強制すべきではない。

Good afternoon. Let me respond to the affirmative side.

First, they said mandatory clubs take time away from homework, family, and sleep. However, this argument is not true because it is based on the assumption that every club must take many hours. Schools can offer flexible clubs that meet once or twice a week, including study, art, or volunteer clubs. Students with family duties can choose short activities. Mandatory participation does not have to mean the same hard activity for everyone.

Second, they said students work harder when they choose activities by themselves. However, this is not always true. Some students do not know what they enjoy until they try it. Others avoid new activities because they feel nervous. A requirement can give them the first chance to discover a new interest or skill. Students can still choose which club to join. Sometimes motivation comes after experience, not before it.

For these reasons, schools can respect different lives while giving every student a chance to learn through club activities. Club activities can still be mandatory. Thank you.

Total words: 177

■ Refutation Speech 14

[Schools should give less homework.] 学校は宿題を減らすべきだ。

Good afternoon. Let me respond to the affirmative side.

First, they said students are busy with club activities and go home late, so schools should give less homework. However, this point is not relevant to the amount of homework. Club schedules and homework are different issues. If clubs take too much time, schools can change their schedules. They should not reduce necessary practice to solve a problem caused by clubs. The affirmative side must show that the homework itself is unreasonable.

Second, they said less homework can make learning better. However, the opposite may be true, especially for basic skills. English words, grammar, and mathematics improve through repeated practice. If students practice less, they may forget what they learned and fall behind. Tests may then become more difficult and stressful. Quality is important, but even good homework must give students enough practice.

For these reasons, they have not shown that less homework will improve health or learning. Schools should continue to give enough meaningful homework. Thank you.

Total words: 167

■ Lesson 6. Strategies for the Negative Side / 否定側の議論を組み立てる

The speeches you wrote in Part 1.5 support the adoption of a plan. They are called affirmative constructive speeches. A negative constructive speech argues that the plan should not be adopted. In this lesson, you will learn one common way to build a negative constructive speech: explaining a disadvantage caused by the affirmative plan.

Part 1.5 で書いたスピーチは、政策の採用に賛成する肯定側立論です。これに対して、政策を採用すべきではないと主張するスピーチを、否定側立論といいます。この Lesson では、否定側立論の代表的な組み立て方の一つとして、肯定側の政策によって生じる disadvantage を説明する方法を学びます。

[6-1] Understanding a Negative Constructive Speech / 否定側立論の構造

■ Step 1 Listen and Identify the Structure / 聞いて構造をつかもう

Listen to a negative constructive speech about the plan below. You will hear the speech once. Choose the best answer for each question.

次の政策についての否定側立論を聞きます(以下の政策導入に反対するスピーチです)。スピーチは 1 回だけ流れます。各問について、最も適切な答えを選びましょう。

Plan: The first period at our high school should start at 7:30 a.m.

政策： 私たちの高校は、1 時間目を午前 7 時 30 分から始めるべきだ。

disadvantage: a problem or harmful result caused by a plan

政策によって生じる不利益・悪い結果

1. What is the signpost for the disadvantage?

- a. less time for homework
- b. more students falling asleep in class
- c. longer club activities

2. What does the speaker say about the present situation?

- a. Most students stay awake and concentrate during the first period.
- b. Many students already sleep during the first period.
- c. First period already starts at 7:30 a.m.

3. Why may students get less sleep under the plan?

- a. They will receive more homework.
- b. They will have to wake up earlier but may not be able to go to bed earlier.
- c. Their journey to school will become longer.

4. Why is the disadvantage serious?

- a. Students will have less time for club activities.
- b. Students may have difficulty concentrating and learn less.
- c. Teachers will have to work longer hours.



■ Step 2 Analyze the Speech / スピーチの構造を分析しよう

Read the speech script and check your answers to Step 1. Then examine what the speaker explains in each of the three body parts: Present Situation, Causal Link, and Seriousness.

スピーチ原稿を読んで、Step 1 の答えを確認しましょう。その後、Present Situation、Causal Link、Seriousness の3つのBody Partで、それぞれ何が説明されているか確認しましょう。

Speech Script	
Hello, everyone. Today, I strongly disagree with the plan presented by the affirmative side.	
I have one disadvantage.	
The disadvantage is “more students falling asleep in class.” Let me explain.	
Present Situation	<u>In the current situation,</u> most students stay awake and concentrate during the first period. We do not have a serious problem now.
Causal Link	<u>However, if we introduce this plan, we will have a problem.</u> If first period starts at 7:30 a.m., many students will have to wake up about one hour earlier. Because of homework and club activities, they may not be able to go to bed earlier. As a result, they will get less sleep, and more students may fall asleep during class.
Seriousness	<u>This is a serious problem because</u> sleepy students have difficulty concentrating and may learn less from their lessons. Their academic performance may suffer.
For this reason, we <u>should not</u> adopt this plan. Thank you.	

In policy debate, this type of argument is often called a disadvantage, or DA. In this lesson, a disadvantage has three body parts. / 調査型の policy debate では、このような議論を disadvantage、または DA と呼びます。この Lesson では、disadvantage を次の3つのBody Partで構成します。

Three Elements of Disadvantage (DA)

- ① Present Situation: What is good or acceptable about the present situation? 現状のどのような点がよい、または問題が少ないのか。
- ② Causal Link: How will the affirmative plan change the present situation and cause a problem? 肯定側の政策によって現状がどのように変化し、問題が生じるのか。
- ③ Seriousness: Why will the problem be serious? その問題はなぜ深刻なのか。

[6-2] Writing a Negative Constructive Speech / 否定側立論を書こう

■ Step 1 Choose a Plan and Brainstorm / 政策を選び、アイデアを出そう

In Part 1.5, you wrote affirmative constructive speeches supporting Topics 1–3 below. For your first negative constructive speech, choose one of these three topics unless your teacher assigns another topic. If you write another speech, you may use one of the additional topics A–E. Follow your teacher's instructions about the number of speeches and the topics you should use.

Part 1.5 では、以下の Topic 1～3 について肯定側立論を書きました。最初の否定側立論では、担当教員から別の指示がない限り、この 3 つから 1 つを選びます。2 本目以降のスピーチを書く場合は、追加トピック A～E を使うこともできます。取り組むスピーチの本数とトピックについては、担当教員の指示に従ってください。

◆ 自分が選んだトピックの [] にチェックを入れること。

Topics from Part 1.5

[] 1. **People in Japan should stop giving giri choco.**

日本では、義理チョコを贈る習慣をやめるべきだ。

[] 2. **Our school should keep penguins in its swimming pool.**

私たちの学校は、学校のプールでペンギンを飼うべきだ。

[] 3. **All Japanese high school students should study abroad for at least one month. / すべての日本の高校生は、少なくとも 1 か月間留学するべきだ。**

Additional Topics / 追加トピック

A. Japanese high schools should have classes only four days a week.

日本の高校は、授業を週 4 日だけにすべきだ。

B. Our school should hold its school festival twice a year.

私たちの学校は、文化祭を年 2 回開催するべきだ。

C. The Japanese government should make university tuition free for all students. / 日本政府は、すべての学生の大学授業料を無料にするべきだ。

D. Movie theaters in Japan should allow customers to bring their own food and drinks. / 日本の映画館は、観客が自分の食べ物や飲み物を持ち込むことを認めるべきだ。

E. All convenience stores in Japan should close between midnight and 5 a.m.

日本のすべてのコンビニエンスストアは、午前 0 時から午前 5 時まで閉店するべきだ。



■ Step 2 Brainstorming and Outlining / ブレインストーミングと構成メモ

Before writing complete sentences, use the spaces below to organize your ideas. Choose one clear disadvantage and make sure that the three body parts are logically connected. You may use short phrases or keywords at this stage. / 完成した英文を書く前に、以下の欄を使って内容を整理しましょう。明確な disadvantage を 1 つ選び、3 つの Body Part が論理的につながっているか確認します。この段階では、短いフレーズやキーワードでメモしても構いません。

- Brainstorming & Outlining -

Signpost

What is the main disadvantage? Write a short noun phrase.

主な disadvantage は何ですか。短い名詞句で表しましょう。

Present Situation

What is good or acceptable in the current situation?

現状のどのような点がよい、または問題が少ないのでしょうか。

Causal Link (○こーざるりんく ×カジュアル〜)

If the plan is introduced, what will change? How will this change cause a problem?

政策を導入すると何が変化し、その変化によってどのような問題が生じるのでしょうか。

The plan → a change in the present situation → a problem

Seriousness

Who will be affected? Why will the problem be serious?

誰が影響を受けますか。その問題はなぜ深刻なのでしょうか。

- ☐ I chose one clear disadvantage.
1 つの明確な disadvantage を選んだ。
- ☐ My Present Situation is related to the disadvantage.
Present Situation で説明した内容が、disadvantage と関係している。
- ☐ My Causal Link explains the change step by step.
政策によって問題が生じる仕組みを、順を追って説明している。
- ☐ My Seriousness explains why the problem matters.
その問題がなぜ深刻なのかを説明している。
- ☐ I will use clear English that I can explain in my own words.
自分で説明できる、分かりやすい英語を使う。

■ Step 3 Write the First Draft / 第一稿を書こう

Selected Topic: [1 / 2 / 3 / A / B / C / D / E]

Speech Script		Structure			
Hello, everyone. Today, I strongly disagree with the idea that		自分が採用に反対する政策を示します。			
I have one disadvantage.		スピーチ構成を示します。			
The disadvantage is “.....”. <i>Let me explain.</i>		Disadvantage を signpost で示します。			
Present Situation	In the current situation,	現状のよい点、または現在はこの問題が深刻ではないことを説明します。			
	However, if we introduce this plan, we will have a problem.		政策を導入すると何が変化し、どのような仕組みで問題が生じるのかを、順を追って説明します。		
	Causal Link			This is a serious problem because	その問題によって誰がどのような影響を受けるのか、また、なぜその影響が深刻なのかを説明します。
For this reason, we <u>should not</u> adopt this plan. Thank you.		スピーチ終了			

Keep this draft. In Lesson 7, you will revise it and add evidence to make your argument stronger.

この原稿は保管しておきましょう。Lesson 7 で証拠資料を加え、より説得力のある議論に書き直します。

● 総語数 (Word count) [] words *自分が書いた語数

Class: _____ No.: _____ Name: _____

[6-3] Responding to a Negative Constructive Speech / 否定側立論に反論する

In Section 6-1, the negative side argued that the affirmative plan would cause a disadvantage. The affirmative side can respond by challenging one of the three body parts. You do not need to refute every part. Choose one point that you can explain clearly. / Section 6-1 では、否定側が、肯定側の政策によって disadvantage が生じると主張しました。肯定側は、否定側立論の 3 つの Body Part のうち、いずれかに反論できます。すべてに反論する必要はありません。理由を明確に説明できる個所を 1 つ選びましょう。

Body Part	Questions to Ask / 確認すること	Useful Expressions
Present Situation	Is the present situation really good? Does the problem already exist? / 現状は本当によいのか。問題はすでに存在していないか。	not true / not always true
Causal Link	Will the plan really cause the disadvantage? Is there a hidden assumption? / 政策によって本当にその問題が生じるのか。隠れた前提はないか。	not always true / the opposite may be true / based on the assumption that ...
Seriousness	Will the disadvantage really be serious? Can it be reduced or solved? その問題は本当に深刻か。既存の枠組みで容易に対処できないか。	not important / can be solved easily

■ Step 1 Find a Point to Refute / 反論するポイントを見つけよう

Listen to or reread the negative constructive speech in Section 6-1. Focus on its Causal Link and choose the best answer for each question. / Section 6-1 の否定側立論をもう一度聞か、読み返します。Causal Link に注目し、各問について最も適切な答えを選びましょう。

Question 1: What assumption does the negative argument make?

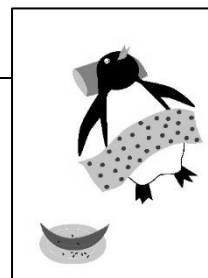
- a. Students will continue to go to bed at about the same time.
- b. Teachers will give students less homework.
- c. First period will become longer.

Question 2: Which body part can be challenged by questioning this assumption?

- a. Present Situation
- b. Causal Link
- c. Seriousness

Question 3: Which is the best response to the negative argument?

- a. This is not always true because students may adjust their schedules and go to bed earlier.
- b. This is not important because first period is in the morning.
- c. This is not relevant because many students take trains to school.



■ Step 2 Study a Sample Refutation / 反論例を確認しよう

Read the sample refutation below and answer the two questions.

以下の反論例を読み、2つの問いに答えましょう。

【Sample Refutation】

	Let me refute one point in the negative constructive speech.
Summary of the Negative Argument	The negative side said that if first period starts at 7:30 a.m., many students will get less sleep and fall asleep during class.
Point of Refutation	However, this argument is based on the assumption that students will continue to go to bed at about the same time as they do now.
Explanation	This assumption may not be true. If students know that they must wake up earlier, they may adjust their schedules and go to bed earlier. Therefore, the plan will not necessarily reduce their sleep time.
Conclusion	For this reason, this argument does not stand. Thank you.

Question 1: What is the main point of the affirmative side's refutation?

- a. Many students already fall asleep during class.
- b. Students may go to bed earlier, so they will not necessarily get less sleep.
- c. Falling asleep during class is not a serious problem.

Question 2: Which body part of the negative constructive speech is being refuted?

- a. Present Situation b. Causal Link c. Seriousness

■ Step 3 Refute Your Partner's Argument / パートナーの議論に反論しよう

Work in pairs. Use the negative constructive speeches you wrote in Section 6-2. / ペアになり、Section 6-2 で書いた否定側立論を使います。

1. Speaker A presents the negative constructive speech.
2. Speaker B chooses one point from Present Situation, Causal Link, or Seriousness.
3. Speaker B prepares for 30 seconds and delivers a short refutation.
4. Switch roles and repeat the activity.

1. A が否定側立論を発表します。 2. B は Present Situation、Causal Link、Seriousness から反論するポイントを1つ選びます。 3. B は30秒間準備し、短い反論を発表します。 4. 役割を交代して、もう一度行います。

－ 反論用メモ欄 －

The point I will refute:

- ☐ Present Situation ☐ Causal Link ☐ Seriousness

The negative side said that

_____.

However,

_____.

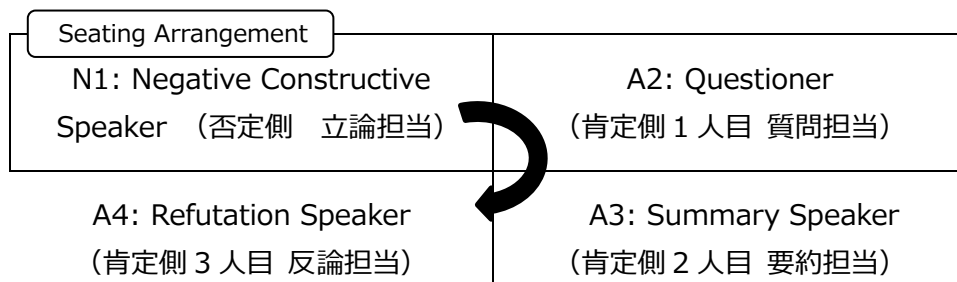
For this reason, this argument does not stand. Thank you.

[6-4] Mini-Debate: Responding to a Negative Speech / 否定側立論でミニディベート

In this activity, you will work in groups of four. One student presents a negative constructive speech as N1. The other three students take the affirmative-side roles of questioning, summarizing, and refutation. This is not a full four-on-four debate. You will learn the complete debate format in Part 3. この活動は、4 人グループで行います。N1 が否定側立論を発表し、残りの 3 人が肯定側の立場から、質問、要約、反論を担当します。これは 4 対 4 の試合ではありません。完全な試合形式については Part 3 で学びます。

■ Step 1 Make a Group and Assign the Roles / グループを作り、役割を決めよう

Make a group of four and assign the following roles. N1 uses the negative constructive speech written in Section 6-2. / 4 人グループを作り、次の役割を決めます。N1 は、Section 6-2 で書いた否定側立論を使います。



*In a group of three, one student can take two roles.
3 人グループの場合は、1 人が 2 つの役割を担当します（その場合は、質問と反論）。

Role	Task
N1: Negative Constructive Speaker	否定側立論を発表する
A2: Questioner	否定側立論について質問する
A3: Summary Speaker	否定側立論を要約する
A4: Refutation Speaker	否定側立論の 1 点に反論する

The role numbers N1 and A2–A4 correspond to the roles used in the complete debate format in Part 3.

N1、A2～A4 という役割番号は、Part 3 で扱う完全な試合形式に対応しています。

■ Step 2 Follow the Debate Format / 試合の順番を確認しよう

Affirmative Side (肯定側)	Negative Side (否定側)	Time
	(N1) Constructive Speech	1 min
30 seconds' preparation		
(A2) Question	(N1) Answer	30 sec
30 seconds' preparation		
(A3) Summary (否定側議論の要約)		30 sec
(A4) Refutation (否定側へ反論)		30 sec
3.5 minutes in total		

After one round, rotate the roles: N1 → A2, A2 → A3, A3 → A4, and A4 → N1. The new N1 presents their own negative constructive speech. Continue as directed by your teacher.

1 回目が終わったら、N1→A2、A2→A3、A3→A4、A4→N1 の順に役割を交代します。新しい N1 は、自分が書いた否定側立論を発表します。繰り返す回数については、担当教員の指示に従ってください。

For A2 : 質問 (Question)

You said that _____. Is that right?

- Why do you think the current situation is good?
- How will the plan cause that problem?
- Why is this a serious problem?

For A3 : 要約 (Summary)

Let me summarize the negative constructive speech.

First, the negative speaker said that, in the current situation,

_____.

Next, the speaker said that if the plan is introduced,

_____.

Finally, the speaker said that this is a serious problem because

_____.

That's all. Thank you.

For A4 : 反論 (Refutation)

Let me refute one point in the negative constructive speech.

The negative side said that

_____.

However,

_____.

For this reason, this argument does not stand. Thank you.

*Choose one point from Present Situation, Causal Link, or Seriousness. Use one of the refutation formats introduced in Lesson 4 and Section 6-3. / Present Situation、Causal Link、Seriousness から 1 つを選びます。Lesson 4 と Section 6-3 で学んだ反論フォーマットを使いましょう。

■ Lesson 7. Using Evidence / 証拠資料を使う

In Lesson 6, you organized your negative constructive speech into Present Situation, Causal Link, and Seriousness. Each body part contains one or more claims that you want your listeners to accept. In Lesson 7, you will choose one of these claims, support it with evidence, and explain what the evidence shows. An argument using evidence therefore has the following three elements. / Lesson 6 では、否定側立論を Present Situation、Causal Link、Seriousness の 3 つの Body Part に分けて構成しました。それぞれの Body Part には、聞き手に納得してもらいたい主張が含まれています。Lesson 7 では、その中から 1 つの主張を選び、証拠資料で支え、その証拠から何が分かるのかを説明します。証拠資料を用いる議論には、次の 3 つの要素があります。

■ Three Elements of an Argument Using Evidence / 証拠資料を用いた議論の 3 つの要素

Claim → Evidence → Explanation

Claim: State the point you want to prove.

証明したいことを述べます。

Evidence: Introduce a reliable source and present information that supports the claim.

信頼できる出典を示し、主張を支える情報を提示します。

Explanation: Explain what the evidence shows and why it supports the claim.

その証拠から何が分かり、なぜ自分の主張を支えているのかを説明します。

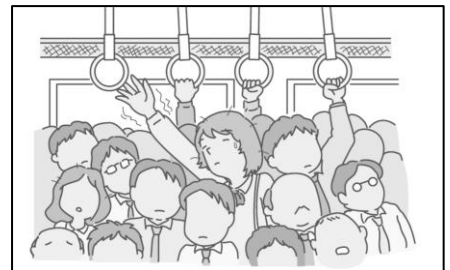
Note: Claim, Evidence, and Explanation do not replace the three body parts of the speech. They are used within a body part to make one claim stronger.

注意：Claim、Evidence、Explanation は、スピーチの 3 つの Body Part に代わる新しい構成ではありません。Body Part の中に入れて、1 つの主張をより強くするために使います。

[7-1] Using Direct Quotation / 直接引用を使う

■ Step 1 Listen and Identify the Sources and Main Points / 出典と要点を聞き取ろう

You will hear a speech that includes two pieces of evidence. Listen and choose the best answer. You will hear the speech only once.
2 つの証拠資料を含むスピーチを聞き、最も適切な答えを選びましょう。
スピーチは一度だけ読み上げられます。



(1) Who is Mr. Goodman?

- a. a doctor b. a university professor c. a researcher

(2) When was Mr. Goodman's article (論文) published?

- a. in 2020 b. in 2024 c. in 2025

(3) Which source was used for the second quotation(引用)?

- a. an article in *The Shin-Ikebukuro Times*
b. a report by the Shin-Ikebukuro Health Research Center
c. a government website

(4) What does the second quotation show?

- a. Trains arriving before 7:00 a.m. are generally less crowded.
b. Students can always find seats before 7:00 a.m.
c. Trains are most crowded after 8:30 a.m.

■ Step 2 Introducing a Source and Making a Direct Quotation / 出典を紹介して直接引用しよう

When you use evidence in a speech, tell your listeners where the information came from. Then, quote only the part that supports your claim. / スピーチで証拠資料を使うときは、その情報の出典を聞き手に示します。そのうえで、自分の主張を支える部分だけを引用します。

(1) How to show the source of evidence / 出典の示し方

A) [Quoting an Expert / 専門家の意見の引用]

When quoting an expert, give the following information:

専門家の意見を引用するときは、次の情報を示します。

- the person's name / 氏名
- the person's position or affiliation / 役職または所属
- the year of publication / 公表年

[例文] In a 2024 article, Mr. Goodman, a researcher at the Shin-Ikebukuro Health Research Center, stated, quote, "...," unquote.

B) Quoting a Newspaper or Magazine Article [新聞・雑誌記事の引用]

When quoting a newspaper or magazine article, give the following information:

新聞・雑誌の記事を引用するときは、次の情報を示します。

- the name of the newspaper or magazine / 新聞・雑誌名
- the date of publication / 発行日

[例文] According to an article published in *The Shin-Ikebukuro Times* on May 20, 2025, quote, "...," unquote.

(2) Rules on direct quotation / 直接引用の決まり

1. Copy the original words exactly.

原文を一語一語正確に引用します。

2. In a speech, say quote before the quotation and unquote after it.

スピーチでは、引用の前に quote、引用の後に unquote と言います。

3. After the quotation, explain what the evidence shows and how it supports your claim.

引用した後、その証拠から何が分かり、どのように自分の主張を支えるのかを説明します。

■ Step 3 Completing Source Introductions / 出典情報を補おう

Complete the following source introductions by using the Evidence Cards on the next page.

次のページの Evidence Cards を参照して、出典の紹介に必要な情報を補いましょう。

【Quotation A】

In a (1) article, Mr. Goodman, a (2) at the Shin-Ikebukuro Health Research Center, stated, quote, “Standing for a long time on a crowded train causes both physical and mental fatigue and can make it difficult to (3) afterward,” unquote.

【Quotation B】

According to an article published in (4) on (5), quote, “Trains arriving in central Tokyo before 7:00 a.m. are generally less (6) than trains arriving between 7:30 and 8:30 a.m.,” unquote.

The following sources and quotations were created for citation practice. They are not real publications or research findings. / 以下の出典と引用文は、引用方法を練習するために作成した架空のものです。

1) そのカードの通し番号を書きます。

2) 後でカードを見返した時に内容がすぐ分かるように、この証拠を整理する上での要旨・ラベルをつけます。

3) 筆者の名前を入れます。

5) 発言が出た年を書きます

4) 筆者の肩書きを入れます。

• said in (2024).

*5) 新聞記事の場合は published on という表現を省略可能。

*3) 新聞・雑誌などの名前を入れます。

*5) その出版日(雑誌の場合は月と年)

6) 資料から証拠として用いたい箇所をここに書き写します。

7) 引用した証拠から何が分かり、それが上の Claim (主張) をどのように支えるのかを、自分の言葉で説明します。

8) ここに、より細かい出典を書きます。本であれば、「①本のタイトル、②出版社、③出版年度、④引用した箇所のページ番号」を書き込みます。署名のない雑誌・新聞の記事であれば、「①雑誌・新聞名、②出版年度または出版の日付、③引用した記事のあるページ番号」を記します。

[Evidence Card]

Card Number (**B**)

Claim (主張)	<i>Students who travel earlier may be able to commute on less crowded trains.</i>
Source Introduction (出典の紹介)	2) [署名のない雑誌・新聞記事などからの場合] ・ According to <i>The Shin-Ikebukuro Times</i> (published on) (May) (20), (2025),
Quotation (引用)	<i>quote, "Trains arriving in central Tokyo before 7:00 a.m. are generally less crowded than trains arriving between 7:30 and 8:30 a.m.," unquote.</i>
Explanation (説明)	<i>This evidence suggests that students who travel earlier may be able to commute on less crowded trains.</i>
Source (出典)	<i>"Earlier Trains May Be Less Crowded." The Shin-Ikebukuro Times, May 20, 2025, p. 3.</i>

■ Step 4 Analyzing a Sample Speech with Evidence / 証拠資料を用いたスピーチ例を分析

Read the sample speech below. Notice where each source is introduced, quoted, and explained. The symbol ㊥ shows where information from an Evidence Card is inserted. At each ㊥, insert the Source Introduction, Quotation, and Explanation from the card. The Claim and Source are used to organize and check the evidence, so you do not read them aloud. / 次のスピーチ例を読み、それぞれの証拠について、出典の紹介・引用・説明がどこに入っているか確認しましょう。㊥は、Evidence Card の内容をスピーチに挿入する位置を示します。㊥の位置に、カードの Source Introduction、Quotation、Explanation を入れます。

【Check the Structure / 構成を確認しよう】

- Underline the two source introductions.
2 か所の出典の紹介に下線を引きましょう。
- Put a box around the two explanations.
2 か所の Explanation を四角で囲みましょう。
- In which body part is each piece of evidence used?
それぞれの証拠は、どの Body Part で使われていますか。

【Sample Speech Script】

Speech Script	
Hello, everyone. Today, I want to argue that the first period at our school should start at 7:30 a.m.	
I have one reason to support my opinion.	
The reason is “better concentration in class.” Let me explain.	
Problem Solution Importance	We have a problem. When we come to school, many of us have to stand on crowded trains while carrying heavy bags. This makes us very tired. ㊦ Let me quote what Mr. Goodman, who is a researcher at the Shin-Ikebukuro Health Research Center, said in 2024: quote, “Standing for a long time on a crowded train causes both physical and mental fatigue and can make it difficult to concentrate afterward,” unquote. This evidence shows that commuting on crowded trains can make it more difficult for students to concentrate at school.
	Then, if we introduce this plan, we can solve this problem as follows. If the first period starts at 7:30 a.m., many students will leave home earlier and travel on earlier trains. These trains may be less crowded. ㊦ According to <i>The Shin-Ikebukuro Times</i>, published on May 20, 2025, quote, “Trains arriving in central Tokyo before 7:00 a.m. are generally less crowded than trains arriving between 7:30 and 8:30 a.m.,” unquote. This evidence suggests that students who travel earlier may be able to commute on less crowded trains. As a result, they may arrive at school less tired.
	This point is important because students need to be able to concentrate in class. If they arrive at school less tired, they may be able to participate more actively and learn more effectively.
For this reason, we should adopt this plan. Thank you.	

[7-2] Adding Evidence to a Speech / スピーチに証拠を加える

In this section, you will add one piece of evidence to the negative constructive speech you wrote in Section 6-2. You do not need to rewrite the entire speech. Choose one claim and support it with evidence. / この Section では、Section 6-2 で書いた否定側立論に、一つの証拠資料を加えます。立論全体を書き直す必要はありません。主張を一つ選び、それを証拠資料で支えましょう。

■ Step 1 Choosing Where to Add Evidence / 証拠を入れる位置を決めよう

Choose one claim from the Present Situation, Causal Link, or Seriousness of your speech. Write ㊦ at the end of the sentence or paragraph that you want to support with evidence.

Use a source provided by your teacher or find information from a reliable source, as instructed by your teacher.

自分のスピーチの Present Situation、Causal Link、Seriousness から、証拠で支えたい主張を一つ選びます。その主張を述べた文または段落の最後に㊦を書きましょう。

教員から与えられた資料、または教員の指示に従って探した信頼できる情報源を使用します。

Note: Fictional Evidence for Practice / 練習用の架空資料について

Finding evidence can take time. The main goal of this activity is to learn how to introduce, quote, and explain evidence. If instructed by your teacher, you may create a fictional source and quotation for citation practice. Do not present fictional evidence as real information in an actual debate or report.

証拠資料を調べるには時間がかかります。この活動の主な目的は、証拠の出典を紹介し、引用し、説明する手順を学ぶことです。教員から指示された場合は、引用の練習のために、架空の出典と引用文を作っても構いません。もちろん架空の資料を、実際のディベートやレポートで事実として使用してはいけません。

■ Step 2 Preparing an Evidence Card / 証拠カードの準備

In Step 1, you marked the place where you want to add evidence with ㊦. Now prepare an Evidence Card for that claim. On the card, organize the Claim, Source Introduction, Quotation, Explanation, and Source. Later, you will insert the Source Introduction, Quotation, and Explanation at the ㊦ in your speech.

The Claim and Source are used to organize and check the evidence, so you do not read them aloud.

Step 1 では、証拠を加えたい位置に㊦を付けました。次に、その主張を支える Evidence Card を作ります。カードには、Claim、Source Introduction、Quotation、Explanation、Source を整理して書きましょう。Claim と Source は証拠を整理・確認するための項目なので、スピーチでは読み上げません。

Evidence Card [Type A] Direct Quotation (直接引用)

Card Number (N-)

Claim (主張)	
Source Introduction (出典の紹介)	1) [論文または署名入りの記事、書籍からの場合] ・ <i>Let me quote what</i> <i>....., who is....., said in ().</i> 2) [署名のない雑誌・新聞記事などからの場合] ・ <i>According to,</i> <i>(published on), () (), (),</i>
Quotation (引用)	 引用の初めには Quote(引用開始)、終わりには Unquote(引用終了)と加えてください。
Explanation (説明)	This evidence [shows / suggests] that
Source (出典)	

↑他の人が元の資料を確認できるように、著者名、資料や記事のタイトル、出版物名、発行年・発行日、ページ番号、URLなどを記録します。この部分はスピーチでは読み上げません。

- ☐ I used a reliable source.
 - ☐ I copied or translated the quotation accurately.
 - ☐ The explanation connects the evidence to the claim.
 - ☐ Another person can find the original source.
(他の人が元の資料を確認できるように出典を記録した)

Class: _____ No.: _____ Name: _____

■ Step 3 Preparing a Partial Speech with Evidence / 証拠を用いた部分スピーチの準備

You do not need to present your entire negative constructive speech in this activity. Choose one body part and copy it onto the sheet below. Write ㊥ where you will insert the evidence. At ㊥, read the Source Introduction, Quotation, and Explanation from your Evidence Card.

この活動では、否定側立論全体を発表する必要はありません。Body Part を一つ選び、次ページの用紙に書き写します。証拠を挿入する位置に㊥を書きましょう。㊥の位置で、Evidence Card の Source Introduction、Quotation、Explanation を読み上げます。

■ Negative Const. (Partial Speech with Evidence)

Due date: ____ / ____ / ____

Speech Script

Hello, everyone. Today, I argue that we should not adopt the plan that

The disadvantage is “_____”. Let me explain.

I will focus on its [Present Situation / Causal Link / Seriousness].

That's all. Thank you.

*上のスピーチ原稿内で、下の証拠を挿入する箇所に(E)の記号を記すこと。

【Information from the Evidence Card】

Source Introduction	
Quotation	
Explanation	

読むのにかった時間： [_____] seconds (指定された時間内で終わるように調整すること)

Class: _____ No.: _____ Name: _____

Sample 1: Body Part の途中に㊦を置く例

Speech Script	
Hello, everyone. Today, I <u>argue that we should not adopt the plan that</u> <i>our school should hold its school festival twice a year.</i>	
The disadvantage is “... <i>less study time</i> ...”. Let me explain. I will focus on its [Causal Link].	
	<i>Students already spend many hours preparing for one school festival. ㊦</i> <i>If the school festival is held twice a year, students will have to spend even more time preparing for it. As a result, they will have less time to prepare for classes and complete their assignments.</i>
That’s all. Thank you.	

【Information from the Evidence Card】

Source Introduction	<i>According to The Shin-Ikebukuro Student Times, published on October 10, 2025</i>
Quotation	<i>quote, “Students at Shin-Ikebukuro High School spent an average of 24 hours preparing for their school festival in 2025,” unquote.</i>
Explanation	<i>This evidence shows that even one school festival already requires a considerable amount of preparation time.</i>

Sample 2: Body Part の最後に㊦を置く例

Speech Script	
Hello, everyone. Today, I <u>argue that we should not adopt the plan that</u> <i>movie theaters in Japan should allow customers to bring their own food and drinks.</i>	
The disadvantage is “ <u>more cleaning work</u> ”. Let me explain. I will focus on its [Causal Link].	
	<i>Some customers may bring a bowl of ramen. Imagine eating ramen in the dark. They may spill it on the seats, and staff will need more time to clean. ㊦</i>
That’s all. Thank you.	

【Information from the Evidence Card】

Source Introduction	<i>Let me quote what Dr. Parker, who is a consumer researcher, said in 2025</i>
Quotation	<i>quote, “Theaters that allowed outside food needed 40 percent more cleaning time,” unquote.</i>
Explanation	<i>This evidence shows that outside food can increase cleaning work.</i>

Note: The evidence used in Samples 1 and 2 is fictional and was created for citation practice.

注) Sample 1 と Sample 2 の証拠資料は、引用練習のために作成した架空のものです。

[7-3] Using Indirect Quotation & Graphs / 間接引用とグラフを使う

In Section 7-1, you learned how to use direct quotations. In this section, you will learn another way to present evidence: indirect quotation. You will also learn how to select and explain important information from a graph.

Section 7-1 では、直接引用の使い方を学びました。この Section では、証拠資料を示すもう一つの方法である間接引用を学びます。また、グラフから重要な情報を選び、説明する方法も学びます。

■ Step 1 Direct and Indirect Quotations 直接引用と間接引用の違い

A direct quotation uses the exact words of the original source. An indirect quotation presents the same information in your own words. When using an indirect quotation, do not say **quote** or **unquote**. However, you must still introduce the source.

直接引用では、元の資料の言葉をそのまま使います。間接引用では、同じ内容を自分の言葉で伝えます。間接引用では、**quote** や **unquote** は使いません。情報の出典は示す必要があります。

Direct Quotation / 直接引用

[Example] Let me quote what Mr. Goodman, who is a researcher at the Shin-Ikebukuro Health Research Center, said in 2024: quote, "Standing for a long time on a crowded train causes both physical and mental fatigue and can make it difficult to concentrate afterward," unquote.

Indirect Quotation / 間接引用

[Example] According to a 2024 article by Mr. Goodman, a researcher at the Shin-Ikebukuro Health Research Center, standing for a long time on crowded trains causes fatigue and may make it difficult to concentrate afterward.

■ Task A: Complete the table with **Yes** or **No**. 表を Yes または No で完成させましょう。

	Direct quotation	Indirect quotation
(1) Uses the exact words of the source	[Yes / No]	[Yes / No]
(2) Uses quote and unquote	[Yes / No]	[Yes / No]
(3) Restates the information in your own words	[Yes / No]	[Yes / No]
(4) Introduces the source	[Yes / No]	[Yes / No]

■ Task B: Check Your Understanding / 確認しよう

Which is the best indirect quotation of the following information?

[Original information]

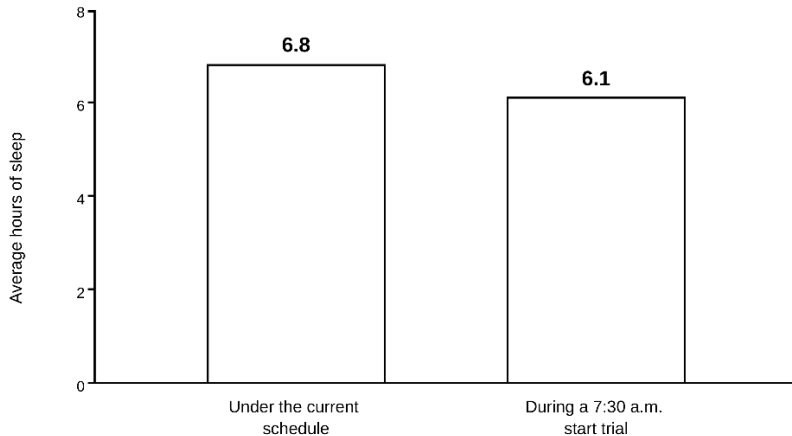
"Sixty-two percent of students said that they sometimes felt sleepy during the first period."

- a. According to a 2025 student survey, 62 percent of students reported feeling sleepy at times in their first class of the day.
- b. According to a 2025 student survey, all students always slept during the first period.
- c. According to a 2025 student survey, quote, "Sixty-two percent of students said that they sometimes felt sleepy during the first period," unquote.

When using a graph as evidence, you do not need to describe every number. Select the information that supports your claim and explain what it shows.

グラフを証拠として使うとき、すべての数値を説明する必要はありません。自分の主張を支える情報を選び、その情報から何が分かるのかを説明します。

Average Hours of Sleep Reported by Students



Source: Shin-Ikebukuro High School Student Survey, 2025 (n = 200)
Fictional data created for citation practice.

■ Task A Reading the Graph / グラフを読み取ろう

Study the bar graph above and choose the best answer for each question.

上の棒グラフをよく見て、それぞれの問いについて最も適切な答えを選びましょう。

- (1) Under which schedule did students get more sleep?**
 - a. the current schedule
 - b. the 7:30 a.m. start trial
 - c. both were the same
- (2) How much did the average amount of sleep decrease?**
 - a. 0.5 hours
 - b. 0.7 hours
 - c. 1.7 hours
- (3) Which claim does this graph support?**
 - a. Starting school earlier may reduce the amount of sleep students get.
 - b. Starting school earlier makes trains more crowded.
 - c. Students should do more homework in the morning.

■ Task B Describing the Graph / グラフを説明しよう

When using a graph as evidence, first introduce the graph and its source. Next, describe the important numbers. Finally, explain what the graph shows. Complete the following description by using the words and numbers in the box. / グラフを証拠として使うときは、最初にグラフと出典を紹介します。次に、重要な数値を説明します。最後に、グラフから何が分かるのかを説明します。枠内の語句と数値を使って、次のグラフの説明を完成させましょう。

Word Box: [6.1 reduce 6.8 bar graph]

Description: Please take a look at this (1). According to a 2025 survey at Shin-Ikebukuro High School, students slept an average of (2) hours under the current schedule, but only (3) hours during the 7:30 a.m. start trial. This graph shows that starting school earlier may (4) the amount of sleep students get.

■ Useful Expressions for Describing Graphs / グラフを説明する基本表現

1. グラフを紹介する

Please take a look at this bar graph. この棒グラフを見てください。

Please take a look at this line graph. この折れ線グラフを見てください。

Please take a look at this pie chart. この円グラフを見てください。

2. 出典を紹介する

According to a survey conducted by _____ in _____, ...

_____ が _____ 年に実施した調査によると、……

According to data published by _____ in _____, ...

_____ が _____ 年に公表したデータによると、……

3. 数値を説明する

The number of _____ increased from X to Y.

_____ の数は X から Y に増加しました。

The number of _____ decreased from X to Y.

_____ の数は X から Y に減少しました。

The amount of _____ increased from X to Y.

_____ の量は X から Y に増加しました。

The percentage of _____ was higher than that of _____.

_____ の割合は、_____ の割合より高いものでした。

X percent of _____ said that ...

_____ の X パーセントが……と回答しました。

*Use **the number of** with things that can be counted and **the amount of** with things that cannot usually be counted. / 可算名詞には **the number of** を使い、不計算名詞には **the amount of** を使います。

[例] the number of students the amount of time

4. グラフから分かることを説明する

This graph shows that ... このグラフから……ということが分かります。

This data suggests that ... このデータは……という可能性を示しています。

■ Step 3 Organizing Graph Evidence on an Evidence Card / グラフの情報を証拠に整理

An Evidence Card for a graph has the same basic purpose as the card used for a direct quotation. However, you do not copy a quotation or use **quote** and **unquote**. Instead, select and summarize the important data from the graph. / グラフ用の Evidence Card も、直接引用用のカードと基本的な目的は同じです。ただし、引用文を書き写したり、**quote** や **unquote** を使ったりしません。その代わりに、グラフから重要なデータを選び、要約して書きます。

The card below shows how the information in Task B can be organized.

次のカードは、Task B の内容を Evidence Card に整理した例です。

Sample Evidence Card

Card Number (N- C)	
Claim (主張)	<i>Starting the first period at 7:30 a.m. may reduce the amount of sleep students get.</i> [グラフを使って支えたい主張を書きます。この部分はスピーチでは読み上げません]
Source Introduction (出典の紹介)	<i>Please take a look at this bar graph. According to the Shin-Ikebukuro High School Student Survey, conducted in 2025,</i> [グラフの種類と出典を紹介します。グラフを使わない間接引用の場合は、Please take a look at ...を省略します。]
Supporting Information (主張を支える 情報)	<i>students slept an average of 6.8 hours under the current schedule, but only 6.1 hours during the 7:30 a.m. start trial.</i> [Claim を支える情報やデータを書きます。資料の内容は自分の言葉で表しましょう。グラフを使う場合は、必要な数値だけを選びます。]
Explanation (説明)	<i>This graph shows that starting school earlier may reduce the amount of sleep students get.</i> [データから何が分かり、それが Claim をどのように支えるのかを説明します。]
Source (出典)	<i>Shin-Ikebukuro High School Student Survey, 2025 (n = 200). Fictional data created for citation practice.</i> [他の人が元の資料を確認できるように、著者名、資料や記事のタイトル、出版物名、発行年・発行日、ページ番号、URLなどを記録します。この部分はスピーチでは読み上げません。]

■ Task Checking the Evidence Card / Evidence Card を確認しよう

Match each part of the Evidence Card with its purpose. Write the correct letter in each blank.
Evidence Card の各部分と、その目的を組み合わせてみましょう。空所に正しい記号を書きましょう。

- | | |
|----------------------------|---------|
| (1) Source Introduction | [] |
| (2) Supporting Information | [] |
| (3) Explanation | [] |

- | |
|---|
| a. explains what the data means |
| b. presents the important numbers |
| c. tells the listeners where the data came from |

■ Step 4 Using Graph Evidence in a Speech グラフの証拠をスピーチで使おう

Insert the Source Introduction, Supporting Information, and Explanation at ㊤, in the same way as with a direct quotation. However, do not use **quote** or **unquote** when using an indirect quotation.
直接引用の場合と同じように、㊤の位置に Source Introduction、Supporting Information、Explanation を挿入します。ただし、間接引用では **quote** や **unquote** は使いません。

Sample: Partial Speech with Graph Evidence

Speech Script

Hello, everyone. Today, I argue that

the first period at our school should not start at 7:30 a.m.

The disadvantage is " *less sleep* ". Let me explain.

I will focus on its [Causal Link].

	<i>Students will have to wake up earlier, but many may go to bed at the same time as before. Therefore, they may get less sleep. ㊤</i>
--	--

That's all. Thank you.

【Information from the Evidence Card】

Source Introduction	<i>Please take a look at this bar graph. According to the Shin-Ikebukuro High School Student Survey, conducted in 2025,</i>
Supporting Information	<i>students slept an average of 6.8 hours in the current situation, but only 6.1 hours during the 7:30 a.m. start trial.</i>
Explanation	<i>This graph shows that starting school earlier may reduce the amount of sleep students get.</i>

【参考】 Types of Graphs and Tables / グラフ・図表の種類名

a bar graph / a bar chart: 棒グラフ

a line graph: 折れ線グラフ

a pie chart: 円グラフ

a table: 表

Evidence Card [Type B] Indirect Quotation & Describing Graphs

Card Number (N-)

Claim (主張)	
Source Introduction (出典の紹介)	<i>Please take a look at this (.....).</i>..... (↑グラフを用いない間接引用の場合はこの表現は省略。空所にはグラフの種類を入れます) 1) [論文または署名入りの記事、書籍からの場合] • According to [a book / an article] written by, , who is, in (), 2) [署名のない雑誌・新聞記事などからの場合] • According to, (published on), ()(), (),
Supporting Information (主張を支える 情報)	
Explanation (説明)	This (*) [shows / suggests] that *evidence, chart, graph, table など適語を入れる
Source (出典)	

Class: _____ No.: _____ Name: _____

[7-4] Evaluating Evidence / 証拠の信頼性を確かめる

Evidence does not automatically prove that an argument is true. We need to check who provided the information, when it was published, and whether the source is reliable. In this section, you will learn some simple questions for evaluating evidence. 証拠が使われていても、それだけで議論が正しいと証明されたことにはなりません。誰がその情報を示したのか、いつ公表されたのか、情報源が信頼できるのかを確認する必要があります。この Section では、証拠を評価するための基本的な質問を学びます。



■ Step 1 Questions for Evaluating Evidence / 証拠を評価する質問

Read the types of questions below. These questions help you decide whether a piece of evidence is trustworthy. / 以下の質問を読みましょう。これらの質問は、証拠が信頼できるかどうかを判断するために使います。

Expressions for Asking Questions about Evidence (証拠について質問する表現)

【A. Evidence / 証拠の有無】相手が証拠を示さずに事実を述べている場合に使います。

• You said _____ , but do you have any evidence?

【B. Source / 情報源】引用された人物や団体が、どのような人物・団体なのか分からない場合に使います。

<発言を引用された人物が何者か、説明されなかった場合>

• You quoted the words of _____ , but who is [he / she] ?

<発言を引用された人物が、本当にその分野で権威があるのか疑わしい場合>

• You quoted the words of _____ , but is [he / she] an expert in this field?

【C. Date / 証拠がいつ出版・公表されたか確かめる】情報が古くないか確認するときに使います。

<引用された証拠がいつに出版・公表されたものか明かされなかった場合>

• You quoted [the evidence from _____ / the words of _____],
but [when was it published? / when was the survey conducted?]

*You do not need to ask all of them. Choose a question that is appropriate for the evidence. / これらの質問をすべてする必要はありません。その証拠について確認する必要がある点を考え、適切な質問を選びましょう。

■ Step 2 Choosing the Best Question / 最も適切な質問を選ぶ

Read each statement and choose the best question to ask about the evidence. Use each question only once. / それぞれの発言を読み、証拠について尋ねる最も適切な質問を選びましょう。

- 1 Starting school at 7:30 a.m. will improve students' grades.
- 2 According to someone interviewed on a video-sharing website, students learn better while listening to loud music.
- 3 A famous professional baseball player said that 90-minute English lessons would help students learn faster.
- 4 According to a survey conducted by the National Student Research Center, 68 percent of students prefer studying with printed textbooks.

- a. Who provided this information?
- b. When was the survey conducted?
- c. Is he or she really an expert in this field?
- d. You said that, but do you have any evidence?

■ Refutation Speech 15

[Students should use AI for learning English.] 英語学習にAIを使うべきだ。

Good afternoon. Let me respond to the affirmative side.

First, they said AI gives students more chances to practice English. However, the opposite may be true. If students ask AI to write a sentence or speech and copy it, they practice less. Real practice means choosing words, making mistakes, and trying again. Simply reading an answer made by AI does not build the same skill. Easy answers may reduce the time students spend thinking in English.

Second, they said AI can help students find their mistakes. However, this is not always true. AI may give a wrong correction, a difficult expression, or advice that does not match the student's level. Beginners may not be able to judge the answer. Wrong feedback can teach new mistakes instead of correcting old ones. Teachers and textbooks are safer because they know what students are learning.

For these reasons, AI does not always increase practice or give useful feedback. Students should first build basic English skills without depending too much on AI. Thank you.

Total words: 170

暗唱スピーチ・全訳

英語を暗唱したあと、意味の確認に使ってください。最初から日本語を見て覚えるのではなく、英語の反論の型を先に覚えましょう。

11. 制服を着るべきだ

こんにちは。肯定側の議論に反論します。

第一に、肯定側は、服を選ばなくてよいので制服は生活を楽しめると言いました。しかし、この利益は重要ではありません。服選びは数分で済み、天気や場所を考える練習にもなります。少しの時間を節約するだけでは、この選択を奪う十分な理由になりません。

第二に、肯定側は、制服は生徒を平等にし、学校の一員だと感じさせると言いました。しかし、これは同じ服を着れば平等になるという前提に基づいており、正しくありません。靴、かばん、家庭状況には違いがあります。制服は違いを一部隠すだけです。また、制服が合わない生徒は疎外感を感じるかもしれません。学校の一員だという気持ちは、同じ服ではなく、互いに尊重し助けることから生まれます。

以上の理由から、肯定側の第一の利益は小さく、平等についての議論も成り立ちません。生徒に制服の着用を義務づけるべきではありません。ありがとうございました。

12. 学校でスマホを自由に使うべきではない

こんにちは。肯定側の議論に反論します。

第一に、肯定側は、スマートフォンは生徒の勉強を妨げると言いました。しかし、これはいつも正しいとは限りません。先生が話している間はスマートフォンをしまい、許可されたときだけ使うことができます。そうすれば、スマートフォンは辞書や調べ学習の道具になります。問題はスマートフォンそのものではなく、間違った時間に使うことです。明確なルールがあれば、集中を守りながら学習にも活用できます。

第二に、肯定側は、無断で写真を撮ったり、思いやりのないメッセージを送ったりするなど、スマートフォンは問題を起こすと言いました。しかし、スマートフォンそのものが問題を起こすという主張は正しくありません。本当の原因は、一部の生徒の使い方です。学校はプライバシーを尊重することを教え、許可を求めさせ、誤った使い方には対応できます。生徒は学校外でもスマートフォンを使うので、避けるだけでなく、責任ある使い方を学ぶ必要があります。

以上の理由から、肯定側が示したのは、よいルールの必要性であり、役に立つ使い方まで止める必要性ではありません。生徒は適切な方法でスマートフォンを使えるようにすべきです。ありがとうございました。

13. 部活動を強制すべきではない

こんにちは。肯定側の議論に反論します。

第一に、肯定側は、必修の部活動は宿題、家族、睡眠の時間を奪うと言いました。しかし、これはすべての部活動に長時間が必要だという前提に基づいており、正しくありません。学校は週一、二回の学習、美術、ボランティアなど柔軟な部を用意できます。家庭の用事がある生徒は短時間の活動を選べます。必修は、全員に同じ厳しい活動をさせることではありません。

第二に、肯定側は、自分で活動を選ぶと熱心に取り組むと言いました。しかし、これはいつも正しいとは限りません。やってみるまで、何が楽しいか分からない生徒もいます。不安から新しい活動を避ける生徒もいます。必修にすれば、新しい興味や能力を見つける最初の機会を与えられます。どの部に入るかは自分で選べます。意欲は経験したあとに生まれることもあります。

以上の理由から、学校は生徒の異なる生活を尊重しながら、すべての生徒に部活動を通して学ぶ機会を与えられます。部活動を必修にすることは可能です。ありがとうございました。

14. 学校は宿題を減らすべきだ

こんにちは。肯定側の議論に反論します。

第一に、肯定側は、生徒は部活動で忙しく帰宅も遅いので、宿題を減らすべきだと言いました。しかし、この点は宿題の量とは関係ありません。部活動と宿題は別の問題です。部活動に時間がかかりすぎるなら、学校は活動時間を変えられます。部活動の問題を解決するために、必要な練習を減らすべきではありません。肯定側は、宿題自体が不合理だと示す必要があります。

第二に、肯定側は、宿題を減らすと学習がよくなると言いました。しかし、特に基礎的な力については、逆の結果になるかもしれません。英単語、文法、数学の力は、繰り返し練習することで伸びます。練習を減らすと、学んだことを忘れ、授業についていけなくなるかもしれません。その結果、テストがより難しく、負担の大きいものになることがあります。質は大切ですが、よい宿題でも十分な練習量が必要です。

以上の理由から、宿題を減らすことで健康や学習がよくなるとは示されていません。学校は、十分に意味のある宿題を引き続き出すべきです。ありがとうございました。

15. 英語学習にAIを使うべきだ

こんにちは。肯定側の議論に反論します。

第一に、肯定側は、AIは英語を練習する機会を増やすと言いました。しかし、逆の結果になるかもしれません。AIに文やスピーチを書かせて写すなら、自分の練習は減ります。本当の練習とは、自分で言葉を選び、間違え、もう一度試すことです。AIの答えを読むだけでは、同じ力は身につけません。簡単に答えが得られると、英語で考える時間も減ります。

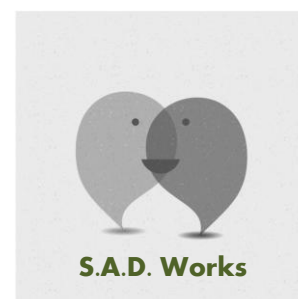
第二に、肯定側は、AIは間違いを見つける助けになると言いました。しかし、これはいつも正しいとは限りません。AIは誤った訂正、難しい表現、レベルに合わない助言を出すことがあります。初心者には、その答えがよいか判断できないかもしれません。誤ったフィードバックで、新しい間違いを覚えることもあります。先生と教科書は、生徒が何を学んでいるか分かっているのも、より安全です。

以上の理由から、AIがいつも練習を増やし、役に立つフィードバックを与えるとは限りません。生徒は、AIに頼りすぎる前に、英語の基礎力を身につけるべきです。ありがとうございました。

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Revised: August 2026

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A New Introduction to Debating in English [Book 3]

Part 2. Responding to Arguments

