

***Successful Entrants to Kansai University and
Competence in Contextually-appropriate Expression
of Future Matters in English:
EFL Entrance Examination Design and
Japanese Secondary-level EFL Curricula***

関西大学の合格者と脈絡に適した未来表現における英語運用能力水準：
英語科目の入学試験と日本における中等英語教育のカリキュラムの
問題点とその原因について

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関西大学在学中の一・二年生を対象とした、英語の多数・多様の未来表現についての知識と、脈絡との関連に対する認識を調査したところ、決して望ましく思われないその結果の原因を、英語科目の入学試験の対象選択と、日本における中等英語教育の現行のカリキュラムとの共生関係に求め、改革の必要性和可能性を論考する。

キーワード:

secondary-level EFL curricula (中等英語カリキュラム), expression of future matters (未来表現)
entrance-examination design (入学試験の内容選定)

Entrance examination design and the expression of future matters

Since 1980, when I was first employed full-time by Kansai University, I have regularly been part of a team of faculty members required to create one set of **English entrance examinations** for each of our seven (formerly six) faculties, for our (then) Night-school, and for our attached secondary school.

During many of these years, I was myself asked to write one such set of examinations; and (at least at first) I frequently included discrete-item (multiple-choice) questions that concerned **contextually appropriate choice of expression of future matters**. Whenever I essayed this, however, that question would be rejected by that year's team-leaders [*shukan*]; and the reason for this

would, in essence, always be the same: 'That [the expression of future matters] is an area that is not well-taught in contemporary Japanese **secondary** English education; rather, we should view it as something the candidate may learn in **tertiary** education.'

Weighting of evaluation and the expression of future matters

Again, come the February of whatever year, and those **entrance examinations** held, a very large team of faculty would then undertake the task of marking the small sections of written translation; and, of course, consistency of evaluation among individual examiners was at a premium. Consequently, before each new set of batches was tackled, working from sampled batches the criteria for awarding/subtracting marks for various features of examinees' translations would be discussed, and gradually agreed upon. The ultimate aim in any such process is of course to derive criteria that distinguish with greatest delicacy between the respective levels of attainment of one candidate and another; and it goes without saying that penalizing failure in an area in which almost all examinees prove to fail does not contribute to this delicacy.

This being the case, one area of communicational effectiveness that would be a cause of question and even lively dispute was on many occasions **contextually appropriate choice of expression of future matters**. And the conclusion reached was always: 'Ignore [= do not penalize] inappropriate expression in this area; for it is not successfully taught at **secondary** level.'

Although the rationale for this decision was clear, it also did dismay both me and some of my colleagues truly communicatively-competent in English. (I myself had studied French, Latin and German at secondary school, and Anglo-Saxon and Japanese (modern and classical) at tertiary level; had taken innumerable examinations in these languages; and, in all cases in which our results were returned to us, my class-mates and I would find **all** inappropriate expressions – including, of course, noun-phrases and choices of tense – penalized.) Some also felt dismay because, in adopting a policy of ignoring, in a **university entrance examination**, appropriateness of expression in any so basic an area of communicational subject matter as **the future**, we should not be discriminating positively (the admittedly-limited minority of) examinees that had indeed made appropriate choices.

The expression of future matters and communicative competence

And, when it comes to basic communicative competence, this is no mere detail: compare the respective effects of the following trio of answers to A's question, below:

A: What are you doing for your summer vacation?

- B: {
 i) I'm going to go to Italy
 ii) [Oh, I expect] I'll go to Italy [, again]....
 iii) I go to Italy.

In the first place, although all of (i-iii) are grammatically well-formed, **none** of them obeys an iron rule of English pragmatics concerning the formation of **answers**, which dictates that the default choice for structure of verb-phrase is one that **reflects the questioner's original choice** – which here would be for B to use */am going to ~/* – and that, therefore, any **other** choice is an implicit **correction** of the questioner's assumptions, is therefore potentially **impolite**, and thus is made only **at need**.

In the case of future matters, however, and in a communicative situation in which B has no such need, for him **to be able to** obey this rule requires him to be aware – and, if English is a foreign language for him, **consciously** aware – that even */am going to ~/* and */am ~ing/* convey **very different messages** about B's own situation (compare the lines leading to, respectively **2** and **3 c**, in Chart One, below); and that the use of the present tense (as in (iii)) implies an **assumption concerning his own status or social importance** that A has not invited him to make (see the line leading to **3 b ii** in the same chart, below; what I have there termed a 'timetable' is, in one sense, a future matter of which each of a very large number of persons has (minute) Partial Ownership; and is therefore **also** used of single future changes of which the executant has such high status, or so great a degree of celebrity, that that executant's activities are of concern to a whole community of other persons (with a consequent degree of **inflexibility of schedule**); and, although this is primarily a media-use, it is also used inter-personally, as a respect-form concerning other individuals: *e.g.* 'Madam President, where do you go for your summer vacation this year?' And, concomitantly, use by an Addresser **of her/himself** claims an equivalent degree of importance for that Addresser, and is therefore avoided by addressers both competent and sensitive.)

Secondly, not only do all of (i-iii) tacitly correct the assumption underlying A's question, although the overt information supplied by each of (i-iii) is of course almost identical, the **implicit** message of each differs most distinctly.

That of the **declaration** of (i) – */I'm going to go to Italy/* – asserts the Addresser's **complete** (and sole) **ownership** of (*i.e.* autonomy of choice concerning) this future change, whereas A, in framing a request for a **report**, has – and rather politely – implicitly anticipated that B may well be enmeshed in certain social commitments, or may well enjoy a fair degree of personal popularity, with the consequence that he may already be involved in some kind of relatively **flexible schedule** concerning his summer vacation, over which schedule he himself has but **partial ownership**.

On the other hand, (ii) – */I'll go to Italy/* – is not a declaration but a **prediction**, of a future **result**

that is expressed as **ownership-impossible**, and therefore potentially **inevitable**; and, in making this choice, B would be tacitly confessing that he does not feel that he has much personal autonomy: the implication could, for example, be that he is conservative, or cautious, or simply lazy, and that he will 'end up' doing what he has done before, rather than making the effort, and running the possible risks, involved in active, more adventurous choice of a place in which he has never holidayed before.

Because most competent users of English have a latent awareness of the objective illogicality of expressing what ought to be an autonomous choice merely as an inevitable result, it is most likely that they would acknowledge this, by uttering not just the blunt */I'll go to Italy/* but by hedging this with markers of uncertainty or tentativeness, such as those that I have indicated in brackets, above, and without brackets, following:

Oh, I expect I'll go to Italy, again.....

And, among those teaching EFL learners, the present writer is surely not alone in having very clear recollections of the little shock that the mind registers, whenever one has just asked an EFL learner a question concerning a future **plan** of hers, such as

What are you going to do for your summer vacation?

but receives an answer such as

I will go to India.

As for the **report**, not of A's suggested **flexible** schedule but of one that is highly **inflexible**, of (iii) – *I go to Italy/* – as I have already noted above, this assertion of inflexibility potentially suggests that the Addresser is subject to some kind of high degree of publicity, or feels responsibility to some community within which he has high status, and that therefore, once he has made (and announced) some decision concerning a future matter, this can be changed no more easily than can a railway timetable. And this makes (iii) a reply the affective impact of which is potentially pompous, or self-important.

It is evident that lack of learner awareness of this kind of mismatch between question and answer is largely the result of a secondary-level approach to EFL pedagogy that is formally- and morphologically-based, rather than being communicatively-based; that is to say, while a great deal of learning **about** English grammar is (more or less) successfully induced, what tends to be left to the secondary-level

learner's own ingenuity – or perhaps, as my colleagues have as examiners often suggested, *tertiary* EFL education – is the learning of *how to use* English grammar, in both framing utterances as an Addresser, and interpreting them as an Addressee. It goes without saying that this is no desirable state of affairs; and of course such matters concern not just the accurate encoding and decoding of messages but also, and quite as importantly, the maintenance of social relations in whatever manner may be desired.

Yes, the present writer is aware that secondary-level learners are indeed now often taught the rudiments of the pragmatics of certain everyday negotiations, such as making and refusing requests, or apologizing; and this is certainly a step in a direction more desirable. But these are strategies of inherently limited application; what appears – as I shall suggest from a very limited sampling of **entrants to Kansai University** presented below – still to remain unaddressed are far more *fundamental* aspects of communicative competence, such as the ability to express what one actually means concerning, for instance, either past matters (not considered in this paper; but many teachers of EFL will be quite as aware as is the present writer that, at least presently, the option of the Present Perfect instead of the Simple Past, though it may be contextually more appropriate, is not one that readily presents itself to the EFL learner's mind) or, as considered here, **future matters**.

Successful entrants to Kansai University, and competence in expressing future matters

Here let us examine some of the results that the present writer has gained, from a small survey he conducted before teaching the meaning and use of Chart One, below. The respondents were a group of 120 successful Kansai University entrants, all attending *elective* EFL classes (and therefore presumably more than usually motivated by an interest in using English better) 91 of whom were in their sophomore years, and 29 in their freshman years.

In the first part of the survey – and partly in hopes of simply activating respondents' awareness of the *range* of expressions of future matters so as to gain optimum results in the second part of the survey (discussed subsequently) – respondents were asked to fill the blank in the following sentence simply with *as many* expressions of future matters as they could think of, but without resorting to any grammar manuals that they might have to hand.

Tomorrow, Helen a CD for Andrew.

And the verb they were asked to use was */copy/*.

Respondents were repeatedly informed, both in writing and orally, that this was a survey, not a

test; and, again both in (Japanese-glossed) writing and orally (in both languages) that the target of the survey excluded the use of modal auxiliaries, and of complex tenses.

As this was only a survey (and class-time is precious), this was given as homework. Which was a foolish thing for the present writer to have done, as of course he then discovered in each class obvious evidence of copying, by respondents too lazy, or too pressed for time, or too forgetful, or too unable to think of any responses at all, to have bothered to think and write for themselves. All, however, that this means is that the results are *very probably even less encouraging* than the following figures suggest:

Verb-phrase	second-year respondents (91)	first-year respondents (29)	all respondents (120)
will ~	71.4%	75.8%	72.5%
be going to ~	73.6%	86.2%	76.6%
be to ~	16.4%	44.8%	23.3%
[present tense]	21.9%	0%	16.6%
be ~ing	13.1%	3.4%	10.8%
be about to ~*	6.5%	13.7%	8.3%
shall ~	6.5%	0%	5%
<i>will ~**</i>	0%	0%	0%

Table (1): Non-modal expressions of future matters produced regardless of context

*This is in fact inappropriate with */tomorrow/*.

** What was sought here was the exceptional emphasis of the *auxiliary*, expressive of a determination so indomitable that it has by now grown to lie beyond the executant's own control. See the lines leading to 1 c, in Chart One, below.

The present writer had anticipated a number of respondents producing */will ~/ greater* than that of those producing */be going to ~/*; particularly as it is contextually the more appropriate choice, it is encouraging to discover that this anticipation was mistaken. The *decrease* in the number of those producing */be to ~/* upon reaching a point towards the end of the first semester of their *second* year may suggest that this form is given *more* attention at secondary level than at tertiary (at least at Kansai University), but we shall consider the results for *contextual appropriateness of use* next.

The results for the use of the present tense for future matters are hard to interpret, in that, on one hand, many EFL learners appear to believe that it is a sort of all-purpose form. Were this the case for the freshman respondents, on the other hand, the above result would not have been obtained. Is it then the case that this pattern is better taught at tertiary level ?

The comparatively small number of respondents producing */be ~ing/* suggests that this is not being taught well. The even smaller number (contextually inappropriately) producing *be /be about to ~/* may well be due to awareness that this expression (which has the limitation of temporal application of 'very close to the time of utterance') conflicts with */tomorrow/* in the sentence to be completed; so it will be interesting to see what proportion of respondents managed to use it ***contextually appropriately***, in the second part of the survey.

And, regarding the results for emphatic */will ~/*, for a start, in the cases of ***all*** of the five classes surveyed, the present writer subsequently discovered that, in the printed materials he used, in which this pattern was written in examples and charts as it is here – using simultaneously ***emboldened and italicized*** font – not ***one*** student was able even to ***perceive*** this typographic differentiation, let alone interpret it as representing a non-default emphasis of the auxiliary rather than the head-verb – and despite the fact that the main discourse of those materials had frequently employed the same device, and that the respondents had followed the stages of the explanation presented in those materials hearing their instructor read aloud such phrases, with duly strong accentuation. The pattern in question has, of course, extremely limited use, requiring, in order to make pragmatic sense, a context of ***expressed or implied opposition*** that the Addresser is stoutly resisting. Nevertheless, it is an important ***expressive option***; yet it is apparently not being taught well, or perhaps at all, at either secondary or tertiary level.

(Appendix One presents a listing of expressions produced, that lay outside of the parameters of choice emphasized both in writing and verbally. None of them, however, was produced by even 1% of the respondents.)

In the second part of the survey, the respondents were given 18 different sentences to complete using verb-phrases lying within the same parameters, and sometimes with two options. Each sentence was contextualized, and the verb (and sometimes also adverb) to be used specified. The contextualizations were both glossed in Japanese, and also read through in class, with opportunities to seek clarification; the options were likewise contextualized. As the writer wished to use this same exercise as a post-test, the contextualizations strictly avoided using any of the terms employed in Chart One, below. The entirety of the second part can be found in Appendix Two; but here is an example item:

1) ***Sentence to complete:***

I (a) OR (b) you to come back by midnight.

Verb to use: */expect/*

Context: A parent is talking to his/her child, because the child wants to leave their home, in

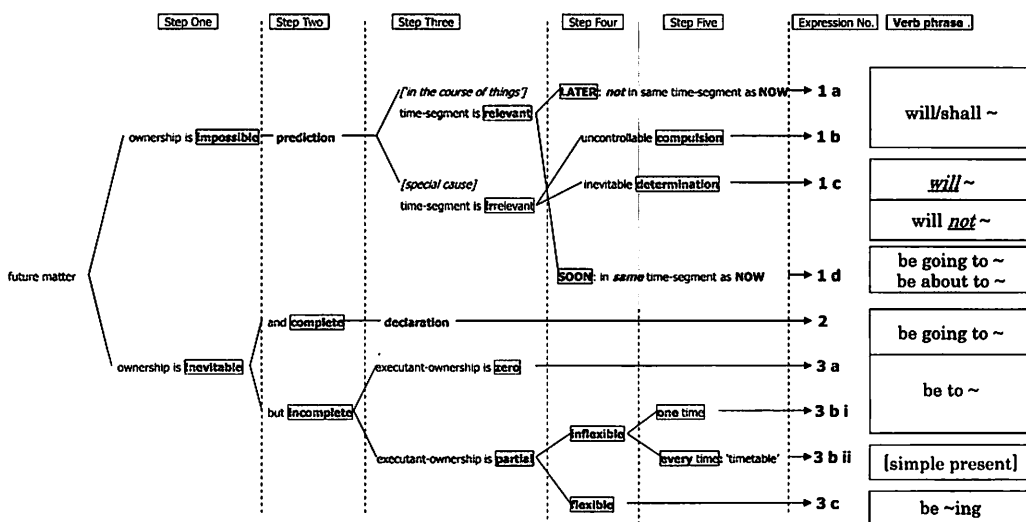
order to spend the evening with her/his friends.

Points to note: In this context, the verb */expect/* means something like「当然の前提とする」.

Choice (a) would be suitable if the **Addresser**¹ were speaking **during the morning** of the same day; Choice (b) would be suitable if the time of speaking were **after nine o'clock the same evening**.

The respondents were also warned that the same items would later be used in their post-test, and that therefore understanding the contextualizations was essential to their success in that test, which would affect their final grades; and that it would therefore be much to their advantage to take this exercise seriously, and do it as individuals. Of course, the same small groups of respondents copied among themselves, thus suggesting that the actual figures are, again, even less encouraging than those shown below, in Table (2).

What immediately follows, however, (Chart One) shows the set of binary distinctions upon which the present writer feels that objective applications of simple expressions of future matters (1 a~ 3 c) that are contextually and/or communicatively appropriate are in fact based. (It is a simplified yet more complete, more rational, and slightly renumbered version of the chart the present writer presented in Gibbs, A. Stephen. 'An Effective Way of Teaching the Expression of Future Matters in English; Part One: Objective Uses of Simple Future Tenses'. *Journal of Foreign Language Education and Research*, Vol. 6. Institute of Foreign Language Education and Research; Kansai University, October 2003.)



Next follow the results gained from the second part of the survey, analyzed by the categories explained in the preceding chart.

Table (2): Contextually-appropriate respondent choices

Category of Future Matter.	2nd-year respondents [Night-school: 30] (Day-school: 55)	1st-year respondents [29]	Total (Total from Table (1))
1: ownership-impossible: prediction of inevitable result			
1 a: result occurring <i>later</i>: <i>/will ~/</i>	[29.1%](23.1%) 25.2%	56%	33.1% (72.5%)
1 b: result of uncontrollable compulsion: <i>/will ~/</i>	[13.1%](25.4%) 21.1%	10.3%	18.4% (72.5% %)
1 c: result of inevitable determination: <i>/will ~/ OR /will <u>not</u> ~/</i>	[1.6%](4.4%) 3.3%	0%	2.4% (0%)
1 d: result occurring <i>soon</i>: <i>/be going to ~/ OR / be about to ~/</i>	[6.6%](12.2%) 10.2%	30.1%	15% (76.6%; 8.3%)
ownership-inevitable			
2: declaration of plan with complete, unilateral executant-ownership: <i>/be going to ~/</i>	[6.6%](20%) 14.6%	24.1%	17.3% (76.6%)
3: executant-ownership incomplete: report of schedule			
3 a: executant-ownership zero: <i>/be to~/</i>	[4.4%](1.8%) 2.7%	2.2%	2.6% (23.3%)
3 a-3 b i: partial executant- ownership of <i>inflexible</i> schedule (one time only): <i>/be to~/</i>	[1.6%](10%) 6.6%	1.7%	5.2% (23.3%)
3 b ii: partial executant- ownership of <i>inflexible</i> schedule (every time and therefore this time too; 'timetable): [present tense]	[20%](15.5%) 17.3%	0%	12.5% (16.6%)
3 c: partial executant-ownership of <i>flexible</i> schedule <i>/be ~ing/</i>	[2.2%](6.6%) 8.3%	1.1%	5.7% (10.8%)

(As the present writer wished only to gain a very broad outline of the state of knowledge of

successful examinees, the above are merely crude percentages derived by multiplying the number of problems for each category by the number of respondents, of which the number of appropriate choices in fact made is represented as a percentage.)

What is immediately most noticeable is that, although the pattern */be going to ~/* was itself initially produced by the largest number of respondents, the proportion of those able to use it contextually appropriately, for **1 d** and **2**, is disproportionately small.

While assessing the results, the writer kept an eye out for blanket- (or near-blanket-) use of a single form, and found only one instance, which was omitted from the results. Thus, the contextually-appropriate uses of */shall/will ~/* for **1 a** and **1 b** may well more or less reflect *some* awareness of their contextually-appropriate use. The results for **1 c**, are, as expected, extremely small; but it is perhaps interesting to note that, while this was not produced in response to the first part, contextualization seems to have had some effect in causing a very small proportion of respondents to choose the appropriate form; a much larger proportion in fact chose */will ~/*, but without indicating appropriate emphasis, and another 2.6% indicated the need for emphasis (with underlining), but either of inappropriate words (e.g. **/will not ~/*), or with a verb-phrase form otherwise inappropriate.

Concerning choices for **3**, while 17.3% of the sophomore respondents produced appropriate choices for **3 b ii**, none of the freshman respondents managed to make an appropriate choice, suggesting both that this form may be better taught at tertiary level than at secondary, and that such choices were not entirely the result of *careless* use of the present tense, but considered choices. As to **3 c**, while only half of the small number of respondents that at least produced it in the first part proved able to distinguish in what context its use was most appropriate, at least not a single respondent proved to have used it *inappropriately*.

Provisional conclusion: a double-bind

As a whole, however, these results and, to repeat, the instances of partial or wholesale mutual copying suggest that they are very probably over-favorable at that, reflect a most discouraging lack of awareness, among successful entrants to Kansai University, of the range of options for expressing future matters, and the situational/communicative criteria according to which they are suitably used.

But why should this still continue to be the case?

While the present writer is well aware that an ever-increasing number of university entrants are selected by means other than entrance examinations, we nevertheless here come to the difficult chicken-or-egg question of the degree of symbiotic relationship, in at least Japan, between **tertiary-level EFL**

entrance examinations and **secondary-level EFL curricula** (including those designed and used by preparatory schools [*yobikō*]), and the factors determining that relationship.

To the present writer's mind this question appears chicken-or-egg because, on one hand, the exclusion from areas targeted in the design of **EFL entrance examinations**, and in the evaluative criteria for the results gained, of such basic areas as the noun-phrase, or the contextually-appropriate expression of **future matters**, is justified, and to a certain extent locally reasonably, by what is undoubtedly true: that such areas are **not** being well addressed at secondary level.

On the other hand, however, and as is the case with most major Japanese universities every year, at least **one** specimen Kansai University **entrance examination** is published in a major Japanese newspaper; **all** past entrance examinations are subsequently made available upon request from the University Admissions Office, and most major preparatory schools send representatives to take one or more of the EFL examinations, and distribute broadsheet model answers and critiques of suitability of design. Therefore, it is at least **possible** that awareness at secondary level of what is, and more importantly **is not**, being targeted in such examinations may exert some degree of influence upon change, and more importantly **lack** of that, in secondary-level EFL curricula. And, even in the cases of Kansai University entrants that have been selected by means other than the entrance examinations, one of the chief influences upon the weighting/targeting of the curricula according to which they have been taught is very likely to have been the prioritization of knowledge concerning the English language deemed most contributory to candidates' success **in such examinations**.

With regard to the weighting of assessment mentioned previously, this has not so far been published; but, with an increasing demand for public accountability with regard to examination-results, such a day may not be far off. And, should that day come, and should the present situation continue, the University will effectively have to offer explanations that, with regard to any examination that happens to require the expression of future matters, 'Anything goes (as long as it is not a past tense)'.

Of course every private university needs an income, and entrance-examination fees are one important source of that income. Financially-speaking, it is on one hand undesirable that any university regarded as having a certain ranking should radically depart from the overall pattern of examination-targeting that has so far characterized both itself and its peer-schools, thus gaining, among students in secondary education and those that guide their choices regarding university application, an undesirable reputation for exceptional difficulty, or eccentricity, which in turn may well lead to a drop in applicant-numbers. Therefore decisions about what to examine and how to examine it are inevitably restricted.

And so we have a double-bind; there are basic things we cannot seek (and reward) competence in, because they are not well-taught at secondary level; consequently we produce **entrance examinations** (and evaluate their results in ways) that can bring very little pressure to bear upon

secondary-level EFL curricula, in order to change those for the better. And yet, as in the small if fundamental area of expression of future matters, such change is evidently sorely needed.

Acknowledgement

This research was (partially) financially supported by the Kansai University Research Grants: Grants-in-Aid for Joint Research, 2001-2002.

Appendix One: Responses that did indeed express future matters, but with modals or complex verb-phrases

Probability:

be bound to ~: **0.08%**

be likely to ~: **0.08%**

be sure to ~: **0.08%**

expect to ~: **0.08%**

Intention:

intend to ~ **0.09%**

mean to ~: **0.06%**

plan to ~: **0.03%**

be planning to ~/ on ~-ing: **0.05%**

think of ~: **0.06%**

Desire

want to ~: **0.06%**

wish to ~: **0.08%**

would like to ~: **0.08%**

Obligation:

have to ~: **0.08%**

be supposed to ~: **0.06%**

be expected to ~: **0.03%**

be due to ~: **0.08%**

would have to ~: **0.08%**

should ~: **0.06%**

should have to ~: **0.08%**

have a duty to ~: **0.06%**

be obliged to ~: **0.08%**

must ~: **0.07%**

will have to ~: **0.08%**

Potential:

be able to ~: **0.06%**

will be able to ~: **0.08%**

be up to ~ing: **0.08%**

Readiness:

be willing to ~: **0.08%**

be ready to ~: **0.08%**

try to ~: **0.08%**

Complex tenses:

will have ~ed: **0.08%**

will have finished ~ing: **0.08%**

will be ~ing: **0.08%**

be going to have ~ed: **0.06%**

be going to be ~ing: **0.02%**

will be going to ~: **0.08%**

Other:

present tense *without* agreement of number: **0.02%**

would ~: **0.02%**

Appendix Two: Survey, Part Two, and also post-test

Below, you will find a number of different sentences with blanks to fill with **verb-phrases**² expressing future matters. Following each is (1) the **verb**³ (and, sometimes, also the **adverb[s]**⁴ or **adverb-phrase[s]**⁵ that you should use, (2) a short explanation of the **context** in which you should imagine⁶ it as being used, and (3) some points concerning the **content**, about which you should think, before filling in the blank[s] with one or (sometimes) two choices of expression of a future change or state, by writing a verb-phrase. Where there is **more than one** appropriate choice, you will find the word '**OR**', between the boxes showing the blanks to be filled (see Sentence (1), following).

1) *Sentence to complete:*

I (a) OR (b) you to come back by midnight.

Verb to use: */expect/*

Context: A parent is talking to his/her child, because the child wants to leave their home, in order to spend the evening with her/his friends.

Points to note: In this context, the verb */expect/* means something like「当然の前提とする」. Choice (a) would be suitable if the **Addresser**⁷ were speaking **during the morning** of the same day; Choice (b) would be suitable if the time of speaking were **after nine o'clock the same evening**.

2) *Sentence to complete:*

Remember, whatever plan he may suggest, you

(a) OR (b) with it.

Verb to use: */agree/*

Context: Two people are talking about how to deal with⁸ a third person, who is rather difficult to handle⁹. The two people have already agreed upon¹⁰ a way of dealing with this difficult person; and the Addresser is reminding¹¹ the **Addressee**¹² of this way.

Points to note: The way of dealing with this person has already been agreed upon, between the Addresser and the Addressee, and so the Addressee **no longer has any choice** as to how to deal with this person. Choice (a) would be used if the Addresser wants to **emphasize**¹³ that the Addressee has **no choice** as to what to do; choice (b) would be used if the Addresser wants to emphasize that the **rules**¹⁴ according to which the Addressee **must** act are already decided.

3) **Sentence to complete:**

A: Who is going to help me?

B: O.K., I you.

Verb to use: /help/

Context: Addresser A is speaking to the other members of her club, expecting that one of her juniors¹⁵ will offer to help her to do something that will be difficult to do alone.

Points to note: Addresser B is one of Addresser A's juniors, and he has a strong **sense of duty**¹⁶ towards all of his seniors¹⁷. He does not think he will **enjoy** helping this senior (Addresser A), but he feels that he has **no choice** but to help her, because of his sense of duty. Here, /O.K./ expresses **resignation**¹⁸.

4) **Sentence to complete:**

Whatever you say, I happy with her!

Verb to use: /be/

Context: The Addresser wants to marry a woman that the Addressee does not think will be a suitable¹⁹ partner for the Addresser, so the Addressee is opposed to²⁰ this plan, and has consequently²¹ just told the Addresser to abandon²² his plan to marry the woman.

Points to note: The Addresser violently **refuses**²³ to accept that he would be wise to abandon his plan to marry the woman. You may need to show that the Addresser expresses this refusal by **stressing**²⁴ one particular word. If you feel you need to do this, show the stressed word by underlining it.

5) **Sentence to complete:**

You to my daughter again.

Verb to use: /speak/

Adverb to use: /never/. In your answer, please show the most appropriate placing of this adverb.

Context: The Addressee has been dating²⁵ the daughter of the Addresser, but the Addresser does not think that the Addressee is a suitable partner for his daughter, and is telling the Addressee to stop dating his daughter, and not even to try to talk to her by phone.

Points to note: The Addresser is telling the Addressee that the latter **has no choice but** no longer to assume that he can even speak to, let alone date, the Addresser's daughter.

6) **Sentence to complete:**

I OR working in our Kyūshū branch on the 25th of next month.

Verb to use: /start/

Context: The Addresser is employed in a company that has branches²⁶ all over Japan. She is telling her Addressee about the future that her superiors²⁷ in her company have decided for her, about which she has **no choice**: she **must** do what they have decided.

Points to note: If the Addresser does not do what her superiors want her to do, she will have to leave the company.

7) **Sentence to complete:**

If you break with her in the near future,
she very unhappy.

Verb to use: /feel/

Context: The Addresser is speaking to an Addressee that has been dating a woman for 18 months; but the Addressee has by now decided that the woman does not suit him, and so he has told the Addresser that he wants to end his relationship with the woman.

Points to note: The Addresser knows that the woman still loves the Addressee; at the same time, the Addresser has reason to think that **the woman**, too, may later come to feel that she and the Addressee are not suited to one another. Therefore the Addresser does not want the Addressee to end his relationship with the woman at once, but instead to wait for a while.

8) **Sentence to complete:**

The Emperor the President of the U.S.A. tomorrow, at noon.

Verb to use: /meet/

Context: This is some news presented by an announcer working in a media news-program.

Points to note: Both the Emperor of Japan and the President of the United States of America are very important people, and therefore they have **little choice** about what they do or do not do.

9) **Sentence to complete:**

Tomorrow night, I at the office. I think my boss may need some help.

Verb to use: /remain/

Adverb to use: /probably/. Please show the most appropriate placing of this adverb in your answer.

Context: The Addresser is employed by a company, and has a close working-relationship²⁸ with her boss.

Points to note: If her boss seems to need her to work overtime on the following evening, she is ready to do this; at the same time, she feels that she *could* also refuse to help him, if by then she has another, private engagement²⁹.

10) **Sentence to complete:**

We the truth of what he says. After all, he *is* our boss.

Verb to use: /doubt/

Adverb to use: /not/ In your answer, please show the most appropriate placing of this adverb.

Context: The Addresser and her Addressee are both subordinates³⁰ of the same boss, in the same company. The Addressee has just said that he thinks that their boss has lied³¹ to them.

Points to note: The Addresser thinks that *the code of rules suitable to a company-employee* makes it utterly³² inappropriate³³ for subordinates to question their boss's truthfulness³⁴.

11) **Sentence to complete:**

They have agreed that, for now, they an apartment.

Verb to use: /share/

Context: The Addresser is talking about two friends, both of whom have just graduated, and have come to work in the same city.

Points to note: The agreement between the two friends is temporary³⁵ ('for now'), and, if one of them later wants to live alone, or with someone else, then it is probable³⁶ that the other may be *persuaded*³⁷ to accept³⁸ this.

12) **Sentence to complete:**

Our grandmother properly. I think she's lost her appetite.

Verb to use: /eat/

Adverb-phrase to use: /no longer/ In your answer, please show the most appropriate placing of this phrase.

Context: The Addresser's grandmother seems to be nearing the end of her life, and appears no longer to enjoy eating meals.

Points to note: The Addresser is very worried about her grandmother; in fact, she is *so* worried that she is tempted to³⁹ believe that her grandmother must be deliberately⁴⁰ refusing to eat proper

meals; and, because she wants her grandmother to live as long as possible, that makes her a little **angry**. You may need to show that the Addresser expresses this anger by **stressing** one (or two) particular word(s). If you feel you need to do this, show the stressed word(s) by underlining it(them).

13) **Sentence to complete:**

This little kitten if we don't give it some milk very soon!

Verb to use: /die/

Adverb to use: /certainly⁴¹/ In your answer, please show the appropriate placing of this adverb.

Context: The Addresser and the Addressee have found a very young kitten⁴², which someone has abandoned. It looks extremely weak, from lack of food.

Points to note: Unless the Addresser and Addressee help the kitten, it is sure to starve to death⁴³ within a short while.

14) **Sentence to complete:**

I to Venice for my next summer holiday.

Verb to use: /go/

Context: The Addresser is talking about what she has decided to do for her summer holiday. She intends to travel alone. And she has not yet booked⁴⁴ her tickets or any hotel rooms, so she is still **completely free** either to carry out what she has decided, or to go somewhere else, or not to go anywhere at all. She does not have to worry about⁴⁵ anybody else's needs or wishes⁴⁶.

15) **Sentence to complete:**

Autumn ,
and the leaves from the trees.

Verbs to use: /come/ AND /drop/.

Adverbs to use: /eventually⁴⁷/ AND /gradually⁴⁸/ In your answer, please show the respective, appropriate placings of these adverbs.

Context: The Addresser is talking about the following **autumn**. The time at which she is speaking is still **early spring**.

16) **Sentence to complete:**

He says [that] he in Tibet⁴⁹.

Verb to use: /live/

Context: The Addresser is talking about a male friend, whose parents are dead, and who is still unmarried.

Points to note: The friend is therefore completely free to do whatever he wishes.

17) **Sentence to complete:**

Your parents (a) OR (b) so happy, once they have learned that you have got into⁵⁰ Kandai.

Verb to use: /be/

Context: The Addresser is talking to a cram-school student⁵¹ who has just learned that he has passed⁵² the entrance examination for Kansai University. Previously, the student's parents have been very worried that the student will only be able to enter a very third-rate⁵³ university.

Points to note: There are two possible choices of expression of this future matter; choice (a) would be used if the student were likely to inform⁵⁴ his parents of his success **very soon**, and choice (b) would be used if the Addresser knew that – for some reason – the parents would only be told of this news somewhat/much **later**.

18) **Sentence to complete:**

In summer, my parents me to Paris.

Verb to use: /take/

Context: The Addresser is talking about his next summer holiday, which his parents want him to spend⁵⁵ with them.

Points to note: The Addresser has **agreed** to go to Paris with his parents, but really he wants to go to New York, instead. He feels that it is possible that – if he tries really hard to do this – he might be able to **persuade** his parents to change their plan; but they won't let him go to New York on his own, or stay at home.

Notes

- 1 発語者；話者
- 2 動詞句
- 3 動詞
- 4 副詞
- 5 副詞句
- 6 想像する
- 7 発語者；話者
- 8 扱う
- 9 扱う
- 10 合意した
- 11 remind= 思い出させる
- 12 受語者；聞き手
- 13 強調する
- 14 規則；ルール
- 15 後輩
- 16 義務感
- 17 先輩
- 18 諦め
- 19 適切な
- 20 be opposed to ~= ~に反対する
- 21 その結果
- 22 捨てる；放棄する；諦める
- 23 refuse= 拒否する
- 24 stress= 強勢を付ける；強調する
- 25 date= 付き合う
- 26 支部；出張所
- 27 上司
- 28 仕事上の関係；上司と部下としての関係
- 29 約束
- 30 部下
- 31 lie= 嘘を吐く
- 32 全く
- 33 不適當；不穩当
- 34 正直
- 35 一時的である
- 36 見込みがある；可能性がある
- 37 persuade= 説得する
- 38 承諾する；納得する
- 39 be tempted to do ~= ~をする気になっている

- 40 わざと
- 41 きっと；確かに；間違いなく
- 42 仔猫
- 43 餓死する
- 44 予約する
- 45 気にする；考慮に入れる
- 46 希望
- 47 滔々；漸く
- 48 段々
- 49 チベット
- 50 get into ~ = ~に入学が決まる
- 51 予備校生
- 52 pass= 合格する
- 53 三流の
- 54 報告する
- 55 過ごす