



# Tuesdays with Morrie



Mitch Albom



<改訂版>

edited with notes

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## はしがき

最近、日本の大学では英語教育が外部テストを受けた学生の平均点に一喜一憂するようなムードが支配的で、学生が本当に必要としている内容を提供しているのか、という疑問の声がある。外国語教育が言語の形式（文法・句型など）とその形式を用いて表す内容とのバランスが崩れたとき、単なる How to ものになってしまう。

特に日本や韓国では、英語力をみる国際的な外部テストの受験が盛んである。そのような試験で自分の英語力を診断すること自体は意味のあることであるが、それには条件が必要である。かなり詳しい英語力診断表で受験者の英語力のどんな技能や知識が足りないのかを受験者にフィードバックできることである。そうでないと、せっかく受験しても、受験者は自分の英語力をさらに向上させるためにどんなことを目標にして勉強すればよいのか、具体的にわからないからである。

このようなフィードバックは指導している教員にとっても必要である。教えている生徒個人の合計点やクラスの平均点だけでは、次の具体的な指導目標がはっきり見えてこないし、その目標を達成するために普段の授業でどんな下位技能を重点的に指導したらよいかについて、あまり情報が得られないからである。

また、言語の形式と内容との関係を料理に喩えれば、食材の形がどんなに整っていても、食べて美味しくなければ客は減っていくということである。今回、この教材を編纂したのは、内容のあるものを提供したいからである。

この英語テキストの原著（『モリー先生との火曜日』 *Tuesdays with Morrie*, 1997 年）は A5 判で 180 ページ余りであるが、今回はその中から英語学習者向けに最適な内容と思われる部分を抜粋している。

原著『モリー先生との火曜日』はモリー先生がたったひとりの学生ミッチ（原著者）に火曜日ごとに行った 15 回の授業の記録である。ただモリー先生の火曜日の授業は普通の授業ではない。それは不治の病いに冒され、余命いくばくもないモリー先生がその死の直前までひとりの学生を相手に続けた個人授業である。

2007 年夏 遠く祇園囃子を聞きながら  
編注者 一同

（なお、「モリー先生との火曜日」は名優ジャック・レモン主演で映画化され、  
現在でも DVD 版が市販されている。）

*Tuesdays with Morrie—An old man, a young man, and life's greatest lesson—by Mitch Albom*  
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# The Curriculum

著者の大学卒業時におけるモリー先生との会話などから「最後のクラス」のことが語りはじめられます。

The last class of my old professor's life took place once a week in his house, by a window in the study where he could watch a small hibiscus plant shed its pink leaves. ① The class met on Tuesdays. It began after breakfast. The subject was The Meaning of Life. It was taught from experience.

5 No grades were given, but there were oral exams each week. ② You were expected to respond to questions, and you were expected to pose questions of your own. You were also required to perform physical tasks now and then, such as lifting the professor's head to a comfortable spot on the pillow or placing his glasses on the bridge of his nose. Kissing him good-bye earned you extra credit.

10 No books were required, yet many topics were covered, including love, work, community, family, aging, forgiveness, and, finally, death. The last lecture was brief, only a few words.

A funeral was held in lieu of graduation.

15 Although no final exam was given, you were expected to produce one long paper on what was learned. That paper is presented here.

The last class of my old professor's life had only one student.

I was the student.



*It is the late spring of 1979, a hot, sticky Saturday afternoon. Hundreds of us sit together, side by side, in rows of wooden folding chairs on the main campus lawn. We wear blue nylon robes. We listen impatiently to long speeches. When the ceremony is over, we throw our caps in the air, and ③ we are officially graduated from college, the senior class of Brandeis University in the city of Waltham, Massachusetts. ④ For many of us, the curtain has just come down on childhood.*

25 *Afterward, I find Morrie Schwartz, my favorite professor, and introduce him to my parents. He is a small man who takes small steps, as if a strong wind could, at any time, whisk him up into the clouds. In his graduation day robe, he looks*

like a cross between a biblical prophet and a Christmas elf. He has sparkling blue-green eyes, thinning silver hair that spills onto his forehead, big ears, a triangular nose, and tufts of graying eyebrows . Although his teeth are crooked and his lower ones are slanted back—as if someone had once punched them in—when he smiles it's as if you'd just told him the first joke on earth. 5

He tells my parents how I took every class he taught. He tells them, “You have a special boy here.” ⑤ Embarrassed, I look at my feet. Before we leave, I hand my professor a present, a tan briefcase with his initials on the front. I bought this the day before at a shopping mall. I didn't want to forget him. Maybe I didn't want him to forget me. 10

“Mitch, you are one of the good ones,” he says, admiring the briefcase. Then he hugs me. I feel his thin arms around my back. I am taller than he is, and when he holds me, I feel awkward, older, as if I were the parent and he were the child.

He asks if I will stay in touch, and without hesitation I say, “Of course.”

When he steps back, I see that he is crying. 15

#### Notes

- in lieu of ~の代わりに     sticky (天候が)蒸し暑い     whisk 振り回す  
 tufts 房状のもの     crooked 曲がっている

# Challenge



下線部① The class met on Tuesdays. この表現を参考にして、下の日本語を英語にしなさい。

会議は明日午後 1 時開始予定です。(we を主語として)

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下線部② You were expected to respond to questions, を日本語にしなさい。

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下線部③ we are officially graduated from college, の日本語訳として最適なものを選びなさい。

- a. 私たちは大学を正式に卒業した。
- b. 私たちは大学を手続き上は卒業した。
- c. 私たちは大学を仮卒業した。
- d. 私たちは大学を飛び級卒業した。



下線部④ For many of us, the curtain has just come down on childhood. は比喻表現です。何を喩えているのかを書きなさい。

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本文の内容から A 欄の単語がどんな意味かを推察して、B 欄から適切な語句を選び、A 欄の ( ) 部にその記号を入れなさい。最後に C 欄の空所に A 欄から適切な語句を選び、必要なら適切な形にして文を完成しなさい。

<p><b>A</b></p> <p>1. take place ( )</p> <p>2. now and then ( )</p> <p>3. side by side ( )</p> <p>4. the day before ( )</p> <p>5. stay in touch ( )</p>	<p><b>B</b></p> <p>ア. communicate</p> <p>イ. sometimes</p> <p>ウ. the previous day</p> <p>エ. close by</p> <p>オ. happen</p>
<p><b>C</b></p> <p>a. I hear from him ( ).</p> <p>b. Your blood pressure is rather high. ( ) with your doctor.</p> <p>c. Two bottles stand ( ) on the shelf.</p> <p>d. Rob arrived just in time, and John was there from ( ).</p> <p>e. We don't know exactly what ( ).</p>	



下線部⑤ Embarrassed, I look at my feet. は言いかえると次のどれが状況の描写として最も自然ですか。最適なものを下記から選びなさい。

- Although I feel embarrassed, I look at my feet.
- As I feel embarrassed, I look at my feet.
- Before I feel embarrassed, I look at my feet.
- If I feel embarrassed, I look at my feet.