

Lesson 1 Phrase Reading (1)

文の区切りに注意して読む

英文を「意味のまとまり」(Sense Group)ごとに読み進め、意味をつかんでいく読み方を、**Phrase Reading**(フレーズ・リーディング)と言います。この読み方に慣れるために、英文を読むときに、「意味のまとまり」ごとにスラッシュ(/)を入れながら読んでみましょう。

「意味のまとまり」ごとに英文を区切るときには、次の所にスラッシュを入れます。

- ①接続詞の前 ②長い主語・目的語・補語の前後 ③長い前置詞句の前
④ to 不定詞の前 ⑤比較級 than の前 ⑥ that の前 ⑦関係詞の前

Reading 1


7分

次の文は「意味のまとまり」(Sense Group)ごとに区切られています。例にならって、「意味のまとまり」ごとに日本語をつけなさい。

例) He is looked up to / by all of his friends / because he is a man of his word.

彼は尊敬されている / すべての友人に / なぜなら彼は約束を守るからだ

- (1) The girl waiting for you under the tree / suddenly disappeared / after the shower.
(2) My teacher advised us / to guess the meaning of unknown words / from the context.
(3) The children learned the language faster / than their parents had expected.
(4) I usually leave the door a bit open / while I am out / so that my cat can come in.
(5) We were very excited / to hear the news / that our son won the first prize / at the speech contest.
(6) Have you got any idea / of what you're going to do / when you finish school?
(7) I learned a lot from the book / which my father had given to me / for my Christmas present.

 (1) shower にわか雨 (2) context 文脈

Reading 2

10分

次の文を、「意味のまとまり」ごとにスラッシュ(/)を入れて区切り、日本語をつけなさい。

- (1) The man explained to all the villagers that the heavy rain would wash away their houses.
(2) A person's happiness can't be judged by what one has but by what one is.
(3) The special robot was developed to support the people who need assistance with eating.
(4) Whether or not you can see Mt. Fuji from the window depends on which side of the train your seat is.
(5) From the reasons shown in the table it seems that in every country parents do not expect care from their children in their old age.

 HINTS

(1) that 節 (2) 関係代名詞の what に注意 (3) to 不定詞, 関係詞 (4) 長い主語 (5) まず主語を見極める。

 単語

(3) assistance 手伝い (5) table 一覧表

Reading 3

10分

次の文章を、「意味のまとまり」ごとにスラッシュ(/)を入れて区切り、日本語をつけなさい。

Expert chess players often seem to have almost magical powers. They appear to easily know the best thing to do in any situation. Most people assume that such experts must have been born with special abilities that ordinary people don't have. We have the same feeling when we encounter expert musicians, composers, and sports players. Especially if they show their ability when they are young, we think their talent must be "natural" rather than the result of study, training, and practice.

(81語)

 HINTS

①~⑦の区切りのヒントに注意して、意味のまとまりを区切ること。

 単語

1 expert 熟練した 2 in any situation どんな場合でも 4 encounter ~に出会う
6 natural 生まれつきの

Exercise 1

次の文章を読み、下の質問に答えなさい。

得点 / 20

目標時間10分

Tom and Mary worked in the same office in Osaka. He was a hard worker, but Mary thought he was a little too aggressive for a newcomer, especially in a Japanese company. For instance, Tom thought he had the right to take days off whenever he wanted to, as long as it was within the limits written in his contract.

⁵ The company, however, often would not grant his requests, especially when
^(a) there were a large number of other people who requested the same days off. He repeatedly complained about it very loudly.

Finally, Mary, the only non-Japanese working with Tom, had enough. She approached him. "Tom, I understand your logic, but you are new here. Some of
¹⁰ the other employees have been here a long time, and they do not always have their requests granted, either. Remember, in Japan, the nail that sticks out gets hammered down." "Oh, no, you're wrong," replied Tom, "I believe the squeaky wheel gets the grease."
^(b)

〔滋賀医大・161語〕

A 下線部(a)を「意味のまとまり」ごとに区切り、その区切りごとに日本語をつけなさい。

また、それをもとに和訳を作成しなさい。(10点)

B トムの言った下線部(b)“the squeaky wheel gets the grease”とはどういう意味ですか。

下の()に適切な日本語を入れて完成しなさい。(10点)

〔()しないと、要求はかなえられない〕



A 関係代名詞に注意する。

B Tomの置かれた状況と、対比して言われている“the nail...”から類推する。



2 aggressive 積極的 3 day off 休暇 5 grant (要求など)を聞き入れる 8 have enough もううんざりだと思う 9 logic 理屈 12 squeaky キーキーいう 13 grease グリース(潤滑油)

Exercise 2

得点 / 30

目標時間10分

次の文章を読み、下の質問に答えなさい。

^(a) One of the best reasons for you as a Japanese student to do a homestay is that the experience provides double benefits. The first advantage is that it gives you knowledge of the workings of another culture. The second merit is that it gives you a daily chance to work on improving your English. You can increase your knowledge of English during your homestay in any number of ways, such as
⁵ by watching television, listening to songs, talking on the phone, reading books, and the like. But the best way for you to brush up your English, while learning about another culture, is to interact with your host family.

Communication is a ⁽¹⁾ two-way street. Sometimes you will be called upon to explain things, and sometimes you will just need to listen. ^(b) One of the first
¹⁰ opportunities for you to communicate with your host family will be to comment about the present that you have brought for them.

Why should you bring a gift for your host family in the first place? A present from your country is a way to express your thanks to your host family for allowing you to stay with them. Besides, gift-giving is an excellent way to
¹⁵ break the ice and get to know your host parents and family. It is a natural conversation starter, a fine way for you and your host family to get acquainted.

〔神戸女子短大・231語〕

A 下線部(1)(2)の意味に最も近いものを、それぞれ a～d から選びなさい。(各5点)

(1) two-way street

a. speaking and writing English

b. using both of Japanese and English

c. sending and receiving messages

d. understanding and misunderstanding

(2) break the ice

a. crush the ice

b. remove the misunderstanding

c. erase the awkwardness

d. hide one's feelings

B 下線部(a)(b)を「意味のまとまり」ごとにスラッシュ(/)を入れて区切り、日本語をつけなさい。また、それをもとに和訳を作成しなさい。(各10点)



A 語句の意味ではなく、文脈から判断する。 B フレーズ・リーディングで意味を的確に取る。



2 double benefits 二重の利益, advantage 利点 3 merit 利益

8 interact with～ ～と触れ合う 9 call upon～ ～に頼む 17 get acquainted 親しくなる