



Comprehensive English

# Intermediate

**STUDY COLLABO** 

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### テキストの使用”予習”と”復習”

#### 文法・語法

予習:授業前に予習が必要です。1題 20 秒前後を目安に解答しましょう。  
 問題に取り組むにあたっては、以下の点に注意してください。  
 解答の根拠を明確にすること (根拠となる部分に下線等で目立たせること)  
 不明な点・未知の表現は、授業前に参考書等で確認しておくこと  
 復習:間違った問題だけでなく、解答根拠が曖昧だった問題をすべて再確認してください。確認の回数を増やすことで記憶を強化しましょう。  
 解答根拠練習 (頭の中で解答の根拠を述べる・手を使って解答の根拠を示す) を 1 題 5 秒を目安にできるように何度も復習しましょう。一目即解を目指そう。

#### 英文解釈

予習:授業前に予習が必要です。解答時間を目安に問題に取り組みましょう。  
 (注)解答は、必ず書くようにしてください。白紙答案は、絶対に避けましょう。難解な問題であっても、粘り強く解答に当たることが大切です。”逃げない”姿勢こそ、真の実力養成には不可欠です。

問題に取り組むにあたっては、以下の点に注意してください。

#### 第 1 段階

最初に設問の確認をすること [設問確認]

英文に全体に目を通すこと [スキミング]

その際に、1.段落の論理展開に注意すること (ディスコースマーカーに注意) 2.前後の文の論理《言換/対照》を押さえること 3.同意語・反意語にはチェックしておくこと

#### 第 2 段階

パラグラフ (できれば全体の趣旨) を押さえながら設問に当たること

下線部中および前後の文で、《言換/対照》となっている表現をチェックすること

下線部の文構造をビジュアル化すること

未知の単語は、1.分解 2.対応などを用いて推測すること (辞書は使わない) 解答は、丁寧に書くこと (本番を意識した答案作成を心がける)

復習 I:授業での解説をもとに、自己添削を行いましょ。自己添削を通じて、今後の答案作成能力を高めるのが狙いです。不明な点、あいまいな点は、参考書等を活用して、徹底的に潰すことが大切です。そのうえで、担当講師に不明な点は質問をしましょう。(授業当日または翌日までにすべての問題を解決しておきましょう)

復習 II:本文を文法的に正しく理解し、内容 (論理展開) が掴めてから、いよいよ本当の復習が始まります。徹底した音読を通じて、英文を頭の中に叩き込んでいきます。

#### 第 1 段階 \*授業後 3 日以内

全文を滞りなく音読する (発音のできない単語は辞書で確認すること)

#### 第 2 段階 \*授業後 1 週間以内

100 語 30 秒を目安に音読を繰り返してください。(授業後 1 週間以内)

#### 第 3 段階 \*授業後～大学入試直前

月に 1～2 回程度音読を繰り返してください。

No1 《時を表す副詞節 I》



【1】 [確認テスト]

【2】 [基本構文] 《時を表す副詞節①》

(1)

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. I went to sleep <b>as soon as</b> I got home.</li> <li>2. He phoned me <b>directly</b> he arrived in town.</li> <li>3. The color left his face <b>the instant</b> he saw it.</li> <li>4. <b>The minute</b> he entered the room, she began to play the piano.</li> <li>5. The game had <b>hardly</b> started <b>when</b> they scored the first point.</li> <li>6. He had scarcely begun his work when he heard his wife scream in the kitchen.</li> </ol> |
|--|

1. 〈as soon as SV... 「SV...するとすぐに」〉  
私は家に帰ってすぐ寝ました。
2. 〈directly SV... 「SV...するとすぐに」〉  
町に着くとすぐ彼は電話してきた。
3. 〈the instant SV... 「SV...するとすぐに」〉 ★=the second SV... / the moment SV...  
それを見た瞬間彼の顔色が変わった。
4. 〈the minute SV... 「SV...するとすぐに」〉 ★=the second SV... / the moment SV...  
彼が部屋に入った途端、彼女はピアノを弾き始めた。
5. 〈hardly ~when... 「~するとすぐに...」〉  
試合が始まるとすぐ、彼らは先制点をあげた。=Hardly had the game started when...
6. 〈hardly ~when... 「~するとすぐに...」〉 =Scarcely had he begun his work when ...  
彼が仕事を始めた途端、彼の妻が台所で金切り声を上げるのを聞いた。

(2)

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. They talk about football <b>every time</b> they meet.</li> <li>2. <b>Each time</b> I see you, I am reminded of your late son.</li> <li>3. <b>The first time</b> he went fishing, he caught a big fish.</li> <li>4. <b>The last time</b> he met Takako, she was too tired to talk a bit.</li> <li>5. <b>The next time</b> I see you, I will treat you to lunch.</li> <li>6. <b>By the time</b> you finish your homework, we will come home.</li> </ol> |
|---|

1. 〈every time SV... 「SVするたびに」〉 ★=whenever SV... / =each time SV...  
彼らは顔を合わせるたびにサッカーの話をする。
2. 〈each time SV... 「SVするたびに」〉  
「あなたに会うといつでもあなたの亡くなった息子さんを自然と思い出します」
3. 〈the first time SV... 「はじめて SVするときに」〉  
彼が初めて釣りに行った時に、大きな魚を釣った。
4. 〈the last time SV... 「最後に SVするときに」〉  
彼がタカコに最後に会った時に、彼女は疲れていて一言も喋れなかった。
5. 〈the next time SV... 「次に SVするときに」〉  
次に会うときは、昼食をご馳走するよ。
6. 〈by the time SV... 「SV...までには」〉 ★until SV... 「SVまで(ずっと)」  
あなたが宿題を終える頃までには、私たちは家に戻ってくる。

## 【3】 〔標準問題〕《時を表す副詞節》

解答時間各 20 分

次の各英文(1)～(4)の下線部を和訳しなさい。

## (1) 《慶応義塾大》

I'm sitting in Small World Coffee, a coffee shop near Princeton University. I'm here because my editor has ordered up a story on the question of whether caffeine makes you smarter. And without three espressos today instead of the regular two, I wouldn't feel equal to the task. But experience tells me that as soon as the strong dose of caffeine takes effect, I immediately become more alert, focused, quick-witted, clever. As far as I'm concerned, the case is already closed.

(注) caffeine[kæfi:n] 「カフェイン」 espresso[espréso] 「エスプレッソコーヒー」

## (2) 《岡山大》

The central brain in the octopus is very developed. It deals with visual information, memory and such. The moment the brain wants to make the arm do a certain task like sending the arm to a specific target, it sends a command to the nervous system of the arm, which then orders the movement.

【3】 (1) equal to A [i:kwə] 「～するだけの能力がある」「～がやりこなせる」 dose 「(薬の)一服」 takes effect 「効き目がある」 immediately 「即座に」 alert [əle:rt] 「油断のない、用心深い」「頭が冴える、」 focused 「集中して」 quick-witted 「頭の回転が早い」 as far as S be concerned 「Sに関する限り」 S is already closed. 「Sは既に決着している」

(2) develop [divélop] 「発達する(させる)」 deal with A 「Aを扱う」 visual information 「視覚情報」 specific [spəsífik] 「特定の」 target [tá:rgit] 「目標、ターゲット」 a command [kəmənd] 「命令」 nervous system 「神経システム」 order A 「Aを命じる」

## Intermediate

(3)

No sooner had I met Alice than I was sure that the computer had done a very good job. Alice was exactly the kind of girl that I had described to the computer dating service. She had blond hair, blue eyes and was a Meg Ryan look-alike.

(注) the computer dating service 「コンピュータによるデートサービス」

(4) 《九州大》

Having been a long-term heavy smoker, Audrey quit her habit just before her husband passed away at the age of 55, but eventually began smoking again. She admitted, “Look, it’s my fault. I blame no one but myself. With the warnings and all the information about the dangers of smoking out there, I feel guilty every time I have a cigarette, but unfortunately it hasn’t stopped me.”

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(3) exactly [egzæktli] 「まさしく」 describe A [diskráib] 「Aを説明する」「Aを述べる」

(4) by themselves 「それ自身」 empty [émti] 「からの」 There’s no point in Ving 「Vingしても無駄である」

remarkably [rimá:rkəbl] 「驚くほど」「著しく」 typically [típkəli] 「ふつう」 figure out A [fígjər] 「Aを理解する」

refer to A [rifə:r] 「Aに言及する」

## 発展問題

解答時間各 30 分

次の各英文(1)～(4)の下線部を和訳しなさい。

## (1) 《奈良女子大》

By themselves, words are just empty shells, and there's no point in learning a new word if you can't also learn its meaning. Children are remarkably good at this too — so good in fact that they are often able to learn a word's meaning the first time they hear it used. For instance, a child who sees a horse running in a field and hears her mother say “horse” typically figures out right away that the word refers to the animal, not to its color, or to its legs, or to the fact that it's running. What makes this possible?

## (2) 《岐阜大 医》

The next time you attend a meeting with men and women you will notice some groups of people standing with their arms and legs crossed. Look more closely and you'll also see that they are standing at a greater distance from each other than the customary social distance. If they are wearing coats or jackets, they are likely to be buttoned. This is how most people stand when they are among people whom they don't know well. If you interact with them you would find that one or all of them are unfamiliar with others in the group.

発展問題(1)quit A 「A を止める」 pass away 「死ぬ」 eventually [ivéntʃuəli] 「結局」 unfortunately 「不幸にも」「残念ながら」

(2)attend A [əténd] 「A に出席する」 notice A 「A に気づく」 closely 「詳しく」「よく」 customary [kʌstəməri] 「通常の」  
button A 「A のボタンを止める」 interact with A [intərækt] 「A と話す」

## Intermediate

### (3) 《青山学院》

The spread of new products and innovation is also taking place more rapidly, encouraged by advances in communication technology. Rather than first being adopted by opinion leaders and then trickling down to other members of society, innovations are now spreading horizontally across countries and societies. No sooner does a new trend or fashion emerge in one country than it spreads rapidly to another. Global marketers have to keep up with these developments. Not only are they agents of change in introducing new products and services into other countries, but global marketers must also respond to the enormous amount of change which occurs as new modes of communication link customers and businesses across vast geographical distances.

(注) innovation [ɪnə'veɪʃən] 「イノベーション技術革新」 trickle down to A [trɪkl] 「A に徐々に広がる」 geographical distances [dʒi:əgræfɪkəl] 「地理的距離」

### (4) 《島根大》

My father and I were very close. I loved pleasing him, and he was always terrifically proud of my accomplishments. If I won a spelling contest at school, he was on top of the world. Later in life whenever I got a promotion, I'd call my father right away and he'd rush out to tell all his friends. At Ford, each time I brought out a new car, he wanted to be the first to drive it. In 1970, when I was named president of the Ford Motor Company, I don't know which of us was more excited.

(注) a spelling contest 「書き取りコンテスト」 the Ford Motor Company 「フォード自動車会社」

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(3) adopt A [ədɑpt] 「A を採用する」 horizontally [hɔ(ɔ)rɪzəntli] 「水平的に」「横に」 emerge [ɪməʳdʒ] 「現れる」 keep up with A 「A に離れずついて行く」 an agent [éɪdʒənt] 「代理人」「取次ぐ人」 respond to A 「A に反応する、A に対応する」 link A 「A を結びつける」

(4) terrifically [tə'ɪfɪkəli] 「恐ろしい程」「ものすごく」 an accomplishment [əkəmplɪʃ mənt] 「成績」

## 構文解説

(1)

「SV...するとすぐに SV...」を表す英語は、“As soon as SV..., SV~”“The moment[instant, minute, second] SV..., SV~”“Directly SV..., SV~.などがある。

(2)

「SV...するとすぐに SV...」はまた、“S had no sooner 過去分詞形 than S 過去形”の形もある。この構文では、“No sooner had S 過去分詞形 than S 過去形.”と倒置になることもある。例“She had no sooner come home than it stopped raining.”「彼女が家に帰るとすぐに雨がやんだ」(=No sooner had she come home than it stopped raining.)

(3)

“every time SV...”の形で「SV...するたびに」(=each time SV... | whenever SV...)の意味を表す。例“Every time he made a remark, the meeting dragged on.”「彼が発言するたびに、会議が長引いた」。なお類似表現として、“the first time SV...”「初めて SV...するときに」“the last time SV...”「最後に SV...するときに」がある。例“The first time I met him, he was a young man about your age.”「最初に彼に会った時は彼は君くらいの年の青年だった」

NO2 《時を表す副詞節Ⅱ》



【1】 [確認テスト]

【2】 [基本構文] 《時を表す副詞節②》

(1)

1. She was watching TV **when** the bell rang.
2. Don't distract me **while** I am studying.
3. She told us a lot of interesting stories **as** we went along.
4. It has been ten years **since** he left Japan.
5. **After** his father died, his life was turned upside down.
6. The bus left **before** we got to the station.
7. Let's wait **until** she finishes lunch.
8. **Once** you've started something, don't leave it half-done.
9. **Now that** you are a college student, you should decide by yourself what to do next.

1. 〈時を表す接続詞 **when**SV... 「SV...するとき」〉  
ベルが鳴ったとき彼女はテレビをみていた。
2. 〈時を表す接続詞 **while** SV... 「SV...する間に」「SV...するうちに」〉★動作・継続  
勉強中に邪魔をしないでくれ。
3. 〈時を表す接続詞 **as** SV... 「SV...している時」「SV...しながら」〉★同時性  
道中、彼女はいろいろな面白い話を聞かせてくれた。
4. 〈時を表す接続詞 **since** SV... 「SV...以来」「SV...の時からずっと」〉★完了形とともに用いる  
彼が日本をたってから10年経つ。
5. 〈時を表す接続詞 **after** SV... 「SV...した後に」「SV...してから」〉  
父の死後の死後、彼の人生はすっかり変わった。
6. 〈時を表す接続詞 **before** SV... 「SV...する前に」「SV...しないうちに」〉  
私たちが駅に着く前に、バスが出発した。
7. 〈時を表す接続詞 **until** SV... 「SV...するまでずっと」〉★継続を表す  
彼女昼食を食べ終わるまで待とう。
8. 〈時を表す接続詞 **once** SV... 「ひとたびSV...すると」〉  
何かをやり始めたら、中途半端にやってはいけません。
9. 〈時を表す接続詞 **now that** SV... 「今やSV...なので」〉★時+理由  
今や君は大学生なのだから、次に何をすべきかは一人で決めるべきだ。

(2)

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. <b>Keep</b> your eyes closed until I tell you to open them.</li> <li>2. The candle grew shorter and shorter, <b>until</b> at last it went out.</li> <li>3. You <b>don't</b> realize its value <b>until</b> you have lost your health.</li> </ol> |
|--|

1. 〈時を表す接続詞 until SV... 「SV...までずっと」〉 \*keep Op.p. 「O を p.p.したままにする」  
開けてと言うまで目を閉じていてくれないか。
2. 〈SV..., until S'V'~ 「..., そしてついに S'V'~」〉 継続  
ろうそくはだんだん短くなって、ついに消えてしまった。
3. 〈重要構文: not ... until~〉  
健康を害するまでその価値はわからない。  
= It is not **until** you have lost your health that you realize its value.  
= Not **until** you have lost your health do you realize its value.

(3)

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. I will finish work <b>by the time</b> he comes home.</li> <li>2. I am working <b>until</b> he comes home.</li> </ol> |
|--|

1. 〈by the time SV... 「SV...までずっと」〉  
今日は今日は彼が戻ってくるまでには仕事を終えるよ。
2. 〈until SV... 「SV...までずっと」〉  
今日は彼が戻ってくるまでずっと仕事をしているよ。

(4)

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. He will not arrive <b>by the time</b> I finish lunch.</li> <li>2. He will not arrive <b>until</b> I finish lunch.</li> </ol> |
|--|

1. 〈by the time SV... 「SV...までずっと」〉  
彼は、私が昼食を食べ終わるまでには戻ってこない。※食べ終わって以降に来る
2. 〈until SV... 「SV...までずっと」〉  
彼は、私が昼食を食べ終わるまでには戻ってこない。※食べ終わる頃に来る

## Intermediate

【3】 [標準問題] 副詞節の攻略② 《after / before / until / by the time SV...》

解答時間各 20 分

次の各英文(1)～(4)の下線部を和訳しなさい。

(1) 《東北大》

The old are more substantial, even when physically weak. Time has deepened their nature and their words along with their skin and their voices. I tend to think the opinions of people under thirty-five can be ignored; by the time they're forty or so they may be worth paying attention to. People over fifty are trustworthy; over sixty, they're either wise or they should be. All this is very wrong, I know. Older people tolerated me and listened to me when I was young. I appreciate now how tolerant they were. And yet, I cling to my prejudices as truth.

(2) 《鳥取大》

One way of looking at life is that it's a daily series of choices. In fact, that's the healthiest and boldest way I can think of for starting each day. From the time we wake up in the morning until we go to bed at night, we're making choices. If we're not, then someone or something else is making them for us.

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【3】 (1)substantial [səbstæɪnʃəl] 「頑丈な」「しっかりしている」 deepen A 「A を深める」 (deep+en)  
trustworthy [trʌstwə:ði] 「信頼できる」 a prejudice [prɛdʒʊdɪs] 「偏見」

## (3) 《大阪大》

Speakers of ‘primitive’ languages have often been thought to exist, and there has been a great deal of speculation about where they might live, and what their problems might be. If they relied on gestures, how would they be able to communicate at night? Without abstract terms, how could they possibly develop moral or religious beliefs? In the 19th century, such questions were common, and it was widely thought that it was only a matter of time before explorers would discover a genuinely primitive language.

## (4) 《神戸大》

Climate is the product of so many variables — rising and falling carbon dioxide (CO<sub>2</sub>) levels, the shifts of continents, solar activity - that it is as difficult to comprehend the events of the past as it is to predict those of the future. Much is simply beyond us. Take Antarctica. For at least twenty million years after it settled over the South Pole Antarctica remained covered in plants and free of ice. That simply shouldn’t have been possible.

(注) a variable [vɛəriəbl] 「可変要素」 Antarctica [æntɑːˈrktikə] 「南極大陸」

---

(3) exist 「存在する」 speculation [spɛkjuˈleɪʃən] 「推測」「憶測」 rely on A 「Aに頼る」 abstract [æbstrækt] 「抽象的な」 a term 「用語」 religious [rɪlɪdʒəs] 「宗教的な」 an explorer 「探検家」 genuinely [dʒɛnjuːnli] 「真に」「本当に」  
 (4) comprehend A [kəmprɪhɛnd] 「Aを理解する」 predict A [prɪ(ɔː)dɪkt] 「Aを予測する」 settle [sɛtl] 「落ち着く」「定住する」

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**発展問題** (1) the Egyptians 「エジプト人」 be blessed with A 「Aに恵まれる」 eternal [ɪtəːrnel] 「永遠の」 soil [soɪl] 「土壌」 provide A for B 「AをBに与える」 fertile [fɜːrtel] 「肥沃な」 cultivate A [kʌltəveɪt] 「Aを栽培する」 exceptional [eksɪpˈʃənel] 「例外的な」 import A [ɪmpɔːrt] 「Aを輸入する」 a cereal [sɪəriəl] 「穀物」 exceed A [eksɪːd] 「Aに勝る」「Aを上回る」

(2) recognize A [rɛkəɡnəɪz] 「Aを認識する」 contribute to A [kɒntrɪbjuːt] 「Aに貢献する」 diversity [dɪvəːrsəti] 「多様性」 preserve A [prɪ(ɔː)zəːrv] 「Aを保護する」

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) 《信州大》

The Egyptians were among the first and finest farmers in the ancient world. Blessed with eternal sunshine and a rich soil replenished every year by the flooding of the Nile, Egypt provided a fertile home for wild plants and an invitation to a clever people to cultivate plants to an exceptional standard. From a very early date the Egyptians were improving native plants and importing foreign species, until their range of trees, shrubs, fruits, vegetables, cereals, vines and all manner of plants for food, drink, clothes and medicine far exceeded that of any other country.

(注) replenish A 「A を再び満たす」 shrub 「かん木、低木」

#### (2) 《岡山大》

Once we have recognized how languages contribute to the diversity of our world and what is lost when languages (and cultures) disappear, it then becomes important to understand what can be done and is being done to protect the world's languages. Yet, no matter how much we might want to preserve all of the world's languages, this simply is not possible. There are too many languages with too few speakers and not enough time. Understanding this, there are generally two active approaches to endangered languages. The first is language preservation and the second is language revitalization.

(注) endangered languages [endéindʒərd] 「消滅危機言語」  
language preservation [prèzərvéiʃən] 「言語の保存」  
language revitalization [ri:vàitəlaiz éiʃən] 「言語の再生」

## 構文解説

(1)

「...までには」を表す語句には、名詞句の場合は、“by 名詞”を文が続く場合は by the time SV...”の形をとる。例“He didn't come home by the appointed time.”「彼は約束の時間までには帰ってこなかった」例“By the time we arrived there, the fire was already under control.”「私たちが着いたときには火事はすでに治まっていた」

(2)

「～までずっと」を表す語には、“until/till”がある。“until/till”ともに、接続詞と前置詞の用法がある。例“He had to study by eleven lat night.”「昨夜11時まで勉強しなければならなかった」例“Please wait here until I finish this work.”「私がこの仕事を終えるまで待ってください」

(3)

“not ... until SV ~”の形で「SV～するまでは(...しない), SV～して初めて(...する)」の意味を表す。この構文では、①主節の前に出る ②not と until SV...が離れている ③強調構文 の3パターンがある。訳し方は①②③とも同じ。「40歳になって初めてスキーを始めた」は、以下の3通りで表すことができる。①Not until I was forty did I start to ski. ②He didn't start to ski until I was forty. ③It was not until I was forty that I started to ski. 「40歳になって初めてスキーを始めた」

(4) 《継続・結果》

“until”には、「...してついに～」を表すことがある。この場合には、“until”節内に“at last”“finnaly”が置かれることがある。例“He worked day and night, until (at last) he collapsed.”彼は一日中働いて、ついに倒れた。

(5)

before には、前置詞、接続詞の働きがある。例“I make it a point of reading an e-mail before starting work.”例“I make it a point of reading an e-mail before I start work.”「仕事を始める前にはメールを読むことにしている」It won't be long before SV....「まもなく SV...」It is a matter of time before SV...「SV...は時間の問題だ」は頻出表現である。また、before/after は直前に時間を表す語句を置くこともある。例“That incident happened two days before he died.”「彼が死ぬ2日前ににその事件が起きた」

beforeは副詞としての働きもある。例“He has never seen her before.”「彼は以前に彼女にあったことがない」

(6)

after には、前置詞、接続詞の働きがある。例“I want to drink beer after taking a bath. I want to drink beer after I take a bath.”

(7)

“once”には、①副詞「かつてVだった|once Ved」「一度|通例文末」②接続詞「ひとたびSVすると」の用法がある。副詞:例“He once lived around here.”「彼は以前この辺に住んでいた」「I take a piano lesson once a week.”「私は週に一回ピアノのレッスンを受けている」②接続詞:例“Once you learn the basic rules, this game is easy.”「一度基本的なルールを覚えてしまえばこのゲームは簡単だ」



## NO3 《接続詞 that の構文》



【1】 [確認テスト]

【2】 [基本構文] 《接続詞 that の重要構文》

(1)

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. <b>Now that</b> you have passed your test, you can drive on your own.</li> <li>2. Man is said to be different from other animals <b>in that</b> man uses language.</li> <li>3. The story is good <b>except that</b> it is a little too long.</li> <li>4. You may go <b>on condition that</b> you return by five.</li> <li>5. He wishes to resign <b>on the ground that</b> his health is failing.</li> <li>6. His life seems boring to me <b>in the sense that</b> he didn't have any adventure.</li> <li>7. Science has to be taught <b>in a way that</b> knowledge is organized.</li> <li>8. He told her a lie <b>in a way that</b> made her happy.</li> <li>9. Please speak clearly here <b>to the extent that</b> we all can hear what you are saying.</li> <li>10. He had a lot of money with him, <b>with the result that</b> he bought as many as ten comic books.</li> </ol> |
|--|

1. 〈副詞節 that:Now that SV..., ~(理由)〉  
君はもう試験に受かったのだから、一人で運転できるよ。
2. 〈in that SV... 「SV...という点で」〉  
言葉を使うという点で人間は他の動物と異なるといわれている。
3. 〈except that SV... 「SV...を除いて」〉  
その物語は少し長すぎるという点を除けばけっこうだ。
4. 〈on condition that SV 「～という条件で」〉  
5時までにもどるなら行ってもいいよ。
5. 〈on the ground that SV 「～を根拠に」〉  
彼は健康が衰えつつあるという理由で辞職したがつている。
6. 〈in the sense that SV... 「SV...という意味で」〉 ※that は同格名詞節  
彼の人生は、彼が冒険を全くしなかったという意味で、私には退屈に思われる。
7. 〈in a way that SV... 「SV...するように」〉 ※that は関係副詞  
科学は、知識が体系化されるように教えられなければならない。
8. 〈in a way that (S)V... 「(S)V...するように」〉 ※that は関係代名詞  
彼女が満足するように彼は嘘をついた。
9. 〈to the [such an] extent that SV...〉 「SV...という程度まで」 「SV である限り」  
ここでは、みんながあなたの言っていることが聞こえる程度まではっきりと話してください。
10. 〈with the result that SV...〉 ★=, so that SV...  
彼はたくさんお金を持っていたので、10冊も漫画を買った。

## Intermediate

### 【3】 〔標準問題〕《接続詞 that の重要構文》

解答時間各 20 分

次の各英文(1)～(4)の下線部を和訳しなさい。

#### (1) 《静岡県立大》

Information on the Internet is temporary. This is an advantage, in that you can reasonably expect that it is up to date, but it's also a disadvantage, in that it may have disappeared by the next day, or even sooner. If you find something useful, either print it out or make notes from the screen immediately, as you may never get a second chance.

#### (2) 《富山大》

Although most people listen poorly, there are exceptions. Top business executives, successful politicians, brilliant teachers — nearly all are excellent listeners. So much of what they do depends on absorbing information that is given verbally — and absorbing it quickly and accurately. If you had an interview with the president of a major corporation, you might be shocked and fluttered to see how closely that person listened to your words. One business executive admitted, “Frankly, I had never thought of listening as an important subject by itself. But now that I am aware of it, I think that perhaps 80 percent of my work depends upon my listening to someone, or upon someone listening to me.”

(注) fluttered [flʌtərd] 「興奮する」

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【3】 (1) temporary [tɛmpərəri] 「一時的な」 an advantage [ædvəntidʒ] 「利点」「長所」 up to date 「最新の」 a disadvantage 「欠点、短所」 disappear [disəpiər] 「消える」 immediately 「すぐに」  
(2) an exception [eksɛpʃən] 「例外」 an executive [egzɛkjutiv] 「重役」 absorb A [əbsɔ:rb] 「Aを吸収する」 verbally [vɔ:rbəli] 「口頭で」 accurately [ækjʊritli] 「正確に」 admit A [ædmít] 「Aを認める」 think of A as B 「AをBと見なす」 by itself 「それ自体」

## (3) 《神戸大》

In England I found two difficulties. First: I did not understand people, and secondly: they did not understand me. It was easier with written texts. Whenever I read a leading article in *The Times*\*, I understood everything perfectly well, except that I could never make out whether *The Times* was for or against something. In those days I put this down to my lack of knowledge of English.

(注) *The Times* 「タイム誌」

## (4) 《東京大》

There are works of art that appear to be universal, in the sense that they are still loved and enjoyed centuries after their production. They awake instant recognition in millions throughout the world. They speak not only to their own time — the relatively small audience for whom they were originally produced — but to worlds beyond, to future generations, to a mass society connected by international communications that their creators could not suspect would ever come into being.

(注) international communications 「国際的情報伝達手段」

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(3) search A for B 「A に B を求める」 adopt A [ədápt] 「A を採用する」 retirement [ritáíərmənt] 「引退」 (ここでは go into retirement with A で 「A と生涯を過ごす」 の意味)

(4) universal [jü:nəvə:rsel] 「普遍的な」 instant [instənt] 「一瞬の」 recognition [rèkəgníʃen] 「認識」 relatively [rélətívlí] 「比較的」 worlds beyond 「はるか離れた世界」 suspect A[səspékt] 「A と思う」 come into being 「実現する」

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) 《長崎大》

Men's bones are larger than women's and they are arranged somewhat differently. The feminine walk that evokes\* so many whistles is a matter of bone structure. Men have broader shoulders and a narrower \*pelvis, which enables them to stride out with no waste motion. A woman's wider pelvis, designed for childbearing, forces her to put more movement into each step she takes **with the result that** she displays a bit of a jiggle and sway as she walks.

(注) evoke A [ivóuk] 「A を呼び起こす」 (=brings about A) pelvis [pélvis] 「骨盤」  
(=hip bones) jiggle [dʒígl] 「上下に揺れる」

#### (2) 《福島大》

Since the late 1970s, the world has increasingly become interdependent in several ways. First of all, the amount and speed of economic exchange between different nations has increased dramatically. This has created a global economy where trade and finances are ever expanding. Secondly, technological advances in communication have fundamentally changed the way we interact with the rest of the world. Mutual exchange between different societies and cultures has increased to the extent that we tend to feel as if we were living in one global village. Finally, the progress in transportation has enabled more and more people to visit other countries and regions. For many living in developed nations, traveling abroad is no longer a luxury to enjoy.

---

**発展問題**(1)arrange A 「Aを配置する」「Aを並べる」 a whistle [hwísl] 「口笛」 stride [straɪd] 「大股で歩く」 display A [displéi] 「Aを示す」 sway [swei] 「左右に揺れる」  
(2)increasingly「ますます、次第に」interdependent「相互依存の」economic exchange「経済交流」dramatically [drəmətik eli] 「劇的に」 interact with A [ɪntərəékt] 「A と交流する」 mutual exchange [mjú:tʃuəl] 「相互交流」 transportation [trʌnspɔrtéiʃən] 「交通機関」 luxury [lʌkʃəri] 「贅沢」

## 構文解説

(1)

接続詞“that”は、文中で、名詞節(S,O,C,同格)、形容詞節(=関係詞節)、副詞節(程度、結果、目的他)のいずれにもなる。例”I hope that he will get over the difficulty for himself.”「彼がそのこんなを自力で乗り越えるだろうと思う」that に導かれる節(破線部)は、動詞 hope の目的語になっている。形容詞節とは、関係詞節(関係代名詞節、関係副詞節)が代表である。例”This is the most interesting book that I have ever read.”「これは私が読んだ中で最も面白い本だ」関係代名詞 that に導かれる節(破線部)は、先行詞”the most interesting book”を修飾している。副詞節の that は、”so ~ that SV...(程度・結果)”“so that S can V...(目的)”や、感情の原因を表すなど、様々な意味を持っている。

(2)

“in that SV...”の形で、「SV...の点で」「SV...なので」の意味を表す。”S is different from A in that SV...”「SV...の点で、SはAと異なる」等の比較・相違を表す文で用いられることが多い。例”Men differ from animals in that they can think and speak.”「人はものを考えまた言うことができるという点で動物と違う」また、類似表現として、on the ground that SV...”「SV...という根拠で」がある。例”He resigned on the ground that he was ill.”「病気という理由で彼は辞職した」

(3)

“now that SV...”の形で、「今やSV...なので」の意味を表す。例”Now that the examination is over, I want to feel much relieved.”「試験がすんで気がのんびりしたい」

(4)

“except that SV...”の形で、「SV...を除いて」の意味を表す。例”His speech was good except that it was a little too long.”「彼の演説は少し長すぎるという点を除けば良いものだった」

(5)

“in the sense that SV...”の形で、「SV...の意味で」の意味を表す。例”This is a smart little dog in the sense that he knows when to stop barking at me.”「私に向かって吠えるのをいつ辞めるべきかを知っているという点で、これは賢い子犬です」また”in the sense of A”「Aという意味で」の形もある。

(6)

“with the result that SV...”の形で、「その結果SV...」の意味を表す。例”There was a lot of drink, with the result that all of us got drunk.”「お酒がたくさんあったので、(その結果)私たちはみな酔っぱらってしまった」

(7)

“to the extent[degree] that SV...”の形で、「SV...という程度まで」「SV...である限り」の意味を表す。例”I will anchor it enough to the extent that it would not move.”「私は動かない程度にそれを固定する」

## Intermediate

(8)

“for fear that SV...”の形で、「～することを恐れて」「～しないように」「～するといけな  
いと思って」の意味を表す。that 節内に should,may など助動詞を置く。should は、起  
きることを望まないときに用いる(省略可)。起きる可能性が十分ある場合は、may,will な  
どを用いる。例 I had to use an stick for fear I should stumble. 「つまづくといけな  
いからステッキを使わざるを得なかった」例 He hurried to school home for fear he might  
miss his class. 「彼は授業を逃すことを恐れて急いで学校に行った」なお、否定の目的を  
表す場合は、so that S won't[may not] V を用いるほうが普通。例 She locked the door  
so that anyone might not come in.”

(9)

“lest S (should) V...”の形で、「SV...しないように」の意味を表す(=for feat that S should  
V...). should(起きることを望まないときに用いる)を省略するのが普通。例 I held her  
hand lest she (should) fall. 「彼女が落ちるといけないので、手を握った」lest S (should)  
V...”また、起きることが十分考えられるときは、may,will が用いられる。なお、否定の  
目的を表す場合は、so that S won't V を用いるほうが普通。例 I held her hand so that  
she wouldn't fall. | I held her hand so as not for her to fall.”

(10)

“see (to it) that SV...”の形で、「SV...するよう取り計らう」「SV...である限り」の意味を  
表す。例 I'll see to it that you get home early. 「君が早く家に帰れるように取り計らい  
ましょう」

(11)

“make sure that SV...”の形で、「SV するということを確かめる」「必ず SV するよう取  
り計らう」の意味を表す(≡ensurethatSV...). 例 I should have made sure that she was  
coming. 「彼女彼が来ることを確かめるために電話をすべきだった」I will ensure that  
the goods will be delivered on time. 「私は、全ての商品が時間通りに郵送されるよう取  
り計らいます」

## NO4 《譲歩を表す副詞節》



## 【1】 [確認テスト]

## 【2】 [基本構文] 《譲歩を表す副詞節》

(1)

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. There is no doubt <b>whatever</b> about what he says.</li> <li>2. <b>Whatever</b> are you going to say?</li> <li>3. You can say <b>whatever</b> you want to.</li> <li>4. <b>Whatever</b> may come, what he wants me to do.</li> <li>5. <b>Whatever</b> language you study, you cannot do without dictionary.</li> </ol> |
|---|

1. 〈as long as SV... 「①SV...の間②SV...しさえすれば」〉 ①while SV.../ ②=if only SV...  
君が幸せならそれでかまわない。
2. 〈副詞：no~whatever 「まったく～ない」〉 \*no を強調  
彼の言うことには疑いは全くない。
3. 〈疑問詞：whatever 「何」〉 \*疑問詞 what の強調形  
一体全体何を言おうとしているのですか。
4. 〈名詞節を導く whatever 「～するなんでも」〉  
言いたい事はなんでも言ってよろしい。
5. 〈副詞節を導く whatever 「～するなんでも」〉 \*=No matter what ...  
どんな言語を学ぶにしても辞書なしではすまない。

(2)

- |   |
|---|
| <ol style="list-style-type: none"> <li>1. <b>No matter who</b> may call, you must not open the door.</li> <li>2. <b>No matter what</b> you say, I am convinced that I am right.</li> <li>3. <b>No matter which car</b> you may buy, you will be satisfied with it.</li> <li>4. <b>No matter when</b> you may call, you will find him at his books.</li> <li>5. <b>No matter where</b> you may travel, be sure to phone me once a week.</li> <li>6. <b>No matter how rich</b> a man is, he cannot buy love.</li> </ol> |
|---|

1. 〈no matter who SV... 「誰が SV...しようとも」〉  
誰がやって来ようと、ドアを開けてはならない。
2. 〈no matter what (S)V... 「なにが(を)SV...しようとも」〉  
あなたが何を言おうとも、私は自分が正しいと確信している。
3. 〈no matter which 名詞SV... 「どちらの名詞を SV...しようとも」〉  
どちらの車を買っても、あなたは満足するでしょう。
4. 〈no matter when SV..... 「いつ SV...しようとも」〉  
きみがいつ訪れても、彼は本を読んでいる。
5. 〈no matter where SV..... 「どこで(に)SV...しようとも」〉  
どこを旅行していようとも、週に1度は必ず電話をください。
6. 〈no matter how 形容詞・副詞 SV... 「どんなに形容詞・副詞SV...しようとも」〉  
どんなに金持ちでも愛を金で買うことはできない。

## Intermediate

### (3) 譲歩

1. **Whoever** telephones me, please tell them I'm out.
2. **Whatever** happens , I will not change my mind.
3. **Whichever** I select, it is none of your business.
4. **Whenever** you come , you will be welcome.
5. **Wherever** you go , you'll find McDonald's.
6. **However hard** he tried , he could not succeed.

1. <no matter who SV... 「誰が SV...しようとも」>  
=No matter who telephones me, please tell them I'm out.誰が私に電話してこようとも、  
私は不在だと伝えてください。
2. <no matter what (S)V... 「なにが(を)SV...しようとも」>  
= No matter what happens , I will not change my mind.  
何が起ころうとも、私は心を変えることはない。
3. <no matter which SV... 「どちらのを SV...しようとも」>  
= No matter which I select, it is none of your business.  
私がどちらを選ぼうとも、君には全く関係ない。
4. <whenever SV..... 「いつ SV...しようとも」> ★=no matter when SV...  
No matter when you come , you will be welcome.  
いつ来ようとも、君は歓迎されます。
5. <wherever SV..... 「どこで(に)SV...しようとも」> ★=no matter where SV...  
No matter where you go , you'll find McDonald's.  
どこへ行っても、マクドナルドはあります。
6. <however 形容詞・副詞 SV... 「どんなに形容詞・副詞SV...しようとも」>  
★=no matter how 形容詞・副詞 SV... =No matter how hard he tried, he could not succeed.  
どんなに一生懸命頑張っても彼は成功できないだろう。

## 【3】〔標準問題〕副詞節の攻略③《no matter how SV... / whenever SV...》

解答時間各 20 分

次の各英文(1)～(4)の下線部を和訳しなさい。

## (1) 《静岡県立大》

Some people are ashamed or embarrassed to change their minds, or to see someone else's point of view, or to consider new theories, no matter how firmly rooted their attitudes, their opinions, or their theories may have been. They think it's a sign of weakness. We disagree. We believe it is a sign of strength, of maturity, of self-confidence, of security.

## (2) 《神戸大》

In 1905 Albert Einstein published three revolutionary papers — those that proved the existence of the atom, showed the validity\* of quantum physics and, of course, introduced the world to his theory of special relativity. This was a great achievement for a young scientist.

“It's not that I'm so smart,” Einstein once said, “It's just that I stay with problems longer.” Whatever the reason for his greatness, there is no doubt that this determination allowed him to invent new physics and explore areas that nobody else had dared to investigate.

(注) validity [və'lɪdətɪ] 「妥当性」 quantum physics\* 「量子力学」 theory of special relativity 「特殊相対性理論」

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【3】 (1) ashamed [ə'ʃeɪmd] 「恥ずかしい」 embarrassed [embə'reɪst] 「決まりが悪い」 one's point of view 「～の視点」 firmly 「しっかりと」 rooted 「根ざす」「根拠がある」 weakness 「弱さ」 maturity [mə'tjʊərətɪ] 「成熟」 self-confidence [kən'fɪdəns] 「自信」

(2) the existence of the atom 「原子の存在」 determination [dɪ'tɜːmɪneɪʃən] 「決意」 explore A [eksplɔːr] 「Aを探求する」 dare to V 「あえてVする」 investigate A [ɪn'vestɪgeɪt] 「Aを調査する」「Aを研究する」

## Intermediate

### (3) 《慶應義塾大》

Good doctoring is about listening and observing, and establishing a trusting environment for the patient. Encouraging patients to tell and retell their stories is essential. Patients' fears about what might be wrong or their anxieties about the future course of their illness should be drawn out into the open. Whatever the doctor's own attitudes about the patient, it is a critical element of any mutually respectful therapeutic partnership that the doctor acknowledges the patient's version of the truth of his or her story. This acknowledgment may mean repeating tests or reconsidering a long and strongly held diagnosis.

(注) draw A out into the open 「A を明らかにする」 therapeutic [θèrəpjú:tik] 「治療上の」 diagnosis [dàiəgnóusis] 「診断」

### (4) 《佐賀大》

I learned one of the most important lessons of my life early in my childhood. As a child, I can remember whenever my mother wanted to talk to me, she would not stand over me, but would make herself level with me when we talked. She was not a highly educated person and she hadn't finished high school, but she had a better understanding of people, and of life, than anyone I've ever met. Her moral values, commonsense approach to life, and religious beliefs were the foundation of my childhood. It wasn't until I grew up that I realized how much her values shaped my life.

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(3) doctoring [dáktəriŋ] 「治療」 trusting [trʌstɪŋ] 「信頼しあえる」 encourage A [enkəʊrɪdʒ] 「A を促す」 retell A 「繰り返し話す」 an attitude 「態度」 mutually [ætətjù:d] 「お互いに」 respectful [rɪspékʃfəl] 「尊重し合う」 partnership [pá:rtnərʃɪp] 「協力関係」 acknowledge A [əknáɪlɪdʒ] 「A を認める」

(4) moral values 「道徳観」 commonsense 「常識的な」 religious [rɪlɪdʒəs] 「宗教的な」 foundation [faundéɪʃən] 「土台」 shape A 「A を形成する」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《関西学院大》

However defined, leisure is certainly important both in the life of the individual and for the society of which he or she is a part. For the individual it may provide relaxation from daily pressures and routines; creative experiences, such as education or volunteer activities, that help to liberate and develop the personality; or entertainment to escape from one's boring daily work. This last element is reflected in the fact that many employers provide leisure facilities, such as baseball fields or recreation rooms, because they believe that these will produce better and happier workers. In many countries government agencies also provide facilities for certain types of leisure for the "good" of people generally.

(注) a government agency [éidʒensi] 「政府機関」

## (2) 《熊本県立大》

There are many somewhat standard symbols that occur in dreams to help you understand the message. For example, a dream of an earthquake often is a sign of a big change that will occur in your life. The larger the earthquake you experience, the larger the change that will take place. A dream with the central focus being a baby or a small child often represents something inside you that is new and growing, usually when you start something new. Dreams of riding in a train may tell of a life with little freedom as it moves only from A to B in a straight line, whereas a dream of riding in a car represents greater freedom taking you where you want to go.

Dreams may not provide you with all the answers you need, but they do offer seeds for growth in whatever situation you find yourself in.

## Intermediate

### (3) 《琉球大》

Nearly every major city in the world is situated along a river. Throughout history, water has played a vital role in our existence. Two-thirds of the earth's surface is covered by water. We use it to keep clean, we play in it, we work with it, and indeed 80% of the human body is made up of it. The major world religions use water in their ceremonies and purification rites,\* so no matter who we are or where we are in the world, water is indispensable to our global community.

(注) purification rites 「清めの儀式」

### (4) 《愛媛大》

次の英文は、社会階級を分ける要素について書かれた文である。

We know that within the English-speaking world the social class to which a speaker belongs has important consequences for that speaker's language. Whenever there are some clear social divisions in a society, we usually find accompanying language differences which we can relate to these social differences. Even in a society like Japan, where it is said that “everybody belongs to the middle class,” we find a wide range of different uses of language, especially according to such social factors as status in the company, age, sex, relationship between the speakers, and so on.

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**発展問題**(1) define A [dɪfaɪn] 「A を定義する」 leisure [liːʒə] 「余暇」 provide A 「A を供給する」 relaxation [riːlæksɪʃən] 「息抜き」 a pressure 「圧力、重圧」 a routine [ruːtiːn] 「日常の仕事」 liberate A [lɪbəreɪt] 「A を解放する」 entertainment [entəteɪnmənt] 「娯楽、気晴らし」 escape from A 「A から逃れる」 reflect A [rɪflɛkt] 「A を反映する」 a facility [fəˈsɪləti] 「施設」 for the “good” of A 「A のため」  
(2) a symbol [sɪmbəl] 「象徴」 take place 「生じる」 represent A [rɛprɪzɛnt] 「A を表す」 SV...whereas SV~[hwe(:)ræz] 「SV...である。一方でSV...(前から訳す)」(対比)provide A with B 「A に B を供給する」 offer A [ɔ(:)fər] 「A を提供する」  
(3) be situated 「位置する」 vital [vaɪtəl] 「重要な」 surface [səːrfɪs] 「表面」 religion [rɪlɪdʒən] 「宗教」 indispensable [ɪndɪspɛnsəbəl] 「不可欠な」  
(4) a consequence [kɒnsɪkwɛns] 「結果」 a division [dɪvɪʒən] 「区分」「区別」 accompanying 「付随する」(accompany[əˈkʌmpəni] 「同行する」) relate A to B 「A を B に関連付ける」 according to A [əˈkɔːrdɪŋ] 「A に従って」

## 構文解説

(1)

関係詞に—ever のついた語を複合関係詞という。これはさらに、複合関係代名詞と複合関係副詞に分かれる。もともと関係代名詞であった”**whoever**””**whichever**””**whatever**”には、名詞節を導く場合と譲歩の副詞節を導く場合がある。名詞節を導く場合は”any ... that ~”で、副詞節を導く場合は、”no matter ...”で書き換え可能である。また、もともと関係副詞であった”**when, where, how**”の場合は、時・場所の副詞節、譲歩の副詞節に分かれる。副詞節を導く場合は、”no matter ...”で書き換え可能である。

(2)

”**whoever**”には、①名詞節を導くもの②譲歩の副詞節を導くものの2種類があります。  
**例** **Whoever** (=Anyone who) enters without permission will be punished.”「無断立入り者は誰でも処罰される」”You may invite **whomever** you like.”「誰でも好きな人を招待してもよい」”**Whoever** calls on me, tell them I am out.”「誰がたずねてきたとしても、私は出かけていると伝えてください」(=No matter who calls on me,...)

(3)

”**whatever**”は①名詞節を導く場合②直後の名詞とひとかたまりとなり、名詞節を導く場合③譲歩の副詞節を導く場合の3種類がある。**例**”He trusted **whatever** she said.”「彼女の言うことならなんでも彼は信じた」You may read **whatever** book you like. 「君が読みたいどんな本を読んでもよしい」**Whatever** he says, I will do it by myself. 「彼が何を言っても、私は一人でそれをします」

(4)

”**whichever**”も”**whatever**”と同様に、①名詞節を導く場合②直後の名詞とひとかたまりとなり、名詞節を導く場合③譲歩の副詞節を導く場合の3種類がある。**例**”You may take **whichever** you want to eat.”「どちらでも食べたいものを取ってよい」”**Whichever** you choose, it won't make any difference.”「どちらをとろうと、大して変わりはないだろう」”I will buy you **whichever** book you like.”「君が読みたいどちらの本でも買ってあげる」

(5)

”**whenever**”には、「～する時はいつでも」と「いつ～しても」(=no matter when SV...)の2つの意味があります。**例**”Please ask me **whenever** you have a question.”「質問がある時はいつでも、私に尋ねてください」”**Wherever** he may go, he will be welcome.”「どこへ行っても彼は歓迎されるだろう」(=No matter where he may go,...)

(6)

”**wherever**”には、”**whenever**”と同様に、副詞節を導く。「～するところはどこでも」と「どこに(～)～しても」(=no matter where SV...)の2つの意味がある。She is busy **whenever** he calls her. 「彼が彼女に電話する時いつでも、彼女は忙しい」**Whenever** I go out with him, he picks me up at my house. 「彼と外出するときはいつでも、彼は家まで迎えに来てくれる」(=No matter when I go with him,...)

**Intermediate**

(7)

“however”には、譲歩の副詞節を表す。”however”のあとに形容詞/副詞を続けて「たとえどんなに～しても」の意味を表す場合と、”however”のあとにSVが続き「どのように～しても」の意味を表す場合がある。前者の用法が圧倒的に多い。例) **However long you may talk with her, you cannot persuade her to come here.** 「どんなに時間をかけて彼女と話しても、あなたは彼女を説得させてここに連れてくることはできない」 **However he talks, we don't believe what he says.** 「どんなふうに彼が話しても、私たちは彼の言うことを信じないだろう」

”however”のあとに形容詞/副詞が続く場合は、”形容詞/副詞”の元の位置を正確に理解することが必要である。例) **However interesting<sup>(x)</sup> interested] you find the book, you shouldn't read so late.** 「あなたがその本をどんなに面白いと思っても、こんな遅くまで読むべきではない」 “However”以下の部分は”you find (o)the book (o)interesting.”が元となっているので、”interested”は不可である。

|         | 働き        |   |
|---------|-----------|---|
| 複合関係代名詞 | 名詞節を導く    | who(m)ever(=anyone who(m) ...)<br>「～する誰もが(を)」                               |
|         |           | whichever(=any one[either] that ...)<br>「～するどちらでも」                          |
|         |           | whatever(=anything that ...)<br>「～する何でも」                                    |
|         | 譲歩の副詞節を導く | who(m)ever(=no matter who(m)...) ...)<br>「誰が(を)～しようとも」                      |
|         |           | whichever(=no matter which...) ...)<br>「どちらが(を)～しようとも」                      |
|         |           | whatever(=no matter what...) ...)<br>「何が(を)～しようとも」                          |
| 複合関係副詞  | 時の副詞節を導く  | whenever(=at any time when ...)<br>「～するときはいつでも」                             |
|         | 場所の副詞節を導く | wherever( = at[to] any place where ...)<br>「～する場所はどこでも」                     |
|         | 譲歩の副詞節を導く | whenever(=no matter when ...)<br>「いつ～しても」                                   |
|         |           | wherever(=no matter where ...)<br>「どこで(に)～しても」                              |
|         |           | however(=no matter how ... / in whatever way...)<br>「どんなに～であっても」「どのように～しても」 |

## No5 &lt;LISTENING//ENGLISH COMPOSITION&gt;



- 【1】 [講習会確認テスト]
- 【2】 [リスニング]
- 【3】 [整序・英作文] 《関西学院大》

解答時間 15 分

次の設問(A, B)に答えなさい。

設 問

A. 次の日本文(1, 2)に相当する意味になるように、それぞれ下記(a~h)の語句を並び替えて正しい英文を完成させたとき、並べ替えた語句の最初から 2 番目と 6 番目に来るものの記号をマークしなさい。

- (1) 君のお母さんは大変な読書家で、毎週少なくとも 5 冊は読んでいたらしいね。

I hear your mother was (            ) least five books a week.

- a. at                    b. she                    c. great                    d. such                    e. that  
f. a                      g. read                    h. reader

- (2) 自然の中に美しさを感じとる人もあれば、人類に対する大切な教訓を読みとる人もいる。

Some people perceive beauty in nature, (            ) it.

- a. find                    b. human beings                    c. others  
d. important                    e. while                    f. lessons  
g. in                      h. for

B. 次の日本文に相当する意味になるように英文の空所を埋めなさい。答えは、空所に入れる部分のみを記述式解答用紙の所定欄に記入しなさい。

今月になって出された新しい本は、アメリカ人が果物と野菜を他の食品よりも多く摂ることを推奨している。

A new book released this month (    ).

## NO6 《Vocablury Check》



【1】〔語彙検定〕

## 第1回 語彙検定

【2】〔文法〕《時制》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1) If it (        ) tomorrow, we won't go fishing.  
 ① rains                                    ② will rain  
 ③ is going to rain                        ④ rained
- (2) I'm (        ) play tennis next Saturday. I'll have to study for the exam.  
 ① won't                                    ② not going to  
 ③ will not                                   ④ going to not
- (3) "Is that Italian restaurant next to the bookstore new?"  
 "No, I think (        ) for more than a year now."  
 ① it was open                            ② it's open  
 ③ it's opened                              ④ it's been open
- (4) We (        ) playing baseball for about half an hour when it started to rain very heavily.  
 ① had been                                ② have been  
 ③ might be                                ④ would be
- (5) Ken and Mike are good friends. They (        ) each other since childhood.  
 ① are knowing                            ② are known  
 ③ have been knowing                    ④ have known
- (6) If you (        ) the book you ordered by tomorrow, please let us know.  
 ① wouldn't receive                      ② haven't received  
 ③ won't receive                           ④ didn't receive
- (7) I (        ) in China for three years when I was a child, but I can't speak Chinese at all.  
 ① have been                               ② have once stayed  
 ③ lived                                      ④ went
- (8) Bill kept his coat on, although it (        ) warm in the room.  
 ① is     ② was  
 ③ has been                                ④ must be        〈上智大〉
- (9) Ten years (        ) since I left my home to work in this city.  
 ① had passed                              ② has passed  
 ③ have passed                              ④ is passed

- (10) Solving the problem was more difficult than ( ).  
 ① we had thought                      ② our thinking  
 ③ our thoughts                          ④ we did
- (11) I ( ) the movie three times if I see it again.  
 ① see                                        ② will see  
 ③ have seen                                ④ will have seen
- (12) This evening Lisa will have a party at her house, so she ( ) since this morning.  
 ① is cooking                                ② was cooking  
 ③ has been cooking                        ④ had cooked
- (13) My grandfather ( ) for five years.  
 ① died                                        ② has died  
 ③ has been dead                            ④ has dead
- (14) Saki, why don't you take some time off? You ( ) too hard lately.  
 ① would work                               ② had worked  
 ③ should have worked                    ④ have been working
- (15) "Do you know what Junko is doing?"  
 "Well, she ( ) a book when I saw her a while ago."  
 ① has been reading                        ② is reading  
 ③ may be reading                         ④ was reading
- (16) I ( ) twenty years old when I went to London for the first time.  
 ① am    ② was  
 ③ will be                                      ④ am going to be
- (17) "Is Bill still using your car?" "Yes, I wonder when he ( ) it."  
 ① has returned                               ② returned  
 ③ returns                                      ④ will return
- (18) My grandfather ( ) in 1965.  
 ① died                                        ② dead  
 ③ was died                                   ④ has died                      〈神戸山手学院大〉
- (19) Tom ( ) a shower when the telephone rang.  
 ① takes                                        ② took  
 ③ was taking                                ④ have taken
- (20) When I got to the station, the train ( ).  
 ① is leaving                                 ② has just left  
 ③ has been leaving                        ④ had already left
- (21) If it ( ) fine tomorrow, we are going on a picnic in the woods.  
 ① be    ② is  
 ③ will be                                      ④ would be                      〈立命館大〉



**発展問題** 《整序英作文》

日本語とほぼ同じ意味になるように ( ) 内の語句を並べかえなさい。

- (1) その件についてはまったく何も知らないのだということを彼女に信じてもらうのに、この上なく苦労した。

I ( in / had / about it / the greatest difficulty / her / getting / that I knew absolutely / believe / to / nothing ). 〈東洋大〉

- (2) 人にしてもらいたいと思うように人にしてあげなさい。

Do to others ( as / do / you / have / them / to / would / you ). 〈玉川大〉

- (3) 誰でも自分の能力を疑われるのは嫌なものだ。

Nobody ( his / have / abilities / likes / mistrusted / to ). 〈東北学院大〉

- (4) 必ず明日までにそれを仕上げてください。(1語不要)

( done / be / finish / to / by / get / sure / it ) tomorrow. 〈福岡大〉

- (5) コーヒーを一杯飲んだら、気分が良くなりますよ。

( cup / coffee / make / of / you / better / feel / will / a ). 〈慶應義塾大〉

- (6) 私は君が他人の悪口を言うのを聞いたことがない。

I ( ill / have / heard / speak / of / you / never ) others. 〈梅花女子大〉

- (7) 英語でスピーチをするのは英語上達の一助となります。〈立命館大〉

Making ( help / language / master / the / to / will / you / in English / speeches ).

- (8) ちょっとその写真を見せてくださいますか。

( at / have / you / let / kindly / a / will / me / the picture / look ).

- (9) 子どもをいつも好きかってにさせておくのはよくない。

It's not good to ( children / have / let / own / their / way ) all the time.

- (10) 子どもたちは暗くなってから学校にいてはいけません。

The children ( after / allowed / are / at / not / school / stay / to ) dark.

- (11) あなたに助けてもらったおかげで、その仕事をやり終えました。

Your help ( the work / to / done / get / me / enabled ). 〈国学院大〉

- (12) 交通渋滞のために朝の授業に遅れた。

The traffic jam caused ( be / for / late / to / us ) the morning classes.

- (13) 大雨のため、学生たちはテニスのトーナメントを中止せざるをえなかった。

( the students / to / forced / call / the rainstorm ) off the tennis tournament.

**発展問題** 《整序英作文》

(1) had the greatest difficulty in getting her to believe that I knew absolutely nothing about it (2) as you would have them do to you (3) likes to have his abilities mistrusted (4) Be sure to get it done by (finish 不要) (5) A cup of coffee will make you feel better (6) have never heard you speak ill of (7) speeches in English will help you to master the language (8) (Will you kindly let me have a look at the picture)? (9) let children have their own way (10) are not allowed to stay at school after (11) enabled me to get the work done (12) us to be late for (13) (The rainstorm forced the students to call) off the tennis tournament.

## Intermediate

### 頻出英文法② 《過去完了形と過去完了進行形の識別》

空所に入れるのに最も適切な語句を、下の①～④から1つずつ選びなさい。

- (1) When I got home, I realized that one of my suitcases ( ).  
①had been disappearing      ②had disappeared  
③was disappeared              ④was disappearing
- (2) When the plane finally took off, she ( ) in her seat for more than three hours.  
①sat                                      ②had been sitting  
③was sat                                ④has sat
- (3) I was tired after the test last Friday, because I ( ) all day long every day for a week.  
①was working                      ②have been working  
③had been working                ④have worked
- (4) He ( ) in Nagano for seven years when his daughter was born.  
①is living                              ②was living  
③has been living                    ④had been living
- (5) They ( ) for ten hours when they spotted a sign that said “Food and Drink.”  
①should have been driving      ②are driving  
③have driven                        ④had been driving
- (6) I ( ) reading for an hour when he came in.  
①had been                              ②was  
③have been                            ④will be
- (7) How long ( ) when they finally called your number?  
①had you been waiting          ②have you been waiting  
③were you waiting                ④have you waited
- (8) We ( ) for nearly thirty minutes when the train arrived.  
①had been reading                ②have been reading  
③have read                            ④will have read
- (9) We ( ) the work when the bell rang.  
①had finished almost              ②had almost finished  
③did finish most                    ④have almost finished
- (10) He bought a new car. He ( ) his old one for more than ten years.  
①had                                      ②has had  
③had had                                ④had been having

## NO7 《不定詞 I》



【1】〔確認テスト〕

【2】〔文法〕《態》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1) I was ( ) in a heavy shower on my way to school.  
 ① hit ② rained  
 ③ fell ④ caught 〈奥羽大〉
- (2) Plans for the trip should ( ) before the end of spring.  
 ① be organized ② organizing  
 ③ organize ④ organization
- (3) His name is known ( ) many baseball fans.  
 ① for ② with  
 ③ to ④ between 〈四天王寺大〉
- (4) Five people ( ) in the car crash.  
 ① injure ② injured  
 ③ injury ④ were injured 〈大阪経済大〉
- (5) The girl has ( ) in piano by a famous pianist.  
 ① given lessons ② lessons been given  
 ③ been given lessons ④ had given lessons
- (6) The dog is taken care ( ) my sister.  
 ① by ② of  
 ③ of by ④ by of
- (7) We ( ) the service at the restaurant. 〈摂南大〉  
 ① satisfied ② were satisfied with  
 ③ satisfied ourselves ④ satisfied with
- (8) It has been hard to concentrate on my studies lately because a road ( ) in front of my house.  
 ① builds ② has built  
 ③ is being built ④ is building
- (9) French is ( ) in France.  
 ① speak ② spoke  
 ③ speaking ④ spoken 〈朝日大〉
- (10) To tell the truth, I'm not much ( ) in your story.  
 ① interesting ② interest  
 ③ interestingly ④ interested 〈東京経済大〉



## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《愛知県立大》

Waiting patiently is hard to do, even for grown-ups. We develop patience, or at least learn to hide our impatience, because we know that it is socially unacceptable to do otherwise. For small children, waiting is especially difficult. They don't care yet about what others think, so they express their impatience openly. In addition, their limited comprehension of time makes it difficult for them to understand how long they will have to wait for something. "How much longer?" "Can we go now?" "Are we there yet?" "When is it time?" These are questions that show how difficult it is for small children not only to wait, but even to understand the general framework of time passing.

## (2) 《岐阜大》

During the years that I was at Cambridge, instruction in the Japanese language began with the preface to the Kokinshu. I was astonished to discover that students who could not utter a simple sentence in modern Japanese and who knew extremely few kanji were expected to read a text composed over a thousand years ago, but gradually I became aware of the traditions which had inspired this method of instruction. At that time a knowledge of Latin was required of all students who applied for admission to Cambridge University, and those who "read" Latin while at the university became extremely proficient in the language without ever learning to use it in conversation. (The study of kambun in Japan was very similar in orientation.) Japanese was taught at Cambridge as a dead language, quite as if no one had spoken the language for many centuries.

(注) the Kokinshu 「古今集」 Latin [læten] 「ラテン語」

## Intermediate

### (3) 《島根大》

次の英文は、「攻撃的な運転をいさめた」ものである。

When you make the conscious decision to become a less aggressive driver, you begin using your time in the car to relax. Try to see your driving not only as a way of getting you somewhere, but as a chance to breathe and to reflect. Rather than tensing your muscles, see if you can relax them instead. I even have a few audiotapes that are specifically geared toward muscular relaxation. Sometimes I pop one in and listen. By the time I reach my destination I feel more relaxed than I did before getting into the car. During the course of your lifetime, you're probably going to spend a great deal of time driving. You can spend those moments being frustrated, or you can use them wisely. If you do the latter, you'll be a more relaxed person.

(Richard Carlson, Don't Sweat the Small Stuff... and It's All Small Stuff  
より)

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【3】(1)impatience[impéi:fent]「苛立ち」「我慢できないこと」 unacceptable[ʌnəkséptəbl]「受け入れられない」  
expressA[eksprés]「Aを表現する」 comprehension[kàmprihén:fen]「理解力」  
(2)instruction[instrʌk:fən]「教授」「指導」 preface[préfis]「序文」 utterA「Aを発する」 gradually[grædʒuəli]「徐々に」  
inspireA[inspá:iə]「Aを鼓舞する」「Aを奨励する」 proficient[proufi:fent]「堪能な」「熟練した」  
(3)aggressive [əgrésiv]「攻撃的な」 tense A [tens]「Aを緊張させる」 an audiotape「音声テープ」 gear A [giə]「Aに切り替える」 pop A in「Aをボンと入れる」 destination [déstənéi:fen]「目的地」 frustrated [frʌstrèitid]「いらいらした」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《愛媛大》

次の英文は、鏡が持つ魔力についてのものである。

In many cultures the mirror is also connected with death. It is the doorway through which death enters or exits. It signals or foretells death. It warns us of death's slow and sure approach. It was an ancient superstition in England to believe that if a child under twelve months looks into a mirror then its death is close at hand. The ancient Greeks said that to dream of seeing your reflection in water or in a glass was a sign that your death was near.

## (2) 《滋賀大》

In most Western nations, advanced general education is frequently called liberal education. Liberal education aims at broad mental development. Students are taught to investigate all sides of a question and all possible solutions to a problem before reaching a conclusion or planning a course of action. The branches of learning that aid in this development are called the liberal arts. These branches include the humanities, mathematics, and the biological, physical, and social sciences. Liberal education is important to democracies because the quality of government in such a society depends on the ability of its citizens to judge ideas and events intelligently. As a result, most school systems require students following a vocational program to also take some liberal arts courses.

(注) liberal education 「一般教養」 humanities [hjuːmænətiz] 「人文学」

発展問題(1)S is connected with A [kənɛktɪd] 「S は A と結びついている」 foretell A [fɔːtél] 「A を予告する」 warn A of B [wɔːrn] 「A に B を警告する」 a superstition [sʊːpəstɪʃən] 「迷信」 close at hand 「まじかに迫っている」 a sign that SV... 「SV... という兆候」 (同格の that)

(2)investigate A [ɪnvɛstəgɛɪt] 「A を調査する」 a branch [bræntʃ] 「分野」 vocational [vɔːkəʃənəl] 「職業の」

## Intermediate

### 構文解説

(1)

To V...で始まる文では、後続の形によって、To Vの働きによって、用法が異なる。Vが続く場合は、To VはVの主語となる不定詞で名詞的用法となる。To Vのあとに、, SV...(通例カンマ(,)がある)が続く場合は、To Vは副詞的用法であり、目的・条件を表すことがほとんどである。

(2)

疑問詞 to V や whether to V の形で、不定詞を用いることがある。疑問詞 to V はとして働くのが原則である。なお、why to V という形はない。how to V (～する仕方、どのように～すべきか), what to V (何を～すべきか), when to V (いつ～すべきか), where to V (どこで[～]Vすべきか), which to V (どれ[どちら]を～すべきか), whether to V (～すべきかどうか)

(3) ... 「難,易」「快,不快」「危険,安全」等を表す形容詞

「難,易」「快,不快」「危険,安全」等を表す形容詞の後に不定詞が続いて、形容詞を修飾することがある。この場合、不定詞の中の”動詞”または”動詞+前置詞”と文の主語とが関係にある。easy(簡単な), difficult(困難な), impossible(不可能な), pleasant(心地よい), hard(大変な), delightful(楽しい), painful(苦しい), dangerous(危険な), safe(安全な)など

(4)

不定詞に含まれる動詞には、意味の上での主語が必ずある。主語を明示する場合は、(for～),(of～)の形を用いる。of を用いる場合は、①”It is 人の性質を表す形容詞 of A to V”の形か、②名詞構文”the ability of A to V”型に限られている。また、①文の主語が不定詞の主語となる場合や、②SVO (to) V の構文で O が不定詞の意味上の主語となる場合、②一般の人々の場合は、文中で明示されてない。

(5)

不定詞句が((代)名詞+不定詞)の話順で、直前の(代)名詞を修飾することがある。これを不定詞の形容詞的用法と呼ぶ。形容詞的用法には、①修飾される(代)名詞が意味的に不定詞の主語に当たる場合〈SV 関係〉、②修飾される(代)名詞が意味的に不定詞の目的語に当たる場合〈VO 関係〉、③修飾される(代)名詞が不定詞の後の前置詞の目的語に当たる場合〈VO 関係〉、④不定詞が修飾される(代)名詞の内容を説明する場合〈同格関係〉がある。特に③の場合、前置詞の目的語が前に出ている形になるため、構文、意味を取り違えやすいので注意が必要である。

(6)

不定詞は文中で動詞や形容詞などを修飾する場合にも用いられる。これを不定詞の副詞用法と言う。副詞として主に、①目的、②結果、③程度、④限定(形容詞を修飾)、⑤判断の根拠、⑥理由など多様な意味を表す。

①目的を表す場合には、その意味を明確にするために、in order to V や so as to V の形を用いることがある。「～しないために」という「否定の目的」を表す場合、一般的には in order not to V ,so as not to V の形を用いる。ただし、take care や be careful の場合は、単に not to～ の形を用いる。②結果を表す場合は、lived to V 「Vまで生きる」 grew up to V 「成長してVになる」 awoke to V 「目覚めるとV」 や、否定的結果を表す only to V 「結局Vだった」, never to V 「二度とVしなかった」など限られている。③程度を表す表現として、形容詞 enough to V 「十分～なので、Vする(できる)」 so as 形容詞 to V/ too ～ to V 「～すぎてVできない」④限定(形容詞を修飾)、be 動詞 形容詞 不定詞の形をとり、不定詞の部分が、O が欠けている(主語がOを兼ねる)形になる。⑤判断の根拠では、must や cannot の文、あるいは感嘆文などで用いられることが多い。⑥理由の場合は、感情を表す動詞・形容詞を修飾して、その感情の原因を表す。



## Intermediate

- (12) His father had his plane ( ) at the beginning of this month.  
 ①repair                                 ②be repaired  
 ③repairing                               ④repaired 〈関西大〉
- (13) I must get the curtains ( ) as soon as possible. 〈九州産業大〉  
 ①wash                                     ②washed  
 ③to wash                                 ④washes
- (14) Mr. Jones made Mary ( ) to the dentist's.  
 ①go   ②to go  
 ③going                                    ④have gone
- (15) You can't ( ) the room remain like this!  
 ①get                                       ②let  
 ③leave                                    ④allow
- (16) Several people saw him ( ) the bag.  
 ①to be taken                             ②take  
 ③to take                                 ④took
- (17) What ( ) you to change your mind?  
 ①had                                       ②let  
 ③caused                                 ④thought
- (18) She always ( ) her children do what they want to.  
 ①allows                                   ②gets  
 ③lets                                      ④makes 〈同志社大〉
- (19) This book will ( ) us to understand the country better.  
 ①take                                      ②enable  
 ③make                                     ④bid 〈成蹊大〉
- (20) My English teacher advised me ( ) these books. 〈桃山学院大〉  
 ①read                                      ②reading  
 ③to read                                 ④for reading
- (21) I ( ) her to apply for the job. 〈千葉商科大〉  
 ①afforded                               ②encouraged  
 ③hoped                                    ④tried
- (22) Her parents didn't ( ) her to go to America.  
 ①admit                                    ②allow  
 ③forgive                                 ④let 〈千葉商大〉
- (23) I asked her ( ) a letter on her way to school.  
 ①mailing                                 ②mailed  
 ③mails                                    ④to mail

- (24) The salesman persuaded (    ) the expensive automobile. 〈松山大〉  
 ①me buying                                    ②me to buy  
 ③buying me                                    ④to buy me
- (25) The typhoon (    ) them to postpone their excursion until the next week.  
 ①compelled                                    ②let  
 ③made    ④prevented
- (26) I will never force you (    ) him.  
 ①to marry with                                ②to marry  
 ③marry to                                        ④marry
- (27) The doorman did not (    ) me to enter the theater.  
 ①admit    ②permit  
 ③forgive                                         ④let    〈津田塾大〉

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**文法研究**

(1) ④(2) ①(3) ②(4) ①(5) ④(6) ③(7) ②(8) ③(9) ②(10) ①(11) ②(12) ④(13) ②(14) ①(15) ②(16) ②(17) ③(18) ③(19)  
 ②(20) ③(21) ②(22) ②(23) ④(24) ②(25) ①(26) ②(27) ②





## Intermediate

### 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

#### (1) 《神戸大》

To write about human aggression is a difficult task because the term is used in so many different senses. Aggression is one of those words which everyone knows, but which is nevertheless hard to define. One difficulty is that there is no clear dividing line between those forms of aggression which we all deplore and those which we must not disown if we are to survive.

(注) aggression [əgrɛʃən] 「攻撃性」 disown A [disəʊn] 「A を否認する」

#### (2) 《愛媛大》

By the time her husband came in, I had begun to think she was going to like me. I wanted her to, but I felt I didn't have half a chance with her; her charming, fluent voice, her clear light enunciation bewildered me. And I was never sure whether she was making fun of me or of the thing we were talking about. Her sarcasm was so quick, so fine at the point — it was like being touched by a metal so cold that one doesn't know whether one is burned or chilled. I was fascinated, but very ill at ease, and I was glad when Oswald Henshawe arrived from the hotel.

(注) enunciation [inʌnsiə'teɪʃən] 「発音」 bewilder A [biwɪldər] 「A を狼狽させる」 sarcasm [sɑːrkæzəm] 「皮肉」

---

【3】 (1) nevertheless [nɛvərðelɛs] 「しかしながら」 define A 「A を定義する」 dividing line 「境界線」 deplore [dɪplɔːr] 「嘆かわしいと思う」

(2) making fun of A 「A をからかう」 chill A [tʃɪl] 「A を凍らせる」 fascinated [fæsə'nɛɪtɪd] 「魅了させる」「うっとりする」 ill at ease 「気まずい」「落ち着かない」

## (3) 《九州大》

※本文中の she とは、筆者が飼っていたが、突然いなくなった猫のことである。

She could be ten feet away, of course, and I'd never know it. She was relentlessly indifferent to me. Many times I've called her from the doorway late at night, wanting to get her in so that I could go to bed, only to find her sitting not twenty feet away, absorbed in the darkness beyond, not only uninterested in my callings but deliberately ignoring me.

(注) relentlessly [riléntlisli] 「無情なほど、容赦なく」 deliberately [dilíberitli] 「わざと」

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(3) be indifferent to A [indíferənt] 「Aに無関心である」「Aに冷淡である。」 be absorbed in A [əbsɔ:rbd] 「Aに没頭する」「Aに夢中になる」 beyond 「向こうの側」「遠くの」 be uninterested in A 「Aに無関心である」

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) 《愛媛大》

He thought of the jobs he had had since he had quit school — delivery boy, stock clerk, runner, lately working in a factory — and he was dissatisfied with all of them. He felt he would someday like to have a good job and live in a private house with a porch, on a street with trees. He wanted to have some dough in his pocket to buy things with, and a girl to go with, so as not to be so lonely, especially on Saturday nights. He wanted people to like and respect him. He thought about these things often but mostly when he was alone at night. Around midnight he got up and drifted back to his hot and stony neighborhood.

(注) delivery boy [dɪlɪvəri] 「配達係」 stock clerk 「在庫管理係」 dough [dóu] 「お金」

#### (2) 《埼玉大》

In what sense can we own nature? The animals and plants in our garden are part of the value of our property, although not easily directly translatable into cash. There are trees, shrubs, grass, weeds, and herbs. We planted some of these, but some were here before we purchased the land and others grew without our help. The plants that I planted are my property, to cut down, burn, or sell as I choose. However, the government of my village forbids me from removing so many trees, bushes, and other plants as to leave no cover for small animals. The village law doesn't care who planted the bushes.

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発展問題(1) drift [drɪft] 「漂う」「フラフラする」 stony [stóuni] 「石のように硬い」「無表情な」

(2) property [prápərti] 「財産」 translatable [trænsleɪtəbl] 「変えられる」 shrub [ʃrʌb] 「低木」 purchase A [pə:rtʃəs] 「Aを購入する」

## 構文解説

(1)

be to V の形で、①義務②予定③運命④可能⑤意図、を表す。使い方から、意味が決まる場合が多い。①義務：公的な予定・取り決めを表す場合が多い。②未来：未来を表す副詞等とともに用いられる。例 **My father is to appear on TV tonight.** 「父は今夜テレビに出演することになっている」③運命：過去時制で用いられる④可能：通例否定文で、受動態の不定詞を用いる。例 **The ring was not to be found anywhere.** 「指輪はどこにも見つからなかった」⑤意図：if 節の中で用いる。(例 **If you are to win, you should to your best.** 「もし勝つつもりなら、最善の努力をなさい」)

(2)

不定詞の部分に、動詞部分(動詞+α)が重複する場合は、動詞+α を省略して to だけを残すことがある。これを「代不定詞」と呼ぶ。ただし、be と have は省略できない。例 **You can read this book if you want to.** (read this book が省略) 「読みたいならば、この本をよんでいいですよ。」**Do you want to be with us ?** “**Yes, I would like to be.**” 「我々と一緒にいたいですか?」「ええ、いたいですね」(be with you が省略)

(3)

述語動詞と同じ時制を表す to V(to 不定詞)とことなり、to have 過去分詞(完了不定詞)は、述語動詞までの完了、結果、継続を表す場合(要するに、現在完了の前に seem、appear や be thought to が置かれる場合)と、述語動詞よりも1つ古い「時」を場合がある。例 **He seem to be ill.** 「彼は病気のようにだ」**He seems to have been ill yesterday.** 「彼は昨日病気だったようだ」**He seems to have been ill for a week.** 「彼は1週間病気のようにだ」

(4)

S seem to V/S seem to have p.p.は、It seems that SV...で書き換えることができる。書き換えは以下の手順である。なお、“S appear to V” “S is thought to V” “S is believed to V”も同じように、It ~ that SV...で書き換えることが可能である。

①It を S と置換

⇒②seem の(無)変換 \* 人称に注意

⇒③時制の比較：同じ場合 to V/ ずれている場合(不定詞のほうが過去)to have 過去分詞

(1) 時制が同じ場合

**It seems that he is interested in science.**

彼は科学に興味があるとされている。

⇔**He seems to be interested in science.**

①It を he と置換②seems そのまま③seems と is がともに現在形なので is を to be に置換

(2) that 節ないの時制がひとつ古い場合

**It seems that he was interested in science.**

彼は科学に興味があったとされている。

⇔**He seems to have been interested in science.**

①It を he と置換②seems そのまま③was は seems よりも古い時制なので、was を to have been に置換

NO9 《動名詞 I》



【1】〔確認テスト〕

【2】〔文法〕《仮定法》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1) “I couldn’t finish my homework yesterday.”  
 “If you ( ) me, I would have helped.”  
 ① have asked                                  ② would ask  
 ③ should ask                                  ④ had asked
- (2) His mother continued talking as ( ) nothing had happened.  
 ① for    ② like  
 ③ seems    ④ if                      〈会津大〉
- (3) I’m sorry to hear about your problem. But if you had taken my advice, you  
 ( ) in such trouble now.  
 ① haven’t been                                  ② would be  
 ③ would have been                              ④ wouldn’t be
- (4) He talks as ( ) he knew everything.  
 ① for    ② if  
 ③ of    ④ to
- (5) ( ) the sun and water, all living things would not survive.  
 ① But for    ② If not  
 ③ If with     ④ If they were not for                      〈名城大〉
- (6) He came running all the way to school; ( ) he’d have been late.  
 ① however    ② because  
 ③ otherwise     ④ unless                      〈神奈川工大〉
- (7) I wish I ( ) learned another foreign language in my college days.  
 ① have    ② had  
 ③ will have    ④ should have
- (8) If I were rich, I ( ) travel the world.  
 ① would    ② want  
 ③ will    ④ wished
- (9) If I were a little younger, I ( ) you in climbing the mountain.  
 ① have joined    ② join  
 ③ will join     ④ would join

- (10) What a mess! It's about time you ( ) your room!  
 ① cleaned ② will clean  
 ③ have cleaned ④ clean 〈平安女学院大〉
- (11) ( ) I been you, I wouldn't have done such a thing.  
 ① Were ② Was  
 ③ Had ④ If
- (12) “( ) the post man would come!” “Are you waiting for a letter from your girlfriend?”  
 ① When ② If only  
 ③ Why ④ Please 〈近畿大〉
- (13) If it were not ( ) water, no animal could live on earth.  
 ① for ② with  
 ③ about ④ of 〈広島経済大〉
- (14) ( ) his advice, we would never have finished the work on time.  
 ① Accepted ② Excluding  
 ③ Not for ④ Without
- (15) It's already eleven. It's high time you ( ) in bed.  
 ① are ② have been  
 ③ were ④ will be
- (16) I don't think he will stop by my office. But if he ( ) while I'm out, give him more about that information. 〈聖マリアンナ医大〉  
 ① came ② will come  
 ③ should come ④ had come
- (17) “He's a good skier, isn't he?” “Yes, he really is. I wish I ( ) like him.”  
 ① can ski ② could ski  
 ③ ski ④ will ski
- (18) If it ( ) tomorrow, I would stay at home.  
 ① snowing ② should snow  
 ③ snow ④ will snow
- (19) If our last batter had not finally hit a home run, our team would ( ) the game.  
 ① have lost ② have won  
 ③ lose ④ win
- (20) ( ) he listened to his mother, he might not have made such a mistake.  
 ① Had ② Should  
 ③ Supposed ④ Unless 〈近畿大〉

**Intermediate**

- (21) If it ( ) your help, I would have given up. 〈麻布大〉  
 ① were not ② had not been  
 ③ had not been for ④ were without
- (22) If you hadn't saved me, I ( ) alive now.  
 ① won't be ② wasn't be  
 ③ can't be ④ wouldn't be 〈東北工大〉
- (23) "Was Jack at the party?"  
 "I don't think so. If he had been, I ( ) him."  
 ① had seen ② saw  
 ③ would have seen ④ would see
- (24) We went by taxi; ( ) we would have been late.  
 ① otherwise ② therefore  
 ③ in particular ④ instead
- (25) If it were not for the rain, we ( ) hiking today.  
 ① can go ② would go  
 ③ may well go ④ were able go
- (26) If you were to fall from that bridge, it ( ) almost impossible to rescue you.  
 ① is ② was  
 ③ would be ④ would have been
- (27) ( ) water, nothing on Earth could live.  
 ① But ② Without  
 ③ Having ④ Except 〈東洋大〉
- (28) ( ) I had studied English much harder when I was young!  
 ① How ② If only  
 ③ What if ④ Wishing

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【2】〔文法〕《仮定法》(1) ④ (2) ④ (3) ④ (4) ② (5) ① (6) ③ (7) ② (8) ① (9) ④ (10) ① (11) ③ (12) ② (13) ① (14) ④ (15) ③ (16) ③ (17) ② (18) ② (19) ① (20) ① (21) ③ (22) ④ (23) ③ (24) ① (25) ② (26) ③ (27) ② (28) ②

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《東京工業大》

It is not just happy and sad moods that influence our judgments of other people. Anxiety can also affect the way we see others. The precise way in which it affects such judgments, however, is quite surprising. Rather than making us view strangers in a negative way, being in an anxious mood can actually make us feel closer to them. This, at least, seems to be the conclusion of one famous experiment conducted in the 1970s.

## (2) 《首都大》

When H.G. Wells accused Henry James in a letter of having sacrificed his life to art, James replied, with characteristically artful indignation: 'I live, live intensely, and am fed by life, and my value, whatever it might be, is my own kind of expression of that. Art makes life, makes interest, makes importance.' James's value, he asserts, is in his expression of what he is fed by. Something called life, lived intensely, feeds him; and he makes something of it, something of his own, called art.

(注) H.G. Wells 「H.G. ウェルズ(小説家)」 Henry James 「ヘンリー・ジェイムズ(小説家)」 indignation [ɪndɪɡneɪʃən] 「憤り」「憤慨」

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【3】 (1) influence A [ɪnfluəns] 「A に影響を与える」 affect A [əfekt] 「A に影響を与える」 precise [pri(:)sɪs] 「正確な」 negative 「否定的な」 a conclusion [kənklú:ʒən] 「結論」 an experiment [eksperəmənt] 「実験」  
(2) sacrifice A 「A を犠牲にする」 characteristically [kʰærəktərɪstɪkəlɪ] 「特徴的に、かなり」 intensely [ɪnténsɪli] 「激しく」

## Intermediate

### (3) 《鹿児島大》

次の英文は、犬を訓練する際の心得について述べたものである。

The whole principle of dog-training is, therefore, to make use of and develop the natural senses possessed by the dog, to direct his instincts rightly, and to build up proper association of ideas. Unless the trainer is careful the dog may make the wrong associations, and so establish a fault instead of a good habit. If, for instance, he is beaten when he comes home for going off on his own, he will associate the beating with his return home, not with his being away, and so be less willing to come home. The dog-trainer must have unlimited patience and strictest temper control.

(Excerpted from Oxford Junior Encyclopaedia)

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(3)a principle [prɪnsəpl] 「原理」 make use of A 「Aを利用する」 an instinct[ɪnstɪŋkt] 「本能」 association [əsoʊsi'eɪʃən] 「連想」 establish A [estəbliʃ] 「Aを確立する」 associate A with B [əsoʊ'fɪi:t] 「AとBを結びつける」 be willing to V 「すすんでVする」 unlimited 「無限の」 patience [peɪʃəns] 「忍耐」 strict [strikt] 「厳格な」 temper [tɛmpər] 「気質」「気持ち」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《東北大》

The question “Where are you from?” is a little like “How are you?” and often expects a one-word answer like “Germany” or “Kentucky”. It is a simple question that most people can answer easily. For me, however, it always takes longer than anticipated to finish answering. Even while I try to explain my cultural identity, I realize that the person who has just asked me this commonplace question is not interested in a complex answer. Then I wonder why I put so much importance in this identity that I have had to work so hard at classifying and putting into words. I worry that I give myself too much importance by not giving a simple one-word answer.

## (2) 《下関市立大》

※次の英語の文章は、文章を速く読む技術(速読技術)について述べたものです。

There will always be children who are better, faster, smarter, or more attractive than our children, giving us unlimited opportunities to be envious. But here again, we can choose how to look at the situation. Instead of seeing our children’s inabilities, it’s far better to focus on their strengths. Then when comparisons inevitably arise, we will be able to appreciate what is special about each child. In addition, we must recognize that our children’s successes and failures are their own, not ours. We love our kids, and it’s only natural that we rejoice when they succeed and feel pain when they don’t. But we must make sure that our hopes and expectations for our kids are tailored to their personalities and strengths, not to our own unfulfilled wishes for ourselves.

(注) tailor A to B [téilə] 「A を B に合わせる」

発展問題(1)anticipate [æntɪsəˈpeɪt] 「期待する」 identity [aɪdɛntəˈtɪ] 「アイデンティ」「自分が自分であること」 commonplace 「ありふれた」 classify A [klaɪsəˈfaɪ] 「A を分類する」

(2)inevitably [ɪnɛvɪtəbli] 「必然的に」 make sure that SV... 「SV...するよう努める」 rejoice [rɪdʒɔɪs] 「喜ぶ」

NO10 《動名詞Ⅱ》



【1】〔確認テスト〕

【2】〔正誤〕《時制・態・助動詞・仮定法》

解答時間 10分

英文には誤りが1箇所ずつある。番号を指摘し、正しく直しなさい。

- (1) ① To tell you the truth, I don't like coffee ② at all, and I ③ am usually drinking tea ④ for breakfast.
- (2) We will ① surely go ② fishing ③ if it ④ will be fine tomorrow.
- (3) I'll ① send you ② an email ③ as soon as I ④ will arrive at the hotel.
- (4) I ① watched ② a news report ③ on TV when he came ④ to my house. (和光大)
- (5) When you ① meet his family, you'll ② surprised that all of ③ them ④ look very young.
- (6) ① The computer can do ② much of the work that ③ used to ④ do by human beings.
- (7) A new library ① is ② being ③ building ④ near our school. (東洋大)
- (8) You ① must ② not to ③ eat too many sweets if you ④ want to stay fit.
- (9) We ① 'd better ② to talk with our boss ③ before we sign a ④ long-term contract.
- (10) In ① fact, ② since French fashions were ③ so popular, American dressmakers used to ④ changing their names to French ones.
- (11) I missed the train. I should ① check the timetable ② before I left ③ home.
- (12) Amanda ① once said she ② would rather ③ playing the piano herself ④ than listen to famous musicians.
- (13) ① If I ② were you, I ③ will ④ accept his invitation to the party. (立正大)
- (14) If I ① have ② enough money, I would ③ pay you ④ what I owe.
- (15) If Tom ① had been more careful ② in driving, he ③ wouldn't have ④ crashing into the wall.
- (16) I wish I ① have time to talk, but I'm afraid I'm ② too busy today. ③ Would you mind ④ coming back tomorrow?
- (17) But ① for your ② help, I ③ could not ④ be finished the project. (東洋大)

【2】〔正誤〕《時制・態・助動詞・仮定法》(1) ③ am usually drinking → usually drink (2) ④ will be → is (3) ④ will arrive → arrive (4) ① watched → was watching (5) ② surprised → be surprised (6) ④ do → be done (7) ③ building → built (8) ② not to → to (9) ② to talk → talk (10) ④ to changing → to change (11) ① check → have checked (12) ③ playing → play (13) ③ will → would (14) ① have → had (15) ④ crashing → crashed (16) ① have → had (17) ④ be → have

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《北海道大》

If it had been my daughter crying over a broken toy, I might have reacted differently. In spite of my best intentions, I end up saying to my children exactly the same things as my parents said to me. But why do we discourage our sons from crying and not our daughters? “My guess, and the generally accepted explanation, is that sons are discouraged from crying as a larger program of socialization into masculinity,” says Randy Cornelius, professor of psychology at Vassar College in Poughkeepsie, New York and an expert on crying in the US.

(注) socialization into masculinity 「社会に適応して男らしくなること」

## (2)

The view that morality is a private matter perhaps rests on the idea that morality is like taste in some way. Almost everyone accepts that taste is a personal thing. If I like cheese and you do not there is no point in my telling you that you are wrong and that you ought to like cheese. And just as there is no sense in arguing about taste, the argument goes, there is no sense in arguing about morality.

(注) the argument goes 「その論法によると」 ※主節の挿入

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【3】 (2)the view that SV... 「SV...という考え方、見方」(同格の that)

## Intermediate

### (3) 《弘前大》

A mother hears a crash in the living room and runs in to find her four-year-old son, baseball bat in hand, standing next to a shattered vase. “What happened?” she asks. Contrite, looking away, the boy answers, “Nothing.”

When it comes to acknowledging difficult emotions, we often adopt the strategy of the young batter. If we deny that the emotions are there, then maybe we can avoid the consequences of feeling them. But we have about the same chance of hiding our emotions as the boy has of convincing his mother that all is well with the vase. Feelings are too powerful to remain peacefully bottled. They will be heard one way or another, whether in leaks or bursts. And if handled indirectly or without honesty, they contaminate communication.

(注) contrite [kən'traɪt] 「罪を深く悔いている」

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(3)shattered 「粉々になった」 (shatter A [ʃætər] 「A を粉々にする」) acknowledge A 「A」 strategy 「戦略」 a consequence [kənsɪkwəns] 「結果」 convince A that SV... [kən'vɪns] 「A に SV... を納得させる」 leak 「漏れ」 contaminate A [kəntæmənèɪt] 「A を汚染する」 「A をダメにする」

発展問題(1) a technique [tekni:k] 「技術」 cut off A 「A を打ち切る」 the forces of competition [kəmpə'tɪʃən] 「競争の力」 bring about A 「A をもたらす」 an inquiring mind [ɪnkwáɪərɪŋ] 「探求心」

(2) turn A down 「A 断る」 beside the point 「的外れ」 feed oneself 「食べる」 (feed A 「A に食べ物を与える」) straight out 「率直に」 on one's own 「自ら」 parrot A [pærət] 「A をオウム返しに言う」 indirectness [ɪndərəktnɪs] 「間接性」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《滋賀医科大》

Whether we like it or not, the world we live in has changed a great deal in the last hundred years, and it is likely to change even more in the next hundred. Some people would like to stop these changes and go back to what they see as a purer and simpler age, but as history shows, the past was not that wonderful. Knowledge and techniques cannot just be forgotten. Nor can one prevent further advances in the future. Even if all (government) money for research were cut off, the forces of competition would still bring about advances in technology. Moreover, one cannot stop inquiring minds from thinking about basic science, whether or not they are paid for it.

## (2) 《山口大》

Cynthia told Greg she was hurt because he fixed himself a snack without offering her any. So he offered her the snack he had just fixed. She turned it down. He asked why. Because he hadn't prepared it for her. Greg was exasperated\*: was she hungry or not?

To Cynthia, whether or not she was hungry was beside the point; the point was whether or not Greg thought about her when he fixed himself a snack, which showed whether or not he cared about her as much as she cared about him. She would never feed herself without asking him, 'Would you like some?' In fact, she might not even have a snack if he didn't want one.

Being direct and honest wouldn't help here. Cynthia could say straight out\* that she's hungry — or isn't — but that has nothing to do with it. She could say straight out that she wants to know Greg cares. But she can only know he cares if he thinks of her on his own. What good is it if you order someone to say 'I love you', and he parrots it? It's no good at all telling people what you want if what you want is for them to know without your telling them. That's the rapport\* benefit of indirectness.

- (注) exasperate [egzæspə'reitid] 「(人を)怒らせる」 「(人を)憤激させる」  
 straight out 「率直に」 「あからさまに」 rapport [ræpɔːr] 「一致・調和  
 を特徴とした)関係」

## Intermediate

### 構文解説

(1)

Ving...で始まる文では、後続の形によって、Vingの働きによって、用法が異なる。Vが続く場合は、VingはVの主語となる動名詞となる。Vingのあとに、, SV...(通例カンマ(,)がある)が続く場合は、Vingは分詞構文(副詞的用法)であり、様々な意味を表す。

(2)

前置詞の後ろには名詞がくるの原則である。従って前置詞の後ろに動詞続けたい場合は動名詞にしなければならない。〈前置詞+動名詞〉には、慣用的なものが多い。on Ving「～するとすぐに(時)」in Ving「～するときに(時)、～する点で」by Ving「～することで(手段)」without Ving「～なしで」for Ving「～して(理由)」

(3)

動名詞に含まれる動詞には、意味の上での主語が必ずある。主語を明示する場合は、動名詞の前に、所有格または目的格の名詞・代名詞を動名詞の前に置く。名詞の場合は、目的格にすることが多い。

(4)

Vingは述語動詞と同じ時制を表すのが原則(例外は、remember/forget等)である。述語動詞よりも前の時制を表す場合は、having 過去分詞(完了動名詞)を用いる。He is proud of being a member of the team. 「彼はそのチームのメンバーであることを誇りに思っている」He is proud of having been a member of the team. 「彼はそのチームのメンバーであったことを誇りに思っている」

He seem to be ill. 「彼は病気のようにだ」He seems to have been ill yesterday. 「彼は昨日病気だったようだ」He seems to have been ill for a week. 「彼は1週間病気のようにだ」

(5)

妨害を表す動詞は、S prevent O from Ving「Sによって、OはVingできない(直訳SはOがVingするのを妨げる)」の無生物主語でよく用いられる重要な構文である。同じ形で用いられる動詞に、discourage A from Ving「AにVingを思いとどまらせる」dissuade A from Ving「AにVingを思いとどまらせる」hinder A from Ving「AがVingするのを妨げる」keep A from Ving「AにVingさせない」prohibit A from Ving「AがVingするのを禁じる」がある。

(6)

be worth の後に用いられる動名詞(不定詞は不可)は、目的語がかけた形になるのが原則。(○) This city is worht going to. (○) This city is worht visiting. (×) This city is worht going.)

(7)

remember Vingは、過去のことについて「Vしたことを覚えている」の意味、remember to Vは未来(これからする)のことについて「忘れないでVする」の意味で用いられる。反意語のforgetも同じ使い方をする。forget Vingは「Vしたことを忘れる(過去)」、forget to Vは「Vしなければならないことを忘れる、Vし損ねる(未来)」の意味を表す。

(8)

it is no use [good] Ving「～してもむだだ」There is no Ving「～することはできない」(=It is impossible to V)cannot help Ving「～せざるを得ない」(=cannot (help) but+原形不定詞)be worth Ving「～する価値がある」※Vingの後続部はOが欠如した形になる。主語が目的語として機能。on Ving「～するとすぐに、～する時」in Ving「～する時に」by Ving「～することによって」never V without Ving「Vすると必ずVingする」



NO11 《分詞》



【1】 [確認テスト]

【2】 [整序] 《時制・態・助動詞・仮定法》

解答時間 10分

( )内を並べかえて正しい英文にしてください。

- (1) 私の娘は5年以上かぜをひいていないんですよ。  
My daughter ( had / cold / for / has / a / not ) more than five years.
- (2) 先日失くしたと言っていた本は見つかりましたか。  
( the book / you found / you had lost / have / you said ) the other day?
- (3) We ( had / rain / lot / have / a / of ) this month. (東京歯科大)
- (4) It is ( saw / a / I / long / since / time / you ) last in Japan.
- (5) 彼女は兄さんからペンを与えられました。  
She ( a pen / her brother / given / was / by ). (広島国際学院大)
- (6) 彼は昨晚遅く、手術のために病院へ搬送された。(大阪電気通信大)  
He ( an operation / for / taken to / the hospital / was ) late last night.
- (7) このレポートは今月の末までに仕上げられねばならない。(金沢工業大)  
( be / by / end / finished / must / report / the / this ) of this month.
- (8) 学校から家に帰る途中でにわか雨にあった。  
I ( a / caught / in / on / shower / was ) my way home from school.
- (9) 10年前にはここに病院がありました。  
There ( ten / to / hospital / here / used / a / be ) years ago.
- (10) 先週末の登山は、前もって大雨に備えておくべきでしたね。(立命館大)  
Before climbing the mountain last weekend, ( for / have / heavy / prepared / should / the / you ) rain.
- (11) 車を運転するときは、いくら注意してもしすぎることはない。  
You ( careful / cannot / be / too ) in driving a car. (岩手医科大)
- (12) 彼はこの映画をむしろ見たくありません。  
( this / he / not / rather / see / movie / would ).
- (13) その悲しい知らせを聞いて涙をこらえることができなかった。  
I ( the / couldn't / crying / sad / help / at ) news. (つくば国際大)
- (14) 彼の住所を知っていたら、あなたに教えたのに。  
I ( address to / would have / you if I / told his / had known ) it.
- (15) 彼女の支えがなければ、彼の計画は失敗に終わったであろう。(東京経済大)  
( been / it / for / not / if / had ) her support, his plan would have ended in failure.
- (16) 彼女を駅に迎えに行く時間ですよ。  
( you / is / went / time / it ) to meet her at the station. (静岡理工大)

解答は次々ページ下段

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《横浜市立大》

次の英文は、大英帝国の盛衰について述べた英文の一節である。

The rapid technological advances, shifts in trading patterns, and growing empire brought new notions about imperialism. Empire came to be seen as a ‘civilizing mission’, with the export of British goods seen as part of a wider export of all that was best in British culture. Britain started to believe that its empire was the result of some superiority of natural character, rather than economics and military and naval power.

However, the rise and fall of Britain’s empire was also a story of shifting balances of power, exchanges of cultures and mixing of peoples. Its legacies are still with us today.

## (2) 《都留文科大》

次の英文は、戦前の日本の家庭での話である。仏教の信仰が厚く、肉を食べた経験のない家庭に、初めて肉が持ち込まれた時の様子を描写したものである。

How well I remember one day when I came home from school and found the entire household wrapped in gloom. I felt a sense of depression as soon as I stepped into the “shoe-off” entrance, and heard my mother, in low, solemn tones, giving directions to a maid. A group of servants at the end of the hall seemed excited, but they also were talking in hushed voices. Of course, since I had not yet greeted the family, I did not ask any questions, but I had an uneasy feeling that something was wrong, and it was very hard for me to walk calmly and unhurriedly down the long hall to my grandmother’s room.

(注) the “shoe-off” entrance: 「靴を脱いで」 上がる玄関

【2】 (1) technological [tɛknələdʒikəl] 「科学技術の」 trading patterns 「貿易パターン」 a notion [nóʊʃən] 「概念」 imperialism [impíəriəlɪzəm] 「帝国主義」 civilizing mission 「文明化の使節」 an export [é kspɔ:t] 「輸出」 superiority [səpiəriə(:)rəti] 「優位性」 (superior の名詞形) naval [néivəl] 「海軍の」 an exchange [ekstʃéindʒ] 「交換」「交流」 a legacy [légəsi] 「遺産」

(2) gloom [glu:m] 「憂鬱」 depression [diprɛʃən] 「暗い気分」「憂鬱」 solemn [sáləm] 「厳粛な」 a servant [sə:rvent] 「女中」 hushed [hʌʃd] 「静かな」「内緒の」 calmly [kɑ:mli] 「静かに」「落ち着いて」 unhurriedly [ʌn hɜ:ridli] 「急がずに」

## Intermediate

### (3) 《福島大》

Nobody likes being the only one cleaning up while everyone else stands around. In the same way, our willingness to help the poor can be reduced if we think that we would be doing more than our fair share. The person considering giving a substantial portion of his or her income can't help but be aware that others, including those with a lot more income, are not. Imagine writing that first big check for UNICEF, and then running into your neighbors coming back from a winter vacation in, looking relaxed and tanned, and telling you about their great adventures sailing and scuba diving. How would you feel?

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(3)stand around 「周りでぶらぶらしている」 in the same way 「同じように」 willingness [wɪlɪŋnɪs] 「意欲」 reduce A [rɪdʒú:s] 「A を減少させる」 share [ʃeə] 「(割り当てられた)部分」 substantial [səbstəntʃəl] 「相当な」 portion [pɔ:ʃən] 「部分」 income [ɪnkʌm] 「収入」 the Caribbean Sea [k'ærəbi:ən] 「カリブ海」 tanned 「日焼けした」

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No11 [整序] 《時制・態・助動詞・仮定法》

【2】 (1) My daughter has not had a cold for more than five years. (2) Have you found the book you said you had lost the other day? (3) We have had a lot of rain this month. (4) It is a long time since I saw you last in Japan. (5) She was given a pen by her brother. (6) He was taken to the hospital for an operation late last night. (7) This report must be finished by the end of this month. (8) I was caught in a shower on my way home from school. (9) There used to be a hospital here ten years ago. (10) Before climbing the mountain last weekend, you should have prepared for the heavy rain. (11) You cannot be too careful in driving a car. (12) He would rather not see this movie. (13) I couldn't help crying at the sad news. (14) I would have told his address to you if I had known it. (15) If it had not been for her support, his plan would have ended in failure. (16) It is time you went to meet her at the station.

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《鳥取大》

For the past century or so, the pattern of migration has shifted a good deal, with changes in government policy playing a key role. Until 1914 governments imposed almost no controls. This allowed the enormous 19th-century movement of migrants from Europe to North America. The United States allowed the entry of anybody who was not a criminal, insane — or, after 1882, Chinese.

Travel within Europe was largely uncontrolled: no passports, no work-permits. Foreign-born criminals could expect to be sent home, but that was the extent of immigration policy. The only questions were whether migrants could afford the journey and, **having arrived**, be better off than at home.

(注) insane [inséin] 「精神異常者」

## (2) 《熊本大》

For the first fifteen minutes or so, Osbourne moved restlessly around my drawing room, complimenting me on the premises, examining this and that, looking regularly out of the windows to exclaim at whatever was going on below. Eventually he dropped down into the sofa, and we were able to exchange news — our own and that of old schoolfriends. I remember we spent a little time discussing the activities of the workers' unions, before embarking on a long and enjoyable debate on German philosophy. The debate enabled us to display to one another the intellectual brilliance we each had gained at our respective universities. Then Osbourne rose and began his pacing again, pronouncing **as he did so** upon his various plans for the future.

発展問題(1)migration [maigréi:ʃən] 「移民」 impose A [impóuz] 「Aを課す」 enormous [ino:rməs] 「膨大な」 criminal [krímənel] 「犯罪者」

(2)restlessly [réstlis] 「落ち着き無く」 complimente[kəmpləmənt] 「お世辞を言う」 embark on A [embá:rk] 「Aに取り掛かる」

## Intermediate

### 構文解説

(1)

現在分詞は「～している(動作)」「～の途中である(未完成)」「～させる(与える、使役)」を表している。”現在分詞”を用いた”(現在)進行形”を元に考えればよい。過去分詞は「～し終わった(完了)(静止)」「～される(受身)」を表す。”過去分詞”を用いた”受動態”“(現在)完了”が元になっている。

(2)

現在分詞および過去分詞が名詞の後ろに置かれるものを後置修飾と呼ぶ。その場合は、修飾される名詞と現在分詞および過去分詞との間に、SV 関係が成立することに注意せよ。  
例)a broken window ⇔ a window (is) broken、 a running dog ⇔ a dog is running

(3)

「SVO 現在分詞」と「SVO 過去分詞」と現在分詞または過去分詞の間に、SVOC の文型で、C に不定詞・現在分詞・過去分詞のいずれかがくる場合は、O と C の間に、be 動詞を補って考える。O を主語として、書き換えてみよう。He kept (o)me (c)waiting. では、が成立している。I couldn't make myself understood in English. では、が成立している。なお、不定詞(原形不定詞)と現在分詞がどちらも可能である場合がある、その場合は、現在分詞は一時的動作を強調し、不定詞は動作全体を表している。

(4)

「have[ged]+O+C(=過去分詞)」は、「使役」(have[get]に強勢)と「被害」(=過去分詞)に強勢)の両方の意味で用いられる。My father had[got]the bathroom cleaned by his daughter. 「父は娘に浴室を掃除させた」(使役)I have had[got] my request refused. 「私は依頼したことを断られてしまった」(被害)

(5)

分詞構文は副詞句として、付帯状況、結果(継続)、時、原因、理由、条件、譲歩などの意味を表す。分詞構文の位置が判断の決め手になることが多い。傾向としては、①文頭にあるとき、「時、理由、条件」、②文中にあるとき、直前の名詞(主に主語)の付加的説明③文尾にあるとき、「付帯・結果(継続)」である。特に、文尾にある場合は、結果で訳すことが多い。結果の分詞構文は、and V で書き換え可能。また、条件は、おもに文頭(Turning...の形中心)で用いられ、主節に will/would が置かれる。譲歩には Admitting... 「...を認めるが」があるが、慣用的なものに限られている。

(6)

分詞構文には、意味の上での主語が必ずある。主語を明示する場合は、分詞の意味上の主語が主文の主語と一致しない場合は、分詞構文の前に、主格の名詞・代名詞を置く。

(7)

Ving は述語動詞と同じ時制を表すのが原則である。分詞構文が表す時が、述語動詞よりも前の時制を表す場合は、having 過去分詞を用いる。なお、having been の場合は、省略されることがある

(8)

過去分詞で始まる分詞構文は、の形からできている。実際には、Being 過去分詞の形になるのだが、being を省略し、過去分詞から始めるのがふつうである。なお、過去分詞から始まる分詞構文の場合でも、主節の主語と SV 関係があることに注意する。

(9)

分詞構文の否定は、not, never などの否定の副詞を分詞の直前に置く。完了形の分詞構文の場合は、「not having+過去分詞」の語順となる。ただし、否定語 never を用いる場合は「never having +過去分詞」「having never +過去分詞」のいずれでもよい。

(10) with+(代)名詞+分詞

独立分詞構文には、「with+(代)名詞+分詞」の形で、付帯状況を表す表現がある。with に続く(代)名詞と分詞との意味関係は、現在分詞の場合は能動的で「～が・…して[しながら]」、過去分詞の場合は受動的で「～が、中されて」となる。付帯状況を表す場合で、意味上の主語がつく場合 with+(代)名詞+分詞の形は好まれる。

(11) 形容詞で始まる分詞構文

分詞構文の中には、形容詞・名詞で始まるタイプのものである。直前に being を補って考えると理解しやすい。(例 Unable to talk to her, he remained silent at the party.(=As he was unable to talk to her, he remained silent at the party)「彼女に話しかけることができなかったので、彼はそのパーティで黙っていた。」)

(12) 書換 副詞節⇒分詞構文

分詞構文を理解するためには、副詞節で書き換えた場合にならざることを考えるとわかりやすい。副詞節と分詞構文の書き換えは以下の手順である。

- ①接続詞：省略 \*意味を強調する場合は残す
- ⇒②主語の比較：同じ場合は、省略 / 異なる場合は残す(主格)
- ⇒③not の有無：ある場合は、分詞構文の直前に置く(not Ving～)
- ⇒④時制の比較：同じ時を表す場合 Ving/ずれている場合(分詞構文のほうが過去)Having p.p.にする
- ⇒⑤無駄の削除：Being ～ / Having been ～の Being および Having been の削除。

(1) もっともよくある形

**When he entered the room, he found a stranger sleeping on the sofa.**

部屋に入ると、見知らぬ人がソファで寝ているのを彼は見つけた。

≡ **Entering the room, he found a stranger sleeping on the sofa.**

- ①when：省略 ②he：省略 he=he ③not なし
- ④entered / found 同じ過去時制：entering ⑤無駄なし

(2) 意味上の主語が残る場合 独立分詞構文

**Since the work had been done, he enjoyed watching TV.**

仕事が終わったので、彼はテレビを観て楽しんだ。

≡ **The work [having been] done, he enjoyed watching TV.**

- ①Since：省略 ②the work≠he：残す ③not なし
- ④had been ≠ enjoyed：having been done ⑤[having been]省略可

(3) 時制がずれている場合 分詞構文の完了形

**Because I have never spoken to him for a long time, I felt a little nervous.**

長い間彼と話していなかったため、少し緊張した。

≡ **Never having spoken to him for a long time, I felt a little nervous.**

- ①Because：省略 ②I：省略 I=I ③never：having の前
- ④have never spoken / felt：having spoken ⑤無駄なし



## 英文法⑤ 《不定詞 VS 動名詞Ⅱ》

空所に入れるのに最も適切な語句を，下の①～④から一つずつ選べ。

- (1) Only one student ( ) to write the correct answer.  
 ①ended ②failed  
 ③finished ④succeeded
- (2) He admitted that he had accepted a legal fee from the company, but he denied ( ) a bribe.  
 ①to take ②to be taken  
 ③to have taken ④taking
- (3) We didn't ( ) to leave Mary out of the plan. It was simply an oversight.  
 ①mean ②forget  
 ③neglect ④seem
- (4) I barely escaped ( ) by the truck.  
 ①hit ②hitting  
 ③being hit ④to be hit
- (5) I made up my mind to quit ( ) from now on.  
 ①to smok ②to smoking  
 ③smoked ④smoking
- (6) I suggested ( ) for a walk.  
 ①going ②having gone  
 ③to go ④to have gone
- (7) We promised ( ) by him in case of trouble.  
 ①stand ②standing  
 ③to stand ④to standing
- (8) "I've decided ( ) this room." "Oh, have you? What color are you going to paint it?"  
 ①to be repainted ②repainting  
 ③for repainting ④to repaint
- (9) Those people ( ) to admire me, though privately they hate me.  
 ①distend ②pretend  
 ③extend ④attend
- (10) Have you considered ( ) out of the city?  
 ①moving ②to move  
 ③to moving ④for moving



- (11) It was kind ( ) him to give up his seat to the old man.  
 ①of ②by  
 ③at ④with
- (12) I don't have the courage ( ) my boss to lend me his car.  
 ①asking ②for asking  
 ③to ask ④which I ask
- (13) I'm going to study harder ( ) pass my exams in June.  
 ①so to ②for to  
 ③in order that ④in order to
- (14) Mr. Brown is ( ) to buy the car.  
 ①enough rich ②rich enough  
 ③enough of rich ④rich of enough
- (15) "How's your father?"  
 "He's fine. He's ( ) to play tennis every Sunday."  
 ①enough active still ②enough still active  
 ③still active enough ④still enough active
- (16) The old man is said ( ) a great athlete when he was young.  
 ①to have been ②to be  
 ③being ④was
- (17) It is necessary for Nancy ( ) to the policeman.  
 ①is speaking ②was speaking  
 ③speaks ④to speak
- (18) Linda has just returned from Australia. She seems to ( ) her trip.  
 ①enjoy ②enjoys  
 ③enjoyed ④have enjoyed
- (19) You will find ( ) finish the job in a day.  
 ①difficult it to ②it difficult to  
 ③to difficult it ④to it difficult
- (20) I find ( ) difficult to make a decision.  
 ①it ②one  
 ③that ④this
- (21) You'll have to help her because she doesn't know ( ) it.  
 ①how to do ②that doing  
 ③doing ④what done
- (22) I don't know ( ) next.  
 ①what to do ②what of doing  
 ③what do ④about doing what

【2】[文法]《不定詞》(1) ①(2) ③(3) ③(4) ①(5) ②(6) ②(7) ①(8) ①(9) ③(10) ④(11) ①(12) ③(13) ④(14)  
 ②(15) ③(16) ①(17) ④(18) ④(19) ②(20) ①(21) ①(22) ①

## Intermediate

### 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

#### (1) 《京都府立医科大》

We are among the minority of species that employ artifacts to attract mates. Humans use clothes, cosmetics, housing, and material goods to serve as evidence to potential mates of their health, wealth, and ability to compete; the artificial enhancement of such cues is a tradition of at least a hundred thousand years' standing. But the human use of decoration and advertising propaganda pales in comparison to that of some birds.

#### (2) 《福島大》

When we first think of the word culture, the obvious things such as how to dress and act like those around us come to mind. But learning culture is more than learning to conform to external patterns of behavior. Culture is also a system of shared assumptions, beliefs, and values. It is the framework from which we interpret and make sense of life and the world around us.

(注) conform to A [kən'fɔ:rm] 「A に従う」

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【3】 (1) employ A [em'plɔɪ] 「A を使う」 an artifact [ɑ:rtə'fækt] 「人工的に作ったもの」 attract A [ə'trækt] 「A を惹きつける」 a mate [meɪt] 「仲間」「異性」 a cosmetic [kəz'metɪk] 「化粧品」 serve as A 「A として役立つ」 compete [kəm'pi:t] 「競走する」 artificial [ɑ:rtə'fɪʃəl] 「人工的な」「人為的に」 enhancement 「高めること」 (enhance A [enhəns] 「A を高める」 a cue [kju:] 「誘導因子」 propaganda [prə'pægəndə] 「自己宣伝」 pale [peɪl] 「色あせする」「見劣りがする」 in comparison to A [kəm'pærəsen] 「A と比べる」

(2) S come to mind 「S が頭に浮かぶ」 external [ekstə:rnəl] 「外部の」 shared [ʃeərd] 「共有された」 an assumption [ə'sʌmpʃən] 「考え」 a framework [fréimwə:rk] 「枠組み」 interpret A [intə:prət] 「A を解釈する」 make sense of A 「A を理解する」

## (3) 《新潟大》

Some scientific concepts have been so ruined by our education system that it is necessary to explain **the ones** that everyone thinks they know about and really don't.

We learn about experimentation in school. What we learn is that scientists conduct experiments, and in our high school labs if we copy exactly what they did, we will get the results they got. We learn about the experiments scientists do — usually about the physical and chemical properties of things — and we learn that they report their results in scientific journals. So, in effect, we learn that experimentation is boring, is something done by scientists, and has nothing to do with our daily lives.

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(3)a concept [kánsept] 「概念」 ruin A [rú(:)ən] 「A を損なう」「A を破滅させる」 an experimentation [ɪkspɛrəməntéɪʃən] 「実験」 conduct A [kəndʌkt] 「A を行う」 physical [fízikel] 「物理的な」 chemical [kémikel] 「化学的な」 a property [prápərti] 「特性」 boring [bɔ:riŋ] 「退屈な」 have nothing to do with A 「A は全く関係がない」

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**発展問題**(1)in so far as SV... 「SV...である限り(において)」 consist of A [kənsíst] 「A から構成される」 praise A [preiz] 「A を賞賛する」 blame A [bleim] 「A を非難する」 technique [tekni:k] 「技術」 neutral [njú:trəl] 「中立な」 ultimate [ʌltəmit] 「究極の」

(2)propose A [proupóuz] 「A を提唱する」 evolve [iválv] 「進化する」 be convinced that SV... 「SV...と確信する」 a fossil [fásil] 「化石」 an organism [ɔ:rgənizem] 「生物」 a trait [treit] 「特性」 an offspring [ɔfsprɪŋ] 「子孫」 a giraffe [dʒərəéf] 「キリン」 stretch A [stretʃ] 「A を伸ばす」 publish A [pʌbliʃ] 「A を出版する」 Beagle [bí:gl] 「ビーグル号」 navy [néivi] 「海軍」

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) 《県立広島大》

Science, in so far as it consists of knowledge, must be regarded as having value, but in so far as it consists of technique the question whether it is to be praised or blamed depends upon the use that is made of the technique. In itself it is neutral, neither good nor bad, and any ultimate views that we may have about what gives value to **this or that** must come from some other source than science.

(From Bertrand Russell, Authority and the Individual)

(2) 《三重大》

In the early 1800s, a French scientist named Jean Baptiste de Lamarck was the first scientist to propose a model of how life evolves. He became convinced that the fossil record showed that species had changed over time. He proposed (A)an explanation for evolution based on the idea that an individual organism can acquire a new trait during its lifetime and then pass that trait on to its offspring. For example, Lamarck suggested that when giraffes stretched their necks to reach the leaves of tall trees, they passed the result of this stretching — a longer neck — to the next generation. Lamarck was a highly respected scientist, but he was unable to provide any evidence to support his idea.

About 50 years after Lamarck, the British naturalist Charles Darwin published what would become the basis of the modern theory of evolution. As a young adult, Darwin spent 5 years as a naturalist aboard the Beagle, a ship in the British navy. As he sailed along the coast of South America, he studied rock formations and collected fossils. He also began to compare the new animals he was seeing with **ones** from his own country.

(注) Jean Baptiste de Lamarck [báptist] [ləmá:rk] ラマルク(1744-1829)

**構文解説**

(1)

同一文中で、既に述べた名詞の繰り返しを避けるために、**that / those** が用いられる場合がある。通例、**that / those** のあとには、**of...**等の修飾語がつく。**that** は単数名詞を、**those** は複数名詞を受ける。比較構文や、類似・相違を表す構文で頻出の形である。例 **His remark was not that of a gentleman.** 「彼の発言は、紳士のものではなかった」(**that=the remark**) **The ears of a rabbit is longer than those of a dog.** 「うさぎの耳は、犬の耳よりも長い」

(2)

**one, ones** は既出の数えられる名詞の反復を避けるために、修飾語句を伴って用いられる。例 **“Which book do you want to read?” “The blue one.”** 「どちらの本を読みたいですか」「青い方です」

(3)

**this or that** がセットで用いられて、「あれやこれや」を意味することがある。例 **“My mother is always telling me to do this or that.”** 「私の母、私にああしろこうしろと言ってばかりいる」





NO13 《代名詞Ⅱ》



【1】〔確認テスト〕

【2】〔文法〕《動名詞》

空所に入れるのに最も適切なものを選びなさい。

- (1) I'm proud of ( ) the speech contest.  
①having won ②my won ③I won ④that I have won
- (2) There is ( ) what will happen to us tomorrow, but let's hope all goes well.  
①not having told ②no telling ③not telling ④not to tell
- (3) Ms. Sato is afraid of ( ) a horse.  
①ride ②riding ③to ride ④being ridden
- (4) Lucy has three younger sisters. She is used ( ) care of children.  
①to taking ②to take ③taking ④being taken
- (5) ( ) no telling when we will have a big earthquake.  
①It is ②That is ③We're ④There is
- (6) They are busy ( ) letters.  
①written ②to write ③writing ④write
- (7) It was nice to see you, and I look forward to ( ) from you.  
①be heard ②hearing ③hear ④having heard
- (8) "What would you like to do today?"  
"I feel like ( ) for a drive."  
①going ②I go ③I'm going ④to go
- (9) My sister insisted ( ) the problem by myself.  
①me to solve ②on me to solve  
③on my solving ④that I should be solved
- (10) Do you mind ( ) here?  
①me to get to call ②me to make a phone call  
③my getting to call ④my making a phone call
- (11) I'm sure ( ) the exam.  
①her to pass ②of her passing ③her of passing ④to her pass
- (12) I'm sure of ( ) the exam.  
①pass ②passed ③passing ④to pass
- (13) The line is dead. There is no use ( ) to use the phone.  
①trying ②be trying ③to try ④have to try

- (14)“Doesn’t this climate bother you?”  
“A little, but after a while one gets used ( ) hot.”  
①be ②for being ③to be ④to being
- (15)It is no ( ) to escape.  
①using to try ②use trying ③using try ④use to tries
- (16)I am ashamed ( ) kind to the old woman on the train.  
①not of having been ②of having been not  
③of having not been ④of not having been

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【2】 [文法] 《動名詞》 (1) ①(2) ②(3) ②(4) ①(5) ④(6) ③(7) ②(8) ①(9) ③(10) ④(11) ②(12) ③(13) ①(14) ④(15)  
②(16) ④

## Intermediate

### 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

#### (1) 《滋賀大》

次の英文は、言語の音声について書かれたものである。

Conversely, if animals imitate the sounds of human language, this does not mean they possess language. Language is a system by which sounds and meanings (or gestures and meanings) are related. “Talking” birds such as parrots and mynah birds\* are capable of enunciating\* words and phrases of human language. The birds imitate what they have heard. But when a parrot says “Polly wants a cracker” she may really want a ham sandwich or a drink of water or nothing at all. A bird that has learned to say “hello” or “goodbye” is as likely to use **one** as **the other**, regardless of whether people are arriving or departing. The bird’s “utterances” carry no meaning. They are neither speaking English nor their own language when they sound like us.

出典：Victoria Fromkin & Robert Rodman, An Introduction to Language (一部改変)

(注) mynah bird [máinə] 「九官鳥」    enunciate A[inʌnsièit] 「A を明確に発音する」

#### (2) 《京都府立大》

Happy people know deep within themselves that regardless of what happened yesterday, a month ago, or in their early childhood, and what may or may not happen tomorrow, next week, or in fifteen years, the “now” is where they will find their happiness — and the “now” is where depression cannot exist.

A genuinely happy person knows that life is nothing more than a constant series of present moments to be experienced, **one right after another**. He sees the past for what it was able to teach him about how to live more in the now and the future as more present moments to be experienced when they eventually arrive.

## (3) 《東京都立大》

One of the prominent features of communication in the modern world is that it takes place on a scale that is increasingly global. Messages are transmitted across large distances with relative ease, so that individuals have access to information and communication which originate from distant sources. Moreover, with the separation of space and time brought about by electronic media, the access to messages stemming from spatially remote sources can be instantaneous (or virtually so). Distance has been overcome by rapidly increasing networks of electronic communication. Individuals can communicate with each other, even if they are situated, in terms of the practical contexts of their day-to-day lives, in different parts of the world.

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【3】(1)conversely[kɒnvɪ'sli]「逆に」 possess A [pəzəs]「Aを所有する」 regardless of A [rɪgə'rdlis]「Aにかかわらず」 an utterance [ʌtərəns]「発話」

(2)regardless of A「Aに関係なく」 depression [dɪprɛʃən]「気落ち」「落ち込み」 eventually [ɪvɛntʃuəli]「やがて」

(3)prominent [prə'mɪnənt]「目立つ」 a feature [fi:tʃə]「特徴」 transmit A [trænsmɪt]「A」 relative [rɪlətɪv]「比較的」 have access to A [ækses]「Aを入手する」 originate [ərɪdʒɪneɪt]「生じる」 separation [sɛpə'reɪʃən]「分離」 electronic [ɪlɛktrɒnɪk]「電子(工学)の」 stem from A「Aに由来する」 spatially [spɛɪʃəli]「空間的に」 instantaneous [ɪnstəntɛɪniəs]「一瞬の」 overcome A [ɒvərkʌm]「Aを克服する」 be situated in A [sɪtʃu'eɪtɪd]「Aに位置する」 practical [præktɪkəl]「実際の」 day-to-day「日々の」

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) 《京都大》

It is one thing to figure out whether, how, and why the Earth's climate is changing, but it is quite another to work out what to do about it. Decisions have to be taken before all the evidence is in to prevent possible disasters like massive crop failure; moreover, they have to be taken internationally with agreements pulled in from hundreds of competing positions and interests, not least because our climate does not recognize national boundaries.

(2) 《東京都立大》

In a chance meeting, we should be aiming for a level of involvement with the other person that indicates a desire to understand as much as possible about that person in the time available and under the circumstances. Your attitude should be, "I want to know what interests you and the things we may have in common. I'm interested beyond work opportunity or personal gain. I'm doing my best not to cloud my mind by judging or looking for right or wrong. I'm listening more than I'm talking." Taking an active interest in another person takes a certain generosity of spirit and energy that doesn't always come easily, especially when you're tired or have a lot on your mind. But it's worth making the effort because at the most unlikely moment you could meet the person who holds the key to the success of your venture.

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発展問題(1)figure out A「Aを理解する」work out A「Aを考え出す」「Aの対策を立てる」prevent A [pri(:)vɛnt]「Aを防ぐ」a disaster [dizæstər]「災害」crop failure「凶作」internationally [intərnæʃənəli]「故意に」competing [kəmˈpɪtɪŋ]「利害関係にある」「競合する」recognize A [rɛkəɡnəɪz]「Aを認識する」national boundaries [bəʊndəri]「国境」(a boundary「境界」)

(2)a chance meeting「偶然の出会い」aim for A「Aを目標とする」indicate A [ɪndɪkəɪt]「Aを示す」available [əvəɪləbl]「与えられた」have A in common「Aを共通に持つ」generosity [dʒənərəʊsəti]「気前の良さ」have A on your mind「Aが気になる」it's worth Ving「Vingする価値がある」venture [vɛntʃər]「事業」

## 構文解説

(1)

いくつかある中で、「他のもの」「もうひとつのもの」を指すときには、another を用いる。例“**This cap doesn't suit me. Would you show me another?**”「この帽子は私には合いません。別のものを見せてください」また、another の後に数詞を続けると「さらに」の意味を表す。例 **Another three students attended the party.**「さらに3人の学生がこのパーティに参加した」

(2)

the other の形で、二つあるうちの「残りの一方」を表す。二つのものの中で、一つを one とすれば、残りは自動的に決まるからである。other の前に定冠詞 the を付けることが必要となる。例 **I have two cars. One is red. The other (is) black.**「私は車を2台持っている。ひとつは赤で、残りは黒である」また、“other 複数名詞”の形で、特定しない複数を表すことがある。例“**Do you have any other question?**”「ほかに質問ありますか」さらに、others の形で「他人」「他のもの」を表すこともある。例“**You should be kind to others.**”「人には親切にすべきだ」

(3)

“**Some .... Others ~. Still others ~**”の形で「...する人(もの)もあれば、~する人(もの)もある。さらに~する人(もの)もある」例 **Some people like baseball, and others (like) soccer, and still others (like) basketball.**「野球が好きな人もいれば、サッカーが好きな人もいる、さらにはバスケットボールが好きな人もいる」

(4)

“**the one...the other ~**”の形で「前者」「後者」を表す。なお、前者後者を表すものとしては、“**the former ...the latter ~**”が最もよく用いられる。例 **He has a red car and a blue bike. He often rides the former, but the latter is always in the garage.**「彼は赤い車と青いバイクを持っている。前者(車)にはしばしば乗るが、後者(バイク)はいつもガレージにある」

(5)

one (right) after another の形で「次から次に」の意味を表す。また、one 名詞 after another 「次から次の名詞」の形も用いられる。例“**He asked her embarrassing questions one after another.**”「彼は彼女に次から次へと困らせるような質問をした」

(6)

A is one thing. B is another. の形で、「A と B は全く別物である」の意味を表す。例 **To know is one thing, and to teach is another.**「知っていることと教えることは全く別物である」





NO14 《代名詞Ⅲ》



【1】 [確認テスト]

【2】 [文法] 《不定詞・動名詞》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1) “How did you do on the test?”  
“I don’t know. For some reason, they’ve put off (      ) the results until the end of the month.”  
①announce                      ②announcement  
③announcing                    ④to announce
- (2) John asked me (      ) him with his homework.  
①help                              ②to help  
③helping                         ④for help
- (3) Listening to music helps me relax. It makes me (      ) positive.  
①feel                               ②feels  
③felt                                ④feeling
- (4) I hope (      ) to Hawaii next month.  
①going                             ②to go  
③with going                      ④for going
- (5) Please remember (      ) off the light before you go to bed.  
①turn                               ②to turn  
③turning                         ④having turn
- (6) John’s mother wanted to go shopping, so she asked him (      ) his little brother while she was out.  
①if he looked after              ②would look after  
③looking after                    ④to look after
- (7) He got the maintenance person (      ) the TV set.  
①repair                             ②repairing  
③repaired                         ④to repair
- (8) Please don’t forget (      ) this letter on your way to your office today.  
①being mailed                    ②mail  
③to have mailed                  ④to mail
- (9) Don’t forget (      ) the window before going to bed.  
①close                              ②be closed  
③closing                          ④to close

- (10) Please let me ( ) when you're moving.  
①to know                                    ②known  
③knew                                        ④know
- (11) "Haven't we met somewhere before?"  
"Yes, I remember ( ) you at the party last week."  
①meeting                                    ②of meeting  
③to meet                                     ④to meeting
- (12) She gave up ( ) part-time to finish her studies.  
①work                                         ②worked  
③to work                                      ④working
- (13) Ken has never failed ( ) a birthday present to his mother.  
①of giving                                    ②for giving  
③to give                                       ④give
- (14) I finished ( ) my homework before dinner.  
①do     ②did  
③doing                                         ④to do
- (15) I hope ( ) in Canada next year.  
①study                                        ②studying  
③to study                                     ④to studying
- (16) I'll never forget ( ) the beautiful sea from the hill on my last trip.  
①see    ②to see  
③seeing                                        ④seen
- (17) My grandfather was hospitalized so I decided ( ) as often as possible.  
①visiting him                                ②him visited  
③to visit him                                 ④visit him
- (18) We saw her ( ) into the theater with her boyfriend.  
①went                                         ②gone  
③go    ④goes
- (19) You should avoid ( ) a person after ten at night.  
①to call                                        ②calling  
③call    ④not to call
- (20) We cannot afford ( ) a house right now.  
①to buy                                        ②buying  
③for buying                                    ④in order to buy
- (21) She enjoys ( ) to pop music.  
①listen                                         ②listened  
③listening                                      ④to listen



## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《山梨大》

Our children need faith in themselves and how they see things in order to take action. If they don't trust their own decisions or have confidence in themselves, it's very difficult for them to be self-assertive. One of the ways we can help them develop this faith is to have faith in them ourselves.

## (2) 《熊本県立大》

If there is one golden rule when it comes to British humor, it is to never, EVER, laugh at your own jokes. It is a socially embarrassing error of judgment, and if you make a habit of doing so, you will be avoided by others at all costs. Humor is serious business, as the British say.

If that is the golden rule, then the platinum rule is to always, at any given opportunity, laugh at yourself. If there is one horror that people from that country have, it is the horror of people who take themselves too seriously. Individuals who think themselves important are universally put to shame, hated, and avoided like the plague. This also combines well with their inherited and somewhat surprising tendency not to trust anyone who is too intelligent.

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【3】 (1)faith [feiθ] 「自信」 confidence [kánfədens] 「自信」 self-assertive [əsə:rtiv] 「自己主張の」 (self-assertion 「自己主張」)

(2)embarrassing [embærəsin] 「恥ずかしい」 make a habit of Ving 「Vingする習慣がある」 at all costs 「どうやっても」 platinum [plætənəm] 「プラチナ」 horror [hɔ(:)rər] 「恐怖」 universally [jù:nəvə:rseli] 「どこでも」「普遍的に」 put A to shame [ˈfeim] 「Aを軽蔑する」 plague [pleig] 「疫病」 combine with A[kəmbáin] 「A結びつく」 inherited [inhéritid] 「(代々)受け継いだ」 a tendency [téndənsi] 「傾向」

## Intermediate

### (3) 《山梨大》

The recognition that feelings of happiness and unhappiness can coexist much like love and hate in a close relationship may offer valuable clues on how to lead a happier life. It suggests, for example, that changing or avoiding things that make you miserable may well make you less miserable but probably won't make you any happier. That advice is backed up by an extraordinary series of studies which indicate that a genetic predisposition for unhappiness may run in certain families. On the other hand, researchers have found, happiness doesn't appear to be anyone's heritage. The capacity for joy is a talent you develop largely for yourself.

---

(3)coexist [kòuizíst] 「共存する」 suggest that SV...[səgdʒést] 「SV...と示唆する」 miserable [mízerəbl] 「惨めな」  
extraordinary [ekstrɔːrdənəri] 「特別の」 indicate that SV...[ɪndikèit] 「SV...と示す」 genetic [dʒənétik] 「遺伝的な」  
predisposition[prɪːdɪspəzɪʃən] 「傾向」 heritage [héritidʒ] 「遺産」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《岡山大》

次の英文は、科学における「科学的事実と推定」について述べたものである。

What we can say as a fact is that the average temperature of the earth has been increasing annually in recent years. But we can only infer that an increase in carbon dioxide levels and other phenomena may have caused that warming. Incidentally, although the temperature increase in itself is a fact, whether it has been rising recently or steadily since long ago cannot be confirmed. Perhaps the earth's temperature is currently reaching the crest of a wave that rises and falls. Nobody knows.

## (2) 《東北大》

Some years ago I was at a small working conference of four women and eight men. Instead of concentrating on the discussion I found myself looking at the three other women at the table, thinking how each had an individual style and how each style was distinctive.

発展問題(1)annually [ˈænjʊəli] 「毎年」 infer that SV...[ɪnfəːr] 「SV...と推論する」 carbon dioxide ká:rbən] [daɪˌɑksaɪd] 「二酸化炭素」 phenomena [fɪnámənə] 「現象」 (phenomenon の複数形) incidentally [ɪnsədɛntəli] 「ついでに」 steadily [stédili] 「持続的に」 confirm A [kənfɔ:rm] 「A を確認する」「A の裏付けを取る」 currently [kə:rentli] 「現在」 crest [krest] 「頂点」

(2)a working conference [kánferens] 「運営会議」 concentrate on A [kánsentrèit] 「に集中する」 distinctive [distɪŋktɪv] 「独特な」「際立った」

## Intermediate

### 構文解説

(1)

人称代名詞の所有格または目的格に self/selves をつけたものを、再帰代名詞と呼ぶ。辞書等では、再帰代名詞の形を代表して、oneself と記載されているが、実際に使う場合には、myself, yourself, themselves などに変えて用いることに注意。

|      |    | 単数形      | 複数形        |
|------|----|----------|------------|
| 1 人称 |    | myself   | ourselves  |
| 2 人称 |    | yourself | yourselves |
| 3 人称 | 男性 | himself  | themselves |
|      | 女性 | herself  |            |
|      | 中性 | itself   |            |

(2)

再帰代名詞は、動詞または前置詞の目的語として、主語のする動作の対象が主語自身に向けられていることを示す。例“Then he thought himself as timid.”「その時、彼は自分が臆病者だと思った」。

(3)

前置詞の目的語に限り、主語と同一人物を指す場合でも、誤解が生じない場合は、再帰代名詞ではなく、普通の代名詞を用いる。例“**He** sometimes takes his dog with him.”「彼はよく犬と一緒に散歩に連れて行く」(He=him)

(4)

“He killed him”の場合は、He≠him である。「彼は彼を殺した」(他殺)。かたや、“He killed himself.”の場合は、He=himself である。「彼は自らを殺した」(自殺)を表す。

(5)

再帰代名詞には、名詞または代名詞の後において、その意味を強めることができる(強意用法)。例 “**He**wanted to see you yourself.”「彼はあなた自身に会いたかった」(目的語 you を強調)。主語以外の場合は、名詞・代名詞の直後に置くのが原則だが、主語を強める場合は、文中(通例 not の位置)や文末に置くこともある。例 She broke her word herself. 「彼女自身が約束を破った」(she を強調)

(6)

“She made herself a new dress.”「彼女は自分(用)に新しいドレスを作った」では、herself が made の目的語として用いられている(make O<sub>1</sub>O<sub>2</sub> 「O<sub>1</sub>に O<sub>2</sub>を作ってあげる」)。かたや“**She** herself made a new dress.”「彼女自身が新しいドレスを作った」では、herself は主語 she を強調している。

(7)

“find oneself α”「気づけば(気づかないうちに)α している(α にいる)」の意味を表す。例 “He found himself on the sofa.”「彼は気づけばソファの上にあった」 “I found myself walking to the station.”「気づかないうちに私は駅へと歩いていた」

(8)

他動詞の目的語に oneself を用いると、自動詞的な意味に変わる。surprise oneself 「驚く」(surprise A 「A を驚かせる」)例“**He** surprised himself at the news.”「彼はその知らせに驚いた」 dress oneself 「ドレスを着る」(dress A 「A に服を着せる」)例“**She** quickly dressed herself.”「彼女は急いで服を着た」 present oneself 「現れる」(present A 「A を現す」)例“**He** suddenly presented himself at the party.”「彼はそのパーティに突然現れた」



NO15 《代名詞IV》



【1】〔確認テスト〕

【2】〔文法〕《分詞》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1) Jerry has been standing for an hour with his arms (        ).  
① are folding    ② folded  
③ folding    ④ to be folded
- (2) She blew out the (        ) candles on the birthday cake last night.  
① burning    ② burnt  
③ burn    ④ to burn
- (3) I saw Mr. Johnson (        ) in the park.  
① walks     ② walked  
③ to walk    ④ walking
- (4) You will find the word "psychology" (        ) under "P" in your dictionary.  
① have listed    ② listed  
③ list    ④ listing
- (5) (        ) from the airplane, the lake looks like a huge doughnut.  
① See    ② Seeing  
③ Seen    ④ Having seen
- (6) Kate speaks English very fast. I've never heard English (        ) so quickly.  
① speak    ② speaking  
③ spoken    ④ to speak
- (7) She couldn't make herself (        ) in English.  
① understood    ② understands  
③ to understand                                        ④ understanding
- (8) When I was in the park, I saw a girl (        ) an apple on a bench.  
① eats    ② to eat  
③ eating     ④ ate
- (9) (        ) what to say, I kept silent.  
① No known    ② Not knowing  
③ Don't know                                         ④ Knowing not
- (10) (        ) of Major League baseball, I am a great fan of Ichiro.  
① Talking     ② Discussing  
③ Saying    ④ Arguing



**Intermediate**

(23) Who is the boy ( ) in the river?

① swims

② swimming

③ swam

④ is swimming

(24) Not ( ) which course to take, I decided to ask for advice.

① being known

② to know

③ known

④ knowing

---

【2】〔文法〕《分詞》(1) ②(2) ①(3) ④(4) ②(5) ③(6) ③(7) ①(8) ③(9) ②(10) ①(11) ①(12) ③(13) ④(14)  
③(15) ③(16) ①(17) ③(18) ④(19) ②(20) ④(21) ②(22) ③(23) ②(24) ④

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《佐賀大》

Weather science, or meteorology, blossomed in the late 19th century and continued through the 20th. The nature of the atmosphere and the complex processes that take place within it became a rich field for research. Scientists became aware that the atmosphere, the land and the sea were inseparably linked; that each affected the other, and that the sun affected all three.

## (2) 《東京工業大》

We physicists are rightly proud that ours is an experimental science. Does this mean that all we do is play around with bits of sophisticated apparatus and machinery, trying our best by trial and error to find out how nature works? Surely physics is more than a collection of experimental results assembled to satisfy the curiosity of experts or applied to serve the needs of humanity

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【3】 (1) meteorology [mi:tɪərələdʒi] 「気象学」 blossom [blɒsəm] 「開花する」 a process 「プロセス」「過程」 be aware that SV... 「SV...に気づいている」 inseparably [ɪnsɪpərəbli] 「不可分に」 affect A[əfekt] 「影響を与える」  
 (2) a physicist [fɪzɪsɪst] 「物理学者」 experimental [eksɪpɪrəməntl] 「実験の」 bits of A 「ちょっとした A」 apparatus [ˈæpəreɪtəs] 「装置」「器具」 by trial and error 「試行錯誤によって」 assemble A[əsɛmbl] 「Aを集める」 serve A 「Aに奉仕する」 humanity [hju:mænəti] 「人類」

## Intermediate

### (3) 《大阪市立大》

No one is born knowing a language, but we do come into the world with a sense of touch. Soon after, babies come to see smiles and other expressions and “read” them and produce them instinctively, and few would deny that babies communicate to us with their expressions of contentment or distress. Such fundamental means of communication are inherited biologically. Later, we all begin to expand the range of complex facial expressions through contacts with others, and because there are cultural differences in the meanings expressed by such movements of our faces and bodies, we must somehow learn the essential differences to communicate well in a foreign situation.

---

(3)come into the world 「生まれる」 instinctively [instínktivli] 「本能的に」 deny that SV...[dinái] 「SV...を認めない」 communicate to A [kəmjú:nikèit] 「A に意志を伝える」 contentment 「満足」 distress [distrés] 「苦痛」 inherited [inhéritid] 「遺伝的に譲り受ける」 biologically [bàiələdʒikeli] 「生物学的に」 expand A [ekspænd] 「A を広げる」 essential [esénʃel] 「本質的な」 foreign [fə:rin] 「異質な」

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**発展問題**(1)out of fashion 「流行遅れ」 for a while 「しばらくの間」 in vogue [vougl] 「流行している」 surge [sə:rdʒ] 「波」 an accessory [æksésəri] 「アクセサリー」 attitude [átətjù:d] 「態度」 highly-respected 「評価の高い」 draw up A 「A を作成する」 a timeline 「年表」 ridiculous [ridikjuləs] 「こっけいな」 considerably [kənsíderəbli] 「かなり」 consume A [kənsjú:m] 「A を消費する」 in other words 「言い換えれば」 condense A [kəndéns] 「A を短縮する」「A を濃縮する」(2)board A [bɔ:rd] 「A(乗り物)に乗る」 block A 「A を邪魔する」 a fellow [félou] 「(男の)人」 make an effort to V 「Vしようとする」 an inclusion [inklú:ʒen] 「含意」 naturally [nætʃərəli] 「当然」 strike A as B [straik] 「A に B と思わせる」

## 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《宮城大》

It might be time to look in your mom or dad's closet for something to wear. Many styles from 20 or 30 years ago that went “out of fashion” for a while are now back in vogue. The surge in popularity of items with an old-style feeling includes clothing, accessories, and much more. From “bell-bottom” jeans from the 1960s to sunglasses from the 1980s, everything old is new again.

Indeed, be it music, food or cars, all trends have a life cycle and none more so than fashion trends. One of the first people to try to explain our attitude to what's hot and what's not was the highly-respected fashion historian James Laver. In 1937 he drew up a timeline of how a style is viewed over the years, which became known as Laver's Law. According to this Law, for example, shoulder pads should still look ridiculous. But the fashion industry has changed considerably in the last 72 years, and clothes are designed, produced and consumed in an entirely different way. In other words, trends still have a life cycle — it's just more condensed.

## (2) 《滋賀大》

Recently, I was getting on a train when a young couple who were boarding in front of me stopped in the doorway, blocking my entrance. Seeing that I was unable to enter, the male said to his partner (in Japanese), “Oh, you'd better move. A foreigner is trying to get on.” While I was thankful that the fellow was trying to make an effort to allow me to get on, his inclusion of the word “foreigner” naturally struck me as odd. Yes, it is of course true that I am a foreigner in Japan, but this had nothing to do with the fact that I could not get on the train.

## Intermediate

### 頻出英文法⑦ 《現在分詞 VS 過去分詞Ⅱ》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) The man ( ) in the accident was taken to the hospital.  
①injure    ②injured  
③injuring    ④was injured
- (2) I received a letter ( ) one week ago.  
①written    ②writing  
③write    ④wrote
- (3) Along the California coast, there are many old churches ( ) by early Spanish priests.  
①based    ②taken  
③stood     ④built
- (4) Is this the road ( ) to the Civic Center?  
①lead    ②led  
③to be led    ④leading
- (5) He writes well but he doesn't know much about the ( ) language.  
①speaking    ②speak  
③spoke     ④spoken
- (6) During the terrible storm at sea, the crew had to abandon ( ).  
①the sunk ship                                      ②the ship sunk  
③the ship to sink                                  ④the sinking ship
- (7) The American consumer is more and more interested in food that has no artificial ingredients ( ) to it.  
①adding    ②having added  
③added     ④to add
- (8) This is in part due to the ( ) demand of society.  
①grow    ②grew  
③growing    ④grown
- (9) A man ( ) dark sunglasses came up to us.  
①wears     ②wore  
③wearing    ④worn
- (10)The ( ) translation will be ready tomorrow.  
①written    ②writing  
③wrote    ④writer

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頻出英文法⑦ 《現在分詞 VS 過去分詞Ⅱ》 (1)②(2)①(3)④(4)④(5)④(6)④(7)③(8)③(9)③(10)①

## 頻出英文法⑧ 《SVOC と準動詞 I》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) Mrs. Brown had her sons ( ) their shirts for themselves.  
 ①wash ②washed  
 ③to wash ④washes
- (2) Dr. Miller wants you ( ) for a while.  
 ①wait ②to wait  
 ③waiting ④waited
- (3) We had our house ( ) last week.  
 ①paint ②to paint  
 ③painting ④painted
- (4) You should not force your children ( ) anything.  
 ①eat ②to eat  
 ③eating ④eaten
- (5) I have a friend ( ) for me in front of the library.  
 ①waits ②to wait  
 ③waiting ④waited
- (6) I'll get him ( ) this case upstairs.  
 ①carry ②to carry  
 ③carrying ④carried
- (7) I made the fact ( ) to all my friends.  
 ①know ②to know  
 ③knowing ④known
- (8) My mother doesn't want me ( ) this cat.  
 ①keep ②to keep  
 ③keeping ④kept
- (9) I can't allow you ( ) that.  
 ①do ②to do  
 ③doing ④done
- (10) We heard someone ( ) upstairs.  
 ①go ②went  
 ③to go ④gone

NO16 《相関表現》



【1】〔確認テスト〕

【2】〔整序〕《不定詞・動名詞・分詞》

解答時間 10分

( )内を並べかえて正しい英文にしてください。

- (1) On weekends, Mr. Jones likes to ( playing / his grandchildren / watch / sit in the park / and ) baseball.
- (2) 後で彼女におりかえし電話させましょうか。  
Shall I ( you / call / have / her ) back later? (駒澤大)
- (3) 彼女は親切にも私に駅への道を教えてくれた。(石巻専修大)  
She ( kind / me / way / tell / enough / the / to / was ) to the station.
- (4) あひろの子は成長して美しい白鳥になった。  
A duckling ( grown / up / be / has / to ) a beautiful swan. (中京大)
- (5) 私はお気に入りの歌がラジオで流れるのを聞いた。  
( favorite / played / the / heard / my / I / song / on ) radio. (石巻専修大)
- (6) もし彼が本当のことを知ったら、何が起こるかわからない。  
If he discovers the truth, ( happen / is / might / no / telling / there / what ).
- (7) 私が部屋に入ると、トニーが腕を組んで角に立っていた。  
When I went into the room, Tony was standing ( corner / with / his / the / in / arms ) folded.
- (8) Unless you're going to use it regularly, ( an expensive dictionary / buying / it's / no use / such ).
- (9) Alan gave up his job as ( found / he / impossible / it / to work ) with his boss.
- (10) The student ( is / to / up / used / staying ) late at night.
- (11) 私はその光景を見て泣きたくなった。  
I ( felt / crying / at / the / sight / like ). (中京大)
- (12) Polynesians ( believed to / have / are / settled in / Hawaii ) long ago.
- (13) 母は私に大学卒業後は、医者になってもらいたいと思っている  
My mother ( me / wants / a doctor / after / to become ) I graduate from college.
- (14) ( allow / my parents / stay out / to / late / won't / me ). (高崎経済大)
- (15) あの山の上を高く飛んでいる飛行機が見えますか。  
Do you ( flying / high above / see / that / the airplane ) mountain?
- (16) その新しい理論を彼に理解させるのは不可能です。  
It is impossible ( theory / understand / get / to / new / him / the / to ).

- (17) I was thinking of the speech ( called / I had to / make / my name / when I heard ).
- (18) Everyone thought ( of / you / it / to forget / very careless ) to lock the door when you went out.

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【2】〔整序〕《不定詞・動名詞・分詞》(1) On weekends, Mr. Jones likes to sit in the park and watch his grandchildren playing baseball. (2) Shall I have her call you back later? (3) She was kind enough to tell me the way to the station. (4) A duckling has grown up to be a beautiful swan. (5) I heard my favorite song played on the radio. (6) If he discovers the truth, there is no telling what might happen. (7) When I went into the room, Tony was standing in the corner with his arms folded. (8) Unless you're going to use it regularly, it's no use buying such an expensive dictionary. (9) Alan gave up his job as he found it impossible to work with his boss. (10) The student is used to staying up late at night. (11) I felt like crying at the sight. (12) Polynesians are believed to have settled in Hawaii long ago. (13) My mother wants me to become a doctor after I graduate from college. (14) My parents won't allow me to stay out late. (15) Do you see the airplane flying high above that mountain? (16) It is impossible to get him to understand the new theory. (17) I was thinking of the speech I had to make when I heard my name called. (18) Everyone thought it very careless of you to forget to lock the door when you went out.

## Intermediate

### 発展問題

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) 《神戸市外国語大》

For man of us, our lives are so filled with stimuli, not to mention responsibilities, that it's almost impossible for us to sit still and do nothing, much less relax — even for a few minutes. A friend of mine said to me, "People are no longer human beings. We should be called human doings."

(2) 《神戸市外国語大》

Although it is a mass communication medium, television can be related to much older forms of verbal communication. Television has a social communication role similar to that of the storytellers of older tribal societies. In these communities, the storyteller was a medium through which the wider culture would have been relayed to people. The role of the storyteller was, therefore, not so much as an inventor of new stories but as someone who interpreted and passed on stories, explaining the wider world to an audience. The storytelling role belongs to an oral — spoken — tradition of language use in culture rather than a written tradition, so the storyteller is a 'voice' which mediates the wider culture for the community.

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発展問題(1)stimuli[stímjʊləs]「刺激」 mention A[ménʃən]「Aについて言及する」

(2)medium[mí:diəm]「メディア」 be related to A[]「Aと関連している」 verbal[və':rbəl]「言葉による」 be similar to A[símələ]「Aに似ている」 a storyteller「語り部」 relay A[rí:leɪ]「Aに伝える」 an inventor[ínvəntər]「生み出す人」 interpret A[intə':rprɪt]「Aを解釈する」 pass on A to B「AをBに伝える」 tradition[trədíʃən]「伝統」 mediate A[mí:dièit]「Aを伝える」

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《東京都立大》

Culture is the product of imagination. Whatever we do or make, beyond the instinctual and the routine, is preceded by an idea or image. Imagination is our unique way of escaping. Escaping to what and where? To something called "good" - a better life and a better place. "Good," for most humans historically and for many even today, means physical survival and a little extra. From the need to ensure both comes the desire for material things: green pastures, rich harvests, sturdy shelters, possessions, many children, and so on. Good thus translates into goods; so much of life turns out to be a struggle not for good but for goods.

## (2) 《愛媛大》 次の進化(evolution)についての文章を読み、後の設問に日本語で答えなさい。

The word evolution means an unfolding, a process of development and change. Evolution applies to the formation and development of the entire physical universe — atoms, molecules, mountains, planets, stars, galaxies — as well as to living organisms. Geneticists, however, limit their studies to biological evolution (termed evolution for short) and generally define it in a stricter sense.

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【3】 (1) a product [prə'dʌkt] 「産物」 instinctual [ɪnstɪŋktʃuəl] 「本能的な」 routine [raʊtɪn] 「習慣的な」 precede A [pri:sɪ:d] 「Aに先行する」 historically [hɪstə'ɹɪkəl] 「歴史的に」 physical [fɪzɪkəl] 「肉体的に」「物理的に」 extra [ɛkstrə] 「余分な」 ensure A [ɪn'ʃʊər] 「Aを確保する」 a harvest [hɑ:'rvɪst] 「収穫」 a possession [pə'zɛʃən] 「財産」 translate into A [trænzleɪt] 「Aに変わる」 turn out to be C 「(結局)Cとなる」  
 (2) evolution [ɛvəlu:'ʃən] 「進化」 unfolding 「展開」 (unfold [ʌ'nfəʊld] 「Aをを開く」) development [dɪvələpmənt] 「発展」 formation [fɔ:'rmeɪʃən] 「形成」 a molecule [mə'lɛkjʊ:l] 「分子」 a galaxy [gæləksɪ] 「銀河」 a geneticist [dʒənətɪsɪst] 「遺伝学者」 biological [baɪələ'dʒɪkəl] 「生物学的な」 define A [dɪfaɪn] 「Aを定義する」 strict [strikt] 「厳密な」

## Intermediate

(3) 《名古屋大》次の英文は、進化(evolution)について述べたものである。

Until about 1500 BC, the donkey had been the pack animal of choice. Thereafter, nomadic tribes bred camels for transport in huge numbers. If the donkey was a family sedan, able to convey light loads over smooth hard surfaces, then the camel was a Land Rover because it could carry roughly twice as much and twice as fast over long stretches of trackless waste. This capability revolutionized trade over the sands of the Middle East and through the steppes of Asia.

(注) nomadic[noumædik] 「遊牧」 Land Rover 「ランドローバー社の車」  
waste 「荒れ地」 steppe[stép] 「草原地帯」

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(3) donkey [dɒŋki] 「ロバ」 thereafter 「その後」 transport [træns'pɔ:t] 「輸送」 a sedan [sɪdæn] 「セダン型乗用車」  
convey A [kən'veɪ] 「A を運ぶ」 a surface [sə:'fɪs] 「舗装道路」 roughly [rʌ'fli] 「約」 trackless [træk'lis] 「道なき」  
revolutionize A [rɪvə'lú:ʃənàiz] 「A を革命的に変える」

## 頻出英文法⑨ 《SVOC と準動詞Ⅱ》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) We saw some old houses ( ) down.  
 ①pull ②to pull  
 ③pulling ④pulled
- (2) We saw the ground ( ) with snow.  
 ①cover ②to cover  
 ③covering ④covered
- (3) She left me ( ) there for two hours.  
 ①stand ②to stand  
 ③standing ④stood
- (4) I've often heard this proverb ( ).  
 ①use ②to use  
 ③using ④used
- (5) I told the children not ( ) a noise.  
 ①make ②made  
 ③making ④to make
- (6) The doctor advised me ( ) more vegetables.  
 ①eat ②to eat  
 ③eating ④eaten
- (7) I'll get my suitcase ( ) by a porter.  
 ①carry ②to carry  
 ③carrying ④carried
- (8) I saw a boy ( ) across the river.  
 ①swims ②swam  
 ③to swim ④swimming
- (9) My mother permitted my brother ( ) by himself.  
 ①go ②to go  
 ③going ④gone
- (10) She didn't let him ( ) her baby.  
 ①touch ②touched  
 ③to touch ④touching

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頻出英文法⑨ 《SVOC と準動詞Ⅱ》 (1)④(2)④(3)③(4)④(5)④(6)②(7)④(8)④(9)②(10)①

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頻出英文法⑩ 《with O C》 (1)①(2)②(3)④(4)①(5)③(6)④(7)②(8)②(9)②(10)③

## Intermediate

### 頻出英文法⑩ 《with O C》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) The peace talks failed again, with both sides ( ) the other for the failure.  
①blaming                                  ②blamed with  
③blaming by                                ④blamed
- (2) With many students ( ), it was difficult to hear what the professor had to say.  
①chatted                                  ②chatting  
③to chat                                    ④chat
- (3) On a crowded train you shouldn't sit with your legs ( ).  
①cross                                      ②to cross  
③crossing                                 ④crossed
- (4) You can use a large plastic bottle, ( ) cut off, as a pot to grow young plants in.  
①with its top                              ②the top of which  
③whose top                                ④the top is
- (5) The package arrived with its wrapping paper ( ).  
①tear                                        ②tearing  
③torn                                        ④being torn
- (6) The old man was fast asleep with his arms ( ).  
①fold                                        ②folding  
③to fold                                     ④folded
- (7) Some people leave their cars with the engines ( ) when they go shopping for a few minutes.  
①run                                         ②running  
③to run                                      ④ran
- (8) With the bridge ( ), there was nothing to do but swim.  
①destroying                                ②destroyed  
③to destroy                                ④destroy
- (9) ( ) your college years soon coming to an end, I have noticed that choosing a career has become a matter of growing concern and uncertainty for you.  
①From                                        ②With  
③For                                         ④Since
- (10) How can I feel relaxed, with ( ) me like that?  
①your watching                            ②you to watch  
③you watching                             ④you watch

## No17 &lt;LISTENING//ENGLISH COMPOSITION&gt;



【1】 [確認テスト]

【2】 [リスニング]

【3】 [正誤] 《不定詞・動名詞・分詞》 NEW FRAME

解答時間 10分

英文には誤りが1箇所ずつある。番号を指摘し、正しく直しなさい。

- (1) It is difficult ①with tourists ②to come to this castle ③because there are no ④trains or buses.
- (2) It is kind ①for you to let me ②know ③what he thought ④of me.
- (3) James said ①that he ②was ③looking forward to ④meet the President.
- (4) After several frustrating weeks, Masao finally ①gave up ②to try ③to teach his wife ④how to drive. (早稲田大)
- (5) I ①asked the waitress ②bring me a cup of tea, ③but she ④brought me coffee.
- (6) This medicine ①will ②make you ③feeling better ④soon. (明海大)
- (7) Are you used ①to ②drive ③long distances ④by yourself?
- (8) When the level of the textbook ①is too ②low, teachers often decide ③developing their own ④materials. (明治大)
- (9) Mom was busy ①to cook dinner for us ②while we were ③all ④watching TV.
- (10) It is ①by no means easy for me ②to make myself ③understand ④in English.
- (11) Frankly ①speak, I ②find ③the class ④boring. (東洋大)
- (12) ①Despite the time of the year, ②today's temperature was ③enough hot for us ④to turn on the electric fan. (立命館大)
- (13) I always ①listen to English language programs on the radio ②to get used ③to hearing ④speaking English. (椋山女学園大)
- (14) I ①am going ②out now to ③shopping and to buy a new ④book.
- (15) ①As you know, Microsoft ②developed a computer ③operating system ④calling Windows.
- (16) It is ①no ②use ③cry over ④spilt milk.
- (17) Kathy's mother ①won't ②let her ③coming ④to the party with us.

【2】 [正誤] 《不定詞・動名詞・分詞》 (1) ①with → for (2) ①for → of (3) ④meet → meeting (4) ②to try → trying (5) ②bring → to bring (6) ③feeling → feel (7) ②drive → driving (8) ③developing → to develop (9) ①to cook → cooking (10) ③understand → understood (11) ①speak → speaking (12) ③enough hot → hot enough (13) ④speaking English → spoken English (14) ③shopping → shop (15) ④calling → called (16) ③cry → crying (17) ③coming → come



頻出英文法⑫ 《“the 比較級~, the 比較級”...》

空所に入れるのに最も適切な語句を、下の①~④から一つずつ選べ。

- (1) The more Bob rowed the boat, ( ) he got.  
 ①the more far away                      ②the more farther away  
 ③the farther away                      ④the more away
- (2) The more I studied psychology, ( ) I found it.  
 ①much more interested                      ②the more interest  
 ③the more interested                      ④the more interesting
- (3) The more we learn, ( ) we realize our ignorance.  
 ①the most                      ②the most better  
 ③the more better                      ④the better
- (4) “I love your garden. It’s so neat.”  
 “Well, the smaller the garden, ( ) to look after it.”  
 ①it is easier                      ②it is easily  
 ③the easier it is                      ④the easily it is
- (5) It is generally true that the lower the stock market falls, ( ).  
 ①higher the price of gold rises                      ②the price of gold rises high  
 ③the higher the price of gold rises                      ④rises high the price of gold
- (6) The more the teacher talked, ( ) I became in his topic.  
 ①the more interest                      ②the more interested  
 ③the more interesting                      ④much more interested
- (7) The more I thought about it, ( ) certain I became that Jekyll was mad.  
 ①even more                      ②the more  
 ③mostly                      ④it was almost
- (8) The older one grows, ( ) one’s memory becomes.  
 ①the weakest                      ②the weaker  
 ③the more weak                      ④at the weakest
- (9) The sooner we get there, ( ) we are to get seats.  
 ①the more likely                      ②the most likely  
 ③the better likely                      ④the very likely
- (10) The older you get, ( ) you need.  
 ①the less sleep                      ②the least sleep  
 ③the less sleepy                      ④the lest sleepy

NO18 《関係詞 I》



【1】〔確認テスト〕

【2】〔文法〕《関係詞》

解答時間 10分

空所に入れるのに最も適切なものを選びなさい。

- (1)The book, ( ) I read last night, was very interesting.  
①if ②that  
③what ④which
- (2)The girl ( ) is reading a book was born in New York.  
①which ②who  
③whom ④what
- (3)Mathematics is an important subject; ( ) is more, it is useful in our daily life.  
①what ②which  
③and ④but
- (4)I know a singer ( ) songs are very popular among young people.  
①who ②whom  
③whose ④those
- (5)My son is now very different from ( ) he was five years ago.  
①as ②which  
③what ④whom
- (6)I'd rather have a room of my own, ( ) small it may be.  
①however ②no matter  
③even if ④whatever
- (7)Summer is the season ( ) students want to travel most.  
①with whom ②which  
③where ④when
- (8)This is the house ( ).  
①he used to live ②he used to live in  
③in that he used to live ④that he used to live
- (9)She said she was a nurse, ( ) was not true.  
①that ②who  
③which ④whose
- (10)This is the hotel ( ) the Beatles stayed before.  
①where ②which  
③of which ④that





## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

(1)

Consider the difference between an amateur and a professional photographer. The person who uses his camera occasionally to capture a birthday party, a scenic view, or a family outing will snap a few pictures of the cherished moment, eagerly await the outcome, then, often as not, feel disappointed with the results.

(2) 《愛知教育大》長い関係詞節

The fifth thing to be found in a book-loving home is that the parents usually take parenting seriously. They role-play parenting like mad. They know they ought to read to their children, so they do. The kids are caught up in a world of books. At night they are warm and safe with a big, loving, protective parent beside the bed reading them stories night after night. In the daytime they sit on a comforting lap and in the security of a parent's loving warmth listen to all manner of horrors and joys coming out of books. The relationship between parent and child while reading the stories is one of warmth and love which makes the child associate books with warmth and love and pleasure and security. How attractive books become!

(注) like mad 「夢中になって」

【3】(1)occasionally[ə'keɪʒənəli]「時々」capture A[kæptʃə]「Aを捉える」a scenic view「風景」cherish A[tʃəri:]「Aを大切にする」

await A[əweɪt]「Aを待つ」outcome「結果」disappointed[dɪsə'pɔɪntɪd]「がっかりした」

(2)parenting「子育て」protective[prəutektɪv]「守ってくれる」night after night「毎晩」a horror「恐怖」associate A with B[ə'səʊʃi'eɪt]「AをBと結びつけて考える」pleasure[plɛʒə]「喜び」attractive[ə'træktɪv]「魅力的な」

## Intermediate

### (3) 《富山大》

In our communication-oriented age, listening is more important than ever. This is why, in most companies, effective listeners hold higher positions and are promoted more often than people who are ineffective listeners. When business managers are asked to list the communication skills most crucial to their jobs, they usually rank listening number one.

(注) communication-oriented 「コミュニケーション志向の」

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(3) effective [iféktiv] 「効果的な」 promote A [proumóut] 「Aを昇進させる」 list A 「Aを挙げる」 crucial [krú:ʃel] 「決定的な」

## 発展問題

解答時間 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《東京大》

Doctor Oblov had glass objects — paperweights — resting on his desk, which he took up from time to time, turned in his delicate hands, and set down again. One of the objects was a solid, perfectly round piece of glass containing a strange flower of brilliant blue, a kind of flower that could not possibly exist in nature. There was a second one containing a tiny ship sailing through stormy waves, and a third that held a butterfly of bright yellow. As a child who had rarely been given gifts, who possessed a piece of pearl shell but little else that might be considered as treasure, Perdita found these objects delightfully attractive.

## (2) 《北海道大》

※次の英文は、日本人の食生活の変化についての警告を与える英文の一部である。

The changing eating habits are also cause for concern. In the past, a member of the family used to spend considerable time shopping for fresh ingredients and preparing daily meals for the family. Today, more people live alone in comparison to previous decades. The practice of shopping for food and preparing fresh meals, which was formerly performed by one person in a household, often proves to be too difficult a daily task for the individual person. Many of today's busy working couples do not have enough time to prepare decent meals for themselves or their children. As a consequence, ready-made meals and fast food restaurants are becoming more common.

## Intermediate

### 構文解説

(1)

関係代名詞が省略される場合として、(1)目的格の省略(2)主格の省略(3)主格補語の省略がある。特に(1)目的格の関係代名詞は、省略する傾向が強い。この形を接触節と呼ぶ場合もある。(2)主格の省略は、①先行詞の後に **there is, here is** が続く場合(例 **They learned all there was to know about it.** 「それについて知っておくべきことの全てを彼らは学んだ」)②**there is, here is** の後に、先行詞が続く場合(例 **Here are the students took part in his research.** 「彼の研究に参加した学生がここにいます」)③関係代名詞が節の中で主格補語になっている場合(例 **He is no longer the considerate man she was ten years ago.** 「彼はもはや 10 年前のような思いやりのある人ではない」)④関係代名詞の節の中に **I think** などが挿入される場合などがある(例 **She is the man I think is cut out for this job.** 「彼女は私がこの仕事に向いていると思っている学生です」)

(2) ※非制限用法とも言われる

関係詞には”限定用法”と”継続用法”がある。”限定用法”は関係詞が先行詞を修飾し、意味を限定するのに対して、”継続用法”は先行詞の直後にコンマをつけて、その先行詞を補足的に説明する。(例 **He has a son who has become a teacher.**(限定用法)「彼には先生になった息子が 1 人いる」(息子が複数)**He has a son, who has become a teacher.**(継続用法)「彼には息子が 1 人いて、その人は医師になった」(息子は一人))

(3)

”限定用法”の場合の訳し方は、関係詞節から先に訳す場合が多いが、”継続用法”の場合は、訳し下げるのが原則である。その際には、等位接続詞(**and, but, because, though** など)を補って、訳すとうまくいくことが多い。

(4)

**the way SV...**には、名詞として働く場合と、形容詞として働く場合がある。名詞として働く場合は、**how** と置き換えることができる。なお、**the way how SV...**は不可。例)**The way he spoke attracted the attention of a famous writer.** 「彼の話し方は有名な作家の注意をひいた」。副詞として働く場合は、**as**(様態)と書き換え可能である。例)**He did the way he was told.** 「彼は言われた通りにした」。**This is how SV...**は、**This is the way SV...**と置き換え可能。例)**This is the way he solved the problem.** 「このようにして彼はその問題を解決した」

(5)

**each time SV...**「SV するたびに」**every time SV...**「SV するたびに」は、**each time when SV~, every time when SV~** の形であったものが、関係副詞の **when** がとれて接続詞的に働きをするようになったものである。同じ形のものに、以下のものがある。**by the time SV...**「～するまでに」例) **By the time the sun sets, we will arrive at the destination.** 「日が沈むまでには、私たちはその地点に到着するだろう」**next time SV...**「次回 SV する時に」例) **Next time bring me that book without fail!** 「次回は必ずその本を持ってきて下さい」。**the first time SV...**「初めて SV する時に」例) **The first time I met Betty, I was nervous.** 「初めてベティに会ったとき、とても緊張しました」

## 頻出英文法⑬ 《“no more/less ~ than ...”》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) A whale is ( ).  
 ①no more a fish than a horse is  
 ②not more a fish than a horse is  
 ③none a fish more than a horse is  
 ④no fish more than a horse is
- (2) A dolphin is ( ) a fish than a dog is.  
 ①no more  
 ②no less  
 ③more or less  
 ④much less
- (3) I cannot prove my theory ( ) than my colleague can demonstrate his.  
 ①no more  
 ②any more  
 ③less so  
 ④worse
- (4) No one can tell another person in any definite way how he should spend his free time, ( ) how he ought to breathe.  
 ①no more than  
 ②much less than  
 ③any better than  
 ④any more than
- (5) Work is not the only object in life ( ) play is.  
 ①any more than  
 ②more or less than  
 ③more than  
 ④no less than
- (6) Sunlight is no ( ) necessary to good health than fresh air.  
 ①less  
 ②better  
 ③much  
 ④little
- (7) Even the brightest of chimpanzees can no ( ) speak than they can fly.  
 ①more  
 ②most  
 ③less  
 ④least
- (8) It is true that love is important. Still, money is ( ) important.  
 ①much  
 ②little  
 ③no more  
 ④no less
- (9) A tomato is no ( ) a fruit than an onion is.  
 ①longer  
 ②much  
 ③more  
 ④less
- (10) I am no ( ) able to operate this machine than he is.  
 ①very  
 ②more  
 ③much  
 ④far

NO19 《関係詞Ⅱ》



【1】 [確認テスト]

【2】 [整序・正誤] 《関係詞》

解答時間 10分

( )内を並べかえて正しい英文にきなさい。

- (1) ようやく山頂にたどり着くと、すばらしい眺めだった。  
We finally ( a magnificent / had / of / reached / the mountain / the top / we / where ) view. (龍谷大)
- (2) 息子が有名な作家になった女性を私は知っている。  
I ( woman / know / became / son / whose / a ) a famous writer.
- (3) これが昨日君が話していた本ですか。  
( were / the / book / this / you / talking about / is ) yesterday?
- (4) I'll always ( best / do / for / is / I think / what ) everybody.
- (5) You can look through your textbook and choose ( you / want to / topic / whatever / write about ) for your essay.
- (6) 賢い人でさえ時々は間違いをおこしますよ。  
( wise / how / man / matter / a / no ) may be, he sometimes makes a mistake.
- (7) 私を幸せな気分にしてくれるのはいい音楽です。  
( is / happy / makes / feel / what / me ) good music. (千葉工大)
- (8) All the students ( studying abroad / interested in / attend / should / who are ) next week's meeting.

[B] 次の(a)(b)の英文がほぼ同じ意味になるように、空所に適切な語を入れなさい。

- (9) (a) That is the house where I once lived.  
(b) That is the house ( ) ( ) I once lived. (愛媛大)
- (10) (a) Anyone who reads this novel will be surprised.  
(b) ( ) reads this novel will be surprised. (名城大)
- (11) (a) However hard it may be, it is worth trying.  
(b) ( ) ( ) ( ) hard it may be, it is worth trying.

【2】 [整序・正誤] 《関係詞》 (1) We finally reached the top of the mountain where we had a magnificent view. (2) I know a woman whose son became a famous writer. (3) Is this the book you were talking about yesterday? (4) I'll always do what I think is best for everybody. (5) You can look through your textbook and choose whatever topic you want to write about for your essay. (6) No matter how wise a man may be, he sometimes makes a mistake. (7) What makes me feel happy is good music. (8) All the students who are interested in studying abroad should attend next week's meeting. (9) in which (10) Whoever (11) No matter how

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

(1)

The circumstances of which so many complain should be regarded as the very tools with which we are to work, the stepping-stones we are to mount by. They are the wind and tide in the voyage of life, which the skillful mariner generally either takes advantage of or overcomes.

(2) 《関西学院大》

At first glance the effects of population growth on the environment seem obvious. More people use more resources, damage more of the earth, and create more pollution. As the population of a country increases, so does its consumption. Because of this, we might expect the poorer nations, which have the highest populations and the fastest rates of population growth, to cause the most damage to the environment. The truth is more complicated than that.

(3) 《神戸大》

In comparing fossils from different depths in the Samwell Cave area, the researchers found that populations of certain small-mammal species decreased, whereas others increased. Among the species that experienced declines were the Mazama pocket gopher\* and the mountain beaver, both of which migrated to cooler areas as soon as temperatures began heating up following the LGM.

(注) Mazama pocket gopher [gófər] 「マザマホリネズミ」  
LGM(=Last Glacial Maximum) 「最終氷期最盛期」

【3】 (1) circumstances [səːrkəmst`ænsɪz] 「環境」 complain of A [kəmpleɪn] 「A について不平を言う」 regard A as B 「A を B と見なす」 overcome A [əʊvərkʌm] 「A を克服する」

(2) at first glance 「一見して」 a resource[rɪːsɔːrs] 「資源」 damage A [dæmɪdʒ] 「A に害を与える」 consumption [kɒnsʌmpʃən] 「消費」 complicated [kəmplɪkətɪd] 「複雑な」

(3) compare A [kəmpeə] 「A を比べる」 decline [dɪklaɪn] 「低下する、減少する」 migrate [maɪgreɪt] 「移動する」 a temperature [tɛmpərətʃər] 「気温」 imprint A [ɪmprɪnt] 「A に刷り込む、A を押す」 tumor [tjuːmə] 「腫瘍」

## Intermediate

### 発展問題

解答時間 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) 《長崎大》

There is no ideal speaker or hearer of a language, one who knows the language perfectly and uses it appropriately in all social interactions. Although millions of people can speak English, Spanish, French or Japanese, no one knows all there is to know of any language. We make the best use of what we know and the contexts we have experienced to get our message across. Communicative competence, the ability to communicate effectively, whether in our native language or a second language, is not absolute, but relative to the situation.

(2) 《一橋大》

Ms. Guzman then recruited Mr. Hillman to run a writing workshop for seven juvenile offenders who volunteered. He began each session by reading a children's book aloud, expecting to teach story structure and character development. But it soon became apparent that the storytelling had another, unexpected effect: the six young men and one young woman, none of whom had lived healthy childhoods that included adults reading stories, were enjoying the tales themselves.

(注) juvenile offenders [dʒú:vənel] 「少年犯罪者」 volunteer [vələntíər] 「自ら申し出る」

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発展問題(1)ideal [aidí:el] 「理想的な」 appropriately[əpróupriitli] 「適切に」 an interaction [ɪntərəékʃən] 「相互作用」 a context [kántekst] 「文脈」 get A across 「A を伝える」 competence [kámpətens] 「能力」 absolute [æbsəlü:t] 「絶対的な」

(2)structure [strʌktʃər] 「構造」 character [kærəktər] 「個性」「特徴」 unexpected [ʌnekspéktid] 「予期しない」

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自習用問題《整序問題①》(1) My daughter has not had a cold for more than five years. (2) Have you found the book you said you had lost the other day? (3) She was given a pen by her brother. (4) He was taken to the hospital for an operation late last night. (5) This report must be finished by the end of this month. (6) I was caught in a shower on my way home from school. (7) There used to be a hospital here ten years ago. (8) Before climbing the mountain last weekend, you should have prepared for the heavy rain. (9) You cannot be too careful in driving a car. (10) He would rather not see this movie. (11) I couldn't help crying at the sad news. (12) My mother wants me to become a doctor after I graduate from college. (13) Shall I have her call you back later? (14) It is impossible to get him to understand the new theory. (15) A duckling has grown up to be a beautiful swan.

## 自習用問題 《整序問題①》

解答時間 30 分

- ( ) 内を並べかえて正しい英文にしてください。
- (1) 私の娘は 5 年以上かぜをひいていないんですよ。〈関東学院大〉  
My daughter ( had / cold / for / has / a / not ) more than five years.
- (2) 先日失くしたと言っていた本は見つかりましたか。  
( the book / you found / you had lost / have / you said ) the other day?
- (3) 彼女は兄さんからペンを与えられました。  
She ( a pen / her brother / given / was / by ). 〈広島国際学院大〉
- (4) 彼は昨晚遅く、手術のために病院へ搬送された。〈大阪電気通信大〉  
He ( an operation / for / taken to / the hospital / was ) late last night.
- (5) このレポートは今月の末までに仕上げられねばならない。〈金沢工業大〉  
( be / by / end / finished / must / report / the / this ) of this month.
- (6) 学校から家に帰る途中でにわか雨にあった。  
I ( a / caught / in / on / shower / was ) my way home from school.
- (7) 10 年前にはここに病院がありました。  
There ( ten / to / hospital / here / used / a / be ) years ago.
- (8) 先週末の登山は、前もって大雨に備えておくべきでしたね。  
Before climbing the mountain last weekend, ( for / have / heavy / prepared / should / the / you ) rain. 〈立命館大〉
- (9) 車を運転するときは、いくら注意してもしすぎることはない。  
You ( careful / cannot / be / too ) in driving a car. 〈岩手医科大〉
- (10) 彼はこの映画をむしろ見たくありません。  
( this / he / not / rather / see / movie / would ). 〈東海大〉
- (11) その悲しい知らせを聞いて涙をこらえることができなかった。  
I ( the / couldn't / crying / sad / help / at ) news. 〈つくば国際大〉
- (12) 母は私に大学卒業後は、医者になってもらいたいと思っている。  
My mother ( me / wants / a doctor / after / to become ) I graduate from college.
- (13) 後で彼女におりかえし電話させましょうか。  
Shall I ( you / call / have / her ) back later? 〈駒澤大〉
- (14) その新しい理論を彼に理解させるのは不可能です。〈愛知産業大〉  
It is impossible ( theory / understand / get / to / new / him / the / to ).
- (15) あひろの子は成長して美しい白鳥になった。  
A duckling ( grown / up / be / has / to ) a beautiful swan. 〈中京大〉







## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

## (1) 《大阪市立大》

Speech has been part of our communication \*repertoire only in recent times in evolutionary terms, and is mainly used to convey facts and data. Speech probably first developed between 2 million and 500,000 years ago, during which time our brain tripled its size.

(注) repertoire [répartwà:r] 「目録」 「レパートリー」

## (2) 《高知大》

How can we change the world? Some people may think that they are unable to change the world. They probably wish the world would be different, but they believe that powerful people or governments are the only ones who can bring about change in the world. Sometimes I also feel this way. Through my career in nursing, I hope I can make the world a better place in which to live, at least for a small number of people.

## (3) 《首都大》

GPS devices determine the latitude and longitude of the user's location, using radio signals received from satellites. Unlike bulky car navigation systems, portable GPS devices weigh just 100-300 grams. The devices can pinpoint the location of the user on a map on the display, trace the route taken and show the speed at which he is moving and the distance he has come.

(注) Global Positioning System 「全地球測位システム」.

## Intermediate

### 発展問題

解答時間 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) 《九州大》

Having no one with whom to compare myself, I did not know for a long time whether I was better or worse than other boys, but I remember once hearing my Uncle Rollo saying goodbye to Jowett, the Master of \*Balliol, at the front door, and remarking: ‘Yes, he’s getting on very well indeed,’ and I knew, though how I cannot tell, that he was speaking of my work. As soon as I realised that I was intelligent, I determined to achieve something of intellectual importance if it should be at all possible, and throughout my youth I let nothing whatever stand in the way of this ambition.

(注) Balliol オックスフォード大学を構成するカレッジの一つ

#### (2) 《一橋大》

Climbers don’t want anything different. They want excitement, like everyone, and fear death, like everyone. But the fear doesn’t inhibit the desire. Instead there is a special thrill that comes from keeping the fear suppressed. The analogy with violence is obvious. To imagine yourself becoming a violent person you have to imagine your inhibitions at attacking others not just melting away, but being forced down out of sight, and then finding that doing this gives you a satisfied and excited feeling, the absence of which you will later miss.

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発展問題(1)stand in the way of A 「A の邪魔になる」 determine to V [ditəːrmin] 「V する決心をする」 an ambition [æmbɪʃən] 「野心」「待望」  
(2)inhibit A [ɪnhɪbɪt] 「A を禁ずる」 suppress A[səprəs] 「A を抑える」 analogy [əˈnælədʒi] 「類似(性)」

## 構文解説

(1)

関係代名詞が前置詞の目的語になる場合は、(前置詞+関係代名詞 SV...)と(関係代名詞～+前置詞)の語順となる。

※前置詞+関係代名詞と関係代名詞...前置詞の違い

①前置詞+関係代名詞のほうが、文語的である。②前置詞+関係代名詞 SV...の場合は、関係代名詞は省略することができない。③”前置詞+関係代名詞 SV...”の場合は、”SV...”が完全文なのに対して、”関係代名詞 ...～+前置詞”の場合は、関係代名詞以下は不完全文(前置詞の目的語が欠如)である。

(2)

“先行詞+前置詞+関係代名詞 SV...”の形で、先行詞と前置詞との結びつきが強い表現としてし、①the extent[degree] to which SV...(to some extent 「ある程度」 to と extent が結びついている)(例 They don't see **the extent to which they depend on others.** 「自分たちがどの程度他人に依存しているのかを悟っていない」)②the ease with which SV...(with ease 「容易に」 with 抽象名詞=副詞)(例 **The ease with which he answered the question surprised us.** 「彼が質問に容易に答えたのには我々は驚いた」)③the way in which SV...(in ～ way 「～のほうほうで」 the way in which SV...=the way SV...)などがある。

(3)

関係副詞 how が、**This is how SV...** 「このようにして SV...」の意味を表す。how の代わりに the way を用いることができるが、the way how という形は不可である。例 **This is how I usually cook fish.**

「こうして私はいつも魚を料理する」同じような形に **This is why SV...** 「こういうわけで SV...」がある。why を the reason に変えても同じ意味である。the reason why の形はあまり用いられない。例 **He insulted her. That is why she got angry.** 「彼は彼女を侮辱した。そういうわけで彼女は怒ったのだ」

(4)

前置詞+関係代名詞+to V...の形で、先行詞を修飾する場合がある。”前置詞で終わる不定詞の形容詞的用法(名詞+to V...前置詞)”をもとに考えると理解しやすい。この形から、前置詞を前に出し、先行詞(もの場合は which、人の場合は whom)に合わせて which, whom をつけてできる形である。(例 the house to live in ⇔ the house in which to live 「住む家」 / the man to depend on ⇔ the man on whom to depend 「頼るべき人」)。

No21 《関係詞IV》



【1】 [確認テスト]

【2】 [整序・正誤] 《比較》

解答時間 10 分

[A] ( )内を並べかえて正しい英文にしなさい。

(1) ビジネスで成功するための大切な要素の 1 つは、信頼に基づく顧客との関係を築くことである。

One of ( most / factors / in / important / the ) business success is building customer relationships based on trust.

(2) For nature lovers, ( is / more / nothing / refreshing / than ) pure cold water from a mountain stream.

(3) その男の子はこのクラスで一番利口だ。

( other / as smart / student / is / the boy / as / no ) in this class.

(4) ( finish / we / our / work / quicker / the ), the sooner we can leave.

(5) 中国には日本の約 10 倍の国民がいる。

China has ( about / as / people / many / ten / times ) as Japan.

(6) 私はそんなことはしません。

I ( to / better / than / do / know ) such a thing.

[B] 次の(a)(b)の英文がほぼ同じ意味になるように、空所に適切な語を入れなさい。

(7) (a) Bill is two years older than I.

(b) Bill is two years ( ) to me. 〈早稲田大〉

(8) (a) She has 40 CDs while I have 20.

(b) She has ( )( )( ) CDs as I have. 〈東京理科大〉

(9) (a) She is not as happy as she used to be.

(b) She is ( ) happy than she used to be. 〈中京大〉

(10) (a) She is a singer rather than an actress. 〈大阪教育大〉

(b) She is ( )( )( ) an actress ( ) a singer.

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【2】 [整序・正誤] 《比較》 (1) One of the most important factors in business success is building customer relationships based on trust. (2) For nature lovers, nothing is more refreshing than pure cold water from a mountain stream. (3) No other student is as smart as the boy in this class. (4) The quicker we finish our work, the sooner we can leave. (5) China has about ten times as many people as Japan. (6) I know better than to do such a thing. (7) senior (8) twice as many (9) less (10) not so much, as

## 【3】 基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)～(3)の下線部を和訳しなさい。

(1)

To be yourself is very difficult, because you think that what you are is not what you desire to be, and that if you could only change what you are into something noble it would be marvellous; but that never happens. Whereas, if you look at what you actually are and understand it, then in that very understanding there is a transformation.

(2) 《早稲田大》

You will not disarm your foreign hosts, guests, or colleagues simply by showing you understand their culture; your actions and demeanor must prove that you have already to some extent entered their world. Whether it's the way you shake hands or order a coffee, evidence of an ability to mirror the customs and gestures of the people around you will prove that you esteem them ( well enough to want to be like them. By adopting people's habits and mannerisms, you eventually come to understand in the most elemental way what it is like to be them. They, in turn, become more trusting and open.

(注) disarm [disá:rm] 「敵意を和らげる」 demeanor [dimí:nər] 「態度」「挙動」

a mannerism [mænərɪzəm] 「癖」

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【3】 (1)noble [nóubl] 「高貴な」 marvellous [má:rveləs] 「驚くべき」 transformation [tr`ænsfərméiʃən] 「変容」  
 (2)mirror A 「Aを模倣する」 esteem A [estí:m] 「Aに敬意を払う」 adopt A [ədápt] 「Aを採用する」 in turn 「すると」  
 eventually [ivéntʃuəli] 「最終的に」

## Intermediate

### (3) 《愛知教育大》

Researchers are trying to create machines that can think like humans, understand the spoken word, and beat even the best chess players. The human brain is made up of billions of cells called neurons that make up the physical system for thinking. It is perhaps the most complex system in the world. To build something like that in a computer is what artificial intelligence is all about.

(注) a neuron [njúeran] 「神経細胞、ニューロン」 artificial intelligence [à:rtəfɪʃel] 「人工知能」

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(3) make up A 「Aを作る」

## 発展問題

解答時間 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《東京農工大》

Studying the physics and chemistry of animal senses might never explain everything about why animals act the way they do. Further research, however, might help us understand what it feels like to be a fish, a cat, an elephant, or a mouse. From their perspectives, the world must look, smell, taste, sound, and feel very different than it does to us. And by paying attention to the animal world, we might learn how to help keep ourselves safe in the face of earthquakes, volcanoes, tsunamis, and other natural disasters.

## (2) 《防衛医科大》

New findings in neurology always seem to come with the caveat that there are subtleties that need to be explained. It is therefore refreshing to consider a big, fat unsubtlety: the size of our brains. At first glance, a big brain's function seems simple: to think big thoughts. And indeed, brain size does loosely correlate with intelligence, between species and, as recent MRI studies confirm, within our own. Yet some people who are missing brain parts remain just fine with what little they've got. The cases have multiplied since brain scans became routine.

(注) caveat [kəviːˈæt] 「但し書き」 MRI 「磁気共鳴画像装置」

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発展問題(1)physics [ˈfɪzɪks] 「物理学」 a perspective[pəˈspɛktɪv] 「見方」 a volcano [vɒlˈkeɪnoʊ] 「火山」  
 (2) at first glance 「一見」 correlate with A[kɔː(ː)rəleɪt] 「Aと相互関係がある」 confirm A [kənˈfɜːrm] 「Aを裏付ける」  
 multiply [mʌltɪpl] 「増大する」

## Intermediate

### 構文解説

(1)

関係代名詞の **what** は、先行詞を含んでいるのが特徴である。先行詞が漠然としていたり、特に示す必要がないような場合に、用いられる。多くが **the thing(s) which ...** ので言い換えることができる。また、**関係代名詞の特徴である”後続の文が不完全文”は、what でも当てはまる。**また、他の関係代名詞 **who, which, that** の導く節が先行詞を修飾する形容詞節であるのに対して、**what の導く節は名詞節**となる。文中で、**主語、補語、目的語**になる。

(2)

**what** の直後に名詞を伴い、形容詞としてその名詞を修飾しながら接続詞の働きをする場合がある。関係形容詞と呼ばれ、「(... する)すべての～」の意味を表す。”**what little** 可算名詞 ...”や”**what few** 可算名詞(複数形)...”のように数量形容詞が加わり、「少ないけれども(...する)すべての～」という意味を表す形もある。

(3)

**what A is all about** の形で「A とは一体何か、A の本質」を表す。”**what S is**” 「S とは何か」を強調したものに近い。(例 **That's what teaching is all about.** 「それが、教えるということだ」「教えることとは、まさにそのようなことだ」)

(4)

“**what S is like**”の S に形式主語 **it** を用いて、真主語の **to V** を **like** の後ろに持っていった形。**what is it like to V** 「「～するのはどのようなことか」の意味を表す。**is** のまえに助動詞が置かれたり、**is** の代わりに **look/feel/seem** などが用いられることもある。(例 **He doesn't know what it is like to live without love.** 「愛なしで生きることは、どういうことか彼はわかってい」 **Do you know what it feels like to speak in public?** 「人前で話すのがどんな感じかわかりますか」)

**自習用問題** 《整序問題②》 (16) She was kind enough to tell me the way to the station. (17) If he discovers the truth, there is no telling what might happen. (18) I felt like crying at the sight. (19) Do you see the airplane flying high above that mountain? (20) I heard my favorite song played on the radio. (21) When I went into the room, Tony was standing in the corner with his arms folded. (22) The rain kept me from hanging the washing out to dry. (23) The boy had his bad tooth pulled out. (24) Their songs remind me of my happy days in high school. (25) I would have told his address to you if I had known it. (26) If it had not been for her support, his plan would have ended in failure. (27) It is time you went to meet her at the station. (28) Had it not been for your help, he would have failed. (29) I know better than to do such a thing. (30) One of the most important factors in business success is building customer relationships based on trust.

**自習用問題** 《整序問題③》 (31) No other student is as smart as the boy in this class. (32) Those who are kind to others are loved by everybody. (33) He had nothing to do with the project. (34) Most of us are pleased when we receive a compliment. (35) Rome is worth visiting. (36) "What time do you get home on weekdays?" "About six." (37) He was supposed to meet me at the station, but he never came. (38) We are tired of being treated like children. (39) Lemons are rich in vitamin C. (40) I know a woman whose son became a famous writer. (41) Is this the book you were talking about yesterday? (42) What makes me feel happy is good music. (43) We finally reached the top of the mountain where we had a magnificent view. (44) No matter how wise a man may be, he sometimes makes a mistake. (45) Arizona is such a nice place that I'd love to stay here forever.

## 自習用問題 《整序問題②》

解答時間 30 分

- ( ) 内を並べかえて正しい英文にしなさい。
- (16) 彼女は親切にも私に駅への道を教えてくれた。〈石巻専修大〉  
She ( kind / me / way / tell / enough / the / to / was ) to the station.
- (17) もし彼が本当のことを知ったら、何が起こるかわからない。〈成蹊大〉  
If he discovers the truth, ( happen / is / might / no / telling / there / what ).
- (18) 私はその光景を見て泣きたくなった。  
I ( felt / crying / at / the / sight / like ). 〈中京大〉
- (19) あの山の上を高く飛んでいる飛行機が見えますか。〈大阪電気通信大〉  
Do you ( flying / high above / see / that / the airplane ) mountain?
- (20) 私はお気に入りの歌がラジオで流れるのを聞いた。  
( favorite / played / the / heard / my / I / song / on ) radio.
- (21) 私が部屋に入ると、トニーが腕を組んで角に立っていた。〈東京経済大〉  
When I went into the room, Tony was standing ( corner / with / his / the / in / arms ) folded.
- (22) 雨が降ったので洗濯物を外に干せなかった。  
The rain ( hanging / me / the washing / kept / from ) out to dry.
- (23) 男の子は虫歯を抜いてもらった。  
( had / his bad tooth / out / the boy / pulled ). 〈大阪学院大〉
- (24) 彼らの歌は、高校時代の楽しい日々を私に思い出させてくれる。( days / happy / me / my / of / remind / songs / their ) in high school.
- (25) 彼の住所を知っていたら、あなたに教えたのに。  
I ( address to / would have / you if I / told his / had known ) it.
- (26) 彼女の支えがなければ、彼の計画は失敗に終わったであろう。〈東京経済大〉  
( been / it / for / not / if / had ) her support, his plan would have ended in failure.
- (27) 彼女を駅に迎えに行く時間ですよ。  
( you / is / went / time / it ) to meet her at the station. 〈静岡理工大〉
- (28) あなたの援助がなかったら、彼は失敗していたでしょう。  
( for / your / not / had / it / been ) help, he would have failed.
- (29) 私はそんなことはしません。  
I ( to / better / than / do / know ) such a thing. 〈玉川大〉
- (30) ビジネスで成功するための大切な要素の1つは、信頼に基づく顧客との関係を築くことである。  
One of ( most / factors / in / important / the ) business success is building customer relationships based on trust. 〈麗澤大〉

※解答は前ページ下段

自習用問題 《整序問題③》

解答時間 30 分

- ( ) 内を並べかえて正しい英文にしなさい。
- (31) その男の子はこのクラスで一番利口だ。  
( other / as smart / student / is / the boy / as / no ) in this class.
- (32) 他人に親切である人々はみんなに愛される。  
( who / others / kind / to / are / those ) are loved by everybody.
- (33) 彼はその企画とは何の関係もありませんでした。  
He ( do / had / with / nothing / to ) the project. (明海大)
- (34) たいがいの人は褒められるとうれしく思う。  
Most ( are / of / pleased / receive / us / we / when ) a compliment.
- (35) ローマは訪れてみる価値がある。  
( worth / is / visiting / Rome ). (大阪商業大)
- (36) 「平日は何時ごろ帰宅されますか」「だいたい 6 時ごろです」〈甲南女子大〉  
"What ( on / home / time / get / you / do ) weekdays?" "About six."
- (37) 彼は駅に迎えに来ることになっていたが、来なかった。〈龍谷大〉  
He ( at / me / meet / station / supposed / the / to / was ), but he never came.
- (38) 子供扱いされるのにうんざりしています。  
We are ( like / being / tired / treated / of ) children. (明海大)
- (39) レモンはビタミンCを多く含んでいる。  
( Lemons / in / are / rich / vitamin C ). (立正大)
- (40) 息子が有名な作家になった女性を私は知っている。  
I ( woman / know / became / son / whose / a ) a famous writer.
- (41) これが昨日君が話していた本ですか。  
( were / the / book / this / you / talking about / is ) yesterday?
- (42) 私を幸せな気分にしてくれるのはいい音楽です。  
( is / happy / makes / feel / what / me ) good music. (千葉工大)
- (43) ようやく山頂にたどり着くと、すばらしい眺めだった。〈龍谷大〉  
We finally ( a magnificent / had / of / reached / the mountain / the top / we / where ) view.
- (44) 賢い人でさえ時々は間違いをおこしますよ。〈関東学院大〉  
( wise / how / man / matter / a / no ) may be, he sometimes makes a mistake.
- (45) ここアリゾナは、私がずっと滞在したいくらいとても素敵な所です。  
Arizona ( a / is / nice / place / such / that ) I'd love to stay here forever.

※解答は前々ページ下段



No22 《関係詞V》



【1】〔確認テスト〕

【2】〔文法〕《代名詞》

[A] 空所に入れるのに最も適切なものを選びなさい。

- (1) I sometimes meet (        ) in the library.  
① a your friend                      ② your a friend  
③ a friend of your                    ④ a friend of yours
- (2) The school system of Germany is different from (        ) of Japan.  
① it                                      ② the one  
③ that                                    ④ those
- (3) The prices in Tokyo are higher than (        ) in New York.  
① it                                      ② them  
③ that                                    ④ those
- (4) I left my umbrella somewhere on my way home. I have to buy a new (        ).  
① it                                      ② the one  
③ one                                      ④ that
- (5) I have two sisters. One is a nurse and (        ) is a college student.  
① the other                              ② others  
③ two                                      ④ another
- (6) I visited two museums, but (        ) of them was open.  
① none                                    ② some  
③ any                                      ④ neither
- (7) I went shopping with my parents, but (        ) of us bought anything.  
① some                                    ② any  
③ none                                    ④ nothing
- (8) (        ) of the English teachers at the language school are from Canada.  
① Every                                    ② Most  
③ Almost                                   ④ Much
- (9) Mr. Smith has four daughters. (        ) of them has her own room.  
① Every                                    ② Both  
③ Each                                    ④ Any
- (10) Mr. White's job has (        ) to do with computers.  
① something                              ② someone  
③ anything                                ④ nobody

- (11) ( ) was a present from my father.  
 ① My old camera of this      ② My old this camera  
 ③ This my old camera      ④ This old camera of mine
- (12) "Who did you go to the movie with?"  
 "No one. I went ( )."  
 ① by myself      ② with him  
 ③ with anyone      ④ by nobody
- (13) The population of Tokyo is much larger than ( ) of New York.  
 ① which      ② that  
 ③ one      ④ all
- (14) This year's fashions are quite different from ( ) of last year.  
 ① that      ② them  
 ③ these      ④ those      〈近畿大〉
- (15) ( ) who would like to go on a trip should put their names on the list.  
 ① They      ② Those  
 ③ Ones      ④ These
- (16) My mobile phone is broken. I must buy ( ) today.  
 ① it      ② that  
 ③ this      ④ one
- (17) I found these keys. Are they ( ) that you lost yesterday?  
 ① one      ② ones  
 ③ the one      ④ the ones
- (18) There are two reasons for our decision, and you know one of them. Now I'll tell ( ).  
 ① another      ② other  
 ③ the other      ④ the others
- (19) Having a good idea is one thing. Having a successful business is ( ).  
 ① another      ② other  
 ③ the others      ④ the another
- (20) I have five boxes here. One is full of books and ( ) are empty.  
 ① other      ② the ones  
 ③ the other      ④ the others
- (21) Yoko and I didn't know the time because ( ) of us had a watch.  
 ① both      ② either  
 ③ neither      ④ not



## 【3】基本〔英文解釈〕

解答時間各 15 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) 《筑波大》名詞節

Creative writing cannot be taught; it can only be learned. A teacher cannot tell a man how to write; he can tell him only how to write better. The teacher can conduct or guide or direct; he can save the writer time — perhaps years — by showing him the shortcuts and by helping him solve the technical problems that use up time and energy. He can help him overcome emotional blocks that keep him from writing. The teacher can even strike a match and set the writer afire. However, the flame itself is not in the teacher but in the writer.

All writing that is not directly copied from another source is creative. A letter is creative. An advertising slogan is creative. Whatever goes through the mind of a human being and is altered by it is creative.

(注) slogan [slóugən] 「スローガン」 「標語」

## (2)

I am a writer as I might have been a doctor or a lawyer. It is so pleasant a profession that it is not surprising if a vast number of persons adopt it who have no qualifications for it. It is exciting and various. The writer is free to work in whatever place and at whatever time he chooses; he is free to idle if he feels ill or dispirited.

【3】(1)conduct A[kándakt]「Aを指導する」 a shortcut「近道」 technical[téknikel]「技術的な」 overcome A[ðuwerkam]「Aを克服する」 emotional[imóufənel]「感情的な」 a block「障害」 strike a match「マッチをする」 flame[fleim]「炎」  
(2)a profession[prouféʃən]「職業」 a vast number of A「かなりの数のA」 a qualification[kwálifikéiʃən]「資格」 「能力」 be free to V「自由にVする」 dispirited[dispíritid]「気力を失った」

発展問題(1) maintain A[meintéin]「Aを維持する」 drain[drein]「排水口」 be hard on A「Aに辛く当たる」 reform[rifó:rm]「改革する」 「行動を変える」 above all「とりわけ」 drastic[dræstik]「劇的に」 stay up「徹夜する」 「夜まで起きている」 resist[rizíst]「抵抗する」

(2)inadequacy「不十分さ」 possess A[pəzéz]「Aを持つ」 inhabit A「Aに住む」 confront A[kənfraʌnt]「Aに直面する」 recapture A[ri:kæptʃər]「Aを取り戻す」 assumed[əsú:md]「想定された」 「仮の」 identity[aidéntəti]「自己」

## Intermediate

### 発展問題

解答時間 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) 《長崎大》

Avoidance patterns are often caused by fear. For example, a fear of failure stops us from trying new challenges or from accepting changes in our lives. A fear of success works the same way because, if we are successful, we fear that we will not be able to maintain our new level of success. But, if you have discovered that a lot of your time is going down the drain of avoidance patterns, don't be too hard on yourself for it. Above all, don't make any drastic resolutions to reform! You know perfectly well that saying, "I'll never watch another late night movie again" or "I'll never stay up listening to music all night again," leads straight to doing whatever it is you're not supposed to be doing. It's an invitation that your childish side cannot resist!

(注) avoidance patterns [əvɔɪdɪns] 「回避行動」

(2) 《首都大学東京》

I am a very sick young man. I am a fantasist who has chosen to invent a history for himself which does not belong to him. A feeling of personal inadequacy has led me to believe that I once possessed a life of ease and affection and respect. I imagined that I was a happy, adjusted and popular boy with a famous and important father and a contented existence at a well-known private school. This is, apparently, very common. Many unfortunate children choose to inhabit a world like this rather than confront the reality of their lives. It is difficult for me because the fantasy was so real that I have burned out of my memory the real life into which I was actually born. I just cannot recapture or imagine it, no matter how hard I try. My assumed identity is so strong a part of me that even now, knowing the truth, I cannot fully let go of it.

## 構文解説

(1)

関係代名詞に—ever をつけた whoever, whomever [文語], whichever, whatever を複合関係代名詞と呼ぶ。複合関係代名詞は先行詞を含んでおり、名詞節を導く場合は「any～＋関係代名詞」、副詞節を導く場合は「no matter 関係代名詞」と置き換えることができる。

※複合関係代名詞：名詞節

who(m)ever ～ = anyone who(m) ～ (～する人はだれでも) whichever ～ = any[either]one that ～ (～するものはどれでも[どちらでも]) whatever ～ = anything that ～ (～するものは何でも)

※複合関係代名詞：副詞節

who(m)ever = no matter who(m)～(たとえだれが[を]～しようとも) whichever = no matter which～(たとえどちらが[を]～しようとも) whatever = no matter what～(たとえ何が[を]～しようとも)

(2)

複合関係代名詞のうち, whichever と whatever は直後に名詞を伴い, 関係形容詞としても用いられる。例 You should read whichever book is interesting. 「どちらも面白い方を読むべきだ」

## 自習用問題 《整序問題④》

解答時間 30 分

( ) 内を並べかえて正しい英文にきなさい。

(46) 我々が知る限り、生命は水がなければ存在できない。

As ( know / exist / as / cannot / we / unless / far / life ) there is water.

(47) 雨が降るといけないから、この傘を持って行きなさい。

Take this ( rain / it / umbrella / case / should / in ). (拓殖大)

(48) 学校までどれくらいの距離がありますか。

How ( to / it / far / is ) your school? (大阪商業大)

(49) 誰が窓を割ったと思いますか。

( broke / do / think / the / who / window / you )? (崇城大)

(50) 私の上司は、周りの人の意見に左右されるような人ではない。

My boss would be the last ( the / person / opinions / influenced / to be / by / of ) those around him. (日本大)

(51) わが家族は向かい側の隣人とすぐに仲良しになりました。(北里大)

Soon ( the road / family / made / neighbors / our / friends / across / the / with )

(52) 昨日は演奏会に行かずに家にいた。

I stayed ( to / concert / home / instead / the / of / going ) yesterday.

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(53) 彼女がチケットの販売を担当している。

She ( selling / is / charge / in / of ) the tickets. (東海学院大)

(54) あなたが手伝ってくれたおかげで、宿題が終わりました。

Thanks ( have / help / I / to / your ) completed my homework.

(55) 私は交通渋滞で学校に遅れた。

I was late ( account / for / of / on / school ) a traffic jam.

(56) 一人の学生がクラスを代表して、お礼の言葉を述べた。〈南山大〉

One ( of / students / on / the / his / gratitude / expressed ) behalf of the class.

(57) 私が彼女に初めて会ったのは、今年の冬のことでした。

It was ( met / that / winter / I / last ) her for the first time.

(58) 海外旅行する若者は著しく増加している。〈愛知工業大〉

( young people / has / the number / remarkably increased / of / traveling abroad ).

(59) こんなところで再会できるとは、夢にも思いませんでした。

Little ( dream / of / did / I ) ever seeing you again here. (駒澤大)

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**自習用問題** 《整序問題④》 (46) As far as we know, life cannot exist unless there is water. (47) Take this umbrella in case it should rain. (48) How far is it to your school? (49) Who do you think broke the window? (50) My boss would be the last person to be influenced by the opinions of those around him. (51) Soon our family made friends with the neighbors across the road. (52) I stayed home instead of going to the concert yesterday. (53) She is in charge of selling the tickets. (54) Thanks to your help, I have completed my homework. (55) I was late for school on account of a traffic jam. (56) One of the students expressed his gratitude on behalf of the class. (57) It was last winter that I met her for the first time. (58) The number of young people traveling abroad has remarkably increased. (59) Little did I dream of ever seeing you again here.



## Intermediate

### 頻出英文法⑭ 《仮定法と倒置》

空所に入れるのに最も適切な語句を、下の①～④から一つずつ選べ。

- (1) ( ) for her kind care, he would not have recovered so speedily.  
①If it has not been                      ②Were there not  
③If he should not have                  ④Had it not been
- (2) ( ) a serious crisis to arise, the government would have to act swiftly.  
①Were    ②Should  
③Did    ④If
- (3) ( ), I'll take you home by car.  
①Even it rains                              ②Should it rain  
③So it rains                                  ④For it rains
- (4) ( ), I'd have told you about it.  
①Had I known that                        ②Should I know that  
③Would I have known that               ④Had I been known that
- (5) ( ) I in your place, I would do it at once.  
①Were    ②Be  
③Am    ④If
- (6) ( ) another chance, he would do his best.  
①He should be given                       ②Should he be given  
③Be given he should                       ④Given he should be
- (7) ( ) it not been for your cooperation, we would not have reached our destination.  
①Had    ②Were  
③If     ④When
- (8) ( ) to Washington, he would have visited Patty.  
①He had gone                                ②Had he gone  
③If going                                      ④Did he gone
- (9) ( ) he to see you, he'd be surprised.  
①Be    ②Was  
③Were    ④Has been
- (10) He would still be alive ( ) he refused to go to the battlefield then.  
①had    ②if had  
③provided                                      ④unless

## NO24 《Vocablury Check》



【1】 [語彙検定]

## 第2回 語彙検定

【2】 [整序・英作文] 《関西学院大》

解答時間 15分

次の日本文(1~5)に相当する意味になるように、それぞれ下記(a~h)の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から3番目と6番目に来るものの記号をマークしなさい。

(1) あなたがいなければ、やり直しはできない。

If ( ) a fresh start.

- |        |               |             |        |
|--------|---------------|-------------|--------|
| a. I   | b. make       | c. wouldn't | d. it  |
| e. for | f. be able to | g. wasn't   | h. you |

(2) いつからその仕事が始められるようになりますか。

How ( ) job?

- |          |       |              |         |
|----------|-------|--------------|---------|
| a. start | b. be | c. you       | d. the  |
| e. soon  | f. to | g. available | h. will |

(3) どうやってその猫が窓を通り抜けられたか知らないが、でも通り抜けたんだ。

I don't ( ), but it did.

- |               |            |            |         |
|---------------|------------|------------|---------|
| a. the window | b. get     | c. through | d. how  |
| e. to         | f. managed | g. the cat | h. know |

(4) 金曜日の夜に働かなければならないのは、大変なストレスだ。

To have ( ) for me.

- |         |        |           |                 |
|---------|--------|-----------|-----------------|
| a. work | b. is  | c. much   | d. Friday night |
| e. on   | f. too | g. stress | h. to           |

(5) 旧友たちは、私の父がめがね越しにじろっと見るまねをして、以前はよく私をからかったものだ。

Some of my old friends ( ) my father as he cast a sharp glance over the tops of his glasses.

- |       |        |              |         |
|-------|--------|--------------|---------|
| a. by | b. fun | c. imitating | d. make |
| e. me | f. of  | g. to        | h. used |

## Intermediate

### NO25 《比較 I》



【1】 [確認テスト]

【2】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) [as ~ as possible] 《和歌山県立医科大》

There are two main things that make aircraft engineering difficult: the need to make every component as reliable as possible and the need to build everything as light as possible. The fact that an airplane is up in the air and cannot stop if anything goes wrong, makes it perhaps a matter of life or death that its performance is absolutely dependable.

(2) [as ... as anything] 《立教大》

The rapid development of artificial intelligence\* in computers is about to challenge our sense of human uniqueness as profoundly as anything since the days of Copernicus or Darwin. At one time, we might remember, human beings thought they had been placed in the geometric center of the universe. Then Copernicus came along and said we humans had it all wrong, that we really live on a planet circulating around the sun. So mankind had to develop a new sense of its uniqueness that no longer relied on being physically at the center of things.

(注)artificial intelligence [à:rtəfɪʃel] [intélədʒens] 「人工知能」 geometric [dʒi:əmétrik] 「幾何学的に」

## 【3】 発展問題〔英文解釈〕

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [no ~ as ... as] 《東京大》

It wasn't just for my daughter's sake that I decided to wear a sari\*. I was tired of trying to fit in. No American singers had ever spoken to me as deeply as my favorite Indian singers. Nor could I sing popular American songs as easily as I could my favorite Indian tunes. Much as I enjoyed American food, I couldn't last four days without an Indian meal. It was time to show my ethnicity with a sari and a bright red bindi\*. I was going to be an immigrant, but on my own terms. It was America's turn to adjust to me.

(注)sari「サリー」[インドの女性が体に巻きつける綿布または絹布] bindi ビンディーは、額に施す装飾。

【2】(1)aircraft engineering [ɛndʒənɪərɪŋ]「航空技術工学」 a component [kəmˈpəʊnənt]「部品」 performance [pəˈfɔːrməns]「性能」 absolutely [æbsəˈlʊːtli]「完全に」 dependable [dɪˈpɛndəbl]「信頼できる」

(2)challenge A [tʃæləndʒ]「Aに異議を唱える」 profoundly [prəʊˈfændli]「深く」 circulate [səˈrkjulət]「周回する」 physically [fɪzɪkəli]「物理的に」

【3】(1)be tired of A「Aに飽きる」 immigrant [ɪmɪˈgrənt]「移民」 ethnicity[eθnɪsɪti]「少数民族に属する人」「民族性」 on my own terms「自ら」 adjust to A「Aに合わせる」 hesitate to V [hɛzɪtət]「Vすることを躊躇する」 guess A [ges]「Aを推測する」 an emotion「感情」 a feature「特徴」 pause to V「ちょっとVする」 a reflection [rɪflɛkʃən]「反省」「熟慮」 convince A that SV...[kənˈvɪns]「AにSV...を確信させる」 illusory [ɪlúːsəri]「幻想の」

## Intermediate

(2) [as ... as it ever can be] 《神戸大》

“If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone.” So wrote Confucius\* some five hundred years before the birth of Christ, and his statement is as true today as it ever was. To be correct in one’s use of language — and that means following the rules of grammar — makes it as certain as it ever can be that one’s reader will get the intended message. Since the only reason for writing a letter is to tell your reader something, it follows that grammatical correctness is very important. To write incorrectly will not only give a bad impression but, perhaps even more seriously, it may lead to confusion and misunderstanding.

(注) Confucius[kənˈfjuːʃəs] 「孔子」

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(2)intended 「意図された」 grammatical[grəˈmætɪkəl] 「文法的な」 incorrectly[ɪnkərəkətli] 「不正確に」 an impression [ɪmˈpreʃən] 「印象」 confusion [kənˈfjuːʒən] 「混乱」

## 構文解説

## (1) [as ... as]

程度が同じであることを表すには as～as...を用いる。その否定には not as[so] ～ as ...の形にする。なお、前の as は指示副詞、後ろの as は接続詞である。比較構文(原級・比較級)では、as/than(接続詞)に続く文で、①省略②代用③倒置などが生じる場合が多い。

## (2) [not so [as] ... as]

not as[so] 原級 as B は「A は B ほど～でない」と、A と B の程度が違うことを表す。so よりも as のほうが口語的である。(例 She doesn't work so hard as you. 「彼女はあなたほど一生懸命働かない」)

## (3) [twice as ... as ～]

比較構文にて、「X 倍」を表す場合には、「半分」は half、「2 倍」は twice、「3 倍」以上には three times など X times の形の倍数詞を用いて表す。(例 Our team has three times as many staffs as theirs. 「私たちのチームには彼らのチームの 3 倍のスタッフがいる」)

## (4) [twice the number of ... ]

as ～ as の形以外に、倍数を表す構文に、X times the 名詞 of A 「A の X 倍の 名詞」がある。X times as large as A ⇔ X times the size of A、X times as old as A ⇔ X times the age of A、X times as many 名詞 as A ⇔ X times the number of A 等がある。(例 His school is three times the size of ours. 「彼の学校は私たちの学校の 3 倍の大きさがある」=His school is three times as large as ours.)

## (5) [as many as 数字]

(as many[much]as+数詞) は数や量が多いことを強調し、「...もの～」の意味で用いられる。数の多さについては many、量の多さについては much を用いる。さらに、回数の多さを表す場合は、as often as(例 as often as ten times 「10 回も」、時間の長さを強調する場合は、as long as...(例 as long as three days 「3 日間も」、距離の長さを強調する場合は、as far as... 「...も」(例 as far as three miles 「3 マイルも」)、時間・時期が早いことを表す場合は、as early as... 「早くも...」(例 as early as the sixteenth century 「早くも 16 世紀には」)、時間・時期が遅いことを表す場合は、as late as ... 「...になってようやく」(as late as yesterday 「昨日になってようやく」)最近のことを強調する場合は、as recently as ... 「つい...」(as recently as last month 「つい先月」)を用いる。

## (6) [as ... as S can]

as ～ as possible [one can] で「できるだけ～」を表す。過去時制では、can ではなく could にする。(例 He collected as many stamps as possible. 「彼はできる限り多くの切手を集めた」= He collected as many stamps as possible.)

## (7) [as ... as ever]

as～as ever の形で、「あいかわらず～」の意味で用いる。ever はもともと at any time の意味を表す。(例 In spite of poverty, his family looks as happy as ever. 「貧乏であるが、彼の家族は相変わらず幸せそうだ」)

## (8) [as ... as anything/ any 名詞]

as ... as anything/ any 名詞の形で「どんなもの/どんな名詞とも同程度...である」⇒「何にも/どんな名詞にもおとらず...」の意を表す。比較対象が特定の人や物ではなく、漠然と広範囲のものを対象とする。度合いの強さを強調する慣用表現。(例 My mother was as hardworking as any in the village. 「私の母は彼は村で誰にも劣らずよく働いた」)

NO26 《比較Ⅱ》



【1】 [確認テスト]

【2】 [基本構文]

1. She is **not so much** a genius **as** a hard worker.
2. Our true happiness lies **not** in contentment **so much as** in wealth.
3. The student went away **without so much as** saying good-bye.
4. My mother had **no sooner** got into bed **than** the telephone rang.
5. I'd like to live in the countryside **rather than** in a crowded city.
6. They became **more** like brothers **than** just friends.
7. A trip to the moon is **no longer** just a dream.
8. We **cannot** stand the noise **any longer**.
9. Father gets up at **more or less** the same time every day.
10. **Sooner or later** you will have to tell the truth.
11. I **know better than to say** such a thing to them.
12. He cannot read English, **much less** write it.
13. How's your job? — It's **as good as** finished.
14. She made five mistakes in **as many** lines.

1. 〈not so much A as B 「A というよりむしろ B」〉  
彼女は天才というよりはむしろ努力家である。
2. 〈not A so much as B 「A というよりむしろ B」〉 = not so much A as B  
我々の真の幸せは富よりもむしろ満足にある。
3. 〈without so much as Ving 「Ving すらせずに」〉  
その学生はさよならも言わずに行ってしまった。
4. 〈had no sooner 過去分詞 than S 過去形 「～するとすぐに S は... した」〉  
私の母がベッドに入ったとたんに電話が鳴った。
5. 〈rather A than B 「B というよりむしろ A」〉 = not so much A as B  
私は混雑した都市部より、田舎のほうに住みたい。
6. 〈more A than B 「B というよりむしろ A」〉 = not so much A as B  
彼らは単なる友人というよりは兄弟のようになった。
7. 〈no longer 「もはや～でない」〉  
月への旅行はもはや単なる夢ではない。
8. 〈not ~ any longer〉 = no longer  
私たちはもうこれ以上騒音には耐えられない。
9. 〈more or less 「だいたい」「ある程度」〉  
父は毎日だいたい同じ時間に起きる。
10. 〈sooner or later 「遅かれ早かれ」〉  
遅かれ早かれ、君は真実を話さなければならないだろう。
11. 〈know better than to V 「V するほどばかりではない」〉  
彼らにそんなことを言うほどばかりではありませんよ。
12. 〈否定文, much[still]less A 「...でない、まして A はなおさらだ(できない・しない)」〉  
彼は英語が読めない、書くなんてなおさらだ[まして書けるわけがない]。
13. 〈as good as A 「A も同然」〉  
仕事はどうですか。 — 終わったも同然ですよ。
14. 〈as many A 「同数の A」〉  
彼女は5行のうちに5つの誤りをした。

## 【3】 標準問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

## (1) [not so much A but B] 《埼玉大》

次の英文は、インターネットによる読書の質の変化について述べたものである。

I am not the only one. When I mention my troubles with reading to friends, many say they are having similar experiences. The more they use the Web, the more they have to fight to stay focused on long pieces of writing. Some bloggers have also begun mentioning the phenomenon. Blogger Scott Karp recently confessed that he has stopped reading books altogether. “I used to be an eager book reader,” he wrote. “What happened?” He speculates on the answer: “What if I do all my reading on the Web not so much because the way I read has changed, but because the way I THINK has changed?”

## (2) [without so much as Ving] 《熊本大》

One day Joey came running into the classroom of the fifth grade at Emerson School ten minutes late, and without so much as removing his cap shouted, “Hey, Aram\*, what the hell are you doing here? The circus is in town.”

And sure enough I’d forgotten. I jumped up and ran out of the room with poor Miss Flibety screaming after me, “Aram Garoghlanian, you stay in this room. Do you hear me?”

(注) Aram 「アラム」 主人公 Joey の友人

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【3】 (1) mention A [ménʃən] 「A に言及する」 similar [símələr] 「同じような」 phenomenon [fənámənən] 「現象」 confess that SV...[kənʃés] 「SV...と告白する」 speculate on A [spékjulèit] 「A について考える」  
(2) remove A [rimú:v] 「A を取り除く」 scream [skri:m] 「絶叫する」

## Intermediate

### 【4】 発展問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [more than 形容詞] 《群馬大》

次の英文は、情報検索の方法の変遷(ウェブ化)について述べたものである。

What if the retrieved documents and books were not real though? What if they too were inside the computer? Books and documents are separate bundles of paper. You can pull one off a shelf, but usually they are not stuck together and you do not take out several books at once. If a book mentions the title of another book, the reader has to look for that other book. If the reader is lucky, it is near where they found the first book, but it is more than likely that they will have to go back to the index and search for the title.

#### (2) [more A than B] 《横浜市立大》

The learning of language (for a human, at least) is thus intermediate\* between the kinds of learning discussed above. It is certainly not like the development of the visual system, in that only one possible kind of knowledge can emerge. The specific language a child learns depends on the language spoken in the environment during childhood, not on that spoken by the parents. It is not like learning calculus at school either, because what is learned is not solely a product of what is heard. Human language learning involves a major contribution from the learner. It is more a matter of selecting from a large but limited range of possibilities than of developing an ability from the very beginning.

(注)intermediate [ɪntə'mi:diət] 「中間」

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【4】 (1) retrieve A [ri'tri:v] 「A を検索する」 d a bundle [bʌndl] 「束」 index 「目録」 [ɪndeks]  
(2) specific [spə'sɪfɪk] 「特定の」 solely [səʊli] 「単に」 (=only) contribution [kənt'rɪbjú:ʃən] 「貢献」

## 構文解説

## (1) [not so much A as B]

not so much A as B の形で、「A というよりむしろ B」の意味を表す(=not A so much as B)。等位接続詞的に働くため、A と B は文法的に対等な形がくる(A が不定詞であれば、B も不定詞)。なお、as が but に変わった形 not so much A but B も同じ意味を表す。(例 He am interested not so much in mathematics as[but] in physics. 「彼は数学というよりもむしろ物理学に興味がある」)

## (2) [without so much as Ving]

without so much as Ving の形で、「V すらしない」の意味を表す。(例 He got out of the room without saying goodbye. 「さよならも言わないで彼は部屋を出て行った」)この場合の so much as は副詞 even と同じ意味で用いられている。また、cannot so much as V も「V さえできない」の形も重要である。(例 He is ten years old, but he cannot so much as go out by himself. 「彼は 10 歳になるが、一人で外出すらできない」)

## (3) [A rather than B]

A rather than B の形で「B よりむしろ A」「B ではなくて A」の意味を表す。not so much A as B と同じように、等位接続詞的に働くため、A と B は文法的に対等な形がくる。なお、rather を more に変わった形 A more than B(more A than B)も同じ意味を表す。He was a scholar rather than a teacher. 「彼は教師というよりはむしろ学者だった」(=He was a scholar more than a teacher.)would rather A than B 「B よりむしろ A したい」も重要表現。

## (4) [more A than B]

more A than B(=A more than B)の形で「B よりむしろ A」「B ではなくて A」の意味を表す。not so much A as B と同じように、等位接続詞的に働くため、A と B は文法的に対等な形がくる。また、A に名詞が来る場合は、more of A than B の形になる場合もある。(例 She's more of a critic than a novelist. 「彼女は小説家というより批評家だ」)

## (5) [other than A]

other than A の形で「A 以外(の)」の意味を表す。A には、語・句・節がくる。(例 I do not wish my son other than he is. 「私の息子は今のままでよい」)

NO27 《比較Ⅲ》



【1】 [確認テスト]

【2】 [基本構文]

1. In Europe soccer is **more popular than** baseball.
2. The population of Yokohama is **larger than** that of Kyoto.
3. Ann studies **harder now than** in her school days.
4. I like my hometown **better than anywhere else**.
5. Takeshi is about ten kilograms **heavier than** me. (=Takeshi is heavier than me by about ten kilograms.)
6. She looks much **younger than** she (really) is.
7. This watch is **less expensive than** mine. (=This isn't as[so] expensive as mine.)
8. Time is **more precious than anything else**.
9. Mt. Everest is **higher than any other** mountain in the world.
10. My house is **the larger of the two** (dogs).
11. He is **more kind than** honest.

1. 〈比較級 than ... 「...よりも」〉  
ヨーロッパでは野球よりサッカーのほうが人気がある。
2. 〈比較級 than ... 「...よりも」〉※as ... as ～と同様に、比較対象は同種でなければならない。  
横浜の人口は京都より多い。
3. 〈比較級 than ... 「...よりも」〉※now と in her school days が対等の関係(ともに副詞)になっていることに注意。  
アンは私が彼女の年のころ勉強していたよりもよく勉強する。
4. 〈比較級 than ... 「...よりも」〉※good/well-better-best 不規則活用  
私は他のどんな場所よりも自分の故郷が好きだ。
5. 〈比較級と修飾語: much 比較級 than ～ 「～ずっと」〉  
彼女は年よりもずっと若く見える。
6. 〈比較級と修飾語: 数字 単位 比較級 than ～ 「～よりも 数字 単位 分だけ...」〉  
タケシは僕より約 10 キロ重い。
7. 〈less ... than ～ 「～ほど...でない」 =not so ... as ～  
この時計は私のほど高価ではない。
8. 〈比較級...than anything else 「他のどんなものよりも...」〉※他のどんな人よりも場合は anyone else となる。  
時間は他のどんなものよりも貴重である。
9. 〈比較級 ... than any other 名詞 「他のどんなの 名詞 よりも...」〉※意味上最上級表現  
エベレストは世界の他のどの山よりも高い。
10. 〈比較級 of the two 〉※比較級のあとに of the two などが続く場合は、比較級の前に the をつける  
私の家は、その2つのうちの大きい方です。
11. 〈同一人・物中の比較〉※同一人・物中の比較では、常に more ... than～の形を用いる。  
彼は正直というよりも親切なのだ

## 【3】 標準問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

## (1) [that of.../ those of ...] 《九州大》

Of all the sources of electricity, one of the most mature and economically competitive is wind. And Denmark is the home of the modern wind industry. When the Danes decided to support wind power, the cost of electricity produced this way was many times greater than that produced by fossil fuels. The Danish government, however, could see the potential of wind power and supported the industry until costs came down.

## (2) [more ... than anything] 《埼玉大》

There's a moment in the life of American children when they realize that money is a tool used by adults to rank themselves, and the easiest way to establish those rankings is through their houses. At first, everyone's house appears more or less the same. But then one day someone's house is either so much humbler or so much grander than anything you've ever seen that you realize: a house is not just a house. It's one of the tools people use to rank each other.

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【4】 (1)electricity [ilɛktrísiti] 「電気」 economically [ɛkənámikəli] 「経済的に」 competitive [kəmpétətiv] 「競争力のある」 fossil fuels [fáseɪl] [fjú(:)əl] 「化石燃料」

(2)realize that SV... 「SV...を実感する」 rank A 「A を格付けする」 establish A [estæbliʃ] 「A を確立する」 humble [hʌmbəl] 「粗末な」 grand [grænd] 「豪華な」

【5】 (1)group-thought 「集団思考」 arise from A 「A から生じる」 pool A 「A を貯える」 penetrating [pénitrèitiŋ] 「鋭い」 cooperative [kouáperətiv] 「協力的な、共同的な」 impervious [impə:rvjəs] 「鈍感な」 stimuli[stímjuli] 「刺激」 (stimulusの複数形[stímjulus]) stimulation[stímjuléiʃən] 「刺激」 represent A 「A を表す」 profitable [práfitəbl] 「有益な」

(2)improve A [imprú:v] 「A を改善する」 an issue [íʃu:] 「問題、論争」 seek to V 「V しようとする」 familiarity[fəmiljærəti] 「慣れ」 dull A [dʌl] 「A を鈍らせる」 regain A 「A」 stimulate A [stímjulèit] 「A を刺激する」 observation [ábzərvéiʃən] 「観察」

## Intermediate

### 【4】 発展問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [superior to A] 《秋田大》

The more obvious values of group-thought are those which arise from pooling experiences and sharing ideas. Whether this thought is as penetrating and thorough as private thinking appears to depend on the nature of the problem under consideration, the situation, and the individuals involved. It seems fair to say that cooperative thinking may produce results superior to anything any individual could have produced by himself. If one is not too impervious to social stimuli, something great and even new may be produced by putting two or more heads together. The stimulation of new ways of conceiving old facts represents the profitable side of discussion.

#### (2) [less] 《筑波大》

Curiosity is a desire to know more about a subject or the world in general and is manifested\* in the habit of asking questions — how things got to be as they are, what relationships exist among ideas, where creativity could improve situations, why people react as they do and what their reactions signify\*, in how many different ways a problem or issue can be looked at, and so on. Where others take something for granted, curious people seek to become better acquainted with it. Little children tend to be very curious, adults less so, possibly because familiarity has dulled their sense of wonder. Regaining the curiosity of childhood can thus stimulate interest in learning, improve listening and observation skills, and increase one's store of knowledge.

(注)be manifested[mænəfèst] 「現れる」 signify A[sígnəfài] 「Aを意味する」

## 構文解説

## (1) [than that ... / than those ...]

比較構文では、比較対象が対等でなければならない。「この天気は東京よりも変わりやすい」は、The weather of this area is more changeable than Tokyo.ではなく、The weather of this area is more changeable than that of Tokyo.とする。比較されているのはThe weather of this area と that of Tokyo(that of Tokyo)であって、Tokyo(都市)ではない。比較対象が複数の場合は、those...を用いる。(例 The books he wrote are more interesting than those bought here. 「彼が書いた本はここで買える本よりも面白い」)

## (2) [比較級 ... than S think]

than の後に、S think(expect/hope 他)が続いて、「S が思っている(期待している、望んでいる)以上」の意味を表す。(例 This textbook seems a lot easier than you think. 「このテキストはあなたが思うよりはずっとやさしい」)

## (3) [less ... than ~]

A...less+原級+than B は「A は B ほど～でない」の意味で、A... not as(so)+原級+as B と同じ意味を表す。後者のほうが口語的であり、一般的に用いられる。(例 Your report is less interesting than Tom's. 「あなたのレポートはトムのレポートほどよくない」 (=Your report is not so interesting as Tom's.)

## (4) [比較級 ... than any other ~]

比較級+than any other...「他のどの...よりも～」の意味を表す。意味上最上級とほぼ同じ意味となる。(例 He studies harder than any other student in this class. 「彼はこのクラスのどの生徒よりも一生懸命勉強する」 (=He studies the hardest in this class.)) また、than anything else 「ほかの何よりも」 than anyone else 「他の誰よりも」も用いられる。(例 Health is more important than anything else. 「健康は何よりも重要だ」 She helped me more than anyone else. 「彼女は他の誰よりも私を手伝ってくれた」)

## (5) [even more]

比較級の前に、様々語句を置いて、比較の程度の差をはっきりと示すことがある。比較級の前に a little, a bit(少し), a lot, lots, much(ずっと), far(はるかに), even, some, still(さらに), rather, somewhat(いくぶん)などをつける。He swims a bit better than you. 「彼の方が少しだけ上手に泳げる」

## (6) [原級や比較級を用いて、最上級の意味を表す構文]

原級や比較級を用いて、最上級の意味を表すことができる。「No other A...as 原級 as B.」 「B ほど原級な A はない」 (=B がもっとも原級だ) 「No other A...比較級 than B.」 「B 以上に比較級な A はない」 (=B がもっとも比較級だ) 「A is 比較級 than any other B.」 「A は他のどの B よりも比較級だ」 (=B がもっとも比較級だ)(例 He is the most popular in the class. ⇔ No other student in the class is as popular as he. ⇔ No other student in the class is more popular than he. ⇔ He is more popular than any other student in the class. 「彼はクラスで最も人気がある」)

## (7) [than ではなく to を用いる形容詞]

junior(年下の), senior(年上の), superior(すぐれた), inferior(劣った)などの話尾が or で終わる形容詞(ラテン形容詞)は、than ではなく to を用いる。(例 He is five years junior to me. 「彼は私より 5 才年下である」。動詞 prefer は、prefer A to B の形で「B より A が好きだ」を表す。

NO28 《比較Ⅳ》



【1】 [確認テスト]

【2】 [基本構文]

1. It's getting **darker and darker**.
2. The singer became **more and more popular**.
3. He finished the job **sooner than** I had expected.
4. His mother is kind, but his father is **still[even] kinder[more]**.
5. He is **junior to** me by two years.(=He is younger than I by two years.)
6. He **prefers mountains to** sea.(=He likes mountains better than sea.)

1. 〈比較級 and 比較級「ますます...」〉  
だんだん暗くなってきた。
2. 〈比較級 and 比較級「ますます...」〉  
その歌手はますます人気者になった。
3. 〈比較級 than S thought「Sが思っていたよりも」〉 ※この場合は、主節が過去形なので、それ以前に思っていたことをあらわすために **had thought** と過去完了形になっている。  
彼は私が思っていたより早くその仕事を終えた。
4. 〈even/still 比較級「さらに一層」〉  
彼のお母さんは優しいが、彼のお父さんはさらに優しい。
5. 〈junior to A「Aより年下の」〉 ※than ではなく to を続ける比較級 inferior to A「Aより劣って」  
この車は、あの車より劣っている。
6. 〈prefer A to B「BよりAが好き」〉 ※than ではなく to を続ける比較級  
彼は海よりも山が好きだ。

## 【3】 標準問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

## (1) [more and more] 《岡山大》

As more and more distinct linguistic communities realize the importance of preserving the language and culture of their people for future generations, more languages are likely to be saved. It is possible to bring a language back from near destruction. However, it requires efforts from all sides including the learners, the elders, the government and linguists.

## (2) [no longer] 《香川大》

Since the middle of this century, women around the world have been seeking greater independence and recognition. No longer content with their traditional roles as housewives and mothers, women have joined together to create the women's liberation movement\*. While the forces behind this international movement vary from culture to culture and from individual to individual, the basic causes in the United States can be traced to three events: the development of effective birth-control methods, the invention of labor-saving devices\* for the home, and the arrival of World War II.

(注) the women's liberation movement [libə'reɪʃən] 「女性解放運動」 labor-saving devices 「省力化装置」

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【4】 (1) distinct [dɪ'stɪŋkt] 「異なった」「明確な」 preserve A [pri:(ɔ):rv] 「Aを保存する」 destruction [dɪ'strʌkʃən] 「破壊」 require A [rɪkwaɪə] 「Aを必要とする」  
 (2) independence [ɪndɪ'pendəns] 「独立」 recognition [rɪkə'gnɪʃən] 「認知」 content 「満足して」 vary from A to A 「Aごと異なる」 be traced to A [treɪs] 「Aに帰する」

## Intermediate

### 【4】 発展問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [more importantly] 《お茶の水女子大》

Some diaries are pilgrimages of another sort — inward journeys of discovery. Such diaries not only record daily events but, more importantly, the significance of the events to the writers. Anne Frank's diary is certainly a good example of this type of inner exploration as she writes, with touching insight, about her confused feelings of growing into womanhood.

#### (2) [no more / not ... any more] 《近畿大》

These days, married children often prefer to live on their own, sometimes far away from their parents. Thus, older people may be cut off from family ties. They may also feel cut off from the world around them. The many rapid changes that have taken place in technology, entertainment, and travel have led older people to feel that they do not belong any more.

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【5】 (1) a pilgrimage [pɪlgrəm ɪdʒ] 「巡礼」 significance [sɪgnɪfɪkəns] 「意義、意味」 exploration [ɪkspləreɪʃən] 「探求」 touching [tətʃɪŋ] 「感動的な」 insight [ɪnsàɪt] 「洞察(力)」 confused [kən'fju:zd] 「混乱した」 womanhood [wʊmən'hu:d] 「女性(らしさ)」

(2) prefer to V 「V したい」 on one's own 「～だけで」 take place 「生じる」 S lead A to V 「S の結果、AV する」

## 構文解説

## (1) [more and more]

比較級+ and+比較級で「ますます...、だんだん...」の意味で用いられる。程度が次第に増加または減少していくことを示す。(例 He got angrier and angrier at her. 「彼は彼女にだんだん腹が立ってきた」)比較級に more を用いる形容詞・副詞は〈more and more+原級〉の形になる。(例 He found English more and more interesting. 「彼は英語がだんだん面白くなってきた」)

## (2) [no longer] 《広島大》

no longer は「もはや～でない(昔と違って)」の意味をあらわす。not ...any longer となる場合もある。また、no longer が文頭(SVの前)にでると、後続が倒置(疑問文と同じ語順)になることに注意しよう。(例 We can keep her waiting no longer.(=We can't keep her waiting any longer)⇒No longer can we keep her waiting. 「私たちはもはやか彼女を待たせることはできない」)

## (3) [know better than to V]

know better than to～は「～するほどばかりではない(「～するよりは分別がある」が原義)」の意味を表す。know well 「分別がある」がもとになっている。

## (4) [more than 形容詞・副詞 / less than 形容詞・副詞]

more than 形容詞・副詞の形で、「このうえなく形容詞・副詞、非常に形容詞・副詞」の意味を表す。(例 His works are more than popular among young people. 「彼の作品は若者なかでものすごい人気だ」)。less than 形容詞・副詞で、「けっして形容詞・副詞でない」「すこしも形容詞・副詞でない」の意味を表す。(例 Her latest movie is less than exciting. 「この序の最近の作品は全く面白くない」)

## (5) [否定文, much less A]

much[still] less～は「なおさら～ない」の意味で、否定文に続けて用いる。much [still] less の後には強調したい語句をつける。等位接続詞的に働くことに注意。(例 He doesn't want to drink any water, much still to eat any food. 「彼は水を飲みたくない、ましてや食べ物は食べたくない」)less の後の to eat any food は、to drink any water に対応している。

## (6) [many more / much more]

「ずっと多くの...」を表す場合は、後続の名詞が可算名詞か不可算名詞かによって、使い分ける。many more 可算名詞の複数形、much more 不可算名詞とする。(例 She has many more books than you. 「彼女はあなたよりずっと多くの本を持っている」 This project requires much more money than we think. 「この計画には、私たちが考えているよりもずっと多くのお金が必要である」)

## (7) [more importantly]

more 副詞の形で、「さらに副詞なのは」と接続副詞的に働く場合がある。(例 more importantly 「さらに重要なのは」 more strikingly 「さらに印象的なのは」)。この形は、what is more 形容詞と言い換えが可能。また、still 「さらに一層」がついた more 副詞 still 「さらに一層副詞なのは」もよく用いられる。

## No29 《比較V》



## 【1】〔基本構文〕

1. **Nothing is more important than health, but nothing is less valued.**
2. **No other student in my class is as tall as Ken.**
3. **No other student in my class can swim faster than Takashi.**
4. **There is nothing as interesting as his latest report.**

1. 〈Nothing ... more ~ than A. 「Aほど～なものはない」〉  
健康ほど重要なものはないが、これほど軽んじられるものもない。
2. 〈Nothing ... as ~ as A. 「Aほど～なものはない」〉  
僕のクラスのどの生徒もタカシほど早く泳げない。
3. 〈No other 名詞 ... more ~ than A. 「Aほど～なものはない」〉  
僕のクラスでケンより背が高い生徒はいない。
4. There is nothing as ... as A./There is nothing more ... than A. 「Aほど...なものはない」  
彼の最新のレポートほど面白いものはない。

## 【2】標準問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

## (1) [No one ... as ~ as ...] 《明治大》

About fifteen years ago a little girl was sitting in a rusty wheelchair outside the central hospital of Maputo, the capital of Mozambique. The girl had no legs and she was perhaps ten years old. When I passed I stopped and exchanged a few words with her. I still do not know why. Although she almost whispered I understood that her name was Sofia.

Today, many years later, Sofia is one of my closest and dearest friends. No one has taught as much as she about the conditions of being human. Nor has anyone taught me more about poor people's unprecedented power of resistance. Those who are forced to survive at the bottom of society in a world we all share and inhabit; so unjust, brutal and unnecessary.

(注) Maputo [mə'pú:tou] 「マプート」(アフリカ南東部 Mozambique 共和国の首都)

## (2) [Nobody ... 比較級 than ~] 《早稲田大》

Everybody loves a fat pay raise. Yet over the past half-century, as developed economies have got much richer, people do not seem to have become happier. Surveys suggest that, on average, people in America, Europe, and Japan are no more pleased with their lot than in the 1950s. This is curious, because richer people say they are happy more often than poorer people do. For instance, 37% of the richest quarter of Americans claim to be “very happy”, compared with only 16% of the poorest quarter. That might lead you to expect that, as a country grows richer and incomes rise, rich and poor alike would become happier. However, they do not. Here lies a paradox: an individual who becomes richer becomes happier; but when society as a whole grows richer, nobody seems any happier.

(注) a fat pay raise 「大幅な昇給」

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【4】(1) rusty [rʌsti] 「錆びた」 unprecedented [ʌnprɛsədɛntɪd] 「先例のない」 inhabit A [ɪnhæbɪt] 「Aに住む」 brutal [brʊ:tɪl] 「残酷な」

(2) on average [ævərɪdʒ] 「平均して」 compared with A 「Aと比べると」 a paradox [pærədɒks] 「矛盾」

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【5】(1) highlight A 「Aを際立たせる」 an adaptation [ædəptéɪʃən] 「適応」 long-distance running 「長距離」 rotate [rəuteɪt] 「回転する」 tendon [tɛndən] 「腱」 the arch of the foot 「足の甲」 absorb A [əbsɔ:rb] 「Aを吸収する」 release A [rɪli:s] 「Aを放出する」

(2) impact [ɪmpækt] 「衝撃」 affect A [əfekt] 「Aに影響を与える」 profoundly [prəʊfáundli] 「深く」 a device [dɪvái:s] 「装置」 derive from A [dɪraɪv] 「Aに由来する」 sophisticated [səfɪstəkeɪtɪd] 「洗練された」「高度な」 fundamental [fʌndəməntl] 「基礎的な」 verification vɛrəfɪkəɪʃən 「証明」「立証」 and so forth 「～など」 manifest A [mænəfɛst] 「Aを表現する」 remarkable [rɪmə:rkəbl] 「著しい」 current [kə:rent] 「現代の」 a layperson [léɪpɔ:rsən] 「素人」

## Intermediate

### 【3】 発展問題 [英文解釈]

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [fewer ... than ~] 《早稲田大》

Differences in the bodies of humans and chimpanzees highlight the human adaptations for long-distance running. There are fewer muscle connections between the head and the shoulders in the human than in the chimpanzee. The weaker connection enables the head to move independently of the shoulder, which rotates while running. Both the Achilles tendon of the heel and the tendon of the arch of the foot are much smaller in chimpanzees than they are in humans; in a running person they act like springs, absorbing and releasing energy.

#### (2) [nowhere ... more ~ than ...] 《富山医科大》

For better or for worse, nothing has had more impact on the character of our existence this millennium than science. Penicillin, computers, atomic bombs make modern life modern life. Science affects our lives profoundly in another way as well. These technological devices derive from sophisticated theories, some fundamental understanding of which is the verification of the educated person. The theories — evolution, quantum mechanics, relativity, and so forth — tell us stories that are sometimes hard to believe or even to understand. And in coming to believe them we form radically different D. pictures from our ancestors of ourselves, of the world, and of our place in it. Nowhere is this hunger to know the scientific picture of the world more manifested than in the remarkable current demand for popular science writings. Stephen Hawking's A Brief History of Time (1988), on the list of best-selling books for well over a year, is but one of many attempts to paint the scientific world picture for the layperson.

(注) quantum mechanics [kwántəm] 「量子力学」

## 構文解説

## (1) [no other ... so ~as ] [Nothing is as ... as...]

否定語+as[so]+原級+as ...で「...ほど～なものはない」の意味を表す。(例 Nothing is so interesting than this movie. 「この映画ほど面白いものはない」)

## (2) [Nothing is more ... than ~] [None is more ... than ~] [There is nothing more ... than ~]

〈否定語+比較級+than A〉で、「A より～なものはない」の意味を表す。否定語には、〈no(other)+単数名詞〉の他に、nothing [nobody, no one, none]なども用いられる。(例 Nothing surprised us more than his sudden tears. 「彼の突然の涙以上に驚かせたものはない」)。また、There is で始めた There is nothing more ... than A.の形も同じ意味を表す。

## (3) [Nowhere is more ... than A] [Nowhere is as ... as A]

Nowhere is more ~than A で「A ほど～なところはない」の意味を表す。Nowhere が文頭に出ると、その後が倒置構文(疑問文の語順)となることに注意。(例 Nowhere is humor more valued than in Osaka. 「大阪ほど、ユーモアが評価されるところはない」)

## No30 《比較VI》



【1】 [確認テスト]

【2】 [基本構文]

1. Yuko is **the tallest player in our club.**
2. This is **the most interesting of the five movies.**
3. This novel is **the most moving that I have ever read.**
4. California is **the third largest state** in the United States.
5. Naoki is **by far the tallest boy** of them all.
6. The mist was **thickest** at the top of the mountain.
7. **The slightest mistake** may lead to a serious accident.
8. The guests were, **for the most part**, girls.
9. I **don't have the slightest idea** about that accident.
10. I cannot finish this job before seven **at the best.**
11. The food wasn't good, but **at least** it was cheap.
12. The cherry blossoms are now **at their best.**
13. The park was **not damaged in the least.**

1. 〈the 最上級 in A 「A の中でもっとも...」〉 ※最上級は、3 者以上で用いる。※in **範囲**  
ユーコは私たちのクラブで一番背が高い選手です。
2. 〈the 最上級 of **数字/all 名詞の複数形** 「~の中でもっとも...」〉 ※of **数字/all 名詞の複数形**  
5本の映画の中でこれが一番おもしろい。
3. 〈the 最上級 that S have ever **過去分詞** 「S がこれまで~した中でもっとも...」〉  
この小説は私がこれまで読んだ中で最も感動的だ。
4. 〈the 最上級 **序数** 名詞〉  
カリフォルニアはアメリカ合衆国で3番目に大きい州だ。
5. 〈by far the 最上級〉 ※最上級の強調には, much, by far などを用いる。  
ナオキは彼ら(全部)のうちでずばぬけて背が高い。
6. 〈同一人・物での最上級 | the をつけない〉  
かすみは山の頂上が一番濃かった。
7. 〈even の意味を含む最上級〉  
ごくわずかな誤りでも大事故を引き起こすことがある。
8. 〈don't have the slightest idea of/about A 「A について全く知らない」〉  
その事故についてはまるっきり知らない。
9. 〈for the most part 「大部分」〉  
宿泊客は、大部分は少女でした。
10. 〈at the best 「せいぜい」〉  
どうみても7時までにはこの仕事は仕上げられない。
11. 〈at least 「少なくとも」〉  
その食事はおいしくなかったが、少なくとも安くはあった。
12. 〈at one's best 「最高潮」〉  
桜は今が見ごろです。
13. 〈not in the least 「けっして~ない」〉  
その公園はまったく損傷を受けていなかった。

## 【3】 標準問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

|            |
|------------|
| 解答時間各 20 分 |
|------------|

## (1) 〔最上級の強調〕《広島大》

Education makes us more aware, more flexible and less prejudiced. It helps us evolve in our thinking and our maturity. Learning something new every day helps us stay responsive and young in spirit. People become rigid with judgment. Judgment exhausts us and makes us older, but not wiser, more flexible or more aware. As we learn our lessons, our life develops in the easiest and best possible manner, which builds our life for happiness. When we have failed to learn a certain lesson, the pain of it stays with us, affecting that area and pulling down our life in general. But the lesson still awaits us and as we finally learn it the pain disappears.

## (2) 〔least〕《大阪大》

Certainly I think a lot of jobs now depend on being able to ‘put yourself across well’ which can be to the serious disadvantage of someone who knows his job thoroughly, but is not as articulate about it as another person, who may actually be less capable. It is also worth realizing that very often the person who cares most finds it least easy to express his feelings. However, this ability to ‘put yourself across’ is something we have to come to terms with, as it is obviously important in the competitive society in which we find ourselves, and, of course, accounts for many parents’ anxiety that their children should ‘speak well’.

(注) put oneself across well 「うまく自分の言いたいことを伝える」

## Intermediate

### 【4】 発展問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [at best] 《お茶の水女子大》

Very few of us actually listen to others. Instead, while someone else is talking we are usually absorbed in our own thoughts, at best respectful as we simply wait for our turn to speak. Listening, however — true and sincere listening — is one of the main mechanisms to bring our attention back to the moment, back to healthy psychological functioning.

#### (2) [not least] 《京都大》

It is one thing to figure out whether, how, and why the Earth's climate is changing, but it is quite another to work out what to do about it. Decisions have to be taken before all the evidence is in to prevent possible disasters like massive crop failure: moreover, they have to be taken internationally with agreements pulled in from hundreds of competing positions and interests, not least because our climate does not recognize national boundaries.

(注)crop failure 「凶作」

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【4】(1) prejudiced [préʒʊdɪst] 「偏見を持った」 evolve [ɪvəlʌv] 「進化する」「発達する」 maturity [mətjʊərəti] 「成熟」 responsive [rɪspɒnsɪv] 「敏感な」「反応が良い」 rigid [rɪdʒɪd] 「厳格な」 exhaust A [egzɔːst] 「Aを疲弊させる」 affect A [əfekt] 「Aに影響を与える」 pull A down 「Aを破壊する」 await A [əweɪt] 「Aを待つ」

(2) disadvantage [dɪsədʌvəntɪdʒ] 「不利」 thoroughly [θɔːrɒli] 「徹底的に」 articulate A [ɑːrtɪkjuleɪt] 「Aを説明する」 come to terms with A 「Aと折り合いを付ける」 competitive [kəmpeɪtətɪv] 「競争的な」 account for A 「Aを説明する」

【5】(1) be absorbed in A [əbsɔːrbd] 「Aにふけている」 respectful [rɪspɛktfəl] 「礼儀正しい」「恭しくしている」 a mechanism [mɛkənɪzəm] 「メカニズム」「仕組み」 psychological [saɪkəlɒdʒɪkəl] 「心理的な」

(3) figure out A 「Aを理解する」 S be in 「Sが整う」 pull in A 「Aを引き出す」 a national boundary [bəʊndəri] 「国境」

## 構文解説

## (1) [最上級]

3つ以上のものを比べてその中でAが最も程度が高いことを示すのが、最上級である。the 最上級 in A / of A の形で、「AはAの中で一番～」の意味を表す。形容詞・副詞の最上級にはふつう the をつける。原則として、副詞の最上級には the をつけないのだが、最近では the をつけることが一般的になりつつある。in A / of A で比較の範囲・対象が限定されたり、形容詞と同形の副詞を用いる場合にその傾向が強い。また、最上級表現では、範囲を限定する必要がある、Aが単数の名詞の場合は in を複数の名詞の場合は of を用いる。(例) He is the tallest boy in this class. ≡ He is the tallest boy of all in this class. 「彼はクラスで最も背が高い」。また、範囲の限定に関係詞節が用いられることもある。(例 This is the most boring game that I have ever watched. 「これは、私がこれまで見た中で最も退屈な試合だ」)

## (2) [the+最上級+名詞+関係詞節]

“in 単数名詞 / of 複数名詞”以外に、比較の範囲を関係代名詞の節を用いて表す場合がある。(例 This is the most expensive watch that I have ever bought. 「これは私が買った中で最も高価な時計である」)than 以下には経験を意味する完了形の副詞 ever を使うことが多い。

## (3) [one of the+最上級+複数名詞]

“one of the+最上級+複数名詞”で「一番～なものの中の1つ」の意味を表す。最上級の後に名詞の複数形が来ることに注意。(例 Japan is one of the richest countries in the world. 「日本は世界で金持ちの国の一つである」)

## (4) [the least 形容詞・副詞]

“the least 形容詞・副詞”の形で、「(程度が)一番～でない」の意味を表す。(例 This movie is the least interesting this year. 「これは今年最もつまらない映画だ」)

## (5) [最上級の強調]

最上級を強める語句には、much, by far, possible, very などを用いる。much, by far は the+比較級の前に置く。(例 The river is by far the longest in this country. 「その川はこの国ではずば抜けて最も長い」)なお、possible[imaginable]で最上級を強調する場合は、“the 最上級 possible (名詞)”と“the 最上級 名詞 possible”の2つの形がある。

## (6) [the most thing (that) S can do is...]

“The most (that) S can do is ...”で「Sが出来る精一杯のことは、...だ」の意味を表す。類似表現に、The best (that) S can do is ...で「Sが出来る最善のことは、...だ」の意味を表す。The least (that) S can do is ...で「Sが出来る最小限は、...だ。少なくとも...だけはしなくてはならない」の意味を表す。

## (7) [not least ]

“not least A”の形で「とりわけ、少なからずA」の意味を表す。(例 This serious mistake was not least due to his lack of experience. この間違いは、とりわけ彼の経験不足が原因だ)。また“last but not least”が副詞的に用いられて、「最後だが、特に(大切なのは)」意を表す。また、not least because SV... 「とりわけ～のため、～だからなおさらだ」も重要表現。

No31 《比較Ⅶ》



【1】 [講習会確認テスト]

【2】 [基本構文]

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. It is difficult to persuade him, and is <b>as difficult</b> to bring him here.</li> <li>2. This meeting is very important, but tomorrow's party is <b>much more</b>.</li> <li>3. I am as eager to participate in that project <b>as she in this one</b>.</li> <li>4. They seem to have worked harder <b>than did the students I'm teaching</b>.</li> <li>5. We have to save money for our son, but <b>more necessary</b> is to teach him how to use money.</li> <li>6. Tom is as likely <b>as we are</b> to talk her into joinining us.</li> <li>7. He was more eager <b>than I was</b> to study biology and chemistry.</li> <li>8. You will be more irritated <b>than if</b> you tell her the truth.</li> </ol> |
|--|

1. <比較対象の省略|as ...が省略されている場合>  
彼を説得することはむづかしいし、ここに連れてくるのも同程度むづかしい。  
...is as difficult to bring him here (as to persuade him). ( )内が省略された部分
2. <比較対象の省略|than ...が省略されている場合>  
... much more (important than this meeting). ( )内が省略された部分  
この会議は重要であるが、あすのパーティはもっと重要だ。
3. <比較構文と省略|as/than ...の部分に省略がある場合>  
...as she (is eager to participat) in this one. ( )内が省略された部分  
私は、彼女がこの計画に参加したのと同程度その計画に参加した。
4. <比較構文と倒置|as/than ...の部分に倒置がある場合>  
... than did the students I'm teaching (the students I'm teaching worked hard が元の形)  
彼らは私が指導している生徒以上に努力したようだ。
5. <倒置構文|than ...の文頭移動>  
息子のために貯金しなければならないが、もっと必要なのは、彼にお金の使い方を教えることだ。
6. <比較対象の前置> (Tom is as likely to talk her into joinining us as we are.)  
トムは私たちと同程度彼女を説得して、私たちに参加させる可能性がある。
7. <比較対象の前置> (He was more eager to study biology and chemistry than I was.)  
彼は私よりも熱心に生物学と化学を勉強した。
8. <比較級 than if SV～「SV～するほうがより...」> ... than (you will be irritated) if you ～  
彼女に本当のことを言う方があなたは腹が立つだろう。

## 【3】 標準問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

## (1) 〔比較対象の省略〕《同志社大》

Butterflies, although not always that speedy, often take a flight path that involves so many irregular descents and turns that they almost look out of control. But it's not because they can't do any better. Such unpredictable flight is how butterflies evade birds and other predators.

(注) take a flight path 「飛行する」 a predator [prédətər] 「捕食生物」

## (2) 〔倒置構文〕《慶應義塾大》

次の英文は、euthanasia(安楽死)の是非について書かれた英文の一部である。

More controversial than a distinction based on the will of the patient is one based on the actions of the doctor. If a doctor agrees not to perform surgery on a patient suffering from a painful cancer, and lets the disease run its natural course\*, this is passive euthanasia. If a doctor gives a fatal dose of painkillers\* to a patient suffering from a painful cancer, this is active euthanasia.

(注) surgery [sə:rdʒeri] 「外科的処置」 run one's natural course 「成り行きに任せる」 a fatal dose of painkillers 「致死量の鎮痛剤」

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【3】 (1) a descent [disént] 「下降」 out of control 「コントロールできない」 unpredictable [ʌnprɪdɪktəbl] 「予測できない」 evade A [ɪvේd] 「Aを逃れる」

(2) controversial [kànrəvə:r.fel] 「議論の余地がある」 distinction [dɪstɪŋkʃən] 「区別」「差異」

## Intermediate

### 【4】 発展問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [比較対象の前置] 《高崎経済大》

次の英文は、兄の急死後、一人で生活しなければならなくなった女性の話である。

She was driven to consider what else she could do to earn her bread. She might become a nursemaid, or perhaps a nursery governess\*. Though she had been well and in some respects carefully educated, she knew that she could not soar above that. Of music she did not know a note. She could draw a little and understood enough French, — not to read it, but to teach herself to read it. With English literature she was better acquainted than is usual with young women of her age and class; and, as her only personal treasures, she had managed to save a few books which had become hers through her brother's kindness.

(注) a nursery governess [gʌvərnɪs] 「保母兼家庭教師」

#### (2) [Nothing could be further from the truth.] 《九州大》

It is generally assumed that Adam Smith's *The Wealth of Nations*, published in 1776, provides an irrefutable\* justification for free trade as it is practiced today. Nothing could be further from the truth. Smith did not advocate free trade as such, but free trade in conditions which are very different from those that prevail now.

(注) irrefutable [ɪrɪfjuːtəbl̩] 「反駁できない」

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【4】 (1) earn her bread 「生計を立てる」 a nursemaid 「子守り女」 soar [soːr] 「上昇する」  
(2) advocate A [ædvəkeɪt] 「A を擁護する」 prevail [pri(:)veɪl] 「流布する」

## 構文解説

## (1) [比較対象の省略]

文脈から比較対象が明らかな場合は、比較対象を省略することがある。(例 His father was very worried about their sons, but his mother was less, because they had mobile phones. 「彼の父は息子たちのことをとても心配していたが、母親は子供たちに携帯電話を持たせていたのでちほど心配していなかった」) less のあとに worried about them(=their sons) than he(=his father)が省略されている。

## (2) [比較対象の前置]

more... と than が離れていて比較対象がわかりにくくなる場合に、than... が前に移動することがある。(例 He is more able than my sister is to speak English well. 「彼は私の妹よりも英語を上手に話すことができる」 (=He is more able to speak English well than my sister is.)。as~as 構文でも、同様のことが生じることがある。He is as familiar as you are with what happened there. 「彼はあなたと同じくらいそこで起きたことをよく知っている」)

## (3) [比較対象の倒置]

比較構文が、More ... (than A) V S. 「(A より)...なのは、S である」と、倒置構文になる場合がある。

旧情報⇒新情報の語順が好まれる英語では、比較の部分が、旧情報の場合は、倒置となる。(例 Of course it is important to work together as a team, but more important is our own desire to win. 「もちろん、チームとして協力しあうことは大切であるが、さらに重要なのは私たち自身が勝ちたいという思いを強く持つことだ」)

## (4) [比較構文の as/than 以下の注意点]

比較構文(as~as... / more ~than ...)では、as(後ろの as)、than の後続部が、反復を避けるために①省略②代用③倒置等が生じる場合がある。この as および than は文法的に言えば副詞節を導く接続詞で、同じ形を避けるために、①省略②代用③倒置等が生じているのである。

## (5) [...than if SV]

than if SV... では、than SV if SV... から、than の直後の SV が反復を避けるために省略されてできた形である。通例「if...の場合よりも」と訳出すればよい。

## (6) [Nothing could be further from the truth.]

「これは見当違いであろう」「誤解にも程がある」の意を表す。比較対象の than this が省略されていることに注意(Nothing could be further from the truth (than this).)。far from the truth 「真実から程遠い」と Nothing is ... than A 「A より...なものはない」が組み合わせさった形である。

## Intermediate

### 構文解説

#### (1) [as much as A]

as much as A の形には、以下の3つの形がある。as much as に続く形から判断できる場合が多い。①「A も」(as much as **数字**) (例 He had as much as 10,000 yen then. 「彼はその時1万円も持っていた」) ②「A と同程度のもの:名詞の much」(通常と比較構文)(例 I can earn as much as you do. 「私はあなたと同程度稼いでいる」) ③「A と同程度」(等位接続詞的に用いる)(例 This accident is due to your carelessness as much as to heavy rain. 「この事故は激しい雨と同様あなたの不注意のせいだ」) ④「SV...だけでも」(譲歩の副詞節を導く:as much as SV...)(例 As much as I respect you, this idea seems illogical. 「私はあなたを尊敬しているが、この考えは論理的ではない」の意味で用いる。ever はもともと at any time の意味を表す。(例 In spite of poverty, his family looks as happy as ever. 「貧乏であるが、彼の家族は相変わらず幸せそうだ」)

#### (2) [at best / at one's best]

at best / at one's best は、形は似ているが、意味はまったく異なる。at best は「せいぜい、いくらよくとも」と否定の意をあらわすのに対して、at one's best 「～の最高の状態で」「(花などが)見ごろで」「全盛で」のプラスの意味で使う。(例 He is at best a second-rate writer. 「彼はどんなによく見てもせいぜい二流の作家だ」 The plum blossoms are now at their best. 「梅の花は今、満開となっている」)

#### (3) [同一の人(もの)の比較においては、最上級でも the をつけない]

同一人(もの)内の複数の部分や状態を比較して「最も～」という時は the を付けない。(例 This lake is deepest here. 「この湖はここが一番深い」参照 This is the deepest lake in Japan. 「ここは、日本で一番深い湖です」(この場合は、他の湖と比較されていることに注意)

#### (4) [more than **形容詞・副詞** / less than **形容詞・副詞**]

more than **形容詞・副詞** の形で、「このうえなく**形容詞・副詞**、非常に**形容詞・副詞**」の意味を表す。(例 His works are more than popular among young people. 「彼の作品は若者なかでものすごい人気だ」)。less than **形容詞・副詞** で、「けっして**形容詞・副詞**でない」「すこしも**形容詞・副詞**でない」の意味を表す。

#### (5) [nothing more than ...]

nothing more than A で「～にすぎない」「～でしかない」の意味を表す。only 書き換えることが可能。A には、名詞、動詞がくる。(例 He is nothing more than a dictator. 「彼は独裁者にすぎない」)。また、do nothing more than V 「Vするしかない」は do nothing but V と同義である。(例 She did nothing more than cry at the news. 「彼女はその知らせを聞いて、泣くしかなかった」)。

#### (6) [nothing less than ...]

「nothing less than A」は「～にほかならない」「まさしく～で」の意味を表す。A には、名詞、形容詞が来る。一種の強調表現。(例 His theory was nothing less than a revolution 「彼の理論は、革命と呼ぶべきものだった」)。

## No32 《比較Ⅶ》



【1】 [確認テスト]

【2】 [基本構文]

1. A whale is **no more** a fish **than** a horse is ( a fish ).
2. I am **not** able to live by myself **any more than** is my sick mother.
3. She is **no less** kind **than** her late mother used to be.
4. The satellite was **no bigger than** a soccer ball.
5. **No more than** ten people applied for the job.
6. He had **no less than** five English-Japanese dictionaries.
7. She has **not more than** ten dollars on her.
8. **Not less than** ten people applied for the job.
9. He is **nothing more than** a stranger here.
10. He is **nothing less than** a liar.

1. 〈A is no more B than C (is) D. 「C が D でないの同様に、A は B でない」  
=A whale is not a fish any more than a horse is (a fish).  
くじらが魚でないのは馬が魚でないのと同様である。
2. 〈A is not ... B any more than C (is) D. 「C が D でないの同様に、A は B でない」  
私は病気の母と同様に一人で暮らしていけない。
3. 〈A is no less B than C (is) D. 「C が D であるのと同様に、A は B だ」  
彼女は亡くなった母親と同様に親切な人だ。
4. 〈A is no bigger than B 「A は B と同然ちいさい」〉 ★一種の比喩表現  
その衛星はサッカーボールほどの大きさしかなかった。
5. 〈no more than A 「A しか」 =only〉  
その仕事に 10 人しか応募しなかった。
6. 〈no less than A 「A も」 =as many/much as〉  
彼は 5 冊も英和辞典を持っていた。
7. 〈not more than A 「せいぜい A」 =at most〉  
彼女は 10 ドルしか持っていない。
8. 〈not less than A 「少なくとも A」 =at least〉  
その仕事には少なくとも 10 人が応募した。
9. 〈nothing more than A 「せいぜい A」 =only〉  
彼はここでは、単なるよそ者だ。
10. 〈nothing less than A 「まさしく A」〉  
彼はまさに嘘つきそのものだ。

【3】 (1) a battery [bæteri] 「バッテリー」 delete A [di(:)li:t] 「A を削除する」 propose [proupóuz] 「提出する」  
misunderstanding 「誤解を与える」 tendency to V [téndənsi] 「V する傾向」 on ~ grounds 「～の理由で」 sophisticated  
[səfistəkèitid] 「高度な」

(2) argue that SV... 「SV... と主張する」 morality [mourælitɪ] 「道徳観」 inborn [inbo:rn] 「生まれつきの」 self-constructed  
「自分で身に付ける」 digest A [didʒést, dai-/] 「A を理解する」 a concept [kánsept] 「概念」「考え」 fairness [féərnɪs] 「公平さ」  
volume 「量」 conservation [kənsərvéifən] 「維持」 surpass A [sərpáəs] 「A を超える」 a notion [nóʊʃən] 「概念、  
考え」

## Intermediate

### 【3】 標準問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

#### (1) [no less ... than ～] 《山形大》

次の英文は『文藝春秋』のゆとり教育特集について述べたものです。(2003年)

It is shocking to learn of an experiment involving the making of batteries with ¥1 and ¥5 coins deleted from a proposed science textbook because, the ministry reportedly explained, “the damaging of money [in the experiment] could cause misunderstanding.”

But no less surprising is the tendency to shy away from the teaching of evolution — not, as is sometimes the case in the West, on religious grounds, but because the ministry considers it too sophisticated for first-year students. This is material, Bungei Shunju reminds us, that until recently was taught in junior high school.

(注) the ministry 「文部科学省」 shy away from A 「A から手を引く」 Bungei Shunju 「文藝春秋」 株式会社文藝春秋が発行する月刊雑誌(総合誌)

#### (2) [not ... any more than ～] 《京都大》

Piaget argued children’s understanding of morality was like their understanding of those water glasses. We cannot say that it is inborn, and we cannot say that children learn it directly from adults. It is, rather, self-constructed. Taking turns in a game is like pouring water back and forth between glasses. No matter how often you do it with three-year-olds, they are just not ready to digest the concept of fairness, any more than they can understand the idea of volume conservation. After surpassing the age of five or six, the children will play games, have arguments, and work things out together, thereby develop notions of fairness without the help of adults.

## 【4】 発展問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

## (1) [not more ... than ～] 《福島大》

Fortunately, there is a bit of good news at the end of Argys' study. That rebellious behavior expressed at an early age does not necessarily indicate that a younger brother or sister will turn out to be a criminal. By examining adults between the ages of 27 and 34, this study found that younger siblings were not more likely than their elder siblings to be engaged in criminal or antisocial behavior. Therefore, it seems that youthful rebellion is merely a stage that each teenager progresses through, some earlier than others. Furthermore, most evidence suggests that later born children still grow up to be relatively normal, mature, and well-adjusted adults.

## (2) [There is no better ... than ～]

Shakespeare, more perhaps than any other writer, made full use of the great resources of the English language. Most of us use about five thousand words in our normal employment of English; Shakespeare in his works used about twenty-five thousand! There is probably no better way for a foreigner (or an Englishman!) to appreciate the richness and variety of the English language than by studying the various ways in which Shakespeare uses it. Such a study is well worth the effort (it is not, of course, recommended to beginners), even though some aspects of English usage, and the meaning of many words, have changed since Shakespeare's day.

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【5】 (1)rebellious [ribéljəs] 「反抗的な」 indicate that SV... 「SV...を示す」 a criminal [krímənel] 「犯罪者」 a sibling [sɪblɪŋ] 「兄弟姉妹」 antisocial[ˌæntiˈsəʊʃəl] 「反社会的な」 rebellion [ribéljən] 「反抗」 well-adjusted 「よく適応した」 (2)a resource[rɪːsɔːrs] 「資源」 employment [emplɔɪmənt] 「使用」「雇用」 appreciate A [əpriːʃiət] 「Aを評価する」 recommend A [rɪkəmənd] 「Aを勧める」 an aspect [æspekt] 「局面」 English usage 「英語の使用」

## Intermediate

### 構文解説

#### (1) [no more ... than ~] [not ... any more than ~]

“A is no more B than C is D.”で「CがDでないのと同様にAもBでない」の意味を表す。AがBでないことを表すために、通常ありえない「CがDでない」例を引き合いに出して強調する表現。“not ~ any more than ...”(no を not ~ any に変えたものと考えれば良い)の形も同じ意味を表す。than 以下で①省略②代用③倒置(省略・代用に伴って倒置(助動詞+S[...])が生じる)が生じることが多い。

#### (2) [not more ... than ~]

“not more ~ than ...”「...ほど~でない...以上に~ではない」は“more ~ than ...”の単純な否定文である。He is not more diligent than his father.はNot[he is more diligent than his father.]と考えれば良い。また、比較は等号・不等号で考えるとわかりやすく、“not more ~ than ...”は“more ~ than ...(>...)”を否定したもの、つまり“~ ≤ ...”である。「同等またはそれ以下」となる。

#### (3) [not less ... than ~]

“not less ... than ~”「...に勝るとも劣らないほど~である」は“less ~ than ...”の単純な否定文である。He is not less diligent than his father.はNot[he is less diligent than his father.]と考えれば良い。“not less ... than ~”は“less ... than ~(<...)”を否定したもの、つまり“~ ≥ ...”である。「同等またはそれ以上」となる。

#### (4) [no more than 数字]

(1)“no more than + 数詞”は数・量の少ないことを強調し、no more は差が0(ゼロ)を表しており、than 以下と同数であることを表すと同時に、否定(more ではない)の意味を持っている。「たった~だけ(=only)」の意味を表す。  
(2)“no less than+数詞”は数・量が多いことを強調し、no less は差が0(ゼロ)を表しており、than 以下と同数であることを表すと同時に、肯定の意味(less ではない)を持っている。「~も(ある)(=as many[much] as)」の意味を表す。  
(3)“not more than 十数詞”は「~より多くはない、多くても~」を表す。more than +数字「数字以上」を否定していると考えると良い。“at most”と同義である。  
(4)“not less than+数詞”は「~より少なくはない(~かそれ以上)→ 少なくとも~」less than +数字「数字以下」を否定していると考えると良い。“at least”と同義である。

#### (5) [no bigger thanA]

“no more than 数字”に似た形で、“no better than ...”「~も同然」「no later than ...」「~までには必ず」「no smaller than ...」「~ほど大きい」「no bigger than ...」「~ほど小さい」がある。“no fewer than 数字”も、数の多いことを強調して、「~も」の意味を表す。“no less than 数字”と異なり、数のみに用いる。

## NO33 《比較Ⅸ》〔確認テスト〕



## 【2】〔基本構文〕

1. **The more** we learn, **the better** we realize our ignorance.
2. **The older** we get, **the less** sure of our health we feel.
3. **The more difficult** the problem [is], **the greater** the satisfaction in solving it [is].
4. All of us become **the busier**, **the further** civilization advances.
5. **As you study more**, **the more** you discover your ignorance.
6. **The more unique** each person is, **the more** he contributes to the wisdom of others.

1. 〈The 比較級~, the 比較級... 「~すればするほど、いっそう...だ」〉基本形  
学べば学ぶほど、[それだけいっそう]自分の無知を悟る。
2. 〈The 比較級~, the 比較級... 「~すればするほど、いっそう...だ」〉★less を用いる場合  
年をとればとるほど、われわれは自分の健康に自信が持てなくなる。
3. 〈The 比較級~, the 比較級... 「~すればするほど、いっそう...だ」〉★is が省略される場合  
問題がむずかしければむずかしいほど、それを解く満足感は大い。
4. 〈SV...the 比較級, the 比較級~. 「~すればするほど、いっそう...だ」〉  
文明が進歩すればするほど、われわれは皆忙しくなる。★主節と従属節が入れかわる形(倒置形)
5. 〈As SV 比較級~, the 比較級... 「~すればするほど、いっそう...だ」〉★is が省略される場合  
★the 比較級~が As SV~に代わる場合  
学べば学ぶほど、ますます自分が無知であることがわかる。
6. 〈The 比較級~, the 比較級... 「~すればするほど、いっそう...だ」〉★...が倒置構文になる場合  
各人が個性的であればあるほど、それだけ他人の英知に寄与する。

## Intermediate

### 【3】 標準問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 20 分

#### (1) [all the 比較級] 《静岡大》

The books that I have on my shelf communicate a great deal about the things that are important to me to the people who come to visit. And, indeed, when I visit other people, one of the first things that I notice is the reading material that they have on display. Of course, books can not only be saved and collected, they can also be given away, re-sold, or even thrown away, and this makes the ones that we hang onto all the more important. It is for these reasons that when I want to read something that matters to me, a printed text is essential.

#### (2) [The 比較級, the 比較級] 《お茶の水女子大》

The word “happiness” has two very different meanings. The common meaning of the word is “feeling good.” In other words, feeling a sense of pleasure, gladness, or gratification. We all enjoy these feelings, so it’s no surprise that we chase them. However, like all human emotions, feelings of happiness don’t last. No matter how hard we try to hold on to them, they slip away every time. And a life spent in pursuit of those good feelings is, in the long term, deeply unsatisfying. In fact, the harder we chase after pleasurable feelings, the more we are likely to suffer from anxiety and depression.

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【4】 (1)strength 「強さ」 is ready to V 「すすんで V する」 once SV... 「ひとたび SV...すれば」 S be convinced of A [kənvɪns] 「S は A を確信している」 naturally 「生まれながら」 in one sense 「ある意味で」 preconceived 「先入観を持った」 a principle [prɪnsəpl] 「原理」 wrench [rentʃ] 「苦痛」 abandon A [əbændən] 「A を捨て去る」

(2)in other words 「言い換えれば」 gratification[græ`təfɪkේʃən] 「満足」 it's no surprise that SV... 「SV...は驚くことではない」 in the long term 「結局」 chase after A 「A を追い求める」 pleasurable [pléʒərəbl] 「喜ばしい」 suffer from A 「A で苦しむ」 anxiety [æŋzaiəti] 「不安」 depression [dɪpréʃən] 「憂鬱」

## 【4】 発展問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

## (1) [not ... the worse] 《立教大》

Most important is how we will change our image of ourselves and our sense of place in the universe. It is important to recall that most people did reconcile themselves to the discoveries of Copernicus and Darwin, and did not feel any the worse for it. One can have confidence that people in the future also will find a way to describe their place in the world without having to believe that they are unique as thinkers.

(注) reconcile A [rékənsàil] 「A と和解する、A に甘んじる」

## (2) [The 比較級, the 比較級] 《岐阜大》

The farther away from the brain a body part is positioned, the less awareness we have of what it is doing. For example, most people are aware of their face and what expressions and gestures they are displaying and we can even practice some expressions to ‘put on a brave face’ or ‘give a disapproving look’, ‘grin and bear it’ or ‘look happy’ when Grandma gives you ugly underwear again on your birthday. After our face, we are less aware of our arms and hands, then our chest and stomach and we are least aware of our legs and almost oblivious to our feet.

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【5】 (1)recall A [riko:l] 「A を思い起こす」 confidence [kánfədens] 「自信」 describe A [diskráib] 「A を描写する」  
 (2)position A 「A に位置付ける」 awareness [əwéərnis] 「意識」 display A [displéi] 「A を示す」 put on a brave face 「勇敢な顔」 give a disapproving look [disəprú:vin] 「非難のまなざし」 grin and bear it 「笑って我慢する」

## Intermediate

### 構文解説

#### (1) [比較対象の省略]

the+比較級+of the two は「2つ[2人]のうち～のほう」の意味を表す。「2つ(2人)のうちの1つ(1人)」に限定する表現なので、限定の the がつく。例「He chose the more economical plan of the two.」 「彼は二つのプランのうちでより経済的な(費用がかからない)方を選択した」

#### (2) [The+比較級～,the+比較級.] 基本的な考え方

The+比較級～,the+比較級.」の形で、「～すればするほど,(それだけ)ますます...」の意味を表す。基本的な考え方は、「一方の程度(形容詞・副詞)の変化に応じて、もう一方も程度(形容詞・副詞)が変化する」様を表す。この構文では、前半部の The+比較級～が副詞節で、後半部の the+比較級が主節となる。前半部の the は「～につれて」を表す接続詞(=as)で、後の the は「その分だけ」を表す指示副詞である。前半部の副詞節が主節の the を修飾していると考えられることもできる。この構文での注意点は、前半部分も、後半部分も文なので、文型が成立しているということです。例えば、「The harder he studied mathematics, the more interested[(×)the more interesting] he became in it.」 「彼は数学を勉強すればするほど数学が好きになった」では、「the harder」は、studied にかかる副詞で、「the more interested」は、became の補語(C)となっている。前半部は「he studied mathematics hard」から、後半部は「he became interested in it」から出来ていると考えると理解がしやすい。

#### (3) [The+比較級～,the+比較級.] The +比較級～,the+比較級.の倒置形

The+比較級～,the+比較級.で、副詞節と主節が入れ替わって倒置形となる場合がある。その場合は、SV...the+比較級, the+比較級 SV'～。「SV'～すればするほど、SV...」となる。例「He became the more interested in mathematics, the harder he studied it.」 「彼は数学を勉強すればするほど数学が好きになった」

#### (4) [The+比較級～,the+比較級.] The +比較級～,the+比較級.構文上の注意

The+比較級～,the+比較級.では、be 動詞や it is などが省略されることがある。例「The greater <are> our wishes, the greater <are> our efforts.」 「願いが大きければ大きいほど、努力はいる」、前半部、後半部ともに<are>が省略されている。

#### (5) [all the 比較級]

the+比較級+理由(時・条件)を示す句(節)の形で、「～なので(～の時・～ならば)ますます...」の意味を表す。この場合の the は、The+比較級～,the+比較級.構文の後半部の the(指示副詞)と同じ働きで「その文だけ一層...」を表している。「all [副詞] the+比較級」で「なおさら[かえって]いっそう～」の意味を表し、いろいろな理由を示す句・節を伴う。

#### (6) [none the 比較級]

「none the+比較級+for...」は「...だからといってそれだけ～ということは絶対はない」の意味を表す。例「He is none the happier because his wife looks beautiful.」 「彼は妻が美人だからといって、それだけ幸せというわけではない」

## NO34 《さまざまな that 節》



【1】 [確認テスト]

【2】 [基本構文]

(1) [さまざまな that 節]

1. This is the very book **that** I wanted to read.
2. Statistics show **that** very few people live to be a hundred.
3. He was ignorant of **the fact that** the town had been destroyed.
4. Bring the painting closer **so that** I may see it better.
5. I was excited, **so that** I could not get to sleep.
6. This is **so easy that** a child can read it.
7. The question is **not so easy that** anyone can answer it.
8. **Now that** you have passed your test, you can drive on your own.
9. I was glad **that** she visited me unexpectedly.
10. Man is said to be different from other animals **in that** man uses language.
11. The story is good **except that** it is a little too long.

★ 〈代名詞の that〉 The gravity of the moon is one-sixth of that of the earth. 「月の重力は地球の6分の1である」も重要。

11. 〈関係代名詞の that〉 ★名詞(先行詞)を修飾、主格・目的格・所有格になる  
これはまさに私が読みたかった本だ。
12. 〈名詞節 that〉 ★主語・目的語・補語になる  
統計によれば百歳になるまで生きる人はほとんどいない。
13. 〈同格名詞節 that〉  
彼は街が破壊されていたという事実を知らなかった。
14. 〈副詞節 that: ~ so that S may[will/can] V...(目的)〉  
私をもっとよく見えるように、その絵をもっと近くへ持ってきなさい。
15. 〈副詞節 that: ~ , so that SV...(結果)〉  
興奮していたので、私は寝つかれなかった。
16. 〈副詞節 that: so ~ that SV...(程度)〉  
この本はとてもやさしいので子供でも読める。
17. 〈副詞節 that: not so ~ that SV...(程度)〉  
その問題は誰でも答えられるほど容易ではない。
18. 〈副詞節 that: Now that SV..., ~ (理由)〉  
君はもう試験に受かったのだから、一人で運転できるよ。
19. 〈副詞節 that: 感情を表す表現 that SV...(理由)〉  
私は彼女が突然訪ねて来てくれてうれしかった。
20. 〈in that SV... 「SV...という点で」〉  
言葉を使うという点で人間は他の動物と異なるといわれている。
21. 〈except that SV... 「SV...を除いて」〉  
その物語は少し長すぎるという点を除けばけっこうだ。

## Intermediate

### (2) [同格名詞節 that]

1. Don't forget **the fact that** smoking is a danger to your health.
2. **The news that** he was still alive reached us.
3. She was seized by **a sudden fear that** she was being followed.
4. She cherishes **the hope that** he will return.
5. Is there **any likelihood that** Mr. Black will agree to the plan?
6. There is **no probability that** the money will be paid.

1. 〈同格の that : the fact that SV... 「SV...という事実」〉 ★the 情報・事実 that SV...  
喫煙は健康にとって危険なものだという事実を忘れてはならない。
2. 〈同格の that : the news that SV... 「SV...という事実」〉 ★the 情報・事実 that SV...  
彼はまだ生きているという知らせが私たちに届いた。
3. 〈同格の that : the fear that SV... 「SV...という恐れ」〉 ★the 動詞派生の名詞 that SV...  
彼女はだれかに後をつけられているという恐怖に突然襲われた。
4. 〈同格の that : the hope that SV... 「SV...という希望」〉 ★the 動詞派生の名詞 that SV...  
彼女は彼が戻ってくるという希望を心に抱いている。
5. 〈同格の that : the hope that SV... 「SV...という希望」〉 ★the 可能性を表わす名詞 that SV...  
ブラックさんがその計画に賛成する見込みがありますか。
6. 〈同格の that : the hope that SV... 「SV...という希望」〉 ★the 可能性を表わす名詞 that SV...  
そのお金は支払われる可能性はまったくない。

### (3) [接続詞 that の識別]

1. That she is ill is obvious.
2. The reason for my absence is that I was ill.
3. I admit that he is sincere.
4. The idea that money can buy everything is wrong.

1. 〈名詞節 that : 主語の場合〉 ★That she is ill が主語  
彼女が病気だということは明らかだ。
2. 〈名詞節 that : 補語の場合〉  
私が休んだ理由は病気だったからです。
3. 〈名詞節 that : 目的語の場合〉 ★admit 「～を認める」の目的語  
彼に誠意があることは認める。
4. 〈名詞節 that : 同格の場合〉 ★the 抽象名詞 that SV... 「SV...という抽象名詞」  
お金があれば何でも買えるという考えは間違っている。

## 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [that の多い英文] 《岡山大》

What do we lose when a language dies? It is our belief that we lose not only the cultural practices and rituals of that society, but also the collective body of knowledge that that society has accumulated over time. In addition to the knowledge that is lost, we also lose the diversity that makes the world such an interesting place. The world would be a much less exciting place if we all spoke a single language.

## (2) [due to the fact that SV...] 《岩手大》

A heightened concern over one's physical condition is a major symptom of culture shock. While some individuals become excessively concerned over minor aches and pains, we have found that a large number of people actually do become vulnerable to physical illness, such as influenza, when they first arrive in Japan. Constantly they find themselves getting sick. In part, this may be due to the fact that they have not yet developed immunity to viruses common to their new environment.

(注)influenza [ɪnfluːnzə] 「インフルエンザ」 immunity [ɪmjʊːnəti] 「免疫がない」 vulnerable [vʌlnərəbl] 「脆弱な」 a virus [vaɪrəs] 「ウイルス」

【4】(1)artificially [ɑːrtɪfɪʃli] 「人工的に」 temporary [tɛmpərəri] 「一時的に」 vogue [vuːg] 「流行」 a adherent [ædhiərənt] 「支持者」

(2)heighten A [háitn] 「A を高める」「A を増す」 symptom [sɪmptəm] 「症状」 excessively [eksésivli] 「過度に」

## Intermediate

### 【4】 発展問題 [英文解釈]

次の各英文(1)(2)の下線部を和訳しなさい。

解答時間各 30 分

#### (1) [see to it that SV...] 《三重大》

Probably your most important function as chairperson in group decision making is to see to it that the group makes a thorough investigation of the problem at hand. More than this, it is important that there be a clear understanding of the areas of agreement and disagreement. To accomplish these functions, you must see to it that all important points are heard.

#### (2) [make sure that SV...] 《東北大》

We love our kids, and it's only natural that we rejoice when they succeed and feel pain when they don't. But we must make sure that our hopes and expectations for our kids are tailored to their personalities and strengths, not to our own unfulfilled wishes for ourselves.

(注) tailor A to B [téilə] 「A を B に合せる」

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【5】 (1) thorough [θəːrou] 「徹底的な」 investigation [invəstəgeɪʃən] 「調査」 at hand 「当面の」 accomplish A [əkəmpliʃ]  
「A を成し遂げる」

(2) rejoice [rɪdʒɔɪs] 「喜ぶ」 unfulfilled 「成就しない」

## 構文解説

## (1) [等位接続詞と従属接続詞]

接続詞は、大きく分けて、等位接続詞と従属接続詞の2種類がある。等位接続詞とは、and, but のように、語と語、句と句、節と節を文法的に対等なものを結ぶ接続詞。and, but, or がその代表的なものである。他方、従属接続詞は、that, because, when などのように、SV を従えて、一つの意味の固まり(従属節)を作る。文中での役割に応じて、名詞節(文中で、主語、補語、目的語、同格)、形容詞節(名詞を修飾。関係詞節がその代表)、副詞節(名詞以外を修飾)の3種類がある。さらに、副詞節は意味によって、時、条件、理由、結果、目的、譲歩など様々に分類される。

## (2) [名詞節、形容詞節と副詞節の区別]

名詞節、形容詞節と副詞節の区別は、接続詞に導かれる部分がなくても文法的に成立するかどうかで判断する。接続詞に導かれる部分がなくても文が成立すれば、形容詞節と副詞節であり、不成立であれば、名詞節となる。なお、同格の名詞節の場合も、無くても文が成立する。if, when, whether など名詞節・副詞節両方の使い方がある接続詞には注意。例「I don't know if he will accept our proposal.」 「私は彼が私たちの提案を受け入れてくれるかどうかかわからない」 [名詞節] know の目的語になっている。「if he will accept our proposal」がなければ文は成り立たない。「I will be glad if he accepts our proposal.」 「彼が私たちの提案を受け入れてくれればうれしい」 [副詞節] if SV... を取り除いても文は成立する。

## (3) [同格名詞節 that と形容詞節 that(以降は関係詞節を導く that と呼ぶ)との区別]

同格名詞節と形容詞節は、ともに名詞を修飾するが、以下の2点で文法的に異なる。一、同格の名詞節が修飾する名詞は、fact, news などの抽象名詞に限定されるが、関係詞節にはそのような制限はない。二、同格名詞節 that の場合は、that の後続の文が完全文となるのに対して、関係詞節を導く that の後続の文は不完全となる。関係詞節の that は、that が文法的に、主語、目的語、補語として働くため、後続の文が、主語、目的語、補語のいずれかが欠如した形になる。例「She doesn't know the fact that he explained to me.」 「彼が私に説明した事実を彼女は知らない」 [関係代名詞] explained の目的語がない不完全文のため、関係代名詞(that は目的格)である。例「She doesn't know the fact that he had explained it to me.」 「彼女が私にそれを説明したという事実を知らない」 [同格名詞節] he had explained it to me は、文として成立している(完全文)のため、同格名詞節である。

## (4) [同格名詞節でよく用いられる名詞]

情報系: fact 「事実」 idea 「考え」 opinion 「意見」 rumor 「うわさ」 news 「知らせ」  
 可能性系: possibility 「可能性」 likelihood 「可能性」 certainty 「可能性」 risk 「恐れ」  
 V that SV 系: doubt 「疑い」 fear 「恐れ」 hope 「見込み」 thought 「考え」 notion 「概念」 suggestion 「提案」 assumption 「思い込み、仮説」 proof 「証明」 suspicion 「疑惑」 knowledge 「知識」 consciousness 「意識」

V that SV 系とは、名詞(動詞派生の名詞)を動詞に戻した時に that 節を目的語に取る場合は、同格名詞節を導くことができる場合が多い。

## (5) [主語・目的語・補語になる that 節]

that は「～(する)ということ」の意味で、名詞節を導く。that 節は文中で主語・目的語・補語の働きをする。例「That he is confident in himself is certain.」 「彼は自分に自信があるということは確かだ」 (=It is certain that he is confident in himself.) [主語になる that 節]。「All that we know is that he is confident in himself.」 「私たちが知っている精々のことは、彼は自分に自信があるということだ」 [補語になる名詞節]。「She doesn't know that he is confident in himself.」 「彼女は彼が自分に自信があるということを知らない」 [目的語となる名詞節 that]

## (6) [命令・提案・要求を表す V that S should V...]

要求・提案などを表す動詞に続く that 節中では、should(《米》では動詞の原形(should を省略))を用いる。動詞が過去形の場合も「should V」または「動詞の原形」を用いる。「My father suggested that the trip be deferred for a week.」 「父は旅行を1週間延期するよう提案した」 このタイプの動詞には以下のものがある。suggest 「提案する」 advise 「忠告する」 command 「命令する」 demand 「要求する」 insist 「強く要求する」 propose 「提案する」 require 「要求する」 などである。

## **Intermediate**

## NO35 《強調構文》



【1】 [確認テスト]

【2】 [基本構文]

1. **It is this watch that** my uncle gave me as a keepsake.
2. **It was her mother who** objected to their marriage.
3. **It was yesterday that** Mike bought this racket.
4. **It is through play that** a child learns and grows.
5. **It was because he was ill that** he decided to return home.
6. **It was not what he said but the way he said it that** made me suspicious.
7. **It is how effectively you use the available time that** counts.

※波線部が強調部分

1. 〈強調構文：名詞の強調〉  
私のおじが形見にくれたのはこの時計である。
2. 〈強調構文：〉  
2人の結婚に反対したのは彼女の母親だった。
3. 〈強調構文：副詞の強調〉  
マイクがこのラケットを買ったのは昨日でした。
4. 〈強調構文：前置詞句(副詞句)の強調〉  
子供が学び、成長するのは遊びによってである。
5. 〈強調構文：副詞節の強調〉  
彼が帰国の腹を決めたのは病気だったからだ。
6. 〈強調構文：相関語句(not A but B)の強調〉  
疑わしいのは彼の発言ではなくて、彼の言い方であった。
7. 〈強調構文：名詞節(疑問詞 SV)の強調〉★この場合の count は「重要である」の意味。  
重要なのは使える時間をどのように有効に使うかである。

## Intermediate

### 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [It is A and not B that ....] 《信州大》

Human beings have evolved to coordinate complex activities, to gossip and to playact together. It is because they are adapted for such cultural activities — and not because of their cleverness as individuals — that human beings are able to do so many exceptionally complex and impressive things.

(注) coordinate A[kouoːrdenèit] 「A を調整する」 playact 「お芝居をする」

#### (2) [It is A that matters.] 《群馬大》

Though most have little in the way of material possessions, they rarely hoard resources beyond their needs. Instead, they are eager to share what they have with others. In their cultures, it is not the person who accumulates wealth who is esteemed. It is the love in people's hearts and the wisdom in their lives that counts. It is not how much you have that matters, but how much you give of yourself to others.

(注) hoard [hɔːrd] 「蓄える」

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【4】 (1)exceptionally [eksépfəneli] 「例外的なほど」「非常に」 impressive [imprésviv] 「印象的な」  
(2)a possession [pəzéfən] 「所有(物)」 accumulate A [əkjuːmjulèit] 「A を蓄積する」 esteem A [estíːm] A を尊敬する  
matter 「重要である」

## 【4】 発展問題 [英文解釈]

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [疑問詞の強調構文] 《奈良県立大》

It is common for Western observers of postwar Japan to emphasize its great economic achievement without equal regard to cultural attributes. Yet Japanese cultural distinctiveness and the manner in which it developed are instructive in understanding how it is that Japan came to be the first and so far only non-Western country to attain great-power status.

(注) attribute[ætrɪbjù:t] 「特性, 特質」

## (2) [強調構文] 《大分大》

As attraction transitions to a relationship, humor's role changes, but sharing a laugh is no less important. Many agree it is the connection that humor fosters that makes it so good for relationships, especially over the long term. Humor often becomes a private language between two people. A couple's in-joke can make a mundane or tense moment hilarious.

(注) mundane [mʌndeɪn] 「日常の、つまらない」 hilarious [hɪlɪəriəs] 「浮かれ騒ぐ、陽気な」

【5】 (1)emphasize A [émfəsàiz] 「A を強調する」 an achievement [ətʃi:vmənt] 「業績、成果」 without equal regard to A 「A と関係なく」 distinctiveness [distɪŋktɪvnɪs] 「特徴」 instructive [ɪnstraktɪv] 「ためになる」 attain A [ətéɪn] 「A を獲得する」

(2) tense [tens] 「強く張った」「緊張した」

## Intermediate

### 構文解説

#### (1) [強調構文]

文中のある部分(名詞要素または副詞要素)を強めるために、その部分を **It is / that** で挟んで出来た形を強調構文と呼ぶ。「...するのは文中のある部分(名詞要素または副詞要素)だ」の意味を表す。**that** の代わりに強調する部分が「人」の場合は **who**、「物」の場合は **which** が用いられることもある。例「He was taken to this hospital yesterday.」(彼は昨日この病院には運び込まれた)の文から、3通りの強調構文が可能である(破線部が強調されている要素)。① **It was he that(who) was taken to the hospital yesterday.**「昨日この病院には運び込まれたのは、彼だ」② **It was to the hospital that he was taken yesterday.**「昨日彼が運び込まれたのは、この病院だ」③ **It was yesterday that he was taken to the hospital.**「彼がこの病院に運び込まれたのは、昨日だ」

#### (2) [強調構文の it : 強調構文の否定文・疑問文]

強調構文の否定文は「**It isn't ... that ~**」、疑問文は「**Is it ... that ~?**」の語順になる。例「It wasn't to the park that I wanted to go yesterday.」(昨日私が行きたかったのは、公園ではなかった)。「Is he that often studies in this library?」(この図書館でよく勉強するのは彼ですか)

#### (3) [強調構文の it : 疑問詞の強調構文]

強調構文を用いて、疑問詞を強調する場合は、「**疑問詞 is it that ...?**」の語順となる。例「What was it (that) made her so sad?」(一体何が彼女をそんなにも悲しませたのか)。間接疑問文の場合は、「**疑問詞 it is that ...**」となる。例「I don't know how it is (that) we should deal with the problem.」(どのように、この問題を扱うべきか私はわからない)。いずれの場合も **that** は省略可能である。

#### (4) [強調構文の it : that の省略]

強調構文「**It is ... that ~**」の **that** が省略されることがある。例「It was just the man our company has long been looking for.」(私たちの会社が長く探していたのは、まさにそのような人だ)

#### (5) [強調構文の it と形式主語構文の it の識別]

「**It is ... that ~**」の形では、①強調構文の場合、②形式主語構文の場合、③it が前出の語を指す代名詞で、**that** が関係代名詞の場合がある。特に、①②の区別は重要である。識別方法は以下の通り。

手順① : **It is ... that ~** の「...」にくる要素で識別する

**It is ... that ~** の「...」にくる要素が、形容詞の場合は形式主語構文(形容詞、動詞を、強調構文で強調することはできない)、副詞要素の場合は強調構文(副詞要素は、補語にならないため)である。

例「It was only then that he realized the effectiveness of reading.」(その時になって初めて、彼は読書の効用に気づいた)「only then」と副詞が来ている段階で強調構文とわかる。

手順② : **It is / that** を取り除いて識別する

①で判別できない場合には、**It is ... that ~** が強調構文なのか形式主語構文なのかを区別するために **It is** と **that** を取り除いて考える。**It is / that** を取り除いて文が完全な文になれば強調構文、不完全な文であれば形式主語構文である。例「It was two years ago that I first met him.」[強調構文]「私が初めて彼と出会ったのは2年前のことだ」⇒ **Two years ago I first met him.**=完全文。「It is a fact that they hide an important fact.」[形式主語構文]「彼らは重要な事実を隠しているのは事実だ」⇒ **a fact they hide an important fact** では、**a fact** の文法的働きが説明できない。

手順③ : it が前出の語を指す代名詞で、**that** が関係代名詞の場合

例「Language is one of our greatest inventions. It is the means that enables us to communicate effectively.」(言語は、私たちの最大の発明の一つである。それ(言語)は、私たちが意思伝達を効果的に行うことができる手段である) it は **language** を受ける代名詞。**that** は主格の関係代名詞。

#### (6) [わかりにくい強調構文 : It is 名詞要素 that ~]

形だけでは、強調構文なのか、それとも **It** が前出の名詞を受ける代名詞で **that** が関係代名詞の場合なのかかわかりにくい場合がある。例「He was reading a book then. It was the book that I had given him on his birthday.」(その時彼は本を読んでいた。それは、私が彼の誕生日にあげたものだった)。もし「He was reading a book then.」がなく「It was the book that I had given him on his birthday.」だけであれば、強調構文ともとれる可能性がある「私が彼の誕生日にあげたのはその本だ」

#### (7) [強調構文と関連語句]

強調構文は、強調する部分に関連語句(not A but B「AでなくBなど」)が用いられる場合がある。例「It was not I but you that told a lie to her.」(彼女に嘘をついたのは、私ではなくあなただ)この形が発展して、「but you」が後ろに移動すると、「I was not I that told a lie to her, but you.」となる。強調構文と関連語句がともに用いられる場合は、重要な語句を後ろに移動させる場合があることに注意しよう。

## NO36 《so that 構文》



【1】 [確認テスト]

【2】 [基本構文]

1. They tied me up **so that I couldn't** escape.
2. They are working day and night **in order that** they **may** finish the building by the fixed time.
3. I've gained **so much weight that** I can't run fast.
4. The doctor has **so many patients that** he is always busy.
5. I was excited, **so that** I could not get to sleep.
6. **So great** was his emotion **that** he could not utter a word.
7. He was **not so tired that** he could hardly walk.
8. It is **such** a beautiful day **that** I'd like to go fishing in the river.
9. His anxiety was **such that** he could hardly sleep.

1. 〈so that S can V... : 目的〉  
彼らは私が逃げられないように私をきつく縛った。
2. 〈in order that S can V... : 目的〉  
彼らは期限までに建築を終えるように日夜休みなく働いている。
3. 〈so ~ that S V... : 結果・程度〉  
私は体重がとても増えたので速く走れない。
4. 〈so ~ that S V... : 結果・程度〉  
その医者はとても多くの患者をかかえているので、いつも忙しい。
5. 〈、 so that SV... : 結果〉  
興奮していたので、私は寝付かれなかった。
6. 〈so 形容詞 be S that SV... : 倒置〉  
感動のあまり、彼は一言も発することができなかった。
7. 〈not so ~ that SV...〉  
ほとんど歩くこともできないほど、疲れてはなかった。
8. 〈such ~ that SV...〉  
とても素晴らしい日なので川に魚釣りに行きたい。
9. 〈Such be S that SV... : 倒置〉  
彼は心配のあまりほとんど眠れなかった。

## Intermediate

### 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [...so that S will[can] V～] 《神戸大》

次の英文は、ヒマラヤ旅行記の一節である。

“Then I must warn you that tomorrow we shall be entering yeti\* country. There are many of them in this area,” he explained. “Terrible creatures. Half-human and half-beast — very tall and strong. It is said that their feet point backwards, so that you cannot tell where they have come from or where they are going to, and they can smell a human from fifteen kilometers away.”

(注) Yeti イエテイ (a large hairy manlike creature said to hve in the highest part of the Himalayas)

#### (2) [so ... that ～] 《信州大》

English is so familiar to its mother tongue speakers, a vast community who largely speak nothing else, that it hardly seems a distinct language at all. Since it is used all round the world, the natural tendency is to take it for granted that it will be available as a means of expression for whatever might need saying. Hence the angry tourist’s despairing shout of “Don’t you speak English?” when this expectation is disappointed. It’s nothing fancy to know English; indeed, as Cicero\* once said of Latin, it is not so much creditable to know it as it is a disgrace not to.

(注) Cicero 「キケロ」 前 106 - 前 43 ローマの弁論家，政治家，哲学者。

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【3】 (1)warn A that SV...[wɔːrn] 「A に that SV...を警告する」 cannot tell A 「A がわからない」  
(2)distinct [dɪstɪŋkt] 「際立った」 take it for granted that SV... 「SV...を当然と思う」 available [əvəɪləbəl] 「利用できる」  
despairing [dɪspɛəriŋ] 「絶望した」 disappointed [dɪsəpɔɪntɪd] 「(期待などが)挫ける」 creditable [krɛdɪtəbəl] 「名誉となる」 disgrace [dɪsgrɛɪs] 「不名誉」

## 【4】 発展問題〔英文解釈〕

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [so 形容詞 (that) SV...] 《北海道大》 that の省略

In 1981 IBM took the first practical step toward making nanotechnology\* a reality by making a new microscope. The microscope was so powerful it allowed researchers to see atoms and molecules for the first time. Scientists had talked and written about working at this atomic level before, but they had to wait until IBM's invention to make it possible. Now that scientists can see at this atomic level it may be possible to control atoms, move them around and build products from the atomic level.

(注) nanotechnology 「ナノテクノロジー」

## (2) [..., so much so that SV ~] 《東京工業大》

My father has always been a passionate man, and one thing that he is especially passionate about is the people of the Everest region — so much so that in 1960 he began the first of many projects aimed at improving their lives. In 1975 he had begun building his second hospital in the Himalayas when tragedy struck our family. My mother and youngest sister Belinda were flying into the mountains to join him when their small airplane crashed soon after takeoff from Kathmandu.

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【4】 (1) an atom [ætəm] 「原子」 a molecule [mə'li:kju:l] 「分子」 invention [ɪnvenʃən] 「発明」  
 (2) passionate [pæʃənət] 「情熱的な」 be aimed at A 「A を目標とする」 improve A [ɪm'pru:v] 「A を改善する」 tragedy [trædʒədi] 「悲劇」 strike A [straɪk] 「A を襲う」 (strike-struck-struck)

## Intermediate

### 構文解説

#### (1) [so that SV...]

so that SV...の形で、結果または目的を表す。結果を表す場合は、soの前にカンマが置かれることが多く、目的を表す場合は、that節内に、助動詞 may, can, will などが置かれることが多い。ただし、例外も多く最終的には文脈で判断する必要がある。例「She always keeps the garden clean so that her children can run about there.」「彼女は、子供たちが走り回ることができるようにいつも庭をきれいにしている」例「It rained hard in the morning, so that we had to put off the departure.」「朝雨が激しく降っていた。だから、私たちは出発を延期しなければならなかった」なお、この構文では、thatが省略される場合がある。例「He suddenly came, so those present at the party were confused.」「彼が突然やってきたので、パーティに出席した人々はとても困惑した」

#### (2) [so ... that SV... / such ~ that SV...]

“so ... that SV ~” “such ... that SV ~”の形で、「とても...なので SV~」と結果を表す。例「He walked so fast that one of us got lost on the way.」「彼はとても早く歩いたので、私たちの一人が途中で道に迷った」例「This is such a pleasant park that a lot of people visit this place regardless of seasons.」「ここはとても素晴らしい公園なので、多くの人が季節に関係なくこの場所を訪れる」

#### (3) 書換 so ... that SV... ⇔ ... enough to V / too ~ to V]

so ... that SV ~は、不定詞を用いた “enough (for A) to V” “too ~ (for A) to V”で書き換えることができる。例「This desk is so big that we can study together.」⇔「This desk is big enough for us to study together.」「この机はとも大きいので私たちは一緒に勉強できる」例「He spoke so fast that we couldn't understand him.」⇔「He spoke too fast for us to understand his explanation.」「彼はとても早く話したので、私たちは彼の説明が理解できなかった」

#### (4) [so 形容詞 a[n] 名詞 that SV...]

so ... that SV ~で、名詞が入る場合は、“so 形容詞 a[n] 名詞”の語順になることに注意。この構文で用いられる so は副詞であり、形容詞を修飾するため、形容詞が名詞の前に出てきた形となっている。例「This is so difficult a problem that no one can deal with it.」「これはたいへんむづかしい問題なので、誰も扱うことができない」(×) This is so a difficult problem that no one can deal with it.

#### (5) [S is such that SV~]

“S be such that ~”の形で「Sは大変な[すごい]ものなので~だ」の意味を表す。この場合の such は、so great の意味で用いられている。また、この構文では、強調のために such は文頭にも置くことができ、その場合は倒置(Such is S that ~)が起こる。例「His insight is such that he will easily detect your lies.」=Such is his insight that he will easily detect your lies.」「彼の洞察力はすごいので、彼は簡単にあなたの嘘を見破るだろう」

#### (6) [“not so ~ that SV...” “so 過去分詞 that SV~]

“He was not so tired that he couldn't walk further.”の英文を「とても...なので SV~」で訳すと「彼はとても疲れていないので、歩くことができなかった」とすると意味不明な訳となる。“so ... that SV~”の元の意味が「それほど... ~ほど」「そのように...。~のように」である。「彼はそれほど疲れていなかった。(どれほど)もう歩けないほどは」⇒「彼はもう歩けないほどには疲れていなかった」。また、so ~ that の間に過去分詞が置かれることがある。この場合も、so の本来の意味である「そのように」に戻って、「そのように~されている。(どのように)~のように」と考える。例「Our school is so made that all the students can study until ten.」「私たちの教室は(そのように)作られている。(どのように)すべての生徒が 10 時まで勉強できるように」⇒「私たちの教室はすべての生徒が 10 時まで勉強できるように作られている」

#### (7) [..., so much so that SV~]

“..., so much so that SV~” “...だ、とてもそうなので、SV...”の意味を表す。この構文は、“so ... that SV~”の so...that のあいだに、前出の形容詞または副詞を受ける so の直前に強調の副詞 much をつけて出来た形である。通例“so much so that SV~”のまえに、カンマ(,)またはダッシュ(-)を置くことが多い。例「He is very good at mathematics — so much so that he has no problem to solve in this text.」「彼はとても数学が得意だ。とても得意なので、このテキストには解けない問題はない」



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No37 <LISTENING//ENGLISH COMPOSITION>



- 【1】 [講習会確認テスト]
- 【2】 [リスニング]
- 【3】 [整序・英作文] 《関西学院大》

解答時間 15 分

次の設問(A, B)に答えなさい。

設 問

A. 次の日本文(1, 2)に相当する意味になるように、それぞれ下記(a~h)の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から 2 番目と 6 番目に来るものの記号をマークしなさい。

(1) 費用がかかりすぎるようです。この計画をどう実行するのか再考すべきでしょう。

It is likely to cost us too much. Perhaps ( ) project.

- a. carry                      b. how                      c. reconsider              d. should
- e. this                        f. to                        g. out                        h. we

(2) 私が今、とても成功しているのはあなたのおかげです。

I ( ) successful now.

- a. am                      b. I                      c. it                      d. owe                      e. very                      f. that
- g. to                      h. you

B. 次の日本文に相当する意味になるように英文の空所を埋めなさい。答えは、空所に入れる部分のみを記述式解答用紙の所定欄に記入しなさい。

電子メールの利点の一つは、送信する前にメッセージを綿密に準備できることだ。

A benefit ( ).

## No38 特別講座 [長文読解演習]



## 【1】

次の英文を読み、あとの問いに答えよ。

Anger is a natural emotion that everyone experiences in life. Some researchers believe the first sound a baby makes when born could be a sign of anger. Anger may be the original or first emotion we feel and respond to. Imagine, before hunger, thirst, love, desire or any other describable feeling, we may experience anger.

Not only is anger a natural emotion, it is in many cases a perfectly healthy emotion. Anger can motivate individuals to do positive and memorable acts. Sometimes we have to be angry at injustice, at evil, or even at nature, before we can do what needs to be done to correct wrongs or make things better. But of course, that is not how we usually think of anger.

Most people think of anger as an emotion we must keep under control. Children are sometimes sent to their rooms or punished for expressing anger in an excessive way. Parents tell a child to “get control” of himself when the child shows anger. We may be angry with friends or at work, but we know it is usually inappropriate to show it. We have to control the anger or suffer what may be the negative consequences. Very early in life, we learn that anger is something that must be controlled. We learn this for a good reason.

We know that uncontrolled anger can lead to fights, car accidents, bad relationships with others, unacceptable social behavior, and many other problems. Many experts say that if one holds his anger in, it can even lead to severe mental and physical health problems. So what can we do to understand and calm this natural emotion that we call anger?

Experts offer many solutions to excessive and harmful anger. Some of these solutions include verbalizing and talking about what triggers the anger with someone you trust and is a good friend, leaving a situation that causes anger, beating on a pillow, exercising more in one’s daily life, therapy,

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medication, and many other methods. <sup>(43)</sup>Whatever solution one chooses, it is good to know that by trying to find the solution to the problem of anger, the first step in the right direction to solving the anger problem has been taken.

問 1 本文の第 1 段落の内容に合うものとして最も適当なものを, ア～エから一つ選べ。( 38 )

- ア. Babies may feel anger earlier than they experience any other emotion.
- イ. Every time we experience anger, we are hungry or thirsty afterwards.
- ウ. Some researchers believe that hunger is the first emotion babies experience.
- エ. We respond to hunger before thirst, love, desire and other emotions.

問 2 本文の第 2 段落の内容に合うものとして最も適当なものを, ア～エから一つ選べ。( 39 )

- ア. Anger is not only natural, but also the healthiest emotion.
- イ. People who are angry at evil need to correct the wrongs they have done.
- ウ. Sometimes anger can cause people to do good things.
- エ. We need to be angry at injustice but not at nature.

問 3 本文の第 3 段落の内容に合うものとして最も適当なものを, ア～エから一つ選べ。( 40 )

- ア. It is always okay for us to show anger to friends or at work.
- イ. Parents sometimes get angry at their children in order to force them to their rooms.
- ウ. The child who can “get control” of himself is more likely to show anger.
- エ. We become aware of the need to control anger when we are very young.

問 4 本文の第 4 段落の内容に合うものとして最も適切なものを, ア～エから一つ選べ。( 41 )

- ア. Even if people keep their anger in, they don't suffer any mental problems.
- イ. If people don't release their anger, they may become sick.
- ウ. Once people release their anger, they cannot control it at all.
- エ. Once people release their anger, they will feel calm.

問 5 本文の第 5 段落に明示されている内容として最も適切なものを, ア～エから一つ選べ。( 42 )

- ア. Ways to solve anger problems include discovering new things that cause anger or doing physical activity.
- イ. Ways to solve anger problems include finding something new that causes anger or taking medicine.
- ウ. Ways to solve anger problems include moving away from the things that cause anger or lying on a pillow.
- エ. Ways to solve anger problems include walking away from the circumstances that cause anger or discussing the source of the anger.

問 6 下線部(43)の内容に合うものとして最も適切なものを, ア～エから一つ選べ。

- ア. Any of these solutions will work, but only one is probably not enough.
- イ. Looking for a way to fix the problem of anger is the first course of action.
- ウ. There is one good solution that everyone must choose as a first step.
- エ. Traveling on foot in a certain direction is a good way to solve anger problems.

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問 7 本文の内容と合うものを、ア～キから二つ選び、( 44 )と( 45 )に一つずつマークせよ。ただし、マークする記号(ア, イ, ウ, ...)の順序は問わない。

- ア. We experience describable feelings before we can experience anger.
- イ. We should do positive acts because, if we do not, we will anger people.
- ウ. Children who get very angry are sometimes disciplined.
- エ. Children are better than adults at controlling their anger well.
- オ. If we cannot control our anger, we may hit each other or have a quarrel.
- カ. People with mental and physical health problems are able to control their anger.
- キ. There are only six methods for solving the problem of anger.

## 【2】

次の英文を読んで、後の問いに答えよ。

In the United States, wealth has traditionally been seen as the reward for hard work. Although most people still believe in the American Dream, that is, to achieve wealth through hard work, many are now having a difficult time achieving or maintaining it. Middle-class families are under financial stress. Many of the high-paying manufacturing jobs have moved overseas, and now Americans in the service and technology sectors are worried that their jobs will suffer the same fate. Mortimer Zuckerman wrote in *U.S. News & World Report*, “Millions of middle-class Americans are living from month to month, struggling to pay their bills, having to borrow money and going into debt. Many families are just one medical emergency away from going into bankruptcy\*.... More people this year [2004] will end up bankrupt than will graduate from college.”

The curious thing about this is that in most families both the husband and wife are working. Their combined family income is much larger than that of the single-income family a generation ago. So, why are they struggling? There are several reasons. Zuckerman says, “Once they have paid the mortgage, payments on two cars, taxes, health insurance, and day care, these apparently wealthy two-income families have less money <sup>(1)</sup>at their disposal today and less money to <sup>(2)</sup>save for a rainy day than a single-income family of a generation ago.... Many in the middle class, those earning \$65,000 a year and less, who make up roughly 80 percent of the people who work, feel they are falling further and further behind, no matter how ( 3 ).” Health care and health insurance have become more and more expensive, taking a larger percentage of family income. The cost of housing has risen dramatically, but middle-class families ( 4 ) want to have a nice home and two cars. They have come to depend on two incomes to pay for this higher standard of living. Also, as manufacturing jobs have disappeared, a college education has become increasingly important and increasingly expensive. Many middle-class

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families are struggling to pay for a college education for their children, and school fees continue to rise sharply. The difficulty of the middle class is one reason why some are now calling for the government to give them rights to health care, to a college education, and to <sup>(5)</sup>a decent-paying job.

注 bankrupt 破産状態の > bankruptcy

1. 下線部(1), (2), (5)に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ。

(1) at their disposal

A. available to them

B. in their deposits

C. to work for

D. to waste

(2) save for a rainy day

A. save them from getting wet

B. save until the weather changes

C. save to buy a raincoat

D. save for a time of unexpected need

(5) a decent-paying job

A. a well-respected job

B. a job with a high salary

C. a job with a good enough salary

D. a job with few rewards

2. 空所( 3 )の中に入る最も適切なものを選択肢から選び、その記号をマークせよ。
- A. hard they work                      B. they hardly work  
C. little they work                      D. difficult their work
3. 空所( 4 )の中に入る最も適切なものを選択肢から選び、その記号をマークせよ。
- A. already                                  B. still  
C. rarely                                    D. no longer
4. 第1パラグラフの内容と一致するものを選択肢から二つ選び、その記号をマークせよ。
- A. For a long time, Americans believed that they should dream about wealth.
- B. Most middle-class families today have rejected the American Dream.
- C. Americans who have jobs in service and technology industries are sure that their jobs will not disappear from the United States, although this happened to many well-paid manufacturing jobs.
- D. A large number of middle-class Americans earn barely enough to pay their monthly living costs.
- E. Millions of Americans have to change their jobs every month to avoid going into bankruptcy.
- F. There are many families in America that would go bankrupt if any family member required sudden medical treatment.

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5. 第2パラグラフの内容と一致するものを選択肢から二つ選び、その記号をマークせよ。
- A. It is a curious fact that the total income of families in which both partners work is smaller than that of single-income families.
  - B. About 80 percent of middle-class people feel that their life style is going back to that of middle-class people a generation ago.
  - C. The majority of middle-class people feel that it is becoming more and more difficult to maintain their standard of living.
  - D. Although middle-class families today are making more money than those a generation ago, they are spending a larger percentage of their income to cover medical expenses.
  - E. A large number of middle-class people, who have had to pay more for health care and children's education, are willing to lower their standard of living.
  - F. The difficulty of the middle-class has caused the government to provide health care and college education to all.

次の英文を読んで、下の問(A～C)に答えよ。

Sometimes a creative problem is so difficult that it requires people to connect their imaginations together. In other words, the solution arrives only if we work in groups. This is because a group is not just a collection of individual talents. (a)Instead it is a chance for those talents to produce something greater than a single individual could create on his own.

Nowadays, there's evidence that group creativity is becoming more necessary. Ben Jones, a professor of management, has (b)demonstrated this by analyzing successful innovation in science. The trend he's observed is (c)a sharp shift toward collaborative teamwork. According to Jones, more than 99 percent of scientific fields have experienced increased levels of teamwork.

While the most important discoveries in a scientific field used to be the product of individual geniuses such as Einstein or Darwin, the best research now emerges from groups of scientists. The reason is simple: the biggest problems we now need to solve require the talents of people from different backgrounds who (d)bridge the gap between their areas of knowledge. Unless we learn how to share our ideas with others, we will be (e)stuck with a world of seemingly impossible problems.

But how should we work together? What's the ideal (f)strategy for group creativity? Brian Uzzi, a sociologist, has spent many years trying to answer this question by studying the creative teams that make Broadway musicals. "Nobody creates a musical alone," he said. "The production requires too many different types of talents." Uzzi wanted to understand how the team members' relationships affected the success or failure of a musical. He looked at groups of songwriters, producers, screenplay writers, dance choreographers\* and directors who worked together creatively. He wondered if it is better to have a group (g)composed of close friends who have worked together before, or total strangers working together for the first time.

The first thing Uzzi discovered is that most of the people who worked on Broadway were part of an extremely interconnected social network. Members

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on a new production team either knew one another very well, had met before or had seen one another's previous projects. Uzzi also found that the best Broadway shows were produced when there was a range of levels of closeness among members. When all the members in the group had close relationships, the results were not very good. If nobody knew anyone else very well, the play was usually not very successful. The most successful Broadway musicals were created by teams where some people had worked together before but others were newcomers. In the ideal creative situation, people will become more comfortable with one another, but they should not be too comfortable, at first. Somehow this mix of personal relationships seemed to be ideal.

Understanding what kinds of teams are most effective is very important. Today we live in a world of very complex and difficult problems. Most of the (b)important challenges humans face exceed the capabilities of the individual imagination. As a result, we can find creative solutions only by working together with other talented people. What researchers like Jones and Uzzi have found is that when talented people come together and cooperate in the right way, it can seem like magic. But it's not magic; it is the natural result of successful teamwork.

\*choreographers : 振付け師

問 A 本文の内容に合致するものを、下の(11~22)から4つ選んで、その番号を記入せよ。

- 11 When a problem is difficult, a single individual is most likely to solve it.
- 12 According to the passage, in science, there was less collaboration in the past than there is now.
- 13 Einstein and Darwin are examples of individuals who worked with groups of geniuses.
- 14 Uzzi recently became interested in understanding how directors make successful musicals.
- 15 Musicals require the collaboration of creative people with many different talents.
- 16 Uzzi is a sociologist who produced Broadway musicals.
- 17 The success of Broadway plays is unrelated to the familiarity among group members.
- 18 When nobody in the production team knew anyone else, the play was very successful.
- 19 Some of the creative groups Uzzi studied included people who had never worked together.
- 20 Uzzi found that a mix of personal relationships was far from ideal.
- 21 Today's problems can best be solved by talented people coming together to find a solution.
- 22 The research of Jones and Uzzi seems like magic because it was the result of their working together.

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問 B 下線部(c・d・e・h)の意味・内容に最も近いものを, それぞれ下の(1~4)から 1 つ選んで, その番号を記入せよ。

- (c) a sharp shift toward collaborative teamwork
- 1 a sudden change toward group cooperation
  - 2 a quick approach to job sharing
  - 3 a smart switch toward group uniformity
  - 4 a strong desire for clear relationships
- (d) bridge the gap between their areas of knowledge
- 1 reduce the distance between theory and practice
  - 2 improve the transportation among different nations
  - 3 create a connection between different fields of study
  - 4 attract various talents who come from different cultures
- (e) stuck with a world of seemingly impossible problems
- 1 placed in a situation where problems do not appear
  - 2 surprised by the apparent confusion of the world
  - 3 trapped in a condition where we take the blame for the world's troubles
  - 4 caught in a situation where difficulties appear to be hard to solve
- (h) important challenges humans face
- 1 amazing variety in people's expression
  - 2 significant problems people must deal with
  - 3 notable difficulties of accepting others
  - 4 essential changes the members must meet

問 C 下線部(a・b・f・g)の意味・内容に最も近いものを、それぞれ(1～4)から1つ選んで、その番号を記入せよ。

(a) Instead

- 1 Moreover      2 Though      3 Instantly      4 Rather

(b) demonstrated

- 1 entertained      2 proved      3 appeared      4 performed

(f) strategy

- 1 method                      2 motivation  
3 location                      4 reason

(g) composed of

- 1 imposing on                      2 breaking up with  
3 made up of                      4 gathered in

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### 【4】

次の英文を読み、設問に答えなさい。

Animal shelters in the United States are doing a much better job of finding good homes for animals in their care. Back in the 1970s, shelters put to death as many as 12 to 20 million dogs and cats each year for lack of homes. Fortunately, today those numbers have declined by more than 75 percent. But for elderly pets, it's still extremely difficult to find a new home. Some people simply don't appreciate or understand the benefits of adopting older pets.

There are many benefits to adopting (a) a pet with "history." Older pets usually are more gentle, relaxed and easy to care for than younger ones. Also, they are often already house-trained. Many people think that bringing a puppy or a kitten into the home is ideal: They haven't been "tainted" by somebody else's poor training or bad experiences, they get to grow up with the family, and they are ( ① ).

( ② ) The puppy / kitten cuteness only lasts a few short months, and then they act like a crazy "teenager." You have to train them to use the bathroom, not to chew on your furniture and to relax when you're ready for bed. Adult pets usually come pre-trained. Your rugs and furniture will be safe. The pets need only to adjust to your schedule.

Additionally, with a puppy there's no way of knowing how big that tiny creature is going to become, let alone the true nature of his or her personality. Experts say a cat or dog's personality may not fully develop until at least six months of age, so that loving kitten may grow up into an unfriendly adult, or that calm puppy may turn fearful.

With adults, what you see in the shelter is, more often than not, exactly what you'll get at home. Remember the old saying, "( ③ )." It's a myth. An older pet can learn anything that a younger one can; in fact, it might already have a lot of tricks it can do.

We Americans spent an estimated \$58.5 billion on our pets in 2014 alone, according to the American Pet Products Association. But, despite our love for

our pets, six to eight million of them will find themselves homeless this year, and about 50 percent of dogs and nearly 75 percent of cats entering our shelter systems likely will not make it out alive.

Those (b)figures seem unbelievable. After all, Americans certainly support the concept of adoption and rescue. In fact, research found that an estimated 17 million Americans who are open to the idea of adoption will get a new pet this year. (c)It doesn't take a math wizard to see that placing all of the adoptable pets into new homes is not an impossible task.

Sadly, supporters of animal rights constantly fight the mistaken idea that shelter pets are somehow damaged. Moreover, it is especially difficult when it comes to older pets. As we get closer to our goal of ending shelter-pet killing, we still need people willing to open their hearts and homes to senior pets who have lots of love to give, regardless of how many years they have left to live.

- (1) 本文の内容と一致するように、以下の英文の空欄に最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

Over the last forty years, the number of animals that have had to be killed has (\_\_\_\_\_).

- |                  |                                |
|------------------|--------------------------------|
| 1 fallen greatly | 2 stayed about the same        |
| 3 risen sharply  | 4 decreased by about a quarter |

- (2) 下線部(a)の a pet with "history" の意味として最も適切なものを次の1～4の中から選び、その番号をマークしなさい。

- |               |             |
|---------------|-------------|
| 1 評判の悪いペット    | 2 健康なペット    |
| 3 健康に問題のあるペット | 4 幾分年取ったペット |

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(3) 空所( ① )に入れるのに最も適切なものを次の 1~4 の中から選び, その番号をマークしなさい。

- |            |            |
|------------|------------|
| 1 immature | 2 adorable |
| 3 charmed  | 4 adapted  |

(4) 空所( ② )に入れるのに最も適切なものを次の 1~4 の中から一つ選び, その番号をマークしなさい。

- 1 Is any pet really easy to train, regardless of whether it is young or old?
- 2 That said, there are several advantages to choosing a younger pet.
- 3 But what are you really getting when you choose a younger pet?
- 4 Older pets can be equally friendly and are usually less aggressive.

(5) 空所( ③ )に入れるのに最も適切なものを次の 1~4 の中から一つ選び, その番号をマークしなさい。

- 1 you can't teach an old dog new tricks
- 2 you can teach anything to a younger dog
- 3 you can't teach anything to any dogs
- 4 you can teach any old dog new tricks

(6) 下線部(b)の figures の意味として最も適切なものを次の 1~4 の中から一つ選び, その番号をマークしなさい。

- |         |          |
|---------|----------|
| 1 猫や犬の姿 | 2 数字     |
| 3 挿絵    | 4 計算すること |

(7) 下線部(c)の It doesn't take a math wizard の意味として最も適切なものを次の 1~4 の中から一つ選び, その番号をマークしなさい。

- 1 さほど時間がかからない
- 2 数学が得意な人なら時間がかからない
- 3 誰にでもわかる
- 4 数学的な魔術はいらない

- (8) 本文と内容が一致するものを次の1~6の中から二つ選び、その番号をマークしなさい。
- 1 年齢の若いペットを選んだとしても良いことばかりではない。
  - 2 年齢の若いペットは、引き取られた家庭次第で性格がきつくなったりする。
  - 3 年取ったペットを飼った場合、既にしつけられているので、家の中が汚れたりしないであろう。
  - 4 専門家によると、年齢の若いペットは、成長すると必ず悪い性格になる。
  - 5 年齢の若いペットは、訓練が十分でないからかえってかわいいと思う人も何人かいる。
  - 6 年取ったペットは、既にしつけがしてあるため育てるのが楽だということはいく知られている。
- (9) 本文で、筆者が動物シェルターについて強く感じていることを表しているものを次の1~4の中から一つ選び、その番号をマークしなさい。
- 1 ほとんどのアメリカ人は、動物を引き取って育てる予定である。
  - 2 動物シェルターからよく引き取られるのは、生後6か月くらいの動物である。
  - 3 アメリカの動物シェルターは、手厚く動物の世話をしていると近年評判が高い。
  - 4 動物シェルターにいる年取った動物も、良いペットになることを理解してほしい。

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次の英文を読み、設問に答えなさい。

The most desperate period of my life, financially speaking, was my years as an undergraduate at Syracuse University, which I was able to attend on a New York State Regents scholarship. Beyond the tuition\*, there was pressure to come up with money for room and board and other expenses. Above all, I lived in constant fear of doing poorly academically, and being shipped back home, where my farm tasks awaited.

At Syracuse, I was privileged to work in the university library for a dollar an hour, for as many hours a week as I could manage. This was my first “real” job; I could now consider myself an adult. Yet, in my immaturity, in my naïveté and idiocy, I’d joined a sorority\*, and (4)for this impulsive act I would pay, financially and emotionally, for a long time. I had not realized how many hidden costs would show up each month on my bill. This was a nightmare; there always seemed to be special assessments, dues I hadn’t anticipated. And fines. Because I worked at the library, I had to miss numerous meetings and sorority functions\*, and for each event missed a fine had to be given. When I missed “ritual” functions, the fines were higher. Now (6)a fever came upon me to resign from the sorority, which I couldn’t afford and felt no kinship with. I could not believe I had made such a mistake. But joining a sorority is akin to those cruelly exquisite fish traps in which an incautious fish, having swum inside, can’t manage to turn and (5)escape. Now a percentage of my work hours had to go toward paying sorority costs.

I had always loved libraries, but working in the stacks\* of a library with a large multifloored collection was a frightening prospect. My memory of those months is of a labyrinth so dimly lit as to inspire hallucination\* — a universe, or a graveyard, of books. Not very encouraging to a nineteen-year-old whose hope was to be a writer someday. It was one of the profound shocks of my life, when I received my first paycheck, to discover that so much of my salary went to income taxes: I wasn’t working for a dollar an hour but for

something like seventy cents. A librarian kindly pointed out, “It’s the same for all of us.”

I would work at the library until it closed, at 11 p.m., then I would return to the sorority house where I now boarded, find a place that was quiet amid the general noise and gaiety of my sisters, and study until 1 or 2 a.m. To be poor is not only spiritually humiliating but impractical: (ㄷ)you find yourself doing things you would not wish to do, out of an inability to do that which you might wish to do. To be poor in the midst of the rich is to feel oneself both an outsider and, oddly, privileged: as a scholarship girl, (ㄹ)I was a spy in the house of merriment. If only I hadn’t joined the house of merriment quite so compulsorily, signing a legal contract!

I was never released from my “sacred sisterhood” except by graduating and moving away. (ㄹ)My prevailing anxiety about failing my academic studies must have inspired overcompensation, for I was the valedictorian\* of my class. Forty years later, going through my recently deceased father’s papers, I would discover the amount of the New York State Regents scholarship that had so changed my life: it was five hundred dollars a year.

[注] tuition 学費 sorority 女子学生会 function 催し, 行事

stacks 書庫 hallucination 幻覚 valedictorian 卒業生代表

## Intermediate

〔設 問〕

A.

(a) The most desperate period of my life で始まる第 1 パラグラフの内容に合致するものを次の 1~4 から選び、答えの番号をマークしなさい。

1. As I was a good student academically, my biggest worry was money.
2. Because I had a scholarship, I didn't need to be so concerned about whether I could meet all my expenses.
3. Sometimes I felt so unhappy at university that I wished I were back home on the farm.
4. When I was at university, I worried both about money and grades.

(b) 下線部(甲) a fever came upon me to resign from the sorority が表すものとしてもっとも適切なものを次の 1~4 から一つ選び、答えの番号をマークしなさい。

1. 私は病気になって女子学生会をやめざるをえなかった。
2. 私は女子学生会をどうしてもやめたくなくなった。
3. 私は気分が悪くなって女子学生会館から外に出た。
4. 私は女子学生会の人気が高まりすぎ、退会せざるをえなくなった。

(c) この箇所<sup>ひよ</sup>の<sup>ひよ</sup>比喩の内容から下線部(乙) escape とはどういうことか、もっとも適切なものを次の 1~4 から一つ選び、答えの番号をマークしなさい。

1. avoid the other members of the sorority
2. leave the sorority
3. leave the university altogether
4. run away from home

(d) 下線部(ホ) *I was a spy in the house of merriment* とは具体的にどういうことか、もっとも適切なものを次の1~4から一つ選び、答えの番号をマークしなさい。

1. 私は楽しい学生生活の送り方を他の学生たちから学ぼうとした。
2. 私は他の学生たちが楽しむのをただ見ているだけだった。
3. 私は学生たちの行動について大学当局に報告していた。
4. 私は他の裕福な学生たちを軽蔑のまなざしで見っていた。

(e) *I would work at the library* で始まる第4パラグラフの内容に合致するものを次の1~4から選び、答えの番号をマークしなさい。

1. I chose to work as late as possible in the library so that I did not have to participate in the activities of the sorority.
2. I preferred to study late at night rather than join in the activities of the others.
3. I wished that I had never joined the sorority.
4. I wished that I were an ordinary student, and not a scholarship girl.

(f) 下線部(ヘ) *My prevailing anxiety about failing my academic studies must have inspired overcompensation* とはどういう意味か、もっとも適切なものを次の1~4から選び、答えの番号をマークしなさい。

1. 私は成績不振を恐れるあまり、試験勉強をやりすぎるほどにやった。
2. 私は試験に落ちるのが怖くて、試験では過剰なまでに神経を張りつめた。
3. 私は卒業したい一心から、試験勉強では他の多くの級友たちの協力を得た。
4. 私は学問を身につけずに終わる不安から、多すぎるほどの科目を履修した。

## Intermediate

(g) 問題文の趣旨としてもっとも適切なものを次の 1~4 から一つ選び, 答えの番号をマークしなさい。

1. Looking back at my student days, I am sorry that I did not study harder.
2. Looking back at my university years, I regret that I didn't spend more time having fun.
3. My memories of university are not all happy ones, but I did well in my studies.
4. The friendship of other students was the best thing about my university life.

B.

(a) 下線部(イ)を日本語に訳しなさい。

(b) 下線部(ニ)を日本語に訳しなさい。

次の文章を読み、設問(a)～(e)にもっとも適切なものを1～4の中から1つ選びなさい。

The city of Seoul is demolishing\* its elevated expressways to make the city more pleasant for its citizens and its visitors. Demolition work has begun on the Ahyeon overpass. By the end of August, the overpass will be replaced by another, greener bus-only lane. Seoul has decided to remove the structure, a symbol of South Korea's high-speed development. Originally built in 1968, the one-kilometer-long highway was located close to a vibrant student neighborhood in the city center. In those days, the city council was led by Kim Hyun-ok. Aged only 39 when he got the job, he soon came to be known as Bulldozer Kim as he was often seen on building sites. A close ally of President Park Chung-hee (father of the current president, Park Geun-hye), he initiated a major public works program that radically changed the skyline.

Elevated expressways were a key feature of Kim's projects, and the first to be built was the Ahyeon overpass. It was intended as part of a never-completed link road running from east to west across the capital. To cope with the massive increase in population and traffic during the 1980s, 101 expressways were built. They were quick to put up and much cheaper than extending the subway. This policy reflected "the speed-oriented, top-down urban planning methods of the old days," says Kim Ki-ho at Seoul University.

"Elevated expressways were a necessary evil to keep traffic moving," a daily newspaper noted on February 6, 2014. "But the fewer there are, the better."

Apart from spoiling the view, one of the main problems of the various new structures was how quickly they wore out, becoming a serious hazard. In 1995, Seoul residents were horrified when a department store collapsed, claiming 502 lives. A year earlier, 32 people were killed when part of a bridge over the river Han collapsed. The city was spending about \$7.5 million a year on upkeep and repairs for the Ahyeon overpass.

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Given the small drop in the city's population since the turn of the century — falling just below 10 million — the Seoul authorities are advocating policies to improve the environment, in the hope of enhancing its image abroad and attracting more tourists.

About 15 expressways have been demolished since 2002. The city council plans to remove one near the main railway station and another elsewhere in the city center. The mayor of Seoul, Park Won-soon, wants to develop cycle lanes and supports the return of streetcars, discarded by Bulldozer Kim as being too slow.

After the success of the Cheonggyecheon expressway's demolition in 2003, subsequent projects caused little concern. The artificial river laid out in its place from 2003 to 2005 (at a cost of \$359 million) created a nine-kilometer strip of green through the city center, which is much appreciated by pedestrians. The price is high because every day 120,000 tons of water must be pumped into the river Han to feed the channel. But it has transformed nearby streets and even brought a 3.6 degree drop in average summer temperatures.

(Adapted from “Seoul demolishes its urban expressways as city planners opt for greener schemes” by Philippe Mesmer, *Guardian Weekly*, March 13, 2014)

[注] demolish 解体する

- (a) The elevated expressways in Seoul were originally built to (\_\_\_\_\_).
1. make the city a more attractive place to live or visit
  2. meet the requirements of a city that was growing rapidly
  3. provide access to a neighborhood where students lived
  4. reduce the frequency of traffic accidents

- (b) The Ahyeon overpass will be demolished and replaced with a (\_\_\_\_\_).
1. lane reserved for buses
  2. new subway line
  3. project designed by Bulldozer Kim
  4. road linking east Seoul with the west
- (c) Two serious disasters occurred in Seoul in the 1990s, both involving (\_\_\_\_\_).
1. accidents with buildings under construction
  2. problems with elevated expressways
  3. the collapse of poorly built structures
  4. the cost of maintaining older structures
- (d) After an artificial river replaced the Cheonggyecheon expressway, people (\_\_\_\_\_).
1. disliked the drop in summer temperatures
  2. enjoyed walking in the park along the river
  3. were concerned about the cost of building the river
  4. worried about the cost of pumping water
- (e) The main point of this article is to show that (\_\_\_\_\_).
1. disasters give no lessons for urban planning
  2. ideas about urban planning change over time
  3. public opinion is not relevant to the planning of major urban projects
  4. urban planning requires strong political leadership

《出典》 Ohilippe Mesmer “Seoul demolishes its urban expressways as city planners opt for greener schemes” <2014,Guardian Weekly>

## Intermediate

次の英文を読み設問に答えなさい。

The supply of fresh water has not been a major problem for most countries in the world because a rainy season is part of their yearly climatic conditions. However, in countries where rainfall is scarce, scientists must constantly seek ways to increase supplies of freshwater. Governments in South America and the Middle East have been trying to devise new ways of increasing their nations' supplies of freshwater. The first method being adopted is \*desalinization plants, which have the equipment to remove the salt from seawater. Another method being considered is pulling icebergs, those mountains of ice drifting in the sea near the earth's polar regions. By this method, large icebergs from \*Antarctica would be wrapped in cloth or plastic, tied to boats with strong ropes, and pulled to the dry country. Though this plan may have some potential, there are certain practical problems that must be solved.

The first problem is the expense. According to estimates, it would cost between \$50 million and \$100 million to pull a single 100 million-ton iceberg from Antarctica to, for example, the coast of Saudi Arabia. Then, there is the possibility that the iceberg would melt along the way. No one knows if an iceberg could be effectively preserved during such a long journey.

In addition, there is the danger that a huge block of ice off a dry desert coast would have unexpected environmental effects. The ice could greatly change the weather along the coast, and it would almost certainly affect the fish population.

However, the cost of providing freshwater from icebergs would be less than the cost of providing water by desalinization, according to most estimates. It would cost between 50 cents and 60 cents per cubic meter to get water from an iceberg, as opposed to the 80 cents per cubic meter it costs to get the same amount from seawater.

(注) desalinization:淡水化    Antarctica:南極大陸  
per cubic meter:1立方メートル当たり

次の英文1・2の空所に入る最も適当なもの、3・4の答えを(A)―(D)の中から一つ選び、その記号を答えなさい。

1. The passage suggests that icebergs (    ).  
(A) must be carefully cleaned of salt  
(B) are dangerous and totally useless  
(C) may solve a difficulty for some countries  
(D) originate in the mountains near Antarctica
  
2. The passage suggests that seawater is presently a (    ) source of freshwater than icebergs.  
(A) more practical    (B) cheaper    (C) less plentiful    (D) cleaner
  
3. According to the passage, which of the following is probably true?  
(A) The average iceberg weighs about 100 million tons.  
(B) Icebergs will present few risks to desert environments.  
(C) Saudi Arabia has spent \$100 million on iceberg research.  
(D) There is no telling if an iceberg can be successfully moved great distances.
  
4. According to the passage, which of the following is probably true?  
(A) The cost of providing freshwater from seawater would cost less than that of providing water from icebergs.  
(B) The cost of providing freshwater from seawater would cost more than that of providing water from icebergs.  
(C) It would cost less than 50 cents per cubic meter to get water from an iceberg.  
(D) It would cost 80 cents per cubic meter to get water from an iceberg.

## **Intermediate**

次の英文を読み設問に答えなさい。

There is a theory that the difference between American and Japanese attitudes toward work springs from the difference between a “hunter” ancestry and a “rice culture” ancestry. Americans are descended from a primitive life-style where the emphasis for survival purposes was on individual \*initiative. Hunters would go off by themselves and chase wild bison over the horizon. Winners flourished. Losers starved. The Japanese, on the other hand, are descended from a primitive life-style where the emphasis for survival purposes was on cooperation and harmony, and individual attitudes were not the requirements of survival.

Whether or not one accepts the theory is not important. But the fact remains that the Japanese were living until the 20th century in a culture not too far removed from the primitive rice cultures. On the Western side, a lot has happened since the last wild bison disappeared over the horizon — the development of complex agricultural societies and the industrial revolution. In addition, consider the individual initiative it took to go to America in the first place, and then expand across the continent and settle it. Americans did go off by themselves, \*stake out farming territory, and set themselves up alone in the middle of their land. To be alone means to be \*self-reliant — a characteristic of individualism.

If you ask an American what “rights” mean, he will say they are something belonging to him. A Japanese will respond that “rights” are something belonging to us.

Japanese are comfortable with “working together.” The more people doing it, the closer they feel. Everything, from historical development to cultural \*conditioning, has caused the Japanese to prefer working together.

(注) initiative:進取の精神      stake out:杭で囲む

self-reliant独立独行の      conditioning:条件付け

## Intermediate

問A 次の英文(1・2)を本文と合うように完成させるのに最も適当なものを、それぞれ下の(イ～ニ)から一つ選んで、その記号を答えなさい。

1. One of the features of Japanese primitive life-style was

- イ. working together.
- ロ. individual initiative.
- ハ. the development of industrial societies.
- ニ. the requirements of surviving.

2. The more the Japanese work together,

- イ. the more it seems to suit them.
- ロ. the more independent they become of each other.
- ハ. the more individualism develop in the country.
- ニ. the more they need to survive.

問B 本文の内容と一致するものを、下の(イ～ホ)から二つ選んで、その記号を答えなさい。

- イ. After the disappearance of bison, Americans took into consideration the necessity of cooperation and harmony.
- ロ. It cannot be true that the Japanese are of “rice culture” ancestry and Americans “hunter” ancestry.
- ハ. It was not until the 20th century that the Japanese became independent of each other.
- ニ. Americans were so self-reliant that they managed to establish themselves in America.
- ホ. The Japanese tend to make much of cooperation and harmony, while Americans make much of individual rights.

## No39 特別講座 [記述問題の解き方]



## 【1】

次の英文を読んで下の問いに答えなさい。

Where the senses of hearing and smell are concerned, we are profoundly disabled, in comparison with dogs. A dog's hearing is much more acute than ours. For example, a (1) sound which is audible to a dog a quarter of a mile away would have to be a hundred yards away to be audible to a person. What is more, a dog can hear high-pitched sounds which are inaudible to us. The highest sound we can hear is about 20,000 cycles per second; dogs can hear sounds of at least 35,000 cycles per second. This is the basis of the 'silent' dog whistle. His \*pitch discrimination is also superior to ours: he can distinguish between musical notes differing by an eighth of a tone.

(a) This means that through his ears a dog can gather a great deal of information which is lost to us. (2) He can hear members of the family coming home before we can hear them and he can tell one person's footstep from another's. He can also hear intruders and other troublesome household happenings of which we are unaware.

The difference between the dog's and the human sense of smell is even greater. It has been estimated that a dog's sense of smell is up to one million times better than man's. This of course is what makes dogs so useful as \*tracker and sniffer dogs. For pet dogs, (b) it means that whole areas of interest are available to them which are mysteries to us. For example, when we go out for a walk, a great deal of the pleasure for us is in looking around. A dog enjoys that too, but it is clear that he derives even more gratification from all the new smells. For him, the smells are the scenery.

The superior sense of hearing may explain some of the instances of 'pre-cognition' or 'telepathy' in dogs who predict the arrival of their owners or, more dramatically and more usefully, predict disasters such as the collapse of a building. In the same way, (3) it is possible that the acute sense of smell

## Intermediate

explains accounts of a dog who 'knows' that an unpleasant incident has occurred at a certain spot or that some person is up to no good. On the other hand, it is likely that many of (c)these reactions are based on a dog's 'expert observation of human body language.

(注) pitch discrimination:音の高さを区別する能力

tracker and sniffer dogs:警察犬や探索犬

問1 下線部(a)の内容を60字以内の日本語で述べなさい。

問2 下線部(b)の内容を20字程度の日本語で述べなさい。

問3 下線部(c)の具体例をhearingとsmellingについて1つずつ日本語で挙げなさい。

問4 下線部(1)を和訳しなさい。

問5 下線部(2)を和訳しなさい。

問6 下線部(3)を和訳しなさい。

次の英文を読んで、下の設問に答えなさい。

The history of deliberate cruelty to other species has taken a strange course. The early hunter had a kinship with animals. He respected them. <sup>(1)</sup>So did the early farming people. But the moment urban populations began to develop, large groups of human beings became cut off from direct contact with animals, and the respect was lost. As civilization grew, so did man's arrogance. He shut his eyes to the fact that he was just as much an animal as any other species. <sup>(a)</sup>A great gulf appeared: now only he had a soul and other animals did not. They were no more than brute beasts put on earth for his pleasure. With the spreading influence of the Christian religion, animals \*were in for a rough passage. We need not go into the details, but it is worth noting that as late as the middle of the nineteenth century, \*Pope Pius IX refused permission for the opening of an animal protection office in Rome on the grounds that man owed duties to his fellow men, but none to the lower animals. Later in the same century a \*Jesuit lecturer wrote: "Brute beasts, not having understanding and therefore not being persons, cannot have any rights... We have, then, no duties of charity nor duties of any kind to the lower animals, as neither to sticks and stones."

Many Christians were beginning to have doubts about this attitude, but <sup>(2)</sup>it was not until Darwin's theory of evolution began to have a major impact on human thought that man and the animals came closer together again. The reacceptance of man's \*affinity with animals, which had been so natural to the early hunters, led to <sup>(b)</sup>a second era of respect. As a result, our attitude towards deliberate cruelty to animals has been changing rapidly during the past hundred years; but despite increasingly powerful disapproval, <sup>(c)</sup>the phenomenon is still very much with us. <sup>(3)</sup>Public displays are rare, but private savageries persist.

(注) be in for A:Aを受ける Pope Pius IX:教皇ピウス9世

## Intermediate

Jesuit:イエズス会派の    affinity:親近感

- 問1 下線部(a)はどのようなことか,40字以内の日本語で説明しなさい。
- 問2 下線部(b)はどのようなことか,20字以内の日本語で説明しなさい。
- 問3 下線部(c)の内容に最も近い表現を本文中から抜き出しなさい。
- 問4 下線部(1)をSoの内容を明示して和訳しなさい。
- 問5 下線部(2)を和訳しなさい。
- 問6 下線部(3)をPublic displaysとprivate savageriesが何を意味するかを明示して和訳しなさい。

次の文章を読んで、下の問いに答えなさい。

When you're in a good mood, life seems good and appears to flow. You have perspective, wisdom, and common sense. There seems to be enough time. Your problems seem less formidable and easier to solve. If you need to take action, you do so. You feel grateful for your relationships, and you don't take things personally. You take differences in stride and appreciate the time you have with those you love. Life seems almost like a dance — you feel graceful. There is very little struggle in higher moods.

In lower or bad moods, life looks serious and hard. There never seems to be enough time. You often feel rushed. (1)Not only do you forget to stop and smell the roses, you don't even see them. You are always in a hurry, one step behind. You take things personally and react to adversity rather than responding to it with perspective. You're uptight and defensive. You can't enjoy yourself in a low mood because your mind is focused on the negative.

Remember, however, that this description of moods is very general. In reality, every person has a different experience of moods. For some people a high mood is just feeling a sense of relief from their problems and a low mood is feeling horrified, whereas for other people a low mood is feeling slightly stressed and a high mood is feeling extremely happy. The point is that we feel better in high moods than we do in lower moods. What are your mood shifts like?

Mood shifts can be subtle. You can easily miss them, missing also the way changing moods alter your perceptions. How many times have you left home in the morning smiling, feeling grateful for your job, and by noon you're complaining about the job, thinking of quitting? One day you're feeling love toward your spouse, and the next day you're considering divorce. Or one day you love being a parent, and the next you wish you'd never had children. What has really changed in a mood shift? It is only the quality of our thinking.

Such quick and complete contrasts may seem strange and even comical, but we're all (2)like this. In higher moods, life seems precious. In low moods,

## Intermediate

we lose our perspective and life seems grim. It's critical to remember that it's not our lives that change so drastically but rather our moods and the accompanying feelings that shape our perception of life.

While you certainly can't avoid low moods — they are part of being human — you can learn to understand them and take them less seriously. Moods are simply fluctuations in the quality of our thinking. They are like internal weather. Bad moods are simply a flurry of negative thoughts. The same surroundings fill our world; they just appear different in different lighting and conditions — different thoughts and perceptions. Although we know moods are connected to our thinking, we don't know what causes these fluctuations, but it doesn't really matter once we learn how to deal with them. Rather than believing that we are seeing life realistically, we can learn to question our judgment when we're feeling off. Instead of looking for evidence of how horrible life has suddenly become, we can recognize a mood shift and say, "Of course I'm seeing life this way. I'm always pessimistic when I'm feeling down — it's just my thinking."

The trick is to learn to be grateful for high moods and graceful in low moods. Despite the common tendency to <sup>(3)</sup>analyze our lives when we are in a low mood, our best option is actually to do nothing; simply acknowledge the mood, don't take it too seriously, and let it pass. You may find that <sup>(4)</sup>this is just the opposite of what most of us do in low moods. More often than not, we try to think our way out of them. We struggle and use force. But <sup>(5)</sup>we can't think our way out of a low mood because our thinking feeds our feeling. The more we think analytically in a low mood, the worse we feel.

- 問1 下線部(1)を日本語に訳しなさい。
- 問2 下線部(2)の具体例を本文中から一つ引いて、日本語で述べなさい。
- 問3 下線部(3)で述べているのとほぼ同じことを直前の(While で始まる)段落の中ではどのように述べているか、その内容を日本語で述べなさい。
- 問4 下線部(4)の指す内容を日本語で述べなさい。
- 問5 下線部(5)を日本語に訳しなさい。

## **Intermediate**

## NO40 《倒置構文 I》



【1】 [確認テスト]

【2】 [基本構文]

1. **Never** did I dream of such a happy result.
2. **At no time** does the field look so beautiful as in early autumn.
3. **Never before** has it been possible for so many to have so much firsthand knowledge of other lands and peoples.
4. **Seldom** does he get angry.
5. **Little** did I imagine that my plan would go wrong.
6. **Only yesterday** did I know the fact.
7. I can't read French, **nor** can I speak it.
8. He doesn't like beef. **Neither** do I.

1. 〈Never 助動詞 SV...〉  
このような幸福な結果になるとは、全く夢にも思っていなかった。
2. 〈否定の副詞 助動詞 SV...〉  
初秋ほど、その野原が美しく見えるときはない。
3. 〈Never 助動詞 SV...〉  
これほど多くの人が他の国々や国民についてこれほど多くの知識を直接得ることができたことはなかったことだ。
4. 〈Seldom[Rarely] 助動詞 SV... 〉  
彼はめったに腹を立てない。
5. 〈Little 助動詞 SV... 〉  
計画がうまくいかないなんて想像もしなかった。
6. 〈Only 副詞要素 助動詞 SV... 「～してはじめて SV...」〉  
昨日になってやっとその事実を知りました。
7. 〈否定文, nor 助動詞 SV〉  
私はフランス語が読めないし、話すこともまたできない。
8. 〈否定文, neither 助動詞 SV〉  
彼は牛肉が好きではありません。私もです。

## Intermediate

### 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。(1)は、下線部をわかりやすく和訳すること。

#### (1) [否定の副詞 助動詞 S] 《関西大》

次の英文は、アメリカの学生が歴史嫌いである理由について書いたものである。

College teachers in most subjects are happy when their students have had significant background in the subject before college. Not teachers in history. History professors in college routinely put down\* high school history courses. A colleague of mine sees his job as freeing his students of what they learned in high school to make room for more accurate information. In no other field does this happen. Mathematics professors, for instance, know that some kinds of geometry\* taught in college are rarely taught in high school, but they don't assume that these were taught wrongly. Professors of English literature don't presume that Romeo and Juliet was misunderstood in high school. Indeed, history is the only field in which the more courses students take in high school, the less they understand what history really is.

(注) put down A 「A をけなす」 geometry [dʒiámətɹi] 「幾何学」

#### (2) [rarely 助動詞 S] 《国立看護大学校》

In every age and in every country older people complain about the rudeness of the young, but rarely is the gulf between the two as great as in contemporary Japan. Exposed to Western popular culture, young Japanese are abandoning the sometimes choking codes of politeness for which their country is famous, while older people look on in horror.

(注) choking [tʃóukiŋ] 「息が詰まるような」

## 【4】 発展問題〔英文解釈〕

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

(1) [nowhere 助動詞 S] 《京都府立大》

English is used for more purposes than ever before. Everywhere it is at the leading edge\* of technological and scientific development, new thinking in economics and management, new literature and entertainment genres\*. These give rise to new vocabularies, grammatical forms, and ways of speaking and writing. Nowhere is the effect of this expansion of English into new domains seen more clearly than in communication on the Internet and the development of 'net English.'

(注) the leading edge 「最先端」 a genre [ʒá:nrə] 「ジャンル」

## (2) [than の後の倒置] 《大阪大》

It is true that science requires analysis and that it has fractured into microdisciplines\*. But because of this, more than ever, it requires synthesis\*. Science is about connections. Nature no more obeys the territorial divisions of scientific academic disciplines than do continents appear from space to be colored to reflect the national divisions of their human inhabitants.

(注) a microdiscipline 「細分化した分野(領域)」 synthesis [sínθəsis] 「統合」

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【4】 (1)background [bækgraʊnd] 「背景知識」 routinely [ru:ti:nli] 「決まって」 free A of B 「A から B を取り除く」 accurate [ækjʊrɪt] 「正確な」 assume that SV...[əsú:m] 「SV...と思う」 wrongly 「間違って」

(2)gulf 「湾、溝」 abandon A 「A を捨てる」

【5】 (1)give rise to A 「A を生じさせる」 expansion [ekspænʃən] 「拡大」 (expand A into B 「A を B へと拡大する」) a domain [dəʊmɛɪn] 「領域」

(2)an analysis [ənəleɪsɪs] 「分析」 fracture into A [fræktʃər] 「A に分割される」 obey to A 「A に従う」 territorial [tə'reɪtɔ:riəl] 「領土の」「なわばりの」 a division [dɪvɪʒən] 「分割、区分」 a discipline [dɪsəplɪn] 「分野」「領域」 reflect A [rɪflɛkt] 「A を移す」 an inhabitant [ɪnhəbɪtənt] 「住民」

## Intermediate

### 構文解説

#### (1) [倒置構文]

英語の文は、通常”S+V...”だが、特定の語句を強調したり、文の語調を整える場合に、語順を変えることがある。これを倒置構文と呼ぶ。倒置構文には、2種類ある。一つは、語順を変える場合「語順転倒」と、もう一つは、否定語句が文頭に出たために生じる場合である「強制倒置」と呼ばれるものである。

#### (2) [強制倒置 [否定の副詞(句・節)] が文頭に出る場合]

“not, never”の否定語および、“seldom, hardly”などの準否定語や、否定語句を含む前置詞句、副詞“only”によって修飾される副詞要素(語・句・節)が文頭に出ると、後続部が、倒置(疑問文と同じ語順)になる。例“**Not until the day before yesterday did I realize** my mistake.”「一昨日になってはじめて、私は自分の間違いに気づいた」**Little did we dream** that she would reject our suggestion. 「私たちは、彼女が私たちの提案を断るとは全く思わなかった」

#### (3) [Neither(Nor) 助動詞 S. ]

“Neither(Nor) 助動詞 S”. の形で、前の否定文を受けて、「～も(また)そうではない」の意味を表す。“So 助動詞 S”の形と同じく、Soの後の助動詞は前の文の(助)動詞に合わせる。例“**She can't speak French. Neither can I.**”「彼女はフランス語を話せない。—私も話せない」

#### (4) [仮定法での if の省略]

仮定法で、if節のifが省略されると、主語と助動詞またはwereの語順が入れ替わって倒置となる(文語)。例“**Were it not** for drinking water, we couldn't live long.”(=If it were not for drinking water, we couldn't live long.)「飲み水がなければ、私たちは長く生きられないだろう」**Had he taken** the medicine in the morning, he wouldn't have felt so sick. (=If he had taken the medicine in the morning, he wouldn't have felt so sick. 「朝に薬を飲んでいれば、そんなにしんどくならなかったであろう」**Should he fail** again, he would ask us for help.(=If he should fail again, he would ask us for help.)「彼は再び失敗したら、私たちに助けを求めるだろう」

#### (5) [Not only 助動詞 SV..., but also SV...]

“not only A but also B”「AだけでなくB」のA、Bに文が置かれる場合は、否定の副詞not onlyが文頭にあるため、Aの文は倒置(疑問文と同じ語順)となる。Bの文は、通常の語順(平叙文)となる。例“**Not only is he good** at soccer, **but also he is** an excellent pianist.”「彼はサッカーが得意だけでなく、ピアノがこの上なくうまい」

## (6) [接続詞 as の後の倒置]

「～のように」を表すasの後で、“as 助動詞 S”と倒置となる場合がある。この場合の(助)動詞は主節の文の(助)動詞に合わせる。be動詞・have動詞(完了形)・助動詞であればそのbe動詞・have動詞(完了形)・助動詞を用いる。例“**There are few other people in the world who like to collect foreign items as do the Japanese.**”「日本人のように外国のものを集めたがる人々は世界にはほとんどいない」“as do the Japanese”は、元の形“as the Japanese like to collect foreign items”の“like to collect foreign items”を代動詞doに変えたうえで、主語(the Japanese)とdoを入れ替えている。意味的な重点がthe Japaneseにあるため倒置が生じている。また、比較構文“as ... as ~”でas～の部分に倒置が生じることがある。比較対象を強調するために、比較対象を後置している。例“**Children report around twice as many aggressive acts in their dreams as do adults.**”「子供は大人の倍近く夢の中で攻撃的な行為を報告している」

## (7) [than の後の倒置]

比較構文“more ... than ~”でthan～の部分に倒置が生じることがある。as の場合と同様に、比較対象を強調するためである。例“**Written language has a greater influence on future directions of the language than does spoken language.**”「書き言葉は話し言葉よりも言語の未来の方向に大きな影響を与える」“than does spoken language”は、“than spoken language has an influence on future directions of the language”の“has an influence on future directions of the language”を does に変えて、主語(spoken language)と語順を入れ換えてできたものである。

## **Intermediate**

## NO41 《倒置構文Ⅱ》



【1】 [確認テスト]

【2】 [基本構文]

## 1. 《倒置構文① 語順転倒型① MVS 型》

1. **Down** fell an apple.
2. **Up the river** are lots of salmons.
3. **Here** comes the train.
4. **In the middle of the wall at the back of the room** is a large window.

1. 〈副詞 VS〉★時を表す副詞が文頭にでたことによる倒置  
下に落ちたのはリンゴだった。
2. 〈副詞句 VS〉★時を表す副詞句が文頭にでたことによる倒置  
これはその川をのぼってきたサケです。
3. 〈副詞 VS〉★場所を表す副詞が文頭にでたことによる倒置  
ほら、電車が来るよ。
4. 〈副詞句 VS〉★場所を表す副詞句が文頭にでたことによる倒置  
部屋の奥の壁の中央に大きな窓がある。

## 2. 《倒置構文② 語順転倒型② CVS / OSV / VCO / VMO 他》

1. **In the middle of the wall at the back of the room** is a large window.
2. **Happy** indeed are we, and so we shall remain.
3. He is said good at mathematics. **Much better** is his wife.
4. **Few of these problems** he could solve today.
5. He couldn't make clearly known **what he wanted to do**.
6. We must take into account **the wishes of all the family in planning a trip**.
7. **So important** is water **that** we can hardly do without it even for a day.
8. **Such** is his honesty **that** he was respected by everybody.

1. 〈副詞句 VS〉★場所を表す副詞句が文頭にでたことによる倒置  
部屋の奥の壁の中央に大きな窓がある。
2. 〈CVS / CSV〉  
私たちは本当に幸せであるし、これからも幸せである。
3. 〈CVS〉★比較対象の前置  
彼は数学が得意と言われているが、彼女の妻はもっと得意である。
4. 〈OSV〉★目的語の前置 (≒He could solve few of these problems today.)  
今日はこの問題のほとんどを解くことができなかった。
5. 〈make CO〉★what he wanted to do が後置された形  
彼は自分がしたいことをはっきりと知らせることができなかった。
6. 〈take A into account ⇔ take into account A〉★A が長いので後置された形  
旅行を計画する場合は、家族全員の希望を考慮すべきだ。
7. 〈～ so 形 that SV... ⇔ So 形～ that SV... 「S はとても形なので SV...」〉  
水はとても大切なもので、水なしでは1日でもやっていけない。
8. 〈S ～ such that SV... ⇔ Such ～ S that SV... 「S はとても甚だしいので SV...」〉  
彼は非常に正直だったので、誰からも尊敬されていた。

## Intermediate

### 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [CVS] 《慶応大》

More controversial than a distinction based on the will of the patient is one based on the actions of the doctor. If a doctor agrees not to perform surgery on a patient suffering from a painful cancer, and lets the disease run its natural course, this is passive euthanasia. If a doctor gives a fatal dose of painkillers to a patient suffering from a painful cancer, this is active euthanasia.

(注) euthanasia [jù:θənéizə] 「安楽死」 a painkiller 「鎮痛剤」

#### (2) [OSV] 《熊本大》

The annual monsoon rains in Bangladesh\*, India and Pakistan\* cannot be stopped, but are predictable. What nature ruins, humans make worse through overbuilding, deforestation\* and poor construction of dams and roads. The United Nations reports that 500 million people are affected every year by extreme flooding. The storms, especially in North Korea and China, were unexpectedly severe, yet since last year very little had been accomplished in preparation. When human preparation is in place, nature's destructive power can at least be lessened.

(注) Bangladesh [bà:ŋglədéʃ] 「バングラデシュ」 Pakistan 「パキスタン」  
[pækɪ(:)st`æn] deforestation [di:fɔ:rɪstéʃən] 「森林破壊」

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【3】 (1) controversial [kàntɹəvə:rʃel] 「議論の余地のある」 distinction [distɪŋkʃən] 「区別」 surgery [sə:rdʒeri] 「外科、手術」

(2) predictable [pri(:)dɪktəbl] 「予測可能な」 severe [səviə] 「厳しい」 accomplish A [əkámpliʃ] 「A を成し遂げる」  
preparation [prèpəreɪʃən] 「準備」 in place 「適切な」 lessen A [lesn] 「A を弱める」

## 【4】 発展問題 [英文解釈]

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [SVMO] 《京都大》

We have developed an undeniable capacity to transform the earth, to alter, for example, the composition of the atmosphere on a global scale with uncertain but surely inauspicious implications for the climate. We have the power to extinguish in an astronomical instant species that took billions of years to evolve. The critical question is whether we have the wisdom and ethical maturity to employ our scientific and technological skills with discretion.

(注) inauspicious [ɪnɔːspɪʃəs] 「不吉な」 implications [ɪmˌplɪkɪˈʃən] 「(複数形で)結果」

## (2) [take into account A] 《大阪府立大》

Life is scattered with occasions when you will need to influence people and circumstances. Such occasions often arise without warning, forcing us to rely on our instincts and gut reactions. After a while many repeated influencing situations will be dealt with automatically, efficiently, effectively and unconsciously. Your subconscious will take into account prior success and will guide you towards a predictable outcome.

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【4】(1)undeniable 「否定できない、紛れもない」 transform A[trænsfɔːrm] 「Aを変形する」 composition [kəmˌpɒzɪʃən] 「構成要素、組成」 extinguish A [ɪkstɪŋɡwɪʃ] 「Aを絶滅させる」 astronomical [ˈæstrənámɪkəl] 「天文学的な」 ethical [éθɪkəl] 「倫理的な」 maturity [mətjʊərəti] 「成熟」 discretion [dɪskrɪʃən] 「分別」

## Intermediate

### 構文解説

#### (1) [So 助動詞 S.]

「～のように」を表す **as** の後で、“**as 助動詞 S**”と倒置となる場合がある。この場合の(助)動詞は主節の文の(助)動詞に合わせる。**be 動詞・have 動詞(完了形)・助動詞**であればその**be 動詞・have 動詞(完了形)・助動詞**を用いる。例“**I want to drink something cold.—So do I.**”「私は冷たいものが飲みたい。一私もそうです」“**He tried to catch the first train.—So did she.**”「彼は始発電車に乗ろうとした。—彼女もそうしようとした」。“**You have read his latest novel.—So have I.**”「あなたは彼の最新の本を読みました。—私も読んだ」なお、“**So SV**”の語順の場合は、「まさにそうです」の意を表す。例“**You told me that the book was interesting.—So you did.**”「あなたは私にその本はおもしろいといった。—まさにそうだった」

#### (2) [As SV..., so 助動詞 S.]

相関表現の一種である“**As S'V..., so SV~**”「**S'V...するように SV~**」の構文で、“**so SV~**”の部分で、**so 助動詞 S**となることがある。“**As S'V...**”と“**so SV~**”にて同型反復を避けるために、**so** のあとに、代動詞を用いて、さらに **S** と助動詞が入れ関わった倒置形(文末焦点)となっている。例“**As the lion is king of beast,so is the eagle king of birds.**”「ライオンが百獣の王であるように、わしは鳥類の王である」

#### (3) [As SV..., so 助動詞 S.]

副詞節の**as SV**中に、“**as 助動詞 S**”となる場合がある。「～のように」の意味を持つ接続詞**as**は主節と同じ文構造となりやすい。同じ文構造(同型反復)を避けるために、“**as 助動詞 S**”の形となる。例“**Children's reading skills improve, as do their self-images.**”「自己像と同様に、子供の読書技術は改善する」“**as do their self-images**”は、“**as their self-images improve**”を下に、**improve**が**do**に変わって、倒置形になっている。

#### (4) [There(Here)+V+S.]

「～がある」を表す場合に、“**There is[are] S...**”の形が用いられる。**be 動詞**の代わりに、**remain, exist**などの自動詞が用いられる場合もある。例“**There remained three candies on the table.**”「テーブルの上には、キャンディーが3つあるままであった」

#### (5) [There seems to be S .... There is said to be S....]

“**There is[are] S...**”構文に、“**seem to V**”「**Vのように思われる**」”**be said to V**”「**Vと言われている**」や”**be certain to V**”「**きっとVである**」が付け加わり、“**There seems[seem] to be S...**”「**Sと思われる**」”**There is[are] said to be S....**”「**Sと言われている**」”**There is[are] certain to be S...**”「**きっとSがある**」となることがある。**S**が複数の場合は、**is(seems)**ではなく、**are(seem)**になることに注意。例“**There seems to be a limit to the amount of knowledge that can be transmitted orally.**”「口頭で伝達される知識量には限界があるようだ」“**There is said to be no evidence of his involvement in the crime.**”「彼がその犯罪に関与しているという証拠はないと言われている」“**There are certain to be some beautiful parks near the lake.**”「その湖の近くには、美しい公園がきっとある」

## (6) [語順転倒]

語順が変わる場合として、①MVS②CVS③OSV④SVC⑤There 構文の 5 つが主なものである。①②のように、副詞・補語が文頭に出る場合は、動詞と主語の語順が変わることが一般的である。

## (7) [語順転倒①] [MVS 場所や方向を表す副詞(句)が文頭に出る場合]

場所や方向を表す副詞(句)が強調のため文頭に出されると、主語・動詞が倒置になることが多い。英文では、強調したい語または新情報を文末に置くために、倒置が生じている。  
例“Beside him lay an old picture.”「彼の横には古い絵があった」

## (8) [語順転倒②] [CVS 補語(形容詞)が文頭に出る場合]

補語(形容詞)が文頭に出ると、通常“補語(形容詞)+動詞+主語”の語順となる。例“**So moving** is his voice.”「彼の声はなんと感動的なんだ」。現在分詞、過去分詞が補語として文頭に出る場合もある。“Disappointed were all the students with the result.”「すべての生徒がその結果に失望した」ただし、主語が代名詞の場合は〈主語+動詞〉はそのままとなる。例“Happy you are that you are supported by all.”「君はみんなに支えてもらってなんと幸せなんだ」

## (9) [語順転倒③] [CVS [補語(形容詞)が文頭に出る場合]

比較構文で、比較級(形容詞)の部分が文頭に出る場合も、通常“比較級(形容詞)+動詞+主語”の語順となる。なお、比較級が文頭に出る場合は、“than ~”(比較対象)は、省略されることが多い。例“Good result is necessary. More important is the process of success.”「良い結果は必要である。さらに重要なのは、成功への過程だ」More important のあとに“than it(=good result)”が省略されている。

## (10) [語順転倒④] [目的語が文頭に出る場合]

目的語が文頭に出る場合は、後続部が、倒置になる場合と倒置にならない場合の 2 種類ある。否定語を含む目的語が文頭にでると、倒置になる。例“**Nobody did I see on the shop.**”「その店で私は誰もみなかった」否定語でない目的語が文頭に出る場合は、通常の語順が普通である。**This book he has been looking for for a long time.**「この本を彼は長いあいだ探していた」

## (11) [語順転倒⑤] [SVC①]

目的語に修飾語句がついて長くなる場合には、本来 SVOC の語順が、SVC① となることがある。例“The instrument made possible the discover which would change the world.”「その道具は世界を変えるであろう発見を可能にした」。make O possible(C)「O を可能にする」の補語である possible が前に出た形。

## (12) [語順転倒⑥] [SVM①]

目的語に修飾語句がついて長くなる場合には、本来は目的語のあとに来る副詞要素が目的語の前に置かれることがある。慣用表現では特によく見られる形である。例“We took into account what he said at the meeting.”「私たちは彼が会議で言ったことを考慮に入れた」“take O into account”の O が長いと、into account が O の前に出ている。

## **Intermediate**

## NO42 《否定構文 I》



## 【1】〔確認テスト〕

## 【2】〔基本構文〕

## 1. 部分否定〈否定語句×「全」を表す語〉

1. **Not all** Americans speak English as their mother tongue.
2. **Not every** student went there yesterday.
3. You can have either of these, but **not both**.
4. Wealth does **not always** bring us happiness.
5. The weather forecast is **not necessarily** reliable.
6. The current political situation is **not very** stable.
7. We are **not quite** satisfied with the result.
8. His suggestion is **not altogether** wrong.

1. 〈not all 「すべてが～というわけではない」〉  
すべてのアメリカ人が英語を母語として話すわけではない。
2. 〈not every 「すべてが～というわけではない」〉  
すべての学生が昨日そこへ行ったわけではない。
3. 〈not both 「2つとも～というわけではない」〉  
これらのうちどちらでも一つはあげるけど両方はだめだ。
4. 〈not always 「からなずしも～とは限らない」〉  
富は幸福をもたらすとは限らない。
5. 〈not necessarily 「からなずしも～とは限らない」〉  
天気予報は必ずしも当てになるとは限らない。
6. 〈not very 「あまり～ではない」〉  
今日の政治状況はそれほど安定していない。
7. 私たちはその結果に十分満足しているわけではない。  
〈not quite 「あまり～ではない」〉
8. 彼の提案が全く見当違いというわけではない。  
〈not altogether 「あまり～ではない」〉

## 2. 強意の否定

1. I am **not at all** pleased with the condition.
2. I am **not in the least** interested in the story.
3. What he said is **by no means** true.
4. **In no way** is he a man of characters.

1. 〈not ~ at all 「けっして～でない」〉  
その条件には全く不満足です。
2. 〈not ~ in the least 「けっして～でない」〉  
私はその物語には全然興味がない。
3. 〈by no means 「けっして～でない」〉  
彼の言ったことを決してほんとうでない。
4. 〈in no way 「けっして～でない」〉 ★否定語句(in no way)が文頭に出て後続が疑問文の語順に変化。  
彼は決して人格者ではない

## Intermediate

### 3. <few>

1. Few people live to be more than a hundred.
2. Few, if any, will criticize him.
3. There are a few yachts on a calm sea.
4. Only a few TV programs are worth watching.
5. There was quite a few students absent from class today.
6. We make not a few mistakes when speaking in English.

1. <few 名詞の複数形「ほとんど~ない」★否定  
百歳以上生きる人はほとんどいない。
2. <few, if any, 名詞の複数形「ほとんど~ない」★few を if any が強調  
彼を批判する人は、もしあってもごくわずかさ。
3. <a few 名詞の複数形「少しの~」★肯定  
穏やかな海にヨットが二三浮かんでいる。
4. <only a few 名詞の複数形「ごくわずかし~ない」★否定  
見るに値するテレビ番組はごくわずかである。
5. <quite a few 名詞の複数形「かなりの~」  
今日授業を欠席した学生は多かった。
6. <not a few 名詞の複数形「かなりの~」  
私たちは英語で少なからず誤りを犯します。

### 4. <little>

1. There is little hope of his recovery.
2. They little knew what awaited them.
3. The problem has given me not a little trouble.
4. She has only a little to do with the accident.
5. It took quite a little time to do the laundry.
6. It is little less than treachery.
7. He's little more than a puppet.
8. It took him little more than an hour to finish the work.

1. <little 不可算名詞「ほとんど~ない」  
彼が回復する望みはまずない。
2. <little V「まったく~ない」  
彼らは何が自分たちを待ち受けているのか全く分からなかった。
3. <not a little「少なからぬ、かなりの、多くの」  
その問題には、かなり苦労した。
4. <only a little「ほんの少しの、ないに等しい」  
彼女はその事故とほとんど無関係だ
5. <quite a little「かなりたくさん」  
洗濯するのにずいぶん時間がかかった。
6. <little less than ...①「ほとんど...も同然で」②「(数詞を伴って)ほとんど...も」  
それは裏切りも同然だ。
7. <little more than ...①「ほとんど...も同然で」「...にすぎない」②「(数詞を伴って)たった...くらい(の)」  
「彼は繰り人形も同然だ」
8. <little more than ...①「ほとんど...も同然で」「...にすぎない」②「(数詞を伴って)たった...くらい(の)」  
「この仕事をするのに彼は、せいぜい1時間しかかからなかった」

## 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [not uncommon] 《早稲田大》

In professional sports it is not uncommon to hear players offering multiple explanations for their loss after a crucial game. In many ways this is a very human trait. Maybe you too have a habit of justifying your losses. The all-too-familiar script includes terrible weather, tight shoes, injuries, lack of practice, or just plain bad luck. Players at all levels in tennis engage in this blame game, but true champions reject this option and seek even greater responsibility for their actions and outcomes.

(注) all-too-familiar 「ありふれた」

## (2) [little] 《お茶の水女子大》

How useful is it in our personal lives to settle differences by arguing? Given what I know about having arguments in private life, I have to conclude that it is, in many cases, not very useful. In close relationships it is possible to find ways of arguing that result in better understanding and solving problems. But with most arguments, little is resolved, worked out, or achieved when two people get angrier and less rational by the minute.

【3】 (1) multiple [mʌltəpl] 「さまざまな」 crucial [krú:ʃel] 「重要な」 trait [treit] 「特徴」 justify A [dʒʌstəfài] 「A を正当化する」 a script [skript] 「筋書き」 plain [plein] 「明白な」 engage in A [engéidʒ] 「A に従事する」 an outcome 「結果」 [áutkʌm]

(2) argue [á:rgju:] 「口論する」 given A 「A を考慮すれば」 conclude that SV... [kənklú:d] 「SV... と結論づける」 result in A 「結局 A になる」 work out A 「A を解決する」 rational [ræʃənel] 「合理的な」 by the minute 「刻一刻と」

## Intermediate

### 【4】 発展問題 [英文解釈]

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [no 名詞 whatsoever] 《九州大》

I was a philosophy major in college, and one of my most memorable debates with a classmate had to do with the relationship between information and the form in which it is presented. He argued, rather absurdly I thought, that a computerized version of a book bore no relationship whatsoever to the original book itself. To him, the form was fundamental to the essence of the thing, and to change its form was to create something entirely different.

#### (2) [It is hard to overestimate ...] 《愛媛大》

It is indeed hard to overestimate the value of language in communication, but it is even harder to overestimate its value in thinking. Language is tied to the very process of thought. This principle is affirmed in a timeworn joke about the old lady who, when asked to say what she meant, replied, “But how can I know what I mean till I say it?” What the old lady refers to here is another aspect of language, not merely language as a means of logical thought, but a way of exploring one’s deepest feelings and attitudes.

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【4】 (1) major [məɪdʒər] 「専攻」 memorable [məməərəbl] 「覚えておくべき、忘れられない」 absurdly [əbsəːrdli]

「おろかにも」 fundamental [fʌndəˈmentl] 「根本的な」 essence [ˈesens] 「本質」

(2) S be tied to A 「SはAと結びついている」 principle [ˈprɪnsəpl] 「原理」 affirm A [əfəːrm] 「Aを肯定する」

timeworn 「昔からの、陳腐な」 refer to A 「Aに言及する」 explore A [eksplɔːr] 「Aを探求する」 an attitude [ˈætɪtjuːd] 「態度」

### 構文解説

#### (1) [否定語]

否定語には、not, no, never といった否定語と、hardly, scarcely, few, little, seldom, rarely などの準否定語と呼ばれるものがある。

|                    | 代名詞                                 | 形容詞          | 副詞   | 接続詞 |
|--------------------|-------------------------------------|--------------|--|-----|
| 「～ない」              | none / nobody<br>nothing<br>niether | no<br>nither | not / nowhere<br>neither                     | nor |
| 「ほとんど～ない」「めったに～ない」 | little / few                        | little / few | hardly, scarcely<br>seldom, rarely<br>little |     |
| 「決して～ない」           |                                     | no           | never (no, none, little)                     |     |

#### (2) [not]

副詞である not は「～でない」と否定を表し、主に以下の3つの用法がある。①文全体を否定する、②語句を否定する、③準動詞を否定する。文全体を否定する not は、通例一般動詞の前、be 動詞・助動詞の後に置かれる。例「He has not arrived here yet.」「彼はまだここに到着していない」。語句を否定する not は、動詞以外の語句の前に置いて、その語句を否定する。例「She is talking with Tomoki, not with Takeshi.」「彼女が話しているのはトモキであってタケシではない」。「not A but B」「A でなくて B」は重要表現。準動詞を否定する not は、不定詞を否定するときは to の前に、動名詞を否定するときは動名詞の前に、分詞構文の否定は、分詞の前に置く。例「He decided not to lend her any money.」「彼は彼女にはお金を貸さないと決めた」

#### (3) [no]

形容詞である no は「何も～ない」と否定を表し、名詞の前につく。可算名詞にも不可算名詞にも用いられるが、可算名詞につくときはふつう複数形にする。例「They have no children.」「彼らには子供がない」また、「no + 名詞」が be 動詞の補語になったり、「no + 形容詞 + 名詞」の形になる場合は、「決して～でない」「～どころではない」と強く名詞を否定する表現になる。例「He is no fool.」「彼は馬鹿どころではない(とても賢い)。「He is not a fool.」「彼は馬鹿ではない(賢いかどうかは不明)」との違いに注意。

#### (4) [never]

副詞である never は ever の否定形で、「決して[一度も]～ない」を表し、not よりも強い否定の意味を持つ。文中の位置は not と同じく、一般動詞の前、be 動詞・助動詞の後に置かれる。例「They have never seen such a interesting movie.」「彼らはそんな面白い映画を見たことがない」

#### (5) [nothing, nobody, none]

「nothing, nobody, none」はいずれも否定を含んだ代名詞である。単数扱いが原則。nothing 「何も～ない」例「I have nothing to do with the accident.」「私はその事故と無関係である」nobody(=no one) 「誰も～ない」例「Nobody(No one) knows her birthplace.」「誰も彼女が生まれた場所を知らない」。none は「何も[誰も]～ない」の意味で、物にも人にも用いられる。例「There was none left in the classroom.」「教室には誰もいなかった」nothing, nobody と異なり、none は、後ろに of A 「A のうち」をつけることができる。none of ~ 「～のうちどれも(誰も)～ない」例「None of the students obeyed to their teacher's advice.」「生徒たちは誰も先生の忠告に従わなかった」

## Intermediate

### (6) [neither]

「(2つのうちの)どちらも～ない」を表す。3つ以上の場合には none を使う。例“Neither of my sisters is not here in Japan. 「私の2人の姉妹のどちらもいま日本にはいない」”

### (7) [部分否定]

“every, all, always, necessarily”や強調の副詞“quite, altogether, entirely, completely”など、「すべて」「常に」「全く」など〈全体, 完全〉の意味を表す語が否定されると、「すべてが～とは限らない」「いつも～とは限らない」「必ずしも～とは限らない」(部分否定)などという意味になる。not every～「全部が～というのではない」not all～「全てが～というのではない」not both～「両方が～というのではない」not always(necessarily)～「いつも(必ずしも)～というのではない」not quite ～, not entirely～「全く～というわけではない」例“Takuya and Makoto hate each other. We shouldn't invite both of them.”「タクヤとマコトはおたがいを嫌っている。両方ともを招待すべきではない」“Money does not always make us happy.”「お金が必ずしも私たちに幸福にするとは限らない」“These apples are not quite ripe.”「これらのリンゴは完全に熟しているわけではない」“My parents don't completely agree with our marriage.”「私の両親は、私たちの結婚に全面的に同意しているわけではない」

|      | 全体否定                         | 部分否定  |
|------|------------------------------|---|
| 3つ以上 | no, not any, none            | not all, not every  |
| 2つ   | not either, neither          | not both  |
| 副詞   | not at all, not in the least | not always, not necessarily<br>not entirely, not altogether<br>not completely, not wholly |

### (8) [全体否定.]

「全く～でない」「少しも～でない」などのように全体を否定する意味を表す場合を、全体否定(または全部否定)と言う。“never, no, nothing, nobody, none”などを用いた否定は全体否定になる。例“None of the members of the team were injured in the accident.”「チームのメンバー全員がその事故で怪我をしなかった」“No advice is of any help in this situation.”「どんな忠告も現状では役立たない」

### (9) [not both /not either]

部分否定の not both～に対して「2つとも～でない」という意味の全体否定は not either または neither を用いる。例“I don't find both of the two books interesting.” [部分否定]「その本の両方ともを面白いと思わない」(ひとつは面白い)“I don't find both of the two books interesting.” [部分否定]「その本の両方とも面白いと思わない」(どちらも面白くない)。

### (10) [all ... not ~]

all, every, both の後に、not を置く場合(all, every, both ... not ~)は、部分否定か全体否定かがいまいになるので、避けたほうがよい。例“All the stamps that he collected were not valuable.”「彼が集めたすべての切手が価値があるわけではない」(部分否定)とも「彼が集めたすべての切手は価値がない」(全文否定)もどちらにも取れる。部分否定を明確に表すならば、“Not all the stamps that he collected were valuable.”とする。

## (11) [二重否定]

一つの英文中に否定語句が二つ用いられている場合を二重否定と呼ぶ。“never[can] V<sub>1</sub> without V<sub>2</sub>ing” “It is impossible[hard] to V<sub>1</sub>without V<sub>2</sub>ing”で「V<sub>1</sub>すれば必ずV<sub>2</sub>する」を表す。例“**They never meet without quarreling.**”彼らは会えば必ずけんかをする。また“**There is no 名詞 that ... not ...**”の形もある。例“**There is no one that does not long for world peace.**”「世界平和を望まない人はいない」。さらに、“not 否定辞のついた形容詞(uncommon など)”「～でないことはない」の二重否定もある。例“**It's not uncommon to see him here.**”「ここで、彼に会うのは珍しいことではない」

## (12) [cannot ... too ~]

“can't ... too ~”の形で、「～してもしすぎることはない」の意味を表す。本来、` 限度を超える”を意味する”too”と cannot が結びついて、「限度を超えては～できない」⇒「ものすごく～する」となったものである。例“**We cannot teach children too early.**”「子供の教育には早すぎるといことはない”too～”が”enough”になる場合もある。例“**We cannot apologize to you enough.**”「大変申し訳ない」。また、“can't～”が”impossible”にかわり、“too”が動詞の一部に組み込まれて”over-”になることもある。例“**It is impossible to overpraise his work.**”「彼の仕事をいくら褒めても褒めたりない」

## (13) [few, little]

no とは異なり、完全に否定してはいないが、「ほとんど～ない」を表す場合には、“few 可算名詞の複数形”、“little 不可算名詞”を用いる。例“**Few students in our school are interested in contemporary music.**”「私たちの学校には、現代音楽に興味のある学生はほとんどいない」“**There is little furniture in his room.**”「彼の部屋にはほとんど家具がない」なお、few, little の前に”a”がつくと肯定の意味になるので注意する。例“**A few students in our school are interested in contemporary music.**”「私たちの学校には、現代音楽に興味のある学生がいる」

## (14) [I hope not./ I am afraid not.]

“think, hope, be afraid”のあとに,so(肯定)not(否定)だけが置かれる場合がある。so は肯定文の代用を、not は否定文の代用をする。例[so の場合]“**Will it be fine tonight?**” “**I hope so**”「今晚晴れるかな」「そう思います。」この場合の”so”は “it will be fine tomorrow”の代用をしている。例[not の場合]“**Can your sister come here tomorrow?**” “**I'm afraid not.**”「あなたの妹は、今晚来ますか」「残念だけど無理です」。

## (15) [not ... because～の二つの解釈]

“not ... because ~”には、「～だから...でない」と「...なのは、～だからではない」の2通りの解釈が可能である。例“**I don't like night because it is silent.**”「私は夜は静かなので好きではない」または「私は夜が好きなのは静かだからではない(ほかに理由がある)」。どちらの意味かは、文脈で判断することになる。なお、例“**I don't like night ,because it is silent.**”のように、because の前にカンマがある場合は「私は夜は静かなので好きではない」である。

## Intermediate

(16) [not ... as SV ~ / ... as ~not の解釈]

“not ... as SV~”(as が[the way]になることもある)は、「SV~のようには(SV~と違って)...ない」の意味を表す。「SV~のように...ない」とするのは間違い。例“This rule is not observed here, as it is in Japan.”<sup>(x)</sup>「この規制は、日本の場合と同じように、ここでは守られていない」。<sup>(o)</sup>「この規制は、日本の場合と違って、ここでは守られていない」。“She is sure of his love now, as she was not three months ago.”<sup>(x)</sup>「彼女は今彼の愛を信じている、3ヶ月前はそうではなかったように」(?)<sup>(o)</sup>「3ヶ月前と異なり、彼女は今彼の愛を信じている」

## NO43 《否定構文Ⅱ》



## 【1】 [確認テスト]

## 【2】 [基本構文]

## 1. 否定語を使わない否定

1. From an objective viewpoint, his argument was **far from** rational.
2. Your answer is **anything but** satisfactory to us.
3. I am **the last to believe** such a thing.
4. We **have yet to discover** an effective remedy for cancer.
5. **It is yet to be seen** whether this plan will succeed or not.
6. The problem **remains to be solved**.

1. 〈far from A「決してAでない」〉  
客観的に見て、彼の主張は全く理にかなっていなかった。
2. 〈anything but A「決してAでない」〉  
あなたの解答には私たちとしてはまったく不満だ。
3. 〈the last (person) to V / the last (person) who ~「決してVしない」〉  
私は絶対にそんなものは信じない。
4. 〈have yet to V「まだVしていない」〉  
癌の効果的な治療法はまだ発見されていない。
5. 〈be yet to V「まだVしていない」〉  
この計画がうまくいくかどうかはまだわからない。  
重要構文 It is yet to be seen whether SV... 「SV...かどうかまだわからない」
6. 〈remaing to V「まだVしていない」〉  
その問題の解決はこれからだ。

## 2. 〈not ~as SV...〉注意する not

1. I **can't** play the guitar **as** you can.
2. I **don't** like detective stories **the way** you do.
3. I **didn't** hurry **because** it was getting dark. My father were going to pick me up.

1. 私はあなたのように、ギターは弾けません。  
〈not ~ as SV「SVのようには～でない」〉
2. 私はあなたと違って、推理小説が好きではありません。  
〈not ~ the way SV「SVのようには～でない」〉
3. 私が急いだのは暗くなってきたからではありません。父が車で迎えに来る予定でした。  
〈not ~ because SV「SVだから～わけでない」〉

## Intermediate

### 【3】 標準問題 [英文解釈]

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [far from A] 《京都府立大》

In Britain today there is public debate suggesting that we are losing this essential sense of belonging — that globalization, for example, far from bringing people closer together, is actually moving us apart. We hear that our neighbourhoods are becoming evermore impersonal and anonymous and that we no longer have a sense of place. But is this really the case? Are we losing our sense of belonging, or are we simply finding new ways to locate ourselves in a changing society?

#### (2) [less than A] 《岡山大》

We all have countless “false” memories that we don’t even know about. How many times have you had someone recall an interaction, a conversation, even a party, that you have no recollection of? Even more puzzling, have you ever been utterly convinced of one version of events and had someone insist on a completely different version? We usually have great confidence in our memories — even in our memories of false events. Still, less than perfect recall of most episodes in our lives rarely has serious consequences. The fact that you might remember your eighth birthday party as having taken place at your house on a sunny day instead of at your grandmother’s house on a rainy day does not matter significantly.

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【3】(1) debate [dɪbeɪt]「議論、討論」essential [esənʃəl]「必要不可欠な」globalization「グローバリゼーション」impersonal [ɪmpəːrsənəl]「よそよそしく」locate A [ləʊkeɪt]「Aを位置づける」

(2) interaction [ɪntəːækʃən]「交流」recollection [rɪkəleɪkʃən]「記憶」puzzling [pʌzliŋ]「困惑させる」be convinced of A [kənˈvɪnst]「Aを確信している」confidence [kənˈfɪdəns]「自信、確信」matter [ˈmætər]「重要である」significantly [sɪɡnɪfɪkəntli]「重大に、大きく」

(1) prose [praʊz]「散文」rest upon A「Aにある、Aをよりどころとする」outburst「激発、噴出」

(2)「即座に」interpret A [ɪntəːrprət]「Aを解釈する」be confronted with A [kənˈfrʌntɪd]「Aに直面する」misunderstand A [mɪsʌndərˈstænd]「Aを誤解する」an observation əbzərvéɪʃən「観察」a concept [kənsɛpt]「概念、考え」statement「声明」[stéɪtmənt] (state A「Aについて述べる」の名詞形)

## 【4】 発展問題〔英文解釈〕

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [vainly] 《岐阜大》

次の英文は、イギリス人の国民性である冷淡さについて述べた文である。

There is one more consideration — a most important one. If the English nature is cold, how is it that it has produced a great literature and a literature that is particularly great in poetry? Judged by its prose, English literature would not stand in the first rank. It is its poetry that raises it to the level of Greek, Persian, or French. And yet the English are supposed to be so unpoetical. How is this? The nation that produced Shakespeare's drama and the Romantic poets cannot be a cold, unpoetical nation. We can't get fire out of ice. Since literature always rests upon national character, there must be in the English nature hidden springs of fire to produce the fire we see. The warm sympathy, the romance, the imagination, that we look for in Englishmen whom we meet, and too often vainly look for, must exist in the nation as a whole, or we could not have this outburst of national song. An undeveloped heart, not a cold one.

## (2) [not ... as SV...] 《大阪大》

Any adult who interacts with a child, any traveler who visits other cultural groups, any historian who studies beliefs and attitudes of the past immediately becomes aware that others might not interpret the world as she or he does. Even peers from the same culture are confronted with these issues, such as when communication falls or when one person misunderstands another. When we make such observations, we often say the others have different concepts from us; this sort of statement is especially common in discussions of children.

## Intermediate

### 構文解説

#### (1) [not を使わない否定①慣用化したもの] [far from A / anything but A / free from A]

“far from...”「決して...でない」(「...からほど遠い」)例“His homework is far from complete.”「彼の宿題は決して完璧ではない」、 “anything but...”「決して...ない」(「...以外の何か」 but=except)例“I was anything but satisfied with the score.”「私はその特典に全く満足していない」 “free from...”「...がない」(「～がない、～を免れた」「～から自由である」)例“He is free from prejudice.”「彼には偏見がない」などがある。

#### (2) [not を使わない否定②前置詞を用いるタイプ] [beyond A / above A]

“beyond[above]...”「...の範囲を越えている、～できない」の意味を表す。beyondは「～の(理解・能力の)範囲を超えて」例“The work was beyond my ability.”「その仕事は私の能力を超えている」。aboveは「～の(理解・力量)より上」「～を超越している」の意味で用いられる。例“She is above telling a lie.”「彼女はうそをつくような人ではない」

#### (3) [not を使わない否定③不定詞を用いるタイプ] [fail to V / remain to V / have yet to V]

不定詞は、本来「これからVする」というニュアンスを持っているが、これが発展して「Vしていない」という否定を含む場合がある。“try to V”には「Vしようとする(がしかしできない)」の意味を持ち、特に過去形ではできなかったを含蓄することが多い。このように、不定詞の慣用表現の中には、否定を表すものがあり、以下に挙げるものは重要である。“fail to V”「Vできない」「never fail to V」 「必ずVする」「remain to be 過去分詞」 「いまだ過去分詞されていない」「have yet to V」 「まだVしていない(しないといけけないのに)」や“be yet to V”(have yet to V とほぼ同義)などがある。さらに、“the last (名詞) to V [that ...]” 「決してV[that...]する～でない」(「最後に...する」⇒「最も...(しように)ない」)例“He is the last man to tell a lie.”「彼は決して嘘をつかない」も覚えておきたい。

#### (4) [not を使わない否定④比較級を用いるタイプ] [more than A / know better than to V]

比較表現の中には、否定を表すものがある。“more than A” 「A できない」(「A を超えている」が原義)例“Your remark is more than I can bear.” 「君の発言は我慢できない」、 “know better than to V” 「Vするほど馬鹿ではない」(「to Vするより分別がある」 know well 分別がある)例“He knew better than to believe this paper.” 「彼はこの論文を信じるほど馬鹿ではない」

#### (5) [not を使わない否定⑤比較級を用いるタイプ] [less than 形容詞/副詞]

“less than 形容詞/副詞”も「～以下」の意が転じて「決して～でない」の意を表す。例“His response is less than fair.” 「彼の対応はとて不公正だ」。なお動詞を修飾することもある。

“more than...”は「～以上」の意味をあらわすのが一般的であるが、意味が転じて「非常に～」(very～), 「～できない」の意を表すことがある。例“She is more than happy.” 「彼女はとても幸せだ」

#### (6) [not を使わない否定⑥原級を用いるタイプ] [as far as SV...]

“as far as SV...”は「SV できる限りの程度」を表し、そこから発展して「SVまでしかできない」の意を表すことがある。例“His theory is as far as it can go.” 「彼の理論はここまでしか及ばない」「彼の理論では、これ以上は無理だ」

#### (7) [not を使わない否定⑦否定の結果を表す語句] [in vain / vainly / without success]

副詞や、前置詞句が否定の結果を表す場合がある。in vain/vainly 「無駄に」 without success 「成功せずに」。こうした語句は、述語的に訳すのがコツである。例“He tried in vain to teach his son mathematics.” 「彼は息子に数学を教えようと思ったが、ダメであった」 “He looked without success for his lost bag.” 「彼はなくしたカバンを探したがダメだった」

#### (8) [否定辞上昇]

Yes, No を明確に言う英語では、否定辞(not)は主節で表す傾向にある。例“He doesn't think that his mother is a poor cook.” 「彼は母親が料理が下手でないとと思う」。なお、hope や be afraid などの主観的な意味の強い動詞の場合は、否定辞上昇は起きない。例“I hope that it won't rain tomorrow.” 「あすは雨がふらないで欲しい」

## No44 &lt;LISTENING//ENGLISH COMPOSITION&gt;



- 【1】 [講習会確認テスト]
- 【2】 [リスニング]
- 【3】 [整序・英作文] 《関西学院大》

|           |
|-----------|
| 解答時間 15 分 |
|-----------|

次の設問(A, B)に答えなさい。

設 問

A. 次の日本文(1, 2)に相当する意味になるように、それぞれ下記(a~g)の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から 2 番目と 6 番目に来るものの記号をマークしなさい。

(1) 外から見れば、どの家庭もみな平穏無事のように見えるものです。

Looked at from the outside, ( ) quiet.

- |          |                 |         |
|----------|-----------------|---------|
| a. peace | b. every family | c. to   |
| d. in    | e. and          | f. live |
| g. seems |                 |         |

(2) マイケルが待合室に入ると、自分の名前が呼ばれるのが聞こえました。

Michael ( ) room.

- |            |           |                |             |
|------------|-----------|----------------|-------------|
| a. he      | b. heard  | c. the waiting | d. his name |
| e. entered | f. called | g. when        |             |

B. 次の日本文に相当する意味になるように英文の空所を埋めなさい。答えは、空所に入れる部分のみを記述式解答用紙の所定欄に記入しなさい。

先日、飛行機が遅れて着いたので、私はスケジュールの変更を余儀なくされました。

The other day, I was ( ).

## NO45 《Vocablury Check》



【1】 [語彙検定]

## 第2回 語彙検定

【2】 [整序・英作文] 《関西学院大》

解答時間 15分

次の日本文(1~5)に相当する意味になるように、それぞれ下記(a~h)のうち、7つの語句を使って空所を補い、英文を完成させなさい。ただし、文頭に入れる場合は大文字に変えなさい。なお、選択肢の語句には1つ余るものがあります。

- (1) 晴れた日に富士山頂で見る日の出ほど美しいものはない。  
 ( ) ( ) ( ア ) ( ) ( イ ) ( ) ( ) from the top  
 of Mt. Fuji on a fine day.  
 a. the sunrise    b. is    c. nothing    d. the most  
 e. seen    f. more    g. beautiful    h. than
- (2) 明日の朝、暴風警報が出ていたら、午前中の授業は休講だ。  
 If a storm warning ( ) ( ウ ) ( ), ( ) ( エ ) ( )  
 ( ).  
 a. be    b. is    c. cancelled  
 d. posted    e. will    f. morning classes  
 g. are    h. tomorrow morning
- (3) 先月、会社側は新潟湾地域の汚染問題の責任をしぶしぶ認めました。  
 Last month ( ) ( ) ( ) ( オ ) ( カ ) ( ) ( )  
 of the Niigata Bay area.  
 a. the firm    b. responsible    c. admitted  
 d. reluctantly    e. being    f. to be  
 g. for    h. the pollution problem
- (4) 身体の疲れを取るには十分な睡眠を取ることが一番よい。  
 The ( ) ( ) ( ) ( キ ) ( ) ( ) ( ) sleep.  
 a. it    b. to relieve    c. way    d. is  
 e. to have    f. best    g. your fatigue    h. sufficient
- (5) 試験勉強をしていたら、電気をつけっぱなしのまま眠り込んでしまった。  
 Studying ( ク ) ( ), I ( ) ( ケ ) ( ) ( ) ( コ ).  
 a. on    b. with    c. fell asleep    d. in  
 e. the exam    f. the light    g. for    h. turned

## NO46 《省略構文 I | 副詞節中の省略》



【1】 [確認テスト]

【2】 標準問題 [英文解釈]

解答時間各 20 分

次の英文の下線部を和訳しなさい。

(1) [副詞節中の省略] 《筑波大》

What and how a man writes determine whether or not he is going to be published and if he is, by whom. Every beginning writer dreams of finding an editor or a publisher who will recognize his genius, show him the way, and push or pull him toward his goal, publication. In the past this happened — though more rarely than writers believe. Today's editors and publishers cannot afford to wait for the writer's maturity. They would like to develop genius and subsidize its growth, but publication costs, the small margin of profit, the competition with other media, and the unpredictability of public taste demand writers who are ready to be published today, writers who know what to write and how to write it.

[2] determine A「Aを決める」 publish A「出版する」 an editor「編集者」 recognize A「Aを認める」 publication「出版」 cannot afford to V「Vする余裕がない」 maturity「成熟」 subsidize A「Aに奨励金を与える」 margin「利益」 competition「競争」 unpredictability「不可測性」

[3] (1) observe A「Aを観察する」 select A「Aを選ぶ」 literacy「読み書き能力」 as opposed to A「Aに反して」 Aと異なって」 electronic「電子」 bound「綴じられた」

(2) in particular「特に」 S be characterized as A「SはAとして特徴づけられる」 interdependent「相互依存の」 in other words「つまり」 isolated「孤立した」 interconnected「相互に結び付いた」 self-improvement「自己改善」 have little to do with A「Aとほとんど関係がない」 confront A「Aに直面する」 a shortcoming「欠点」 harmony「調和」 justify A「Aを正当化する」 on behalf of A「Aのために」 Aの代わりに」

## Intermediate

### 【3】 発展問題〔英文解釈〕

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) [副詞節中の省略] 《東京農工大》

次の英文は、子供にとってのテクノロジーのあり方について描かれた英文の一節である。

Children observe technology in action, whether it is in ordering a \*Big Mac or selecting their favorite toy at \*Toys "R" Us. The family that uses technology — from reading newspapers, magazines, and books to computer access and games — creates a climate for \*literacy. Just as Shakespearean plays are different when performed on television as opposed to being acted upon a stage, a book is different when read in an electronic form than in the traditional print or bound book. However, it is no less reading.

(注) \*Big Mac 「ビッグ・マック」 Toys "R" Us 「トイザラス」

#### (2) [副詞節中の省略] 《信州大》

Eastern cultures, and in particular the Japanese, have been characterized as 'interdependent'; in other words, individuals are seen as less isolated than they are in the West, instead forming part of an interconnected social web. For them, the sense of the self develops through understanding its influence on others. Self-improvement in such cultures has far less to do with getting what one wants, and far more to do with confronting one's own shortcomings, in the interests of harmony, at home, at work, and amongst friends. Westerners perform better on tasks with independent demands than on tasks with interdependent demands. East Asians make stronger efforts to justify their choices if they have been made on behalf of a friend; Westerners if made for themselves.



NO47 《省略構文Ⅱ》



【1】 [確認テスト]

【2】 [基本構文]

1. 〈様々な省略〉

1. She is said to be good at skiing, and so he is.
2. He always tries to do more than we can.
3. The people who have been abroad are not always familiar with foreign affairs than those who have not.
4. The cloth feels softer than it looks.
5. You don't have to go to the party unless you want to.

1. 〈be 動詞のあとの省略〉 ※is のあとに good at skiing が省略されている。  
彼女は、スキーが得意だと言われているが、実際そうである。
2. 〈助動詞のあとの省略〉 ※can のあとに、try が省略されている。  
彼は常に私たちができる以上のことをしようとする。
3. 〈have not のあとの省略〉 ※have not のあとに been abroad が省略されている。  
外国に行った人はそうでない人よりも外国を必ずしも外国を知っているわけではない。
4. 〈比較構文における省略〉 ※looks のあとに soft が省略されている。  
その布は見た目よりも柔らかい。
5. 〈代不定詞〉 ※to のあとに go to the party が省略されている。  
君は行きたくなければそのパーティーに行く必要はない。

2. 〈省略されやすい S V〉

1. How kind of you to help me!
2. The sooner you give up, the greater the benefits.
3. He, no matter how busy, writes home to his parents at least once a month.
4. What if you saw a man from another planet?

1. 〈感嘆文中の it is の省略〉  
私を手伝って下さってありがとうございます。
2. 〈“The 比較級 ..., the 比較級...”構文中の S be の省略〉  
禁煙するのが早ければ早いほど、そのメリットは大きくなる。
3. 〈“no matter how ...” 構文中の S be の省略〉  
彼はどんなに忙しくても、月に少なくとも一度は故郷の父母に便りをします。
4. 〈What if SV...〉 ※What と if の間に“would[will] you do”または“would[will] happen”が省略。  
もし宇宙人と出会ったらどうするかね。

## 【3】 標準問題〔英文解釈〕

解答時間各 20 分

次の各英文(1)(2)の下線部を和訳しなさい。

## (1) [being の省略] 《京都府立大》

When asked what they thought was the most important thing in education, the most popular answer among Japanese teachers was “love.” Among non-Japanese it was “communication.” Researchers concluded that the Japanese teachers see themselves as role models who must lead their students towards a love of learning. Teachers from abroad, aware of the cultural differences with their students, focus more on clearly defined behavior and responsibilities and on conveying information.

## (2) [those who do not] 《筑波大》

Americans today choose among more options in more parts of life than has ever been possible before. To an extent, the opportunity to choose enhances our lives. It is only logical to think that if some choice is good, more is better; people who care about having infinite options will benefit from them, and those who do not can always just ignore the 273 versions of cereal they have never tried. Yet recent research strongly suggests that, psychologically, this assumption is wrong. Although some choice is undoubtedly better than none, more is not always better than less.

【3】 (1)conclude that SV...[kənklú:d] 「SV...と結論づける」 focus on A 「A に焦点を合わせる」 convey A [kənveɪ] 「A を伝える」

(2)an option [ˈɒpʃən] 「選択肢」 to an extent 「ある程度」 enhance A [enháens] 「A を高める」 infinite [ɪnfənit] 「無限の」 benefit from A [bɛnəfɪt] 「A から利益を得る」 cereal [sɪəriəl] 「シリアル」 psychologically [saɪkələdʒikəli] 「心理的に」 assumption [əˈsʌmpʃən] 「推測」 undoubtedly [ʌndəʊtɪdli] 「間違いなく」

【4】 (1)a dialect [daɪəlɛkt] 「方言」 noticeably [nóutisəblɪ] 「顕著な」 pronunciation [prənˈʌnsiəɪʃən] 「発音」 (pronounce [prəʊnɑːns] 「発音する」) to some extent 「ある程度」 take A for granted 「A を当然と見なす」 diversity [dɪvəːrsəti] 「多様性」 guarantee A [gʰærənti:] 「A を確信する」

(2)sportscaster 「スポーツキャスター」 unshakable 「ゆるぎない」

## Intermediate

### 【4】 発展問題〔英文解釈〕

解答時間各 30 分

次の各英文(1)(2)の下線部を和訳しなさい。

#### (1) 〔代不定詞〕《中央大》

British English has always been, and continues to be, a language of dialects. Wherever one goes in England, or elsewhere in Britain, there are very obvious differences between the ways in which people speak in different places. It is so with the words used, with the grammar or the way in which words are organized, and very noticeably with pronunciation or accent. Everyone in the country seems to be aware of this variety to some extent, and most of us take this diversity for granted much of the time. However, variation in dialect, and especially in pronunciation, is a subject about which most people are quite willing to express an opinion when invited to, and many people are without being asked to. Stop anyone in the street and ask what their word is, for example, for the soft shoe that is worn when playing sports, or what their opinion is of a Cockney\* or any other accent, and you can almost guarantee an interested and an interesting response.

#### (2) 〔will〕《福井大》

英文はレーガン元米大統領(Ronnie\*)の思い出をナンシー夫人が語ったものです。

He was a man of strong principles and integrity\*. He had absolutely no ego, and he was very comfortable with himself; therefore, he didn't feel he ever had to prove anything to anyone. He said what he thought and believed. He could move from being a sportscaster to moving pictures and TV, to being Governor of the largest state in the country for eight years and then to being President for eight years, and somehow remain the same wonderful man. Perhaps this was helped by his strong, unshakable religious beliefs. Ronnie\* always believed that God has a plan for each of us and that we might not know what it is now, but eventually we will.

(注)integrity [intégrəti] 「高潔さ」 ego [í:gou] 「エゴ」 Governor [gʌvərnər]

「州知事」

## 構文解説

## (1) [省略が行われる理由]

省略は主に、①反復の回避、②簡潔な表現、の理由で生じることが多い。省略に関しては、日本語と同じ考え方でよい場合が多い。例えば「母は若い時、母は一日12時間働いた」という趣旨の内容を日本語で表す場合も、多くは、「母は」を省略して「若い時、母は一日12時間働いた」で意味は誤解なく通じる。英語も同様に反復を回避するため“*When (she was) young, my mother worked twelve hours a day.*”と“*she was*”を省略することができる(副詞節中のS beの省略)。省略によって「母」を2回表すこと(反復)を回避することができる。また、省略しても誤解が生じることのない“*is(are)*”“*it is*”“*there is*”を省略して文を簡潔することもある。例“*How kind (it is) of you to pick me up at the station.*”「私を駅まで迎えに来てくれるなんてなんて君は親切なんだ」

## (2) [名詞の省略]

反復を避けるために名詞が省略されることがある。例“*Are these books yours?*” “*No, they are my sister’s (books).*” 「これらの本はあなたのですか」「いいえ、私の妹のものです」

## (3) [助動詞の後の動詞の省略]

疑問文に対する応答文では、動詞とそれに伴う語が重複する場合は省略する。例“*Have you finished?* – *Yes, I have (finished).*” 「もう終わりましたか。—ええ、終わりました」また、“*So (助動詞) S*”や“*Neither(Nor) (助動詞) S*”のS(主語)の後続部にも省略が生じることが多い。例“*I can’t speak Chinese, and neither can she (speak Chinese).*” 「私は中国語が話せないし、彼女も話せない」

## (4) [to 不定詞の省略(代不定詞)]

不定詞の後続部が、前出の動詞部分と重複する場合は、同型反復を避けるために“*to*”だけを残してあとは省略する(*to*を代不定詞とも呼ばれる)。例“*You don’t have to go if you don’t want to (go).*” 「行きたくなければ行かなくてもよい」 “*He played in the river, although he was often told not to (play in the river) by his mother.*” 「彼はその川で遊んだ、もっとも、彼の母親にしばしばそうしないように言われていたけれども」

## (5) [並行構文での”V”の省略]

“*SVX and(but, or) SVX*”で、同じ形(文型)が続くときに、同型反復を避けるため、共通なものを省略することができる。例“*Some people are interested in science and others in music.*” 「科学に興味があるものもいれば、音楽に興味がある者もいる」 *others* の後に“*are interested*”が省略されている。

## (6) [副詞節中の”S be”の省略]

副詞節中の“*S be*”が省略されることがある。この場合の、*S*は主節の主語と同一であり、時制も主節の動詞と同じ時制でなければならない。例“*Don’t touch your mobile phone while (you are) eating.*” 「食事中は携帯電話に触れてはいけません」 “*Though (he was) very tired, he reviewed today’s homework.*” 「彼は疲れていたけれども、今日の宿題の見直しをした」

## (7) [分詞構文中の”being”“having been”の省略]

分詞構文では、“*being*”“*having been*”が省略される場合がある。文を短くする意図を持つ分詞構文では、文脈から意味が通じるので、“*being*”“*having been*”を省略するのである。“*being*”“*having been*”の省略には、主に2つのパターンがある。一つは、文頭の“*being*”“*having been*”が省略される場合、もう一つは意味上の主語の後の“*being*”“*having been*”が省略パターンである。①の文頭の *Being* が省略されると、“(Being)形容詞(名詞)..., SV...”の形になる。形容詞(名詞)で始まる、分詞構文と考えてもよい。例“*Unable to meet her demands, he was forced to leave the place.*” 「彼は彼女の要求にこたえることができなかったので、その場を去らざるをえなかった」。主節の後に形容詞が続くこともある。例“*He hurried to the station, forgetful of all his sorrows.*” 「彼はすべての悲しみを忘れて、駅まで走り出した」。二つの目のパターンである、意味上の主語の後の“*being*”“*having been*”が省略されるタイプもある。例“*The rainy season (been) over, our children like to go sea-bathing.*” 「梅雨が終わると、私たちの子供は海水浴に行きたがる」。“*They got out of the classroom, their faces (being) pale and wan.*” 「顔面蒼白で、彼らはその教室から出てきた」

## NO48 《省略構文 | 関係詞の省略》



【1】 [確認テスト]

【2】 [基本構文]

## 1. 〈副詞節中の&lt;S be&gt;の省略〉

1. Keep an eye your bag **while walking**.
2. **As a boy**, I used to swim in the pond.
3. He seems to have been in poor health **when young**.
4. A book, **if read through**, may be said to be cheaper than anything else.
5. He did not speak **unless spoken to**.

1. 〈副詞節中の<S be>の省略:while の場合〉  
歩行中にかばんから目を離さないように。
2. 〈副詞節中の<S be>の省略:as の場合〉  
子供の頃、よくその池で泳いだものだ。
3. 〈副詞節中の<S be>の省略:when の場合〉  
彼は若いころ体が弱かったようだ。
4. 〈副詞節中の<S be>の省略:if の場合〉  
私たちが一冊の本を通読したとすれば、こんな安いものはないと言える。
5. 〈副詞節中の<S be>の省略:unless の場合〉  
彼は話しかけられないとしゃべらなかつた。

## 2. 《関係詞の省略》

1. **The dog she keeps** is very cute.
2. **The house he lived in** had two large bath.
3. Japan is not **the country it used to be**.
4. **There are few supermarkets sell** what you want.
5. This is not **the only book there is on the subject of biology**.

6. 〈目的格の関係詞の省略①〉(that/which の省略)  
「彼女が飼っている犬はとてもかわいい」
7. 〈目的格の関係詞の省略②〉(that/which の省略)  
「彼が住んでいた家には、大きな風呂が二つあった」
8. 〈関係詞節中で補語になっている場合〉(that の省略)  
「日本は以前のような国ではない」
9. 〈There is / Here is + S の後〉(that の省略)  
「君が欲しいものを売っているスーパーはほとんどない」
10. 〈関係詞 + there/here is 構文が続く場合〉  
「これは生物学に関する唯一の本というわけではない」

## 3. 比較

1. It is difficult to persuade him, and is **as difficult** to bring him here.
2. This meeting is very important, but tomorrow's party is **much more**.
3. I am as eager to participate in that project **as she in this one**.

1. 〈比較対象の省略|as …が省略されている場合〉  
彼を説得することはむづかしいし、ここに連れてくるのも同程度むづかしい。  
…is as difficult to bring him here (as to persuade him). ( )内が省略された部分
2. 〈比較対象の省略|than …が省略されている場合〉  
… much more (important than this meeting). ( )内が省略された部分  
この会議は重要であるが、あすのパーティはもっと重要だ。
3. 〈比較構文と省略|as/than …の部分に省略がある場合〉  
…as she (is eager to participat) in this one. ( )内が省略された部分  
私は、彼女がこの計画に参加したのと同程度その計画に参加した。

## 【3】 標準問題〔英文解釈〕

解答時間各 20 分

次の各英文(1)(2)を和訳しなさい。

## (1) 〔関係詞の省略〕《神戸大》

次の英文は、象の個体数抑制案をめぐる論争について書かれたものである。

Many elephant scientists and animal-welfare groups claim that there's no convincing evidence that the park is overpopulated with elephants. The destruction of vegetation, they say, falls within the acceptable impact elephants should have on African savanna ecosystems. Their robust feeding patterns, in fact, create opportunities for successful survival for many other species. When a bull\* pushes over a tree, the log provides protected spaces for young plants to escape the browsers\* and grazers\* of the savanna. Natural ecological processes, many experts say, must be allowed to play themselves out without human intervention.

(注) animal-welfare groups 「動物保護団体」 savanna [səvænə] 「サバンナ」  
 bull [bul] 「雄の象」 browser [brauz ə] 「新芽などを食べる動物」 grazer  
 [greiz ə] 「草を食べる動物」

## Intermediate

### (2) [副詞節中の省略] 《北海道大》

While no one would argue that humans are completely irrational, we are open to suggestion far more than we would like to believe. We should therefore be aware of this when taking important decisions, especially if someone is actively trying to influence the outcome, such as in advertizing, or even when in supermarkets. For example, the interiors of these shops are often designed by psychologists to encourage what is known as 'impulse buying'. The use of lighting to display certain products and the physical placement of goods are designed with this aim in mind. It is no accident that comfort foods such as sweets and chocolates are frequently displayed at the checkout counter, where people have to wait in line. It may be impossible to make ourselves immune to all suggestion, but a little self-reflection before we act may go a long way.

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【3】(1)claim that SV... 「SV...と主張する」 convincing [kən'vɪnsɪŋ] 「説得力のある」 overpopulated 「(数が)過剰な」 acceptable [æksəptəbl] 「受け入れられる」 robust [rəʊbʌst] 「丈夫な、屈強な」 ecological [ˌekələdʒɪkəl] 「生態学的な」  
(2) irrational 「不合理な」 S be open to A 「SはAにかかりやすい」 suggestion 「暗示」 actively 「積極的に」 an outcome 「結果」 advertizing 「広告」 an interior 「インテリア」 impulse buying 「衝動買い」 wait in line 「列に並んで待つ」 immune to A 「Aに免疫がある」 self-reflection 「内省」 go a long way 「効果がある」 「役立つ」

## 【4】 発展問題〔英文解釈〕

解答時間各 20 分

次の各英文(1)(2)を和訳しなさい。

## (1) [省略構文|動詞要素の省略] 《信州大》

Designers of fancy apparel would like their customers to believe that wearing their creations lends an air of wealth, sophistication and high status. It does — but not, perhaps, for the reason those designers might like to believe, namely their inherent creative genius. A new piece of research confirms what many, not least in the marketing departments of fashion houses, will long have suspected: that it is not the design itself that counts, but the label.

## (2) [比較対象の省略] 《名古屋工業大》

Pictures of our ancestors often show men hunting with spears, arrows, and other tools. Scientists have long thought that only humans made tools for hunting. They have also assumed that men did most of the hunting. Now, for the first time, scientists have observed wild chimpanzees (chimps) hunting with tools that they produced by themselves. What is just as surprising is that there are more females and young chimps than males in these hunts. The discovery throws into question many assumptions about human evolution.

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【5】 (1)fancy apparel [fænsi] [əpærel] 「衣料品」 an air of A 「Aの雰囲気」 sophistication 「洗練」 (sophisticate[səfɪstəkeɪt])inherent 「生まれつきの」 confirm A [kən'fɜːrm] 「Aを確認する」 「Aを裏付ける」 not least 「特に」 suspect A[sə'spekt] 「Aを疑う」 count 「重要である」 label [leɪbel] 「ラベル」 「レッテル」 (2)an ancestor [ænses'tɔː] 「先祖」 a spear [spiə] 「槍」 an arrow 「矢」 assume that SV... [ə'suːm] 「SV...と思う」 throw A into question 「Aに疑問を投げかける」 an assumption [əsʌmpʃən] 「仮説」 「考え」 evolution [evə'lúːʃən] 「進化」

## Intermediate

### 構文解説

#### (1) [比較対象の省略]

比較対象が文脈から明らか場合は、省略されることが多い。例“He is good at playing tennis, but his brother is even better (than he).”「彼はテニスが得意であるが、彼の兄はさらに上手である」比較対象である he が、文脈から明らかなので省略されている。例“He has never been as happy (as now).”「彼はこれほど幸せだったことはない」as now が無くても意味が十分通じるため省略されている。

#### (2) [慣用的な省略構文]

if で始まる副詞節には、慣用的に〈主語+be 動詞〉が省略されるものがある。省略される主語は、主節の主語と一致しないことが多い。“if any”「仮にあれば」「if(when) possible」「可能な場合は」「if necessary」「必要であるならば」などがある。例“Correct errors, if any.”(if any=if there are any errors)「誤りがあるならば、訂正してください」“Come with us, if possible.”(if possible = if it is possible)「できるなら私たちと一緒に来てください」

#### (3) [“What about ...?”“How about ...?”「...はどうですか」]

“What about ...?”“How about ...?”「...はどうですか」は、もとはそれぞれ“What (do you think) about ...?”“How (do you say [think]) about ...”から、情報量が少ない部分を省略してできた慣用表現である。例“How about playing chess?”「チェスをしませんか」

#### (4) [“What if ...”「...したらどうなるだろう」「...してもかまわない」「...すればどうする」]

“What if ...”「...したらどうなるだろう」は、もともと、“What (will happen) if ...?”「～したら何が起ころうか」“What (does it matter) if ...?”「...してもどんな問題があるのか(いやない)」“What (do you do) if ...?”「...であれば(あなたは)どうする」からできている表現である。if 節の中に仮定法を用いる場合もある。例“What if he misses the first train?”「彼が始発列車に乗れなければどうなるだろう(する)」

#### (5) [関係詞代名詞の目的格、関係副詞の省略]

関係代名詞の目的格は原則として省略される。また関係副詞も先行詞が限定的であるため省略されることが多い。例“The man (that) you talked about yesterday is my uncle.”「あなたが昨日話していた男性は、私の叔父です」“Tell me the reason (why) you got so angry at him.”「あなたが彼にそれほど怒った理由を教えてください」

#### (6) [主格の関係詞代名詞の省略]

一般的には、主格の関係詞代名詞は省略できないが“There is”“Here is”などに続く場合や、関係詞節に“there is”がある場合、関係代名詞の直後に I think などが挿入される場合などは省略できる。例“There's a Yamada are looking for you.”「山田さんという方があなたを捜しています」“He has found a man (that) he thinks will know the truth of the accident.”「その事故の真相を知っていると思う男の人を彼は見つけた」

#### (7) [補語の役割を果たす関係詞代名詞 which, that の省略]

関係代名詞がその後に続く節の中で補語の役割を果たしている場合、which または that を使うか省略するのが原則である。限定用法で用いられる場合は、which, that を省略されることが多い。例“Takeko is not the woman she used to be.”「タカコは以前のような女性ではない」なお、継続用法で用いる場合は、省略できない。例“His mother was an able doctor, which he is not.”「彼の母親は有能な医師だったが、彼はそうではない」

#### (8) [比較構文中の省略①: as/than...内の省略]

比較構文“as ... as ~”“比較級 ... than ~”の“as ~”“than ~”の部分で省略が生じる場合がある。例“He is as good at tennis as I (am good) at guitar.”「私がギターが得意なのと同じくらい彼はテニスが上手い」は、同型反復を避けるために“am good”が省略されている。

#### (9) [比較構文中の省略②: The 比較級, the 比較級 中の省略]

“The 比較級, the 比較級”での“be 動詞”または“S be”が省略されることがある。例“The more passengers there are in the car, the greater (is) the risk of an accident for young drivers.”「車の中に乗客が多ければ多いほど、若い運転手にとっては自己のリスクが大きくなる」

## (10) [譲歩節中の”be”省略]

副詞節 whatever..... however..... のなかで”be 動詞””S be”が省略されることがある。例”Whatever the reason (was), you shouldn’t have kept her waiting.” 「理由がなんであれ、彼女を待たせるべきではなかった」

## (11) [感嘆文中での”it is”の省略]

感嘆文中で、状況が明らかな場合は”S be 動詞”が省略されることもある。例”What an honest boy (he is)!” 「なんと正直な少年なんだ」 また、”it is”が省略されることがある。 ”How cruel ( it is ) of you to say such a thing !” 「そんなことを言うなんて君はなんて残酷なんだ」

## (12) [文頭の”There is””It is”の省略]

文頭の”There is””It is”が省略される場合もある。慣用的なものが多い。例”It is” No wonder (that) he is so indifferent to our project. 「彼があんなにも私たちの企画に無関心なのは当然だ」 ”There is” No doubt (that) they will overcome the difficult situation in the end.” 「きっと彼らはその難局を最終的には乗り越えるだろう」

## Intermediate

### NO49 《神大クロニクル》



【1】〔確認テスト〕

【2】〔神大クロニクル 1990〕

解答時間各 15 分

次の各英文の下線部を和訳しなさい。

(1) 《神戸大 1990 年度 [1]》

Lewis and his colleagues at the Educational Testing Service in Princeton, N. J.\* , conducted their research by videotaping the families while they ate ordinary meals in their homes. They found that parents in control of small families tend to converse actively with each other and their children. But as the number of the children gets larger, conversation gives way to the parents' efforts to control the inevitable uproar\*. That can have important implications for the children. "In general, the more question-asking the parents do, the higher the children's intelligence," Lewis says. "And the more children there are, the less question-asking there is."

(注)the Educational Testing Service in Princeton, N. J. 「ニュージャージー州プリンストンにある ETS(教育テストサービス協会)」uproar 「大騒ぎ」

(2) 《神戸大 1990 年度 [2]》

Even if your firm doesn't have a computer, you could be forgiven for inventing the existence of one to take the blame for all your errors.

(注)take the blame for A 「A に対して責任を取る」

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【4】(1)conduce a research[kəndʌkt] 「研究を行う」 videotape A[vidiəuteip] 「A をビデオで取る」 converse[kənvə:rs] 「会話する」 give way to A 「A に屈する、A に負ける」 inevitable [inévitable] 「必然的な」 an implication [ɪmplikéiʃən] 「示唆」 in general 「一般に」 question-asking 「問いかけ」  
(2) invente A 「A をでっち上げる」 forgive A for Ving 「A を Ving で許す」

## (3) 《神戸大 1990 年度 [2]》 \*前の英文の続き

For instance, if a customer has placed an order five times and still not received the goods, it just isn't good enough to blame the computer. That's simply a silicon-chip-age version of the truck's broken down.' Give the thing some personality: " I'm afraid our computer has taken against customers whose name begins with a W or whose first name is Christopher. It accepts the order then destroys its record and erases your name from its memory. It does it every time. It's a very personal fault and our engineers are doing all they can to find out why it has decided to choose you and all our other Ws. Can you think of anything you might have done to upset it? "

(注) silicon-chip-age 「現代版の」 personality 「人格」 take against A 「A に逆らう」

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(3) accept A [æksépt] 「A を受け入れる」 destroy A [distrói] 「A を破壊する」 erase A [iréis] 「A を消す」 a fault [fó:lt] 「失敗」 upset A [ʌpsét] 「A を困らせる」

## Intermediate

### 発展問題

【1】〔過去問研究〕阪大クロニクル [～2000] 《1994(A)》

解答時間 20 分

次の英文の下線部を和訳しなさい。

There can be no human society without conflict: such a society would be a society not of friends but of ants. Even if it were attainable, there are human values of the greatest importance which would be destroyed by its attainment, and which therefore should prevent us from attempting to bring it about. On the other hand, we certainly ought to bring about a reduction of conflict. So already we have here an example of a clash of values or principles. This example also shows that clashes of values and principles may be valuable, and indeed essential for an open society.

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【1】 conflict[kánflikt] 「紛争」 attainable [ətéinəbl] 「実現する、手に入れる」 attainment [ətéinmənt] 「達成」 attempt to V 「Vしようとする」 bring A about 「Aをもたらす」 reduction [ridʌkʃən] 「減少」 a principle [prínsəpl] 「原理」 essential [esénʃəl] 「不可欠な」



## Intermediate

### NO50 《神大クロニクル》



【1】 [確認テスト]

【2】 [神大クロニクル 1991]

解答時間各 15 分

次の各英文の下線部(1)(2)を和訳しなさい。

(1) 《神戸大 1991 年度 [1]》

**A.H.** In the usual form of suspense (1)it is indispensable that the public be made perfectly aware of all the information involved in a situation. Otherwise, there is no suspense.

**F. T.** No doubt, but isn't it possible to have suspense in connection with hidden danger as well?

**A.H.** To my way of thinking, mystery is seldom suspenseful. In a whodunit\*, for instance, there is no suspense, but a sort of intellectual puzzle. The whodunit generates a kind of curiosity that is void of emotion, and emotion is an essential ingredient of suspense.

In the classical situation of a bombing, it's fear for someone's safety. And that fear depends upon the intensity of the public's identification with the person who is in danger.

(2)I might go further and say that with the old situation of a bombing, you might have a group of gangsters sitting around the table, and even in that case I don't think the public would say, 'Oh, good, they're all going to be blown to bits, ' but rather, they'll be thinking, 'Watch out. There's a bomb!' ' What it means is that the apprehension of the bomb is more powerful than the feelings of sympathy or dislike for the characters involved.

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【4】 indispensable [ɪndɪspɛnsəbəl] 「不可欠な」 in connection with A 「A と関連して」 suspenseful [səspɛnsfəl] 「サスペンス」 generate A [dʒɛnəreɪt] 「A を生み出す」 S is void of A [vɔɪd] 「S は A がない」 ingredient [ɪnɡrɪːdiənt] 「材料、要素」 intensity [ɪntɛnsəti] 「強さ」 identification [aɪdɛntɪfɪkɛɪʃən] 「一体化」 sympathy [sɪmpəθi] 「共感」 involved 「関連している、渦中の」

【3】 [神大クロニクル 1991]

解答時間各 15 分

次の各英文の下線部(1)(2)を和訳しなさい。

(1) 《神戸大 1991 年度 [2]》

So the greenhouse effect is upon us? We would almost like to think it was so. At least we could blame something for the strange things that are happening to the great British talking-point, the weather. The last year has been a climatic astonishment in Britain. It started with the mildest winter since records began in 1659. It continued with the warmest summer, and one of the driest. To end it, we have had another very mild winter, our third in a row, and now to cap it all, storms we have not known since the last century. Something is surely up.

(注) the greenhouse effect 「温室効果」 talking-point 「話題、論点」 to end it 「おまけに」 to cap it all 「おまけに」 (=what is worse)

## Intermediate

(2) 《神戸大 1991 年度 [2]》

If it is the greenhouse effect, the cause is simple. Since the start of the industrial revolution, we have been burning the carbon resources of the earth, and breaking them down far faster than nature herself. The consumption of timber, coal, gas, and oil leaves carbon dioxide in the atmosphere, instead of leaving it locked up in the trees, soils and rock sediments\* where nature would like it to remain. As our society and technology has become more sophisticated, we have added many other pollutants, like chlorofluorocarbons (CFCs), nitrous oxide and methane. These gases do one simple thing that we wish they didn't. They obstruct infra-red\*\* radiation. Some of the energy from the sun's rays is normally reflected back into space by the earth's surface as infra-red. These gases trap it just like a greenhouse does. The earth's atmosphere is warming as a result.

(注) a sediment [sédəmənt] 「堆積岩」 a pollutant [pəluːtənt] 「汚染物質」 a chlorofluorocarbon 「フロンガス」 nitrous oxide [naɪtrəs] 「窒素酸化物」 methane [méθeɪn] 「メタンガス」

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【5】 (1) blame A for B 「A を B で責める」 astonishment [əstəniʃmənt] 「驚愕」 continue[kəntɪnju:] 「続く」  
(2) the industrial revolution 「産業革命」 carbon [kɑːrbən] 「炭素」 consumption [kənʌmpjən] 「消費」 carbon dioxide [daɪɑksaɪd] 「二酸化炭素」 a soil [soɪl] 「土壌」 sophisticated [səfɪstəkeɪtɪd] 「高度な、洗練させた」 infrared [ɪnfrəred] 「赤外線の」

## 発展問題

【1】〔過去問研究〕阪大クロニクル〔～2000〕《1994(B)》

解答時間 20 分

次の英文の下線部を和訳しなさい。

The huge blue heron glides over our cottage roof and settles down gently, taking up his post at the mouth of the tidal cove. <sup>(1)</sup>Standing guard on elegant long legs, he picks off trespassers who swim too close to the border. When he is through and the water begins to intrude again, he takes off, arching out over the bay.

Every day since we arrived, the great bird has followed this pattern. He arrives at each low tide like clockwork no, nothing like clockwork. Watching him at my own porch post, I cannot imagine anything more different than tides and clocks, any way of life more different than one in tune with tides and another regimented by numbers.

The heron belongs to a world of creatures who follow a natural course; <sup>(2)</sup>I belong to a world of creatures who have fractured continuity into quarter hours and seconds, who try to mechanically impose our will even on day and night. But each year I come here, vacating a culture of fractions and entering one of rhythms. Like many of us, I need a special place, just to find my own place, my own naturalness.

(注) The huge blue heron「アオサギ」the tidal cove 入り江 regiment A [rédʒəmənt]

「A を管理する」 fracture A [fræktʃər] 「A を分割する」

【1】 guard [gɑ:rd] 「用心して」 a trespasser 「通行人」 (trespass [tréspæs] 「通行する」) intrude [intru:d] 「侵入する」 arch [ɑ:rtʃ] 「弧を描く」 clockwork 「時計(仕事)」 in tune with A 「A と波長を合わせる」 continuity [kàntenjú:əti] 「連続性」 mechanically [mækéinikeli] 「機械的に」 vacate A [véikeit] 「A を留守にする、A を立ち退く」 a rhythm [rídəm] 「リズム」

## Intermediate

### NO51 《神大クロニクル》



【1】 [確認テスト]

【2】 [神大クロニクル 1991/1992]

解答時間各 15 分

次の各英文の下線部を和訳しなさい。

(1) 《神戸大 1991 年度 [3]》

Although a lot of advances had been made in household technology, the amount of time spent on domestic tasks has not declined very much over the last fifty years. What has changed, However, is the distribution of tasks; the amount of time spent on cleaning and cooking has decreased but time spent on childcare has increased. There has been some reduction in time spent on housework for working women, but this is less the result of technological advance than the simple fact of women being employed outside the home. It has been suggested that possibly technology has been used as a substitute for more equal division of labor at home. Many men would doubtless prefer to be able to equip their wives with a super-technology kitchen rather than share housework themselves, but this in fact does not necessarily reduce the amount of time women spend there.

(注) division of labor[dəvɪʒən] 「労働の分担」 specified[spesɪfaɪd] 「所定の」

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【4】 (1) domestic [dəʊmestɪk] 「家庭の」 decline [dɪklaɪn] 「低下する」 distribution [dɪstrɪbjúːʃən] 「分担、分配」 childcare 「子育て」 reduction [rɪdʌkʃən] 「減少」 employ A [emplɔɪ] 「Aを雇う」 a substitute [sʌbstətjù:t] 「代理、代用」 doubtless [daʊtlɪs] 「疑い無く」 equip A with B [ɪkwɪp] 「AにBを装備させる」 reduce A [rɪdʒúːs] 「Aを減らす」

## (2) 《神戸大 1992 年度 [1]》

You don't talk to anyone for long at a reunion. You envision spending hours reliving old times, but you don't. There is almost no time to listen to anyone else life story or tell your own.

I saw Carl across the room and headed through the crowd to say hello. We laughed about the Latin class we both failed and then our conversation was interrupted by a classmate. We never talked again, and when I got into bed that night, I remembered that the last time I'd seen Carl was at an Eighth Air Force base in England in 1942, where he'd been a B-17 pilot. Two days later he'd been shot down and spent two years in a German prison camp. Such is the condensation of reunion conversations that it never came up.

(注) an Eighth Air Force base 「第 8 空軍基地」 B-17 「B-17 戦闘機」 a German prison camp 「ドイツの捕虜収容所」 condensation [kəndenséɪʃən] 「凝縮」 (condense A 「A を凝縮させる」)

(2) a reunion [riːjuːnjən] 「同窓会」 envision Ving [envɪʒən] 「Ving を考える」 relive A 「A を追体験する」 interrupt [ɪntəˌrʌpt] A 「A を邪魔する」

【5】 (1) continuity [kəntɪnjuːəti] 「継続」 lifelong 「終生の」 artificial [ɑːrtɪfɪʃəl] 「人工的な、わざとらしい」 setting [sɛtɪŋ] 「場、状況」 encourage A to V [enkəːrɪdʒ] 「A が V するよう奨励する」 generate A [dʒɛnəreɪt] 「A を生み出す」 enthusiasm [enθjuːzɪˈæzəm] 「熱狂、愛着」 induce A to V [ɪndjuːs] 「A が V するよう勧誘する」 an organization [ɔːrgənɪzɪˈeɪʃən] 「組織」 bother A [bəˈðər] 「A を困らせる」

(2) recall that SV... [rɪkəːl] 「SV... を思い起こす」 dictate that SV... [dɪktəɪt] 「SV... と述べる」 replace A with B 「A と B を取り代える」 evidence [eɪvədəns] 「証拠」 evaluate A [ɪvæljuːeɪt] 「A を評価する」

## Intermediate

【3】〔神大クロニクル 1992〕

解答時間各 15 分

次の各英文の下線部を和訳しなさい。

(1) 《神戸大 1992 年度 [1]》

I do not know whether I'll go to another reunion. Today I wouldn't, but in five years I may. I like the continuity lifelong friendships provide but there is something artificial about the reunion setting.

Schools encourage graduates to return to their reunions because reunions generate the kind of enthusiasm for the school that induces alumni to give money. I was thinking that there are some other groups of people I've spent important parts of my life with who I'll never see again simply because there's nothing in it for the organizations to which we belonged. They have no interest in bringing us together and we wouldn't bother on our own.

(注) alumni 「卒業生」 (alumnus[ə'lʌmnəs] 「卒業生」の複数形)

(2) 《神戸大 1992 年度 [2]》

Perhaps you have visited a friend recently in a hospital. If you are old enough to remember visiting people in a hospital 30 or more years ago, perhaps you will recall that in the surgical wards there were few patients walking. Common sense used to dictate that movement right after surgery was harmful. <sup>(1)</sup>Whether by design or accident, patients are now almost forced out of bed the first day after surgery in most cases. Healing takes place more quickly with immediate movement. Common sense reasons were replaced with reasons based on evidence in this particular case.

Until we evaluate the effects of our common sense notions in the same way increased lighting and movement after surgery have been evaluated, <sup>(2)</sup>we can hardly hope to learn if what we do is worthwhile, let alone improve what we do.

(注) the surgical wards [sə:'rdʒɪkəl] 「外科病棟」

## 発展問題

【1】〔過去問研究〕阪大クロニクル〔～2000〕《1995》

解答時間 40分

次の英文の下線部を和訳しなさい。

There is an extremely powerful conceptual connection between our idea of *mind* and our idea of *writing*. Records are understood as a sort of external memory, and memory as internal records. Writing is understood as thinking on paper, and thought as writing in the mind. By means of this conceptual connection, the written work is taken as a substitute for or even as the essence of the author: (A)the author's mind is an endless paper on which he or she writes, making mind internal writing ; and the book the author writes is external mind, the external form of that writing. The writing is therefore conceived of as having a voice, one that speaks to us, and to which we respond. The author is understood as the self thinking. The self is understood as an author writing in the mind. Sometimes, the self is an author writing thoughts externally on paper. (B)This makes it extremely easy for us to talk about "putting our thoughts down on paper" and to see the author's self as contained in the writing. This makes the everyday reference to writing by its author's name — as in "Pascal is on the top shelf" — seem so natural.

(注) Pascal 「パスカル」(1623-1662)フランスの哲学者、自然哲学者、数学者、キリスト教神学者である。代表作『パンセ』

【1】 conceptual [kənséptʃuəl] 「概念上の」 external [ekstəːrniəl] 「外部の」 internal [intəːrniəl] 「内部の」 substitute [sʌbstətjù:t] 「代理、代用」 essence [ésens] 「本質」 conceive of A as B [kənsiːv] 「A を B と見なす」 extremely [ekstriːmli] 「極端に」 reference to A [réfərəns] 「A に言及すること」(refer to A の名詞化表現)

No52 <LISTENING//ENGLISH COMPOSITION>



【1】 [確認テスト]

【2】 [リスニング]

【3】 [整序・英作文]《関西学院大》

解答時間 15 分

次の日本語(1~5)に相当する意味になるように、それぞれ下記(a~h)の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から 2 番目と 6 番目に来るものの記号をマークしなさい。

(1) 実際のところ、英語を一年で習得するのはとても難しい。

Actually, ( ) a year.

- |              |            |       |         |
|--------------|------------|-------|---------|
| a. difficult | b. English | c. in | d. is   |
| e. it        | f. master  | g. to | h. very |

(2) 最初の質問は、次の質問と関係がなさそうだ。

It seems that the ( ) one.

- |             |             |         |       |
|-------------|-------------|---------|-------|
| a. first    | b. has      | c. next | d. no |
| e. question | f. relation | g. the  | h. to |

(3) もうそろそろ新しい靴を買わないといけなない。

It is ( ) new shoes.

- |       |           |         |         |
|-------|-----------|---------|---------|
| a. a  | b. bought | c. high | d. I    |
| e. of | f. pair   | g. that | h. time |

(4) 明日、とても素敵だと思っている女の子とデートをするんだ。

Tomorrow, I will have a date ( ) sweet.

- |       |            |         |         |
|-------|------------|---------|---------|
| a. a  | b. believe | c. girl | d. I    |
| e. is | f. very    | g. who  | h. with |

(5) お母さんが健康を取り戻すまで、きみは誰かに一緒にいてもらうべきだね。

You should ( ) gets her health back.

- |          |           |            |         |
|----------|-----------|------------|---------|
| a. have  | b. mother | c. someone | d. stay |
| e. until | f. with   | g. you     | h. your |

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