第1問① 　次の問い(A・B)に答えよ。　　**練習してみよう！**

(配点　14)

A　次の問い(問1〜3)において，下線部の発音がほかの三つと**異なるもの**を，それぞれ下の①〜④のうちから一つずつ選べ。　　　　　　　　　　　**【母音が2題と子音が1題の出題】**

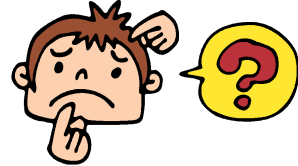問1　[　1　]　　　全国正解率　**80.6%**
① comm<u>i</u>t　　② conv<u>i</u>nce　　③ ins<u>i</u>st　　④ prec<u>i</u>se

問2　[　2　]　　　正解率　**49.1%**
① help<u>ed</u>　　② laugh<u>ed</u>　　③ pour<u>ed</u>　　④ search<u>ed</u>

問3　[　3　]　　　正解率　**17.7%**
① b<u>ir</u>d　　② h<u>ar</u>d　　③ j<u>our</u>ney　　④ w<u>or</u>k

B　次の問い(問1〜4)において，第一アクセント(第一強勢)の位置がほかの三つと**異なるもの**を，それぞれ下の①〜④のうちから一つずつ選べ。

問1　[　4　]　《2音節語》　　正解率　**80.4%**
① advance　　② danger　　③ engine　　④ limit

問2　[　5　]　《3音節語》　　正解率　**41.7%**
① deposit　　② foundation　　③ opinion　　④ register

問3　[　6　]　《3音節語》　　正解率　**62.3%**
① agency　　② frequently　　③ introduce　　④ officer

問4　[　7　]　《4音節語》　　正解率　**48.9%**
① championship　　　　② delivery
③ relatively　　　　④ supermarket

(２０１８年　センター本試験)

●私のリストの的中率
【発音問題】の１２語中７語的中（５８％うち★印４語）、【アクセント問題】１６語中１２語的中（７５％うち★印４語）でした。やはり「**狙われる単語は決まっている！**」のです。

●「お色直し」の実態
【発音問題に出題された語】
commit 1996 追
convince　2010 本
insist　1990 本　2000 本
journey　1998 本　2000 追

【アクセント問題に出題された語】
danger　1993 追
opinion　1990 本
frequently　2000 本
supermarket 1992 追

「**カタカナ語**」は、**bird, work, journey, engine, limit, foundation, opinion, championship, delivery, supermarket** の１０語が出題

知識を問う問題ダ！

知っているか、知らないか、それだけ

◎無駄な時間浪費は避けよ！テンポよく2分以内で解く！

第1問②　　　　次の問い(A・B)に答えよ。　　**練習してみよう！**

（配点　14）

A　次の問い(問１〜３)において，下線部の発音がほかの三つと**異なるもの**を，それぞれ下の①〜④の
うちから一つずつ選べ。

問1　　1
　　① engagement　　② generate　　③ hunger　　④ range

問2　　2
　　① cheat　　② medium　　③ sweat　　④ theme

問3　　3
　　① add　　② label　　③ passenger　　④ traffic

成績上位者がボロボロ落とす！

B　次の問い(問１〜４)において，第一アクセント(第一強勢)の位置がほかの三つと**異なるもの**
を，それぞれ下の①〜④のうちから一つずつ選べ。

問1　　4　　　《２音節語》
　　① breakfast　　② favor　　③ modern　　④ survive

問2　　5　　　《３音節語》
　　① celebrate　　② dramatic　　③ examine　　④ financial

問3　　6　　　《３音節語》
　　① entertain　　② guarantee　　③ imagine　　④ undergo

問4　　7　　　《４音節語》
　　① community　　　　　　② consequently
　　③ participate　　　　　　④ ridiculous

（２０１９年　センター追試験）

●私のリストの的中率
【発音問題】では１２語中８語が的中（６７％　うち７語が★印の重要語）、【アクセント問題】では１６語中全ての１６語が的中（１００％　うち１１語が★印の重要語）

●「お色直し」の実態
generate　2013 本
hunger　2012 追
medium　2013 本
sweat　2007 追
theme　1994 本
label　2014 本
passenger　1997 追
modern　2012 本
celebrate　1990 追　1991 追
examine　1997 本
financial　2010 追
entertain　1993 本　2012 本
　2014 追（３回も出ているゾ！）
guarantee　2010 本
imagine　1992 本
community　1993 本　2007 追　2008 本（３回も出ているゾ！）
participate 2007 追　2008 本
ridiculous　2013 追

theme, label, modern, dramatic, entertain, community の６語が「**カタカナ語**」の出題

あすすめ　得

◎基本アクセントルールも知っておこう！応用力に！
　▶「エイトの法則」（-ateで終わる語は２つ前が強い）
　▶「イクイクルール」（-ic, -icalで終わる語は１つ前が強い）
　▶「双子の法則」（-ee-, -oo-はそこが強い）
　▶「愛の法則」（-○○○で終わる語は１つ前が強い）

出る単語は決まっている！

頻出語リスト・過去出題語を音読せよ!!
（八幡センター対策本）　　　　　　（カラー版資料）

第2問B

次の問い（問１～３）において，それぞれ下の①～⑥の語句を並べかえて空所を補い，最も適当な文を完成させよ。解答は 18 ～ 23 に入れるものの番号のみを答えよ。

練習してみよう！

問1

Student :　I'm getting nervous about my examination next week.
Teacher :　I just _____ 18 _____ _____ 19 _____ the advice I gave everyone in class.
　① bear　　　　② in　　　　③ mind　　　　④ to　　　　⑤ want　　　　⑥ you

問2

Ben :　Hey, where did your energy go? You were so cheerful this morning.
Jim :　I don't know. I guess listening to _____ 20 _____ _____ 21 _____.
　① boring　　② lecture　　③ made　　④ me　　⑤ the　　⑥ tired

問3

Jonathan :　I finally finished that huge puzzle my mom gave me.
Aunt Amy :　Well done! What _____ 22 _____ _____ 23 _____!
　① a　　　② have taken　　③ it　　④ long　　⑤ must　　⑥ time

（２０１６年センター追試験）

第2問C

次の問い（問１～３）の会話が最も適切なやりとりとなるように 24 ～ 26 を埋めるには，(A)と(B)をどのように組み合わせればよいか，それぞれ下の①～⑧のうちから一つずつ選べ。

問1

Shelly :　I can't wait till next Tuesday.
Lisa :　What's happening next Tuesday?
Shelly :　Don't you remember? There's going to be a jazz concert after school.
Lisa :　Really? I thought it 24

《難化傾向》

| (A)　was going to be | → | (A)　on Thursday, | → | (A)　because I'm wrong. |
| (B)　was planning to be | | (B)　on Tuesday, | | (B)　but maybe I'm wrong. |

　① (A)→(A)→(A)　　　② (A)→(A)→(B)　　　③ (A)→(B)→(A)
　④ (A)→(B)→(B)　　　⑤ (B)→(A)→(A)　　　⑥ (B)→(A)→(B)
　⑦ (B)→(B)→(A)　　　⑧ (B)→(B)→(B)　　　正解率　４３．９％

問2

Tomohiro :　Hi, Casey. I'm glad you made it in time. Our flight's scheduled to depart soon.
Casey :　Thank you for telling me not to take the bus. I never thought the traffic would be so heavy at this time of day.
Tomohiro :　I always check traffic and railroad conditions when I have a plane to catch.
Casey :　You're so helpful. 25

| (A)　I wouldn't have taken | → | (A)　the bus | → | (A)　with your suggestion. |
| (B)　I wouldn't take | | (B)　the train | | (B)　without your suggestion |

　① (A)→(A)→(A)　　　② (A)→(A)→(B)　　　③ (A)→(B)→(A)
　④ (A)→(B)→(B)　　　⑤ (B)→(A)→(A)　　　⑥ (B)→(A)→(B)
　⑦ (B)→(B)→(A)　　　⑧ (B)→(B)→(B)　　　正解率　４６．４％

問3

Hoang :　The typhoon over the weekend was pretty strong, wasn't it?
Nao :　Yeah, and my club's soccer match in Fukuoka Park was canceled.
Hoang :　We can never predict what the weather will bring.
Nao :　I agree. Did the typhoon also go through Shizuoka?
Hoang :　Yes, it did. 26 I hope we get another chance to do it.

ここは 1問1分で解く！

| (A)　It's because | → | (A)　we didn't cancel our trip to Mt. Fuji, | → | (A)　fortunately. |
| (B)　That's why | | (B)　we had to cancel our trip to Mt. Fuji, | | (B)　unfortunately. |

　① (A)→(A)→(A)　　　② (A)→(A)→(B)　　　③ (A)→(B)→(A)
　④ (A)→(B)→(B)　　　⑤ (B)→(A)→(A)　　　⑥ (B)→(A)→(B)
　⑦ (B)→(B)→(A)　　　⑧ (B)→(B)→(B)　　　正解率　７０．８％

（２０１８年センター本試験）

第２問Ｂの解き方　　　語句整序問題

◎6個の語(句)を並べ替える組み合わせは　6×5×4×3×2＝**720**通りもあるのに対して、1組が分かって5つ
の組み合わせは5×4×3×2＝**120**通り、2組が分かれば4×3×2＝**24通り** に激減する。1組でも2組でも
決まれば大助かり。それだけ正解に近づけるのだ！ 英文から全体の内容を予測した上で、つながる語句同
士を「 **小さくつないで大きくまとめよう**」！

差がつく問題！！「この英文は何を伝えたいのか？」を常に意識して解くこと。３問ある２つの空所問題も同様。形式
（会話文の２つ目のセリフを完成させる）、答える箇所（２番目と５番目）、選択肢に２語以上のものが含まれる、という点は変更なし。語数は７４語から８５語に増加。最低1問は難問アリ！深入りは禁物！1問1分で片づける！

		重要
❶「主格代名詞・名詞＋Ｖ」のセット	（例：He suggest_s_など）	㊟ 動詞を決めてから主語へ
❷「所有格(one's)＋名詞」のセット	（例：_his_ bookなど）	
❸「冠詞(the/a/an)＋名詞」のセット	（例：_the_ book/_a_ book/ _an_ orangeなど）	
❹「前置詞＋（代）名詞」のセット	（例：_on_ the deskなど）　※前置詞の後には名詞が来る	
❺「前置詞＋動名詞(V-ing)」のセット	（例：_on_ goingなど） ※前置詞の後には名詞が来る。動詞を続けるには-ing（動名詞）にして名詞化	
❻「助動詞＋動詞の原形」のセット	（例：_must_ go, _can_ playなど）	
❼「to＋動詞の原形」のセット（不定詞）	（例：_to_ goなど）　※前置詞の to と区別	
❽「接続詞／関係詞／疑問詞　Ｓ＋Ｖ」のセット	（例：_while_ S+V　_where_ S+V など）	

特に重要

㊟解答を作成する際には、①②…の番号を並べるのではなく実際に英文を書いてみること！後で見直す際に有効。

《取り組み方》　①単語の知識　②熟語・定型表現の知識　③文法の知識

（１）整序する空所の前・後部分にヒントあり⇒状況の把握　特に後ろにカギ！⇒見逃すな！
（２）「この英文は何を言おうとしているか？」（意味を推測）→　コレが重要！やみくもに並べない！
（３）骨組み「動詞→主語」を決定する。動詞を決めるのが重要！
（４）小さなかたまりをいくつか作ってみる（「選択肢減らしの術」）　＝8つのセット＋熟語の知識
（５）「意味」が通るかどうか**「検算」**も忘れない→ズレはないか？を確認　（↑上記）
（６）ポイントとなる事項が通例２つ含まれる。例年１題は《難》なので深入りして時間をロスしないこと。

問１　　「君には、私が授業中にみんなにしたアドバイスを忘れないでいて欲しい。」
❼より**不定詞** to の後には**原形**の bear か want が来る。❹より**前置詞** in の後には**名詞**の mind が来る。**bear in mind**「心に留める」という熟語を知っていれば簡単。**目的語**が長いので後ろに置かれている。want ＋人＋to　Ｖで「人に～してもらいたい」の意味。

〔正解〕　**want you to bear in mind**

問２　　「退屈な講義を聞いたせいで疲れたんだと思うよ。」
❸より**冠詞** the の後には**名詞**が来るから lecture。boring「退屈な」は lecture にかかる**修飾語**。make ＋人＋形容詞「人を～にする」という**Ｓ＋Ｖ＋Ｏ＋Ｃ**構造（高校生が苦手とする）。

〔正解〕　**the boring lecture made me tired**

問３　　「きっととても長い時間かかったのね。」
❸より**冠詞** a の後には**名詞**の time が来る。それに**修飾語**の long が付く。a long time まで完成。「What a ＋形容詞＋名詞＋Ｓ＋Ｖ」（なんて～なんだ）の感嘆文。❻より**助動詞** must の後には**原形**が来るから have。「must have ＋ V-ed」で過去の事を表し「～したにちがいない」の意味。must have taken →「時間がかかったに違いない」it _must have taken_

〔正解〕　**a long time it must have taken**

※100題ほど演習してみるとコツが分かってくるよ！！

第２問Cの解き方　　　応答文完成問題

※２０１８年より第３問Aの会話問題がなくなったため、この問題の<u>会話が長くなり配点も上がったこと</u>に注意。

どんな意味になるのか？それがすべて
□の前をしっかり読むことが重要!　忘れずに!

問1　《難》

Shelly :　I can't wait till next Tuesday.　来週の火曜日まで待てないわ
Lisa :　　What's happening next Tuesday?　来週の火曜日に何があるの？
Shelly :　Don't you remember? There's going to be a jazz concert after school.　覚えてないの？放課後ジャズコンサートがあるの。
Lisa :　　Really? I thought it ☐ 24 ☐　本当？それは ☐　　　☐ と思っていたわ。

(A) **was going to be**	→	(A) **on Thursday,**	→	(A) because I'm wrong.
(B) was planning to be		(B) on Tuesday,		(B) **but maybe I'm wrong.**

「それは木曜日にあると思っていたの。でもたぶん私が間違っているんでしょう」

問2　《難》

Tomohiro :　Hi, Casey. I'm glad you made it in time. Our flight's scheduled to depart soon.　やあキャシー、間に合って嬉しいよ。乗る飛行機はまもなく出発予定だ。
Casey :　　Thank you for telling me not to take the bus. I never thought the traffic would be so heavy at this time of day.　バスに乗らないように忠告してくれてありがとう。この時間帯にこんなに交通が混むとは思わなかったの。
Tomohiro :　I always check traffic and railroad conditions when I have a plane to catch.　飛行機に乗るときには交通事情、鉄道事情をいつもチェックしているんだ。
Casey :　　You're so helpful. ☐ 25 ☐　大助かりよ。☐　　　☐

(A) **I wouldn't have taken**	→	(A) the bus	→	(A) with your suggestion.
(B) I wouldn't take		(B) **the train**		(B) **without your suggestion**

「<u>君の忠告がなければ電車に乗ることはなかっただろうに</u>」（→忠告してもらったおかげでバスではなく電車に乗って間に合ったわ）

問3

Hoang :　The typhoon over the weekend was pretty strong, wasn't it?　週末の台風はすごかったね。
Nao :　　Yeah, and my club's soccer match in Fukuoka Park was canceled.　ええ、福岡パークのクラブサッカーの試合は中止になったの。
Hoang :　We can never predict what the weather will bring.　天気が何をもたらすかは分からない。
Nao :　　I agree. Did the typhoon also go through Shizuoka?　そうね。台風は静岡も通過したの？
Hoang :　Yes, it did. ☐ 26 ☐ I hope we get another chance to do it.　ええ、☐　　　☐またそれをする機会があるといいね。

(A) It's because	→	(A) we didn't cancel our trip to Mt. Fuji,	→	(A) fortunately.
(B) **That's why**		(B) **we had to cancel our trip to Mt. Fuji,**		(B) **unfortunately.**

「<u>そんなわけで</u>、残念ながら富士山への旅行をキャンセルしなければならなかった」

区別して覚えよう!

|原因| **That's why** |結果| 【意味】 （原因）そういうわけで（結果） |

|結果| **That's because** |原因| 【意味】 （結果）それはなぜかというと（原因） |

第3問A 次の問い（問１〜３）のパラグラフ（段落）には，まとまりをよくするために**取り除いた方がよい文**が一つある。取り除く文として最も適当なものを，それぞれ下線部①〜④のうちから一つずつ選べ。

「テーマ」を意識！ 練習してみよう！

問1 　29　 　　　　**正答率８７.８％**

　　Wearing proper shoes can reduce problems with your feet. Here are some important points to think about in order to choose the right shoes. ①Make sure the insole, the inner bottom part of the shoe, is made of material which absorbs the impact on your foot when walking. ②The upper part of the shoe should be made of breathable material such as leather or cloth. ③Some brand-name leather shoes are famous because of their fashionable designs. ④When you try on shoes, pay attention not only to their length but also to their depth and width. Wearing the right shoes lets you enjoy walking with fewer problems.

問2 　30　 　　　　**正答率７４.４％**

　　In Japan, there are several ways of transporting goods. Each method has its own advantages and disadvantages. ①Transportation by air, though it can be expensive, is suitable for carrying goods which require speedy delivery. ②Buses can carry many passengers, and they are convenient for daily life. ③Ships, on the other hand, can carry large quantities at low cost, but it takes much time for them to reach their destinations. Trains can stop only at stations, but their arrival times can easily be estimated. ④Although trucks cannot carry much compared with trains, they are useful for carrying things from door to door. Such merits and demerits of each method of transportation should be taken into consideration, so the best way can be chosen, depending on the needs.

第1文（第2文）に「テーマ」が示される!! おっ

問3 　31　 　　　　**正答率７３.７％**

　　If you forget something you once learned, go back to the place where you originally learned it. Experimental studies support this idea. For instance, two groups of divers went into the sea. ①After listening to a list of words underwater, they came back on land and wrote down as many words as they could remember. ②A day later, one group sat on land, while the other went back into the sea. ③Researchers carefully chose the list of words, and the divers selected the diving site. ④Each group was asked to recall and write the words they had learned the day before. It turned out that the divers in the sea recalled words better than the divers on land. Thus, a person's ability to remember seems to be better if learning and recalling are done in the same environment.

（２０１７年　センター本試験）

「仲間ハズレ」を見つける！

第3問A　不要文削除問題の解き方　　「仲間ハズレ」を見つけろ！

「仲間ハズレ」を見つける！《新傾向問題》　　　★1つの段落にテーマはただ一つ！

与えられた英文の<u>テーマは最初に提示される</u>ことがほとんど（第１・２文）。冒頭をチェック！「関係のない文」は次のどちらかだ。

☞ 《易》※圧倒的多数がコレ

1｜「内容」の破綻｜　★「テーマ」と違う！

（パラグラフ全体の趣旨に合致しない）

重要 or

2｜「論理」の破綻｜　★論理的につながらない！

（前後の文とのつながりが説明できない）
＜論理・指示語・つなぎ語＞

●段落内の「不要な1文」を指摘する　難度は決して高くない　「仲間ハズレ」を探せ！

→全体の流れを乱しているもの　　本文の話題と関係ないもの　　文章全体の首尾一貫性を乱すもの

【1】まず問題を見て、下線部①〜④の文章に「つなぎ語」や「指示語」が含まれている場合には、すべて鉛筆で丸印をつけておきましょう。

【2】さあ、まず文章の最初で**テーマ**が提示されるので、その**テーマ**をアタマにしっかり叩き込んでから、文章を読み進めましょう。**テーマ**は冒頭部または第２文が逆接語で始まっている場合はその文が**テーマ**（段落の中心話題）【1文目・2文目にテーマが提示される】

【3】「内容」の場合には、途中で「アレッ？」と思う文章があるはずです。テーマと外れた内容の書かれた文章、それが正解です。「論理」の場合は、先ほど丸印で囲んだ単語の前・後ろが、うまくバトンを渡せているかどうかチェックしてみましょう。

【4】最後に、不要な（アヤシイ）文章が分かったら、それを外したら他の文章とのつながり・流れがうまくいくことを必ず「検算」しておきましょう。これで完成！

1文ごとに「テーマ」をチェック！ チェック

※太字がテーマ部分

問1　｜29｜　**テーマは第１文または第２文に示される！**

Wearing proper shoes can reduce problems with your feet. Here are some important points to think about in order to **choose the right shoes.** ① <u>Make sure the insole, the inner bottom part of the shoe, is made of material which absorbs the impact on your foot when walking</u>.（インソール、つまり靴の内底は、歩くときに足にかかる衝撃を吸収する素材で作られていることを確認しなさい）② <u>The upper part of the shoe should be made of breathable material such as leather or cloth.</u>（靴の上部は革や布のような通気性のある素材で作られている方が良い）③ <u>Some brand-name leather shoes are famous because of their fashionable designs.</u>（ブランド品の革靴には流行のデザインなので有名な物がある）④ <u>When you try on shoes, pay attention not only to their length but also to their depth and width.</u>（試しに履いてみる時は、靴の長さだけでなく深さや幅にも注意しなさい）Wearing the right shoes lets you enjoy walking with fewer problems.

正しい靴を選ぶための重要な点
↓
①適切な素材（インソールの衝撃吸収性）
↓
②適切な素材（上部の通気性）
↓
④試し履きの際の注意点（長さ・深さ・幅）
↓
正しい靴で歩行を楽しむ

「オシャレなデザインの靴」は足の悩みを軽減するための助言とは無関係

テーマは「**正しい靴の選び方**」

③「ブランド品の革靴と流行のデザインと知名度」はテーマと無関係

テーマの「仲間ハズレ」＝　**正解**

問２　　30　　**テーマは第１文に示される！**

In Japan, there are **several ways of transporting goods**. Each method has its own advantages and disadvantages. ①Transportation by air, though it can be expensive, is suitable for carrying goods which require speedy delivery. （空輸は、高価になることもあるが、迅速な配送を要する物資の輸送には適している）

②Buses can carry many passengers, and they are convenient for daily life. （バスは多くの乗客を運ぶことができ、日常生活に便利である）③Ships, on the other hand, can carry large quantities at low cost, but it takes much time for them to reach their destinations. （一方、船は低費用で大量のものを運ぶことができるが、目的地に着くまでに多くの時間がかかる）Trains can stop only at stations, but their arrival times can easily be estimated. ④Although trucks cannot carry much compared with trains, they are useful for carrying things from door to door. （トラックは、列車に比べるとあまり多くの物資を運べはしないが、各戸に１件ずつ物を運ぶには有用である）

Such merits and demerits of each method of transportation should be taken into consideration, so the best way can be chosen, depending on the needs.
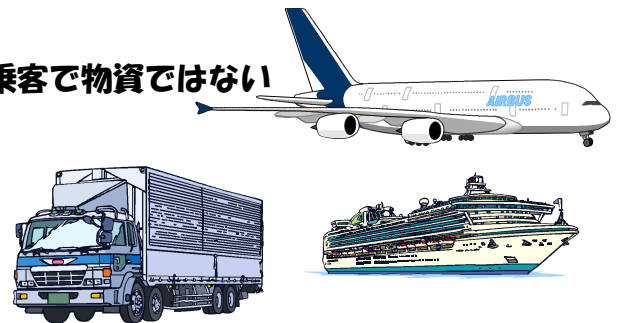
荷物輸送のいくつかの方法の利点と欠点
↓
①空輸

↓
③船舶

↓
④トラック

長所・短所を考慮すべき

※②のバスは「荷物」ではなく「人」の移動手段

テーマは「**物資の輸送方法**」

②「バスと乗客」はテーマと無関係

＝

テーマの「仲間ハズレ」　＝　**正解**

バスが運ぶのは乗客で物資ではない

問３　　31　　**テーマは第１文に示される！**

If you forget something you once learned, go back to the place where you originally learned it. Experimental studies support this idea. For instance, two groups of divers went into the sea. ①After listening to a list of words underwater, they came back on land and wrote down as many words as they could remember. （水中で一連の単語を聞いてから、ダイバーたちは陸に戻って思い出せる限りの単語を書き出した）②A day later, one group sat on land, while the other went back into the sea. （１日後、１つのグループは陸にいたが、もう１つのグループは海中に戻った）③Researchers carefully chose the list of words, and the divers selected the diving site. （研究者たちは、その単語のリストを慎重に選び、ダイバーたちはダイビングする場所を選んだ）④Each group was asked to recall and write the words they had learned the day before. （それぞれのグループは前日に覚えた単語を思い出して書くように要求された）It turned out that the divers in the sea recalled words better than the divers on land. Thus, a person's ability to remember seems to be better if learning and recalling are done in the same environment.

覚えたことを忘れたらもともとそれを覚えた場所に戻れ
↓
①水中で単語を聞いて陸で書き出す

②１日後一つのグループは陸、もう一つのグループは海中に

↓
④それぞれのグループは前日覚えた単語を思い出して書く
↓
その結果

※③は実験を始める準備に関する記述

「実験の手順」と無関係

テーマは「**記憶の実験**」

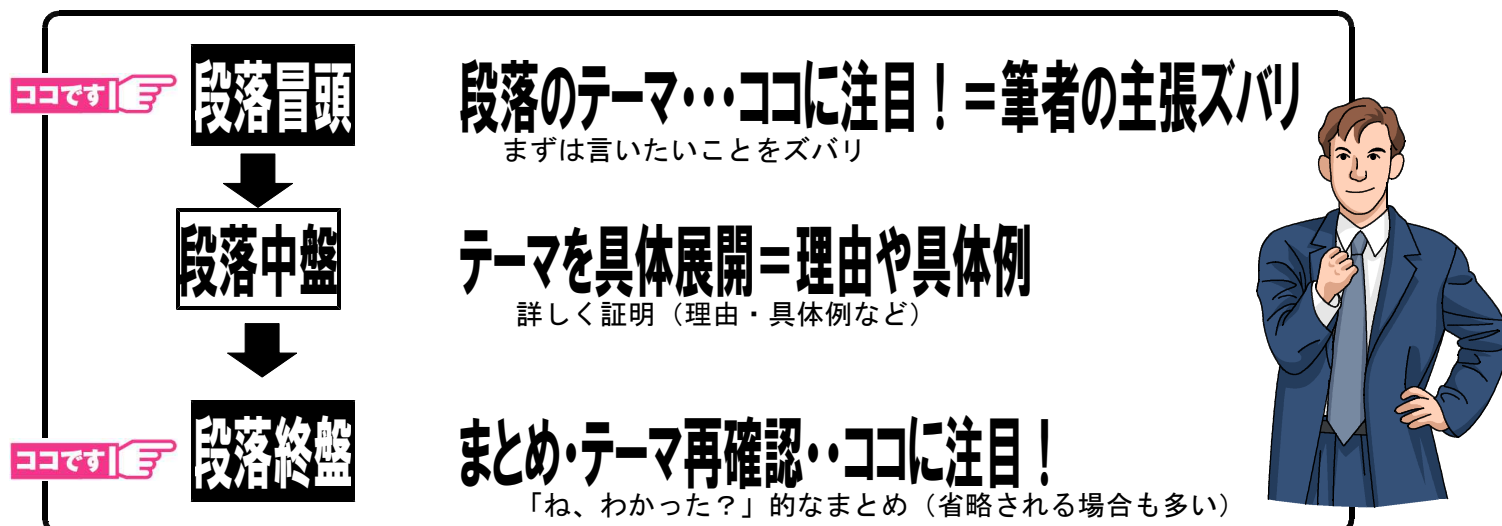③「研究者たちは単語リストを選び、ダイバーたちはダイビング場所を選ぶ」はテーマと無関係　★語彙がよく似ているのでだまされやすい

＝

テーマの「仲間ハズレ」　＝　**正解**

第3問B　発言要約問題の解き方

重要

ココです！☞	**段落冒頭**	**段落のテーマ・・・ココに注目！＝筆者の主張ズバリ**
	↓	まずは言いたいことをズバリ
	段落中盤	**テーマを具体展開＝理由や具体例**
	↓	詳しく証明（理由・具体例など）
ココです！☞	**段落終盤**	**まとめ・テーマ再確認・・ココに注目！**
		「ね、わかった？」的なまとめ（省略される場合も多い）

「最初」と「最後」に注目ダ！

★発言のココを注意して読む！★

私はこう思う

①**第１文（冒頭文）**

②**最終文**

③**逆接語で始まる英文**

④**「私は思う」系のフレーズ**（I think/ believe/ am sure）**を含む英文**

⑤**強制力の強い助動詞**（must/ have to/ should）**を含む英文**

⑥**主観的な判断（「良い」「悪い」など）を表す形容詞を含む英文**

⑦**「たとえば」といった具体例や「というのは」といった理由を示す語句の直前**

⑧**「〜のように思われる[見える]」系のフレーズ**（seem, look, appear）**を含む英文**

ここがポイント

●**後ろが重要**
①逆接　　but, however, on the other hand
②結果　　so, therefore, for this reason

●**前が重要**
③例示　　for example, for instance, say

●**前後が同じ**
④並列　　also, moreover, in addition

◎極端の法則　裏技　×アウト

「最も」「唯一の」「必ず」「絶対」「決して〜ない」といった極端な語が
使われている選択肢は×であることが多い。
▶**１００％系**（all, every, any, always, absolutely, necessarily）
▶**０％系**（no, never, none, not ...any, few, little）
▶限定系（only, just, merely, alone）

◎オウム返しの法則　イチオシ

引っかけの選択肢は本文中の単語をそのまま使って見た目を本文と
「一致」させていることが多い。正解の選択肢ほど本文中の単語をそ
の
まま使わないで<u>言い換えている</u>ことが多い。

★テーマを見抜く術

①「最初」と「最後」！
②「しかし」の後
③疑問文（問題提起）

第4問A 　次の文章はある説明文の一部である。この文章と表を読み，下の問い（問1〜4）の 　35 　

　〜 　38 　に入れるのに最も適当なものを，それぞれ下の①〜④のうちから一つずつ選べ。

In recent years, there has been increasing public support in the US for the development of city transportation networks that include support systems for those using non-motorized travel, particularly pedestrians and bicyclists. Because of this, numerous city governments have begun to consider the needs of non-motorized travelers in their transportation planning. Some cities have even started sidewalk improvements and created pedestrian-only business districts and bicycle lanes. However, the popularity of using non-motorized transportation depends on many factors, including social and economic issues.

A 2012 nationwide survey was conducted to examine the preferred methods of commuting ― traveling between home and the workplace ― in the US. While it found that walking and bicycling still made up a relatively small proportion of commuting activity overall, these non-motorized travel methods did play important roles within a number of US cities. The survey found that this was especially true in smaller towns（particularly those formed around large universities, also known as "university towns"）and where several state and local agencies had taken steps to promote pedestrian and bicycle travel.

Table 1

Highest Rates of Walking and Bicycling to Work for Small Cities in the US

WALKING	%	BICYCLING	%
1. **(A)**	42.4	1. **(B)**	18.6
2. Athens	36.8	2. Key West	17.4
3. **(C)**	36.2	3. **(D)**	11.2
4. North Chicago	32.2	4. Santa Cruz	9.2
5. Kiryas Joel	31.6	5. Palo Alto	8.5
6. Oxford	29.7	6. Menlo Park	7.6

Table 1 shows the six highest rates of walking and bicycling to work for small cities in the US. Again, most of these are university towns where students make up a large percentage of the total population. Towns in the northeast ― including Ithaca and State College ― tended to have the highest rates of walking to work. Towns in the west ― including Corvallis and Davis ― tended to have the highest rates of bicycling to work. Davis and Ithaca had the highest rates in their different categories.

In addition, in a number of large cities, local governments have taken steps to promote either pedestrian or bicycle travel. Table 2 shows the six highest walking and bicycling rates among large cities in the US.

Table 2

Highest Rates of Walking and Bicycling to Work for Large Cities in the US

WALKING	%	BICYCLING	%
1. Boston	15.1	1. Portland	6.1
2. Washington, DC	12.1	2. Madison	5.1
3. Pittsburgh	11.3	3. Minneapolis	4.1
4. New York	10.3	4. Boise	3.7
5. San Francisco	9.9	5. Seattle	3.4
6. Madison	9.1	6. San Francisco	3.4

Portland has the highest rate of bicycle commuting among large cities at 6.1 percent, partly because of its mild climate. However, Portland is also among places such as Madison and Minneapolis that have made investments aimed at creating more bicycle-friendly roads. Furthermore, in some large cities, evidence of neighborhood improvements to make walking and bicycling easier is now included in business promotion and real estate advertising. Madison is among several large cities that have promoted both walking and bicycling, making it one of two such cities ranking among the top six in both categories.

As more cities invest in making walking and bicycling easier, the popularity of non-motorized travel should also increase. Still, the 2012 study also identified several social and financial factors that will need to be overcome before higher rates of use for these transportation methods can be achieved.

（Brian McKenzie（2014）*Modes Less Traveled* ― *Bicycling and Walking to Work in the United States: 2008-2012* を参考に作成）

問1　In Table 1, which of the following do（A）,（B）,（C）, and（D）refer to?　| 35 |

① 　　(A)　Davis　　　　　　　　　　　　(B)　Ithaca
　　　(C)　Corvallis　　　　　　　　　　(D)　State College
② 　　(A)　Davis　　　　　　　　　　　　(B)　Ithaca
　　　(C)　State College　　　　　　　　(D)　Corvallis
③ 　　(A)　Ithaca　　　　　　　　　　　(B)　Corvallis
　　　(C)　State College　　　　　　　　(D)　Davis
④ 　　(A)　Ithaca　　　　　　　　　　　(B)　Davis
　　　(C)　State College　　　　　　　　(D)　Corvallis

問2　According to the passage and Table 2, which characteristic is most likely shared by San Francisco and Madison?　| 36 |

① They are highly-populated university towns.
② They encourage walking and cycling.
③ They have car-only business districts.
④ They have pleasant mild climates.

問3　The main purpose of the passage is to　| 37 |.

① describe the problems with promoting non-motorized transportation use
② discuss government policies to discourage non-motorized transportation use
③ provide suggestions for improving non-motorized transportation use rates
④ report on the current situation regarding non-motorized transportation use

問4　What topic is most likely to follow the last paragraph?　| 38 |

① Challenges facing non-motorized transportation use
② Financial issues limiting motorized transportation use
③ Rates of use for non-motorized transportation
④ Strategies to promote motorized transportation use

（２０１６年センター追試験）

図表がなければただの読解問題だ！

▶４問中３問！・・・・ただの本文読解問題
▶１問だけ・・・・・図表／グラフの完成or読み取り問題

第4問A図表・グラフ問題の解き方　　★苦手とする人多し！

In recent years, there has been increasing public support in the US for the development of city transportation networks that include **support systems for those using non-motorized travel, particularly pedestrians and bicyclists.** Because of this, numerous city governments have begun to consider the needs of non-motorized travelers in their transportation planning. Some cities have even started sidewalk improvements and created pedestrian-only business districts and bicycle lanes. However, the popularity of using non-motorized transportation depends on many factors, including social and economic issues.

A 2012 nationwide survey was conducted to examine the preferred methods of commuting — traveling between home and the workplace — in the US. While it found that walking and bicycling still made up a relatively small proportion of commuting activity overall, these non-motorized travel methods did play important roles within a number of US cities. The survey found that this was especially true in smaller towns (particularly those formed around large universities, also known as "university towns") and where **several state and local agencies had taken steps to promote pedestrian and bicycle travel.**

これが本文のテーマ

Table 1　ヒントに　↓

Highest Rates of Walking and Bicycling to Work for Small Cities in the US　（合衆国の小都市の職場への徒歩と自転車の最高率）

WALKING	%	BICYCLING	%
1. (A)	42.4	1. (B)	18.6
2. Athens	36.8	2. Key West	17.4
3. (C)	36.2	3. (D)	11.2
4. North Chicago	32.2	4. Santa Cruz	9.2
5. Kiryas Joel	31.6	5. Palo Alto	8.5
6. Oxford	29.7	6. Menlo Park	7.6

●イサカとステートカレッジを含む北東の町　→　徒歩最高率　（A）か（C）

●コーバリスとデイビスを含む西の町→　自転車最高率　⇒　（B）か（D）

●デイビスとイサカは各グループの最高率　⇒　（A）―イサカ　（B）―デイビス

決定

(A)―イサカ
(B)―デイビス
(C)―ステートカレッジ
(D)―コーバリス

要素決定のヒントが出てくるのは中盤以降！　重要

Table 1 shows the six highest rates of walking and bicycling to work for small cities in the US. Again, most of these are university towns where students make up a large percentage of the total population. **Towns in the northeast — including <u>Ithaca and State College</u> — tended to <u>have the highest rates of walking to work</u>. Towns in the west — including <u>Corvallis and Davis</u> — tended to <u>have the highest rates of bicycling to work</u>. Davis and Ithaca had the highest rates in their different categories.**

In addition, in a number of large cities, **local governments have taken steps to promote either pedestrian or bicycle travel.** Table 2 shows the six highest walking and bicycling rates among large cities in the US.

問1　In Table 1, which of the following do (A), (B), (C), and (D) refer to?　35　【要素決定問題】

① (A) Davis　　　　　(B) Ithaca
　 (C) Corvallis　　　 (D) State College
② (A) Davis　　　　　(B) Ithaca
　 (C) State College　(D) Corvallis
③ (A) Ithaca　　　　 (B) Corvallis
　 (C) State College　(D) Davis
④ **(A) Ithaca**　　　　**(B) Davis**
　 (C) State College　**(D) Corvallis**

Table 2　　**ヒントに ↓**

Highest Rates of Walking and Bicycling to Work for Large Cities in the US　（合衆国の大都市の職場への徒歩と自転車の最高率）

WALKING	%	BICYCLING	%
1. Boston	15.1	1. Portland	6.1
2. Washington, DC	12.1	2. **Madison**	5.1
3. Pittsburgh	11.3	3. Minneapolis	4.1
4. New York	10.3	4. Boise	3.7
5. **San Francisco**	9.9	5. Seattle	3.4
6. **Madison**	9.1	6. **San Francisco**	3.4

表を見ると…

サンフランシスコとマディソンは
徒歩と自転車両方の上位６位以内

問2　According to the passage and Table 2, which characteristic is most likely shared by San Francisco and Madison?　36
　① They are highly-populated university towns.　×
　② **They encourage walking and cycling.**　両者は徒歩と自転車を奨励している
　③ They have car-only business districts.　×
　④ They have pleasant mild climates.　×

対照性アリ

Portland has the highest rate of bicycle commuting among large cities at 6.1 percent, partly because of its mild climate. However, Portland is also among places such as Madison and Minneapolis that have made investments aimed at creating more bicycle-friendly roads. Furthermore, in some large cities, evidence of neighborhood improvements to make walking and bicycling easier is now included in business promotion and real estate advertising. **Madison is among several large cities that have promoted both walking and bicycling, making it one of two such cities ranking among the top six in both categories.**　マディソンは徒歩も自転車も奨励する大都市の一つで、両方のグループで上位６つの中にランクされた２つの都市の一つとなっている（＝もう一つはサンフランシスコ）

As more cities invest in making walking and bicycling easier, the popularity of non-motorized travel should also increase. **Still, the 2012 study also identified several social and financial factors that will need to be overcome before higher rates of use for these transportation methods can be achieved**. しかし、こういった交通手段のより高い使用率が達成できる前に克服される必要のある社会的財政的要因がいくつかあることも、２０１２年の研究は確認した。　**最終段落最終文がヒントに！**

対照性アリ

問4　What topic is most likely to follow the last paragraph?　38　【２０１９年本試は出題されなかった】
　① **Challenges facing non-motorized transportation use**　車以外の交通手段の利用が直面する問題　【追試では出題された　復活の可能性あり】
　② Financial issues limiting motorized transportation use　×
　③ Rates of use for non-motorized transportation　×
　④ Strategies to promote motorized transportation use　×

ここがポイント

● 「車以外の交通手段の利用」について、調査結果をもとにその現状を論じている。④以外の選択肢は全て付随説明で本文の主な目的ではない。

問3　The main purpose of the passage is to　37　.　**本文の主な目的は？**
　① describe the problems with promoting non-motorized transportation use　×
　② discuss government policies to discourage non-motorized transportation use　×
　③ provide suggestions for improving non-motorized transportation use rates　×
　④ **report on the current situation regarding non-motorized transportation use**
　　車以外の交通手段の利用に関して現在の状況を報告する

第5問　次の物語を読み，下の問い（問１～５）の　42　～　46　に入れるのに最も適当なものを，それぞれ下の①～④のうちから一つずつ選べ。物語文　練習してみよう！

（配点　30）

Tomorrow would be the last day of my dream trip. In the spring, I had started on a 3,500-kilometer hike. Now, as the leaves were changing color and with 10 kilometers left, I was about to fulfill my dream of hiking the Rainbow Trail.

While I relaxed by my campfire, various thoughts went through my mind. I laughed softly at myself as I remembered the first tiring day. When I started out that day, it did not take me long to realize how foolish I was; I had packed too much. I was carrying almost 30 kilograms, and it was killing me. At my first stop, I took out a lot of canned goods, books, and other heavy things. From then on, with my load lighter, I was able to make good time.

I had decided to do this long hike after quitting my job in the city. I really liked my job, but I had been working 80 hours a week and traveling a lot on business. It seemed I was only working, and there was no other meaning to my life. Finally, it all had become too much. I decided to take some extended time off.

Tonight I had cooked the last of my food — pork and beans. Boy, it had taken me a while to get used to cooking over a fire. My first weeks of hiking were filled with horrible meals — undercooked rice, overcooked vegetables, and burnt beans. And sleeping outside on the ground — well, that also took some time getting used to.

But my biggest challenge was that I had to push myself to go on, rain or shine, hot or cold. There were no days off when I could stay indoors because of the weather. There were some days when I walked 15 to 20 kilometers in pouring rain. In the beginning, on colder days the walking helped me stay warm, but later on, the really hot days were difficult. Fortunately, I could take breaks whenever there was a stream or a lake nearby.

Although I spent most days alone, occasionally I met some interesting people during this trip. There was Sam, the postal worker, who was walking the long hike in shorter sections. He could only hike during his vacation when he often hiked 100 to 200 kilometers. He had five more years to go to complete the entire trail. And there was a happy couple, Suzanne and David, who were hiking as part of their honeymoon. But the person who moved me the most was Mary, a retired teacher, who was doing the hike in memory of her husband, who had loved the outdoors all his life.

After tomorrow, I would be back in civilization. I knew it would take a while to become comfortable again with all its conveniences at my fingertips. For the past six months, just to be able to do laundry or eat fresh vegetables at a salad bar had been a treat. I did these two things every time I was able to go into a town, which was not often. But the best thing about being in towns was . . . ice cream! An ice-cream cone could make my aches and pains disappear as I let the ice cream slowly melt in my mouth.

Well, I needed to get some sleep. This would be my last night sleeping outside for some time. Over the last few weeks, it had started getting chillier. As I prepared my sleeping bag, I thought about what I had learned. Now I was much more relaxed and calm. Being by myself had given me a lot of time to think. I had gained the ability to enjoy silence and be silent. At the same time, challenging myself physically taught me that I had the ability to do more than I had thought. And I now had a new and deep respect for nature. As I gradually fell asleep, I knew I was ready for whatever the future would hold, thanks to the inner strength I had developed during these past months.

問１　The author laughed when he remembered the first day because he　42　.

① felt it was the happiest day for him

② had known very little about hiking

③ had met many interesting people

④ spent that day in front of the fire

設問文のキーワードが手がかり！

問2　The author <u>decided to take a long hike</u> because he 　43　.
　　　① could stop at small towns along the way
　　　② lost his well-paid job in the city
　　　③ wanted to stop and think about his life
　　　④ was dedicated to spending time in nature

問3　Sam needed <u>five more years to finish the trail</u> because he 　44　.
　　　① walked only a limited distance every year
　　　② walked too much while doing his job
　　　③ was carrying too much in his pack
　　　④ was walking with his wife and friends

問4　The phrase <u>at my fingertips</u> is closest in meaning to 　45　.　　《未知語句類推問題》
　　　① clearly marked　　　　　　② easily reached
　　　③ finally finished　　　　　　④ softly touched

問5　What did the author do on a typical day on the trail? 　46　
　　　① He ate ice cream and did laundry in town.
　　　② He enjoyed meeting interesting people.
　　　③ He waited in his tent for the weather to improve.
　　　④ He walked in the wild and cooked by himself.

（２０１６年　センター追試験）

「読みながら、解きながら」が原則！

■受験生が物語文を苦手にする理由　　英文自体はそんなに難しくはない！　重要

　　①書き出し部分が分かりにくくストーリーに入っていけない（何の話だ？）どんな視点から語られる？
　　②話の「流れ」がつかめない（「５Ｗ１Ｈの法則」— who? when? where? what? why? how?）
　　③時系列で混乱（実際に出来事が起きた順番は、本文での登場順と必ずしも同じではないので注意！）
　　④「セリフ」の正体がつかめない（誰のセリフ？　省略表現）
　　⑤英語は同じ言葉の繰り返しを嫌う—「同一内容異表現の法則」

第5問の解き方　　　物語文の解き方

Tomorrow would be the last day of my dream trip. In the spring, I had started on a 3,500-kilometer hike. Now, as the leaves were changing color and with 10 kilometers left, I was about to fulfill my dream of hiking the Rainbow Trail.

While I relaxed by my campfire, various thoughts went through my mind. **I laughed softly at myself as I remembered the first tiring day. When I started out that day, it did not take me long to realize how foolish I was; I had packed too much. I was carrying almost 30 kilograms, and it was killing me.** (自分がどれほどバカであるのか気づくのにたいして時間はかからなかった。私は荷物を詰め込みすぎていた。約３０キロも担いでいて、死にそうだった) At my first stop, I took out a lot of canned goods, books, and other heavy things. From then on, with my load lighter, I was able to make good time. `laughed ＝ laughed, remembered the first day ＝ remembered the first tiring day`　《同一内容異表現の法則》→【言い換え】

`対照性アリ`　`キーワード`　　　なぜバカだったか？

**ここが
ポイント**

問1　The author **laughed** when he remembered the first day because he ⎿ 42 ⏌.
　　① felt it was the happiest day for him　✕
　　② **had known very little about hiking**　（ハイキングについてほとんど何も知らなかった）［正解］
　　③ had met many interesting people　✕　　　　→旅慣れていなかった無知な自分を笑ったのだ
　　④ spent that day in front of the fire　✕

I had **decided to do this long hike** after quitting my job in the city. I really liked my job, but I had been working 80 hours a week and traveling a lot on business. **It seemed I was only working, and there was no other meaning to my life. Finally, it all had become too much. I decided to take some extended time off.** (仕事だけしかしておらず、自分の人生にはそのほかの意味なんかないように思えた。ついにそうしたことが何もかも耐えられなくなった。長い休みを取ることにした)　　**なんで耐えられなくなったの？**

`キーワード`　　　　　　　`対照性アリ`
`decided to take a long hike ＝ decided to do this long hike`　【言い換え】

問2　The author **decided to take a long hike** because he ⎿ 43 ⏌.　**長距離のハイキングを決意した理由は？**
　　① could stop at small towns along the way
　　② lost his well-paid job in the city
　　③ **wanted to stop and think about his life**　（立ち止まって自分の人生について考えたいと思った）　［正解］
　　④ was dedicated to spending time in nature　　　　→人生を見直したかったのだ

Tonight I had cooked the last of my food — pork and beans. **Boy, it had taken me a while to get used to cooking over a fire.** (いやはや、たき火にかけて料理するのに慣れるのにには少し時間がかかった) My first weeks of hiking were filled with horrible meals — undercooked rice, overcooked vegetables, and burnt beans. And sleeping outside on the ground — well, that also took some time getting used to.

But **my biggest challenge was that I had to push myself to go on, rain or shine, hot or cold.** (私の最大の難問は雨だろうと晴れだろうと、暑くても寒くても、自分を無理やり進ませなければならないことだった) There were no days off when I could stay indoors because of the weather. There were some days when I walked 15 to 20 kilometers in pouring rain. In the beginning, on colder days the walking helped me stay warm, but later on, the really hot days were difficult. Fortunately, I could take breaks whenever there was a stream or a lake nearby.

`対照性アリ`　　　**典型的な日にしたことは？**

問5　What did the author do on a typical day on the trail? ⎿ 46 ⏌

**表現の違いを
乗り越える！**

　　① He ate ice cream and did laundry in town.　✕いつものことではない
　　② He enjoyed meeting interesting people.　✕時折
　　③ He waited in his tent for the weather to improve.　✕なかった
　　④ **He walked in the wild and cooked by himself.**　（自然の中を歩き、自分で調理した）　［正解］

Although I spent most days alone, occasionally I met some interesting people during this trip. There was Sam, the postal worker, who **was walking the long hike in shorter sections. He could only hike during his vacation** （短い距離に分けてその長い旅行をしており、彼が旅行できるのは休暇の間だけだった） when he often hiked 100 to 200 kilometers. He had **five more years to go to complete the entire trail**. And there was a happy couple, Suzanne and David, who were hiking as part of their honeymoon. But the person who moved me the most was Mary, a retired teacher, who was doing the hike in memory of her husband, who had loved the outdoors all his life.

対照性アリ	キーワード	【言い換え】

five more years to finish the trail = five more years to go to complete the entire trail

問3　Sam needed **five more years to finish the trail** because he ⬛44⬛.　**もう５年必要な理由は？**

① **walked only a limited distance every year**（毎年限られた距離しか歩けなかった）　［正解］

② walked too much while doing his job　　|本文と選択肢の丁寧な対照作業|

③ was carrying too much in his pack　　→休暇ごとに行程を分けて歩いていたのだ

④ was walking with his wife and friends

（明日以降文明社会に戻ることになるだろう）

After tomorrow, **I would be back in civilization**. I knew it would take a while to become comfortable again with all its conveniences <u>at my fingertips</u>. **For the past six months, just to be able to do laundry or eat fresh vegetables at a salad bar had been a treat.** （便利な物が□再び快適になることが私には分かっていた。ここ６ヶ月間、洗濯ができたりサラダバーで新鮮な野菜を食べられたりするだけでも特別な楽しみであった）I did these two things every time I was able to go into a town, which was not often. But the best thing about being in towns was . . . ice cream! An ice-cream cone could make my aches and pains disappear as I let the ice cream slowly melt in my mouth.

＜意味：私の指先に＞　　|対照性アリ|

問4　The phrase <u>at my fingertips</u> is closest in meaning to ⬛45⬛.　|前後の文脈から語義を推測させる問題|

① clearly marked　　　　② **easily reached**（簡単に手が届く）←便利な物がどうなるのか？［正解］

③ finally finished　　　　④ softly touched

※このような旅行を終えて町に戻れば、便利で快適なものに囲まれた生活になる

Well, I needed to get some sleep. This would be my last night sleeping outside for some time. Over the last few weeks, it had started getting chillier. As I prepared my sleeping bag, I thought about what I had learned. Now I was much more relaxed and calm. Being by myself had given me a lot of time to think. I had gained the ability to enjoy silence and be silent. At the same time, challenging myself physically taught me that I had the ability to do more than I had thought. And I now had a new and deep respect for nature. As I gradually fell asleep, I knew I was ready for whatever the future would hold, thanks to the inner strength I had developed during these past months.

ココにこだわってます◎　設問と本文の往復運動　要確認

STEP 1	**STEP 2**	**STEP 3**
設問の「キーワード」を発見 ⇒	設問文本文シーンの特定 ⇒	直前・直後に答えアリ！⇒正解
（名詞・動詞）	（「言い換え」含む）	（対照性アリ）
	設問文から本文へ「シーン」をつかまえにいく→ヒントは「キーワード」	つかまえたシーンから前後を確認解答情報を特定する　　本文解答情報⇒正解選択肢へ

第6問

次の文章を読み，下の問い（A・B）に答えよ。なお，文章の左にある(1)〜(6)はパラグラフ（段落）の番号を表している。

（配点　36）

(1)　Did you know that reading good novels may improve your ability to handle social and business situations such as job interviews? Recent scientific research has shown that people who read novels are better able to read an interviewer's body language and figure out what they are thinking or feeling. People who read literary works also have greater emotional awareness and superior social skills.

(2)　Researchers have investigated the reasons why reading literature has this impact. They found that in literary fiction more work is left to the imagination. Therefore, the reader has to try harder to understand subtle points and complexities of the characters' thoughts. More effort is required to understand each character's behavior and be sensitive to small hints of emotion. Through reading literature readers learn to empathize with people and view the world from another person's perspective. When observing people, they become more skilled at interpreting gestures and facial expressions.

(3)　One research experiment, called "Reading the Mind in the Eyes," has provided strong evidence that reading novels, even for a few minutes, greatly affects our ability to detect emotion in other people. In this experiment, two groups of participants looked at 36 photographs of pairs of eyes and chose in each case one word from a set of four which, in their judgment, best fitted the emotion shown. Those who had read a novel beforehand scored significantly better than the other group which had not. The results of this experiment were exciting because they suggested a direct connection between reading novels, even for a short time, and the perception of other people's feelings.

(4)　Contemporary experiments have looked into the reasons for this direct connection. They have shown that the same brain networks used to understand stories are also used to figure out the thoughts and feelings of others; the brain treats conversations and actions among fictional characters as if they were actual social encounters. When we recognize an emotion in a character in a story, our brains generate the same emotion, so we are simulating the character's emotional state. This working out of what fictional characters are thinking and feeling becomes a powerful rehearsal for living in the real world.

(5)　Research done today has allowed us to reinterpret brain research done decades ago. That earlier research showed that reading detailed descriptions in literary works activates many areas of the brain besides the language regions. For example, in one experiment it was found that words like "lavender," "cinnamon," and "soap" excite not only the language-processing areas but also those connected to smells. Another experiment showed that metaphors involving the sense of touch, like "The singer had a velvet voice" and "He had leathery hands," affect the part of the brain responsible for perceiving touch. Indeed, it appears that the brain makes almost no distinction between reading about an experience and actually experiencing it. This feeling by the reader of having a live experience is what makes literature so effective in "reading" others.

(6)　Fiction, at its best, is more than just enjoyable. It seems to improve our capacity to understand and feel the emotions of other people, as well as connect with something larger than ourselves. The ability to interpret the signals given by other people, and to respond effectively, is clearly important for success in life. So, the next time you need to interact with others, whether it is being introduced to someone new or going for a job interview, you might like to first read from the pages of a great novel. Then, you may have a better experience.

「和訳力」と「対照力」だ！

A　次の問い(問１～５)の　47　～　51　に入れるのに最も適当なものを，それぞれ下の①～④のうちから一つずつ選べ。

問１　The word <u>empathize</u> in paragraph（2）is closest in meaning to　47　.
　　　①　copy a character's behavior　　　②　feel what others are feeling
　　　③　question others' thoughts　　　　④　state your opinion strongly

問２　What did the experiment described in paragraph（3）show?　48
　　　①　Fiction readers can identify emotions well.
　　　②　Participants' emotions change over time.
　　　③　The mind can influence how we see.
　　　④　There are limits to reading literature.

問３　According to paragraph（4），how is the brain affected by fictional characters?　49
　　　①　It attempts to produce different networks.
　　　②　It predicts what should happen in an experiment.
　　　③　It reacts as if the reader were directly involved.
　　　④　It recognizes the outcome of the conversation.

問４　According to paragraph（5），brain research has shown that reading　50　.
　　　①　allows us to create metaphors
　　　②　helps us to describe smells
　　　③　makes our experiences enjoyable
　　　④　stimulates areas linked to senses

段落ごとに対応する設問を解答する！

問５　What would be the best title for this passage?　51
　　　①　Impressive Interviews in Novels
　　　②　New Reasons for Reading Fiction
　　　③　Problems with Brain Research
　　　④　The Importance of Body Language

B　次の表は，本文のパラグラフ(段落)ごとの内容をまとめたものである。　52　～　55　に入れるのに最も適当なものを，下の①～④のうちから一つずつ選び，表を完成させよ。ただし，同じものを繰り返し選んではいけない。

Paragraph	Content
(1)	Introducing the topic
(2)	52
(3)	53
(4)	54
(5)	55
(6)	Conclusion and recommendation

　　　①　An experiment looking at the effects of reading
　　　②　How readers must work hard to comprehend fiction
　　　③　How the brain treats fictional situations as real
　　　④　Taking a fresh look at past brain research

（２０１６年センター追試験）

第６問評論文の解き方　　　　★設問の先読みは常識！！

良い文学を読むことが社会的仕事上の状況に対処する能力に役立つ　**テーマ**

(1)　Did you know that **reading good novels may improve your ability to handle social and business situations** such as job interviews? Recent scientific research has shown that people who read novels are better able to read an interviewer's body language and figure out what they are thinking or feeling. People who read literary works also have greater emotional awareness and superior social skills.

(2)　Researchers have investigated the reasons why reading literature has this impact. They found that in literary fiction more work is left to the imagination. Therefore, **the reader has to try harder to understand subtle points and complexities of the characters' thoughts. More effort is required to understand each character's behavior and be sensitive to small hints of emotion**.　それぞれの登場人物の行動を理解し、感情の細やかな気配に敏感になるにはさらなる努力が必要だ
Through reading literature readers learn to empathize with people and **view the world from another person's perspective.**　文学を読むことを通じて、読者は人々の気持ちを理解し、他人の視点から世の中を眺めることを学ぶのだ
When observing people, they become more skilled at interpreting gestures and facial expressions.

対照性アリ

問１　The word empathize in paragraph (2) is closest in meaning to 　47 　.　★ヒントは直前・直後
　　　① copy a character's behavior ×　　　② **feel what others are feeling**　他人が感じていることを感じる
　　　③ question others' thoughts ×　　　④ state your opinion strongly ×

(3)　One research experiment, called "Reading the Mind in the Eyes," has provided strong evidence that reading novels, even for a few minutes, greatly affects **our ability to detect emotion in other people.** In this
他人の気持ちを理解する能力が高かった
experiment, two groups of participants looked at 36 photographs of pairs of eyes and chose in each case one word from a set of four which, in their judgment, best fitted the emotion shown. **Those who had read a novel beforehand scored significantly better than the other group which had not.**
事前に小説を読んだ人々は読まなかったグループよりも圧倒的に成績が良かった＝他人の気持ちが理解できた
The results of this experiment were exciting because they suggested **a direct connection between reading novels**, even for a short time, **and the perception of other people's feelings.**
他人の感情を感知すること　　　**対照性アリ**

問２　What did the experiment described in paragraph (3) show?　48
　　　① **Fiction readers can identify emotions well.**　小説の読者は感情をよく理解できる
　　　② Participants' emotions change over time.×
　　　③ The mind can influence how we see.×
　　　④ There are limits to reading literature.×

(4)　Contemporary experiments have looked into the reasons for this direct connection. They have shown that **the same brain networks used to understand stories are also used to figure out the thoughts and feelings of others; the brain treats conversations and actions among fictional characters as if they were actual social encounters.** 脳は創作上の登場人物の間の会話や行動をまるで実際の世の中の出会いのように扱うのだ
When we recognize an emotion in a character in a story, our brains generate the same emotion, so we are simulating the character's emotional state. This working out of what fictional characters are thinking and feeling becomes a powerful rehearsal for living in the real world.

対照性アリ

問３　According to paragraph (4), how is the brain affected by fictional characters?　49
　　　① It attempts to produce different networks.×　　脳は別のネットワークを生み出そうとする
　　　② It predicts what should happen in an experiment.×　　脳はある実験で何が起こるのかを予測する
　　　③ **It reacts as if the reader were directly involved.**　　脳は読者が直接関わっているかのように反応する
　　　④ It recognizes the outcome of the conversation.×　　脳は会話の結果を認識する

読みながら、解きながら

⑸　<u>Research done today has allowed us to reinterpret brain research done decades ago</u>. **That earlier research showed that reading detailed descriptions in literary works activates many areas of the brain besides the language regions.** それ以前の研究は、文学作品の詳細な描写を読むことは<u>脳の言語領域以外</u>にも<u>多くの領域</u>を<u>活性化する</u>ことを示した。【 以下は匂いや触感の具体例 】

　For example, in one experiment it was found that words like "lavender," "cinnamon," and "soap" excite not only the language-processing areas but also those connected to smells. Another experiment showed that metaphors involving the sense of touch, like "The singer had a velvet voice" and "He had leathery hands," affect the part of the brain responsible for perceiving touch. Indeed, it appears that the brain makes almost no distinction between reading about an experience and actually experiencing it. **This feeling by the reader of having a live experience is what makes literature so effective in "reading" others.**

対照性アリ

問4　According to paragraph ⑸, brain research has shown that reading ｜　50　｜.
　　① allows us to create metaphors　×　比喩を生み出すのを許す
　　② helps us to describe smells　×　匂いを描写するのに役立つ
　　③ makes our experiences enjoyable　×　経験を楽しいものにする
　　④ **stimulates areas linked to senses**　感覚に関する領域を刺激する

テーマ

⑹　**Fiction, at its best, is more than just enjoyable**.　<u>小説は最高の状態においては単なる楽しみを越える</u>

具体的説明

It seems to improve our capacity to understand and feel the emotions of other people, as well as connect with something larger than ourselves. The ability to interpret the signals given by other people, and to respond effectively, is clearly important for success in life. So, the next time you need to interact with others, whether it is being introduced to someone new or going for a job interview, you might like to first read from the pages of a great novel. **Then, you may have a better experience.** 小説を拾い読みすることで、より素晴らしい経験ができるかもしれない

対照性アリ

問5　What would be the best title for this passage?　｜　51　｜
　　① Impressive Interviews in Novels　×　小説中の印象的インタビュー
　　② **New Reasons for Reading Fiction**　小説を読む新たな理由
　　③ Problems with Brain Research　×　脳研究の諸問題
　　④ The Importance of Body Language　×　身振り言語の重要性

重要　《本文の展開》

テーマ　文学の社会的仕事上の事態に対処する能力
　　↓
小説そのものを楽しむこと以外の効用
　　↓
その裏付け研究

段落内容指摘問題　★第１文を読むことで理解可能！

Paragraph	Content
⑴	Introducing the topic（トピック紹介）
⑵	②小説を読むために読者はいかに努力するか
⑶	①読書の効果を調べる実験
⑷	③脳はいかにして架空の状況を現実として扱うか
⑸	④過去の脳研究を新たな目で見直す
⑹	Conclusion and recommendation（結論と提案）

←小説に感情移入するには何が必要か？
←小説を読むことの効用
←登場人物の会話を現実のように扱う
←脳研究を再解釈

　　① An experiment looking at the effects of reading
　　② How readers must work hard to comprehend fiction
　　③ How the brain treats fictional situations as real
　　④ Taking a fresh look at past brain research