第5講 リーディング(1)

学習のポイント

- ●読解では、主語や目的語となる名詞や、動詞を探しながら読むと、文構造をつかみやすくなる。
- ●主語が語句や節になっていて長い場合や、述語動詞が接続詞で結ばれて複数ある場合などに注意する。
- あとに目的語が続かない自動詞と、目的語が続く他動詞を区別することで、文構造をつかむ。

例 題

 $_{\odot}$ In daily life, (played / listen / hear / many kinds / around us / music / we / of), for instance in a supermarket, a convenience store, a department store and an *electronics retail store, or through the television. Recently, psychological research focusing on how *in-store music influences *customers' *emotions and *consumption behaviors has received increased attention.

Many studies show that three *aspects of music, *tempo, *volume and *genre, greatly affect consumption behaviors. Among them, tempo, fast or slow, is especially important. According to a research *conducted by a Japanese research team, in a convenience store, when slow-tempo music was playing, the customers *tended to move *relatively slowly and that made them spend more time in the store. As for the number of the items the customers bought, those hearing fast-tempo music bought more items than did those hearing slow-tempo music. The same is the true for the amount of money they spent. What caused these behaviors to happen? It is thought that fast-tempo music leads the customers to buy without much *consideration.

On the other hand, there are some interesting research findings which show that 15 restaurants can *benefit both from fast and slow tempo music. There, slow-tempo music, especially at the dinner time, leads customers to spend more time at the table and order more food and drinks. As for fast-tempo music, it is said to be beneficial to improve *customer-rotation and accordingly, the profit (3).

(注)electronics retail store 家電量販店 in-store music 店内で流れる音楽 customer 客 emotion 感情 consumption behavior 消費行動 aspect 面 tempo テンポ volume 音量 genre ジャンル conduct 行う tend to ~ ~する傾向にある relatively 比較的に consideration 考慮 benefit 利益を得る customer-rotation 客の回転

- (1) 下線部①が「日常生活の中で、私たちは自分の周囲で再生される様々な種類の音楽を耳にする」という意味になるよう、()内の語句を並べかえなさい。ただし、不要な語(句)が1つ含まれています。
- (2) 下線部②を日本語に直しなさい。

(3) (③) に当てはまる語として最も適切なものを次のア〜エの中から1つ選び、記号で答えなさい。 ア rises イ raises ウ rising エ raising []

×解説×

- (1) listen は自動詞なので、「~を聴く」というときには前置詞 to が必要。listen to ~で「~を聴く」。
- (2) playには自動詞で「(曲が)演奏される、かかる」などの意味がある。
- (3) rise は自動詞で「上がる, 増す」, raise は他動詞で「~を上げる, ~を増やす」。空所のあとに目的語が続かないことから, 適切なものを考える。現在分詞が1語のみで名詞を修飾する場合には, 後置修飾ではなく前置修飾が原則。

1 品詞の働き

品詞の理解は、文構造を把握するうえで非常に重要である。主な品詞の働きとして、以下のものがある。

	主な働き	文型上の役割
名詞	もの・こと・人の名前を表す	S, O, C になることができる
動詞	動き・状態を表す	Vになることができる
形容詞	名詞を詳しく説明(修飾)する	Cになることができる
副詞	名詞以外のものを詳しく説明(修飾)する	S, V, O, Cになることはできない

副詞の働きは「動詞を修飾する」ことだと理解しがちだが、動詞だけではなく、形容詞や他の副詞、も しくは文全体を修飾するのも副詞の働きである。

John was very busy. 「ジョンはとても忙しかった」…very は形容詞 busy を修飾する副詞。

2 主語と述語動詞

1 文が長くなると、主節の主語と述語動詞を見失い、文全体の要旨をつかみづらくなってしまう。①「動詞の働きをしている語句をチェックする」、②「接続詞、関係詞、疑問詞などの節を導く語句をチェックする」、③「②が導く節の区切れ目をチェックする」、④「①のうち、②が導く節の一番外側にあるのが述語動詞である」、⑤「④に対応する主語を探す=主節の主語」という手順を踏むと、主節の語と述語動詞を見抜きやすい。

- ① Since World Wide Web was developed, we have used the Internet to learn about what we don't know or to communicate with each other.
- ②Since World Wide Web was developed, we have used the Internet to learn about what we don't know or to communicate with each other.
- ③ (Since World Wide Web was developed,) we have used the Internet to learn about (what we don't know) or to communicate with each other.
- ④ have used が述語動詞。→ ⑤ we が主節の主語。

3 自動詞と他動詞

動詞は、自動詞か他動詞のどちらかに分類される。目的語を伴わないものが自動詞、目的語を必要とするものが他動詞である。

Birds <u>sing</u> beautifully. 「鳥は美しく歌う」…sing は自動詞。あとに続く beautifully は副詞。

Olivia bought an apple. 「オリビアはリンゴを買った」…buy は他動詞。あとに続く an apple は目的語。

●自動詞はおもに第1文型(S+V),第2文型(S+V+C)をつくる。

We go to school by bike. 「私たちは自転車で登校する」(第1文型)

Your father is tall. 「あなたのお父さんは背が高い」(第2文型)

●他動詞はおもに第3文型(S+V+O)、第4文型(S+V+O+O)、第5文型(S+V+O+C)を作る。

We need a place to practice tennis. 「私たちにはテニスを練習する場所が必要だ」(第3文型)

My mother told me a good story. 「母は私によい話をしてくれた」(第4文型)

The news made people surprised. 「そのニュースは人々を驚かせた」(第5文型)

●多くの動詞は自動詞と他動詞の両方の意味や働きをもつ。

Tom got angry. 「トムは怒った」 …get は自動詞「~になる」

Tom got some money. 「トムはいくらかお金を得た」 …get は他動詞「~を得る」

●間違えやすい自動詞と他動詞

He arrived at the station at seven. 「彼は7時に駅に着いた」

…arrive は自動詞なので、前置詞 at が必要。

Let's discuss the problem. 「その問題について話し合いましょう」

…discuss は他動詞なので、あとに about は不要。

演習問題A

〗 次の英文を読んで、あとの問いに答えなさい。

School children *sweeping and *mopping their classrooms, throwing trash away and cleaning even the toilets — this is a common sight <u>seen</u> in many Japanese schools. <u>In Japan, having students clean their schools has been a kind of tradition, but to many people from abroad, it often looks surprising and strange. There are some people who even <u>say</u> that *forcing children to clean their schools is a kind of *child abuse.</u>

According to a report published in 2017, among the students of eight countries including Japan, the U.S. and China, those of only three counties, Japan, China and Korea, clean their schools. In other countries, the special cleaning staff called *janitors usually *engage in the *task.

Why do Japanese students clean their schools every day? Surprisingly, the *curriculum 10 guidelines _____ set__ by *the Ministry of Education, Culture, Sports, Science and Technology don't clearly *mention the purpose or reason for cleaning. _____ (their own schools / responsible for / it / can be / cleaning / their own *mess / students / assumed / helps / that / to be) and to learn the importance of working together with other students. It can be said, in that sense, that cleaning their own classrooms is a part of school education.

15 **Focusing on its good effects, some schools abroad tried to have students clean their schools. Some *attempts went well, and others didn't because the culture of school cleanup didn't match the national characters.

(注) sweep ほうきなどで掃く mop 雑巾がけをする force ~ to ... ~に…することを強制する

chil	d abuse 児童虐待 janitor 校務員 engage in ~ ~に従事する task 仕事
curi	riculum guidelines 学習指導要領
the	Ministry of Education, Culture, Sports, Science and Technology 文部科学省
mer	ntion 言及する mess 乱雑さ focus on ~ ~ に注目する attempt 試み
$\square(1)$	下線部①が修飾している語句を書きなさい。
\square (2)	下線部②の中で主部となっている部分を書きなさい。
□(a)	- 「始如①の口的語した。マック如八の見知の1新し見後の1新と書をとない。
<u></u> (3)	下線部③の目的語となっている部分の最初の1語と最後の1語を書きなさい。
	最初:
$\square(4)$	下線部④の働きを次のア~エの中から1つ選び、記号で答えなさい。
ア	'動詞 イ 副詞 ウ 現在分詞 エ 過去分詞 []
<u></u> (5)	⑤が「学校を掃除することで、自分たちの乱雑さについて責任をもつようになると想定される」とい
う	意味になるように、()内の語句を並べかえなさい。
(6)	一 下線部⑥を日本語に直しなさい。

② 次の英文を読んで、あとの問いに答えなさい。

According to a *survey *conducted by *the Ministry of the Environment, Japan, the total *volume of waste *generated in 2019 was over 42.74 million tons. It is the volume *\text{2that} is enough to fill the Tokyo Dome 115 times, and *waste generation *per person per day was 918 grams. Although the total volume of waste generation has been gradually *\text{4ccreasing} for the past 5 twenty years, Japan is still one of the largest producers of waste in the world.

Increasing $_{\centsymbol{3}}$ waste *causes a lot of problems. $_{\centsymbol{4}}$ It is (, such as *carbon dioxide (CO2), / the main cause / that / generated in / is / considered / waste *incineration / *greenhouse gases / of) *global warming. To stop global warming and other *negative effects on the environment, the *principles of the 3Rs, Reduce, Reuse and Recycle, were probably first adopted in the U.S. in 1980s and they $_{\centsymbol{10}}$ to be very effective.

As is well known, the first 'R' is to reduce the amount of waste produced. The second 'R' is to reuse things as much as possible instead of buying new things. The third 'R' is to recycle discarded *materials to new products. These days, taking the 3Rs one step further, the 5Rs, Refuse, Reduce, Reuse, Repair and Recycle, have been saining *publicity. 2 'R's added are for the second step further, the 5Rs, Refuse to buy or use things that may produce waste and repair things to use as long as possible. Practicing all these 'R's will help reduce the amount of waste produced and prevent the environmental problems such as global warming.

(注) survey 調査 conduct 行う the Ministry of the Environment 環境省 volume 分量 generate 引き起こす waste generation ごみの発生 per ~につき cause 引き起こす,原因 carbon dioxide 二酸化炭素 incineration 焼却 greenhouse gas 温室効果ガス global warming 地球温暖化 negative effects 悪影響 principle 原則 material 材料 publicity 世間の注目

<u></u> (1)	ト線部①の王部と述語動詞を書きなさい。				
	主部:				
	述語動詞:				
$\square(2)$	下線部②の働きを次の ア〜ウ の中から1つ選び、記号で答えなさい。				
ブ	'関係代名詞 イ 指示代名詞 ウ 従属接続詞]	
<u>(3)</u>	下線部A~Dのうち、自動詞をすべて選び、記号で答えなさい。]	
$\square(4)$	下線部③の品詞を日本語で書きなさい。]	
<u>(5)</u>	下線部④が意味の通る英文になるように()内の語句を並べかえなさい。				
□(c)	了始却(2) 0 日 体体大 大海 大				
∐(6)	下線部⑤の具体的な主語を5語で抜き出しなさい。				
<u>(7)</u>	下線部⑥について、この to が導く動詞を 2 つ抜き出して書きなさい。				

演習問題B

7 次の英文を読んで、あとの問いに答えなさい。

What comes to mind when you think of American foods? You will say, hot dogs, fried chicken, pizza, and, above all, hamburgers. All these are *so-called "fast food." How was American fast food born and how has it been changing?

For over tens of thousands years before Christopher Columbus discovered "The New World,"

Native Americans, also known as American Indians, *inhabited many parts of the North and

South America. They lived in perfect *harmony with nature by eating plants, fruits, hunting

*ducks and *turkeys and so on. With the (increase) number of *immigrants arriving in the

United States, food cultures of Native Americans *fused with those of immigrants and a unique
food culture was created. Fast food was also a part of such a *newborn American food culture.

The symbol of American fast food, a hamburger, is said to be sold for the first time at the Louisiana Purchase Exposition held in 1904. In 1921, the first fast food hamburger *chain in the world, White Castle, was *founded and many other fast food chains, such as McDonald's and Kentucky Fried Chicken, followed it. Cheap but high-energy fast food was preferred especially by workers living under *depression. It became also popular among families with working 15 mothers. In this way, fast food perfectly met American people's needs and, before long, gained in popularity *throughout the United States.

However, (*unexpected effects / fast food / American people: / had / like / convenient / health problems) *obesity, *hypertension and *diabetes. The obesity problem has been especially severe and is one of the major problems in American society. These days, an increasing number 20 of people tend to prefer healthier food such as *organic food and *gluten-free *diet to high-fat and *high-calorie fast food. Many fast food restaurants, following along with this social trend, have started to develop health-concious menus to adjust to the needs of customers.

(注) so-called いわゆる inhabit 住む harmony 調和 duck カモ turkey 七面鳥 immigrant 移民 fuse 融合する newborn 新生の chain (店の)チェーン found 設立する depression 不況 throughout ~の至るところで unexpected 思いがけない obesity 肥満 hypertension 高血圧 diabetes 糖尿病 organic オーガニックの gluten-free グルテンを除去した diet 食物 high-calorie 高カロリーの

<u>(1)</u>	下線部①の主語と述語動詞を書きなさい。			
	主語:			
	述語動詞:			
$\square(2)$	()内の語を適切な形に直しなさい。			
(3)	下線部②の品詞を日本語で書きなさい。]
$\square(4)$	下線部③が意味の通る英文になるように()内の語句を並べかえなさい。	ただし,	不足している語
カ	ゞ1語あります。			
<u>(5)</u>	下線部④を日本語に直しなさい。			

次の英文を読んで、あとの問いに答えなさい。

Akito was an only son of a *surgeon running a large hospital. Since he was small, he studied hard and everyone around him believed Akito would become a surgeon like his father and

<u>Succeed</u> him in the hospital. <u>However, Akito, though he also knew that he would eventually do so, wasn't very interested in the hospital or, in fact, his future.</u>

When Akito was a high school student, he visited America to see his friend, Mike. Mike used to live next door to Akito with his parents and 3-year-old sister, Jane. Mikes' family warmly welcomed Akito and they were @delighted to see each other for the first time in several years. However, Akito noticed one thing: Jane wasn't there. As he asked Mike about her, he said sadly, "She's been sick and in and out of the hospital since last year. She's had several *surgeries, too." 10 Akito was shocked to hear that.

The next day, Akito and Mike visited Jane in the hospital. When Akito (the room, / surprised / a large dog / lying / entered / he / sitting by / to see / Jane) in bed. Akito cried, "Oh, what's this dog?" "His name is Pete. He's working at this hospital as a *facility dog. He regularly visits Jane and, by, for example, walking with her to surgery and sitting with her during *medical 15 procedures, supports her in many ways," said Mike. Jane also said, "Pete is my best friend here. With him, I can stand any *painful *treatments."

During his stay in America, Akito visited Jane's hospital several times and saw Pete. He saw that not only did Pete support Jane, but he *comforted her family and even the hospital staff. Suddenly, something bright *occurred to his mind. "In this hospital, doctors, nurses and other 20 staff including facility dogs work together to support their *patients both $\mathcal{P}(\text{mental})$ and $\mathcal{I}(\text{physical})$. I want to make such a hospital." He thought.

Years have passed. Now Akito works at his father's hospital as a doctor. The vision of the hospital he had when he was a high school student hasn't fully grealized yet but he's been trying to make a hospital that makes everyone happy.

(注) surgeon 外科医 surgery 外科手術, 手術室 facility dog ファシリティドッグ(病院に常駐し, 入院中の患者と触れ合うことで癒やしを与える役割をするイヌ) medical procedures 医療処置 painful 痛みを伴う treatment 治療 comfort 慰める occur to ~ ~の心に浮かぶ patient 患者

$\square(1)$	下線部A~Dの品詞と意味を	書きな	さない。			
A)品詞:[]	意味:[]	
B)品詞:[]	意味:[]	
C)品詞:[]	意味:[]	
D)品詞:[]	意味:[]	
$\square(2)$	下線部①を日本語に直しなさ	ν, ₀				
$\square(3)$	下線部②が意味の通る英文に	なるよ	こうに()内の語句を並べかえなさい。	ただし、	不足している語
が	51語あります。					
□(4)	フレイの() 中の訊なるれる	お、海打	1 ナ、平く) ? 〒	ちし たそい		
	アとイ の()内の語をそれぞ		ノな形に凹	且しならい。		
<i>y</i>	`:	イ:				
$\square(5)$	下線部③の主部となっている部分の最初の1語と最後の1語を書きなさい。					
	最初:		最後:			