

はじめに

本シリーズ【大学受験ナビゲーション】は、大学入試合格を目指す皆さんのパートナーとしてその目的地へと導きます。

■編集の趣旨

英語の長文読解問題では、英文を単に訳すことに止まらず、1文1文、各パラグラフ、そして文章全体を通して筆者が言わんとするところが理解できてこそ読解したと言えますし、英文の内容を把握した上で、設問に正答できてこそ長文読解問題を本当に解いたことになるのです。

本書は上記の点を考慮に入れ、**難関大学を志す受験生が**、語彙力や文法・語法の知識はもとより文脈の理解など**入学試験に求められる総合的な力を養うことができる**ように編集した長文読解問題集です。

■本書の特長

【問題編】

1. 各 LESSON の英文は、最近の入学試験問題を使用し、**多様なジャンルのトピック**に接することができるよう厳選しています。
2. 各 LESSON の設問は 25 分程度で解答することを目安とし、**実際の試験を意識しつつも無理なく取り組むことができる**よう配慮しています。
3. 設問は適宜改変し、内容理解だけでなく、**文法・語法の観点からも出題**することで、**総合的な英語力を身に付ける**ことを目指しています。

【解答解説編】

1. 〈各設問の解説〉と〈英文の理解〉の2つの観点で構成しています。
2. 各 LESSON の冒頭の「**本文の展開**」で、英文の**各段落の内容と全体像を把握**することができます。
3. 設問の解説では、「**TIP**」（正解に至るためのコツやヒント）や**文構造を理解**するための詳しい図解を載せるなど、**正解への道筋を懇切丁寧に解説**しています。英文の**全文訳**はもとより、設問文や選択肢の英文についても訳文を収録しています。
4. 「**英文理解のために**」では、設問で出題されなかった**重要構文を解説**し、

CONTENTS

さらに読解に必要な**語句・表現のリスト**を載せています。

5. 解説の最後には、「**英文要約例**」と「**関連語句**」を載せています。要約の練習と、さらなる語彙力の強化に役立ててください。
6. 巻末には設問の解説で示した「**TIP**」を観点別にまとめていますので、重要事項を復習することができます。

■本書の効果的な利用方法

まずは英文を読み、設問を解いてみましょう。答え合わせを終えたら、**解答の正誤にかかわらず解説を熟読し、正しく理解できていたかを確認してください。**

次に、「**英文理解のために**」を参照しながら、もう一度英文を最初から最後まで読んでみましょう。英文を理解できているか確信がもてないときは、「**全文訳**」を見て確認しましょう。**わからない語句や構文を1つ1つ理解していくことが、英語の力を伸ばす秘訣です。**

問題は1回解いて終わりにするのではなく、間を置いて2回、3回と**何度も取り組むことが大切**です。その都度、**新たな発見**があるはずです。

また、英文は何度も何度も読み返しましょう。**繰り返し音読**するとよいでしょう。音読する際はただ単語を発音するだけではなく、読み上げている文の意味を思い描くようにしながら（逐語的に訳すのではなく）音読することをお勧めします。これはリスニング対策や速読の助けにもなります。

本書が志望校合格への一助となることを願っています。

1	Two Stages of Learning Vocabulary	[言語]	6
2	Do Aliens Exist?	[科学]	10
3	The Development of Refrigeration	[生活・歴史]	14
4	Are Smartphones Killing Our Conversation Quality?	[心理]	17
5	Letter Boxes in Britain	[文化・歴史]	20
6	Small Nations or Fewer Borders	[社会]	24
7	Differences in the Brain Between Sexes	[科学]	28
8	A Messy Room Has Its Meaning	[心理]	33
9	When Does Theory of Mind Develop?	[教育]	37
10	Less Is More	[人生]	42
11	College Education and Future Career	[教育]	46
12	Active Listening	[コミュニケーション]	51
13	The Clovis: the Earliest Americans	[歴史・科学]	56
14	Paradoxes in Development	[経済]	62
15	Are People Getting More Rushed for Time?	[人生]	66
16	The Downfall of Coffee Production in Cameroon	[経済]	70
17	India: the World's Greatest Railway Nation	[文化・生活]	74
18	Japanese Sense of Beauty Revisited	[文化・歴史]	78
19	Women's Social Participation By Country	[社会]	82
20	In the New Epoch of the Earth	[経済・環境]	86

●次の英文を読み、あとの問いに答えなさい。

[25分]

(A) Do babies understand what we're saying? It's often difficult to tell. But sometimes we can see, ⁽¹⁾(react / way / they / the / from), that they do know what a word is referring to. I once did ⁽²⁾a little experiment to show this, using my son Steven when he was about a year old. I sat him on the floor surrounded by some toys, including a toy bus, a ball, and a *teddy bear. He wasn't paying them any special attention. But when I asked him, "Where's your ball?" he looked at it straight away and stretched out his hands for it. Then after he'd played with it for a while, I said, "Where's your teddy?" and he looked around for that. After another little while I said "Where's your bus?" This time he didn't make any movement.

(B) Steven seemed to know the words "ball" and "teddy," but not "bus." Of course he might have known "bus" too, and just didn't *bother looking for that toy. Maybe he was getting bored with the game. Or maybe he was thinking: "I'm fed up with being the ⁽³⁾subject of an experiment. I want my dinner!" But he gave *definite signs that he understood the other two words.

(C) People who study children's language spend a lot of time watching how babies react to the speech they hear around them. ⁽⁴⁾They make films of adults and babies *interacting, and examine them very carefully to see whether the babies show any signs of understanding what the adults say. Sometimes the signs are very *subtle — slight movements of the baby's eyes or the head or the hands. You'd never notice them if you were just sitting with the child, but by watching a recording over and over you can spot them.

(D) I felt he knew about a dozen. He certainly knew "mummy" and "daddy," as well as "ball," "teddy," "drink," and a few other names of things. He could also link some words with the activities they related to. He knew that if he knocked over a pile of *bricks, someone was

likely to say "down." And he knew that after all the food in a bowl was finished, he would hear "all gone." Some of these words he seemed to recognize very early on, from around six months of age.

(E) The words in a language are called its ⁽⁵⁾vocabulary. Steven was beginning to learn the vocabulary of English. Notice that he was doing this in two stages. The first stage was to understand some of the words he heard being used around him. But at 12 months he hadn't yet learned how to say any of them for himself. When people actively use words themselves, we say they have an *active vocabulary*. When they understand words but don't actually use them, we say they have a *passive vocabulary*. At 12 months, Steven had a passive vocabulary of a dozen words, and an active vocabulary of none.

(F) But that was about to change. A week or so after that little experiment, he produced his first word. His parents were delighted. They'd been waiting breathlessly. Was it going to be "mummy" or "daddy"?

It was neither. It was "all gone." (530語)

㊦ **teddy bear** : クマのぬいぐるみ **bother doing** : わざわざ~する **definite** : 明確な
interact : ふれあう **subtle** : わずかな, 微妙な **brick** : (英)(おもちゃの)積み木

問1 下線部(1)の()内の語を意味が通るように並べかえなさい。

問2 下線部(2)の実験から筆者がわかったことは何か。(A)には具体的な英単語1語を、(B)には15字以内の日本語を入れて、文章を完成させなさい。

筆者が尋ねた3つのおもちゃの名前のうち、ステイーブンは(A)()以外の(B)()。

問3 下線部(3)のsubjectと同じ意味で使われているものをア~エから1つ選びなさい。

ア. English is one of her favorite subjects.

- イ. The teacher told us the subject and the verb of the long, difficult sentence.
- ウ. Five subjects were gathered in the laboratory to take the test.
- エ. She is French by birth and a British subject by marriage.

- エ. Steven's parents had been expecting his first active word would be either "mummy" or "daddy."
- オ. When people understand words they hear or read but cannot use them by themselves, we say they have an active vocabulary.

問4 下線部(4)について、研究者がこのようなことをする理由として最も適切なものをア～エから1つ選びなさい。

- ア. It allows them to watch children's behavior in the most natural way.
- イ. By watching their films repeatedly, they can spot slight movements babies make when they understand what adults say.
- ウ. Films are more effective than pictures to remember the faces of babies with whom they interact.
- エ. Films are easy to share with other scientists who study children's language.

問5 下線部(5)について、2種類に分類される vocabulary (語彙)のうち、passive vocabulary とはどのようなものか。35～40字の日本語で説明しなさい。

問6 次の文は本文中の(A)～(F)のどの位置に入れるのが最も適切か。記号で答えなさい。

How many words did Steven know by the time he was 12 months?

問7 本文の内容と合うものをア～オから1つ選びなさい。

- ア. The writer of this passage conducted a little experiment using a few babies including his own son.
- イ. Steven, the writer's son, knew about a dozen words six months after he was born.
- ウ. Babies understand about one-sixth of what their parents say when they are six months old.