

# 大意把握の指導について

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### 1 序 論

後述の本校入試の長文問題の結果の資料を一応念頭におき、本校英語科として全学年生徒の大意把握力 (Gist) ならびに速読力 (Rapid Reading) を如何に促進するかを検討し次の様な大まかな原則を立てた。是はあくまで原則であって、たとえば第3学年では昨年度此の研究発表会で伊藤教官が述べた方針に従い、2年生では、本来の趣旨にそう限り、該当教官に一任し、本年度は第1学年に主眼点をおいた。短文 Drill 中心の中学英語から Scope of Reading への移行をかね、高校初学年をして如何に Rapid Reading ならびに gist に導入するかその過程の実験を、結果の分析を調査しながら試みることにした。主眼点は生徒を Extensive Reading and Gist にならさせることであるから、その練習過程に中心があり、その結果に基づいてどうするかは、更に回数を重ねてデータを蓄積したあとで、具体的結論と方法に導くこととして今回は単にその練習過程であることを重ねて述べておきたい。

### 1 Gist & Rapid Reading 指導の原則

#### (1) 趣 旨

各学年生徒の英語学習能力の段階に応じて Extensive & Rapid Reading Ability を促進し各学年ごとにその具体的細案、実施過程、結果の分析を行う。(但し本年度は第1学年に主眼点をおき来年度は第2学年におく。)

## (2) 方 法

### (イ) 授業前5分テストの実施

授業時を利用してその始まりに授業教材と直接関係のないものをプリントペーパーで行う。なお印刷は生徒の眼の疲労をさけるため、ファックスを利用して活字体プリントにして、教師の労も合わせてさけることにする。ファックスによる所要時間、約1時間である。時間は実質5分間(問題紙配布を含めて)を厳守する。出来る限り、3クラス同時に行えるよう週一回英語教官の授業時をそろえる。結果成績は、学期末成績に加味することを、あらかじめ生徒に予告する。こうしたテスト実験は、新入生のはじまりから、ならしておく方がやり易いと思われる。

### (ロ) 宿題テストの実施

家庭における **Extensive Reading** として、別教材による一回ごとにまとまった、ファックスプリント宿題(問題づき)をあたえ、2日後提出、その結果も学期成績に加味する。

### (ハ) 授業教材による実施

教材を用いて **Gist** およびパラグラフごとの要旨をかかせ、予習事項の **outline** を **oral** でのべさせる。ただし是は各教官の、趣旨に沿う限り自由なやり方とする。

## 2 入試長文速読問題の実施の結果

本校の第1次入学試験において(対象は付中及び県外希望者)一般形式問題に次の如き長文大意把握問題を加えてみた。その目的は、普通の基礎学力の他に **Rapid Reading** がどの程度であるか、かなり未知の単語があってもどの程度、全体的意味を把握し得るかを参考的に知り、入学後の目安にしたかったからである。資料は高校、**The Crown English Readers I** の **Work Book** よりのものであるから、かなり高度のものであることをあらかじめ承していた。原文をやや縮少した。問題形式は次の如くである。

語数：原文 419 words 問題文 241 words 時間は一般形式問題をふくめて50分であるが、一般問題は基礎学力調査が主であるから、受験生は長文に少くとも20分の時間の余裕はあったと思われる。但し、相当 時間に追われたことは結果的に解った。

### 昭和43年度 金沢大学教育学部付属高等学校入学試験問題 (第1次)

次の英文を読んで、下の問いに答えよ。

There are big trees growing in California. They are so big around that men have cut tunnels in them for automobiles to go through!

They are called 'Giant Redwoods.' They are the biggest trees in the whole world. California has the highest mountain in the United States. It is called Mt. Whitney. It has also the lowest place in America. It's Death Valley. It is more than two hundred feet lower than the ocean. It is so dry and so hot in this hollow that no one can live. Once some men strayed into it looking for gold. They lost their way there and before they could get out they died of heat or thirst. That's why it is called Death Valley. California has another valley, the loveliest one in America, called the Yosemite, where there are many waterfalls.

One of these falls turns into mist before it reaches the ground and looks like a huge veil of a bride, so it is called Bridal Falls. Half a dozen of these waterfalls here are higher than Niagara, and two of them fall for a quarter of a mile from top to the bottom of the valley. Besides these, California has the sweetest oranges, the sourest lemons. But long ago there were no oranges, no lemons in America at all before white men came to this country. The first white people to settle in California came from Spain. In Spain they grew oranges and lemons, and they brought over orange and lemon plant, and began to grow them in California.

When the Spaniards built their cities, they gave them Spanish names.

So they have Los Angeles, San Francisco, etc. Near the city of Los Angeles is Hollywood, the Greatest film industry center in the world.

The weather is fine most of the time for taking moving pictures. That is one reason why it is such a good place for the industry, but another is that there are so many different kinds of natural scenery nearby.

If they want to make a picture of a sea scene, there is the ocean.

If they want to make pictures of winter scenes, they only to go to the mountains nearby, where there is snow and ice all the year round.

The city of San Francisco on the coast north of Los Angeles is nearly as large as Los Angeles. San Francisco is built on many steep hills, and houses built on them have lovely views of the bay and the Golden Gate.

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〔注：Death Valley 死の谷      ocean=sea      hollow=valley  
waterfalls 滝      settle 定住する      industry 工業, 産業  
scenery 景色, 風景      coast 海岸〕

次の20の英文のうち、別紙英文の内容にあうものを10えらび、その番号を解答らんに入  
せよ。

1. Some trees in California are big enough for automobiles to go through the tunnels cut in them.
2. The biggest trees in the whole world are called 'Giand Redwoods.'
3. 'Whitney' is the name of the highest mountain in the United States.
4. There are three famous valleys in California.
5. Death Valley is more than two hundred feet higher than the sea.
6. It is too dry and hot for people to live in Death Valley.
7. Once some people died of heat or thirst in a valley called the Yosemite.
8. There are few waterfalls in the Yosemite.
9. The Yosemite Valley in California is lovelier than any other valley in America.
10. In California there is no waterfall higher than Niagara.
11. Long ago there were no oranges in America at all before white men came to this country.
12. The first white people to come to live in California were the Spaniards.
13. Those who began to grow oranges and lemons in California were the

Spaniards.

14. Hollywood is very far from Los Angels.
15. The weather of Hollywood is so fine most of the time that they can take moving pictures.
16. Hollywood is a good place for the film industry center, because there are many rich people in that town.
17. Even in summer they can make pictures of winter scenes near Hollywood.
18. Los Angels is on the coast north of San Francisco.
19. San Franciscsco is much larger than Los Angels.
20. San Francisco is a city built on one big hill.

結果の分析

満点：〔213〕人中61名

平均正解数：7.3

(受験全員数の正解数合計÷受験人員)つまり一人平均、正解10のうち7題の正答をえたことになる。こうしてみると、受験生の素質の特殊性はあるけれど、かなりの長文の内容を大体把握出来ると確信した。受験生は付中出身および県外からの希望者であるから英語学習のレベルが、やや高いと思われる。

次に第一次合格者(県内の内申書調査による合格者をも含む)に対する第2次試験において再び一般問題に次の如き長文問題を加えた。

出典：Easier English Readig (英信社)

語数：原文 231 words 問題文 150 words

### 昭和43年度 金沢大学教育学部附属高等学校入学試験問題(第2次)

次の英文を読んで下の問に答えよ。

About a hundred years ago there lived a great general whose name was Napoleon Bonaparte. He was the leader of the French army; and France was at war with nearly all the countries around. He wanted very much to take his soldiers into Italy; but between France and Italy there are high mountains called the Alps, the tops of which are covered with snow.

"Is it possible to cross the Alps?" said Napoleon.

The men who had been sent to look at the passes over the mountains shook their heads. Then one of them said,

"It may be possible, but..."

"Let me hear no more," said Napoleon. „Forward to Italy!"

People laughed at the thought of an army of six thousand men crossing the Alps where there was no road. But Napoleon waited only to see that everything was in good order, and then he gave the order to march. The long line of soldiers and horses and cannons stretched for twenty miles.

When they came to a steep place where there seemed to be no way to go farther, the trumpets sounded "Charge!" Then every man did his best and the whole army moved right onward. Soon they were safe over the Alps. In four days they were marching on the plains of Italy.

"The man who has made up his mind to win," said Napoleon, "will never say 'Impossible'"

[注: passes 山路 in good order 調子がよく (the) order 命令  
strech ひろがる]

次の1から4までのうち、上の内容と一致する英文をそれぞれ一つずつえらびその記号を解答らんにつけ。

1. a. France was only at war with Italy.  
b. France was at war with all the countries around.  
c. France was at war most of the countries around.
2. a. Napoleon wanted a lot of things to have his soldiers cross the mountains.  
b. Napoleon wanted a lot of money to have his soldiers cross the mountains.  
c. Napoleon wanted very much to have his soldiers cross the mountains.
3. a. Napoleon thought that it might be possible to cross the mountains when he heard the report.  
b. Napoleon was afraid that it would be impossible to cross the mountains when he heard report.  
c. Napoleon was at a loss what to do when he heard the report.
4. a. It took a lot of days for the whole army to cross the mountain.  
b. It took only a few days for the whole army to cross the mountains.  
c. It took more than a week for the whole army to cross the mountains.

結果の分析

満点: [155] 人中23名

平均正解者数: 2.62

(受験全員の正解数合計÷受験人員)

つまり一人平均、正解4のうち2題強となる。此の長文は入試長文にくらべて内容的にも、やや解り易く設問数も少く、語数も329語も少いのであるが、比較的好成績といえないのは所要時間は入試と同じ50分であるから、20分此の問題にかけるとしても、設問せんたく文が形が似ているため、意味の取り違いがあったためであろう。

いずれにしても、入試および学力検査を通じて言えることは、こうした長文内容把握になれていないであろう受験生が大部分であるにかかわらず、或る程度読みこなせるということである。従って、我々の次に面する課題は、是等新入生を、intensive reading と共に extensive reading にと如何に導入してゆくかである。

## 2 本 論

## 1 第1学年における大意把握導入の実施と結果

### (1) 5分テスト

(1) 目的：かなり優秀な生徒の集りであるが、出身校における指導法も異なり、中学英語では基礎的部分的 Drill を主体としているからその面は Reader 授業における **intensive reading** に委ね、他面、いわばつめこみ的高校新入生を如何に Gist の方向に習慣づけさせるか、5分テストの毎週の実施により、あたえられた短時間における問題解読の精神の集中と訓練に力点をおく。

### (2) 方法：

(a) 序論における原則をそのまま適用する。

(b) 新学期時間編成においてリーダ、文法、作文等の種別を問わず、週一回一年生の英語授業時限をそろえておくことにより、一齋テストの可能と、他教科、他教官の労をわずらわさない。

(c) それぞれの英語授業開始前に、ファックスによる活字体プリントを配布、問題内容については「趣旨をかけ」「話の重点をのべよ」「それぞれの人称代名詞は具体的に誰をさすか」等内容把握的設問をし正味5分で行う。

2分前(終了)に予告提出せしめる。

(d) 教材は別教材とし、初学年者にたとえ長文でも内容のつかみ易いものとする。物語りや日常的なものがよく、ゆっくり時間をかければ誰でも満点とれる問題を短時間でやらせる訓練を行う。

(e) 語数は大体100語位からはじめ、250前後に進める。

(f) 各クラス個人別成績一覧表を用意し(宿題テストも同じ)誤答数を記入する。

(g) 結果の分析は一回ごとに記録する。

(h) 結果の説明は次の授業時に生徒に述べるが、答案は後日の資料の為に返さない。

### (3) 段階：

第1段階——比較的短文テスト、注をつけ、主として内容の要旨を問う。(予備段階)

第2段階——比較的短文テスト、前日、原文中の解りにくい単語を予告しておく。

第3段階——単語注、単語予告をしない。

第4段階——比較的長文に移行、難単語注をつける。

### 第1段階：No. 1

時間：5分

問題：主眼点を2 or 3行でかかせる。

語数：106語(注つき)

出典：The Fables of Aesop(北星堂)

日時：5月8日

人員：155名

## 20. THE BOYS AND THE FROGS

One day, a number of boys were playing by the side of a pond, and some of them threw stones into the water for fun.

Now, in this pond there lived many frogs, and one frog after another was hit

by the stones which the boys threw.

So at last, an old frog put his head up out of the pond, and said, "Boys, please don't pelt us so."

"We are only playing," said the boys.

"I know that," said the frog, "but see how the stones hurt us! You may throw stones just for fun, but what is play to you is death to us."

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20 in this pond で切る。for fun なぐさみに。one frog after another 一匹又一匹と。pelt=throw things at. see how……命令形。what is play to you あなたがたにとってはあそびであること。

#### 結果の分析

趣旨をかかせる問題であるから、採点法は主観的であるが、A、B、Cの3段階とした。内容は解り易く全然出来ないものはないが、要点をつかむのが不十分。

A = 88名

解答率：155名中 B = 67名

C = 0

Aの解答率→56.7%

#### 第1段階：No. 2 (Hearing Test)

時間：5分

問題：内容についての English Questions

語数：153語

出典：The Fables of Aesop (注ずき)

日時：5月15日

人員：155名

方法：問題紙配布と同時に教師の音読に生徒につづかせること2回、その後直ちに内容について4問、直ちに提出。

### 11. THE WIND AND THE SUN

The north wind was rushing along and blowing the clouds as he passed.

"Who is so strong as I?" he cried. "I am even stronger than the sun."

"Can you show that you are stronger?" asked the sun.

"A traveller is coming over the hill." said the wind. "Let us see which of us can first make him take off his long cloak. The one who succeeds will prove himself the stronger."

The north wind began first. He blew a gale, tore up trees, and raised clouds of dust.

But the traveller only wrapped his cloak more closely about him. and kept on his way.

Then the sun began to shine. He drove away the clouds and warmed the air.

Higher and higher he climbed in the blue sky, shining in all his glory.

"What a fine day we are having after the blow!" said the traveller as he threw off his cloak.

I see a traveller coming take off (反対) put on, who succeeds (in making him take off~) prove himself the stronger (of the two). gale=storm. tore <tear [tee]. wrap his cloak closely=pull.....closely しっかりくるまる。kept on=walked on. cf. rode on  
 p. 12. in all his glory きらきらと。after the blow (of the wind)=after it blew so hard. cf.  
 p. 18. throw off=take off の強め ass はいつも、まぬけ役。

結果の分析

音読方法の他に場合によっては、暫く黙読させ、Questions のみを oral でやってもよい。  
 What is the opposite of 'put on'? の問いでは、是と併用させている第一回宿題テストの問題文に是と類似のものがあるにかかわらず opposite の語義の解らないものが多い。耳の訓練の不足、単語の意味が解らないという生徒もあり。

解答率：155名中	4問正解者数	12
	3	89
	2	35
	1	5
	0	4

4問正解者率 7.7%

第1段階：No. 3

時間：5分

問題：原文中の○印の人称代名詞のさす内容をかかせる。

語数：159語

出典：The Fables of Aesop (注つき)

日時：5月22日、中間考査終了日、最後の考査を終えて10分後実施

22. THE DOG, THE COCK, AND THE FOX

A dog and a cock, who were friends, once made a little journey together.

When night came on, the cock flew up into the branches of a tree, to sleep, and the dog found a hollow in the trunk, into which he could creep and lie down. They slept well, and as soon as the morning dawned, the cock, as usual, began to crow.

A fox, hearing the sound and thinking he was sure of a good breakfast, came and stood under the branches. "Good morning," said he to the cock. "How glad I am to become a friend of the owner of such a voice. Will you not come down here where we can chat a little?"

"Thank you, but I cannot just yet," replied the cock; "but if you would like to come up here, go round the tree-trunk, and wake my servant. He will open the door and let you in."

The fox did as he was told; but, as he came near the tree, the dog sprang upon him, and tore him into pieces.

"Two can play at the same game," said the cock, as he looked down upon the scene.

22. to sleep=so as to sleep. trunk=tree. trunk. 木の幹。be sure of 確信する。would like to. cf. p.25. go and wake 命令形。let in. cf. help out p. 33. as he was told 言われたとおり。

sprang upon. cf. p. 24. tore <tear. into picces ずたずたに。Two can play at the same game. そっちがその手を使うなら、こっちもこの手を使う。game=trick.

### 結果の分析

長文の割には一般的に結果良し。ただし読み違いあり。例えば We を同じものの複数とするものあり。

解答率：	5 問正解者数	91
	4    "	36
155 名中	3    "	23
	2    "	5
	1    "	0
	0    "	0
5 問正解者率		58.7%

### 第 2 段階：No. 1

時間 5 分

単語前日予告：ass, barm, frisk, grumble, treat, bray, deaf

問題：大意をかかせる。

語数：163 語

出典：The Fables of Aesop (注づき)

日時：5 月 29 日

人員：152 名

#### 29. THE ASS AND THE LAP DOG

There was once a man who had an ass and a little pet dog. The ass worked all day in the fields, and slept in the barn at night.

But lap dog frisked about and played, jumping in his master's lap whenever he pleased, feeding from his hand, and sleeping by his bed at night.

The ass grumbled a great deal at this. "How hard I work," said he, "and never get any pay but blows and hard words. Why should I not be petted like that little dog? Perhaps, if I played with my master as he does, I, too, might be treated like him."

So the ass went into the house, and jumped upon his master's knee, putting his forefeet on his shoulders, and giving a loud bray.

The master, almost made deaf by the noise, and coming near falling down, called out, "Help, help!" and the servant, running in, drove the ass out of doors with sticks and stones.

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29. a great deal=very much. at this=seeing this. (any pay)but=[前] except. Why should I not (反語)=I, too, should be petted (his master's) knee=lap. give a bray いななく。

### 結果の分析

単語を予告せる為、内容把握良始。大意の問題であるから、筋をつかみ主眼点をおさえている者を A、不十分なものを B とした。

解答率：

152 名中 A = 122  
B = 30

A の解答者率 78%

第3段階：No. 1

時間 5 分

問題：正誤文せんたく（下記 5 問）

語数：259 語

出典：Rapid Reading Series（英潮社）

単・注なし，単語予告なし。

期日：6 月 7 日

人員：150 名

Many years ago a small ship left the town of Plymouth in England. The ship was called the Mayflower. The men, women, and children on the ship were going across the sea to a new land called Virginia.

The wind blew the little ship toward the west. After sixty-five days all the people on the ship were hungry and tired from the long trip.

At last one day in November they saw a land. They were all glad to see it. The captain of the ship said, "There must be some mistake. This land is far to the north of Virginia.

But the men on the ship said, "We have to get off this ship and we have to look at the land."

Then they told the women to stay in the ship and wash the clothes. And they got off the ship.

Soon the men came back to the ship and said, "There are Indians living in this place. At first we were afraid of them. But then we made friends with them. It is a good land. We'd better stay here."

They called the land New England, and the place Plymouth, like their town in England.

1. The ship called the Mayflower left Plymouth for Virginia.
2. As the wind blew to the west, the ship arrived just in Virginia.
3. The people on the ship were hungry and tired because it was sailing for a long time.
4. After the women washed the clothes, they got off the ship.
5. The men did not like the land because Indians lived there.

結果の分析

注なく単語予告なしのテスト，内容，語数共に従来より程度を上げた。その割になれてきたせいも，大変良好である。誤りの多いものは問 4 の After the women washed the clothes, they got off the ship の they を本文中の the men と誤まれるは速読力の不足であろう。

解答率：

150人中

5問正解者数	106
4 "	42
3 "	2
5問正解者率	70%

第3段階：No. 2

時間：5分

問題：正誤文せんたく（下記5問）

語数：200語

出典：Rapid Reading Series

注なし，単語予告なし。

日時：6月12日

人員：152名

“Here they come!” everyone at the ground stands up. Everyone has come to see this horse and this cowboy. The cowboy is Big Bill. He is a good cowboy. But Black is a strong and beautiful and wild horse. Big Bill is not the first cowboy to try to ride Black. The first cowboy who got on Black’s back went flying over the horse’s head. The next cowboy went flying over the side. One cowboy did stay on Black for five seconds. If Big Bill wants to win, he must stay on Black for ten seconds. If he stays on it for ten seconds, he will win the prize. The prize is money—\$ 500. Everyone is crying again, “Look, here they come!” Black comes out with a high jump. He turns to the right. He kicks. He kicks so high that he looks as if he is standing on two feet. But Big Bill stays on. Black will not give up. He jumps again and again. One. Two. Three. Four. Five. Six seconds. Oh! Black’s head goes down. He comes up with another wild kick. Will he throw Bill this time? Nine seconds. Ten seconds. Big Bill wins the prize!

1. The second cowboy is Big Bill.
2. Black is not a wild horse.
3. Big Bill is the best cowboy.
4. The prize is a beautiful horse.
5. The best cowboy must stay on the horse for ten seconds.

結果の分析

内容，構文共に平易で，よく出来た。3分程度でよいと思われる。第5問に間違い多し。

解答率：

	5問正解者数	137
152名中	4 "	14
	3 "	1
	5問正解者率	90%

### 第3段階：No. 3

時間：5分

問題：正誤文せんたく（下記5問）

語数：274語

出典：Rapid Reading Series

単注，予告，なし

日時：6月19日

人員：151名

“Br-r-r! I’m as cold as an Eskimo!” Do you ever say that when you are very, very cold? Here is a surprise for you. The Eskimo lives in a land of snow and ice. But he does not feel as cold as you may feel on a winter day.

When you want to stay warm, what do you do? You put on more and more clothes. You pull your clothes more and more tightly around you. But the Eskimo does not do this. His clothes are made to do one job—to keep in warm air. Your body always warms the air near it. The Eskimo makes sure the air his body has warmed is not lost.

He wears loose fur trousers. But no cold air gets in. No warm air gets out. The trousers fit right over his boots. Over his trousers, the Eskimo wears a fur coat. This coat is called a *parke*. The parka is made with the fur inside and has a hood. It fits close around the neck.

His clothes do such a good job that sometimes our Eskimo friend gets too warm. Then he just opens the hood of his parka. And out goes some warm air.

1. An Eskimo lives in a land of snow and ice, so he feels very cold.
2. When an Eskimo wants to stay warm, he keeps in warm air between his body and his clothes.
3. An Eskimo wears fur trousers over his boots and a fur coat over his trousers.
4. A parka is made with the fur inside, so warm air is kept inside.
5. When an Eskimo gets too warm, he puts off his clothes.

#### 結果の分析

内容，単語および構文，従来に比べてやや難，全体の内容がはっきり，つかめないものあり。特に単語力不足。

解答率：

	5問正解者数	86
151名中	4	52
	3	13
	2	0
5問正解者率	57%	

### 第4段階

時間：（その1）（その2）あわせて10分

問題：正誤文せんたく（下記10問）

語句，注つき（注プリント同時配布，辞書使用許可，ただし時間厳守）

語数：510語

出典：Rapid Reading Series

日時：7月6日

人員：154名

I met him first on a summ̄er day in 1936. I had rushed into his little shop to have the heels of my shoes repaired. It was not much of a job, so I waited while he did it. He greeted me with a cheerful smile. "You're new in this neighborhood. aren't you?"

I said that I was. I had moved into a house at the end of the street only a week before.

"This is a fine neighborhood," he said. "You'll be happy here."

I sat there with my shoes off, watching as he got ready to make the repairs. Sadly he looked at the leather covering the heel. It was worn through because I had failed to have the repair job done a month ago. I grew a little impatient, for I was rushing to meet a friend. "Please hurry," I begged.

He looked at me over his spectacles. "Now, lady, we won't be long. I want to do a good job." He was silent a moment. "You see, I have a tradition to live up to."

A tradition? In this little shop that was no different from so many other shoe-repair shops on the side streets of New York?

1. I went into the little shop to get some new shoes.
2. I was a new comer who had moved to this town a week before before.
3. He looked sadly at the shoes because he thought the heels were too high.
4. I should have repaired my shoes earlier.
5. I was surprised to hear that he had a tradition in such a little shop.

What is a desert? You think at once of a place without water. You would think that the desert does not have enough rain for things to grow. Yet there is life in every desert. Plants, animals and people live there.

In the desert it may not rain for five years. Then one day a storm comes. A heavy rain falls. All at once the desert is covered with green grass! You can see many small flowers. They grow very fast. In one week they go from seed to flower and back to seed. The seed lies in the sand, perhaps to wait another five years for rain.

Desert plants try very hard to find water. Some plants send their roots far down into the sand. Some plants send their roots far out from their stems. Other plants save water in their stems or leaves.

Desert animals also save every drop of rain. A camel stores water in its body. It stores enough water to last seven to nine days. A camel also know to find

water. A man lost in the desert knows his camel will help him. It will find a water hole.

1. As the desert has much water, many forms of life grow there.
2. In the desert it rains every five years.
3. In the desert it is very hard to find water.
4. When rain falls in the desert, grass and flowers grow fast.
5. A camel helps those who are lost in the desert.

語 句 注

- (1) heels=かかと。 job=仕事。 greet=あいさつする。 leather=なめし皮。  
 impatient=短気な。 beg=頼む。 spectacles=眼鏡。 tradition=伝統。  
 fail to=出来ない。 be worn=すりへる。 live up to=恥じないふるまいをする。  
 should have + 過去分詞=……すべきであった。
- (2) desert=砂ばく・さばく。 seed=種子。 root=根。 stems=茎, くき。  
 store=たくわえる。 all at once=突然。 last=続く。

結果の分析

5分テストの2倍, 時間も2倍であるが分量に圧倒されてまごつくものあり。辞書許可せるも使用者殆どなし。語句注なければ結果更に悪いと判定される。第4問 I *should have repaired* my shoes earlier. 構文やや現学年に無理と思われた。(その1)に誤り多し。

解答率:

	10問正解者数	47			
	9	"	62	10問正解者率	30.6%
154名中	8	"	29		
	7	"	12		
	6	"	3		
	5	"	"		

期末考査併用テスト

(一般テストと合わせて50分)

語数: 239

出典: Rapid Reading Series

次の英文を読んで下の短文のうち, 本文と同じ内容をもつものには○印をつけよ。

Do you know why people white clothes? Benjamin Franklin was not only a very famous statesman but also a great scientist. He liked to study and learn about new things. One day he heard from a friend that something black holds the heat better than something white. He wanted to find out if this was true or not. There was snow on the ground at that time. He put two large pieces of cloth over the snow. One was black and the other white. He waited until the sun began to shine. After several hours he looked under the pieces of cloth and saw that the snow under the black cloth melted much faster than the snow under the white cloth. Soon after this people began to wear white hats and white clothes

during summer because they were cooler.

注：statesman政治家。 be eager to～＝～に熱心である。 acquire＝get

1. Franklin was not a statesman.
2. Something white holds more heat than something black.
3. Franklin was eager to acquire any kind of knowledge.
4. We had better wear black hats and clothes in winter.
5. Something black is cooler than something white.

答案を直ぐ返したため結果の分析なし。

not only～butをつかめないもの、及び、あわてて、white と black の熱の吸収力を誤まれるものあり。

全解率大体60%と推定される。

(ロ) 宿題テスト

(1) 目的： 読みものを生徒にあたえ、一定期間後、テストする方法もあるが、実際には(連続的に読まなかったり、難解点の説明を要したり、テストも絶えずやり難い。むしろ習慣的に週一回必ず学校教材外の長文に接し、読解力をひろげる。宿題であるから自由に辞書をひいて、大意把握を主旨とする設問を中心に Rapid Reading Ability, 時にはIntensive Reading Ability をのばさせ、同時に語いを増すことを主眼とする。

(2) 方法：

- (a) 構文は5分テストより高度なものをえらぶ。
- (b) 語数は問題設問文もふくめて400語程度とする。
- (c) 抽象的なものはなるべくさける。
- (d) 採点しやすい問題形式をえらぶ。
- (e) 訳を要求する設問形式はさける。
- (f) 個人別一覧表を作り誤答数を記入する。

(3) 段階

第1段階——時間を限定しないで自由にやらせる。

第2段階——自己の所要時間を記入せしめる。

第3段階——第2段階より推定して、所要時間を制限させる。

第4段階——比較的長文をあたえ時間制限か、無制限にやらせる。

第1段階：No. 1

時間：制限しない。

問題：空所補充，正文せんとく，語いに関するもの。(以下形式同じ)

語数：406語

出典：Easier Reading Selections (英信社)

期日：5月8日—5月10日

人員：155名

Chapter 1. Swimming

When I was a boy, I liked swimming very much. One year my two brothers and

I spent the summer holidays with my uncle and aunt in their house by the sea. It was only twenty yards from the water. Every day we put on our swimming-shorts before breakfast, ran down to the sea across the sand and jumped in. From then until late at night, we were in the sea or on the beach most of the time. When our aunt rang a bell, we went back to the house for food, but we ate in our swimming-shorts and were soon back in the sea again.

The water was warm. The sun shone every day, and on most days there were no waves. In the middle of the day a wind always began to blow, but it was not strong and did not make the sea rough.

Three times during our holidays we had strong winds. They blew the sand against our legs when we ran down to the sea, and made big waves with white tops. We were all very good swimmers. We dived through the waves or rode towards the beach on top of them until we were tired and hungry.

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most of the time 「殆んどいつも」 cf. all the time 「いつも」 for food = to have food blow... against ~ 「...を〜に吹きつける」 whitetops (of waves) 「白い波頭」 We were all very good swimmers. = We were all very good at swimming. on top of ~ = on ~

### Preparatory Home-Work

番 氏名

- A. Put one word from this story in each empty place in these sentences:
- The boys wore (        ) in the sea.
  - The strong winds made (        ) on the sea.
  - The beach between the sea and the house had (        ) on it.
  - On most days the sea was not (        ).
  - The boys did not spend much time in the (        ) during the day.
- B. Choose the right sentence from (1), the right sentence from (2), etc.
- The boy's home was near the sea.
    - Their uncle's home was near the sea.
    - Their uncle's home was a long way from the water.
  - The boys had breakfast on the sand.
    - The boys did not have breakfast.
    - The boys had breakfast in the house.
  - The boys put on their swimming-shorts before each meal.
    - The boys put other clothes on before every meal.
    - The boys did not do anything to their clothes before meals.
  - There was a wind every day.
    - There was a wind on three days.
    - There was a wind on most days.
  - The waves rode on top of the boys towards the beach.
    - The waves carried the boys toward the beach.
    - The boys rode on top of their brothers towards the beach.
- C. Find words in this story which mean the opposite of:

(a) smooth (b) full (c) weak (d) little (e) cold

結果の分析

時間の制限のないため、正解率の良いことを予想したが、案外出来が悪かった。

(1)問題文をよく読まない。(2)反意語の場合、原文外に求める。cold—hot(原文になし)(3)1語入れる空所に2語入れる、等。

解答率

155名中	15問正解者数	58
	14	52
	13	27
	12	13
	11	4
15問全解者率		37.6%
最大誤答数		5以内

第1段 : No. 2

時間：制限しない。

語数：401語

出典：前と同じ。

期日：5月15日—5月17日

人員：152名

Chapter 2. The Picnic

It was Sunday and the weather was fine, so Mrs. Smith said, "Let's go for a picnic." "Oh, yes," said Mary and John her two children. Mr Smith said, "Yes, let us go to the woods and have our picnic there." "Good," said Mrs. Smith, "Help me to get the things ready." "All right," said the children. John brought the basket for the food and the bottles for the water; and Mary brought a blanket, while Mother made the sandwiches, and Father put water and oil into the car.

Soon everything was ready and they left the house They drove along small roads until they came to the woods Mary put the blanket on the ground, John took the food out of the car, Father made a fire, and Mother made tea.

"Isn't it beautiful here?" said Mother. "It's very quiet and green." John had a kite, and soon he was running across the grass with it. "Be careful!" shouted Mother but it was too late! John fell over the basket of food and everything fell out "Look!" cried Mary. "There are ants in the food!" Yes. there were! There were hundreds of them. The blanket was on an ants' nest!"

---

get~ready 「~を用意する」 ex. She got the table ready. ~, while 「一方では」(,)の前では抑揚が下降調である。cf. Tom always watches television while he is having supper. while の前では上昇調。

Preparatory Home-Work

番 氏名

A. Put one word from this story in each empty place in these sentences:

- a. Mrs. Smith had two (        ).
- b. The Smiths had a picnic in the (        ).
- c. The Smith' water for making tea was in (        ).
- d. John fell over the basket because he was playing with his (        ).
- e. The ants came from their (        ).
- B. Choose the right sentence from (1), the right sentence from (2), etc.
1. a. When the Smiths went for their picnic, it was raining.  
 b. When the Smiths went for their picnic, the sun was shining.  
 c. When the Smiths went for their picnic, it was a cloudy day.
2. a. Both children helped rtheir mother to get the things ready.  
 b. Only John helped his moter.  
 c. Only Mary helped her mother.
3. a. They had their picnic near the water.  
 b. They had their picnic in the woods.  
 c. They had their picnic along small roads.
4. a. John fell out of the basket.  
 b. John's kite fell out of the basket.  
 c. The food fell out of the basket.
5. a. Mary put the blanket on an ants' nest.  
 b. John put the blanket on an ants' nest.  
 c. The ants' nest was on the blanket.
- C. Find words in this story which mean the opposite of:
- (a) careless (b) ugly (c) early (d) cloudy (e) noisy

結果の分析

第1回宿題で要領の解ったせいか、前回に比して結果良好、原文内容も第1回と同じく日常生活で構文平易である。時間制限なきも生徒の話よりして大体30分—40分と推定した。

解答率

152名中	15問正解者数	108
	14	33
	13	9
	12	1
	10	1
15問全解者率		71%

第1段階：No. 3

時間：中間考査併用（リーダ考査問題との関係において50分中20分位、かけていると推察される。

問題：形式同じ。

語数：348語

出典：前に同じ。

期日：5月22日

人員：155名

#### Chapter 4. Black Beauty

The first place that I can well remember was a large green meadow. There were six young colts in the meadow besides my mother and me. They were much older than I was; some of them were nearly as large as grown-up horses.

I loved to run by my mother's side, drink her warm milk, and lie down close to her at night. Sometimes my mother went out to work in the daytime, but she always came back to me before dark.

Several years passed, and I was beginning to grow into a beautiful young horse. My coat was bright black, and I had one white foot and a white star on my forehead.

"You are well-named, Black Beauty," my master said to me one day, "for you are bright black and very beautiful."

When I was four years old, Squire Gordon came to look at me. He examined my eyes, my mouth, and my legs. Then I had to walk and trot and gallop for him.

---

by one's side=beside one close to~near~ in the daytime 「日中は、昼間は」 cf. by night  
grow into~, 「成長して~になる」 before hark 「日の暮れぬうちに」 Gordon [gc:d(e)n]

#### Preparatory Home-Work

A. Put one word from this story in each empty place in these sentence:

- a. I can remember well a large green (      ).
- b. There were seven (      ) including me.
- c. My mother always came back from work (      ) (      ).
- d. I was called Black Beauty because I was (      ) and (      ).
- e. One foot and a star on my forehead were (      ).

B. Choose the right sentence from (1). the right sentence from (2), etc.

1. a. I was the oldest of all the colts.  
b. I was the youngest of all the colts.  
c. I was as young as all the others.
2. a. My mother went out to work every day.  
b. My mother often went out to work.  
c. My mother never went out to work.
3. a. I was bright black all over except in legs.  
b. I was bright black almost all over.  
c. I was bright black and brown all over.
4. a. I loved to drink my mother's milk.  
b. I hated to drink my mother's milk.  
c. I didn't like to drink my mother's milk.
5. a. My coat was light black.

- b. My cost was shining black.  
 c. My cost was dark black.  
 C. Find words in this story which mean the opposite of:  
 (a) old (b) cold (c) forget (d) day (e) riss

結果の分析

中間考査併用であるが、宿題テストでなれているため、生徒にはあまり苦痛ではなかったようである。矢張り、長文速読は練習即ちなれることが必要であろう。ただし結果的には決して上出来とは言えない。内容、構文共に、むつかしかったようで、未知単語も数語あったようである。rise の opposite を down とするもの。1 語補充を 2 語とするもの、例 black—black beauty 等

解答率

155名中	15問正解者数	29
	14	61
	13	40
	12	17
	11	8

15問全解者率 1.9%

宿題ではなく考査併用テストであるから、やむを得ないと思う。

第2段階：No. 1

時間：各自に宿題作業の所要時間を記入せしめる。

問題：形式同じ。

語数：440語

出典：前に同じ。

期日：5月22日—5月24日

人員：150名

Chapter 6. The Little Hero (part 1)

Hans was a little Dutch boy. He lived with his mother and father in a little town in Holland. He was only eight years old.

One afternoon his mother said to Hans, "Will you go and give these cakes to the blind old man?"

"All right, mother," answered Hans, "I will."

The old man lived about a mile away, but Hans was very glad to see him. As he trotted along the path, he could feel the sea breeze on his face. He heard the waves breaking against the dike.

After he gave the blind man the cakes, he stayed a little while to chat with him. While they were talking, Hans suddenly noticed that the sun was very low in the west. "Oh," said Hans, "I must go home now, or I shall be late."

He said good-by to the blind man and started for home.

He ran about half a mile. Then he saw a little stream of water flowing down

the side of the dike. He climbed up and soon found the water coming through a hole.

Dutch [dʌtʃ] Holland [hɒlənd] Hans [hæns] he stayed a little while to chat with him—he stayed a little and chatted with him said good-bye to~ 「～にいとまごを言った」

### Preparatory Home-Work

A. Put one word from this story in each empty place in these sentences:

- a. Hans lived in a little town in (        ).
- b. One afternoon his mother asked him to go and give (        ) to a blind old man.
- c. The waves were breaking against the (        ).
- d. Hans liked to (        ) with the old man.
- e. On the way back he found a (        ) through which the water was coming.

B. Choose the right sentence from (1), the right sentence from (2), etc.

1. a. Hans was only six years old.  
b. Hans was only seven years old.  
c. Hans was only eight years old.
2. a. His mother asked him to go to an old man who was not able to hear.  
b. His mother asked him to go to an old man who was not able to see.  
c. His mother asked him to go to an old man who was not able to speak.
3. a. He came back soon after he got to the old man's house.  
b. He stayed for a little while after he got to the old man's house.  
c. He stayed for a long while after he got to the old man's house.
4. a. He had not run one mile until he found the little stream.  
b. He had run more than one mile when he found the little stream.  
c. He had run a long way when he found the little stream.
5. a. Before he climbed up the dike, he found a hole.  
b. After he climbed up, he found a hole.  
c. While he was climbing up, he found a hole.

C. Find words in this story which mean about the same as:

- (a) set out (b) the Netherlands (c) not able to see (d) talk (e) bank

#### 結果の分析

所要時間最小	10分	6名
“ 最大	45分	8名

全体的に15分—20分が一番多い。ただし正解数とは関係がない。相変わらず同じ間違いをくり返しているが、例えば、原文中に Dutch boy とあるから、the Netherlands を Holland としないで、Dutch とするもの数名

#### 解答率

150名中	15問正解者数	80
	14 “	50
	13 “	11

12	”	7
11	”	2
15問全解者率		60%

第3段階：No. 1

時間：前回生徒報告の所要時間より平均して宿題作業時間を20分と制限

問題：形式同じ。

語数：385語

出典：前と同じ。

前日：5月26日—5月29日

人員：150名

Chapter7. The Little Hero (part 2)

“The hole will grow larger and larger,” said Hans to himself. “Before long the dike will give way. Then the country will be under water and many people will suffer.”

He put his hand into the hole and succeeded in stopping the water. He thought, “Somebody will soon come to help me.” But no one passed that way.

Night came. His arm began to ache and he felt cold and faint. Big tears rolled down his cheeks. He called and called, but no one heard him. All night long Hans stayed there with his little hand in the hole.

At last morning dawned. Some villagers passed by. They heard him moaning and came to help him. Some of them carried Hans home and the others began to repair the dike at once.

When people heard about his brave deed, they called Hans a hero. Even now the Dutch people tell how the brave little boy saved the dike.

larger and larger 「だんだんと大きく」 before long=soon give way 「くずれる, こわれる」  
succeed in~ing 「~する事に成功する, うまく~する」 at once 「すぐに, ただちに」

Preparatory Home-Work

- A. Put one word from this story in each empty place in these sentences:
- He thought that the dike would give way ( ) ( ).
  - He stopped the water by putting his ( ) into the hole.
  - He could not see anyone pass all ( ) long.
  - No villagers passed until morning ( ).
  - He was ( ) a hero because of his brave deed.
- B. Choose the right sentence from (1), the right sentence from (2), etc.
- He thought at first that he had to stop the water by himself all night.
    - He thought at first that somebody would come to help him.
    - He thought at first that he should run to ask for help.
  - Though he felt cold and faint, he did not even cry.
    - He felt cold and faint, so he cried and called for help.

- c. As he felt cold and faint, he cried, but he did not call for help.
3. a. He could keep his hand in the hole all through the night.  
 b. He could not keep his hand in the hole all through the night.  
 c. He did not need to keep his hand in the hole all through the night.
4. a. Some villagers passed by very early in the morning.  
 b. Some villagers passed by around midnight.  
 c. Some villagers passed by late in the morning.
5. a. He could go home alone.  
 b. Some villagers carried him home.  
 c. Some villagers took him to hospital.
- C. Find words in this story which mean about the same as:  
 (1) fearless (2) mend (3) fail (4) suffer pain (5) turn out well

結果の分析

単語のミスを除いて比較的良好，予想通り，此の程度の文は問題を含めて，20分程度が妥当と思われる。

解答率

150名中	15問全解者数	83
	14	46
	13	14
	12	5
	11	2
15問全解者数率		55%

第3段階：No. 2

時間：20分制限

問題：形式同じ。

語数：459語

出典：前と同じ。

期日：6月8日—6月10日

人員：150名

Chapter 8. The Story of William Tell (part 1)

The people of Switzerland were not always free and happy as they are today. Many years ago a proud tyrant, whose name was Gessler, ruled over them, and made their lot a bitter one indeed.

One day this tyrant set up a tall pole in the public square, and put his own cap on the top of it; and then he gave orders that every man who came into the town should bow before it. But there was one man, named William Tell, who would not do this. He stood up straight with folded arms, and laughed at the swinging cap. He would not bow down to Gessler himself.

When Gessler heard of this, he was very angry. He was afraid that other men

would disobey, and that soon the whole country would rebel against him. So he made up his mind to punish the bold man.

William Tell's home was among the mountains, and he was a famous hunter. No one in all the land could shoot with bow and arrow so well as he. Gessler knew this, and so he thought of a cruel plan to make the hunter's own skill bring him to grief. He ordered that Tell's little boy should be made to stand up in the public square with an apple on his head; and then he bade Tell shoot the apple with one of his arrows.

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Switzerland [swits(e)lend] *cf.* Swiss (*a*) [swis] Gessler [gésle] set up 「立てる, 掲げる」 give orders that...should~ 「...は~せよとの命令を出す」 should は命令の内容を述べるのに用いる助動詞。bow (*v*) [bau] 「頭を下げる」 *cf.* bow (*n*) [bou] (弓) William Tell [wiljem tel] ...to Gessler himself 「ゲスラ自身にさえも」 make up one's mind to~ 「~する決心をする」 bring~to grief 「~をひどいめにあわせる」

### Preparatory Home-Work

- A. Put one word from this story in each empty place in these sentences:
- Gessler was a (        ) man.
  - William Tell would not (        ) (        ) before the cap on the top of a pole.
  - He lived among the (        )
  - He was a good (        ).
  - Gessler ordred Tell to shoot an apple with one (        ).
- B. Choose the right sentence from (1), the right sentence from (2), etc.
- Gessler made life of the people a happy one.
    - Gessler made life of the people an unhappy one.
    - Gessler made life of the people a pleasant one.
  - He set up a tall pole in the square anyone can go.
    - He set up a tall pole where only rich people can go.
    - He set up a tall pole where only poor people can go.
  - He ordered anyons to bow down to the cap.
    - He ordered anyone coming into the town to bow down.
    - He ordered anyone living in thə town to bow down.
  - When he heard of William, he was very afraid of him.
    - When he heard of William, he was very angry with him.
    - When he heard of William, he was very pleased with him.
  - He ordered that William should shoot his son.
    - He ordered that William should shoot the apple
    - He ordered that William should shoot the cap.
- C. Find words or phrasse in this story which mean about the same as:  
(1) erect(*v.*) (2) well-known (3) order(*v.*) (4) decide (5) hard to bear

結果の分析

同意語にかきかえるのに時制を間違えるもの(動詞)。尚, 生徒が原文を精しく調べて

いることは、原文中の未知の単語に、辞書による注、訳語をつけている事により解り嬉しく思った。with one ( ) の空所に原文中の one of his arrows の arrows を入れるもの多し、Careless Mistake である。

解答率

150名中	15問正解者数	72
	14	48
	13	25
	12	3
	11	1
	10	1
15問全解者率		48%

### 第3段階：No. 3

時間：15分制限

問題：形式同じ。

語数：445語

出典：前と同じ。

人員：149名

## Chapter 9. The Story of William Tell (part 2)

Tell begged the tyrant not to have him make this test of his skill. What if the boy should move? What if the bowman's hand should tremble? What if the arrow should not carry true?

"Will you make me kill my boy?" he said.

"Say no more," said Gessler. "You must hit the apple with your one arrow. If you fail, my soldiers shall kill the boy before your eyes."

Then, without another word, Tell fitted the arrow to his bow. He took aim, and let it fly. The boy stood firm and still. He was not afraid, for he had all faith in his father's skill.

The arrow whistled through the air. It struck the apple fairly in the center, and carried it away. The people who saw it shouted with joy.

As Tell was turning away from the place, an arrow which he had hidden under his coat dropped to the ground.

"Fellow!" cried Gessler, "what mean you with this second arrow?"

"Tyrant!" was Tell's proud answer, "this arrow was for your heart if I had hurt my child."

And there is an old story, that not long after this, Tell did overthrow the tyrant with one of his arrows; and thus he set his country free.

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if...should～「万一…が～するならば」 carry true「正確にあたる」 take aim「ねらいを定める」  
with joy「喜んで」 What mean you with this second arrow?＝What do you mean to do with  
this second arrow? set～free「～を解放する」

Preparatory Home-Work

- A. Put one word from this story in each empty place in these sentences:
- William was afraid that his hand might ( ).
  - Gessler said that, if Tell should fail, his son would be ( ).
  - The ruler saw William had ( ) the second arrow when he dropped it.
  - William proudly said that he was going to shoot the ruler in the ( ).
  - It was not ( ) before William shot the tyrant and set his country free.
- B. Choose the right sentence from (1), the right sentence from (2), etc.
- The son was sure that his father would never hurt him.
    - The son was not a little afraid that his father might hurt him.
    - The son was afraid that his father might hurt him.
  - When the arrow struck, the apple dropped with it.
    - When the arrow struck, the apple still stayed on the son's head.
    - When the arrow struck the apple, they dropped separately.
  - William had several arrows hidden.
    - William had a few arrows hidden.
    - William had only one arrow hidden.
  - William would have killed the tyrant if the soldiers had killed his son.
    - William would have killed the tyrant if he himself had hurt his son.
    - William would have killed the tyrant if he had missed the apple.
  - Gessler was killed by William afterward.
    - Gessler was killed by someone else afterward.
    - Gessler was killed by William's son afterward.
- C. Find words in this story which mean about the same as:
- (1) quake (2) ask (3) strike (4) motionless (5) ability to do something well

結果の分析

A問dの( )の中に入れる in the (heart) の出来悪し。その部分の誤答数71名、従って全解者率悪し、内容的には前回の続きものであり解り易かったように思える。

解答率

149名中	15問正解者数	35
	14	71
	13	33
	12	7
	11	2
	10	1
15問全解者率	23%	

第4段階 : No. 1 (rint その1及びその2)

時間 : 長文に移行, 平素の2倍であるから, 所要時間を記入せしめた。

問題 : 形式同じ。

語数：1021語

出典：前と同じ。

人員：141名

## Chapter 11. When I Was Young (part 1)

When I was very young, I loved music better than any other things, and I was always singing some melody of my own, and could play some simple airs.

At first my parents were very proud of me, but after a while my father became troubled and dissatisfied. He did not want me to be a musician, and said, "My boy will know nothing but music, and may become only a wandering singer!" Then, one day he sent every musical instrument out of the house. How I missed them!

I had an aunt who was very kind to me. She saw how I longed for some instrument, and gave me a little spinet, and told me that I might play upon it. It was kept secretly in the attic.

Night after night, I crept out of bed and stole up to the attic to play upon my dear spinet. Its tinkling notes were too faint to be heard in the rooms below.

One night, when I was playing in the attic, my father came up, and threw open the door. He had missed me, and had been looking for me from room to room. He took a lantern, and after him followed my mother and the servants.

Lifting his lantern high up in the air, my father looked at me. In my night clothes, I was sitting by the spinet with both hands upon the keyboard. His eyes were filled with tears, but he said nothing. After this I was sent to the best teachers.

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after a while 「しばらくすると」 nothing but~=only~ miss~ 「~がなくて悲しく思う」 long  
for~ 「~を熱望する」 steal up to~ 「~まで人目を盗んで行く, ~までこっそり行く」 threw  
open~ 「開け放つ」 from room to room 「部屋の中を次から次と」

### Preparatory Home-Work

A. Put one word from this story in each empty place in these sentences:

- a. I loved nothing so much as (        ).
- b. My father was afraid that I would be a (        ) (        ).
- c. I missed every (        ) (        ) I had lost very much.
- d. My (        ) gave me a little spinet.
- e. I kept the spinet secretly in the (        ).

B. Choose the right sentence from (1), the right sentence from (2), etc.

1. a. My father sent all the musical instruments out of the house because he did not like music.
- b. My father sent all the musical instruments out of the house because he did not like them.
- c. My father sent all the musical instruments out of the house because he did not want me to be a musician.

2. a. I went up into the attic every morning.
  - b. I went up into the attic every afternoon.
  - c. I went up into the attic every night.
  3. a. My father came up into the attic because he heard me playing upon the spinet there.
  - b. My father came up into the attic because he missed me.
  - c. My father came up into the attic because he heard some noise there.
  4. a. When I was in the attic, my father came up.
  - b. When I was in the attic, my parents came up.
  - c. When I was in the attic, my parents and the servants came up.
  5. a. When my father saw me playing the spinet, he got angry with me.
  - b. When my father saw me playing the spinet, he was pleased with me.
  - c. When my father saw me playing the spinet. he felt sorry for me.
- C. Find words in this story which mean about the same as:
- (1) hold up (2) have a strong desire (3) melody (4) weak (5) a part of a house directly under a roof.

#### Chapter 12. When I Was Young (part 2)

As my parents were very poor, I was sent to school only two months. Then my mother became my teacher, and taught me how to read and write. She understood the bent of my mind and encouraged me in trying to find out how things are made.

I started work when I was only twelve years old. At one time, I was working in a train. I went through the main and sold apples, peanuts, papers and books.

I printed papers on the train, and sold them to the passengers. This was the only paper published on a train in the world. I worked as a train boy for four years, and had saved two thousand dollars, which I gave to my parents.

One day my chemicals set fire to the train. The conductor was very angry and beat me, and then dismissed me. The blow was so hard that it made me deaf in one ear for life.

I bought a book on electricity. Soon the basement of my house was filled with many old things. I used stovepipe to connect my home with that of my friend, and through this we could talk when we wished.

Once I saved a child who was in danger. His father was a station-master. He was too poor to offer me money as a reward, so he taught me how telegraph. In five months I could operate well and was given a position.

I worked hard, day and night, so that I could learn all I could about electricity. I tried to send two messages over a wire at the same time, Everybody said I was crazy, but it was not long before I showed the people that I could send four messages on a wire at the same time. This was the beginning of my life of invention.

encourage...in~ing 「...が~するのを励ます」 set fire to~ 「~に火事を起こす, ~を燃やす」  
for life 「一生」 connect...with~ 「...を~と結ぶ」 but it was not long before~ 「しかし間もな  
く~であった」

### Preparatory Home-Work

A. Put one word from this story in each empty place in these sentences:

- a. I started to work at the age of (        ).
- b. I sold to the passengers (        ) which I printed on the train.
- c. I became (        ) in one ear.
- d. We could talk through (        ) when we wished.
- e. The station-master offered to (        ) me how to telegraph.

B. Choose the right sentence from (1), the right sentence from (2), etc.

1. a. I did not like to go to school, so my mother taught me how to read and write.  
b. My parents could not send me to school long enough, so my mother taught me how to read and write.  
c. My father did not like me to go to school, so my mother taught me how to read and write.
2. a. I worked as a train boy and saved money to go to school again.  
b. I worked as a train boy and saved money in order to help my parents.  
c. I worked as a train boy, and saved money to buy books on electricity.
3. a. I could not hear with the beaten ear for a while.  
b. I could not hear with the beaten ear for a long time.  
c. I could not hear with the beaten ear while I was alive.
4. a. The child's father offered me a little money as a reward.  
b. The child's father offered me nothing as a reward.  
c. The child's father offered me to do something for me as a reward.
5. a. It took me five months to learn how to telegraph.  
b. It did not take me five months to learn how to telegraph.  
c. It took more than five months to learn how to telegraph.

C. Find words or phrases in this story which mean about the same as:

- (1) discover (2) penniless (3) drive away (4) mad (5) a part of a house  
underground

結果の分析

生徒記入所要時間

15分以下	37名
15分以上40分まで	63名
40分以上60分まで	30名
60分以上	11名

大体40~50分程度が妥当と思われる。

解答率

15問正解者数	35
14 "	38
13 "	30
12 "	29
11 "	4
10 "	2
9次下"	3
15問全解者率	27%

(ハ) 授業教材による実施

是については一般的方法（例えば、outline を言わせるとか、Paragraph ごとにまとめて行くとか）以外に特殊な方法はまだ考えていないし、又実施もしていない。今後、何等かの形式を生み出していきたいと思う。

**2 第2学年における大把握指導**

1. 第2学年の場合は現在英乙（副読本使用）授業に於て既に大意把握問題集を採用しているので、その授業を重点的に行えば十分と思うが、更に付属高校の研究協議会英語部会の研究テーマとしての大意把握について一貫した研究の一過程として授業の最初10分の時間を取って下記問題を5つ与えてその結果を調査すると共に、生徒の大意把握の過程を調べて大意把握に於ける向上を期したのである。先きに述べた如く授業の教材そのものが大意把握に十分かなったものであるので、生徒の大意把握を向上させるには、この10分間のテストを併せて十分ではないかと考えられる。勿論大意把握としてはどれだけ時間をかけても十分とは言えないと思うが、授業進度のこともあり仲々授業の中に組み込んで行うのは困難な実状である。以下順次問題を列挙し、その結果を述べることにする。

1. 次の英文を読み、設問に答えなさい。

I can remember very clearly the afternoon I found the revolver in the brown corner cupboard in the bedroom which I shared with my elder brother. It was the early autumn in 1922. I was seventeen and terribly bored and in love with my sister's governess ... one of those miserable, hopeless, romantic loves of adolescence that set in many minds the idea that love and despair are inextricable and that successful love hardly deserves the name. I never mentioned the discovery to my brother because I had realized the moment I saw the revolver the use I intended to make of it. I don't to this day know why he possessed it; certainly he had no licence, and he was only three years older than myself.

(Graham Greene: The Last Childhood)

〔設問〕 次の英文のうち、上の英文と内容の一致するものには○を、一致しないものには×をつけなさい。

- (1) I had the bedroom entirely to myself.  
 (2) I believed that my brother had got the revolver without formal permission.  
 (3) My brother was twenty-three years old in 1922.  
 (4) Many young people think that is worthy of the name is a love that

ends in despair.

- (5) On seeing the revolver, the idea of how to make use of it occurred to me.

注 : adolescence : 青年期. inextricable : 解決出来ない, もつれる。

2. 最初のテストのため比較的短かい易しい問題とした。大意把握問題は大体形式が一定して来るのは止むを得ないことである。結果は次のようである。

5 題正解のもの	82人	} 155人 (159人 4人欠席)
4 題 "	55人	
3 題 "	16人	
2 題 "	2人	

以上の点から分るよう到大変把握の点でそれほど差異の無いことが分った。

3. 第二回目のテストは問題の長さは一回目と大体同じであるが内容を少し難しくした。その結果は下記の如くである。

1. 次の英文を読み、左記に列挙した短文の中から、原文の趣旨に最も合致するものをえらび、番号に○をつけなさい。

Forgetfulness is a common enough thing in schools, as elsewhere. We are apt to attribute it to weakness of memory, to faintness of the initial impression, and so on. But teachers have noticed before now that there is a certain method in the pupils' forgetting. Cricket matches and school parties and prize-givings are seldom forgotten: home-work frequently is. This is in itself sufficient to suggest that weakness of memory is not a complete explanation. People fall back upon the explanation that memories differ in character, that some people remember one thing, others another. This may be a fact, but it is not an explanation at all. We should collect information as to the kind of things that one person forgets or remembers, and endeavour to relate the phenomena to other facts that we are able to ascertain about the person in question.

- (1) A great many teachers have found out how often cricket matches, school parties and prize-givings are forgotten by pupils.
- (2) People often say, rightly or wrongly, that forgetfulness comes from weakness of memory, faintness of the initial impression, and so on.
- (3) The explanation of men's forgetfulness that memories differ in character is not a satisfactory one.
- (4) The initial impression plays an important part in memory, as everybody knows.
- (5) Cricket matches are never forgotten by pupils, but home-work always is.
- (6) Enough information as to the kind of things one person forgets or remembers has not been collected as yet.
- (7) Weakness of memory can always explain pupils' forgetfulness of the things that are most important to them.

4.	7 題正解のもの	8 人	} 155人 (159人中 4人欠席)
	6 題	23人	
	5 題	39人	
	4 題	43人	
	3 題	28人	
	2 題	10人	
	1 題	3人	
	0 題	1人	

以上の結果から正解者数に差異が認められる。

5. 第三回目は問題文の量は今迄と大体同じであるが、内容を少し難しくし、質問文の形式を変えて出した。以下に結果を述べよう。

1. Tom and John pushed open the door leading into the hall. The place was quieter than a tomb. Tom, leading the way, started quickly up the stairs. When they came up to the fourth floor, William was there on the stairs to meet them. He signed to them to keep quiet and pointed to a lighted doorway, a few yards from the head of the staircase. It was the kitchen. Turning from the direction of the kitchen, William went on ahead to the end of the corridor. He walked on round the corner and out of sight. A second later he stepped back and signalled to them. Then John left Tom and walked on round the corner. He saw William come to a stop at a door. He went on and stopped at the next corner, round which another stretch of empty corridor came into view. Looking back towards the end from which he had approached, John could see Tom in the distance. William, something less than midway between himself and Tom, was working on the lock of the door.

上の文の内容と一致するように、次の空所に、適当な人名または数詞を入れなさい。

- (a) When they came to the foot of the staircase, (            ), followed by (            ), climbed at a brisk pace to the floor where William had been waiting for them.
- (b) When William was working on the lock of the door, (            ) was nearest to the staircase.
- (c) (            ) followed (            ) round the corner at a sign from the latter.
- (d) The number of men who walked along the first stretch of corridor to the end is (            ).
- (e) (            ) alone went to the end of the second stretch of corridor.
- (f) (            ) stretches of corridor are mentioned here.
- (g) After they turned the corner, (            ) was preceded by (            ), but soon went past him.

6.	9 題正解のもの	1 人	}
	8 題	6 人	
	7 題	6 人	

6 題	”	.....12人	} 152人 (159人中 7人欠席)
5 題	”	.....20人	
4 題	”	.....27人	
3 題	”	.....25人	
2 題	”	.....31人	
1 題	”	.....18人	
0 題	”	..... 6人	

以上の結果から10題中2題正解の者の数が一番多く、その次ぎが4題、3題、5題の順である。第三回目故大分慣れたとは思うが、矢張り問題文の内容が複雑で形式が変わると大意把握の困難なことが分るのである。

7. 第四回目は比較的長い文をテストした。時間は10分で難解な単語は無かったが、短時間に意味を把握する点に留意した。その結果を以下に述べることにする。

1. Many countries today spend a great deal of money on attracting visitors to spend their holidays in those countries. Some have natural advantages such as Switzerland with her scenery and her winter sport facilities. Other countries try to develop attractions. Festivals, fairs, exhibitions, conferences, etc., all have their economic function in the attraction of visitors. The festival of Britain, held in 1951, was a venture which illustrates very aptly this “tourist export” factor. Such a festival exhibits the wares and industries of the country and attracts a great number of visitors, some of whom may decide to place large orders. Although tourists appear to spend the currency of their own country by bringing foreign currency into the country, they are buying the services and goods of the country they are visiting; hence to this country they are as an export product, and it is for this reason that tourists are always welcomed and encouraged to come. The more dollars an American converts into pounds, shillings, and pence, the richer Britain becomes, since this money is added to the national income of the country.

次の短文の中から上文の内容と一致する文を五つ選びなさい。

1. The countries without natural advantages hold festivals, fairs, exhibitions, etc. to develop attraction.
2. Such festivals are held only to amuse visitors with music and dancing.
3. Some of the visitors of such festivals or exhibitions may place large orders.
4. Tourists bring the goods of their country to such festivals or fairs and exhibit them for sale.
5. Tourists are as a salesman to the country they are visiting.
6. Dollars brought in by American tourists are added to the national income of Britain.
7. The more dollars are converted into pounds, shillings, pence, the more currency of Britain is reduced.
8. Tourists are regarded as an export product.
9. Some countries acquire foreign currency by tourist trade.

8.	9 題正解のもの	22人	} 152人 (159人中 7人欠席)
	8 題	2人	
	7 題	60人	
	6 題	4人	
	5 題	52人	
	4 題	7人	
	3 題	4人	
	2 題	1人	

以上の結果より分るように、7 題、5 題正解者数が一番多い。大分このような問題に慣れたと思うが、矢張り内容把握（長文）に今一層努力を要する。

9. 今回は比較的短かい文にして、内形容式を第三回目と同じくした。問題文としては第三回目より複雑であり、使用間時は10分で同じである。その結果を次ぎに述べることにする。

1. Aの文の内容と合致するように、Bの各文の空所をうめるため、Cの語句のうちから、もっとも適切なものをえらび、その語句の番号を記入しなさい。ただし同一の語句を何回使用しても良い。

A. Frank, who lives on a farm, has an old car that he drives to school. Jerry and Pat, who live near Frank, ride to school with him. They each pry Frank two dollars a month to help cover the cost of operating the car. Because he has to buy a new battery and because the price of gasoline has gone up, Frank wants Jerry and Pat to pay him fifty cents more a month. They suggested that they should give him twenty-five cents more a month as their share of the increase in the cost of gasoline, but they refused to help pay for the battery.

B. 1. Jerry and Pat \_\_\_\_\_ Frank that they should pay part of the operating expenses, but they \_\_\_\_\_ him about helping pay for the new battery. They are \_\_\_\_\_ his paying for the battery himself.

2. Jerry and Pat are \_\_\_\_\_ pay twenty-five cents more, but they are \_\_\_\_\_ paying the other twenty-five cents.

3. They \_\_\_\_\_ to helping him pay for the battery because they \_\_\_\_\_ that a new battery does not come under normal operating expenses.

4. If you were Frank, would you \_\_\_\_\_ to take Jerry and Pat's twenty-five cents or would you \_\_\_\_\_ on each paying fifty cents more?

C. 1. agree      2. agree with      3. disagree with      4. in favor of  
5. insist      6. object      7. opposed to      8. willing to

10.	9 題正解のもの	6人	} 153人 (159人中 6人欠席)
	8 題	7人	
	7 題	10人	
	6 題	14人	
	5 題	25人	

4 題	〃	.....24人
3 題	〃	.....29人
2 題	〃	.....29人
1 題	〃	.....14人

以上可成り難しいことが分る。

以上5つの問題文のテストを一学期間に行い大意把握の向上に努めた。その結果は徐々にではあるが成果が現れて来たと考えられる。大意把握の向上には、多くの問題文に対し、如何に早く理解するかにあるので、平生多読をする際にこの点に留意する必要があるのではないか。尚おこれは一学期間で終るのではなく将来もつづけて行くつもりである。以上第2学年に於ける授業中に於ける大意把握について指導したことを経過を追って述べた次第である。

### 3 第3学年における大意把握

主な留意点は次の各点である。

(イ) 100ページから150ページ位の英書をえらばせて読ませたのち質問をうける。さらに概略を書かせ読後感を提出させる。

(ロ) リーダでは必ず各課毎に、また、段落毎に内容の要旨を口頭で発表させる。全体をまとめた上で英語で書かせる。これは口頭による場合が多い。

(ハ) リーダーをあくまで中心にして、真の意味での extensive reading の試みとして、昨年同様実施しているのは補助教材の作成である。

各課毎に千語から二千語の教材を用意し、大意を言わせたり、適当な題をつけさせたりの仕事をしている。教材の選定は、リーダーの教材と関連をもつもので、内容的にみて、興味の延長となるものをとりあげた。本年度3学年で使用している読本は旺文社発行の My English Readers for Senior High School Book 3 であるが、その teacher's manual には語法上の説明にとどまらず、内容面での参考資料、解説が出ており、補助教材作成に可成り参考になっている。次に情報源としてよく使用するもの名をあげる。

Encyclopaedia Britannica  
 Oxford Junior Encyclopaedia  
 Oxford Home University Library  
 Harvard Classics

以上の教材の実際の使用方法としては、場合に応じて、宿題として調べて来させることもあり、その場で辞書なしで20分~30分位で読ませることもある。そのあと、設問、大意発表等としめくりをする。この方法によって、生徒としては多量の英文をみても気おくれがなくなるようである。

尚、生徒のえらぶ英書は、多少の出入りはあっても大体次の諸作品が多いようである。

William Somerset Maugham : The Summing Up  
 William Somerset Maugham : Short Stries  
 Bertrand Russell : The Conquest of Happiness  
 George Orwell : Animal Farm  
 William Saroyan : My Name is Aram  
 William Saroyan : The Human Comedy  
 Agatha Christi : Stories

## 結 論

大意把握指導の原則を立て短期間であるが、特に第1学年を中心に5分テストと宿題テストを行って、その結果を分析して来た。勿論、生徒本位、多読になれさせるための実験的試みであって、その結果を理論的にまとめ、結論を引き出す意図は、はじめに述べた如く全くない。唯、現場で実施した教師として結果をふり返って何か反省の材料はないかと考えてみる。

- (1) 5分テストは週一回は少くないように思われる、新入生は、比較的白紙状態でやり易いのであるから少くとも週3回実施すると効果的であるが、材料のせん定、教師の負たんを考える時、仲々、至難である。
- (2) 材料のせん定は考慮した積りではあるが、もう少し段階的にえらぶべきであり、又、生徒の一番難点は単語であるから、単語予告を毎回必ずした方がよいと思われる。
- (3) 音読の面をもっと回数を多く入れるべきであるが、どのような形式がよいか課題として今後研究したい。
- (4) 宿題テストは効果的であったと思うが、100%生徒が自主的にやったとは限らず、他の生徒の答えだけをうつしとると言うことも考えられたが、全般的には、生徒は自分の為と思いまじめにやったようである。唯、同じテキストを意いた為、設問形式が一律化した事はみとめる。いずれにしても、多読、大意把握は、回数多くやることであろう。