

は し が き

Reader's Ark: 20 Treasures of Effective Reading Techniques は日本語訳に頼った英文読解から脱却し、英文そのものを楽しむ力を伸ばすことを目的に編集されています。本書は英文読解の基礎となる力を段階的に伸ばし、さらに、英文を読む楽しさを感じることができるようになるレベルを目指して、次のような特徴もっています。

Point 1

まず、英文を読むためのストラテジーを段階的に伸ばすための構成が大きな特徴です。

テキスト全体の構成は「現時点での英文読解力の診断」からはじまり、「主要な情報を特定する力」「英文の構成を把握する力」「シグナルワードを効果的に使用する力」を学ぶ単元で基本的なストラテジーを伸ばします。その後、「批評読みに挑戦する」「英文の面白さを味わう」などの応用力を伸ばす単元に取り組み、最終的に「到達力の診断」をするなど、自分自身の成長を実感できる構成となっています。また、各単元も1つのストラテジーの説明を受け、Practice in Sentences や Practice in a Short Passage でそれを練習し、Practice in a Long Passage で応用してみるという step by step の構成となっています。

この構成に沿い、十分な練習と応用を体験しながら、最終的には様々なストラテジーを身につけ、自律的な読み手となることができます。

Point 2

2点目の特徴は、英文読解の最も基礎的な力である、語彙力増強のためのトレーニングが各単元に独立したセクションとして含まれていることです。英文を味わいながら読むためには十分な語彙力が必要となります。本書は語彙の学習方法を提示するだけでなく、英文読解中に知らない単語にどのように取り組めばよいかを示し、練習する機会を設けています。

特に、馴染みのない単語があった場合その意味を推測するストラテジーを練習し、知らない単語があっても英文を読み進めることのできる力を伸ばします。このように推測ストラテジーを学ぶことにより、英文中の知らない単語は全て辞書で調べて暗記しなければならないというような概念を取り払い、前後関係や状況、背景知識などを積極的に活用できる読み手を育てることができると考えています。

Point 3

3点目の特徴は、これからみなさんが読む英文の題材です。練習用の短文も、応用編の長文も、これまでどの教材にも使用されなかったことのない興味深いストーリーとなっています。その題材は、Marathon Runner や A Speedy Romance など、世界で話題となっているニュースはもちろん、The Defensive Barrier Sign や Why the Moon Sometimes Looks Bigger のように思わず誰かに話したくなる「雑学」のような題材もあります。また、日本の有名人を題材とした Just Smile with a Foolish Look のように誰かと語り合いたくなるような暖かいストーリーも含まれています。

本書自体は、小さな「小舟」に過ぎません。しかし、みなさんがこの小舟との様々な英文の「航海」を経た後には、どんな長文の荒波にも負けない大きな船が、あなたの手元に残るでしょう。そして最後のページまで読み終えた暁には、本書が、みなさんが英文読解を通してこれまで知らなかった世界を体感する「航海」の道しるべとなることを著者一同、願っています。

Have a good voyage!

卯城祐司 中川知佳子 Mari Le Pavoux

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Unit 4

Understanding Supporting Details to Find Main Ideas

What This Unit Is About

この単元では、メインアイデアをより深く説明したり、補足したりする情報を理解するためのストラテジーを練習します。

- ① 文章構造を理解する。
- ② 主要な情報（メインアイデア）とメインアイデアの説明や補足する情報（supporting details）とを区別する。

Unit 3 で説明したように、1つのパラグラフにはメインアイデアを示す「トピックセンテンス（topic sentence）」と、それを支えたり説明したりする「具体事例（supporting details）」が含まれます（図1、図2）。また、一般的な事柄を述べる「導入（introduction）」が含まれるパラグラフもあります（図3）。

トピックセンテンスを具体事例で説明する。

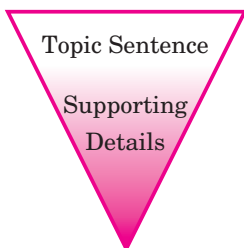


図1

具体的な事例を述べ、トピックセンテンスでまとめる。

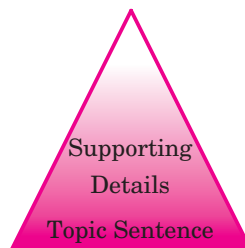


図2

導入から始まり、トピックセンテンスを述べる。

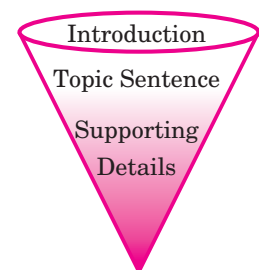


図3

図1のように「パラグラフで何が述べられているか」や「筆者の主張」から始まり、「それを支持する具体的事例」を述べる場合、図2のように「問題となっている具体的事例」を述べてから、「筆者の立場や結論」を述べる場合があります。どちらの場合にもメインアイデアをより深く理解するために、具体事例を理解することが重要です。

以下の「読む手順」に従って英文を読み、Taskを考えてみましょう。

読む手順

- ① タイトルを読み、何が書かれているか予測しましょう。
- ② 各パラグラフのトピックセンテンスを見つけてみましょう。
- ③ 具体事例を挙げるとき、言葉に注目し、どこからが supporting details か判断しましょう。
- ④ 筆者の意見が述べられている文に注目し、線を引いてみましょう。
- ⑤ 筆者の意図や具体的事例に対する態度を考えましょう。

Loose Socks as a Prize? An Introduction to Japan — an English Way —

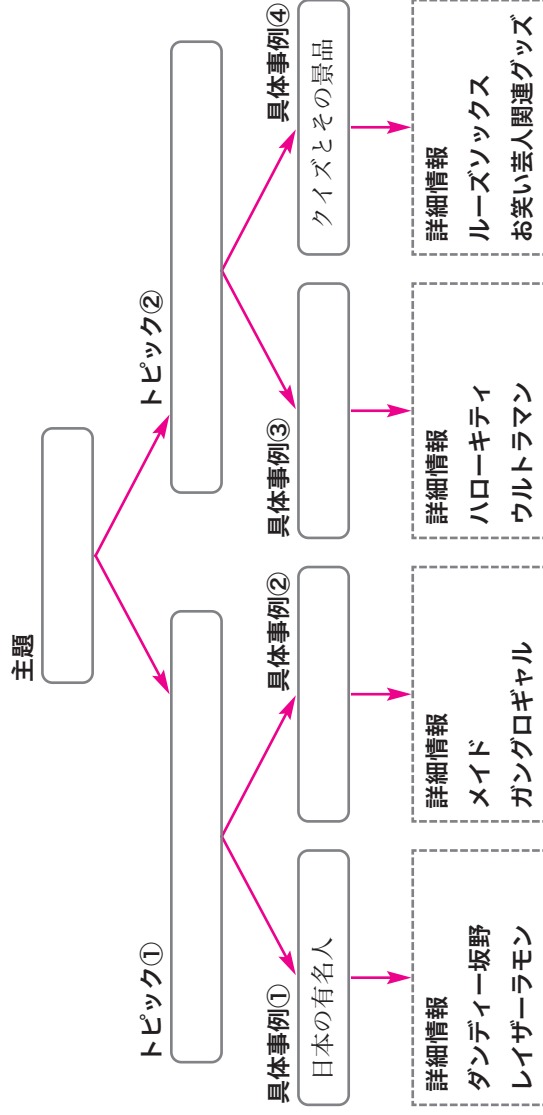
① Cultural items that are uniquely Japanese are attracting attention overseas. Japanese animated cartoons are already very popular abroad, but there are also many things that have come to world attention as a part of Japanese culture. Interestingly, a program introducing Japanese culture, called “Japanorama,” is now being broadcast in England. In this program popular personalities in Japanese show business are shown. For example, comedians like Dandy Sakano and Razor Ramon once appeared in the program. They were both very popular in Japan at one time and also the winners of “buzzwords-of-the-year” contests in the past. In the program, other things that are uniquely Japanese are shown. For instance, explanations were given about the “maid style” and “ganguro style.” It was explained that the “ganguro” were girls whose love of Californian fake tanning and bleached hair have made them symbols of modern Japan.

② Things that are going on in Japan and are difficult for foreigners to understand are also shown. These things include character goods, such as “Ultraman” toys as well as bags and scarves with “Hello Kitty” printed on them. They even show customized trucks with cartoon characters painted on them. The viewers can get these products by visiting the program’s website and answering quizzes. Surprisingly, English people seem to be very pleased with prizes such as loose socks or a keychain with a little figure of a Japanese comedian. Quite interestingly, from a Japanese viewpoint, foreign people who like these eccentric aspects of Japanese culture seem to be a little strange themselves.

Japanorama: <http://www.bbc.co.uk/bbcthree/programmes/japanorama/index.shtml>

Task

1. 以下の表を完成させてみましょう。



第一パラグラフは、introduction, topic sentence, supporting details の順で書かれていることに気付いたでしょうか。第二パラグラフは topic sentence, supporting details の順で書かれていました。それとは別に、筆者の意見が述べられている文がいくつか含まれています。

2 筆者の意見が書かれているのはどの文ですか。どのような語句が使用されているかに注目してみましょう。



Practice in a Long Passage

以下の「読み方」に注意しながら英文を読んでみましょう。

読み方

- ① タイトルを読み、何が書かれているかを予測してみましょう。
- ② 各パラグラフのトピックセンテンスを見つけ、下線を引きましょう。
 - a) 繰り返し使用されている単語に注目し、トピックを捉える。
 - b) パラグラフの最初と最後の文に注目し、どこにトピックセンテンスがあるか考える。
- ③ 筆者の意見が述べられている文にも注目し、どのような語句が使用されているかをもとに筆者の意図や態度を考えましょう。

Superiority



- ① We may think that superiority is an attribute of people who have some exceptional talent or intellect. However, this is not always so because some people in the Western countries still have a feeling of superiority towards the people in the Eastern countries.
- ② One reason for this may be that in both North and South America the indigenous people were thought of as savages by the European invaders and were mercilessly attacked and killed. Those who survived were enslaved and forced to do manual work for their European masters. Later, Negroes in Africa were captured and taken to the U.S.A, where they were sold and treated like domestic animals.
- ③ The other main reason for feeling superior is financial. Before industrialization, wealth was mainly in the hands of the nobility and landowners, who naturally felt superior. However, after the development of industry and mining, factory owners and mine owners became wealthy, and with their acquired wealth, they also felt superior.
- ④ The Europeans of all classes also used to regard the people in the Eastern countries as somehow inferior to themselves. For example, in India, before it became independent from British colonial rule in 1947 it was inevitable that the British felt superior to the Indians although there was no enslavement as had occurred in America.
- ⑤ The British Army first came to India to protect the East Indian Trading Company, which was shipping tea and spices from India to England. At that time India was a country divided into states ruled by rajahs. The British did not depose the rajahs, but instituted a legal system based on that of England. In the 1920s the Army was guarding the workers, who were building roads and a railway in the Northwest, against attacks by Afghanistan insurgents.

⑥ The families of the army officers and non-commissioned officers lived in houses near the army encampments. They received allowances for living overseas, and were therefore rich compared to the Indians. They had servants to do the cooking, the housework and to look after the babies. In the winter, the families lived on the plains, but they spent the summer in the hills to escape the heat. From time to time traveling businessmen came from the other side of the Himalayas to sell furs, silks and carvings.

⑦ One day, some housewives were gathering on the veranda of one of the houses to look at the goods for sale. They had a superior attitude and tried to buy the goods very cheaply. One of the women said to the businessman. "Your prices are too high. You are ripping us off." The businessman calmly replied, "In your country madam, they call it business."

Check Your Understanding

次のそれぞれの質問に対して正しい答えを選びましょう。

1. Why do some people in the Western countries feel superior to the people in the Eastern countries?
 - a. Because the Western people think that they are more intelligent than the Eastern people.
 - b. Because the European invaders treated the indigenous peoples in the Americas and Africa as slaves in the past.
 - c. Because the people in the Western countries were attacking and killing each other in the past.
2. Who came to feel financially superior especially after the development of industry and mining?
 - a. the enslaved manual workers
 - b. the nobility and landowners
 - c. factory owners and mine owners
3. How did the colonists in India differ from those in America and Africa?
 - a. They didn't enslave the colonials.
 - b. They didn't feel superior to the colonials.
 - c. They were more cruel and merciless.
4. How did the businessman react to the superior attitude of the British housewives?
 - a. He responded to them with humor.
 - b. He responded to them with superiority.
 - c. He responded to them with anger.

Train Your Vocabulary Strategy

ここでは“deciding which words are important”（重要語を見極める）を文中で練習します。

Unit 3 で学んだように、重要な単語とは「タイトルに含まれる語」、「繰り返し使われている語」、「様々な形で使われている語」である可能性が高いでしょう。これら3つのポイントを考慮して、重要な単語と、重要ではない単語を見極める練習をしましょう。

Practicing Vocabulary Strategy

下の英文を読み、①から③の指示に従って表に記入しましょう。

When you watch the **credits** after a film or a TV program you often see the word “**cameo**,” meaning a short appearance made in that work by a film **director**, a **playwright**, or a celebrity who has some kind of connection with the producers or the actors. Since they are making a special **appearance**, you would expect them to do it without payment, but in actual fact, they receive appearance fees at a “special price.”

Cameo appearances are not **exclusive** to human actors. They say that “E.T.,” the main character in one of Spielberg’s films, appears in the famous “Star Wars” film as one of the aliens present at the **Senate** Congress in Coruscant, the capital of the Star Wars **Galaxies**. In this case, we can say that it is because of the friendship between the two film directors rather than the friendship between the aliens.

- ① 上の文章に含まれる太字の単語を、重要な単語とそうでない単語に分けてみましょう。
- ② 意味が分かる場合には表に単語の意味を書きましょう。
- ③ 意味が分からない場合であっても重要な単語の場合には、意味を推測して記入しましょう。

	I think this word is important.		I think this word is not important.	
	I know this word. It means:	I do not know this word. It may mean:	I know this word. It means:	I do not know this word, but I skip it.
credit				
cameo				
director				
playwright				✓
appearance				
exclusive				
Senate				
Galaxies				