

同志社女子大入試英語対策講座

2018年10月13日（土） 実施

合格五ヶ条

- ① 暗記型の勉強から演習型の勉強に切り替えよう！
- ② 「なぜその答えになるのか？」という解答の根拠を常に意識しよう！
- ③ 「問題を解いて間違っ覚えて」これをひたすら繰り返そう！
- ④ 分かるところと分からないところを必ず分けて意識しよう！
- ⑤ 自分の無限の可能性を信じよう！

●講師のプロフィール● ベリタス・アカデミー 代表 坂木俊信（さかき・としのぶ）

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京都大学を卒業と同時に、代々木ゼミナール英語講師となる。15年間、代ゼミの教壇で教えた経験の中で黒板を使った授業と週1回しか授業ができない予備校のカリキュラムの限界を痛感。

2002年にハワイで出会った電子ホワイトボードに感動し、2003年に電子ホワイトボードを使ったハイテク塾「ベリタス・アカデミー」を創立。2006年に代ゼミを退職すると同時に塾も閉じ、現在のネット配信専門のベリタス・アカデミーの形態へと進化を遂げる。

電子ホワイトボードと毎日いくつでも視聴できるネット配信との組み合わせにより究極に高い効率の学習体系を確立。1ヶ月で偏差値を10上げたり、マーク模試の点数を約1ヶ月で50点以上あげる生徒を続出させた。現在全国1000以上の学習塾がベリタス・アカデミーの映像教材を採用している。

2010年にはiPhoneやiPad向けの配信も開始し、2011年にはiPhone/iPadアプリ「英文音読マスター」「センター英語・第2問満点」もリリース、いつでもどこでも効率のよい授業が受けられる体制を整えた。また2012年10月には、GENIUS英和辞典で有名な大修館書店とのコラボで「GENIUS動画英単語2200」2013年6月には「動画英文法2700」2015年4月には「GENIUS動画英熟語1000」iOSアプリをリリースした。

そして2015年11月には、赤本で有名な教学社から「センター英語 会話・読解 満点のコツ」を出版した。

<http://veritas.bz>

空欄 (1) ~ (25) に入れるのに、最も適当なものを①~④の中から一つ選びなさい。

Children fluent in two languages learn (1) in noisy classrooms than pupils who speak just one, research suggests.

Bilingual and monolingual pupils at a Cambridge primary school were asked to “identify the bad animal” in a series of recorded statements. When another voice interrupted the statements, the bilingual children (2) best, the study found.

This shows “the importance of learning a second language early,” said co-author Dr. Roberto Filippi. ” The (3) of two languages in early childhood provides a beneficial (4) on mental development,” said Dr. Filippi, senior lecturer in psychology at Anglia Ruskin University.

Some 40 children, aged seven to 10, from the primary school, (5) part in the research. Of these, half spoke (6) English. The others speak English plus another language, (7) Italian, Spanish, Dutch, Armenian, Bengali, Polish, Russian or Portuguese. The mean age of both groups was 8.8 years, and the parents of both groups had been educated to at (8) college degree level, say the researchers.

The children were (9) with images of two animals, one on (10) side of a computer screen, and asked to listen to recorded statements (11) one animal doing “a bad action” to (12). They were asked to identify which animal is doing the bad action. The sentences ranged (13) simple, for example, “The cow is biting the horse,” to more complex: ”It is the horse (14) the cow is biting.”

Three sets of tests were carried (15), starting with the uninterrupted statements. The second set of tests introduced a voice talking about something (16) in English; in the third set the voice spoke in Greek, a language none of the children understood. Both statements and interruptions were (17) by a mix of male and female speakers.

The bilingual children were more accurate in the (18) of interruptions in Greek, with 63% right answers, (19) 51% for the monolingual group. The difference between the groups in the other tests was smaller. The bilingual children also improved (20) they got older, say the researchers.

The researchers suggest this may be (21) to “more years of experience using two languages” and filtering out one when they are using the other. “The finding that the ability to (22) interference improves with age, but only within the bilingual group, is remarkable,” said Dr. Filippi. Primary schools “are remarkably noisy,” he added. “(23), the ability to filter out (24) interference is particularly important.” A small study of pupils at a Cambridge primary school found children who spoke only English were more easily (25) by noise.

- (1) ① a lot ② better ③ easily ④ well
- (2) ① admitted ② avoided ③ discussed ④ coped
- (3) ① acquisition ② characteristic ③ difference ④ interpretation
- (4) ① care ② belief ③ effect ④ offense
- (5) ① takes ② taking ③ to take ④ took
- (6) ① average ② correct ③ only ④ right
- (7) ① concluding ② example ③ including ④ sample
- (8) ① lesser ② last ③ latest ④ least
- (9) ① compared ② concerned ③ distinguished ④ presented
- (10) ① all ② both ③ each ④ neither
- (11) ① describe ② described ③ describing ④ have described
- (12) ① others ② other ③ the others ④ the other
- (13) ① above ② from ③ into ④ within
- (14) ① that ② what ③ when ④ where
- (15) ① away ② out ③ over ④ up

- (16) ① illegal ② irrelevant ③ irresponsible ④ irreversible
- (17) ① delivered ② demanded ③ denied ④ derived
- (18) ① ear ② face ③ mouth ④ nose
- (19) ① as opposed to ② in case of ③ owing to ④ what with
- (20) ① as ② as if ③ even if ④ how
- (21) ① adding ② amounted ③ because ④ due
- (22) ① allow ② learn ③ block ④ reflect
- (23) ① Nevertheless ② Otherwise ③ Still ④ Therefore
- (24) ① sound ② necessary ③ small ④ visual
- (25) ① abstracted ② contracted ③ distracted ④ instructed

1) 解説終了後、講義中に板書したものはPDFにして配布します。なので講師と同じ板書を写す必要はありません。授業に集中して聞いてください。

2) 「なぜ間違ったのか？」を考えながら授業を受けてください。

- ・ 本文や選択肢の中の単語を知らなかった → 意味を書き込む
- ・ 意味を取り違えていた → なぜ取り違えたのかを考える
- ・ なんとなく選んでいた → なぜ何となくしか選べなかったのかを考える

3) 問題には、必ず正解がありますが、それが正解になる「解答の根拠」が必ず本文中に存在します。「問題を解く」とは、その「解答の根拠を探す」作業であると言えます。

流暢な 騒がしい 生徒
¶ 1 Children fluent in two languages learn (1) in noisy classrooms than pupils who speak just one, research suggests.

- (1) ① a lot ② better ③ easily ④ well

二ヶ国語を話す 一ヶ国語しか話さない 小学校
¶ 2 Bilingual and monolingual pupils at a Cambridge primary school were asked to ~を特定する “identify the bad animal” in a series of recorded statements. When another voice 邪魔をする interrupted the statements, the bilingual children (2) best, the study found.

- 一連の 声明、言葉
(2) ① admitted ② avoided ③ discussed ④ coped

共著者
¶ 3 This shows “the importance of learning a second language early,” said co-author Dr. Roberto Filippi. “The (3) of two languages in early childhood provides a 有益な 知能の発達 幼少期 ~を提供する 准教授 心理学 beneficial (4) on mental development,” said Dr. Filippi, senior lecturer in psychology at Anglia Ruskin University.

- 獲得、習得 特徴 解釈
(3) ① acquisition ② characteristic ③ difference ④ interpretation

- 反則、罪
(4) ① care ② belief ③ effect ④ offense

約

¶ 4 Some 40 children, aged seven to 10, from the primary school, (5) part in the research. Of these, half spoke (6) English. The others speak English plus another language, (7) Italian, Spanish, Dutch, ^{アルメニア語} Armenian, ^{ベンガル語} Bengali, Polish, Russian or Portuguese. The mean age of both groups was 8.8 years, and the parents of both groups had been ^{平均の} educated to at (8) college degree level, say the researchers.

(5) ① takes ② taking ③ to take ④ took

(6) ① average ② correct ③ only ④ right

(7) ① ^{～と結論づける} concluding ② example ③ including ④ ^{標本} sample

画像

¶ 5 The children were (9) with images of two animals, one on (10) side of a computer screen, and asked to listen to recorded statements (11) one animal doing “a bad action” to (12). They were asked to identify which animal is doing the bad action. The sentences ranged (13) ^{及んだ} simple, for example, “The ^{乳牛} cow is biting the horse,” to more complex: “It is the horse (14) the cow is biting.”

(9) ① compared ② concerned ③ distinguished ④ presented

(10) ① all ② both ③ each ④ neither

(11) ① describe ② described ③ describing ④ have described

(12) ① others ② other ③ the others ④ the other

(13) ① above ② from ③ into ④ within

(14) ① that ② what ③ when ④ where

¶6 Three sets of tests were carried (15), starting with the uninterrupted statements. The second set of tests introduced a voice talking about something (16) in English; in the third set the voice spoke in Greek, a language none of the children understood. Both statements and interruptions were (17) by a mix of male and female speakers.

- | | | | | |
|--------|-------------|--------------|-----------------|----------------|
| (15) | ① away | ② out | ③ over | ④ up |
| | 不法な | 無関係な | 無責任な | 不可逆な |
| (16) | ① illegal | ② irrelevant | ③ irresponsible | ④ irreversible |
| | 届ける | 要求する | 否定する | 引き出す |
| (17) | ① delivered | ② demanded | ③ denied | ④ derived |

正確な

解釈

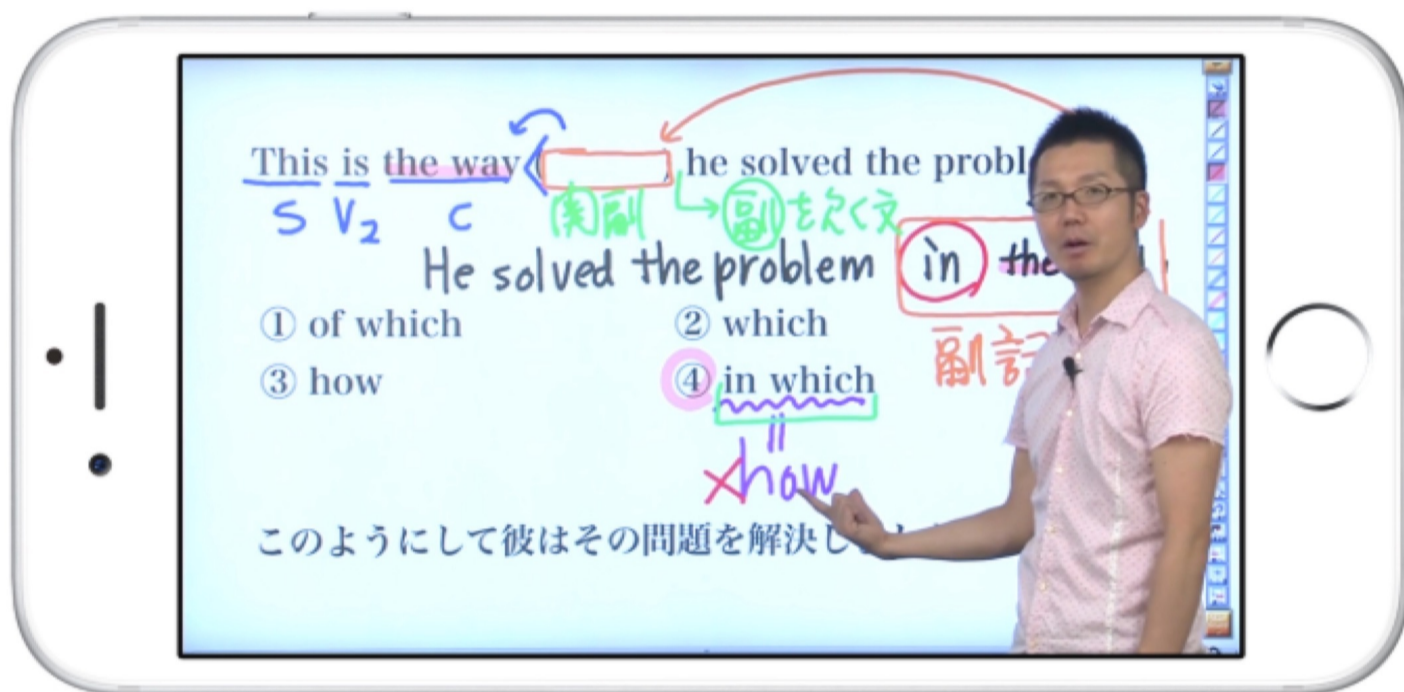
¶7 The bilingual children were more accurate in the (18) of interruptions in Greek, with 63% right answers, (19) 51% for the monolingual group. The difference between the groups in the other tests was smaller. The bilingual children also improved (20) they got older, say the researchers.

- | | | | | |
|--------|-----------------|--------------|------------|-------------|
| (18) | ① ear | ② face | ③ mouth | ④ nose |
| (19) | ① as opposed to | ② in case of | ③ owing to | ④ what with |
| (20) | ① as | ② as if | ③ even if | ④ how |

¶ 8 The researchers suggest this may be (21) to “more years of experience using two languages” and filtering out one when they are using the other. “The finding that the ability to (22) interference improves with age, but only within the bilingual group, is remarkable,” said Dr. Filippi. Primary schools “are remarkably noisy,” he added. “(23), the ability to filter out (24) interference is particularly important.” A small study of pupils at a Cambridge primary school found children who spoke only English were more easily (25) by noise.

- | | | | | |
|--------|----------------|--------------|--------------|--------------|
| (21) | ① adding | ② amounted | ③ because | ④ due |
| | 付け足す | 総計～に達する | | |
| (22) | ① allow | ② learn | ③ block | ④ reflect |
| | | | 遮る | 反射する |
| (23) | ① Nevertheless | ② Otherwise | ③ Still | ④ Therefore |
| | にもかかわらず | さもなければ | それでも | |
| (24) | ① sound | ② necessary | ③ small | ④ visual |
| | | | | 視覚の |
| (25) | ① abstracted | ② contracted | ③ distracted | ④ instructed |
| | 要約する | 契約する | そらす | 教える |

アプリが、ヤバイ。



“坂木先生のお陰で、
死ぬほど苦手だった英語の偏差値が、
36から62にあがりました！”



動画英単語2200



動画英熟語1000



動画英文法2700



センター動画英文法

