

第5日 句と節

◆ 句と節

いくつかの単語がひと固まりとなって一つの単語と等しい働きをすることがある。このようなひと固まりで内部にS V関係を含まないものを「句」と呼び、含むものを「節」と呼ぶ。

He put the book on the desk.

⇒ He put the book there.

※on the desk = there

Did anyone call while I was away?

⇒ Did anyone call then?

※while I was away = then

句や節で一つの副詞に等しいものをそれぞれ副詞句、副詞節と呼ぶ。同様に一つの名詞に等しいものを名詞句、名詞節、一つの形容詞に等しいものを形容詞句、形容詞節と呼ぶ。

◆ 複文

内部に節構造を含む文を複文と呼ぶ。定義上、節中にはS V関係が存在するので、複文とはS V関係を複数含む文（等位接続詞でつながれた、いわゆる重文を除く）と言い換えることもできる。また、節が存在する場合は原則として節を導く語が存在するので、複文とは節を導く語を含む文であると言いかえることもできる。

複文 ⇔ 節の存在 ⇔ 複数のS Vの存在 ⇔ 節を導く語の存在

◆ 節を導く言葉

節を導く言葉は従位接続詞（従属接続詞）、疑問詞、関係詞である。また、これらの語が何節を導くかはある程度決まっている。したがって、まだ学習を行っていない事項もあるが、以下を事前に記憶しておく文構造の分析に役立つ。

	名詞節	形容詞節	副詞節
関係詞	×	○	×
what	○	×	×
ever 型	(○)	×	○
疑問詞	○	×	×
従位接続詞	×	×	○
that,if,whether	○	×	○

E X E R C I S E S

1. 下線部が何句であるか答えなさい。

(1) He went to the museum last Sunday.

(2) The big tree by the pond is very old.

(3) Their sense of humor made them strong people.

(4) An old man walked along the road.

(5) The white building on the hill is a hotel.

(6) The hotel stands on the hill.

2. 次の to 不定詞が何句（何詞用法）であるか答えなさい。

(1) To learn a foreign language is necessary.

(2) The best way of learning English is to live abroad.

(3) Tom came to Japan to study Japanese.

(4) Tom planned to study Japanese.

(5) He laughed to see the sight.

(6) To master English you must work hard.

(7) To master English is not so easy.

(8) Will you give me something to drink?

(9) That problem must be a difficult one to solve.

3. 次の各文の節を < > で囲み、それが何節であるか答えなさい。

(1) As knowledge increased, man acquired greater control over nature.

(2) Whether mankind will survive a nuclear war is doubtful.

(3) When she arrived there, she saw that there was not a moment to lose.

4. 次の各文の () の中から適切な語(句)を選びなさい。

(1) I won't go on a picnic (with, if, because) it rains tomorrow.

(2) He visited me (during, in, while) I was absent.

(3) I cannot understand you (except, without, unless) you speak more clearly.

(4) (Though, In spite of, Because) his failure, he is still hopeful.

(5) I like him all the better (because, but, for) his shyness.

(6) I insist (on, that, because) her innocence.

(7) He works hard (so that, in order to, so as to) he may earn his living.

(8) He behaved himself (like, as if, for) he were a grown-up man.

ヒント:

1 (2) pond : ④「池」 (5) hill : ④「丘」

2 (1) necessary : ④「必要な」

3 (1) as : ④「～するにつれて」 acquire : ～を獲得する

(2) whether : ④「～かどうか」 ④「～であろうとなかろうと」 mankind : ④「人類」

(3) moment : ④「わずかな時間」

4 (3) except : ④「～を除いては」 unless : ④「～しない限り」

(4) Though : ④「～だけれども」 In spite of ~ : ④「～にも関わらず」

(5) but : ④「～以外は」 for : ④「～のために」

(7) so that : ④「～するように」 in order to : 不定詞「～するために」 so as to : 不定詞「～するために」

(8) behave oneself : 「行儀良くふるまう」 like : ④「～のように」 as if : ④「まるで～ように」

1 0 . 文型に注意して、次の英文を日本文になおしなさい。

(1) We arrived at the hotel after sunset. _____

(2) All the club members were present. _____

(3) I met your father on my way to school. _____

1 1 . 次の日本文を英文になおしなさい。

(1) 一人の少年が私に駅へ行く道を教えてくれた。

(2) 私の父は 50 歳だが、若く見える。

(3) 昨夜、私はその本を読み、それがやさしいことがわかった。

1 2 . 次の各文において、文の要素となる語(句)に下線を引いて S, V, O, C を示し、何文型か答えなさい。

(1) Our train leaves at eight thirty. [第 文型]

(2) We have breakfast at seven. [第 文型]

(3) This orange tastes sour. [第 文型]

(4) I heard the news from Tom. [第 文型]

(5) He remained sick all day long. [第 文型]

(6) He gave her a nice present. [第 文型]

(7) Our school begins at eight thirty. [第 文型]

(8) After the party we felt tired. [第 文型]

(9) We have two television sets. [第 文型]

(10) Mother bought me a new bicycle. [第 文型]

(11) People call him Dave. [第 文型]

(12) The story was very interesting. [第 文型]

(13) You will find the book very interesting. [第 文型]

(14) Ms. Green teaches us music. [第 文型]

(15) My father painted the box red. [第 文型]

1 3. 次の各文の文型を示し、動詞の意味の違いに注意して和訳しなさい。

(1) I found the room key easily. [第 文型] 【和訳】_____

I found the house empty. [第 文型] 【和訳】_____

I found the old man a good seat. [第 文型] 【和訳】_____

(2) Anne keeps a diary. [第 文型] 【和訳】_____

Roy kept silent for some time. [第 文型] 【和訳】_____

You must keep your room warm. [第 文型] 【和訳】_____

(3) He left the door open. [第 文型] 【和訳】_____

He left for the U.S.A. yesterday. [第 文型] 【和訳】_____

He left me his trunk at the station. [第 文型] 【和訳】_____

He left the umbrella in the bus. [第 文型] 【和訳】_____

1 4. []内の単語を並べかえて、指定された文型の英文を作りなさい。

(1) [rooms / are / fifty / in the hotel / there]. (第1文型)

(2) [went / the milk / bad / on the table]. (第2文型)

(3) [of / he / a favor / asked / me]. (第3文型)

(4) [her daughter / bought / she / a doll]. (第4文型)

(5) [call / you / this animal / do / in English / what]? (第5文型)

1 5. 次の日本文を指定された文型の英文に直しなさい。

(1) その少年は走るのが速い。(第1文型) (第2文型)

(2) 鈴木先生は私たちに英語を教えている。(第3文型) (第4文型)

(3) 彼女たちはナンシー(Nancy)を自分たちのチームのキャプテンに選んだ。(第5文型)

長文読解問題

1. 次の英文を読んで、あとの問いに答えなさい。

The Internet is a worldwide network of computers. It ①(become) popular in *the 1990s. Now, (あ) we live in the Internet age.

(い) The Internet is very useful. You can get information from libraries (a) the world, *shop at famous stores in Paris, or read today's **New York Times*. You can do ②all these things in your room.

You can set up your own space on the Internet. (う) We call it a home page. It is open (b) anyone in the world. Write your message on your home page. Soon, you can get answers (c) e-mail from people (a) the world.

The Internet is also useful *in an emergency. When a flood or an earthquake happens somewhere in the world, we can learn about the victim's needs quickly on the Internet. Then, (え) we can send them food and medicine more quickly than before.

③Doctors use the Internet a lot. They exchange information and find a cure for difficult diseases.

*the 1990s 1990年代

*shop (動詞) 買い物をする

**New York Times* アメリカの代表的な日刊紙

*in an emergency 緊急時に

問1 ①の語を適切な形に直しなさい。()

問2 下線部(あ)～(え)の文はそれぞれ何文型か答えなさい。

(あ)第()文型 (い)第()文型 (う)第()文型 (え)第()文型

問3 空所(a)～(c)に入れるべき最も適当な語を、【 】内から1つずつ選びなさい。

【 to / by / around 】

(a) () (b) () (c) ()

問4 下線部②の内容を日本語で答えなさい。

問5 下線部③の人々はどのように the Internet を使用していますか、日本語で説明しなさい。

長文演習（灘高校 2021 より）

Psychology professor Carol Dweck says this is an exciting time for our brains because these days there is an increasing amount of research into *intelligence. (1)Her own studies on the way our brains work have important meanings for students' attitudes toward education.

According to Dweck, what students believe about their brains *affects their *motivation, and this, in turn, *influences their *academic achievement. Some students think that intelligence is something that's *fixed and permanent. Others, however, see it as something that can grow and change. (2)These different beliefs create different attitudes. On the one hand, you might be afraid of challenges and *devastated by *setbacks, while on the other hand, you might enjoy challenges and be *resilient in the face of setbacks.

If people believe that intelligence is fixed, they think that they possess only a certain amount of it. Dweck calls this belief a fixed mindset. She has shown that a fixed mindset makes challenges *threatening for people because they believe that their ability may not be up to the task they are trying to accomplish. Furthermore, (3)it makes errors and failures demoralizing, because people with this mindset believe that the mistakes they make *indicate a low level of intelligence.

There is another more positive attitude which is to regard intelligence as something that can be *cultivated through effort and education. Dweck calls this a growth mindset. Naturally, everyone has different abilities, and not everyone can be as smart as Einstein, but everyone can improve their abilities. And, as Dweck points out, (4)Einstein didn't become Einstein until he put in years of focused hard work. As a result, *confronting challenges, profiting from mistakes, and persevering in the face of setbacks help people to become smarter.

Dweck's work shows that if students believe that their intelligence can improve, they begin to love learning. A growth mindset makes students believe in the power of hard work. We all face setbacks in our lives, but it is preferable to react to them in a constructive, determined way.

intelligence : 知能	attitude : 態度, 考え方	affect : 影響する	motivation : やる気, モチベーション
influence : 影響する	academic achievement : 学業成績	fixed : 固定された	
devastated : 打ちのめされて	setback : 挫折	resilient : 回復力のある	threatening : 恐ろしい
demoralizing : やる気をそぐ	indicate : 示す	cultivate : 育てる, 養う	confront : 向き合う

1. 下線部(1)を日本語に直せ。

2. 下線部(2)の「違い」とはどのようなものか、本文に即して日本語で答えよ。

3. 下線部(3)の内容を、本文中から英語で抜き出して答えよ。

4. 下線部(4)を日本語に直せ。

5. Dweck は、学生が学習を好きになる方法は何だと述べているか、日本語で説明せよ。