

## は し が き

「いかに表現するか」こそ、「ヤーサンゼミ」の真髓だ！

京都大学の二次試験の英語が終わった日、現役A君曰く、「今年の読解簡単やった！時間も余ったし、合格まちがいなしや！」一方、同じ大学を受験したB君、「単語・熟語はほとんどわかったし、英文の内容も読解出来たのですが、『いかに表現するか』苦心しました…。」いうまでもなく、A君は「サクラチル」、B君が「サクラマンカイ」の結果となった。諸君がこの現実から学ぶことは、(極言すれば)英文の内容がほぼ完全に「読解」出来ても、(早・慶、関学・同志社は合格出来るが)東大・京大、東外大・大外大等、一流国立大学は「落ちる」という厳然たる事実なのです。

A君とB君の「差」はどこにあったのか？ それは、まさに諸君達共通の盲点、(高校の先生では指摘してくれない)弱点である、「表現力の幼稚さ」にあったのです。「単語・熟語力の up」、「読解力の up」までで「事足れり」とする講義では、「東進」へ来た甲斐がないではないか。「表現力をタタキをあげる」を最終目標にすえ、「ひと味ちがった読解」を実践する。

it passes from the sphere of ordinary expediency into..., ...the woman who looks little a girl....., French parents would tell their children not to be a good boy but to be a wise boy. 或いは「喜怒哀楽の機微にふれ…」とか、「人情が濃く、至るところに漂っていた」等、一例にすぎないが、すべて「いかに表現するか」が問われている。「差」をつける「豊かな表現力の涵養」を最終目標にすえた、「やなぎ沢ゼミ」を受講してもらう以外に方法はない。(小生が推敲を重ねた「全訳解答集」を購入してくれてもよいが、諸君の「読解力」「表現力」を鍛えるには、そこへ至る trial and error の process が必須なのである。)

「出来たはずなのに…」「なぜ落ちたか、わからない…」と自信喪失の諸君、更に読解力を brush-up したい諸君、きっと「そうだったのか!」「これやったんか!」と目が輝く日が早期に来ることを確信している。

おわりに…英語は手段でしかない。しかし今や、凡ての学問、芸術、職業に必須であり、その普遍化、国際化の「鍵」を握っている。世界はやっと変わり始めた。今こ

そ「Economic animal」の『Japanese Wall』を突き崩し、真の国際人として世界に翔こう！ 君の夢を実現するために、英語教育25年の「プロ」が、全力を投球する！ 計算し尽くされた「curriculum」で「大逆転」の実力を保障する！ 「東進」とは、全面的人間開化の空間でもあると思う。Meet the challenge! Make the change!

葡萄熟す 1990年 やなぎ沢英一

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Lesson 1

【1】

The history of the human race is a wonderful story of progress. <sup>(1)</sup> Archaeologists tell us that for thousands of years men made the same flint tools ( a ) striking stones together, took shelter in caves, and tied a skin around themselves ( b ) warmth. Only a few families could live near one another, for each grown man had to stalk wild animals to get food for his women and children. He could only accept nature's supplies as he found them ; he knew no way to increase them. It was thousands of years later that his <sup>(A)</sup> descendants discovered that plants could be sown and tended and harvested or that animals could be <sup>(2)</sup> domesticated.

10 The human race is unique ( c ) all animal species because of the progress it has made ( d ) that day to this. Man alone has constantly enriched his way of life by invention and by complex learning. The <sup>(3)</sup> fabulous growth of culture is his great achievement, and no other mammal has made this kind of <sup>(4)</sup> progress. When we examine the growth of culture in human history, 15 we are examining the basis for man's pre-eminence. Members of the human race have a right ( e ) just one great boast : that they have an endless capacity to invent and learn. They can learn not merely as other mammals do, from imitation and from <sup>(5)</sup> individual experience, but from experience passed down to a present generation from thousands of forebears now dead 20 and gone.

1. 次の(1)~(5)の文の中から、その内容が本文の趣旨に合うものを2つ選べ。

(1) 人類が地球上に現われた当初から穀物の栽培は行われていた。

(2) 人類はごく初期の時代から家族形態をとり大きな集落を形成し、成人男子は狩猟に従事した。



- (3) 人類が自然の恵みをそのまま受けとっていた時代からそれを増やす方法を知るまでには、何千年もの歳月を要した。
- (4) 人間以外の哺乳（ほ）乳動物は、模倣とそれぞれの経験によってしか、生活の知恵を身につけられない。
- (5) 文化の発達には、発明と学習の限りない能力と、それによる自然の征服が必要である。
2. 文中の空所 a ~ e に、次の (ア) ~ (コ) の前置詞の中からもっとも適当な記号を書け。ただし同じ語は 2 度使わないこと。
- (ア) from            (イ) among            (ウ) at            (エ) between  
 (オ) to            (カ) by            (キ) on            (ク) through  
 (ケ) for            (コ) with
3. 文中の関係代名詞が省略された箇所がある。それはどの語とどの語のあいだか。前後の単語を書け。
4. 文中で名詞を修飾している過去分詞を 3 つ書け。
5. 下線部(A)の descendants の反意語は何か。文中の英語で答えよ。
6. 文中の下線部 (1) ~ (5) の単語を読むとき、どの音節にもっとも強いアクセントをおくか。その番号を書け。
- (1) ar - chae - ol - o - gist            (2) do - mes - ti - cate            (3) fab - u - lous  
     1    2    3    4    5                      1    2    3    4                      1    2    3
- (4) pro - gress                            (5) in - di - vid - u - al  
     1    2                                      1    2    3    4    5

【 2 】

‘To be a negro in America is to hope against hope.’ wrote Martin Luther King in the last year of his life. The advance of the black man in the United States, from the position of slave to <sup>(1)</sup> that of proud and equal citizen, is slow. The black man’s hopes have often ended in despair.

5 ‘Of the good things in life he has about one-half those of whites ; <sup>(2)</sup> of the bad he has twice those of whites.’ wrote Dr. King. Half of all black people lived in poor houses. They received about half as much pay as whites. They had twice as many of their people out of work and twice as many babies dead for lack of proper care. Allowing for their numbers, twice as many black  
10 men as white fought in the war in Vietnam, and twice as many died in that war. Most black people still did work that was unpleasant and poorly paid.

<sup>(3)</sup> It was the only work they could get.

This was Dr. King’s description of their position after ten years of steady progress. <sup>(4)</sup> And he had done more than any other single man to make that  
15 progress possible. He was not only one of America’s great negroes. He was one of <sup>(5)</sup> her very great men.

1. that の内容を文中の英語で示せ。
2. 下線部を和訳せよ (he を具体的に訳出すること)。
3. It の内容を日本語で述べよ。
4. 下線部を和訳せよ。
5. her を他の英語で書きかえよ。

## Lesson 2

### 【1】

You can make computers that are almost human. In some respects they are superhuman ; they can beat most of us at chess, memorize whole telephone books at a glance, compose music of a certain kind and write difficult poetry, diagnose heart diseases, send personal invitations to big parties, even go temporarily crazy. No one has yet programmed a computer to be of two minds about a hard problem, or to burst out laughing, but <sup>(A)</sup> that may come. Sooner or later, there will be real human machinery, great whirring, clicking cabinets intelligent enough to read magazines and vote, and able to think much better and faster than the rest of us.

10 Well, maybe, but not for a while anyway. Before we begin protecting ourselves from these amazing machines, lest we vanish like the whales, here is a thought to relax with.

Even when technology succeeds in manufacturing a machine as big as Texas to do everything we recognize as human, it will still be, at best, a single individual. <sup>(B)</sup> This amounts to nothing, practically speaking. To be equal to what we human beings can do, there would have to be 3 billion of them with more coming along the assembly line all the time. And even so, they would all have to be connected together, in a delicate and complicated way, as we are, communicating with each other, talking always, listening. If they weren't interacting with each other in this way, all their waking hours, they wouldn't be anything like human, after all. I think <sup>(C)</sup> we're safe, for a long time ahead.

(注) diagnose = (病気・症状を) 診断する

whirring, clicking cabinets = ぶんぶん、かちかち音のするコンピューター

assembly line = (工場の) 組立てライン

1. 下線部 (A) の that は何を表わしているか、50 字以内の日本語で説明せよ。
2. 下線部 (B) を和訳せよ。文中の This を具体的に示すこと。
3. 筆者は下線部 (C) で結論として we're safe と述べている。何故に safe なのか、70 字以内の日本語で説明せよ。



【2】

The newspaper has discovered that most people most of the time are interested in some form of catastrophe : a plane crash, a railroad wreck, a murder, a flood, a scandal, a fight of some sort. <sup>(1)</sup> It is an old story that the planes that fly safely, the trains that reach their destination, the individuals who  
5 live together without murdering each other, the rivers that flow between their banks, and the men and nations that transact their affairs and resolve their differences without fighting are not news. Not one of these would pull a man out of his own present concerns as he passed a newsstand. <sup>(2)</sup> Not one of them would make him prop up his paper at the breakfast table and become absorbed  
10 in reading, to the neglect of his family. To capture the breakfaster, some unusual "happening" must be reported. To keep him turning page after page, one column of unusual "happenings" must follow <sup>(3)</sup> another. In order to induce that same breakfaster to buy a second paper in the afternoon or evening — or, if possible, even a third — headlines must again shrill the unusual and  
15 the catastrophic.

News, in short, must be as different as possible from the average daily routine ; for <sup>(4)</sup> otherwise <sup>(5)</sup> it will not pull the mind of man out of that routine.

1. 下線部(1)の It は何か。それに相当する部分を文中より選び、初めと終わりの語を記せ。
2. 下線部(2)を和訳せよ。
3. 下線部(3)の another のあとに、ある語を補うとすれば何か。文中の英語で記せ。
4. 下線部(5)の it は何か。文中の英語で記せ。
5. 下線部(4)の otherwise はどのようなことを表わしているか。日本語 30 字以内で説明せよ。

### Lesson 3

【1】次の英文を読んで、下記の設問に答えなさい。

Today we hear and read much about the need for the Japanese to be more  
(1) internationally-minded. This would seem to be (2) mainly the result of Japan's  
new status as a leading world economic power whose GNP per-capita should  
surpass that of the U. S. by the year 2000. But what (3) exactly does it mean  
5 to be internationally-minded? It is often thought that foreign travel and the  
ability to speak one or more foreign languages are the chief (4) criteria for an  
internationally-minded person. Such, however, is not (5) the case.

Being internationally-minded is, I believe, (6) first and foremost a state of  
mind — a ( 7 ) attitude toward foreign people and cultures. It is (8) seeing  
10 foreigners, for lack of a better word, as human beings who share the same  
basic emotions of love, happiness, and sadness. Differences of dress, skin  
color, customs, and language are not categorized and given points on some  
imaginary scale. (9) They are accepted for ( 10 ) they are : unique differences.  
An internationally-minded person feels comfortable when faced with such  
15 differences. He sees cultural (11) diversity as an enrichment to his life.

(12) Equally important, he is curious, curious to learn from those who are  
different from him. He is open-minded and makes an effort to be (13) friendly  
to all people, ( 14 ) race, creed, and color. If his friendliness is (15) rebuffed,  
he will of course withdraw ; but he will not let one bad experience lead him  
20 to generalize about an entire people or race.

(16) He knows better than to believe that all Americans are hospitable, that all  
Englishmen are gentlemen, or that all Japanese are polite. He (17) [dʒɪˈdʒɪz]  
people, then, on an individual basis. In short, he is a humanist.

(注) per-capita = for each person

- (1) 下線部(1)(2)(3)(13)はいずれも -ly の語尾をもつ語ですが、その他の三つと用法の異なるものが一つあります。その番号をマークしなさい。
- (2) 下線部(4)(6)(11)(15)の意味に最も近いものを一つずつ選び、その符号をマークしなさい。
- (4) (ア) tests            (イ) levels            (ウ) laws            (エ) modes
- (6) (ア) first and last            (イ) at first  
       (ウ) for the first time            (エ) first of all
- (11) (ア) division        (イ) gap            (ウ) variety        (エ) disagreement
- (15) (ア) exchanged    (イ) repulsed        (ウ) desired        (エ) offered
- (3) 下線部(5)と同じ意味で case が用いられている文を一つ選び、その符号をマークしなさい。
- (ア) Another case of cholera broke out.  
 (イ) This is a case between ourselves.  
 (ウ) It is always the case with him.  
 (エ) The case of the missing man remains unsolved
- (4) 空所(7)(10)(14)に入れるのに最も適当なものを一つずつ選び、その符号をマークしなさい。
- (7) (ア) positive        (イ) dogmatic        (ウ) defensive        (エ) exclusive
- (10) (ア) what            (イ) how            (ウ) as            (エ) that
- (14) (ア) owing to            (イ) for the sake of  
       (ウ) regardless of            (エ) if it were not for
- (5) 下線部(8)と同じ用法で下線部の -ing 形が用いられている文を一つ選び、その符号をマークしなさい。
- (ア) The noise is disturbing to evreyone.  
 (イ) It's getting near tea-time.  
 (ウ) Seeing is believing  
 (エ) How is it going with you?
- (6) 下線部(9)は何をさしますか。最も適当なものを一つ選び、その符号をマーク



しなさい。

(ア) foreigners (イ) differences (ウ) customs (エ) points

(7) 下線部 (12) の Equality の前に補うのに最も適当なものを一つ選び、その符号をマークしなさい。

(ア) Though it is (イ) What is

(ウ) As he is (エ) Being

(8) 下線部 (16) を日本文になおしなさい。

(9) 下線部 (17) のつづりを書きなさい。

(10) 本文の内容と合致するものを一つ選び、その符号をマークしなさい。

(ア) 心の広い国際人といえども、自分の好意が外国人に受け入れられない場合は、黙って引きさがりはしない。

(イ) 海外旅行の経験や、数か国語を話せる能力は、国際人になるための不可欠の条件である。

(ウ) 国際人は、外国で自国のものと違うものに出会っても、人生を豊かにしてくれるものとして、その相違点をむしろ歓迎する。

(エ) 国際人がヒューマニストであるといわれるのは、自分の個人としての体験を普遍化して、外国人の長所のみを強調してほめるからである。

(11) 最も強いアクセントが第二音節にある語を三つ選び、その符号をマークしなさい。

(ア) e - co - nom - ic (イ) sur - pass (ウ) at - ti - tude

(エ) im - ag - i - nar - y (オ) cul - tur - al (カ) ex - pe - ri - ence

(キ) gen - er - al - ize (ク) hos - pi - ta - ble

(ケ) in - di - vid - u - al



Lesson 4

【1】 つぎの英文の下線部(1)、(2)、(3)を和訳しなさい。

Many beautiful areas in many parts of the Southwest are far less accessible and far less frequented than Grand Canyon. <sup>(1)</sup> Some of them I have visited again and again during the course of twenty years but never without seeing some evidence of human activity which had diminished or destroyed things I  
5 had come to enjoy. Something precious had disappeared because it could not coexist with energetic exploitation.

“Oh, well.” I have sometimes said to myself, “most of it will probably outlast my time.” But I have never been completely comforted by the thought.

<sup>(2)</sup> All concern for posterity aside, I do not like to think that something I  
10 have loved may cease to be, even when I am no longer here to take my joy of it.

Perhaps no radical and permanent solution of the problem is possible. The world grows more crowded year by year and at an ever increasing rate. Men push farther and farther in their search for “resources” to be exploited,  
15 even for more mere space to occupy. Increasingly they tend to think of the terrestrial globe as *their* earth. <sup>(3)</sup> They never doubt their right to deal with it as they think fit — and what they think fit usually involves the destruction of what nature has thought fit during many millions of years.

(注) exploit (v.) = use or develop natural resources

outlast (v.) = last longer than

【2】 次の英文を読んで1、2の問いに答えなさい。

Nine out of 10 American parents give their children regular allowances, and most of them expect the kids to earn their <sup>(1)</sup> pay, Working Woman magazine reported last week.

A <sup>(2)</sup> survey of 961 households around the country showed that 5 - year - olds were given an average of \$ 1. 40 (¥225) a week and 16 - year - olds \$ 8. 13 (¥1, 295) .

In many cases, poorer families give their children more, the report said. It said 70 percent of the parents surveyed expect the kids to work for their money by doing household, <sup>(3)</sup> chores, <sup>(4)</sup> behaving well or getting good <sup>(5)</sup> grades in school.

Most children start getting an allowance when they are about 6 1/2, and more than 75 percent receive one by the time they are 8, the survey indicated.

According to the <sup>(6)</sup> poll, boys start off in the early years getting larger allowances than girls. By age 12, girls' allowances are larger, and they maintain their <sup>(7)</sup> lead over boys throughout the teen years.

"Family income has surprisingly little <sup>(8)</sup> bearing on who gets what", the report said. "There are only small differences among children's weekly allowances no matter what the parents earn".

"However, before age 9, when the more affluent take and keep a small lead, it is the lower and middle - income parents who give their children the biggest allowances", the magazine said.

The study said 74 percent of the kids preferred to spend their money on toys, 43 percent chose food the <sup>(9)</sup> rest preferred various forms of entertainment, clothes, jewelry and <sup>(10)</sup> school supplies.

Fifteen percent listed savings as a priority, and only 4 percent preferred candy.

1. (1)~(10) の下線部にもっとも適当と思われる日本語の訳語を1つ書きなさい。
2. 本文の内容に関して、次の(イ)~(ヌ)の質問に5語以内の英語(数字も含む)で答えなさい。

(イ) What percentage of American children are regularly provided with pocket money by the age of eight?

- (□) The American parents whose incomes are less than the average give their children bigger allowances before they are nine than after they are nine. Is this statement right or wrong ?
- (∨) How much on the average are the American children of five allowed weekly for their pocket money ?
- (=) What percentage of American children like to put their pocket money to a bank ?
- (※) What percentage of American parents regularly give their children some money for their own use ?
- (∩) At about what age do most American children begin to get an allowance from their parents ?
- (⊃) The wealthier parents in America give their children a little higher allowances than the poor, when they are just nine years old. Is this statement right or wrong ?
- (≠) Which get larger allowances, teenage boys or teenage girls ?
- (∪) What percentage of American children choose to buy toys with their pocket money ?
- (⊗) Rich parents in America, in general, give the bigger allowances to their children than the poor. Is this statement right or wrong ?



Lesson 5

【1】

Here is a sad story. Once upon a time, in the City of New York a beautiful baby boy was born into this world, and the joyful parents named him Winston.

No sooner had the mother returned home from the hospital carrying Winston in her arms than she said to her husband, "Darling, now you must take me  
5 out to a most marvellous restaurant for dinner so that we can celebrate the arrival of our son and heir."

So that evening they both dressed themselves up in fancy clothes, and leaving little Winston in the care of a trained infant's nurse, they went out to the finest and most expensive restaurant in town. And after that, they went on  
10 to a nightclub.

They arrived back at their house at midnight and the husband paid off the taxi driver and then began <sup>(a)</sup> feeling in his pockets for the key to the front door. After a while, he announced that he must have left it in the pocket of his other suit, and he suggested they ring the bell and get the nurse to come  
15 down and let them in.

He rang the bell. They waited. Nothing happened. He rang it again, long and loud, but there was still no response. The wife began to feel anxious.

"You are not to worry." the husband said. <sup>(A)</sup> "I'll get you in if that's  
20 what you want." He bent down and <sup>(b)</sup> undid the lace of one of his shoes, and took it off. Then, holding it by the toe, flung it hard and straight through the dining - room window on the first floor. He stepped forward and very carefully put a hand through the hole in the glass and released the catch. Then he raised the window.

"I shall lift you in first, little mother." he said, and he took his wife around  
25 the waist, lifted her off the ground and began putting her gently through the



open window into the dining-room.

At this point, a police patrol car came nosing silently along the street towards them.

'Hands up!' the policemen shouted. 'Hands up!' But it was impossible for  
30 the husband to obey this order without <sup>(c)</sup> letting go of his wife, and <sup>(B)</sup> had  
he done this she would either have fallen to the ground or would have been  
left hanging half in and half out of the house; so he continued bravely to push  
her upward and inward through the window. In those days New York City  
was full of armed robbers, and many policemen had been killed by them. So  
35 the policemen opened fire immediately.

Thus, when he was no more than twelve days old, little Winston became an orphan.

1. 次の問いに英語で答えよ。

(1) Who looked after Winston while his parents were out?

(2) What did the husband use to break the window?

2. 下線部(B)をifではじまる節に書き換えよ。その際、thisが何をさすか本文中の英語で示せ。

3. 本文の内容に合致するように、次の空欄に最も適切なものを選べ。

Winston's mother left hospital ( ) days after he was born.

イ. 7      ロ. 10      ハ. 12      ニ. 14

4. 下線部(a)、(b)、(c)の意味に最も近いものを選べ。

(a) feeling {  
イ. putting  
ロ. getting emotional  
ハ. burying  
ニ. searching with a hand

(b) undid {  
イ. loosened  
ロ. knit up  
ハ. pulled out  
ニ. did not do

(c) letting go of { 1. separating  
□. releasing  
ハ. holding  
ニ. throwing

# ヤーサンの『ギリギリ大作戦』 series

## その1……『出る熟語 100 選』

### 【頻度Aの熟語】

- According to the Bible, God made the world in six days.
- He speaks as **though** he were (or was) thoroughly frightened.
- The train was delayed two hours **because of** a work-to-rule struggle.
- Thoughts are expressed **by means of** words.
- He **is concerned with** the affair.
- Teachers should **deal fairly with** pupils.
- The accident **was due to** his driving under the influence of the liquor.
- She won't leave the television set, **even if** her husband is waiting for his supper.
- Far from** reading the letter, she didn't so much as open it.
- She has been playing all afternoon **instead of** going on with her work.
- We **are looking forward to** seeing you one of these days.
- We **regard** the present world situation as very serious.
- Homes **tend to** use more and more electric appliances.
- This is the place where the Savior, **that is**, Christ was born.

聖書によれば、神は6日間で世界を創造した。

彼はすっかりおびえているかのような話しぶりだ。(=as if~)

列車は順法闘争のため2時間遅れた。(=on account of~)

思想はことばによって表現される。

彼はその事件に関係している。

先生は生徒を公平に扱うべきである。

その事故は彼の酔っぱらい運転によるものであった。

たとえ夫が夕食を待っていても、彼女は決してテレビから離れない。

彼女はその手紙を読むどころか、封を切ることさえしなかった。

仕事を続けなくて、彼女は午後じゅうずっと遊んでいた。

私たちは、近いうちにあなたにお会いできるのを楽しみにしている。

私たちは現在の世界情勢をきわめて重大だと考える。(=look on~as)

家庭ではますます多くの電気器具を使う傾向がある。

ここが救世主、すなわち、キリストの生まれた所である。



【頻度Bの熟語】

- A **variety of** articles are sold at the supermarket.
- There is no **accounting for** tastes.
- She is **accustomed to** rise early (*or* early rising) in the morning.
- Apart from** joking, what do you mean to do ?
- I don't much **care for** television.
- We cannot **do without** this machine.
- I was inclined to argue **for the sake of** arguing.
- We must **get rid of** rubbish in the room as soon as possible.
- Why did you choose such a place **in particular** ?
- Don't see life only **in terms of** money.
- Each one of you had better take a rest **in turn**.
- We could not **make out** what he meant at all.
- She **managed to** earn her living in this way during the war.
- Your mother **may well** be surprised at the report card.
- Most people are **more or less** selfish and full of conceit.
- He is **no more than** a puppet.
- You **remind me of** your dead father.
- I want to **take part in** a lot of school activities this year.
- When did the accident **take place** ?
- He seems to **take it for granted** that he should go his own way.

そのスーパーマーケットでは、さまざまな物を売っている。  
趣味は説明することができない。(蓼食う虫も好きずき——ことわざ)  
彼女は早起きになれている。(=be used to~ing)  
冗談はさておいて、きみはどうするつもりか。  
私はテレビはあまり好きではない。  
私たちはこの機械なしですますことはできない。(=dispense with~)  
私は議論のための議論がしたくなった。  
できるだけ早く、へやのがらくたを取り除かなければならない。  
なぜきみは、特にそんな場所を選んだのか。  
人生を金銭の面からだけで見てはいけない。  
きみたちはめいめい、順番にひと休みしたほうがよい。(=by turns)  
私たちは、彼の意図が全然わからなかった。(=understand)  
彼女はかようにして、戦争中なんとか生計を立てることができた。  
きみのお母さんが、その通信簿を見て驚くのも無理はない。  
たいがいの人は多少とも利己主義でうぬぼれが強い。(=somewhat)  
彼は傀儡かいらいにすぎない。(=only)  
きみは私に、きみの死んだお父さんを思い出させる。(よく似ている)  
今年、私は多くの学校活動に参加したい。(=participate in~)  
その事故はいつ起こったのか。  
彼は自分の道を行くのは当然のことだと考えているようだ。

【頻度Cの熟語】

- Children are liable to **be absorbed in** a comic magazine.
- As for** me, I have no objection to accepting his help.
- They will **by no means** consent to such terms.
- I sometimes **come across** rare books at a secondhand bookstall.
- The death of her only son **deprived** her of all hope.
- I **am familiar with** his character.
- He **was forced to** sign the paper.
- At that time I had to **get along** on my small income.
- Let's do our best to **get over** difficulties.
- This blue tie goes **with** your shirt.
- They **have nothing to do with** such a criminal syndicate.
- He tried **in vain** to break into the newlybuilt house.
- Jack could not **keep up with** the class.
- Don't **look down upon** your inferiors.
- Seeing a faint light, we **made for** it with dragging feet.
- You **may as well** tell me the truth.
- What does U.N. **stand for**?
- He is, **so to speak**, a grown-up baby.
- Your daughter does not **take after** you in any way.
- This book is **worth** reading. (=It is **worth while** to read this book. )

子供たちは、とにかく漫画雑誌に夢中になりがちである。

私は〔どうかと言えば〕、彼の援助を受けることに異議はない。

彼らは決してそんな条件には同意しないだろう。

私はときどき露店の古本屋で珍しい本をふと見つけることがある。

ひとり息子の死は、彼女からすべての希望を奪い去った。

私は、彼の人がらをよく知っている。

彼は余儀なく書類に署名せざるを得なかった。(=be compelled to~)

その頃、私はわずかの収入で暮らしていかねばならなかった。

困難に打ち克つためにわれわれは最善をつくそう。(=overcome~)

この青いネクタイは、きみのYシャツに似合う。

彼らはそのような犯罪組織とは全然関係がない。

彼はその新築の家に押し入ろうとしたがだめだった。

ジャックは〔勉強で〕クラスの者についていけなかった。

目下の者を軽べつするな。

かすかな光を認め、私たちは足を引きずりながら、その方向へ進んだ。

きみはほんとうのことを私に話したほうがよい。(=had better~)

U.N. はなにを表わすか。

彼は、いわば、大きくなった赤ん坊だ。(=as it were)

あなたの娘さんはあなたにちっとも似ていない。

この本は読む価値がある。(while= time)



【頻度Dの熟語】

- He is **acquainted with** some foreigners.
- He is **anything but** a scholar.
- I **am at a loss** whether I should tell the truth to my parents.
- She tried to complete the masterpiece **at the expense of** her health.
- Our ship was **at the mercy of** the wind and the waves.
- I worked hard in order to **catch up with** the rest of the class.
- We are **convinced of** her innocence.
- He is always **finding fault with** others.
- In accordance with** his wishes, I have done everything.
- The queen ruled the country **in place of** the sickly king.
- She is economically **independent of** her husband.
- Don't try to **interfere with** other people's pleasure.
- I cannot afford the time, **let alone** the expenses.
- I'm going to **make up for** lost time as soon as possible.
- He is a clever man, but, **none the less** he sometimes makes mistakes.
- She didn't come to see me **on the ground that** she was very busy.
- Regardless of** his faults, I like him very much.
- I've **run out of** cigarettes.
- I will **see to it that** everything is ready for your departure.
- Don't **speak ill of** others behind their backs.

彼はいく人かの外人と知り合いだ。

彼が学者だなんてとんでもない。(=far from~)

私は両親に真実を話すべきかどうかで途方にくれている。

彼女は健康を犠牲にしてまで、その傑作を完成しようとした。

私たちの船は風と波のなすがままにほんろうされていた。

私はクラスの他の者に追いつくため、一生懸命勉強した。(=overtake)

私たちは彼女の潔白を確信している。

彼はいつも他人のあらさがしばかりしている。

彼の希望に従って、私はすべてのことをした。

病気がちの王の代わりに、女王が国を統治した。

彼女は経済的に夫から独立している。(cf. be dependent on~)

他人の楽しみを邪魔をしないようにしなさい。

経費はいうまでもなく、時間の余裕もない。(=to say nothing of~)

私はできるだけ早く、空費した時間を取り返すつもりだ。

りこうなんだが、それでもなお、ときどきまちがえる。(=nevertheless)

彼女は大へん忙しいという理由で、私に会いに来なかった。

彼は欠点があるにもかかわらず、私は彼が大好きだ。(=in spite of~)

私はたばこを切らしてしまった。

ご出発の用意万端が整うようにしておきます。

かげで他人の悪口を言ってはいけない。(cf. speak well of~)

【頻度Eの熟語】

- The big dog began to bark at me **all at once**.
- She is as **good as dead**.
- As is often the case with** an artist, he has no common sense at all.
- He may burst into a rage **at any moment**.
- The teacher in charge is **at once stern and tender**.
- They defeated the enemy, but only **by virtue of** hard fighting.
- I **caught sight of** a figure disappearing into the dark night.
- He **devotes himself to** the study of English literature.
- We should **do away with** this practice.
- It will not be long before they **fall short of** food.
- Her conduct will **give rise to** misunderstandings.
- You cannot **have your own way** in everything.
- Please **help yourself to** the cake.
- I'll pay for this **irrespective of** any settlement the court may order.
- He is **keen on** his work.
- They often want to **make believe** to be generous.
- This feature **marks him off** from other boys.
- I **was on the point of** phoning him when his telegram arrived.
- His proposal is **out of the question**.
- The rainy season **has set in**.
- One thing **stood out** in his career as a politician.

その大きな犬は、突然私に向かってほえ始めた。(=all of a sudden)

彼女は死んだも同然だ。(=almost)

芸術家にはよくあることだが、彼はまったく常識がない。

いつなんどき彼の怒りが爆発するかもしれない。

担任の先生は、きびしくもあり、優しくもある。(=both A and B)

彼らは敵を打ち負かしたが、それは全く悪戦苦闘によってであった。

私は、夜の暗やみの中に消えていく人影を見つけた。

彼は英文学の研究に専念している。(=be intent on~)

私たちは、この慣行を廃止すべきだ。(=abolish ; get rid of~)

間もなく、彼らは食糧が不足するだろう。(=run short of~)

彼女の行動は誤解を引き起こすだろう。(=cause~)

きみはなんでも思いどおりにするわけにはいかない。

自由にお菓子をおとりください。

裁判所の調停に関係なく、この費用は私が支払います。

彼はとても仕事に熱心だ。

彼らは、しばしばおおまかであるようなふりをしたがる。(=pretend)

この特徴のために、彼は他の少年たちと違って見える。(=区別する)

こちらから電話しようとしていたところへ彼から電報が届いた。

彼の提案は問題にならない。

雨季が始まった。

政治家としての彼の経歴の中で一つのことが目立っていた。