

読み返すより、思い出す

年 組 番 名前 _____

この紙のゴール：初めて読む英文から、実験の手続きと結論を読み分ける / 本文はこの教材のための書き下ろし（初見用）です。

What do you do the night before a test? Most students read their notes over and over. It feels productive, but research suggests that it is one of the weakest ways to study.

In a well-known experiment, two groups of students studied the same passage. One group read it four times. The other group read it once and then, with the text hidden, wrote down everything they could recall. They repeated this several times.

Immediately afterwards, the students who had simply reread the passage were more confident that they knew it. A week later, however, the students who had tested themselves remembered far more.

The reason lies in effort. While you are reading, the information is right in front of you, so your brain has little work to do. The moment you look away and try to recall it, your brain has to search, and the search itself strengthens the memory.

The lesson is uncomfortable but simple. Close the notebook, write down what you remember, and only then check what you missed. Studying that feels easy is often studying that does not last.

〔語注〕 recall=思い出す confident=自信がある

設問 本文の内容に合うものを選ぼう。

- (1) この文章がいちばん伝えたいことは？ 思考・判断・表現 答え () 3点
- ア Rereading your notes is the surest way to prepare for a test.
- イ Trying to recall information leaves a stronger memory than rereading it.
- ウ Students should simply spend more hours studying before a test.
- エ How confident you feel is a good guide to how much you have learned.
- (2) 実験で、2つ目のグループがしたことは？ 知識・技能 答え () 3点
- ア They read the passage through four times, from start to finish.
- イ They read the passage once and then discussed what they remembered with a partner.
- ウ They read the passage once, then repeatedly wrote down what they recalled.
- エ They took a test on the passage without studying it beforehand.
- (3) 勉強した直後のようすとして、本文に合うものは？ 知識・技能 答え () 3点
- ア The group that had tested itself was more confident.
- イ Both groups felt equally confident about the passage they had read.
- ウ Neither group could remember much of the passage.
- エ The group that had reread the passage was more confident.
- (4) 筆者が読者にすすめているのは？ 思考・判断・表現 答え () 3点
- ア Reading your notes through four times on the evening before a test.
- イ Studying with friends rather than on your own.
- ウ Closing your notes, writing what you remember, and then checking.
- エ Not studying at all on the night before a test.

読み返すより、思い出す（標準） | 解答と出題のねらい

解答

(1)	イ	第4・第5段落が結論。ア・エは本文と逆、ウは本文にない一般論。
(2)	ウ	第2段落 read it once and then, with the text hidden, wrote down everything they could recall。
(3)	エ	第3段落 Immediately afterwards, the students who had simply reread the passage were more confident。
(4)	ウ	最終段落 Close the notebook, write down what you remember, and only then check。

出題のねらい 定期テストに移すときの観点マップ

設問の階段は01と同じ**大意→明示情報×2→筆者の提案**です。この英文は「2つのグループ」「直後と1週間後」という**取り違えやすい対比**を含むので、(2)(3)は精読の力を測れます。テスト直前に配ると、その紙自体が勉強法の指導になります（読ませたあと「では今から本文を閉じて、思い出せることを書こう」と続けられる）。

設問	型	観点	テストでの使い方
(1)	大意（スキミング）	思考・判断・表現	実験の結論を1文に束ねられるか。「読み返しが最善」「自信＝理解」を切れるかを見る
(2)	明示情報	知識・技能	2つのグループの手続きを取り違えないか。選択肢を入れ替えるだけで難度を上げられる
(3)	明示情報	知識・技能	「直後」と「1週間後」の対比。時を表す語で情報を選び分ける
(4)	筆者の提案	思考・判断・表現	結論段落から読者への助言を選ぶ。本文にない一般論を切れるか

3つの版の使い分け

同じトピック・同じ設問構造で、英文の語彙・構文と選択肢の言語だけを変えてあります（基礎=選択肢も日本語／標準=選択肢が英語／発展=設問も英語）。①クラスの帯に合わせて選ぶ ②同じクラス内で配り分ける ③基礎→標準→発展と日を空けて再挑戦—の3通りの使い方ができます。正解の記号は版ごとに違います（配り分けのときの写し合い対策にもなります）。

