

# 英語 B（長文読解）

トナミ教材開発

# 目 次

まえがき ~本書の特徴と使い方~

## レベル I【文法・語法問題中心の25問】

第1章 同意表現に書き換える.....	1
第2章 文法的に正しい英文を完成する.....	21
第3章 前置詞を選択する.....	41
第4章 基本動詞を活用する.....	61
第5章 派生語に変化させる.....	81

## レベル II【内容確認問題中心の25問】

第6章 内容に一致する文を完成する.....	101
第7章 内容の正誤を判断する.....	121
第8章 文脈に合うキーワードを補充する.....	141
第9章 多義語の意味を判別する.....	161
第10章 同意語を選択する.....	181

## レベル III【記述式問題中心の25問】

第11章 大意・要旨を要約する.....	201
第12章 指示語の内容を答える.....	221
第13章 本文の内容を日本語で説明する.....	241
第14章 下線部の意味・理由を説明する.....	261
第15章 下線部を和訳する.....	281

語句さくいん

コラム一覧

タイトル・出題校一覧

## レベルⅠ 第1章 同意表現に書き換える

### 1 象の鼻が長い理由

Long long ago, there lived a young elephant. He was so curious that he wanted to know everything. He always asked his parents a lot of questions: “What is this?”, “What do you call this plant?”, “Why can birds fly?”, and so on. His parents sometimes answered, but his questions were coming one (1)( ) another, so they became (2)( ) of his questions. One day the young elephant asked them, “What does a crocodile eat?” “Crocodile? We’ve never seen such an animal. We don’t know the answer.”

The young elephant wanted the answer, so he went to see a parrot who knew all about the animals. The parrot answered, “Yes, I know a crocodile. I have seen one from the sky, but I don’t know what he eats. He lives in the Lippocon River. Be (3)( ) of him. He is very large and dangerous.”

He was a little (4)( ) of the crocodile, but (5)he was too curious to stop going to the Lippocon River. He put seventeen melons and some bunches of bananas into his rucksack and started out at night (6)( ) saying anything to his parents. He walked and walked for several days, but (7)he could not find the river. At last he (8)lost his way in the woods. He began to cry because he didn’t know what to do.

“(9)Is there anything wrong?”

He turned around and found a big snake. “Do you know where the Lippocon River is?”

“Of course. It’s about one mile away from here. But why are you going to the river?”

“Do you know about the crocodile there? I would like to know what he eats.”

“A crocodile! He’s a very dangerous animal. (10)a / don’t / have / know / such / thing / to / you. (11)You had better go home at once.”

But the young elephant didn’t listen to the snake. He ran out of the woods and went to the river. There he found a strange animal (12)( ) a long mouth.

“Excuse me, do you know the crocodile?”

“Oh, that’s me. What can I do (13)( ) you?”

“I would like to know what you eat. Will you please tell me?”

“Yes, I will.”

As soon as the crocodile answered, he bit the elephant on the nose.

“Ouch! Oh, let me go, please!” said the elephant.

“I don’t want to. I am very (14)( ) of young elephants.”

Then the young elephant knew what the crocodile ate and pulled himself away from the crocodile (15)as hard as possible. The snake came and said, “You bad boy! Why didn’t you listen to me!” He helped the elephant and pulled him, and at last the crocodile let the elephant go. The elephant was very happy. But soon after, he found his nose became longer like a trunk. He began to cry.

“Don’t cry. You don’t look so bad. I think (16)your nose is very useful. You can reach the leaves on a tall tree, you can wash yourself, and you can carry something with your nose.” The elephant was (17)(pleasant, pleased, pleasing) to hear the words and became (18)( ) of his long nose.

When the young elephant came home, the other elephants were all surprised (19)( )

his long nose. “ It looks very useful, doesn’t it? (20)(long / made / nose / so / tell / us / what / your).” (21)As soon as they got the answer, they all went off to the Lippocon River. This is why elephants have long noses called trunks.

### 設問

(1)(6)(12)(13)(19)空所にあてはまる適当な前置詞を次から選べ。

1. after 2. at 3. for 4. with 5. without

(2)(3)(4)(14)(18)空所にあてはまる適当な語句を次から選べ。

1. afraid 2. careful 3. fond 4. proud 5. tired

(5)(8)(9)(15)(16)(21)下線部と近い意味になるように次の空所に適語を入れよ。

(5) he was ( A ) curious that he ( B ) stop going to the Lippocon River

(8) ( ) lost

(9) What’s the ( ) with you?

(15) as hard as ( A )( B )

(16) your nose is ( A ) great ( B )

(21) No ( A ) had they got the answer ( B ) they all went off to the Lippocon River.

(7)下線部と近い意味の文として間違っているものを次から選べ。

1. he was not able to find the river  
2. he was unable to find the river  
3. he was impossible to find the river  
4. it was impossible for him to find the river

(10)(20)カッコ内の語句を正しい順序に並べ替えよ。

(11)下線部の否定文として正しいものを次から選べ。

1. You had not better go home at once.  
2. You had better not go home at once.  
3. You did not have better go home at once.

(17)カッコ内の語句のうち正しいものを選べ。

(22)次の質問に日本語で答えよ。

(A) The young elephant cried twice. Why did he cry?

(B) Why did the other elephants go off to the Lippocon River?

### Further Expressions

#### 〈提案する〉

You had better go at once. 【したほうがいい】

You should go at once. 【すべきだ】

You ought to go at once.

Why don’t you go at once? 【してはどうですか】

The snake told him to go at once. 【するように言う】

The snake suggested to him to go at once. 【提案する】

The snake suggested to him that he (should) go at once.

#### 〈どうしたの〉

What is the matter (with you)? 【どうしたの】

Is there anything wrong with you?

Is there anything I can do for you? 【私に何かできますか】

Do you need any help?

What can I do for you?

The snake asked him what had happened to him. 【何が起きたのか】

The snake asked him what had become of him.

## 2 家庭における男女の役割

Family life in the United States is changing. Twenty-five years ago the housewife cleaned, cooked and (1)looked after the children. (2)She was the most important person in the home. The father worked to get the money for the family. He came home (3)(late, lately) at night after a long work every day. So he was very tired and did not see the children very much except on weekends. But today many women work outside the home. They can't be at home with the children all day. They are tired, too, and come home in the evening. They do not want to spend the evening on (4)(cook) dinner. They do not have time to clean the house or wash the clothes. So who is going to look after the children and do the housework?

For every family the answer to (5)this question may be different. But usually (6)the wife herself need not do all the work. Today she can get help. One kind of help is the day-care center to look after children during the day. While children are at these centers, their mothers can go to work. Most children enjoy these centers. There are toys and games and other children to play (7)( ).

Another kind of help may come from the company a woman works in. She can work part-time in the company. In (8)this way she can spend several hours with her children every day.

But (9)the most important help a woman can get is from her husband. Today (10)(help / many men / the housework / their wives / with). In these families the men clean the kitchen and wash the clothes. On some nights, the wife may cook dinner. On other nights the husband may cook. They may both go (11)(shop) and they may clean the house together. The husband may also spend (12)more time at home with the children. Some men may even stop working (13)( ) a while or work only part-time. For these men there is a new word: the "househusband". In the United States more and more men are becoming househusbands every year.

These changes in the home mean changes in the family. Fathers can spend more time with their children because they are at home more. They can learn to understand their children (14)better. The children can learn to know their fathers better. Husbands and wives may also find changes in their marriage. They also may have better understanding of each other.

## 設問

(1)(2)(6)下線部と近い意味になるように次の空所に適語を入れよ。

(1) ( A ) ( B ) of the children

(2) She was ( A ) important than ( B ) other person in the home

(6) the wife herself ( A ) not ( B ) to do all the work

(3) カッコ内の語句のうち正しいものを選び。

(4)(11) カッコ内の動詞を正しい語形に直せ。

(5)(8) 下線部の具体的内容を日本語で答えよ。

(7)(13) 空所にあてはまる適当な前置詞を答えよ。

(9) 下線部を和訳せよ。

(10) カッコ内の語句を正しい順序に並べ替えよ。

(12)(14) 下線部の原級を答えよ。

(15) 本文の内容と一致しないものを次から2つ選び。

1. There are three kinds of help for many housewives who work outside the home.

2. Once the father did not want to see the children as he was very tired after a long work.

3. In the United States there are many househusbands today.

4. Twenty-five years ago fathers and mothers usually had their own work.

5. Though many women can work outside the home, she must do all the housework.

6. One kind of help a mother can get is from the company she works in.

(16) 女性の社会進出の手助けとなっているものを本文に即して日本語で3つ答えよ。

(17) 本文で述べられている家庭状況の変化について30字程度の日本語で答えよ。

(18) 次の各組の下線部の発音が同じ場合には を、異なる場合には × を答えよ。

(A) child (B) house (C) woman

children houses women

## Further Expressions

### 〈世話する〉

The housewives usually look after the children. 【世話する】

The housewives usually take care of the children.

The housewives usually care for the children.

The housewives usually mind the children.

### 〈必要がない〉

The wife need not do all the work. 【必要がない】

The wife does not have [need] to do all the work.

It is not necessary for the wife to do all the work.

It is not necessary that wife (should) do all the work.

### 3 あなたの嫌いなところ

When I married (1)( ) you three years ago, (2)no other man in the world looked as wonderful as you. You looked like a king on a white horse. I said (3)( ) myself, “I’ve found a perfect man. My dream has (4)( ) true.”

As time passed on, however, I began to notice many things I didn’t like about you. I wanted you to be a perfect man, but you weren’t. When I found (5)the fact, (6)I was so sad and so angry with you that I hurt not only your feelings but also my own.

A week ago I read a newspaper telling about a happy couple. It said, “They are happy because they have often discussed (7)( ) the habits they do not like in each other. Why don’t you try it?”

I thought (8)it was a good idea then. I talked to you about it and you agreed to give it a try. We started. I said first that I did not like your way of eating a grapefruit. You peeled it and ate it like an orange. I did not want to watch such a way of eating at all.

After I finished, it was your turn. You thought and looked at me for a long time (9)( ) your gentle face. At last you said, “Well, I can’t think of anything I don’t like about you.”

(10)Tears ran down my face. I told you about such a small thing as the way of eating a grapefruit, while you did not notice any of my own bad habits. You are too shy to talk about your love for me, but those words were enough to show me your kind heart.

I have often heard (11)( ) unhappy couples who were always complaining (12)( ) each other’s bad habits. I was lucky to learn early in my life that husbands and wives should not think too much (13)( ) the small differences in their habits. No one is perfect. I’ll try to love every part of you.

## 設問

(1)(3)(7)(9)(11)(12)(13)空所にあてはまる適当な前置詞を次から選べ。前置詞が不要な場合は 5 と答えよ。同じ番号を何度用いても良い。

1. in 2. of 3. to 4. with 5. 不要

(2)下線部と近い意味になるように次の空所に適語を入れよ。

you ( A ) ( B ) ( C ) ( D ) man in the world

(4)空所にあてはまる適当な動詞を答えよ。

(5)(8)下線部の具体的内容を日本語で答えよ。

(6)下線部を和訳せよ。

(10)下線部の理由を日本語で答えよ。

(14)夫婦関係のあり方についての筆者の考え方を日本語で答えよ。

(15)次の下線部の発音と異なるものを選べ。

(A) couple 1. country 2. double 3. shoulder 4. touch

(B) enough 1. bough 2. cough 3. tough 4. rough

(C) heard 1. early 2. heart 3. pearl 4. search

(D) thought 1. method 2. smooth 3. through 4. worth

## Further Expressions

### 《一番》

You are the most wonderful man in the world. 【もっとも～である】

You are more wonderful than any other man in the world.

No other man in the world is as wonderful as you.

No other man in the world is more wonderful than you.

### 《結婚する》

I'm married. 【結婚している】

I'm married to a wonderful man.

I married him three years ago. 【結婚する】

I got married to him three years ago.

We have been married for three years.

It is three years since our marriage. 【結婚】

### 《実現する》

My dream has come true. 【実現する】

My dream has been realized.

My dream has become a reality.



## 4 ふたつの時計

Mary was very good (1)( ) science when she was at school, and (2)she was especially interested in computers, so when she finished her education (3)she decided to work with them.

She very much enjoyed the work in the office she joined, and (4)soon she was able to do very clever things with computers.

“They’re really like friends to me,” Mary told her mother one evening during supper. “I can ask them questions, and they answer just like people, but more politely and without arguing. And they never lie!”

“It sounds (5)( ) the perfect companion – or husband – doesn’t it?” said her mother. They both laughed. “But can any of them think for themselves?”

“I’m afraid they can’t,” Mary said. “(6)You can get no more out of them than the things you’ve put in. It’s called programming.”

“Well,” Mary’s mother said, “I want you to program one of them to give me some advice.”

“All right. I’ll try,” answered Mary. “What do you want advice about?”

“Well,” her mother answered, “you know (7)my two watches, don’t you?”

“Yes,” Mary answered. “What advice can a computer give you about them?”

“Well,” her mother answered, “one of them (8)gains one second every hour, and (9)(another, other, the other) has stopped and won’t start again. I want to know which I should keep. (10)Will you ask one of your computers?”

Mary laughed and answered, “That’s a strange thing to ask a computer, but I’ll do so. I’ll ask Donald. He’s my best computer.”

The next evening Mary got (11)(at home, home) and (12)said to her mother. “Do you remember that you asked about your two watches, Mum?”

“What’s that? My two watches? Oh, yes. I don’t think your computer can give me any advice.”

“Oh, (13)( )!” Mary answered. “Donald had the answer at once.”

“Donald?” said her mother, “Oh, you mean your favorite computer.”

“Yes,” answered Mary. “Donald (14)(advised / has / keep / stopped / that / the / to / watch / you).”

“The watch that has stopped?” Mary’s mother said. “Why did he advise that?”

“Because he pointed out that that watch will be (15)right once every twelve hours, but (16)the other one will be right only once every five years.”

## 設問

(1)(5)空所にあてはまる適当な前置詞を答えよ。

(2)(3)(4)(10)(12)下線部と近い意味になるように次の空所に適当な語句を入れよ。

(2) computers especially \_\_\_\_\_

(3) she made up ( A ) ( B ) to work with them

(4) before ( )

(10) Do you \_\_\_\_\_?

(12) asked her mother if \_\_\_\_\_

(6)(16)下線部を和訳せよ。

(7)下線部について具体的にどのような時計か、それぞれ日本語で答えよ。

(8)(15)下線部の反意語を答えよ。

(9)(11)カッコ内の語句のうち正しいものを選び。

(13)空所にあてはまる適当な語句を次から選べ。

1. yes, he can 2. yes, he can't 3. no, he can 4. no, he can't

(14)カッコ内の語句を正しい順序に並べ替えよ。

(17)2つの時計について、どちらのほうがなぜ優れていると Donald が判断したか、日本語で答えよ。

### **Further Expressions**

#### **【決心する】**

She decided [determined, resolved] to work with computers. 【決心する】

She made a decision [determination, resolution] to work with computers.

She made up her mind to work with computers.

She was determined to work with computers.

She was determined on [upon] working with computers.

#### **【助言する】**

Donald advised her to keep that watch. 【助言する】

Donald advised her that she (should) keep that watch.

Donald gave her a piece of advice. 【助言】

You should keep the watch on Donald's advice.

## 5 北米とアジアの教育の違い

A few years ago, a teacher from a Western country visited an elementary school in an Asian country. In one class, she watched sixty young children as they learned to draw a cat. The class teacher drew a big circle on the blackboard, and sixty children copied it on their papers. The teacher drew a smaller circle on top of the first and then put two triangles on top of it. The children drew (1)in the same way. The lesson (2)went on (3)(before, by, until) there were sixty “copy cats” in the classroom. Each student’s cat (4)(board / exactly / like / looked / on / one / the / the).

The visiting teacher watched the lesson and (5)(surprised, was surprised). The teaching methods were very different from the way of teaching in her own country. In her country, after one children’s art lesson, the room always becomes full of different pictures drawn by different pupils. Why? What causes this difference in educational methods? In classroom in any country, teachers teach more than art or history or language. They also teach (6)( ), and each educational system is a mirror that shows the culture of the country.

In a country such as the United States or Canada, which has many national, religious, and cultural differences, people highly value the differences among people. (7)Teachers put a lot of importance on the differences that make each student special. The educational systems in these countries show these values. Students do not memorize information. Instead, they work and find answers themselves. There is often discussion in the classroom. At an early age, students learn to have their own ideas and act on them.

In most Asian countries, (8)( ), the people have the same language, history, and culture. Perhaps for (9)this reason, the educational system in those Asian countries sets a higher value on the goals of a group than on each member’s differences. In the classroom, the teacher speaks and the students listen. There is not much discussion. (10)Instead, the students simply (11)try to memorize rules or information that they have just (12)(been taught, been teaching, taught).

There are advantages and disadvantages to (13)(both, either, neither) of these systems, of education. (14)( ), one advantage to the system in Japan is that students there learn much more math and science by the end of high school than American students. They also study more hours each day and more days each year than North Americans. The system is hard for students, but it prepares them for a country that values discipline and self-control. There is, however, a disadvantage. Memorization is an important learning method in Japanese schools, but (15)many students say that after an exam, they forget much of the information that they have memorized.

The advantage of the educational system in North America, on the other hand, is (16)(that, what, which) students learn to think for themselves. The system prepares them for a country that values creative ideas. There is, however, (17)a disadvantage. When students leave high school, they haven’t memorized as many rules and fact as students in other countries.

## 設問

- (1) 下線部の方法にしたがってできる絵を簡単に描け。
- (2) 下線部と近い意味の語句を次から選べ。
  1. continued 2. finished 3. happened 4. started
- (3)(5)(12)(13)(16) カッコ内の語句のうち正しいものを選べ。
- (4) カッコ内の語句を正しい順序に並べ替えよ。
- (6) 空所にあてはまる適語を同じ段落から選べ。
- (7)(15) 下線部を和訳せよ。
- (8)(14) 空所にあてはまる適当な語句を次から選べ。
  1. for example 2. on the other hand 3. therefore 4. what is more
- (9)(10)(17) 下線部の具体的内容を日本語で答えよ。
- (11) 下線部と近い意味になるように次の空所に適語を入れよ。  
try to learn rules or information by ( )
- (18) 日本を含めたアジア諸国の教育の特徴として筆者が述べているものを次から3つ選べ。
  1. Pictures drawn by different children are quite different from one another.
  2. All the children copy exactly the picture their teacher draws on the blackboard.
  3. Students must work and find answers for themselves, but they don't have to memorize rules or information.
  4. People think it is an important learning method for students to memorize information.
  5. Students are given so much information to memorize at school that they don't have to work hard at home.
  6. Students don't have to find information themselves, and there is not much discussion in the classroom.
  7. Most students say that they don't forget much of the information they have learned even after an exam.
- (19) 北米とアジアでは、文化にどのような違いがあり、それがどのように教育方法に反映しているのか、日本語で具体的に説明せよ。

## Further Expressions

### 《似ている》

This cat looks exactly like that one. 【似ている】

This cat is similar to that one.

These cats look exactly alike.

This cat resembles that one in appearance.

These cats resemble each other in appearance.

This cat has [bears] a strong resemblance to that one.

There is a strong resemblance between these cats. 【類似】

### 《重視する》

Memorization is important in Japanese schools. 【重要な】

Japanese schools put importance on memorization. 【重視する】

Japanese schools highly value memorization. 【高く評価する】

Japanese schools make much of memorization. 【重要とみなす】

### 《いったいなぜ》

What on earth causes this difference? 【いったい】

What in the world causes this difference?

How come they are different from each other? 【どうして】

## 第2章 文法的に正しい英文を完成する

### 6 やっかいなペット

Michael was six years old when he saw a television program about rabbits (1)(him / made / one / own / to / which / want) very much. Everyday he kept (2)(saying, to say) to his mother, “Can I have a rabbit, please, Mum?” and when she made (3)excuses, “Why can’t I have one?”

His mother knew very well that when small children have pets, (4)(after / have / is / it / look / parents / their / them / to / who) most of the time. “You see,” she said, “children suddenly become (5)eager to have a dog, or a cat, or a rabbit or something, and they think they won’t be able to live without it, and that they’ll love it and look after it (6)carefully and feed it and clean it regularly, and so on. But after a few weeks or sometimes even a few days – they find other interesting things to do, such as watching television, and they begin to (7)neglect their pet, not feeding it and letting it get dirty. Then they have (8)rows with their parents about it, and the parents find themselves having to spend more and more time doing what the children should be doing. But, on the other (9)( ), it is a good idea to train a child from an early age to love animals.”

So finally, on his seventh birthday, (10)Michael’s parents bought him not one but two rabbits.

“It’s better to have two,” his father said to him. “(11)They’ll keep each other company when they’re left alone.” Then he said to his wife, “(12)I hope you made sure they’re both boys or both girls: we don’t want hundreds of the things in a year’s time !”

“Oh, yes,” Michael’s mother answered. “They’re both females.” Michael (13)(delighted, was delighted) with the rabbits, and he enjoyed them more and more (14)( ) they grew up, but they soon became a (15)nuisance to his parents, who had to look after them (16)(during, while) Michael was at school, and who had to find homes for them when the family went on holiday.

They tried to think of various ways of (17)( ) rid of the rabbits, and (18)finally Michael’s father decided that a direct attack would be best, so one day he said to his wife, “What about (19)having one of those rabbits for dinner tonight?”

Michael smiled happily and, before his mother could answer, said, “That would be wonderful, Dad. But do you think she’d be able to hold her spoon?”

They still have the rabbits.

#### 設問

(1)(4)カッコ内の語句を正しい順序に並べ替えよ。

(2)(13)(16)カッコ内の語句のうち正しいものを選べ。

(3)(8)下線部の正しい発音を次から選べ。

(3) 1. [iksksjú:siz] 2. [iksksjú:ziz] 3. [éksksju:siz] 4. [éksksju:ziz]

- (8) 1. [rauz] 2. [rouz]
- (5)(7)(15) 下線部と近い意味の語句を次から選べ。
- (5) 1. anxious 2. likely 3. reluctant 4. willing  
 (7) 1. bully 2. dominate 3. hate 4. ignore  
 (15) 1. bother 2. enemy 3. treasure 4. threat
- (6)(18) 下線部と近い意味になるように次の空所に適語を入れよ。
- (6) ( ) care  
 (18) at ( )
- (9)(14)(17) 空所にあてはまる適語を答えよ。
- (10) なぜ両親はウサギを飼うことを認めたのか日本語で説明せよ。
- (11) 下線部を和訳せよ。
- (12) 下線部はどのような理由から言われているか日本語で説明せよ。
- (19) 下線部 having は、「父親」と「Michael」にとってそれぞれ意味が異なる。正しいものを次から1つずつ選べ。
- (A) 父親にとって (B) Michael にとって
1. attacking 2. eating 3. holding 4. inviting 5. neglecting 6. training
- (20) 本文の内容と一致するものを次から3つ選べ。
1. Michael wanted to have a rabbit because he watched a television program about rabbits.
  2. Michael's mother knew that small children would usually look after pets very well.
  3. Michael got rabbits immediately after he asked his mother to own one.
  4. Michael's mother thought it was good for Michael to have pets because he would be trained from an early age to love animals.
  5. Michael's father said that it would be better to have two rabbits because they didn't want hundreds of the things in a year's time.
  6. Michael was delighted with the rabbits at first, but he got tired of them as they grew up.
  7. It was his parents who had to look after the rabbits while Michael was at school.
  8. Michael tried to train one of the rabbits to hold her spoon.

### Further Expressions

#### 《喜ぶ》

Michael was delighted with [at] the rabbits. 【うれしい】

Michael was delighted to get the rabbits.

Michael was glad to get the rabbits.

Michael was pleased with the rabbits.

Michael was pleased to get the rabbits.

To his great delight Michael got two rabbits. 【うれしいことには】

Michael was satisfied with the rabbits. 【満足している】

Michael was content with the rabbits.

#### 《しませんか》

How about having one of those rabbits for dinner? 【しませんか】

What about having one of those rabbits for dinner?

What do you say to having one of those rabbits for dinner?

Why don't we have one of those rabbits for dinner?

Shall we have one of those rabbits for dinner?

## 7 校則の日米比較

Japanese schools have (1)(many, much) more rules than American schools. (2)The American school system is not as strict as the Japanese system is, especially where a student's physical appearance is (3)( ). The main difference is in (4)(that, what, which) students wear to school. Elementary school boys can wear short or long pants. Elementary school girls can wear dresses, skirts, shorts or pants.

Public junior or senior high schools may have a dress code, but it is much freer than in Japan. Public schools generally (5)( ) the students to dress for health and (6)(safe, safety) reasons. Few public schools require uniforms, except (7)(during, while) physical education class.

(8)Private schools tend to have a stricter dress code, but it is still not as strict as in Japanese schools. Uniforms are (9)( ) by students at some private schools.

Each (10)(school has its, schools have their) own rules. The school rules may be given to you at the time of enrollment, or they may be given to your child on the first day he or she (11)attends school.

If a student breaks the rules or does (12)(bad something, something bad) at school, different schools have different ways of (13)( ) with the problem. (14)The student's parents are usually contacted. In some states and/or school districts, (15)corporal punishment is not allowed. Teachers and other school employees in these states or districts may not physically hurt a student.

(16)In areas where corporal punishment is allowed, it may be necessary for the school principal to have a student's parents' permission before physically punishing that student.

## 設問

- (1)(4)(6)(7)(10)(12) カッコ内の語句のうち正しいものを選び。
- (2)(8)(14)(15) 下線部と近い意味になるように次の空所に適語を入れよ。
- (2) The Japanese school system is ( ) than the American system
- (8) Private schools have a ( ) to have a stricter dress code
- (14) The school usually gets in ( ) with the student's parents.
- (15) corporal punishment is ( )
- (3)(5)(9)(13) 空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。
- concern deal expect wear
- (11) 下線部の名詞形を答えよ。
- (16) 下線部を和訳せよ。
- (17) 本文によると、学校が生徒の親に連絡を取るのはどのような場合か、日本語で答えよ。
- (18) 次の下線部の発音と異なるものを選び。
- (A) allow 1. owl 2. doubt 3. foul 4. owl
- (B) health 1. break 2. breakfast 3. sweater 4. weapon

### Further Expressions

#### 〈～ほど…でない〉

The Japanese school system is stricter than the American system is. 【より厳しい】

The American school system is not as [so] strict as the Japanese system is.

【～ほど厳しくない】

The American school system is less strict than the Japanese system is.

#### 〈禁止する〉

Teachers must not punish students. 【してはならない】

Parents don't allow [permit] teachers to punish students. 【許可する】

Teachers don't have parents' permission to punish students. 【許可】

Parents don't give teachers permission to punish students.

Parents don't let teachers punish students. 【～させる】

Parents prohibit teachers from punishing students. 【禁止する】

Parents forbid teachers to punish students.



## 8 天才レオナルド・ダ・ヴィンチ

Five hundred years ago, a young man went to Florence, Italy to study art. At that time many of the world's great artists lived there. The man was strong and handsome, and he was quite (1)talented in many things, such as painting, drawing, and making statues. He also sang and played musical instruments skillfully. The man was Leonardo da Vinci. Before long, (2)people were talking about him, believing he (3)would become the greatest artist in Florence.

One day, people heard that he had started a painting for a church. (4)Despite their expectations, however, (5)it went slowly, because Leonardo carefully (6)examined everything he wanted to draw: for example, if he wanted to draw a person, he had to know what a person's muscle were (7)( ) under the skin, and what the bones were (7)( ) under the muscles. In his notebooks, he made (8)(a hundred, hundred, hundreds) of drawings of everything around him, from mountains and swamps (9)( ) the sun and stars. Soon (10)people began to shake their heads, saying that Leonardo could do everything but he would never do anything.

When Leonardo died at the age of seventy-five in 1519, (11)he left only a few paintings, although (12)(been / finished / had / most of them / not). Yet, two of the finished ones — *Mona Lisa* and *The Last Supper* — have attracted art fans of the world to this day.

Leonardo also left a great many notebooks filled (13)( ) drawings and notes. Strangely, however, the notes were written in a language that no one could read, and his sketchbooks contained strange drawings that (14)no one could make out. Then one day, an Italian scholar made a sensational discovery about Leonardo's (15)curious notes. They had not been written in a strange language after all. (16)Instead the writing was backward! They had to be read with a help of a mirror.

Some of the strange drawings in the notebooks were for the inventions that he (17)(came, caught, kept, put) up with as he watched the birds in flight. He had made drawings of aircraft, parachutes, and even prototype helicopters. (18)Moreover, his notebooks contained drawings of a machine to cool the air, cars, and even machine guns and tanks. Just imagine that five hundred years ago, there lived a man who invented (19)such new ideas, many of (20)(that, what, which) are part of the world we live in today.

### 設問

(1)(6)下線部と近い意味の語句を次から選べ。

(1) 1. equivalent 2. famous 3. gifted 4. popular

(6) 1. looked after 2. looked down on 3. looked into 4. looked up to

(2)下線部を、He を主語にした受動態の文に書き換えよ。

(3)下線部と同じ意味・用法の would を含む文を次から選べ。

1. Would you please open the window?

2. He told me that it would not rain the next day.

3. If I had not had his advice, I would not have succeeded.

4. Though we tried to persuade her, she would not listen to us.

5. I would often go to the park when I was young.

(4)(14)(18)下線部と近い意味になるように次の空所に適語を入れよ。

(4) In ( ) of their expectations

(14) no one could ( )

(18) In ( )

- (5)下線部を、it の具体的内容を明示して和訳せよ。  
 (7)空所に与えられた文字で始まる共通の適語を入れよ。  
 (8)(17)(20)カッコ内の語句のうち正しいものを選べ。  
 (9)(13)空所にあてはまる適当な前置詞を答えよ。  
 (10)下線部にあらわれる人々の気持ちとして正しいものを次から選べ。  
 1. レオナルドの描く絵が彼らの期待以上にすばらしく、思わずうなずかざるをえなかった。  
 2. レオナルドの描く絵はあまりにすばらしく、嫉妬の炎が燃え上がった。  
 3. レオナルドの描く絵はすばらしいのだが、あまりに1枚の絵に時間をかけすぎる彼のやり方には必ずしも賛同できなかった。  
 4. レオナルドの描く絵は、描けば描くほどどんだんだめになり、失望した。  
 (11)下線部のような状態となった理由を日本語で説明せよ。  
 (12)カッコ内の語句を正しい順序に並べ替えよ。  
 (15)下線部と近い意味の1語を本文中より選べ。  
 (16)下線部を、Instead および backward の具体的内容を明示して和訳せよ。  
 (19)下線部の具体例のうち2つを本文中より選び、日本語で答えよ。  
 (21)本文の内容と一致するように次の空所にあてはまる語句を選べ。  
 (A) When Leonardo came to Florence, people thought he would (      ).  
 1. never amount to much      2. sell his notebooks  
 3. become a great painter      4. invent aircraft  
 (B) Leonardo's painting for a church went slowly because he (      ).  
 1. was too poor to buy paints      2. spent much time examining things  
 3. lost his interest in his pictures      4. didn't know what to draw  
 (C) Because his notebooks were written backward, (      ).  
 1. no one could read them at first      2. they contained many inventions  
 3. no one bothered with them      4. they were burned as useless  
 (D) Some of the drawings in the notebooks were of (      ).  
 1. *Mona Lisa* and *The Last Supper*.      2. refrigerators and TV sets  
 3. violins and pianos      4. aircraft and parachutes  
 (E) This passage tells us that Leonardo da Vinci (      ).  
 1. invented a new language      2. wasted a lot of his time  
 3. died too young      4. was an artist of great talent  
 (22)第2音節にアクセントのある語を次から選べ。  
 1. contain      2. helicopter      3. instrument      4. talent

### Further Expressions

#### 〈才能〉

Leonard was **talented** [gifted] in many things. 【才能がある】

Leonard had a **talent** [gift] for many things.

Leonard had a **genius** for many things. 【才能】

Leonard had the **ability** for many things. 【天賦の才能】

Leonard was a **man of many abilities**. 【多才な人】

#### 〈理解する〉

People could not **understand** his strange paintings. 【理解する】

People could not **comprehend** his strange paintings.

People could not **make out** his strange paintings.

People could not **figure out** his strange paintings.

People could not **make head or tail of** his strange paintings.

## 9 光と色の関係

If someone (1)(are, is, was, were) to say the word *color* to you, what would you think about? Would you think about your favorite color? Would you think about your least favorite color? Would you think about color television or color movie? What else would you think about?

Most people would agree that color is very important in their life. (2)Color makes many things, such as flowers and paintings, look beautiful. Color makes many things, such as movies and television, fun to see. Color even helps keep people (3)(safe, safely). For example, color on traffic lights helps people to be careful when they are driving. (4)Bright-colored clothing on bicycle riders makes it easier for car drivers to see them. What are some other reasons (5)(how, what, which, why) color is important?

For many years, (6)people thought that things looked colorful because they had color in them. Around 1700, however, (7)an Englishman named Sir Isaac Newton proved that things look colorful because of the way light reflects them. But (8)in order to understand this, it is important to know something about what makes up light.

Newton held a (9)(peace, piece) of glass called a prism up to a window through which sunlight was shining. (10)Sunlight is often thought of as white light. (11)As he did this, he looked across the room. There he saw that the prism had bent the light into seven parts. Each part was a different color.

Then Newton held (12)(another, other, the other) prism in the path of the light which traveled from the first prism. When he looked across the room, (13)he no longer saw the seven colors. Newton found that the second prism had bent the light so that the colors mixed together. When the colors mixed, they formed white light. (14)(It, That, There, What) was then that Newton knew that (15)sunlight is made up of many colors.

The seven colors Newton found made up a band of side-by-side colors. This band is called a spectrum. The colors of the spectrum are red, orange, yellow, green, blue, indigo, and violet.

## 設問

(1)(3)(5)(9)(12)(14) カッコ内の語句のうち正しいものを選び。

(2)(4)(8) 下線部を和訳せよ。

(6) 下線部について現在ではどのように考えられているか、本文の内容と一致するものを次から選べ。

1. Things look colorful because they have color in them.
2. Things look colorful because they don't have color in them.
3. Things don't look colorful because they have color in them.
4. Things don't look colorful because they don't have color in them.

(7)(10)(11)(13)(15) 下線部と近い意味になるように次の空所に適語を入れよ。

(7) an Englishman ( A ) ( B ) was Sir Isaac Newton

(10) Sunlight is often ( ) upon as white light

(11) ( ) this, he looked across the room

(13) he did not see the seven colors ( A ) ( B )

(15) sunlight is ( ) of many colors

(16) ニュートンの行った2つの実験の方法と結果をそれぞれ日本語で説明せよ。

(17) ニュートンの実験から得られた結論を日本語で答えよ。

(18) 発音の異なる組み合わせを次から選べ。

1. blue    2. piece    3. saw    4. through    5. way  
blew    peace    sew    threw    weigh

### **Further Expressions**

#### **〈みなす〉**

Sunlight is often thought of as white light. 【みなす】

Sunlight is often looked on upon as white light.

Sunlight is often regarded as white light.

#### **〈構成する〉**

Sunlight is made up of many colors. 【構成される】

Sunlight is composed of many colors.

Sunlight consists of many colors. 【構成する】

## 10 コミュニケーションの速度

An important part of the history of the world is the history of communication. In prehistoric times, people had limited knowledge of the world. They had (1)(a few, a little, few, little) information about (2)(geography, geology, geometry), the study of the Earth. People knew very little beyond their small groups (3)( ) what was happening near their homes. Later, people organized into villages, and verbal communication between little towns was possible. Still the people were limited because they had no outside information. Kingdoms and small countries then developed, with a king (4)(direct, directed, directing, directs) the people. Cities developed, too, but still communication was limited to the small geographical area of the country. Much later in history, after the invention of the printing press, many more people learned to read, and communication was improved.

In this modern age, communication is so fast that it is almost instant. People's lives have been changed (5)because of the immediate spread of news. Sometimes, the speed is so rapid that it does not allow people time to think. For example, leaders of countries have only minutes, or at (6)(least, most) hours, to consider all parts of a problem. They are expected to answer immediately. Once they had days and weeks to think before making decisions.

The speed of communication means that all people of the world have a new responsibility. People in different countries must try harder to understand each other. An example is that people with different religions must try to understand each other's beliefs and values (7)( ) they do not accept them. Sometimes their cultures are quite different. (8)(a normal part of life / another culture / considers / is / one group / strange to / what). In some cases, a normal part of one culture might be bad or impolite to the other people. (9)That kind of difference is possibility for misunderstanding. (10)People must learn not to judge others, but to accept them as they are. Then understanding between cultures can be better. Misunderstanding can be (11)(achieved, avoided).

Misunderstandings as a result of the increase in rapid or fast communication can cause serious problems. (12)( ), communicating between or across cultures is important. Better cross-cultural communication is necessary for peace in the world. (13)As the world grows smaller, people must learn to talk to each other better, not just faster.

設問

(1)(2)(4)(6)(11) カッコ内の語句のうち正しいものを選び。

(3)(7)(12) 空所にあてはまる適切な語句を次から選べ。

(3) 1. except 2. in 3. of 4. with

(7) 1. as though 2. even if 3. in case 4. now that

(12) 1. Besides 2. However 3. Nevertheless 4. Therefore

(5) 下線部と近い意味になるように次の空所に適語を入れよ。

because news spread at ( )

(8) 次の意味になるように、カッコ内の語句を正しい順序に並べ替えよ。

「ある集団が生活のごく普通の一部であると考えるのが、別の文化にとっては奇妙である」

(9) 下線部を、That kind の具体的内容を明示して和訳せよ。

(10)(13) 下線部を和訳せよ。

(14) 本文の内容と一致しないものを次から選べ。

1. In the past, leaders of the countries had a very long time to think before making decisions.

2. Rapid communications has changed people's lives.

3. Cultures and religions are different around the world.

4. It is easy for people from different cultures to understand each other.

(15) 本文全体を 80 字以内の日本語で要約せよ。

(16) 次の各語のアクセントのある音節を選び。

(A) mod-ern (B) im-me-di-ate (C) re-li-gion (D) com-mu-ni-cate

1 2 1 2 3 4 1 2 3 1 2 3 4

(E) nec-es-sar-y

1 2 3 4

**Further Expressions**

**《引き起こす》**

Rapid communication often **causes** misunderstandings. 【引き起こす】

Rapid communication often **results in** misunderstandings.

Rapid communication often **brings about** misunderstandings.

Rapid communication often **leads to** misunderstandings.

Rapid communication often **gives rise to** misunderstandings.

Rapid communication often **gives birth to** misunderstandings.

**《すぐに》**

Leaders must answer **immediately**. 【ただちに】

Leaders must answer **at once**.

Leaders must answer **right away**.

### 第3章 前置詞を選択する

#### 11 I'm sorry と Excuse me

It is important to know when and (1)( ) what circumstances to use the expressions “I’m sorry” and “Excuse me”.

The most common usage is to show that you are in the wrong. Let’s say (2)you shove someone by accident. You would at once say “Sorry” or “Excuse me”. This shows that you recognize that shoving someone is wrong. “I’m sorry” means “(3)I wish I hadn’t done it.”

“I’m sorry” is also used to show sympathy over a sad piece of news, perhaps that someone is ill or has been injured in an accident. It has nothing to do (4)( ) an apology.

(5)The following situation will illustrate how “I’m sorry” and “Excuse me” are used. X goes into a restaurant, but there are no empty tables. At one table there are three chairs, but only one is (6)occupied. They are the only two (7)vacant chairs in the restaurant, so X goes over to the table and says to the person (8)(seat, seating, sit, sitting) there, “Excuse me. (9)Do you mind if I sit here?” He would not say, “I’m sorry, may I sit here?”, for he has done nothing wrong.

The person may reply, “(10)( )”, and offer X the seat. However, he may reply with, “I’m sorry but I’m waiting for some friends.” He says “I’m sorry” because he has deprived X (11)( ) the use of the seat though, in fact, he has no (12)right to do so. Thus, he needs to explain to X (13)why he will not let him sit there (“I’m waiting for friends.”).

A seat opens up and X sits down. The waiter brings X a glass of water, but X knocks it over by accident and apologizes, “I’m sorry.”

The Japanese do not use expressions corresponding to “I’m sorry” to show sympathy. However, they tend to say “Excuse me” or “I’m sorry” even if they haven’t been in the wrong.

Americans will use “I’m sorry” in serious situations. For example, if one hears that a friend has been seriously injured in an auto accident, one will say, “I’m so sorry that you (14)(hurt, were hurt).” This shows deep sympathy. If the person caused the accident by running a red light, he is unlikely to reply, “I’m so sorry that I ran that light.” This is because the words might come back to haunt him if he were (15)sued later on. (16)He does not say “I’m sorry” because it would indicate his responsibility for causing the accident.

(17)The Japanese are quick to apologize because they expect their apology to be returned (“Excuse me.” “No, it was my fault.”). Americans apologize only when they feel that they are in the wrong.

設問

- (1)(4)(11)空所にあてはまる適当な前置詞を答えよ。
- (2)下線部と反対の意味になるように次の空所に適語を入れよ。  
you shove someone on (       )
- (3)下線部と近い意味の文を次から選べ。  
1. I hope that I shove you    2. I hope that I don't shove you  
3. I regret that I shoved you    4. I regret that I didn't shove you
- (5)(16)(17)下線部を和訳せよ。
- (6)(7)下線部と近い意味の語句を次から選べ。  
1. broken    2. empty    3. given    4. taken
- (8)(14)カッコ内の語句のうち正しいものを選べ。
- (9)(13)下線部と近い意味になるように次の空所に適語を入れよ。  
(9) Do you mind ( A ) ( B ) here?  
(13) why he will not (       ) him to sit there
- (10)空所にあてはまる適当な語句を次から選べ。  
1. Yes, of course    2. Certainly    3. Not at all    4. Yes, I do
- (12)下線部の反意語を答えよ。
- (15)下線部と近い意味の語句を次から選べ。  
1. accused    2. apologized    3. injured    4. killed
- (18)本文の内容と一致するものを次から2つ選べ。  
1. "Excuse me" can be used in the same situation as "I'm sorry."  
2. Americans will use I'm sorry only if they feel that they are in the wrong.  
3. The Japanese are likely to say "I'm sorry," whether they have done something wrong or fault.  
4. X says "I'm sorry" for knocking over a glass of water, because he recognizes that it is his fault.
- (19)英語で"I'm sorry"が相手に謝る意味以外で使われるのはどのような場合であるか、20字以内の日本語で答えよ。
- (20)アメリカ人の"I'm sorry"と日本人の「ごめんなさい」の違いについて日本語で説明せよ。
- (21)次の各語のアクセントのある音節を選べ。  
(A) cir-cum-stance    (B) a-pol-o-gize    (C) in-di-cate    (D) re-spon-si-bil-i-ty  
1    2    3                    1 2    3    4                    1    2    3                    1    2    3 4    5 6

**Further Expressions**

**〈したい〉**

I would like to sit here. 【～したいのですが】 【どうぞ】  
May [Can, Could] I sit here? - Certainly [Of course, By all means].  
【～していいですか】 【どうぞ】  
Do [Would] you mind if I sit here? - Certainly [Of course] not.  
Do [Would] you mind my sitting here? - No, I don't.

**〈謝罪する〉**

He said to me, "I'm sorry." 【ごめんなさい】  
He apologized to me for his failure. 【謝罪する】  
He made [offered] an apology for his failure. 【謝罪】



## 12 飛行機の歴史

Man's natural home is the land, but many thousands of years ago he learnt how to travel on the sea – in fact boats are older than anything built for land (1)transport.

Travel on the sea was not a very difficult problem, since wood, which can be found in most places near the sea, floats easily on water. (2)But travel threw the air was quite a different matter, since men new of nothing which could at the same time float in the air and carry a man's wait. For centuries, therefore, flying remained only a dream. In ancient Greek times, there is the story of two men who escaped from an island by sticking wings made of feathers on to themselves with wax. ((3)Unfortunately, we are told, one of them flew too near the sun, and the wax melted, (4)so that he fell to his death in the sea.) Then we have the plans of Leonardo da Vinci, the Renaissance Italian artist and engineer, as a further example of man's interest (5)( ) flying. But it was not (6)( ) rather recent times that (7)the great dream became a fact.

First, man made use (8)( ) the fact (9)(that, what, which) hot air rises to make a light balloon carry people up a short distance (10)above the ground. Then gases (11)(bigger, heavier, lighter, smaller) than air were used (12)in place of hot air, and in the 1870-71 war between France and Prussia a balloon was used by a Frenchman to fly out of Paris when the Prussians were all round (13)it.

But balloons had the disadvantage (14)( ) having to go wherever the wind blew them, so that one never knew where they would come down. (15)It was not until the petrol engine was invented that this difficulty could be overcome. During the 1914-18 war, early aeroplanes, made of wood and canvas and armed with an ordinary machine-gun each, were used by both sides. Great (16)progress was made in knowledge about flying as a result of the needs of the war, so that the years between 1918 and the beginning of the Second World War in 1939 saw an extraordinary development of aeroplanes, which (17)increased greatly (18)( ) size, strength, speed, and safety.

For thousands of years man dreamt (19)(that, what, which) seemed impossible dreams about flying; and then suddenly, in the short space of fifty years, (20)aeroplanes were invented and developed into one of the most important means of transport and instruments of war, without which the atom-bomb might never have been thought of.

## 設問

(1)(16)(17)下線部のアクセントのある音節を次から選べ。

(1) trans-port    (16) prog-ress    (17) in-creased  
      1    2            1    2            1    2

(2)下線部の中から、発音は同じだが綴りの間違った語を3つ選び、正しい綴りを答えよ。

(3)(10)左右の関係が等しくなるように次の空所に適語を入れよ。

(3) fortunately : unfortunately = fortune : (       )

(10) over : under = above : (       )

(4)(20)下線部を和訳せよ。

(5)(6)(8)(14)(18)空所にあてはまる適当な前置詞を答えよ。

(7)(12)下線部と近い意味になるように次の空所に適語を入れよ。

(7) the great dream came (       )

(12) (       ) of hot air

(9)(11)(19)カッコ内の語句のうち正しいものを選べ。

(13)下線部の具体的内容を本文中から1語で抜き出せ。

(15)下線部を、this difficulty の具体的内容を明示して和訳せよ。

(21)本文中に述べられている気球の原理を日本語で説明せよ。

### **Further Expressions**

#### **《利用する》**

Man utilized this fact. 【利用する】

Man made use of this fact.

Man put this fact to use.

Man made the most of this fact. 【最大限に活用する】

Man took advantage of this fact. 【利用する】

Man availed himself of this fact.

#### **《してはじめて》**

This difficulty could not be overcome until the petrol engine was invented.

【～してはじめて】

It was not until the petrol engine was invented that this difficulty could be overcome.

It was only when the petrol engine was invented that this difficulty could be overcome.

#### **《とってかわる》**

Gases were used instead of hot water. 【～のかわりに】

Gases were used in place of hot water.

Hot water was replaced by gases. 【とってかわる】

They replaced hot water with gases. 【～を(他の物と)取り替える】

They substituted gases for hot water. 【代用する】

### 13 世間話の日英比較

One of the most frequent uses of language in everyday conversation is for (1)(that, what, which) we might call “small talk,” which refers (2)( ) those familiar words of greeting and light conversation when friends or strangers meet and talk briefly. “How are you?”, “Nice day, isn’t it?”, “Isn’t it cold today?” (3)and so on. Most of (4)(that, what, which) is included in “small talk” has little meaning in “(5)content” but (6)(considerable, considerate, considering) meaning in relationships. That is, if I say, “How are you?” I probably mean something like: “I see you; I want to be friendly.” It probably does not mean that I want to know your state of health! However, if you are in a doctor’s office and he asks “How are you?”, the words might have a different meaning. (7)In that case, the doctor is not just engaging (8)( ) small talk. He really wants to know about your health.

(9)What is said for “small talk” sometimes varies from society to society. In Japan, (10)( ) example, an acquaintance might ask another, (11) “Where are you going?” to (12)(that, what, which) one can reply, “Just over there” (*chotto soko made*). Neither the question (13)( ) the answer means much, apart (14)( ) a sign of friendliness. In English, however, if you ask an acquaintance, “Where are you going?”, you might seem to be very \*nosy, too personal. Rather (15)( ) creating an impression of friendliness, you may annoy or irritate the other person. Similarly, there are no equivalent expressions for “*itadakimasu*” or “*tadaima*” in English — expressions (16)(what, which, who) perhaps might be included in our category of small talk. (17)Thus it is difficult to say what the meaning of words is without also considering the cultural and social contexts in which they appear.

(注) nosy : せんさく好きな

## 設問

(1)(4)(6)(12)(16) カッコ内の語句のうち正しいものを選び。

(2)(8)(10)(14) 空所にあてはまる適当な前置詞を答えよ。

(3) 下線部の略語を次から選べ。

1. cf. 2. e.g. 3. etc. 4. i.e.

(5) 下線部と近い意味のものを次から選べ。

1. 目次 2. 内容 3. 満足

(7) 下線部の具体的内容を日本語で答えよ。

(9)(17) 下線部を和訳せよ。

(11) 「今日はどちらへ? (Where are you going)」に対する日本とイギリスの考え方の違いについて日本語で説明せよ。

(13)(15) 空所にあてはまる適語を答えよ。

(18) 本文の内容と一致しないものを2つ選べ。

1. When an acquaintance of yours asks you "How are you?", you should think that he really wants to know your state of health.
2. In Japan people often ask another "Where are you going?" without meaning they really want to know where he is going.
3. In English, if you ask "Where are you going?", you may annoy or irritate the other person.
4. When a doctor asks you "How are you?", it is meant seriously
5. Just as Japanese say "*itadakimasu*" or "*tadaima*," British people do the same in English.
6. "*Itadakimasu*" and "*tadaima*" are expressions which we perhaps might include in our category of small talk.

(19) small talk に対する筆者の考え方を日本語で説明せよ。

### Further Expressions

#### 〈たとえば〉

For example, Japanese people say "itadakimasu" 【たとえば】

For instance, Japanese people say "itadakimasu"

In Japanese, there are some useful expressions such as "itadakimasu" 【~のように】

In Japanese, there are some useful expressions: "itadakimasu", "tadaima", and so on [force]. 【などなど】

In Japanese, there are some useful expressions: "itadakimasu", "tadaima", etc.

#### 〈しばしば〉

We often use "small talk" in conversation. 【しばしば】

We frequently use "small talk" in conversation.

More often than not, we use "small talk" in conversation.

As often as not, we use "small talk" in conversation.

## 14 「彼」が残してくれたもの

I hardly knew him. But (1)what he did for me has helped to change my life. Perhaps I had better explain.

My name is Mary West. I was born here in London but my parents both came from Ireland. My father died when I was nine. It's strange, you know, but for a time I felt as if (2)he had somehow let me down, (3)as if it were his fault that he had a bad heart. Children can be like that. They often behave as if their parents had (4)only one purpose in life, and that was to be their mothers and fathers. (5)They don't see them as real people.

I'm (6)(an only, only a) child. My mother and I were very poor for a time. She had a brother, who lived in Australia. His name was Bill. Uncle Bill came to London several times to see us. He was very fond of me and took me for walks in Hyde Park. But Australia is a long way away and we didn't see very much (7)( ) him.

One day, nine years ago, when I was twenty-two, I got a letter from a lawyer in Australia. He told me that Uncle Bill had died and (8)(that, what, which) he had (9)some other important news for me. He refused (10)(saying, to say) what it was until he came to London personally to see me. We met in a hotel in London a few weeks later. The news was that Uncle Bill had made a lot of money in Australia and had left it all to me. I could hardly believe it. I felt (11)( ) jumping up and down. But, I didn't, of course.

I gave part of the money to my mother. I used the rest to study (12)architecture and then to start my own business. The business is doing well. I have lots of (13)contracts. But (14)none of this would have been possible if it hadn't been for Bill, the uncle I hardly knew.

## 設問

(1) 下線部の具体的内容として正しいものを次から選べ。

1. He came to see her personally.
2. He left her quite a fortune.
3. He left her very poor.
4. He took her for walks in Hyde Park.

(2) 下線部と近い意味になるように次の空所に適語を入れよ。

he had somehow (        ) me

(3)(14) 下線部を和訳せよ。

(4)(9) 下線部の具体的内容を日本語で説明せよ。

(5) 下線部を、they および them の具体的内容を明示して和訳せよ。

(6)(8)(10) カッコ内の語句のうち正しいものを選び。

(7)(11) 空所にあてはまる適当な前置詞を答えよ。

(12) 左右の関係が等しくなるように次の空所に適語を入れよ。

novel : novelist = architecture : (        )

(13) 下線部のアクセントのある音節を次から選べ。

con-tract

- 1    2

### **Further Expressions**

#### **〈失望する〉**

The news of his death let me down. 【失望させる】

The news of his death disappointed me.

The news of his death was disappointing to me. 【失望させるような】

I was disappointed at [with] the news of his death. 【失望する】

#### **〈大量の〉**

Uncle Bill gave me a lot of money. 【たくさんの】

Uncle Bill gave me lots of money.

Uncle Bill gave me plenty of money.

Uncle Bill gave me much money.

Uncle Bill gave me a good deal of money. 【多量の】

Uncle Bill gave me a great amount [sum] of money.

Uncle Bill gave me a considerable amount [sum] of money. 【相当量の】

Uncle Bill gave me a respectable amount [sum] of money.

Uncle Bill gave me a fortune. 【財産】

## 15 テレビの功罪

(1)Television now plays such an important part in so many people's lives that it is essential for us to try to decide whether it is a blessing or a curse. Obviously, television has both advantages and disadvantages. But do (2)the former outweigh (3)the latter?

In the first place, television is not only a convenient source of entertainment, but also a (4)(comparably, comparatively) cheap one. For a family of four, for example, it is more convenient as well as cheaper to sit comfortably at home, (5)( ) almost unlimited entertainment available, than to go out in search (6)( ) amusement elsewhere. They do not have to pay (7)( ) expensive seats at the theatre, the cinema, or the opera, only (8)to discover, perhaps, that the show is a rotten one. (9)All they have to do is press a button, and they can see plays, films, operas, and shows of every kind, (10)not to mention political discussions and the latest (11)(excited, exciting) football match. Some people, however, maintain that this is precisely where the danger (12)( ). The television viewer needs do nothing. He takes no initiative. He (13)( ) no choice and exercises no judgement. He is completely (14)passive and (15)(everything / has / him / presented / to) without any effort (16)( ) his part.

Television, it is often said, keeps one informed about (17)current events, allows one to follow the latest developments in science and politics, and offers an endless series of programs which are both instructive and entertaining. The most (18)distant countries and the strangest custom are brought right into one's sitting-room. It could be argued that the radio performs this service just as well; but on television everything is much more living, much more real. Yet here again there is a danger. We get so used (19)( ) looking at it, so dependent on its flickering pictures, that it begins to dominate our lives. A friend of mine told me the other day that his television set had (20)( ) down and that he and his family had suddenly found that they had far more time to do things, and that they had actually begun to talk to each other again. It makes one think, doesn't it!

There are many other arguments for and (21)( ) television. The poor (22)quality of its programs is often criticized. But it is undoubtedly a great comfort to many lonely elderly people. And does it corrupt or instruct our children? I think we must realize that television (23)( ) itself is neither good nor bad. (24)It is the uses to which it is put that determine its value to society.

## 設問

(1)(24)下線部を和訳せよ。

(2)(3)下線部の具体的内容を本文中の英語で答えよ。

(4)(11)カッコ内の語句のうち正しいものを選び。

(5)(6)(7)(16)(19)(21)(23)空所にあてはまる適当な前置詞を次から選べ。

1. against 2. for 3. in 4. of 5. on 6. to 7. with

(8)下線部と異なる用法の不定詞を含む文を次から選べ。

1. I awoke one morning to find myself famous.  
2. He worked hard only to fail.  
3. He left England never to return.  
4. He must be a fool to say so.

(9)(10)下線部と近い意味になるように次の空所に適語を入れよ。

(9) They have ( ) to press a button

(10) let ( )

(12)(13)(20)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

- break lay lie make turn

(14)(22)下線部の反意語を答えよ。

(15)カッコ内の語句を正しい順序に並べ替えよ。

(17)(18)下線部と近い意味の語句を次から選べ。

1. far 2. future 3. near 4. past 5. present

(25)テレビの長所と短所として本文中に述べられていることを2点ずつ、各20字以内の日本語で答えよ。

(26)第3音節にアクセントのあるものを次から選べ。

1. advantage 2. determine 3. development 4. entertain

### **Further Expressions**

#### **《両方とも》**

Television has both advantages and disadvantages. 【AとBの両方】

Television has at once advantages and disadvantages.

Television has not only advantages but (also) disadvantages. 【AのみならずBも】

Television has disadvantages as well as advantages. 【Aと同様にBも】

#### **《意見》**

I think that television in itself is neither good nor bad. 【思う】

I want to insist that television in itself is neither good nor bad. 【主張したい】

I want to point out that television in itself is neither good nor bad. 【指摘したい】

I take it that television in itself is neither good nor bad. 【思う】

I am of the opinion that television in itself is neither good nor bad. 【～という意見だ】

In my opinion, television in itself is neither good nor bad. 【私の考えでは】



## 第4章 基本動詞を活用する

### 16 サムの生涯

Sam was a grocer in the Bronx, New York City. All his life he had worked hard, first as the only (1)employee in the same small grocery, and then as its owner. The store, which opened at 7: 30 A.M., never closed before eight in the evening — and often later, for Sam never refused to serve late customers when he was still around cleaning up the place. His wife helped, and (2)so did his three children when they were not in school or doing their homework.

(3)Sam took his long days as a matter of course. Like most men of his age and modest background, he regarded work as the normal human fate. He didn't resent (4)( ) pains to assure the financial security of his family because he was (5)( ) that anything (6)of value has to be earned. Surely, (7)it never occurred to Sam to wonder whether this security was costing him too much freedom and personal happiness. For one thing, he didn't (8)( ) himself unhappy or unfairly burdened. He was just a man doing his duty. Besides, he had his rewards: the store had prospered nicely since he had bought it and he felt proud of his success. It was good also to know that he had earned the respect and friendship of his neighbors; it was good to (9)feel needed, responsible, and liked.

For Sam the little store didn't represent only a hard way to (10)( ) a living and to (11)( ) his sons with the education that he had not received himself. It was not just a place to work. (12)It was his true home, his world, the very center of his life, and his pleasure as well. He enjoyed his daily conversations with his customers, the jokes he shared with the policeman \*on the beat, and the (13)company of Fred, the tailor next door, who came every day for an apple and a bit of gossip.

(14)Sam's sons tried in vain to talk him into retiring at seventy. He couldn't imagine a life away from his store, his responsibilities, his friends. Sam (15)( ) his store until he was seventy-four. One morning, as he was carrying a box of apples outside, he collapsed and (16)( ) of his heart attack without having been sick or idle one day. That was pretty much (17)what he had hoped for.

(注) on the beat : 巡回中

#### 設問

(1)下線部の反意語を答えよ。

(2)下線部の具体的内容を表すように、次の空所にあてはまる適当な語句を答えよ。

\_\_\_\_\_, too

(3)(7)(12)下線部を和訳せよ。

(4)(5)(8)(10)(11)(15)(16)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

consider convince die make provide run take

(6)下線部の反意語を次から選べ。

1. invaluable 2. priceless 3. valuable 4. valueless

(9)下線部と近い意味のものを次から選べ。

1. 働くことが必要だと感じている 2. いつも欠乏しているように感じる

3. 人のために役立っていると感じる 4. 多くの要求を感じる

(13) 下線部と近い意味で用いられている company を含む文を次から選べ。

1. I work for my father's company.
2. You may know a man by the company he keeps.
3. A company of travelers are expected to arrive soon.
4. I will be glad of your company on the trip.

(14) 下線部と近い意味の文を次から選べ。

1. Sam's sons were happy to talk about his retirement.
2. Sam's sons failed to persuade him to retire.
3. Sam's sons attempted to discuss their retirement with him.
4. Sam's sons were ready to tell him to retire.

(17) 下線部の具体的内容を日本語で説明せよ。

(18) 本文の内容と一致するものを次から2つ選べ。

1. 小さな食料雑貨店の店員として出発し、その店の経営者となるに至ったサムは自分の成功をしばしば得意げに子どもたちに語った。
2. サムが仕事や苦勞をいとわなかったのは、本来人間は働くべきものであり、価値あるものは労働によって手に入れるべきものだと考えていたからである。
3. 自分が受けなかった教育を息子たちに受けさせてやりたい一心で、サムはつらい労働に耐えた。
4. サムが成功したのは彼の勤勉さもさることながら近所の人々の善意と奉仕に負うところが多かった。
5. サムは仕事にあけくれる自分の姿を不幸であるとき々ふと思うことがあったが、この苦しみで耐えることが自分に与えられた運命であると考えた。
6. 仕事を第一と考え、74歳まで働き続けて仕事に倒れたのは、むしろサムの望むところであつたらう。

### Further Expressions

#### 《当然と思う》

Sam took his hard work as a matter of course. 【当然と考える】

Sam took his hard work for granted.

Sam took it for granted that he must work hard.

#### 《駄目だった》

Sam's sons tried in vain to persuade him to retire. 【無駄だった】

Sam's sons tried vainly to persuade him to retire.

Sam's sons tried to persuade him to retire, [but] in vain.

Sam's sons tried to persuade him to retire, only to fail. 【失敗した】

Sam's sons tried to persuade him to retire, but without avail. 【無駄だった】

Sam's sons tried to persuade him to retire, but without success. 【成功しなかった】

Sam's sons tried to persuade him to retire, but to no purpose. 【無駄だった】

It was no use trying to persuade him to retire.

#### 《生計を立てる》

The little store was not only a way to earn a [his] livelihood. 【生計を立てる】

The little store was not only a way to earn a [his] living.

The little store was not only a way to make a [his] livelihood.

The little store was not only a way to make a [his] living.

## 17 高齢者の社会的役割

When is a person old? (1)There are many individuals who still seem 'young' at seventy or more, while others appear 'old' in their fifties. From another point of view, sumo wrestlers, for instance, are 'old' in their thirties, whereas artists' best years may come in their sixties or even later. But (2)in general, people are old when society (3)( ) them to be old, that is, when they retire from work at around the age of sixty or sixty-five.

Nowadays, however, the (4)demand for new work skills is making more and more individuals old before their time. Although older workers tend to be dependable, and have much to offer from their many years of experience, they are put at a disadvantage by rapid developments in technology. Older people usually (5)acquire / difficult / find / it / more / to the new skills required by technological changes, and they do not (6)( ) the same educational opportunities (7)( ) young workers.

When they finally leave work and retire, people (8)( ) further problems. The (9)majority receive little or no assistance in (10)( ) to their new situation in the community. (11)Moreover, since society at present appears to have no clear picture of what place its old members should occupy, (12)it is unable to offer them enough opportunities to have satisfying social roles after they retire.

In the past, the old used to be (13)looked upon as experts in solving various problems of life. Today, however, (14)they are no longer regarded as such and are seldom expected to (15)( ) significant roles in social, (16)(economic, economical) and community affairs. (17)With the number of older people in the population rapidly increasing, we need greatly to increase and improve the opportunities provided for them so that they can participate in society with dignity and respect.

### 設問

(1)(17)下線部を和訳せよ。

(2)(11)下線部と近い意味になるように次の空所に適語を入れよ。

(2) generally ( )

(11) In ( )

(3)(6)(8)(10)(15)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

adjust consider deal enjoy face play wonder

(4)(9)下線部の反意語を答えよ。

(5)カッコ内の語句を正しい順序に並べ替えよ。

(7)空所にあてはまる適当な前置詞を答えよ。

(12)下線部の具体的内容を次から選べ。

1. society 2. clear picture 3. to offer them enough opportunities

4. to have satisfying social roles

(13)下線部と近い意味の1語を本文中から選べ。

(14)下線部を、as such の具体的内容を明示して和訳せよ。

(16)カッコ内の語句のうち正しいものを選べ。

(18)本文の内容と一致するように次の空所にあてはまる適当な語句を選べ。

(A) People are normally regarded as old when ( ).

1. they are in their fifties

2. they are judged to be old by society

3. they consider themselves too old to work
  4. they reach the age of seventy
- (B) Changes in technology can ( ).
1. enable older workers to make better use of their experience
  2. give older people opportunities for new jobs
  3. make it easier for older workers to acquire new skills
  4. make older people's knowledge and skills out of date
- (C) After finally retiring, most people ( ).
1. are given new social roles by society
  2. do not need assistance in making the necessary adjustments
  3. have few disadvantages in their new situation
  4. have to work out their social roles largely for themselves
- (D) According to the fourth paragraph, the position of old people in society today largely depend on ( ).
1. how many problems they are able to solve
  2. the age at which they finally retire from their work
  3. the rapid increase in the number of retired people in the community
  4. what opportunities they are given by society
- (19) 高齢者をめぐる雇用状況の問題について本文中に述べられている点を日本語で説明せよ。
- (20) 高齢者の退職後の社会的状況の問題点について本文中に述べられている点を日本語で説明せよ。

### **Further Expressions**

#### **《尊敬する》**

We should **respect** old people. 【尊敬する】

We should **look up to** old people.

We should **think highly of** old people. 【高く評価する】

We should be **respectful to** [of, toward] old people. 【敬意を表する】

#### **《参加する》**

Old people should **participate in** society with dignity. 【参加する】

Old people should **take part in** society with dignity.

Old people should **join** society with dignity.

#### **《時代遅れの》**

Older people's knowledge may become **out of date** because of changes in technology.

【時代遅れの】

Older people's knowledge may become **old-fashioned** because of changes in technology.

【流行遅れの】

Older people's knowledge may become **behind the times** because of changes in technology. 【時勢に遅れた】

Older people's knowledge cannot **keep up with** the times because of changes in technology. 【ついていく】

Older people's knowledge cannot **keep abreast of** the times because of changes in technology. 【時代に遅れないようにする】

Older people's knowledge cannot **keep pace with** the times because of changes in technology. 【遅れずに進む】

Older people's knowledge cannot be **up to date** because of changes in technology.

## 18 人と動物の距離

How nice it would be (1)if all the creatures we met out of doors were tame, and would play with us as they do in the fairy stories. Generally they fly away or hide, because they know that most people want to throw stones at them or to pull off their legs and wings, or to hurt their feelings in other ways. So only the flies and the bees, and other folk that want to play games we don't (2)care about, will come near us, and the others (3)( ) off to find a part of the garden where there are no human beings to (4)( ) them.

But (5)now and again we do find creatures quite (6)(tame, wild) and friendly. Sometimes (7)it is hunger that brings them to us, as when the frost (8)( ) birds from digging for worms, or the snow has covered all their food, and they come and beg a few little bits of bread and a sip of water. (9)Sometimes it is the fear that their little naked young ones will catch cold or starve if they are not attended to that makes birds forget their fear of us, and come to their nests even when we stand close by. (10)Sometimes mere curiosity leads creatures to come a little closer, and, if we keep still, closer yet, to stare at the huge animal that has invaded their own particular part of the world.

By (11)( ) advantage of these instincts we can (12)get glimpses of the home life of our fellow-creatures. (13)Children must not think that man is the only person worth making friends with, though as we are human beings we naturally (14)( ) him the most important.

### 設問

(1)下線部と同じ用法の if を含む文を次から 2 つ選べ。

1. Ah, if only I had a pretty doll like that!
2. If he has finished the accounts, he may go home.
3. If I could go to see you, how happy I should be!
4. Shall I get there in time if I take the 4: 30 train?
5. You should read the newspaper carefully, if you are interested in current topics.

(2)(5)(12)下線部と近い意味の語句を次から選べ。

- (2) 1. deal with 2. like 3. look after 4. take care 5. worry
- (5) 1. at present 2. in the near future 3. occasionally 4. often 5. today
- (12) 1. learn a lot about 2. look closely into 3. receive presents from  
4. see for brief moments 5. take photographs of

(3)(4)(8)(11)(14)空所にあてはまる適切な動詞を次から選び、適切な語形に直せ。

go prevent take think worry

(6)かっこ内の語句のうち正しいものを選べ。

(7)(9)(10)(13)下線部を和訳せよ。

(15)本文の内容と一致するものを次から選べ。

- (A) 1. Most animals are foolish to fear human beings.  
2. Most animals are naturally friendly to human beings.  
3. Most animals realize that human beings are dangerous.

- (B) 1. Only unpleasant insects seem to want to play with us.  
 2. Unpleasant insects have feelings like folk and we should care about them.  
 3. When we are playing we don't care about unpleasant insects.
- (C) 1. One reason animals sometimes approach us is because they want food and drink.  
 2. One reason animals sometimes approach us is because we have given them food and drink.  
 3. One reason animals sometimes approach us is because we offer them food and drink.
- (D) 1. Animals sometimes approach us out of what seems to be just interest.  
 2. It is curious how you can lead animals to water but cannot make them drink.  
 3. If you are curious about animals you can sometimes get them to approach you.
- (E) 1. Children must not think that they are so important, but try to be simple like natural creatures.  
 2. Children should understand that creatures other than human beings are worth making friends with.  
 3. Children should understand that women as well as men are worth making friends with.

### **Further Expressions**

#### **〈妨げる〉**

Due to the frost, birds cannot dig for worms. 【～のために】

On account of the frost, birds cannot dig for worms.

The frost prevents birds from digging for worms. 【妨げる】

The frost keeps birds from digging for worms. 【させないようにする】

The frost hinders birds from digging for worms. 【妨げる】

The frost makes birds unable to dig for worms. 【できない】

The frost makes it impossible for birds to dig for worms. 【不可能な】

#### **〈であればなあ〉**

(How) I wish all creatures were tame! 【～であればなあ】

If only all creatures were tame! 【～でありさえすれば】

I am sorry that all creatures are not tame. 【残念に思う】

#### **〈仲良くする〉**

We should make friends with animals as well as humans. 【親しくなる】

We should get along with animals as well as humans. 【仲良くやっていく】

We should be on good terms with animals as well as humans. 【仲の良い間柄である】

## 19 異国日本への挑戦

“Oh no! I can’t eat that!” These are the words Melissa spoke when she saw *natto* (1)(at first, for the first time, in the first place). Finally, (2)in spite of her fear, she ate one small bean.

For Melissa, eating the one bean was an act of courage because Melissa was a very (3)(brave, generous, mature, timid) person. For example, whenever she and her cousins were together, Melissa was the only one who was afraid to ride in a boat or compete in a sports activity or try something new. Thus, it was a major challenge for her to come to Japan — a country with different foods, customs and language. It was not easy for her to use chopsticks, but she did it; it was (4)(confusing, confused) for her to find her way on the trains, but she did it; and it was very hard for her to eat different foods, but she did it.

Sometimes Melissa felt (5)(embarrassed, embarrassing) when she did (6)something (7)(that, what) Japanese people would never do. She has the unusual habit of using her feet like she uses her hands, so in Japan she (8)(could, should, would) often pick up her bag and move it with her foot. When she was told not to do that, she felt bad and ashamed. Then she smiled and said “Well, now I know.”

(9)The more she met with Japanese people, the more she grew to respect and like them. Of course, she was (10)(disappointed, disappointing) when people she met would not try to talk to her, (11)( ) they were students who were studying English. One young man started to talk with her but suddenly became (12)(embarrassed, embarrassing) and left in the middle of the conversation. When Melissa visited an English class once, (13)no one spoke to her. Later the students in the class (14)( ) among themselves and held an imaginary conversation with her in Japanese. They (15)( ) to talk to her and to ask her questions.

Generally (16)( ), Melissa (17)( ) a good time in Japan and really enjoyed (18)( ) new things and trying to meet different people. She was the courageous one, trying to learn and to communicate with others. (19)Unfortunately it was the Japanese students, safe in their own country, around her who were afraid and were too timid to talk to someone so kind and friendly as Melissa.

## 設問

(1)(3)(4)(5)(7)(8)(10)(12)カッコ内の語句のうち正しいものを選び。

(2)(13)下線部と近い意味になるように次の空所に適語を入れよ。

(2) ( ) she was fearful

(13) she was not ( A ) ( B ) by ( C )

(6)下線部の具体的内容を日本語で説明せよ。

(9)(19)下線部を和訳せよ。

(11)空所にあてはまる適当な語句を次から選べ。

1. as if 2. even though 3. now that 4. unless

(14)(15)(16)(17)(18)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

challenge have pretend speak talk

(20)本文の内容と一致するように次の空所にあてはまる語句を選び。

(A) In Japan, Melissa managed to ( )

1. eat with chopsticks, eat different foods and find her way on Japanese trains
2. pick up her bags with her feet
3. have an imaginary conversation with Japanese students
4. eat "natto," ride in a boat, and play a rough sport

(B) The only unfortunate thing about Melissa's visit to Japan was that ( ).

1. she couldn't learn to eat the food
2. she was scolded about her use of her feet
3. Japanese people didn't respect her
4. Japanese people wouldn't talk to her

(21)アクセントの位置が異なる組み合わせを次から選べ。

- |            |           |            |            |
|------------|-----------|------------|------------|
| 1. courage | 2. differ | 3. fortune | 4. imagine |
| courageous | different | fortunate  | imaginary  |

## Further Expressions

### 《にもかかわらず》

Though [Although] she was fearful, she had to eat natto. 【～であるが】

In spite of her fear, she had to eat natto. 【～にもかかわらず】

For all her fear, she had to eat natto.

With all her fear, she had to eat natto.

Despite her fear, she had to eat natto.

Notwithstanding her fear, she had to eat natto.

### 《突然》

Suddenly the young man became embarrassed. 【突然】

All of a sudden the young man became embarrassed.

All at once the young man became embarrassed.

### 《困惑する》

Melissa didn't know how to take trains in Japan. 【わからない】

Melissa was at a loss how to take trains in Japan. 【途方にくれて】

It was confusing for Melissa to find how to take trains in Japan. 【困惑させる】

Melissa was confused to find how to take trains in Japan. 【困惑する】

Melissa had no idea how to take trains in Japan. 【どうしてよいかわからない】

Melissa was at wit's end how to take trains in Japan. 【途方にくれて】



## 20 科学と人命

Everybody knows that science is a large and important part of our world today. In fact, at almost every moment of our lives, (1)whether we are conscious of it or not, we are relying upon science. It helps us out with many a difficulty that our (2)forefathers never (3)learned to overcome. It brings us many an enjoyment they never dared to hope for. It puts into our hands many a power they never even dreamed of.

As a (4)(matter, problem, question) of fact, (5)it is no exaggeration to say that many of us would not be here at all (6)if it were not for science. Take your own classmates for example. (7)( ) the conditions of a couple of centuries ago, before medical science was well developed, a (8)(consider) proportion of them would not have lived (9)(enough long, long enough) to reach even the age level of your class.

Some would have died at birth, (10)( ) causes which we now prevent. Others would have died early, (10)( ) sicknesses like \*smallpox, which we have practically wiped out through \*vaccination, or (10)( ) a number of “children’s diseases,” such as \*diphtheria and \*scarlet fever, which we now control by various forms of treatment or prevention. (11)A number would certainly have died (10)( ) \*appendicitis or other such diseases, for many of the surgical operations of the present day were unknown.

For another example, take a gathering of persons of all ages, like those who assemble on a graduation day — mothers, fathers, old folks, as (12)(far, long, many, well) as children. The percentage of “those who wouldn’t be there if it weren’t for science” would be even higher. For people today live much longer than was the case a century or two ago. For instance, the average length of life in this country around the 1850’s was about forty years. Now the average length of life is more than sixty-five years; and further progress is steadily being (13)( ), year (14)( ) year. A quarter of a century of added life — (15)this is indeed a precious gift. It is there because of the successful efforts of science.

Of course, it is not only medical science and the fields connected with health which (16)( ) an important part in our lives; it is not only when we are ill that we call upon science. Practically all of the time, in health or sickness, awake or asleep, we are (17)making use of its powers.

When we listen to music or a speech over the radio, when we see a movie or watch television, when we talk on the telephone or send a telegram, when we read a book by electric light, when we travel by car, plane, rail, or steamboat, when we put a supply of food into a refrigerator or a pile of clothes into a washing machine, whenever we flick a switch, press a button, or read a dial, we are calling upon the sciences and making them work for us. Many of the things we now do in this way, with the help of science, make (18)the story of Aladdin’s lamp into an every-day occurrence for each one of us.

(注) smallpox : 天然痘    vaccination : ワクチン接種、種痘

diphtheria : ジフテリア    scarlet fever : しょう紅熱    appendicitis : 虫垂炎 (盲腸炎)

### 設問

(1)下線部を、it の具体的内容を明示して和訳せよ。

(2)下線部と近い意味の語句を次から選べ。

1. ancestors    2. descendants    3. offspring    4. successors

(3)(5)(17)下線部と近い意味になるように次の空所に適語を入れよ。

(3) learned to get ( )

- (5) it is not too ( ) to say  
 (17) ( ) its powers
- (4)(9)(12) カッコ内の語句のうち正しいものを選び。  
 (6) 下線部と意味が異なるものを次から選べ。  
 1. but for science 2. except science  
 3. were it not for science 4. without science
- (7)(10)(14) 空所にあてはまる適当な前置詞を次から選べ。  
 1. by 2. from 3. to 4. under 5. with
- (8) カッコ内の語句を正しい形容詞形に直せ。  
 (11) 下線部の具体的内容として正しいものを次から選べ。  
 1. Many classmates 2. A number of children's diseases  
 3. Various forms 4. The number of classmates
- (13)(16) 空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。  
 call look make play take
- (15) 下線部の具体的内容を日本語で答えよ。  
 (18) 下線部の意味として正しいものを次から選べ。  
 1. 魔法のおかげで、あらゆる願い事がかなえられたという話  
 2. 魔法のおかげで、人間の欲望に際限がなくなってしまったという話  
 3. ランプのおかげで、暗闇の恐怖と不便さから救われたという話  
 4. ランプの発明が科学の発達の幕開けとなったという話
- (19) 本文の内容と一致するものを次から4つ選べ。  
 1. 現在、科学技術は我々の生活の隅々にまで影響を与えているので、それに気付かないことさえある。  
 2. 現代科学がもたらした功績には、我々の先祖が思いもかけなかったものもある。  
 3. 科学の進歩の恩恵を受けているのは、現在のところ、主に先進国の人々である。  
 4. およそ200年前には、現代では既に克服されている伝染病で命を落とす子どもがたくさんいた。  
 5. 医学の進歩により、1850年代に比べると、筆者の国の平均寿命は25年ほど長くなった。  
 6. 科学を過信するのは危険である。  
 7. 我々が科学技術の恩恵に浴することができるのは、それが両刃の剣であることを知って慎重に研究を進めてきたからである。  
 8. 科学の発達は、いわゆる「ヴァーチャル・リアリティー」を産み出し、現実と虚構の境界線があいまいになってきた。

### Further Expressions

#### 〈明白な〉

It is no exaggeration to say that science is important to our lives. 【過言ではない】

It is not too much to say that science is important to our lives.

It goes without saying that science is important to our lives. 【言うまでもない】

Needless to say, science is important to our lives. 【言うまでもなく】

Of course, science is important to our lives. 【もちろん】

It is clear [obvious, apparent, evident, manifest] that science is important to our lives.

【明白な】

#### 〈もし(今)なかったら〉

If it were not for science, we could not live. 【もし今なかったら】

Without science, we could not live.

But for science, we could not live.

Were it not for science, we could not live.

#### 〈もし(昔)なかったら〉

If it had not been for science, many people would have died. 【もし過去になかったら】

Had it not been for science, many people would have died.

Without science, many people would have died.

But for science, many people would have died.

## 第5章 派生語に変化させる

### 21 賃金の男女不平等

“Equal pay for equal work” is a phrase used by the American women who (1)complain about (2)(feel / is / they / treatment / unjust / what) by society. Clearly it is unfair, they say, for women to be paid less than men for the same work.

(3)People who hold the opposite view (mainly men) have an answer to this. They say that men have more responsibilities than women: a married man is (4)expected (5)(and to make / his family / money / to earn / to support) the important family (6)(decide), and therefore it is right for men to be paid more. (7)There are some people who hold even stronger views than this and are against married women working at all. When wives go out to work, they say, the home and children are neglected. If women are (8)(discouraged, encouraged) by equal pay to take full-time jobs, (9)they will be unable to do the things they are best at doing: making a comfortable home and (10)bringing up children. They will have to (11)give up their traditional position in society.

(12)This is exactly what they *want* to give up, the women who disagree say. (13)They want to escape from the limited place which society expects them to fill, and to have freedom to (14)choose between a career or home life, or a mixture of the two. Women have the right not only to equal pay but also to equal opportunities.

These women have expressed their opinion forcefully by using the (15)famous (16)(state) about human rights made in the American (17)(Declare) of Independence in 1776: “all men are created equal.” They point out that the meaning of this sentence was “all *human beings* are created equal.”

#### 設問

(1)(4)(14)(15)下線部の名詞形を答えよ。

(2)(5)カッコ内の語句を正しい順序に並べ替えよ。

(3)下線部の人々の主張を日本語で説明せよ。

(6)(16)(17)カッコ内の語句を正しい名詞形に直せ。

(7)(13)下線部を和訳せよ。

(8)カッコ内の語句のうち正しいものを選べ。

(9)下線部と近い意味になるように次の空所に適語を入れよ。

It will be ( ) for them to do

(10)(11)下線部と近い意味の動詞1語を答えよ。

(12)下線部の具体的内容を25字程度の日本語で説明せよ。

(18)本文の内容と一致するように次の空所にあてはまる適当な語句を選べ。

(A) [Paragraph 1] The women use the phrase “equal pay for equal work” to make an appeal that ( ).

1. men should be paid less than women
2. women’s work should not be harder than men’s

3. women's rates of pay should not differ from men's

4. men should be kinder to women at work

(B) [Paragraph 2] People who disagree with the women who complain believe that ( ).

1. men have more to do in the home than women

2. men have to work much harder than women

3. men can earn money more easily than women

4. men's responsibilities are different from women's

(C) [Paragraph 3] The women who disagree say that ( ).

1. women need opportunities to get out of the house more often

2. women want more freedom in deciding the kind of lives they lead

3. women are no longer interested in taking care of their homes

4. if women are given equal pay, their opportunities will be greater

(D) [Paragraph 4] The women use the statement "all men are created equal" to show that ( ).

1. a basic principle of American society is that men and women are equal

2. the position of women has improved a little in modern times

3. men and women had equal power in early American society

4. governments always consider men's rights more important than women's

### **Further Expressions**

#### **〈賛成する〉**

Some people agree with [to] the idea. 【賛成する】

Some people are in favor of the idea. 【賛成して】

Some people support the idea. 【支持する】

Some people are positive about the idea. 【肯定的な】

Some people stand by the idea. 【支持する】

Some people stand up for the idea. 【味方する】

#### **〈異なる〉**

Men's responsibilities differ from women's. 【異なる】

Men's responsibilities are different from women's. 【異なっている】

There is a difference between men's responsibilities and women's responsibilities.

【違い】

## 22 障害児たちに贈る本

(1)When Jean Little was young, she had a turtle that she (2)( ) after the British poet Robert Browning. The name she gave her pet was an early sign of Jean's interest in literature. She (3)(have / known / may / not) then that she wanted to write books. However, she did know that she loved reading them.

Jean Little was born in Taiwan in 1932. Her mother and father were American doctors who had gone to Taiwan to live. Jean was (4)(blind, deaf, dumb) when she was born, but she did (5)( ) some (6)sight as she (7)( ) older. Jean was lucky because her mother, father, two brothers, and a sister often read books to her. She listened to many stories. At an early age, Jean was able to read (8)on her own.

When Jean was seven, the Little family left Taiwan and moved to Canada. There, Jean had some problems. The children at school made (9)( ) her because of her poor eyesight. She just did not seem to fit in. Jean began spending more and more time in the library. (10)She liked being around books better than she liked being with people. (11)Jean's feelings about life changed the more she read. With each new book, she dreamed and thought about a career as a writer. Jean's love for literature grew.

(12)Growing up with poor eyesight was not easy. Still, she has (13)achieved a lot in life. She has (14)chosen to make (15)( ) the ability part of her sight disability.

Jean studied English language and literature at the University of Toronto. Then she began a career teaching children with handicaps. Working with these children (16)( ) her to (17)believe that she should be writing books in which disabled boys and girls could see themselves. (18)Jean Little's first books, then, were for children in her own classes. Jean Little's books have been translated (19)( ) many languages. As a result, she is a pen pal to children across the world. Some of her books have (20)( ) important prizes.

### 設問

(1)(8)(10)下線部と近い意味になるように次の空所に適語を入れよ。

(1) Jean Little had a turtle in her ( )

(8) by ( )

(10) She ( A ) reading books to ( B ) company with people.

(2)(5)(7)(16)(20)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

gain grow lead name win

(3)かっこ内の語句を正しい順序に並べ替えよ。

(4)かっこ内の語句のうち正しいものを選べ。

(5)左右の関係が等しくなるように次の空所に適語を入れよ。

eye : sight = ear : hearing = nose : ( A ) = tongue : ( B )

= body : touch

(9)(15)空所にあてはまる適当な語句を次から選べ。

1. the most of    2. fun of    3. head or tail of    4. nothing of

(11)下線部を和訳せよ。

(12)(13)(14)(17)下線部の名詞形を答えよ。

(18)下線部はどのような目的で作られた本か、日本語で説明せよ。

(19)空所にあてはまる適当な前置詞を答えよ。

(21)本文の内容と一致するものを次から選べ。

1. When she named her pet Robert Browning, she had already had a strong will to write books.
2. Jean's nationality was American.
3. Jean spent her university student days in the United States.
4. The first books Jean wrote were for adults.

### **Further Expressions**

#### **《からかう・いたずら》**

The children at school made fun of her. 【からかう】

The children at school made a fool of her. 【笑いものにする】

The children at school laughed at her. 【ばかにして笑う】

The children at school spoke ill of her. 【悪く言う】

The children at school ridiculed her. 【あざける】

The children at school mocked her.

The children at school pulled her legs. 【からかう】

The children at school played a trick on her. 【いたずらする】

The children at school played a joke on her. 【からかう】

#### **《より好む》**

I like reading books better than keeping company with people. 【より好む】

I prefer reading books to keeping company with people.

I prefer to read books rather than to keep company with people.

I would rather read books than keep company with people.

Reading books was preferable to keeping company with people. 【好ましい】

#### **《育てる》**

Jean grew up in Canada. 【育つ】

Jean was brought up in Canada. 【育てられる】

Jean's parents brought her up in Canada. 【育てる】

Jean's parents raised her in Canada.

Jean's parents nurtured her in Canada.

Jean's parents fostered her in Canada.

## 23 日本人は働き過ぎか

(1)Japanese are said to work too much. Our (2)excessive (3)industry is not always appreciated by other countries. The Japanese themselves believe they are a very diligent and hardworking people. They (4)( ) pride in this, and sometimes pass judgement on others who seem to work less. Comments like “Europeans work too little” and “the French are lazy” are heard often enough in Japan.

But Japanese who have lived in Europe and have seen Europeans at work ask the question: Are we Japanese as (5)(industrial, industrious) (6)(are / as / others / say / we)? (7)There are some scenes which will give you second thoughts about “Japanese diligence.” Golf courses in the outskirts of Tokyo are busy from dawn to dusk every day. (8)They, too, are filled with company workers. Pachinko (pinball game) parlors and coffee shops (9)reveal a similar picture. Businessmen drop in for a rest between appointments with customers.

But fact or not, Japanese society is much more (10)(tolerable, tolerant) than most Western societies toward workers who “relax” and “play” on company time. Where does this difference come from? Probably it comes from (11)a basic difference between Japan and the West in the concept of work. For the typical Japanese “salaryman,” work means more than just doing desk work in his office. Playing golf and going out drinking with business associates are also “work.”

For French people who have been (12)( ) up as Catholics, on the other hand, work and leisure are two different (13)concepts. A French journalist explained: “For us, labor is God’s punishment on mankind. Liberation from labor is a blessing. (14)(differ / from / is / much / this / very / we / where) Japanese workers.”

## 設問

(1)(8)下線部と近い意味になるように次の空所に適当な語句を入れよ。

(1) It \_\_\_\_\_.

(8) They , too, are (        ) of company workers.

(2)(13)下線部の動詞形を答えよ。

(3)下線部と近い意味の1語を本文中より選べ。

(4)(12)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

bring   grow   make   take

(5)(10)カッコ内の語句のうち正しいものを選べ。

(6)(14)カッコ内の語句を正しい順序に並べ替えよ。

(7)下線部を和訳せよ。

(9)下線部の具体的内容を10字程度の日本語で答えよ。

(11)下線部の具体的内容について、日本とフランスを対比させながら50字程度の日本語で答えよ。

(15)次の各語のアクセントのある音節を選べ。

(A) ex-cēs-sive    (B) in-dus-try    (C) ap-pre-ci-ate    (D) Eu-ro-pe-an

1   2   3

1   2   3

1   2   3   4

1   2   3   4

(16)次の下線部の発音と異なるものを選べ。

(A) course    1. abroad    2. bought    3. warn    4. worm

(B) scene    1. creature    2. secret    3. secretary    4. species

### Further Expressions

#### 《という話だ》

It is said that Japanese people work hard. 【～という話だ】

Japanese people are said to work hard.

They say [that] Japanese people work hard.

I hear [that] Japanese people work hard. 【～と聞いている】

Rumor has it that Japanese people work hard. 【～といううわさだ】

As [So] far as I know, Japanese people work hard. 【私の知るかぎり】

To the best of my knowledge, Japanese people work hard.

#### 《誇りにする》

Japanese people are proud of their diligence. 【誇りにする】

Japanese people take pride in their diligence.

Japanese people pride themselves on their diligence.



## 24 樹木の効用

Trees are useful to Man in (1)three very important ways; they provide him with wood and other products; they give him shade; and they help to prevent drought and floods.

Unfortunately, in many parts of the world, Man has not realized that (2)the third of these services is the most important. (3)In his eagerness to draw quick profit from the trees, he has cut them down in large numbers only (4)to find that he has lost (5)the best friends he had.

Two thousand years ago (6)a rich and powerful country cut down its trees to build warships, with which to gain itself an empire. It gained the empire but, without its trees, its soil became hard and poor. (7)When the empire fell to pieces, the home country found itself faced by floods and starvation.

Even (8)where a government realizes the importance of a plentiful supply of trees, it is difficult for (9)it to persuade the villager to see (10)this. The villager wants wood to cook his food with; and he can earn money by making charcoal or selling wood to the townsman. He is usually too lazy or too careless to plant and look after new trees. So, unless the government has a good system of control, or can educate the people, the forests slowly disappear.

This does not only mean that the villagers' sons and grandsons have fewer trees. (11)The results are even more serious: (12)for where there are trees their roots break the soil up, allowing the rain to sink in, thus preventing (13)it being washed away easily; but where there are no trees, the rain falls on hard ground and flows away on the surface, causing floods and carrying away with (14)it the rich top-soil, in which crops grow so well. (15)When all the top-soil is gone, nothing remains but worthless desert.

## 設問

- (1) 下線部の具体的内容 3 点を日本語で答えよ。
- (2)(5)(9)(10)(13)(14) 下線部の具体的内容を本文中より抜き出せ。
- (3)(6)(7)(15) 下線部を和訳せよ。
- (4)(8)(12) 下線部と用法が同じ語を含む文を次から選べ。
- (4) 1. I was delighted to see him.  
2. She promised to write every day.  
3. He has no reason to be so angry.  
4. I awoke to find a burglar in my room.  
5. The policeman blew his whistle to stop the car.
- (8) 1. This is where you are wrong.  
2. He wanted to live in a country where it never snows.  
3. Where there is a will, there is a way.  
4. Ask him where to put the books.  
5. If every citizen performs as badly as you do, where will the country be?
- (12) 1. We did the job for nothing.  
2. I didn't call on you for fear of disturbing you.  
3. For production to be increased they must improve their organization.  
4. For all the sweat and blood the situation appeared unchanged.  
5. I asked her to stay, for I had something to tell her.
- (11) 下線部の具体的内容を、樹木がある場合とない場合を対比させながら 100 字以内の日本語で説明せよ。
- (16) 名詞形に直したときにアクセントの位置が移動するものを次から選べ。  
1. allow 2. educate 3. prevent 4. provide
- (17) 第 2 音節にアクセントのある語を次から 2 つ選べ。  
1. control 2. empire 3. product 4. profit 5. result 6. surface
- (18) 下線部の発音が同じものの組み合わせを次から選べ。  
1. allow 2. break 3. charcoal 4. flood 5. important  
drought surface slowly wood worthless

### Further Expressions

#### 〈直面する〉

The country was faced by [with] starvation. 【直面する】

The country was confronted by [with] starvation.

The country was on the verge of starvation. 【瀕している】

The country was on the brink of starvation.

The country was in danger of starvation. 【危機にある】

The country was unhappy in the face of starvation. 【直面して】

#### 〈崩壊する〉

The empire finally fell to [into] pieces. 【ばらばらに崩れる】

The empire finally fell down. 【倒れる】

The empire finally collapsed.

## 25 意思を伝える能力

While most people can communicate *satisfactorily*, few can do so *effectively*. Because the spoken word is so powerful, as a society we are increasingly beginning to realize that it is very important to be able to make others understand our message. As the world became more (1)(compete), as job become more scarce, and as the communication age control our lives more and more, it is becoming clear that being able to communicate satisfactorily is not enough.

Most people understand that communication is important. In both the personal and professional life, the ability to communicate well can make the difference between (2)(succeed) and (3)(fail). When we meet someone for the first time, our first impression of that person will, (4)( ) a large extent, be based (5)( ) how effectively they can communicate. If a person's manner of speech is nervous or (6)(bored, boring) you will assume that they are nervous or (6)(bored, boring). While most people know that it is important to make a good first impression, not everyone has mastered the (7)necessary skills.

Effective communication is also (8)(essence) in the work environment. (9)Employees who can communicate effectively will be prompted faster and will be more successful, whether they are making client presentations or communicating their ideas to the boss. In some instances, an employer may be prepared to (10)put up with someone who has difficulty (11)( ) communicating, but this person will not be prompted as far or as rapidly as they had mastered the skills of successful communication.

Even when trying to find employment, getting a job depend upon the ability to communicate effectively. Most job interviews are, (12)( ) reality, a test of how well you communicate. The interviewer already knows what sort of work experience you have from your job (13)(apply) form. The interview is an opportunity for the interviewer to judge a person face (14)( ) face. If you communicate effectively and answer and ask questions well, then you will create a good impression.

## 設問

(1)(8)かっこ内の語句を適当な形容詞形に直せ。

(2)(3)(13)かっこ内の語句を適当な名詞形に直せ。

(4)(5)(11)(12)(14)空所にあてはまる適当な前置詞を答えよ。

(6)かっこ内の語句のうち正しいものを選び。

(7)下線部の具体的内容を日本語で説明せよ。

(9)下線部を和訳せよ。

(10)下線部と意味が異なる語句を次から選べ。

1. bear    2. compensate    3. endure    4. stand    5. tolerate

(15)本文の内容と一致しないものを次から3つ選べ。

1. Many people can make others understand their views and ideas effectively.
2. It is important to be more than a satisfactory communicator from now on.
3. The ability to communicate well in private and in the workplace is very necessary to be successful.
4. Even effective communicators cannot make a good impression on other people upon first meeting.
5. Few fail to understand that it is necessary to create a good first impression even though they may have not yet mastered the necessary communication skills to do so.
6. An employer will not fully reward workers who are poor at expressing themselves at work and with clients.
7. Sometimes, employers may agree to keep workers who have unsatisfactory communication skills.
8. Usually, effective communication is necessary to be successful in a job interview.
9. It is rare to have an opportunity to make a good impression by asking and answering questions effectively during an interview.

(16)アクセントの位置が同じ組み合わせを次から選べ。

1. communicate    2. impress    3. prepare    4. satisfy  
communication    impression    preparation    satisfaction

### **Further Expressions**

#### **《がまんする》**

Most people cannot put up with someone who has difficulty in communicating.

#### **【がまんする】**

Most people cannot stand someone who has difficulty in communicating.

Most people cannot tolerate someone who has difficulty in communicating.

Most people cannot endure someone who has difficulty in communicating.

Most people cannot bear someone who has difficulty in communicating.

Most people cannot forbear someone who has difficulty in communicating.

#### **《大部分は》**

Our first expression of people will, to a large [great] extent, be based on how they can communicate. **【大部分は】**

Our first expression of people will, to a large [great] degree, be based on how they can communicate.

Our first expression of people will, for the most part, be based on how they can communicate.

Our first expression of people will mostly be based on how they can communicate.

## レベル II 第 6 章 内容に一致する文を完成する

### 26 男女の役割の変化

Many changes are (1)taking place in the way in which men and women look at their roles in society. We see these changes most dramatically in job and business situations. It is no longer unusual to find a male nurse or a female construction worker. Years ago, (2)( ), a man who worked as a nurse would have been (3)looked down upon for doing “a woman’s job,” and (4)a female construction worker would not have been approved by her male co-workers. (5)However dramatic these changes are, they are not as important as the changes that have taken place between men’s and women’s roles in family life.

The fact that so many women today have (6)(entered, entered into) the job market and are building independent careers for themselves has (7)altered the traditional family structures in many ways. For one thing, household work that used to be done by women is now often shared equally by men and women. Men have discovered at (8)( ) that (9)they too are capable of preparing the family dinner, rather than thinking that they are only capable of taking out the garbage.

Perhaps the greatest change that has taken place in the family is in parents’ new attitude toward (10)bringing up their children. While it is true that only mothers can breastfeed their (11)infants, (12)nowhere is it written that fathers cannot bathe their own babies or change diapers. And more and more of them are doing just that. These days, being a full-time parent is a job that fathers and mothers both share.

As a result of these changes, (13)men and women are more aware of the uniqueness in their own lives. (14)No longer do we insist that little boys play with trucks and grow up to be doctors, while little girls play with dolls and grow up to be housewives. Many men no longer feel that they have to maintain a manly attitude all the time, and many women no longer feel that (15)they should be (16)(obey). Changes like these (17)(are not occurred, do not occur) overnight or even in a few weeks, because they involve fundamental changes in attitudes and behavior.

#### 設問

(1)(3)(10)下線部と近い意味の動詞を次から 2 つずつ選べ。動詞は原形で示してある。

1. abolish 2. compensate 3. despise 4. disdain 5. endure 6. establish  
7. happen 8. investigate 9. nurture 10. occur 11. postpone 12. raise

(2)(8)空所にあてはまる適当な語句を次から選べ。

- (2) 1. although 2. however 3. moreover 4. thus  
(8) 1. all 2. last 3. many 4. much

(4)(5)(9)下線部と近い意味になるように次の空所に適語を入れよ。

- (4) male construction workers would not have approved ( ) their female co-worker  
(5) no ( A )( B ) dramatic these changes are  
(9) they too are ( ) to prepare the family dinner

(6)(17)カッコ内の語句のうち正しいものを選べ。

(7)(11)下線部と近い意味の 1 語を本文中から抜き出せ。

(12)下線部の意味として正しいものを次から選べ。

1. 父親が自分の赤ん坊をお風呂に入れたり、おしめを替えたりすることができるとはどこにも書かれていない。
  2. 父親が自分の赤ん坊をお風呂に入れたり、おしめを替えたりすることができないとはどこにも書かれていない。
  3. 父親が自分の赤ん坊をお風呂に入れたり、おしめを替えたりすることができると書かれている。
  4. 父親が自分の赤ん坊をお風呂に入れたり、おしめを替えたりすることができないと書かれている。
- (13) 下線部はどのようなことを言っているのか日本語で説明せよ。
- (14) 下線部を和訳せよ。
- (15) 下線部の意味として正しいものを次から選べ。  
1. housewives 2. attitudes 3. men 4. women
- (16) カッコ内の語句を適当な形容詞形に直せ。
- (18) 本文の内容と一致するように次の空所にあてはまる適当な語句を選べ。  
(A) Today, little girls probably ( ).  
1. play with dolls and trucks 2. always play with dolls  
3. play with trucks more than with dolls 4. don't play with dolls  
(B) American men are finding that they can ( ).  
1. breastfeed a child 2. attend to a child's needs  
3. share in household chores 4. attend to a child and share in household chores  
(C) Because women have gone out and acquired careers, this has changed ( ).  
1. their household spendings 2. the eating habits  
3. the family structure 4. the role of a child
- (19) 本文の内容と一致するものを次から2つ選べ。  
1. 家庭電化器具の発達は、女性を家事労働から解放した。  
2. 家庭における女性の余暇が増えたことは一般化できない。  
3. 社会における男性と女性の役割に大きな変化が起こっている。  
4. 社会における女性の役割について日本と米国の間には大きな相違がある。  
5. 育児に関して、男性と女性の役割に大きな変化が生じた。  
6. 田舎では、男性と女性の役割分担がはっきりしている。  
7. 社会における女性の役割について、現実と理想の間に大きなギャップがある。  
8. 職場において、男性と女性の間の差別問題は解決した。
- (20) 第1音節にアクセントのある語を次から2つ選べ。  
1. attitude 2. career 3. fundamental 4. opposite

### Further Expressions

#### 〈軽蔑する〉

Some people look down on [upon] men who are doing woman's job. 【見下ろす】

Some people make light of men who are doing woman's job. 【軽視する】

Some people despise men who are doing woman's job. 【軽蔑する】

Some people scorn men who are doing woman's job.

Some people disdain men who are doing woman's job.

#### 〈現在は〉

Today, being a full-time parent is a job that fathers and mothers both share. 【今日】

These days, being a full-time parent is a job that fathers and mothers both share.

Nowadays, being a full-time parent is a job that fathers and mothers both share.

At present, being a full-time parent is a job that fathers and mothers both share.

For the present, being a full-time parent is a job that fathers and mothers both share.

【さしあたり】

For the time being, being a full-time parent is a job that fathers and mothers both share.

## 27 間接喫煙の害

Most people know that cigarette smoking is (1)harmful to their health. Scientific research shows that it causes many kinds of diseases. In fact, many people who smoke get lung cancer. However, Edward Gilson has lung cancer, and he has never smoked cigarettes. He lives with his wife, Evelyn, who has smoked about a pack of cigarettes a day throughout their marriage. The Gilsons have been married for 35 years.

No one knows for sure why Mr. Gilson has lung cancer. (2)( ), doctors believe that (3)secondhand smoke may cause lung cancer in people who do not smoke. Nonsmokers often breathe in the smoke from other people's cigarettes. This is secondhand smoke. Edward Gilson has been breathing this type of smoke for 35 years. Now he is dying of lung cancer. However, he is not (4)alone. The U.S. Environmental Protection Agency reports that about (5)fifty-three thousand people die in the United States each year as a result of exposure to secondhand smoke.

The smoke that comes from a lit cigarette contains many different poisonous chemicals. In the past, scientists did not think that these chemicals could harm a nonsmoker's health. Recently, though, scientists changed their opinion after they studied a large group of nonsmokers. They discovered that even nonsmokers had unhealthy amounts of these (6)toxic chemicals in their bodies. As a matter of fact, almost all of us (7)( ) tobacco smoke at times, whether we (8)( ) it or not. (9)( ), we cannot (10)( ) secondhand smoke in restaurants, hotels, and other public places. Even though many public places have nonsmoking areas, smoke flows in from the areas where smoking is (11)( ).

It is (12)even harder for children to avoid secondhand smoke. In the United States, nine million children under the age of five live in homes with at least one smoker. Research shows that these children are sick more often than children who live in homes where no one smokes. The damaging effects of secondhand smoke on children also continue as they grow up.

(13)The children of smokers are more than twice as likely to develop lung cancer when they are adults as children of nonsmokers. The risk is even higher for children who live in homes where both parents smoke.

People are becoming very aware of the danger of secondhand smoke. (14)( ), they have passed laws that (15)( ) people from smoking in many public places. Currently, 45 states in the United States have laws that restrict, or limit, smoking. The most well-known law (16)( ) people to smoke on short domestic airline flights, i.e., flights within the (17)( ).

After smoking for most of her life, Evelyn Gilson has finally (18)quit. She feels that if more people know about the dangers of secondhand smoke, they will stop, too. Her decision (19)(comes / help / late/ to / too) her husband. However, there is still time to protect the health of others, especially children, who live with smokers.

### 設問

(1)(3)(4)(18)下線部と近い意味のものを次から選べ。

- (1) 1. 無害な    2. 有害な    3. 困難な    4. 迷惑な  
(3) 1. 汚れた    2. 中古の    3. 体内の    4. 間接的な

- (4) 1. 唯一の 2. 孤独な 3. 私的な 4. 独身の
- (18) 1. 禁煙する 2. 逃れる 3. 辞退する 4. 返済する
- (2)(9)(14)空所にあてはまる適当な語句を次から選べ。
1. As a result 2. At first 3. For example 4. In addition 5. Nevertheless
- (5)下線部を算用数字で表せ。
- (6)下線部と近い意味の1語を同じ段落から抜き出せ。
- (7)(8)(10)(11)(15)(16)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。  
avoid breathe forbid permit prohibit realize
- (12)下線部と置き換えられない語句を次から選べ。
1. far 2. much 3. still 4. very
- (13)下線部を和訳せよ。
- (17)空所にあてはまる適語を答えよ。
- (19)カッコ内の語句を正しい順序に並べ替えよ。
- (20)本文の内容と一致するように次の空所にあてはまる語句を選べ。
- (A) Edward Gilson got long cancer, probably because ( ).
1. he smoked cigarettes for 35 years
  2. his wife, Evelyn, smoked cigarettes for 35 years
  3. he had many kinds of diseases
  4. his wife, Evelyn, also had lung cancer
- (B) The U.S. Environmental Protection Agency reports that, every year in the United States, about fifty-three thousand people die ( ).
1. because of lung cancer
  2. because of too much smoking
  3. as a result of exposure to poison
  4. as a result of exposure to other people's smoking
- (C) In the past, scientists believed that poisonous chemicals in cigarettes ( ).
1. could not harm the health of nonsmokers
  2. could harm the health of nonsmokers
  3. could not harm the health of smokers
  4. could harm the health of children
- (D) In the United States, it is hard to keep children away from secondhand smoke because ( ).
1. people do not smoke in public places
  2. the parents of nine million children are smokers
  3. nine million children under the age of five live with at least one smoker
  4. many public places have nonsmoking areas
- (21)第1音節にアクセントのある語を次から選べ。
1. damage 2. disease 3. nevertheless 4. report

### Further Expressions

#### 〈害する〉

Smoking is harmful to our health. 【有害な】

Smoking does harm to us. 【害を与える】

Smoking does us more harm than good. 【薬にはならず害になるほうが大きい】

Smoking damages our health. 【害する】

#### 〈～が原因で〉

Many people get lung cancer because of secondhand smoke. 【～のために】

Many people get lung cancer on account of secondhand smoke.

Many people get lung cancer owing to secondhand smoke.

Many people get lung cancer due to secondhand smoke. 【～が原因で】

Many people get lung cancer as a result of secondhand smoke. 【～の結果】

Lung cancer often results from secondhand smoke. 【～に起因する】

Secondhand smoke often results in lung cancer. 【～に終わる】



## 28 人工知能と人間の脳

In order to talk about (1)artificial intelligence, we have to first discuss how the human brain works. This is not easy because it is an area where even the (2)experts (3)(agree, disagree). No one knows for sure how the human mind arrives at (4)(conclude). But we can begin by pointing out some of the differences between the way humans think and the way computers operate.

Let's say that we are playing a guessing game. You must guess whether a piece of fruit is a grape, an orange, or a banana. You cannot see, touch, or taste the fruit in order to make your decision. But you know one fact about it. It is not round.

Immediately you know that of the three choices — grape, orange, or banana — the fruit is (5)( ). You know this on the basis of one fact: the piece of fruit is not round. This seems like a very simple guessing game. But stop for a moment and think about how you knew which fruit to guess. You have seen many grapes, oranges, and bananas, and from this experience you know that grapes and oranges are round. Probably, no one ever told you (6)this. You (7)observed it for yourself by looking at these fruits. You were told that the piece of fruit you were guessing was not round. So you automatically eliminated grapes and oranges as (8)( ) and decided (9)(against, on, to) the correct answer — a banana.

What would happen if you asked a computer to solve this same problem? First of all, you would have to find a language for asking the computer this problem. The computer, remember, does not understand natural — or human — language. Second, the computer would be frustrated by the question. Computers cannot tell the difference between grapes, oranges, and bananas. (10)Besides, they have not learned from (11)( ) that bananas are not round while grapes and oranges are.

We (12)tend to think of computers as super brains because they can add, (13)( ), multiply, and divide numbers at (14)terrific speeds. But the computer cannot tell the difference between grapes, oranges, and bananas even when it is given an (15)obvious clue! Sometimes the computer doesn't seem so (16)( ), after all.

There are many areas in which the human mind differs from the computer. For example, the computer differs from us in (17)(that, what, which) it has no emotions. It can base decisions only on very simple facts. In other words, it cannot (18)make distinctions between a good decision and a better decision. It cannot recognize that a decision may be good in one (19)( ) but bad in another. The computer operates strictly on the basis of logic, which is an organized system of reasoning. But this system does not always (20)work for humans.

### 設問

(1)下線部の反意語を答えよ。

(2)(7)(20)下線部と近い意味の語句を次から選べ。

(2) 1. artisans 2. people 3. philosophers 4. specialists

(7) 1. celebrated 2. expressed 3. noticed 4. respected

(20) 1. fix 2. obey 3. please 4. serve

(3)(9)(17)カッコ内の語句のうち正しいものを選べ。

(4)カッコ内の語句を適当な名詞形に直せ。

(5)(8)(11)(13)(16)(19)空所にあてはまる適当な語句を次から選べ。

(5) 1. a banana 2. a grape 3. an orange 4. a strawberry

(8) 1. choices 2. decisions 3. favorites 4. ways

(11) 1. expectations 2. experiences 3. experiments 4. explanations

- (13) 1. attract 2. contract 3. distract 4. subtract  
 (16) 1. educational 2. honest 3. intelligent 4. interesting  
 (19) 1. climate 2. computer 3. country 4. situation  
 (6) 下線部の具体的内容を日本語で説明せよ。  
 (10)(12)(14)(15)(18) 下線部と意味が異なる語句を次から選べ。  
 (10) 1. In Addition 2. Moreover 3. On the contrary 4. On top of that  
 5. What is more  
 (12) 1. are apt to 2. are inclined to 3. are liable to 4. are sure to  
 5. have a tendency to  
 (14) 1. amazing 2. astonishing 3. marveling 4. marvelous 5. surprising  
 (15) 1. clear 2. distinct 3. evident 4. manifest 5. obscure  
 (18) 1. determine 2. differentiate 3. discriminate 4. distinguish  
 5. tell the difference  
 (21) 本文の内容と一致するように次の各文に続く適当な文を選べ。  
 (A) We humans know that “banana” is the correct answer because  
 1. we know the answer beforehand.  
 2. we can feel, taste, and smell the fruit directly.  
 3. we can get bananas more easily than oranges and grapes.  
 4. we have a total image of a banana.  
 (B) One of the reasons the computer cannot solve the guessing game is that  
 1. it knows only a human language.  
 2. the game is too simple for the computer.  
 3. it has never actually seen fruits.  
 4. there are too many correct answers.  
 (C) One of the differences between humans and computers is that  
 1. humans have feelings, but computers do not.  
 2. humans are able to forecast the weather, but computers cannot.  
 3. humans understand logical arguments, but computers do not.  
 4. humans can calculate correctly, but computers cannot.  
 (D) Artificial intelligence is  
 1. necessary to improve human living conditions.  
 2. too limited to be a useful tool for humans.  
 3. not receiving very much attention from scientists.  
 4. able to solve problems which require only logical evaluation.  
 (22) 次の各語のアクセントのある音節を選べ。  
 (A) ar-ti-fi-cial (B) in-tel-li-gence (C) com-put-er (D) au-to-mat-ic  
 1 2 3 4 1 2 3 4 1 2 3 1 2 3 4

### Further Expressions

#### 《識別する》

Computers cannot **make distinctions** between grapes and oranges. 【識別する】

Computers cannot **distinguish [discriminate, differentiate]** between grapes and oranges.

Computers cannot **tell the difference** between grapes and oranges.

Computers cannot **tell [distinguish, discriminate]** grapes from oranges.

#### 《しがちだ》

We are **apt to** think of computers as super brains. 【～する傾向がある】

We are **liable to** think of computers as super brains.

We are **inclined to** think of computers as super brains.

We are **prone to** think of computers as super brains.

We **have a tendency to** think of computers as super brains.

We **tend to** think of computers as super brains.

## 29 シートベルトの重要性

In many countries now seat belts are (1)compulsory for the driver and front seat passenger at least.

Most doctors believe that seat belts (2)(being / from / people / seriously / save) hurt in a crash, but there are some people who still think that it is more dangerous to wear a seat belt than not to wear one.

They say that a seat belt may trap (3)one in a car that is burning, or that has fallen into a river or the sea and is sinking, so that one is burnt to death or drowned.

But (4)(half / lead / less than / of car accidents / of one percent / to) fire or sinking, and in any case, a seat belt may easily prevent a person from (5)(being knocked, knocked, knocking) unconscious in an accident, so that he or she is able to (6)( ) the seat belt immediately and get out of a car that is on fire or sinking.

People who object to seat belts also sometimes say that without one, one may be thrown right out of a car in a crash, but doctors will tell you that (7) that is the last thing one wants to happen: if one is thrown out of a car, one hits something, usually the road, and usually hard and at speed. (8)( ) remain inside a car in the case of a crash.

There is also the question of personal freedom; some people say that (9)it is an attack on their freedom to force them to wear a seat belt, whether they want to or not. But even in a democracy there are a lot of things a person is denied the right to do though he or she wants to do them. I may, for example, want to play music loudly all night; it interferes with my freedom (10)( ). But my neighbors have their own rights to freedom, just as I have. They want to be free to sleep quietly at night, and if I stop them doing so, I am interfering with (11)their freedom.

How does this affect seat belts? In what way does it interfere with the rights of others if someone refuses to wear a seat belt? Well, first of all because common sense tells us that a driver without a seat belt has (12)(less, more) control of a car if there is an accident, so that he or she is (13)(less, more) likely to be a danger to others, who after all also have the right to be protected as much as possible from accidents.

But also there is the question of the cost of being hurt. A driver expects to be taken to hospital (14)( ) of charge by ambulance if he or she is hurt in a crash. He or she also expects to be looked after properly in hospital, again (14)( ) of charge. Who pays for this? In most countries the people who pay the taxes (15)do so. And they have a right to demand that the amount they pay should be kept as (16)(high, low) as possible by making sure that people do not hurt (17)( ) unnecessarily by not taking proper care such as wearing a seat belt.

### 設問

(1)下線部の反意語を次から選べ。

1. necessary 2. obligatory 3. required 4. voluntary

(2)(4)かっこ内の語句を正しい順序に並べ替えよ。

(3)下線部の具体的内容として正しいものを次から選べ。

1. 車の後部座席に座っている人 2. 車の前部座席に座っている人  
3. 車の運転者 4. シートベルトを着用しないで車に乗っている人

- 5.シートベルトを着用して車に乗っている人
- (5)(12)(13)(16)カッコ内の語句のうち正しいものを選び。
- (6)(8)(10)空所にあてはまる適当な語句を次から選べ。
- (6) 1. fasten 2. put 3. tie 4. undo
- (8) 1. It is better to 2. The driver should not  
3. It is not recommended to 4. The seat belts must
- (10) 1. if I am allowed to do this 2. if I am not allowed to do this  
3. because it allows me to do whatever I like to  
4. though it allows me to do whatever I like to  
5. when it forces me to do this
- (7)下線部を和訳せよ。
- (9)下線部の具体的内容を20字以内の日本語で答えよ。
- (11)下線部の具体的内容を15字以内の日本語で答えよ。
- (14)2つの空所に共通にあてはまる適語を答えよ。
- (15)下線部の具体的内容を25字以内の日本語で答えよ。
- (17)空所にあてはまる適語を答えよ。
- (18)シートベルト着用反対者の意見として本文中に述べられているものを次から2つ選べ。
- シートベルトを着用していると、事故にあった時に、容易に自動車から脱出する事が出来ない。
  - シートベルトを着用していると苦しくて、運転しづらい。
  - シートベルトを着用していると事故に遭っても死亡や重傷に至る確率が低い、などとは一概には言えない。
  - シートベルトを着用していると事故を起こす確率が低くなる、などとは言えない。
  - シートベルトを着用したくない者もいるわけだから、各個人の意思を無視して着用を強制するのは問題だ。
  - シートベルトを着用しているからといって、税金が安くなるわけではない。
- (19)次の英文は、本文の内容をまとめたものである。空所にあてはまる適当な語句を次から選べ。
- While most doctors believe that seat belts protect lives, some people still think ( A ) with a seat belt is more dangerous than ( B ) one. These people argue wrongly that driving without seat belts makes ( C ) from a burning car, or one sinking in deep water more likely. Similarly, while no seat belt may ( D ) passengers to be thrown out of their cars in an accident, the ( E ) are they will be injured much ( F ) by hitting the road.
- Some people believe they should have the freedom to choose to wear a belt or not. One person's ( G ) should not interfere with another person's, however, and other people have the right to be protected from drivers who do not take proper ( H ).
- Finally, in order to make the cost of ambulance and hospital care low, taxpayers have the right to expect people to wear seat belts and ( I ) unnecessary accidents.
- freedom 2. worse 3. chances 4. without 5. avoid 6. allow
  - driving 8. care 9. escape

### Further Expressions

#### 〈義務〉

Seat belts are compulsory for the drivers. 【必須の】

Seat belts are obligatory for the drivers.

Seat belts are required for the drivers. 【要求されている】

The drivers are supposed to wear seat belts. 【～することになっている】

#### 〈無料で〉

The driver will be looked after in hospital free of charge. 【無料で】

The driver will be looked after in hospital without charge.

The driver will be looked after in hospital for nothing.

The driver will be looked after in hospital for free.

## 30 子どもの成長と親の役割

All children are born pure and good. In this sense our children are from heaven. Each and every child is already unique and special. They enter this world with their own particular (1)destiny. An apple seed naturally becomes an apple tree. It cannot produce pears or oranges. As parents, our most important role is to recognize, respect, and then support our child's natural and unique growth process. We are not (2)(required, requiring) in any way to change them into (3)(be / should / they / think / we / who). Yet (4)we are responsible to support them wisely in ways that draw out their individual (5)gifts and (6)strengths.

Our children do not need us to fix them or (7)make them better, but they are dependent on our support to grow. We provide the rich ground for their seeds of greatness to sprout . They have the power to do the rest. (8)Within an apple seed is the perfect plan for that child's development. (9)Instead of ( A )( B )( C ),( D )( E ).

As parents we must remember that Mother Nature is always responsible (10)( ) our children's growth and development. Once, when I asked my mother the secret of her parenting approach, she responded this way: "While (11)(raising, rising) six boys and one girl, (12)I eventually discovered there was little that I could do to change them. I realized it was all in God's hands. I did my best and God did the rest." This realization allowed her to trust the natural growth process. It not only made the process easier for her, but also helped her not to get (13)( ). This knowledge is important for every parent. If one doesn't believe (14)( ) God, one can just remember "gene" – It's all in the gene.

Besides being born pure and good, every child comes into this world with his or her own unique problems. As parents, our role is to help children to face their unique challenges. I (15)(brought, grew) up in a family of seven children and, although we had the same parents and the same (16)opportunities all seven children turned (17)(down, in, out, over) completely different. I now have three daughters aged twenty-five, twenty-two, and thirteen. Each one is, and has always been, completely different, with a different set of strengths and (18)weaknesses.

As parents, we can help out children, but we cannot take away their unique problems and challenges. With this knowledge, we can worry less, instead of focusing on changing them or solving their problems. Trusting more helps the parent as well as the child. We can let our children be themselves and focus more on helping them to grow in reaction to life's challenges. When parents respond to their children from a more relaxed and trusting place, children have a greater opportunity to trust (19)( ) themselves, their parents, and the unknown future.

Each child has his or her own personal destiny. (20)Accepting this reality reassures parents and helps them to relax and not to take responsibility for every problem a child has. (21)Too much time and energy is wasted trying to know what we could have done wrong or what our children should have done instead of accepting that all children have issues, problems, and challenges. Our job as parents is to help our children to face and cope (22)( ) them successfully. Always remember that our children have their own set of challenges and gifts, and there is nothing we can do to change who they are. Yet we can make sure that we give them the opportunities to become the best they can be.

設問

- (1)(5)(6)(16)(18)下線部と近い意味の語句を次から2つずつ選べ。名詞は単数形で示してある。
1. ability
  2. advantage
  3. chance
  4. doom
  5. fate
  6. fault
  7. merit
  8. occasion
  9. shortcoming
  10. talent
- (2)(11)(15)(17)カッコ内の語句のうち正しいものを選べ。
- (3)カッコ内の語句を正しい順序に並べ替えよ。
- (4)(7)下線部と近い意味になるように次の空所に適語を入れよ。
- (4) it is ( ) to us to support them
- (7) (i ) them
- (8)下線部の主語を1語で答えよ。
- (9)下線部の空所A～Eにあてはまる語句を次から選べ。
1. our children are already good
  2. thinking that
  3. to make our children good
  4. we must do something
  5. we must recognize that
- (10)(14)(19)(22)空所にあてはまる適当な前置詞を答えよ。
- (12)(20)(21)下線部を和訳せよ。
- (13)空所にあてはまる適当な語句を次から選べ。
1. in the way
  2. on the way
  3. out of the way
  4. under way
- (23)本文の内容と一致するように次の各文に続く適当な文を選べ。
- (A) The passage mainly discusses
1. how we should learn from our children.
  2. how we should change our children.
  3. how we should make our children pure and good.
  4. how we should bring up our children.
- (B) According to the first paragraph, our duty as parents is
1. to help our children to develop their individual gifts and strengths.
  2. to help our children to develop our individual gifts and strengths.
  3. to support our children and draw out our own individual gifts and strengths.
  4. to support our children wisely in our own way.
- (C) In the second paragraph, the author says
1. our children are independent of our support to grow.
  2. we must recognize our children to be already good.
  3. we must do something to make our children good.
  4. we must do something instead of thinking.
- (D) In the third paragraph, the author uses the story of his mother because
1. he thinks she could change her children when they were little.
  2. he thinks she discovered no one believed in God.
  3. he thinks her parenting approach is secret.
  4. he thinks what she said is important for parents.
- (E) In the fourth paragraph, the author introduces his daughters
1. to show how they are different from each other.
  2. to show what kind of parents they have.
  3. to help them to face their unique challenges.
  4. to help every child to come into this world.
- (F) According to the fifth paragraph, our trust in the child is important because
1. trusting more helps not only the child but also the parent.
  2. trusting more helps not the parent but the child.
  3. trusting more helps the parent rather than the child.
  4. trusting more helps the child rather than the parent.
- (G) According to the sixth paragraph, parents waste too much time and energy in the sense that
1. they accept that all children have issues, problems, and challenges.
  2. they challenge all children to have issues and problems.
  3. they worry too much about what they and their children could or should have done.
  4. they always remember that their children have their own challenges and gifts.

## 第7章 内容の正誤を判断する

### 31 文字発達の歴史

Primitive man learned to speak long before he developed a system of writing. But while his early spoken language may have been (1)nothing more than a few sounds, early man could (2)(transfer, transform, transmit, transport) messages across distances (3)( ) means of signals from drums, smoke, and fire. (4)It was probably a desire to record messages that led to the development of alphabets. For early man, who could speak and who could send messages, could not put those messages into (5)permanent forms. The desire to have permanent (6)records may not be easily understood in today's world, where electronic science has made disk and tape recordings commonplace. If early man wanted to leave records of past events to (7)(remember, remind) him of good times and bad, he had to depend on his memory, and on primitive markings such as piles of stones, cuttings on sticks, etc. The limitations of (8)this system led early man to (9)( ) to rock drawings for the expression of more (10)sophisticated ideas. This form of writing depended on pictures to convey ideas, and though more advanced than previous developments, it was still too limited for man to be entirely (11)satisfied. Man finally was able to develop a system of picture writing that associated symbols and sounds. (12)This system, which was originated by the early Sumerians and Egyptians around 3,000 B.C., is based on the same (13)(principal, principle) that we use today in most world alphabets. It was about 1,000 B.C. that the Phoenicians took the complicated picture signs of Egyptians and simplified them into about 30 symbols, each one (14)( ) for a consonant sound. Finally, about 800 B.C., the ancient Greeks refined this Phoenician alphabet and added signs for vowel sounds. The alphabet used in English, and in many other world languages, is called the Roman alphabet because it was developed by the Romans, who had taken (15)(almost, most) of (16)it from another Italic people, the Etruscans, who (17)( ) their turn had learned it from the ancient Greeks. Letters on ancient monuments in Rome prove that the Roman alphabet used today had been (18)perfected by A.D. 114.

## 設問

(1)(10)下線部と近い意味の語句を次から選べ。

- (1) 1. less than a few sounds    2. more or less a few sounds  
3. only a few sounds    4. rather a few sounds

- (10) 1. advanced    2. creative    3. fashionable    4. positive

(2)(7)(13)(15)カッコ内の語句のうち正しいものを選べ。

(3)(17)空所にあてはまる適当な前置詞を答えよ。

(4)下線部を和訳せよ。

(5)下線部の反意語を次から選べ。

1. eternal    2. everlasting    3. perpetual    4. temporary

(6)(18)下線部のアクセントのある音節を次から選べ。

- (6) re-cord    (18) per-fect  
1 2            1 2

(8)(12)下線部の具体的内容を日本語で答えよ。

(9)(14)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

- depend    rely    represent    stand    turn

(11)下線部の形容詞形を答えよ。

(16)下線部の具体的内容として正しいものを次から選べ。

1. their alphabet    2. their language    3. their sign    4. their sound

(19)本文の内容と一致するものを次から2つ選べ。

1. ギリシア人はフェニキア人の作り出した文字を改良し、さらにいくつかの母音を表す文字を付け加えた。
2. 今日の世界で用いられているアルファベット文字の表音の原則は、初期のシュメール人やエジプト人の用いていた文字に見られるものである。
3. 今日の世界で用いられているアルファベット文字は、ローマ人が独自に作り出した文字である。
4. 初期のシュメール人やエジプト人の用いた絵文字はあまりに複雑で、意味を明確に表すことができなかった。
5. フェニキア人はエジプト人の用いた絵文字を簡略化し、母音と子音を合わせて30個ほどの音を表す文字を作り出した。
6. ローマ人の用いていたアルファベット文字は、エトルリア人経由でギリシア人に伝わり、ギリシア文字を生んだ。

### Further Expressions

#### 《希望する》

- Primitive man desired to record messages. 【強く望む】  
Primitive man had a desire to record messages. 【願望】  
Primitive man hoped to record messages. 【望む】  
Primitive man hoped that he could record messages.  
Primitive man was anxious for recording messages. 【切望する】  
Primitive man was anxious to record messages.  
Primitive man was impatient to record messages.  
Primitive man was eager to record messages.



## 32 祖母の形見

Sally arrived early. As she walked around the old house, (1)she couldn't help feeling sad because of what was about to happen. (2)It was almost a year since her dear grandmother had (3)passed away in this house (4)at the ( ) of ninety-two. The family had very much wanted to keep all her things. Unfortunately, the family business had failed and left them with heavy debts. In the end, the bank had forced the family to have an auction sale to repay their debts. The auction was to be held today.

Sally wandered into the yard where all her grandmother's things were neatly arranged, including dishes, old (5)furniture, and the like. She was especially anxious to see the quilt that had been in her family for over one hundred years. She found it in a corner of the yard, lying on her grandmother's bed as she always remembered it. Coming close, Sally began to touch gently the patches of cloth which had been (6)(sewn, sown) together with so much love and care.

If this quilt could talk, she thought, the stories it would surely tell! (7)Her entire family history was contained within its borders. For instance, there was the patch of cloth from her great-grandmother's baby dress. Another square was made up of material from her grandmother's wedding dress. There were even bits of cloth from her own mother's graduation and wedding dresses.

Around the edges of this family treasure there were, of course, the newer additions. These pieces of cloth were related directly to Sally and her cousins, recording baby births, graduations, weddings, and other happy occasions. Sally was so glad that her grandmother had kept all these pieces.

Sally had never attended an auction before. She had heard you had to (8)bid for things you wanted. In other words, people offered money for an item, and the person who offered the most money would get it. Over the previous several weeks, she had (9)(failed, managed, succeeded) to save \$100 in order to bid on the quilt. Surely this will be enough, she had thought. Now the big moment had arrived. Looking around, Sally was surprised to see how many people had turned (10)(down, in, out, up), some from far away.

As the auction began, Sally waited. Finally, the time came to bid on the quilt. She held her purse tightly and listened. The first bid was \$50. She was (11)(shocked, shocking). It was so high! Quickly other people bid and soon the bidding reached \$85. (12)It was now or never. (13)(Made, Making, Taken, Taking) a deep breath, Sally yelled out "\$100!" For a moment there was silence. Hope filled her. She glanced again at the quilt, thinking how pleased her grandmother would have been with her at this moment.

Just then, from the back, another person shouted "\$125!" In an instant, Sally's eyes filled with tears. That was it. She had lost her chance. Suddenly feeling very miserable, she couldn't help wondering why so many people would be interested in that old, torn, dirty quilt. The quilt finally sold for \$500 to a complete stranger. For the rest of the auction, with an empty feeling inside her, Sally just stayed around to bid for a few small items that reminded her of her childhood.

After the sale, she went to the counter to pay for the few items that were now hers. The woman at the cash register handed her a rather large box. When Sally opened it, (14)there was the quilt. "There must be some mistake. Someone else got this," she said. At that moment, she noticed a handwritten note attached to the quilt with a safety pin, which read:

*Dear Madam,*

*Before the auction, I noticed you admiring the quilt. Clearly, this object was very precious to you. Your sadness at losing the bid was so apparent that it broke my heart. Although you don't know me, please accept this quilt as my gift. (15)I don't expect repayment from you. I only ask that you do a similar favor in the future for a stranger who happens to cross your path.*

*Yours,*

*A Sentimental Stranger*

設問

- (1)(2)下線部と近い意味になるように次の空所に適語を入れよ。  
(1) she couldn't help ( ) feel sad  
(2) a year had ( )
- (3)下線部と近い意味の動詞 1 語を答えよ。  
(4)下線部が「92 歳で」という意味になるように空所にあてはまる適語を答えよ。  
(5)左右の関係が等しくなるように次の空所に適語を入れよ。  
a desk, tables : furniture = a pencil, pens : ( )
- (6)(9)(10)(11)(13)カッコ内の語句のうち正しいものを選び。  
(7)(15)下線部を和訳せよ。  
(8)下線部についてその具体的な方法を日本語で説明せよ。  
(12)下線部について、そのときの状況も含めて具体的な意味を日本語で説明せよ。  
(14)下線部の理由を日本語で説明せよ。  
(16)次の各問に対する答えとして適当なものを選び。  
(A) Why did Sally's family have to sell her grandmother's belongings?  
1. Her grandmother wished them to sell all her belongings.  
2. Most of the items were too old and dirty to keep.  
3. They needed the money to pay off their debts.  
4. They wanted to forget the hard times they'd had with her grandmother.  
(B) Which of the following best describes the grandmother's quilt?  
1. Each patch of the quilt was a reminder of a special family occasion.  
2. Every time the family celebrated a special occasion, a new quilt was made.  
3. The family put some treasures inside the quilt every time they celebrated a special occasion.  
4. The quilt carried a motto belonging to Sally's family.  
(C) Which of the following best describes Sally's feelings during the bidding for the quilt?  
1. As soon as she heard the first bid, she was confident that with \$100 she could get the quilt.  
2. From the start of the bidding until someone bid \$125, she was sure that her bid would be the highest.  
3. She was too nervous to look at anything except the quilt.  
4. Straight after she bid, she thought her bid had been successful.  
(D) Which best describes how Sally felt when she opened the box?  
1. She thought her expectations had been realized.  
2. She thought it was not intended for her.  
3. She thought someone was playing a game.  
4. She thought the owner did not want it.  
(E) What did the handwritten note in the box ask Sally to do?  
1. It asked her to do something kind for another person.  
2. It asked her to give some money to a stranger at the auction.  
3. It asked her to pay for the quilt with the stranger's money.  
4. It asked her to sell the quilt again at an auction.
- (17) 本文の内容と一致するものを次から 3 つ選べ。  
1. The dishes and furniture which had belonged to her grandmother reminded Sally of the whole family history.  
2. All the items were priced before the auction started.  
3. Before the auction, Sally knew how attractive the quilt would be to other people.  
4. Sally was very happy because the quilt attracted many people at the auction.  
5. Sally did not expect people to bid so much for the quilt.  
6. Sally mended and washed the quilt before the auction.  
7. After the quilt was auctioned, Sally lost her enthusiasm.  
8. The person who bought the quilt noticed the pain on Sally's face after she lost the bidding.  
9. Sally was sure that she knew who had left the message for her.

### 33 同時通訳の仕事

Simultaneous translation, translation while the speaker is talking, is an important job in the United Nations (U. N.). (1)This makes it possible for the representatives of 185 nations to talk to each other as though they were speaking the same language.

There are six official U. N. languages – Arabic, Chinese, French, Spanish, English and Russian – but speakers tend to talk fast (2)no matter which one they use. And there is no time to look (3)(down, out, over, up) in a dictionary once the talking starts.

(4)It's not just a matter of putting what is said into another language, but of saying it elegantly and quickly.

“Sometimes the speakers are speaking so fast that I (5)(suppose, think, wonder) if people understand them (6)in the original,” said an interpreter who has been translating for 25 years. “A person can't speak faster than they think. Sometimes you come out of a meeting feeling terribly tired (7)as if your brain has been squeezed like an orange,” she went on, “but when you do a good job, you come out of there feeling extremely good.”

(8)Simultaneous interpreters made their first public appearance after World War II. But the first session of the U. N. General Assembly, held in London, relied on a slower process – the speaker speaks, then waits for the interpreter.

It was when the General Assembly met for its second session in New York, (9)(that, what, when) simultaneous interpreters made the first large-scale public appearance at the United Nations. Then they were jokingly called “telephonists” – telephone operators – because of their headsets and microphones, and because many of them were young women. But the new interpreters sped up the proceedings very much, and by the end of the session, (10)everybody wanted them.

Now there are some 120 full-time interpreters at the U. N. headquarters and (11)as many as 150 may be on the job for special big events. The pay can range from \$44,830 a year to nearly \$100,000 for a few veterans. But the chief says that (12)she has a hard time finding good help, since (13)(qualified, qualifying) interpreters can make more money at some other places without being employed directly by the U. N.

While some interpreters are American-born, most are not, coming from 22 nations now. Many interpreters learned their languages as children, at the knees of multilingual parents or from growing up in more than one country; but others picked them up in school. A few studied at foreign language institutes in Russia or China. Some colleges and universities in the United States and elsewhere offer specialized training, but (14)there are no requirements beforehand for this job beyond a good (15)( ) of languages and the intellectual muscle to wrestle with any subject in the world.

#### 設問

(1)(2)(11)(14)下線部と近い意味になるように次の空所に適語を入れよ。

(1) This ( ) the representatives of 185 nations to talk to each other

(2) ( ) one they use

(11) no ( ) than 150

(14) there are no requirements in ( )

- (3)(5)(9)(13)かっこ内の語句のうち正しいものを選び。
- (4)(6)(8)(12)下線部を和訳せよ。
- (7)下線部の意味として正しいものを次から選べ。
1. 脳がオレンジをしぼるように酷使されたこと
  2. 脳がオレンジのような新鮮さを求めていたこと
  3. 脳の形がまるでオレンジみたいだったということ
  4. 脳がオレンジのようにすっきり整然としていたこと
- (10)下線部の理由として正しいものを次から選べ。
1. 同時通訳を採用することによって会議が速く進行したから
  2. 同時通訳が若い女性だったから
  3. 戦後の相互理解と平和に役立つと考えられたから
  4. そのような会議の運営方法が世界の潮流になってきたから
- (15)空所にあてはまる適当な語句を次から選べ。
1. command 2. gift 3. interest 4. speaker
- (16)本文の内容と一致するように次の質問に対する答えを選び。
- (A)国連本部の通訳者の構成はどうなっているか。
1. 22人がアメリカ生まれ 2. ほとんどがアメリカ生まれ
  3. 大部分がアメリカ以外の生まれ
  4. アメリカ生まれとそれ以外の人はほぼ同数
- (B)通訳者の言語習得の背景として、筆者が指摘していないものはどれか。
1. 子どものように無心に外国語を学んだ
  2. 何カ国語か話せる親のもとで育った
  3. 何カ国かで過ごしそこで成長した
  4. ロシアや中国の語学学校に通った
- (C)通訳に必要な資質は何だと筆者は述べているか。
1. 明るくはっきりした声の質と体力が持続すること
  2. 集中力と暗記力、そしてそれを支える広範な予備知識
  3. 言語運用能力とどのような話題にも対処できる知力
  4. 言葉で正しい命令ができる能力とどんな問題にでも耐えられる体力
- (17)simultaneous translationの歴史を日本語で要約せよ。
- (18)次の各語のアクセントのある音節を選び。
- (A) in-ter-pret-er (B) in-sti-tute (C) in-tel-lect-ual
- 1 2 3 4      1 2 3      1 2 3 4

### Further Expressions

#### 《あらかじめ》

Simultaneous interpreters need not do anything **beforehand**. 【あらかじめ】

Simultaneous interpreters need not do anything **previously**.

Simultaneous interpreters need not do anything **in advance**.

Simultaneous interpreters need not do anything **ahead of time**.

#### 《はもちろん》

Simultaneous interpreters must speak some official languages **let alone** English.

【BはもちろんのことAも】

Simultaneous interpreters must speak some official languages **to say nothing of** English.

Simultaneous interpreters must speak some official languages **not to speak of** English.

Simultaneous interpreters must speak some official languages **not to mention** English.

Simultaneous interpreters must speak some official languages **even more** English.

Simultaneous interpreters must speak some official languages **much more** English.

Simultaneous interpreters must speak some official languages **still more** English.

## 34 非言語コミュニケーション

In a small movie theater in Berkeley, California, a group of American college students watched a short but (1)disturbing movie. Later each of the students was interviewed about his or her impressions of the film. In Tokyo a group of Japanese college students watched the same movie and later were also interviewed about their reactions.

(2)What neither group of students realized at the time was that while they watched the movie another movie was being made of them. This famous study was part of a growing body of research into what is commonly known as “nonverbal behavior.” The researcher wanted to find out if young people from two different cultures who observed the same thing would react in very similar ways. The result: (3)( ). As shown by the films of their reactions, the students in the two cultures did behave in almost the same way while they watched the film. They showed surprise, anger and disgust in their facial expressions and in the ways they moved their bodies. However, when they were being interviewed an interesting difference was observed. The Americans expressed their feelings about the movie much more openly than the Japanese. (4)The Tokyo students when interviewed were much more controlled and revealed far less of their feelings through their nonverbal behavior than did the Americans.

(5)This study and many others like it help to teach us (6)an important lesson about people around the world. In many cases when we are not thinking about others around us and when we can act most “naturally,” we behave in ways that can be seen all over the world. However, each culture teaches us how and when we may smile – and when we should look serious; we learn when we may look into another’s eyes – and for how long – and when we should look (7)( ); we learn rules for standing, sitting, walking, and much more. (8)These ways of acting are as much a part of a culture and a part of how we communicate with others as is the language we speak.

It is not surprising, therefore, that many teachers today believe that we should study more about such nonverbal behavior (9)( ) we usually do and that a good place to start is in language classes. Indeed, research shows that (10)speaking and nonverbal behavior are part of a single process. Watch two people talking together and observe how they nod and gesture. If you watch very closely (11)you will see that every movement is done to the rhythm of the speech. (If you could study this in slow motion you would see that we even blink to the rhythm of speech!) Moreover, all of the learning of how to move and act begins from the time we are very young. Babies only one week old can be seen to move slightly to the rhythm of the voices of adults in the room.

Not (12)( ) are speaking and movement related in a kind of harmony, but it is also true that the wrong kind of action can completely change or even (13)spoil the meaning of something that is said. I once met a person in Japan who had studied English for many years in a language laboratory. (14)So accustomed to sitting alone in a booth to practice English was he that he came to speak English best with his eyes closed. (15)Needless to say, it was very difficult to enjoy a face-to-face conversation with this man, though he sounded just fine on the telephone. An inappropriate facial expression or gesture can upset communication far more than a noticeable accent or an (16)occasional error in grammar.

## 設問

(1)(13)(16)下線部と近い意味のものを次から選べ。

(1) 1. boring 2. sad 3. uninteresting 4. upsetting

(13) 1. alter 2. care 3. ignore 4. ruin

(16) 1. fatal 2. frequent 3. infrequent 4. tiny

(2)下線部の内容と一致するものを次から選べ。

1. 学生たちは映画を見ていた時、他のグループも映画を見ていることを知らなかった。
2. 学生たちは映画を見ていた時、自分たちが別の映画を撮影することになるとは知らなかった。

3. 学生たちは映画を見ていた時、自分たちが撮影されていることを知らなかった。

4. 学生たちは映画を見ていた時、別の映画が用意されていることを知らなかった。

(3)(7)(9)(12)空所にあてはまる適当な語句を次から選べ。

(3) 1. yes 2. yes... and no 3. no 4. either yes or no

(7) 1. back 2. cheerful 3. away 4. angry

(9) 1. because 2. before 3. when 4. than

(12) 1. always 2. that 3. less 4. only

(4)(8)(11)(15)下線部を和訳せよ。

(5)下線部について、方法と結果を日本語で説明せよ。

(6)下線部の具体的内容を日本語で説明せよ。

(10)下線部はどのようなことをいっているのか日本語で説明せよ。

(14)下線部のように筆者が感じた理由として最も適当なものを次から選べ。

1. その人は電話のように決まった表現で話すこと以外は得意でなかったから。
2. その人は語学練習室で英語を独習によって身に付けたので、人と面と向って話したことがなかったから。
3. その人は英語を目をつぶって話すくせがついていたから。
4. その人は語学練習室での機械的な練習で、無表情に話すくせがついていたから。

(17)本文の内容と一致するものを次から選べ。

1. Strong accents and errors in grammar disrupt communication more than inappropriate facial expressions.
2. People from different cultures tend to behave differently when they are thinking about others around them.
3. People usually try to nod and blink consciously to the rhythm of the speech to avoid misunderstandings.
4. Nonverbal behavior is a kind of common language of the world.

## Further Expressions

### 《習慣・慣れ》

He was accustomed to sitting alone in a language laboratory. 【慣れている】

He was used to sitting alone in a language laboratory.

He was in the habit of sitting alone in a language laboratory. 【～する習慣だ】

He made it a rule to sit alone in a language laboratory. 【必ず～することになっている】

He made a point of sitting alone in a language laboratory.

### 《嫌になる》

The students were tired of the movie. 【飽きる】

The students were fed up with the movie. 【うんざりする】

The students began to hate the movie. 【嫌う】

The students thought that the movie was disgusting. 【胸が悪くなるような】

The students had enough of the movie. 【もうたくさんだ】

## 35 麻酔のはじまり

In the winter of 1844, a young man named William Morton began his studies at Harvard Medical College in Boston. He had no money for his education, and he was struggling hard to support himself. In those days no special training was required to pull teeth. So young Morton worked hard as a dentist (1)in order to pay his way through school.

Like his fellow dentists, Morton was bothered by the great pain that his patients had to suffer. Many people were so afraid to have their teeth (2)(pull, pulled, pulling) that they would suffer for years before going to the dentist. While a tooth was being pulled, patients would scream with pain. (3)They often had to be tied to the chair so that the dentist could work. When the tooth finally came out, both patient and dentist would be (4)exhausted.

As he walked through the hospitals, young Morton could hear the screams of patients in operating rooms. He heard lectures sorrowfully telling their students that sometimes the pain of surgical operations was so great that a patient would die from shock. Little wonder that (5)the young medical student was concerned with the problem of pain. And little wonder that when he finished medical school, he began to experiment with ways of relieving (6)it.

At first Morton considered the possibility of putting the patient into a \*trance during surgery. But (7)another solution occurred to him after a visit with Dr. Charles Jackson, who was both a geologist and a (8)chemist. Dr. Jackson often experimented with gasses, particularly \*nitrous oxide and \*ether. During the conversation Dr. Jackson mentioned that (9)he had once accidentally \*inhaled some ether and had become (10)(unconscious, unconsciously). After a few minutes (11)he had recovered consciousness without any memory of what had happened while he was unconscious.

Morton thought of this conversation when he read that nitrous oxide gas also had a similar effect. From his medical books he learned Sir Humphry Davy had experimented with this gas and had (12)observed how some people who had inhaled nitrous oxide had become (13)(insensible, insensitive) and were unable to feel pain. For (14)this reason Davy concluded that the gas might be useful in surgical operations. But (15)since he could find no evidence that the gas had ever been used for this purpose, Davy did not carry his work any further.

One evening Morton decided to put Davy's conclusion to the test. He cautiously poured some ether into a cloth. Then he walked toward his dog, and holding (16)him gently, he placed the ether near his nose. In a few minutes the dog slumped to the floor. Morton examined the animal and noticed that his breathing and heartbeat were (17)normal. After a few minutes, the dog awakened and wagged his tail. This opened the successful way of pulling teeth without pain.

(注) trance : 失神    nitrous oxide : 亜酸化窒素    ether : エーテル

inhale : 吸入する    slump : 前にかがみこむ

## 設問

(1)(5)(7)(9)下線部と近い意味になるように次の空所に適語を入れよ。

- (1) ( A ) ( B ) he could pay his way through school  
(5) the young medical student concerned ( ) with the problem of pain  
(7) he ( ) on another solution  
(9) he had once ( ) to inhale some ether

(2)(10)(13)カッコ内の語句のうち正しいものを選べ。

(3)(6)(11)(16)下線部の具体的内容を本文中の英語で答えよ。

(4)(12)下線部と近い意味の語句を次から選べ。

- (4) 1. excited 2. relieved 3. satisfied 4. tired  
(12) 1. gave remarks 2. celebrated festivals 3. obeyed rules 4. watched carefully

(8)(17)左右の関係が等しくなるように次の空所に適語を入れよ。

- (8) geologist : geology = chemist : ( )  
(17) common : uncommon = normal : ( )

(14)下線部の具体的内容を日本語で答えよ。

(15)下線部を、the gas の指す物質を明示して和訳せよ。

(18)次の各問いに対する正しい答えを次から選べ。

(A) What work did young Morton begin while he was at Harvard Medical College?

1. So as to finish his medical school he asked Sir Davy to help his study.
2. In order to pay his way through school he worked hard as a dentist.
3. He decided to be successful after he graduated from college.
4. He tried to attend the lectures of Dr. Jackson as often as possible.

(B) When Morton heard the screams in operating rooms, what did he want to do?

1. He wished to become a famous dentist by making use of ether.
2. He determined to prevent both patient and dentist from being exhausted.
3. He wished to find some easy way of relieving the pain of patients.
4. He determined to set free the man tied to the chair.

(C) What hint did Morton get from the conversation with Dr. Jackson?

1. Morton was struck by the fact that a man became unconscious after having inhaled ether.
2. Morton continued to sympathize with the pain of patients.
3. Morton imagined the possibility of using his dog in his dental experiment.
4. Morton was not given any medical knowledge through Dr. Jackson's experiences.

(D) Why did Morton place a cloth near his dog's nose after he poured some ether into it?

1. Because he had accidentally inhaled some ether and become unconscious.
2. Because he wished to find out if his dog's breathing and heartbeat were normal.
3. Because he wanted to experiment on the effect of ether on an animal.
4. Because he wanted to test his knowledge as a practical dentist.

(E) Why was Morton convinced of his success in the experiment with his dog?

1. It is because his dog had recovered consciousness without any memory trouble.
2. It is because his dog awakened and wagged his tail after a few minutes.
3. It is because his dog inhaled ether without rejecting his master's order.
4. It is because his dog was not obliged to be tied to the chair nearby.



## レベルⅠ 第8章 文脈に合うキーワードを補充する

### 36 習慣とは何か

Habit is second nature.

Habit is something a person learns to do over and over again without thinking about how to do it. Many everyday actions are habits. Imagine (1)(be / difficult / how / it / shoelaces / tie / to / would / your) if you had to think of every action needed to complete the bowknot. A habit is different (2)( ) an instinct. (3)An instinct is behaviour that is ( A ), instead of ( B ).

Most habits begin as actions that a person is aware (4)( ). (5)The ( A ) the person performs an action, the ( B ) it becomes. Strong habits become automatic, and require little or no thought.

Psychologists generally agree that a stimulus (something that starts an action) must be present each time the habit is (6)carried out. For example, a red light is a stimulus to an experienced driver. It triggers the response of pressing the brake pedal. To learn this habit, each new driver must practise under actual traffic conditions, learning to press the brake pedal when the light is red.

Many psychologists believe that people will learn a habit only if it benefits them. Psychologists call this satisfaction a reward or a reinforcement. If the habit satisfies people, they tend to keep it. When a habit offers no reward or becomes unpleasant, they may break (discard) it. For example, some people get pleasure from smoking. (7)( ) the pleasure (reward), smoking becomes a habit. If the habit becomes unpleasant (no longer brings a reward), a person may stop smoking.

Psychologists who support the reward idea of habit formation disagree with an older idea. The older idea said that “paths” were made in the nervous system when an act was repeated. However, psychologists have taught rats habits and then cut their nervous systems at many points. (8)( ) the cuts, the rats continued to perform the habits. This result suggests that the learning of habits does not depend on specific nerve connections and does not (9)occur only in particular parts of the brain.

Some habits are simple and require only movements of the muscles. When (10)approaching a door, a person (11)grasps the doorknob. This action is called a simple motor act. The movement seems quite natural, but the person once had to learn this habit. A doorknob is a strange thing to a child when first (12)encountered. The child may play with the doorknob many times before learning to open the door by turning the knob.

Some habits are more than simple motor acts. They are thoughts and attitudes we have about things and people. Psychologists call them habits of adjustment. Some of these habits are “good” and others are “bad,” depending on how they (13)affect other people. (14)We learn “good” habits to act as others expect us to act. Neat appearance and pleasant manners are considered good habits. A person may learn “bad” habits, thinking something can be gained from them. But such habits may be (15)(annoyed, annoying) to others.

## 設問

- (1) カッコ内の語句を正しい順序に並べ替えよ。
- (2) (4) 空所にあてはまる適当な前置詞を答えよ。
- (3) 空所にあてはまる適当な語句の組み合わせを次から選べ。
1. (A) acquired (B) inherent 2. (A) inborn (B) inherent  
3. (A) inborn (B) learned 4. (A) learned (B) acquired
- (5) 空所にあてはまる適当な語句をそれぞれ次から選べ。
1. easier 2. harder 3. later 4. more 5. sooner
- (6) (9)(10)(11)(12)(13) 下線部と近い意味の語句を次から選べ。動詞は原形で示してある。
1. catch 2. come close to 3. happen 4. influence 5. meet 6. perform
- (7) 空所にあてはまらない語句を次から選べ。
1. Because of 2. In spite of 3. On account of 4. Owing to 5. Thanks to
- (8) 空所にあてはまる適当な語句を次から選べ。
1. Apart from 2. Contrary to 3. Despite 4. Instead of 5. Without
- (14) 下線部を和訳せよ。
- (15) カッコ内の語句のうち正しいものを選べ。
- (16) 本文の内容と一致するものを次から2つ選べ。
1. The stronger habits become, the more automatic they become.  
2. A red traffic light is the response of pressing the brake pedal.  
3. When a habit does not provide any reward, people may throw it away.  
4. No psychologists support the reward idea of habit formation.
- (17) アクセントの位置が異なる組み合わせを次から2つ選べ。
1. continue 2. habit 3. occur 4. satisfy  
continual habitual occurrence satisfactory

## Further Expressions

### 《反対する》

Psychologists disagree with the idea. 【反対する】

Psychologists denies the idea. 【否定する】

Psychologists object to the idea. 【反対する】

Psychologists are against the idea. 【反対である】

Psychologists are opposed to the idea.

### 《いらだたせる》

Bad habit may make other people irritated. 【いらだたせる】

Bad habit may irritate other people.

Bad habit may annoy other people. 【悩ませる】

Bad habit may be irritating to other people. 【腹立たしい】

Bad habit may be annoying to other people. 【迷惑な】

Bad habit may get on other people's nerves. 【いらだたせる】

### 《影響を受ける》

Other people's habits have had an effect on [upon] us. 【影響を与える】

Other people's habits have acted on us. 【作用する】

We have been affected by other people's habits. 【影響する】

We have been influenced by other people's habits.

We have been open to the influence of other people's habits. 【受けやすい】

We have been subject to the influence of other people's habits.

### 37 動物から受ける恩恵

Animals have been used by people for different purposes for many thousands of years. Apart (1)( ) their obvious value in (2)( ) us with food, (3)they do valuable work in many different areas. Horses and oxen pull plows on farms; dogs find people buried alive under collapsed buildings after earthquakes; rats are used by scientists in medical research; monkeys are sent into space — the list is endless. When we consider uses such as these, the use of animals as pets may not seem particularly important to our way of life. However, there is a growing amount of evidence which suggests that keeping pets can bring great benefits to people's mental and physical health.

In the past fifty years, animals have increasingly been used to help mentally (4)( ) people. There have been several examples of success in (5)this area. After World War II, doctors of psychology found that pets helped soldiers to (6)( ) from psychological problems caused in battle. More recently, doctors treating children who have extreme difficulty in communicating with other people, (7)(discovered, discovering, who discovered) that they showed a remarkable improvement in their condition when they swam in a pool with dolphins. The dolphins played with the children, changing the game to keep their attention. (8)( ) a result, the children were happier, their (9)( ) ability improved, and some started to communicate (10)( ) the first time in their lives.

Perhaps the most interesting finding (11)(appeared, appearing, which appeared) in a recent study of the effects of having a pet on a (12)(few, large, many, small) number of ordinary people. While keeping a dog or cat as a pet, (13)they had fewer health problems such as colds, headaches and stomachaches than they had before. Some doctors believe that the reason for (14)this is that the reduction in stress produced by pets strengthens the physical structure through the action of chemicals released in the brain. From this evidence, it (15)( ) that (16)animals can have ( A ) effects not only on people's ( B ) and emotional state but also on their ( C ) condition. The reasons for these benefits are not yet clear, but it certainly seems that, (17)( ) their more (18)traditional uses, animals can help to make people healthier and happier.

## 設問

(1)(8)(10)空所にあてはまる適当な前置詞を答えよ。

(2)(4)(6)(9)(15)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

appear disturb learn recover supply

(3)(5)(14)下線部の具体的内容を次から選べ。

(3) 1. animals 2. horses and oxen 3. people

(5) 1. food supply 2. labor 3. mental treatment

(14) 1. having fewer health problems

2. having headaches and stomachaches

3. keeping a dog or cat as a pet

(7)(11)(12)カッコ内の語句のうち正しいものを選べ。

(13)下線部を they の具体的内容を明示して和訳せよ。

(16)空所にあてはまる適当な語句の組み合わせを次から選べ。

1. (A) negative (B) mental (C) physical

2. (B) negative (B) physical (C) mental

3. (A) positive (B) mental (C) physical

4. (B) positive (B) physical (C) mental

(17)空所にあてはまる適当な語句を次から選べ。

1. due to 2. in addition to 3. in spite of 4. thanks to

(18)下線部の例として、以下の動物はどのような使われ方をしているか本文に即して日本語で答えよ。

(A)馬 (B)犬 (C)ネズミ

### **Further Expressions**

#### **〈供給する〉**

Animals can provide us with food. 【供給する】

Animals can supply us with food.

Animals can furnish us with food.

Animals can provide food to us.

Animals can supply food to us.

Animals can furnish food to us.

#### **〈改善する〉**

Pets bring great benefit to people. 【利益】

Pets are greatly beneficial to people. 【有益な】

People receive [get] great benefit from pets. 【利益】

People derive much pleasure from pets. 【満足】

Pets make people's lives better. 【より良い】

Pets improve people's lives. 【改善する】

Pets change people's lives for the better. 【より良いほうへ】

## 38 見知らぬ訪問者

I was out of work, but any day now I expected to (1)hear from up north. I (2)(laid, lay, lied) on the sofa and listened to the rain. (3)Now and then I'd lift myself up and look through the curtain for the mailman.

There was no one on the street. Nothing.

I hadn't been down again five minutes when I heard (4)someone (5)(have walked, to walk, walk, walked) onto the porch, wait, and then knock. I lay still. I knew it wasn't the mailman. I knew his steps. (6)You can't be too careful if you're out of work and you get notices in the mail or else pushed under your door. They come around wanting to talk, too, especially if you don't have a telephone.

The knock sounded again, louder, a bad sign. I lifted up and tried to see onto the porch. But (7)whoever was there was standing against the door, another bad sign.

Another knock, and I said, "Who's there?"

"This is Aubrey Bell," a man said. "Are you Mr. Slater?"

"(8)is / it / want / what / you?" I called from the sofa.

"I have something for (9)Mrs. Slater. She's won something. Is Mrs. Slater home?"

"Mrs. Slater doesn't live here," I said.

"Well, then, are you Mr. Slater?" the man said. "Mr. Slater..." and the man sneezed.

I got off the sofa. I (10)(locked, unlocked) the door and opened it a little. He was an old guy, fat and heavy under his raincoat. Water ran off the coat and dripped onto the big suitcase he carried.

He smiled and set down the big case. He put out his hand.

"Aubrey Bell," he said.

"I don't know you," I said.

"Mrs. Slater," he began. "Mrs. Slater filled (11)(down, out, over, up) a card." He took cards from an inside pocket and looked through them for a minute.

"Mrs. Slater," he read. "Two-fifty-five South Sixth East Street? Mrs. Slater is a winner."

(12)He took off his hat and nodded solemnly, slapping the hat against his coat as if that were that, everything had been settled.

He waited.

"Mrs. Slater doesn't live here," I said. "What'd she win?"

"I have to show you," he said. "May I come in?"

"I don't know. If it won't take long," I said. "I'm pretty busy."

"Fine," he said. "I'll just slip out of this coat first. (13)And the boots. Wouldn't want to mess up your carpet. I see you do have a carpet, Mr..."

His eyes had lighted and then dimmed at the (14)(cite, sight, site) of the carpet. He shuddered. Then he took off his coat. He shook it out and hung it over the back of a chair. He bent over and took off his wet boots. He set his case inside the room, and stepped into a pair of slippers.

I took one more look down the street for the mailman, and shut the door.

(15)( ) some effort he undid the locks on his case which fell open heavily. Quietly, as

if he was in church, he said, “Do you know what (16)this is?”

I moved closer. “I’d say it was a vacuum cleaner. I don’t need one,” I said. “(17)No way.”

“Nobody said you needed one. But here,” he handed me a card with a signature on it, “Mrs. Slater won a free vacuuming and carpet cleaning and I am here to do it.”

Already he was unpacking his case and beginning to assemble the vacuum cleaner.

### 設問

(1)(3)下線部と近い意味の語句を選べ。

- (1) 1. catch the footsteps of the mailman    2. hear voices  
3. listen to the sound of the rain    4. receive a letter

- (3) 1. at all times    2. from time to time    3. once upon a time  
4. some time or other

(2)(5)(10)(11)(14)カッコ内の語句のうち正しいものを選べ。

(4)下線部の人物が来た目的を日本語で説明せよ。

(6)下線部を和訳せよ。

(7)下線部と近い意味になるように次の空所に適語を入れよ。

anyone ( A ) ( B ) there

(8)カッコ内の語句を正しい順序に並べ替えよ。

(9)下線部の人物について本文に書かれている内容を日本語で説明せよ。

(12)下線部と反対の意味になるように次の空所に適語を入れよ。

He (       ) on his hat

(13)(17)下線部の意味として正しいものを次から選べ。

- (13) 1. I’ll bring my boots, too.    2. I’ll take off my boots, too.  
3. The boots won’t take long.    4. These boots won’t slip out.

- (17) 1. しかし新しい掃除機もほしい気もする  
2. それに掃除機を置く場所もない  
3. ミセス・スレーターはなんてすばらしいんだ  
4. だから掃除機なんていない

(15)空所にあてはまる適当な前置詞を答えよ。

(16)下線部の具体的内容を次から選べ。

1. a church    2. a vacuum cleaner    3. his suitcase    4. the locks on his case

### **Further Expressions**

#### **《ときどき》**

Sometimes I looked through the curtain for the mailman. 【ときどき】

Occasionally I looked through the curtain for the mailman.

On occasion I looked through the curtain for the mailman.

From time to time I looked through the curtain for the mailman.

At times I looked through the curtain for the mailman.

Now and again I looked through the curtain for the mailman.

Now and then I looked through the curtain for the mailman.

Every now and then I looked through the curtain for the mailman.

Once in a while I looked through the curtain for the mailman.

## 39 知識から知へ

Every English schoolboy, even the laziest, knows that the Normans conquered England in 1066. It is just part of the furniture of his mind. But can it really be called “knowledge”? (1)( ) if it is just a connection between a name, “the Normans”, a place, “England”, and a date, “1066”. These are merely bits and pieces of information arranged in a kind of metal mosaic. (2)A boy who merely learns the arrangement by heart can hardly be said to know anything — still less, to understand what he knows.

After all, who were the Normans? What kind of people were they, and where did they come from? What kind of culture did they have? What was their literature, their poetry, their traditional folklore? And what was England (3)( ) at that time? What kind of people were the English? What was their culture, their literature, (4)( ) (5)that of the Normans? And then, why did the Normans invade England? And why were the English (6)( )? And finally, (7)why did all this take place in the crucial year, 1066?

These are all questions that have to be answered if (8)the historical statement is to have any meaning — if the boy who repeats the statements is to have any knowledge of (9)( ). Even so, the answers to these questions are only items of knowledge, mere fragments of a mosaic or jig-saw puzzle, which gradually come together in the mind and so form what is called “knowledge.” And even so this knowledge is (10)(meaningful, meaningless) unless it is somehow related to the actual position of the knower, and so forms what is called “wisdom”.

(11)This is, in fact, the aim of education: not just to give information about this or that, but to relate bits and pieces of knowledge to each other in a unified vision or understanding of life. (12)The more things it concludes, the better, provided it doesn't merely include them, but goes on to relate them to each other.

## 設問

(1)(3)(4)(6)(9)空所にあてはまる適当な語句を次から選べ。

(1) 1. Even 2. Maybe 3. Not 4. So

(3) 1. like 2. likely 3. look 4. seem

(4) 1. in comparison with 2. in connection with 3. in order to  
4. in place of

(6) 1. defeated 2. lost 3. overcome 4. won

(9) 1. what he is saying 2. what he knows 3. what is called "wisdom"  
4. what was their culture

(2)(11)(12)下線部を和訳せよ。

(5)(8)下線部の具体的内容を日本語で答えよ。

(7)下線部と近い意味になるように次の空所に適語を入れよ。

why did all this ( ) about in the crucial year

(10)カッコ内の語句のうち正しいものを選べ。

(13)本文の内容と一致するものを次から選べ。

1. The historical statement of the Normans' conquest of England enhances the mind of every English schoolboy.

2. The furniture of every English schoolboy's mind is really called "knowledge".

3. To get knowledge, we don't need mere fragments of a mosaic or jig-saw puzzle of information.

4. In order to form "wisdom", it is useful to think the relation of oneself to knowledge.

5. The aim of education is just to give information about this or that.

(14)本文の大意を information, knowledge, wisdom の 3 語を用いて 60 字以内の日本語で書け。  
設問中の 3 語は区別した日本語に訳して用いること。

### **Further Expressions**

#### **《少しずつ》**

Only items of knowledge **gradually** come together in the mind. 【だんだんと】

Only items of knowledge come together in the mind **little by little**. 【少しずつ】

Only items of knowledge come together in the mind **step by step**.

Only items of knowledge come together in the mind **by degrees**. 【次第に】

#### **《起きる》**

Why did this war **happen** in the year 1066? 【起きる】

Why did this war **occur** in the year 1066?

Why did this war **come about** in the year 1066?

Why did this war **break out** in the year 1066?

Why did this war **take place** in the year 1066?



## 40 外国語学習と誤り

Errors are (1)inevitable when you are trying to learn something as (2)complex as a new language. Since most errors result (3)( ) the learning process itself, try to look on them as a potential source of information and a way of (4)improving your skills. Here are a few suggestions on how to deal (5)( ) errors.

Some people are so worried about making mistakes that they don't say anything (6)( ) they are sure they can say it correctly. This leads (7)( ) a (8)vicious circle: they make errors because they haven't practiced enough, yet at the same time they deprive themselves (9)( ) the opportunity to practice for fear (10)( ) making mistakes. Remember that (11)language learning is a gradual process during which the student moves through successive approximations of skill. This process requires much practice, which includes making errors and being corrected. (12)Don't hold back until that magic future moment when you think you will be able to speak without making errors. (13)( ) practice, that moment will never come.

Errors often occur in speech because of pressure to (14)respond quickly. Speaking involves many things (15)simultaneously: choosing meaning, correct grammar, (16)appropriate vocabulary, and proper (17)(pronounce). (18)Since meaning is most important, a speaker often concentrates on it and lets other aspects slip. This is natural, and, (19)( ) a result, you are likely to make a lot more errors in speaking than in writing. Fortunately, listeners are much more (20)tolerant than readers. (21)( A ) don't have time to analyze every mistake you may make, but ( B ) do. (22)Therefore, when ( A ), don't let concern with grammar and vocabulary destroy your fluency. On the other hand, when ( B ), give extra care to correctness.

## 設問

(1)(2)(4)(14)(15)(16)(20)下線部と近い意味の語句を次から選べ。

- (1) 1. foreseeable 2. negligible 3. unavoidable 4. unpredictable  
(2) 1. complicated 2. disgusting 3. important 4. interesting  
(4) 1. finding fault with 2. making better 3. making use of 4. showing off  
(14) 1. address 2. listen 3. reply 4. think  
(15) 1. at the same time 2. one after another 3. with a wide range  
4. with high speed  
(16) 1. colloquial 2. contemporary 3. simple 4. suitable  
(20) 1. absent-minded 2. broad-minded 3. self-interested  
4. short-tempered

(3)(5)(7)(9)(10)(19)空所にあてはまる適当な前置詞を次から選べ。同じ番号を何度用いてもよい。

1. as 2. from 3. in 4. of 5. on 6. to 7. with

(6)(13)空所にあてはまる適当な語句を次から選べ。

1. during 2. despite 3. though 4. unless 5. while 6. without

(8)下線部の具体的内容を日本語で説明せよ。なお、その中に vicious circle の訳語を含めること。

(11)(12)(18)下線部を和訳せよ。

(17)カッコ内の語句を適当な名詞形に直せ。

(21)空所にあてはまる適当な語句の組み合わせを次から選べ。

1. (A) Listeners (B) readers 2. (A) Readers (B) listeners  
3. (A) Writers (B) speakers 4. (A) Speakers (B) writers

(22)空所にあてはまる適当な語句の組み合わせを次から選べ。

1. (A) listening (B) reading 2. (A) reading (B) listening  
3. (A) writing (B) speaking 4. (A) speaking (B) writing

(23)第1段落と第2段落の内容を合わせて50字以内の日本語で要約せよ。

(24)次の各語のアクセントのある音節を選べ。

- (A) in-ev-i-ta-ble (B) si-mul-ta-ne-ous (C) ap-pro-pri-ate  
1 2 3 4 1 2 3 4 5 1 2 3 4  
(D) con-cen-trate  
1 2 3

## Further Expressions

### 《不可避》

- Errors are inevitable in learning a foreign language. 【避けられない】  
We can't avoid making errors in learning a foreign language. 【避ける】  
We can't be free from errors in learning a foreign language. 【悩まされない】  
We can't escape from errors in learning a foreign language. 【逃れる】  
We can't keep from making errors in learning a foreign language. 【供給する】

### 《恐れる》

- Many people don't speak English for fear of making mistakes. 【恐れて】  
Many people fear that they may make mistakes when speaking English. 【恐れる】  
Many people are afraid that they may make mistakes when speaking English.

## 第9章 多義語の意味を判別する

### 41 車社会がもたらしたもの

Cars did not become necessities for families in the United States until after World War II. Before that time, cars were seen mainly as toys for the rich. By the end of the war, however, people were (1)( ) of saving their money and limiting their use of items. They were ready to have some fun. (2)( ) Europe and Japan, whose industries had been (3)wiped out by World War II, factories in the United States could quickly be changed from production of wartime items to mass production of such luxury items as cars. Two other factors also (4)( ) the population of the United States take cars into their lives – low oil prices and drivable roads. With the (5)(discover) of oil fields in both Texas and Oklahoma, (6)the price of gasoline was well within the reach of the average household. Also, the flat, open plains of the Midwest were well (7)( ) laying down new roads designed for easy travel by car.

As cars (8)( ) in (9)(popular) in the United States, there were also changes in lifestyle. Farmers who were once (10)cut off from society by the isolation of (11)(urban, country) life now took weekend trips into the city. As well, workers in the (12)(cities, countryside) no longer needed to stay in \*inner city housing in order to keep their jobs at nearby factories. Those who made enough money moved out of the cities and into the suburbs. (13)Now that each family had its own car, driving to and from work out of the suburbs became a common practice. The car boom also (14)( ) about changes in many businesses. All at once \*drive-in movie theaters and \*drive-thru restaurants began to appear across the country.

Cars not only changed the way people lived, they also changed (15)the way they thought. Traditionally, parents were the strongest \*role models for teenagers because young people spent (16)( ) of their time in and around the home when they weren't in school. However, (17)once they had their own driver's license and had access to cars, teens began spending more time out "cruising" with friends. Therefore, they became (18)( ) likely to follow the behavior of their parents and (19)( ) likely to follow the behavior of their fellows. The term cruising actually (20)( ) to the act of driving with the purpose of seeing others while being seen.

In the United States, cars remain necessities for most people even as large cities attempt to build faster and more efficient public transportation systems. (21)The increasing costs of buying and maintaining cars make these items the second largest expense in homes in the United States after the cost of housing itself.

(注) inner city : 大都市の中心の低所得者が住む地域

drive-in movie theater : 車に乗ったまま見ることができる映画館

drive-thru restaurant : 車に乗ったまま食事をする事ができるレストラン

role model : 模範となる人

### 設問

(1)(4)(8)(14)(20)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

bring grow help refer tire

(2)(7)空所にあてはまる適当な語句を次から選べ。

(2) 1. Like 2. Unlike 3. With 4. Without

(7) 1. fit to 2. suited for 3. unsuitable to 4. unfit for

(3)(10)下線部と近い意味の語句を次から選べ。

1. despised 2. destroyed 3. overtaken 4. spread 5. removed

(5)(9)カッコ内の語句を適当な名詞形に直せ。

(6)(13)(17)下線部を和訳せよ。

(11)(12)カッコ内の語句のうち正しいものを選べ。

(15)下線部における「考え方」の変化について、30字程度の日本語で説明せよ。

(16)(18)(19)空所にあてはまる適当な語句を次から選べ。

1. least 2. less 3. more 4. most

(21)下線部によると、家庭が負担する大きい費用の1位と2位はそれぞれ何か、次から選べ。

1. 1位：住居費、2位：車の購入代と維持費

2. 1位：住居費、2位：公共機関の交通費

3. 1位：車の購入代と維持費、2位：住居費

4. 1位：公共機関の交通費、2位：住居費

(22)本文の内容と一致するものを次から2つ選べ。

1. In spite of the car boom in the United States, the lives of teenagers were the same as ever.

2. Two factors that helped Americans to buy cars were narrow streets and many gas stations.

3. Though cars allowed Americans to move around freely, their lifestyle did not change at all.

4. Before the coming of the car age, parents were the chief models for young people.

5. Cars became more and more popular, until they became a status symbol among American people.

6. One reason why Europeans did not buy as many cars as Americans did after World War II was that few factories in Europe were producing cars.

### Further Expressions

#### 〈～の目的で〉

The term "cruising" refers to the act of driving with [for] the purpose of seeing others.

【～の目的で】

The term "cruising" refers to the act of driving with the [a] view of seeing others.

The term "cruising" refers to the act of driving with a view to seeing others.

The term "cruising" refers to the act of driving in order to see others. 【～するために】

The term "cruising" refers to the act of driving so as to see others.

#### 〈値段が安い〉

Oil is cheap. 【安い】

Oil is not expensive. 【高くない】

The price of oil is low. 【値段が安い】

The price of oil is not high. 【値段が高くない】

You can buy oil at a low price. 【安価で】

## 42 白石と黒石のトリック

Many years ago when a person who (1)owed money could be thrown into jail, a merchant in London (2)had the misfortune to owe a huge sum (3)( ) a money-lender. The money-lender, who was old and ugly, (4)fancied the merchant's beautiful teenage daughter. He proposed (5)a bargain. He said he would (6)cancel the merchant's debt if he could have the girl instead.

Both the merchant and his daughter were (7)horrified at the proposal. So (8)the cunning money-lender proposed that they let Providence decide the matter. He told them that he would put a black pebble and a white pebble into an empty money-bag and then the girl would have to pick out one of the pebbles. If she chose the black pebble she would become his wife and her father's debt would be canceled. If she chose the white pebble she would stay with her father and the debt would be canceled. But if she (9)refused to pick out a pebble her father would be thrown into jail and she would starve.

(10)Reluctantly the merchant agreed. They were standing on a pebble-covered path in the merchant's garden as they talked and the money-lender stooped down to pick up the two pebbles. As he picked up the pebbles the girl, sharp-eyed with fright, noticed that he picked up two black pebbles and put them into the money-bag. (11)He then asked the girl to pick out the pebble that was to decide her fate and that of her father.

Imagine that you are standing on the path in the merchant's garden. What would you have done if you had been the unfortunate girl? If you (12)(had, had had, have, have had) to advise her what would you have advised her to do?

What type of thinking would you use to solve the problem? You may believe that careful logical analysis must solve the problem if there is a solution. This type of thinking is straightforward vertical thinking. The other type of thinking is lateral thinking.

The girl in the story put her hand into the moneybag and drew out a pebble. (13)Without looking at it she fumbled and let it fall to the path where it was immediately lost among all the others.

'Oh, (14)how clumsy of me,' she said, 'but never mind – if you look into the bag you will be able to tell which pebble I took by the color of the one that is left.'

(15)Since the remaining pebble is of course black, it must be assumed that she has taken the white pebble, since the money-lender dare not admit his dishonesty. In this way, by using lateral thinking, the girl changes what seems an impossible situation into an extremely advantageous one. (16)The girl is actually better off than if the money-lender had been honest and had put one black and one white pebble into the bag, for then she would have had only an even chance of being saved. (17)As it is, she is sure of remaining with her father and at the same time having his debt canceled.

### 設問

(1)(2)(4)(6)(7)(9)(17)下線部と近い意味の語句を次から選べ。

- (1) 1. borrowed money    2. stole money    3. was in debt    4. was in charge of money  
(2) 1. failed to have a chance to owe    2. missed the fortune to owe  
     3. mistakenly owed    4. unfortunately owed  
(4) 1. admired    2. esteemed    3. imagined    4. liked

- (6) 1. call off 2. put off 3. set off 4. take off  
 (7) 1. angry with 2. delighted with 3. frightened of 4. worried about  
 (9) 1. turned down 2. turned in 3. turned out 4. turned up  
 (17) 1. Apparently 2. In reality 3. In spite of 4. Seemingly
- (3) 空所にあてはまる適当な前置詞を次から選べ。  
 1. from 2. of 3. for 4. to
- (5) 下線部の具体的内容を日本語で説明せよ。
- (8)(11) 下線部における money-lender について正しく述べているものを次から選べ。  
 (8) 1. The money-lender had a tricky plan in mind.  
 2. The money-lender was afraid of God's punishment.  
 3. The money-lender was sure that he would win the lawsuit.  
 4. The money-lender made up his mind to cancel the bargain.
- (11) 1. When he asked the girl, he felt uneasy because he thought she might see through his design.  
 2. When he asked the girl, he thought her father would pay back the debt after she picked up the pebble.  
 3. When he asked the girl, he was pessimistic about the result which was going to come.  
 4. When he asked the girl, he was confident that he would have his ambition realized.
- (10) 下線部の反意語を次から選べ。  
 1. gradually 2. hesitatingly 3. obviously 4. willingly
- (12) カッコ内の語句のうち正しいものを選べ。
- (13) 下線部における娘の行為を正しく説明しているものを次から選べ。  
 1. Her actions were natural. 2. Her actions were intentional.  
 3. Her actions were spontaneous. 4. Her actions were reckless.
- (14) 下線部と近い意味の正しい文を次から2つ選べ。  
 1. doing such a thing was very clumsy for me.  
 2. I was very clumsy to do such a thing.  
 3. it was very clumsy for me to do such a thing.  
 4. it was very clumsy of me to do such a thing.
- (15)(16) 下線部を和訳せよ。

### Further Expressions

#### 《気が進まない》

The merchant was **reluctant to** agree with his proposal. 【気が進まない】

**Reluctantly**, the merchant agreed with his proposal. 【しぶしぶ】

The merchant agreed with his proposal **against his will**. 【不本意ながら】

The merchant could not **refuse** his proposal. 【拒否する】

The merchant could not **reject** his proposal.

The merchant could not **decline** his proposal.

The merchant could not **turn down** his proposal.

#### 《ふりをする》

She **pretended** that she dropped the pebble by mistake. 【ふりをする】

She **made believe** that she dropped the pebble by mistake.

#### 《あやうく》

She was **almost** deceived by the money-lender. 【もう少しで～するところだった】

She was **nearly** deceived by the money-lender.

She **came near** (being) deceived by the money-lender.

She **narrowly escaped** (being) deceived by the money-lender. 【危機一髪だった】

## 43 エネルギーの重要性

We need energy to cook our food, to light and heat our homes and to drive our transport. We cook our food by (1)( ) wood or coal or gas or oil, or with electricity. We light and heat our homes with the same energy sources. We need petrol and oil for our cars and coal or oil or electricity for our trains, ships and aeroplanes. The factories that make our clothes, our furniture, our refrigerators, our dishwashers and our packaged food all (2)( ) on energy.

(3)If it were not for energy, all this would stop. Nothing could be made in factories. Cars and trains and ships and aeroplanes would no longer be possible. Our homes would be dark and cold and we would have to eat (4)(law, low, raw, row) food. Our lives would be hardly worth (5)( ); indeed, we would not (6)( ) for very long.

The population of the world is increasing and (7)so are the energy demands of each person. Each of us (8)(want, wants) more and more energy. We want a larger car or a bigger house. We want more clothes and more labour-saving devices. We want to go farther away for our holidays. If these demands are (9)( ), then each year we use up more energy than we did the previous year.

The result is that (10)(being used in the world / the population / is / the amount of energy / even faster than / increasing). Actual (11)consumption of energy does not, however, provide a true measure of world energy needs because many people (12)desperately need energy but do not get it. People in Europe, North America and Japan have a high standard of living and (13)on the average use over ten (14)( ) as much energy per person as people in poorer countries in Asia and Africa. If we were to provide all the people in the poorer countries with as much energy as those in Europe, North America and Japan, we would have to (15)raise the world energy production at least tenfold. (16)This would not only be economically very difficult but very damaging to the environment.

The energy needs of the rich and the poor are entirely different. For the rich, more energy means a second car, more travel, more labour-saving devices and so on. For the poor, it is literally (17)a matter of life and death. (18)Most of the world's poor lack the energy for the basic necessities of life. For them, energy privation means hunger instead of food, shacks instead of houses, cold instead of warmth, disease instead of health; (19)in short, (20)poverty instead of affluence.

This huge difference raises urgent questions. Is it right that such a gap should exist? What can we do about it? Can we ignore the poor and continue to live in luxury? Should we not reduce our energy consumption (21)to make more available to the poor? Even if we were (22)to do this, it would only be a small contribution to solving the problem. Whichever way we look at it, the world needs more energy.

### 設問

(1)(2)(5)(6)(9)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

burn depend live meet survive

(3)(19)(20)下線部と近い意味になるように次の空所に適語を入れよ。

(3) ( ) for energy, all this would stop.

(19) to be (b )

(20) ( A )( B )( C ) poverty instead of affluence

(4)(8)カッコ内の語句のうち正しいものを選び。

- (7) 下線部の意味として正しいものを次から選べ。
1. エネルギーの需要はそうのようにそれぞれの人に共通している
  2. それぞれの人のエネルギー需要は人口の増加に比例している
  3. 各人のエネルギー需要も同様に増加している
  4. 各人はそのとおり同様のエネルギーを需要としている
- (10) カッコ内の語句を正しい順序に並べ替えよ。
- (11) 下線部の反意語を答えよ。
- (12) 下線部の名詞形を答えよ。
- (13) 下線部の意味として正しいものを次から選べ。
1. 平均して
  2. 一律に
  3. 個別的には
  4. 通常では
- (14) 空所にあてはまる適語を答えよ。
- (15) 下線部と近い意味・用法の raise を含む文を次から選べ。
1. I would like you to raise the subject of study.
  2. After her husband died, she had to raise her children by herself.
  3. They found it difficult to raise enough money for a new house.
  4. The workers wanted the company to raise their salaries.
- (16) 下線部を、This の内容を明示して和訳せよ。
- (17)(21)(22) 下線部の意味として正しいものを次から選べ。
- (17) 1. a question of survival    2. an established fact    3. a real-life situation  
4. an ordinary step in the life cycle
- (21) 1. in order to lead a luxurious life    2. to make the poor consume energy  
3. to make use of more energy    4. to enable poor people to obtain more energy
- (22) 1. to ignore the poor    2. to reduce our energy consumption  
3. to raise urgent questions    4. to live in luxury
- (18) 下線部を和訳せよ。
- (23) 本文の内容と一致しないものを次から選べ。
1. Were it not for energy, people would not be able to enjoy travelling by car, train or aeroplane.
  2. Gas, oil and coal are essential for the production of the necessities of life.
  3. People in Asian and African countries consume more energy than those in Europe, North America and Japan.
  4. The amount of energy used by people in the world has been increasing year after year.

### Further Expressions

#### 《不可欠な》

Energy is important [essential, vital] to us. 【重要な】

Energy is of great importance to us.

Energy is indispensable to us. 【不可欠な】

We can't dispense with energy. 【なしで済みます】

We can't do without energy.

#### 《減らす》

We should reduce [lessen, decrease, diminish] our energy consumption. 【減らす】

We should cut down our energy consumption. 【削減する】

#### 《尽きる》

What shall we do when all our energy is used up? 【使い切る】

What shall we do when we run short of energy? 【切らす】

What shall we do when we run out of energy?

Many countries lack energy. 【欠けている】

Many countries are lacking in energy.

Many people are suffering from want of energy. 【不足】

Many countries are badly in need of energy. 【ひどく必要としている】



## 44 知覚とは何か

How often do we say “Of course I believe it – I saw it with my own eyes!” But can we really be so sure what it is that our eyes tell us? For example, take the simple question, “How big is the moon?”

Could any of us make any better estimate of the moon’s size if we had not read what astronomers tell us about its diameter? (1)What does looking at the moon, or any other object, tell us about its real size? (2)What do we mean by “real” size, or “real” shape, or other appearance, for that matter? Can we believe what we see of things; or rather, (3)putting it the other way round, what do we mean when we say we believe that a thing has a certain size or shape?

Going back to the moon, you may say, “Of course it is a long way off, and that’s why it looks like a cheese, for instance.” But how do we know it is a long way off? Only because we cannot touch it or (4)(arrive, reach) it by travel. Certainly this gives some help in finding out the significance, as we say, of its appearance. We interpret the image that falls upon the \*retina of our eye (5)in terms of all sorts of other information we already (6)possess, about distance and whether we can reach or touch an object. (7)This shows at once that (8)when we say that a thing appears to be of a certain size, we are not merely reacting to an image on the retina in the same way as we react to a simple stimulus such as a prick with a needle. When the needle pricks the skin, the nerves carry messages quickly to the \*spinal cord, and thence back to the muscles; the reaction is \*reflex. But when we look at something and speak about its size, the process involved in this reaction is much more complicated. The brain interprets the image on the retina in the light of all sorts of other “information” it receives. Perception, in fact, is (9)by no means a simple recording of the details of the world seen outside. It is a selection of those features (10)( ) which we are familiar. (11)What it amounts to is that we do not so much believe what we see as we see what we believe. (12)Seeing is an activity not only of our ( A ) but of the ( B ), which works as a sort of selecting machine. (13)Out of all the images presented to it it chooses for recognition those that fit most nearly with the world learned by past experience.

(注) retina : 網膜    spinal cord : 脊髄    reflex : 反射作用

設問

(1)(2)(8)(11)(13)下線部を和訳せよ。

(3)(5)下線部と近い意味の語句を次から選べ。

(3) 1. expressing it in reverse 2. looking from behind

3. on the other hand 4. turning it upside down

(5) 1. in the language peculiar to 2. in the context of

3. by collecting 4. through counting

(4)かっこ内の語句のうち正しいものを選べ。

(6)下線部の名詞形を答えよ。

(7)下線部の具体的内容を日本語で答えよ。

(9)下線部と近い意味になるように次の空所に適語を入れよ。

( ) but a simple recording

(10)空所にあてはまる適当な前置詞を答えよ。

(12)下線部の2つの空所にあてはまる適語をそれぞれ本文中から抜き出せ。

(14)本文の内容と一致しないものを次から2つ選べ。

1. We cannot always find the real size of any object by merely looking at it.

2. Because we cannot touch the moon or reach it by travel we know it is a long way off.

3. Given information about the moon by astronomers, we can guess its size.

4. It is because they look smaller than the sun or the moon that we think stars are little.

5. We say that a thing appears to be large or small, reacting to an image on the retina.

6. Seeing is not only the work of the eyes but also of the brain.

7. Perception is not merely a recording of the things of the outside world.

8. The brain is a kind of machine which selects information from the eyes.

(15)本文全体を60字程度の日本語で要約せよ。

**Further Expressions**

**《ある程度》**

This explanation of the moon is helpful to some extent [degree]. 【ある程度】

This explanation of the moon is helpful to a certain extent [degree].

This explanation of the moon is more or less helpful. 【多かれ少なかれ】

This explanation of the moon is somewhat helpful. 【いくぶん】

This explanation of the moon is helpful in part.

**《けっしてない》**

Perception is by no means a simple recording of the details of the world.

【けっして～ない】

Perception is not by any means a simple recording of the details of the world.

Perception is not in the least a simple recording of the details of the world.

Perception is not at all a simple recording of the details of the world.

Perception is far from (being) a simple recording of the details of the world.

Perception is anything but a simple recording of the details of the world.

## 45 法秩序の光と影

How necessary are law and (1)order in human life! (2)Without their protection, our condition would be no better than that of wild beasts in the jungle, preying on each other. Under their protection, we can live reasonably peaceful lives and develop the better part of ourselves — the angel and not the beast in us.

Those who destroy law and order on a school campus, often (3)abusing the name of “freedom,” (4)make (5)it impossible for a school to be what (6)it ought to be: a place of study and education. Those who destroy law and order in a nation, often abusing the name of “revolution,” likewise make it impossible for the citizens to live in peace and contentment.

While we enjoy law and order, we hardly notice their (7)presence, so basic they are to our lives, like the air we breathe. (8)Only when they are removed do we come to realize how much we relied on them. Their loss is lamented : their gain is taken for granted. While we have them, we are only too ready to find the defects in them.

They (9)do have their defects like everything else on this earth. For one thing, there is something cold and impersonal about them. (10)They deal with everyone in precisely the same way, considering them rather as equal citizens than as individual human beings. For (11)another, in order to maintain this equality and to prevent any abuses, they resort to increasing complexity and bureaucracy. Thirdly, (12)in their execution, they are severe, inflicting punishment equally on all offenders according to the nature and extent of their offence.

At the same time, in themselves law and order are merely abstractions. They only become concrete in the human beings who administer and (13)enforce them, as well as in the human beings who offend against them. When this human element is overlooked in the administration and the enforcement of law, justice may itself become injustice. Something else is needed to balance — not to (14)displace — the rigour of justice.

## 設問

(1)(3)(7)下線部の意味として正しいものを次から選べ。

(1) 1. 順序 2. 命令 3. 規則 4. 秩序 5. 注文

(3) 1. 悪口を言う 2. 濫用する 3. 虐待する 4. 使わない 5. 使い損なう

(7) 1. 現在 2. 出席 3. 存在 4. 贈物 5. 出現

(2)(8)(10)(12)下線部を和訳せよ。

(4)下線部の主語を次から選べ。

1. freedom 2. those 3. law and order 4. who 5. the name of freedom

(5)(6)下線部の指す内容を次から選べ。

(5) 1. freedom 2. school 3. law and order

4. for a school 5. to be what it ought to be

(6) 1. freedom 2. school 3. education 4. campus 5. law

(9)下線部と同じ用法の do を含む文を次から選べ。

1. What does he do for a living? 2. I have nothing to do.

3. You must do your best. 4. That's exactly what you do say.

5. These shoes won't do for mountain-climbing.

(11)下線部の後に補うことのできる語句を次から選べ。

1. human 2. thing 3. beings 4. man 5. citizen

(13)(14)下線部と近い意味の語句を次から選べ。

(13) 1. give attention to 2. compel obedience to 3. send away by force

4. attack in great force 5. force to do

(14) 1. dislocate 2. put out of the right position 3. misplace

4. take the place of 5. display

(15)法秩序の欠点として本文中に述べられている3点を日本語で説明せよ。

(16)アクセントの位置が異なる組み合わせを次から2つ選べ。

1. administer 2. destroy 3. equal 4. execution

administrative destructive equality executive

## Further Expressions

### 〈信頼する〉

We can rely on [upon] law and order. 【頼る】

We can depend on [upon] law and order.

We can turn to law and order.

We can have [place] trust in law and order. 【信頼】

We can count on law and order. 【あてにする】

### 〈まず第一に〉

In the first place, law and order are something cold. 【まず第一に】

To begin with, law and order are something cold.

Firstly, law and order are something cold.

For one thing, law and order are something cold.

First of all, law and order are something cold.

## 第 10 章 同意語を選択する

### 46 植物の成長

Fruit growers, in the course of (1)storing and (2)shipping apples, have made (3)a remarkable discovery. If late types are picked before they are ripe and packed for transport they will ripen in a given time. But if they are packed together with early-maturing types, they ripen considerably faster. They are therefore obviously stimulated to early ripeness by their forward companions. And for this to happen the two kinds do not even need to touch one another. How is this mutual influence possible?

Many growers of indoor plants will have noticed that different specimens of the same species will bloom on the same day; indeed, buds (4)emerging later on one plant will (5)overtake more developed ones on another, (6)so as to burst open with them at the same time. But (7)how can plants in separate pots come to an understanding about their progress in bud development?

Influences must be of a chemical nature. And indeed it has been discovered that ripening apples (8)emit small quantities of ethylene gas, which is capable of strongly influencing other plants. The later types of apple ripen in storage under the effect of this gas, and young bean plants, for example, will grow much more slowly than usual in 'apple air', but they are stronger. (9)A multitude of these (10)'wireless' influences of various plants have been observed. They include not only ethylene gas but also a whole series of other (11)agents, of which only a few have been scientifically (12)investigated.

Man has discovered the use of chemical weapons, for (13)the art of war has always been ahead of other fields of human activity. The use of harmless chemical substances for any kind of peaceful communication is a matter of (14)sheer utopianism for the chemical technologist. Yet (15)it would be worth while to devote more research to chemically controlled relationships between plants; besides the influencing of growth, these includes such phenomenon as the promotion of leaf fall, changes in outer shape, contacts between the higher plants and micro-organisms in the ground, and certainly many more unknown modes of behavior.

## 設問

(1)(2)(4)(8)(12)下線部と近い意味の語句を次から選べ。動詞は原形で示してある。

1. appear 2. examine 3. give off 4. put aside 5. sail 6. sell  
7. transport

(3)下線部の具体的内容を 50 字以内の日本語で説明せよ。

(5)(6)下線部と近い意味になるように次の空所に適語を入れよ。

(5) catch ( A ) ( B ) more developed ones on another

(6) in ( ) to burst open with them

(7)(13)(15)下線部を和訳せよ。

(9)(11)(14)下線部と近い意味の語句を次から選べ。

(9) 1. numerous 2. significant 3. various 4. wonderful

(11) 1. laboratories 2. managers 3. means 4. representatives

(14) 1. complete 2. huge 3. imaginary 4. mere

(10)下線部はどのようなことを言っているのか、20 字以内の日本語で説明せよ。

### **Further Expressions**

#### **〈驚くべき〉**

We are surprised [amazed, astonished, astounded] by the speed of computers. 【驚く】

We marvel at the speed of computers.

The speed of computers is surprising [amazing, astonishing, astounding, marvelous, terrific]. 【驚くべき】

#### **〈値する〉**

All languages deserve of scientific study. 【値する】

All languages are worth studying scientifically. 【価値がある】

All languages are worthy of being studied scientifically.

It is worth while studying all languages scientifically.

## 47 脳と夢

It has been suggested recently by an American psychologist, Robert Ornstein, that the two halves of the brain, the left and right hemispheres, deal with different (1)mental functions. The left side deals with the more academic processes, while the right deals with the more artistic and (2)(imagine) activities. Current interest in the activities of the right side has led to (3)investigations of the more (2)(imagine), rhythmical and colourful aspects of the mind.

Much of the work on the mind has involved studies of sleep. Investigation of sleep deprivation by John Lilly and his colleagues showed, (4)( ) the surprise of the experimenters, that people seemed to be able to (5)make do with very little sleep but (6)(suffered, were suffered) if (7)they were not allowed to dream. Those who had little sleep and who were allowed to dream were slightly more irritable than usual but (8)otherwise normal. Those who had little sleep and who were not allowed to dream became, within a few days, very (9)disturbed. A number of them began hallucinating during the day. In other words, the mind needs to dream and unless it can do so during sleep then it has to (10)compensate in waking hours.

The studies concluded that although the normal requirements for sleep vary (11)enormously, most people need to exercise their creative and (2)(imagine) faculties through the process of dreaming. Some people, however, require little sleep and seldom dream.

Further work on dreams and imagination has shown that (12)rather than being things about which people should feel fear and guilt, dreams may well be the playground of the mind – stories, plays and fantastic shows and panoramas that amuse, educate and sometimes advise and give warning. (13)The more people come to terms with their dreams and cease to regard them as irrelevant or shameful, the more relaxed, creative and “whole” they may become. (14)Dreams have provided inspiration for many works of imagination. For example, some stories of Edgar Allan Poe were based on his nightmares and the artist Salvador Dali also made use of the landscape of his dreams.

### 設問

(1)左右の関係が成立するように次の空所に適語を入れよ。

mind : mental = body : ( )

(2)カッコ内の語句を正しい形容詞形に直せ。

(3)(9)(11)下線部と意味が異なるものを次から選べ。

(3) 1. examinations 2. exploitations 3. inquiries 4. inspections

(9) 1. disordered 2. refreshed 3. troubled 4. upset

(11) 1. extremely 2. frequently 3. immensely 4. tremendously

(4)空所にあてはまる適当な前置詞を答えよ。

(5)(10)下線部と近い意味の語句を次から選べ。

(5) 1. deal successfully with 2. get used to 3. manage to go with  
4. work hard with

(10) 1. come up to it 2. do away with it 3. get along with it

4. make up for it

(6)かっこ内の語句のうち正しいものを選び。

(7)(14)下線部と近い意味になるように次の空所に適語を入れよ。

(7) they were prohibited ( A ) ( B )

(14) Many works of imagination ( A ) ( B ) provided ( C ) inspiration by dreams

(8)下線部の具体的内容を日本語で答えよ。

(12)(13)下線部を和訳せよ。

(15)本文の内容と一致するものを2つ選べ。

1. The left side of the brain is superior to the right side because it deals with the more academic processes.
2. Nowadays, investigations of the mind have been so interesting that they are drawing attention to the activities of the right side of the brain.
3. Dreams often prevent people from falling into a deep sleep.
4. When people are deprived of dreams, hallucinations take the place of them.
5. As for sleeping hours, there is little difference among individuals.
6. Those who sleep have no time to dream.
7. Some dreams make people prepare for what will take place.
8. People are likely to become superstitious by dreams.
9. Salvador Dali used to dream of painting landscape.

### Further Expressions

#### 《調査する》

Psychologists examined the activities of the brain. 【調査する】

Psychologists investigated the activities of the brain.

Psychologists inspected the activities of the brain.

Psychologists inquired the activities of the brain.

Psychologists looked over the activities of the brain.

Psychologists looked into the activities of the brain.

Psychologists went into the activities of the brain.

#### 《さえぎる》

If sleep is interrupted, we will get tired. 【さえぎる】

If sleep is disturbed, we will get tired. 【妨げる】

If we are deprived of sleep, we will get tired. 【奪う】

#### 《～について言えば》

As for sleeping hours, there is a great difference among individuals. 【～について言えば】

From the point of view of sleeping hours, there is a great difference among individuals.

【～の観点から言えば】

In terms of sleeping hours, there is a great difference among individuals. 【～の点では】

In the way of sleeping hours, there is a great difference among individuals.

There is a great difference among individuals with [in] respect to sleeping hours.

【～に関しては】

There is a great difference among individuals with [in] regard to sleeping hours

There is a great difference among individuals regarding sleeping hours

There is a great difference among individuals so far as sleeping hours are concerned.



## 48 男女と理性

Many a man complains bitterly that his wife will not attempt to reason things out. Many a wife feels that her husband is all reason, able to argue about anything under the sun, but never able to go straight to the truth as she feels she can. The truth is that, (1)generally speaking, (2)men are ( A ) and women ( B ).

(3)Needless to say, women are no more guided exclusively by intuition than men are by reason. There are women whose (4)make-up includes an almost (5)masculine approach to life. There are men – especially those with artistic gifts – who possess (6)marked intuitive tendencies.

If the husband will keep this fact in mind, it will help him avoid (7)one basic error which causes an (8)immense amount of disagreement and friction. It is a mistake for him to use cold reasoning to overcome anything which he cannot understand in his wife. The wife who feels deeply about something or other may well feel like screaming, and indeed may do so, if she is (9)confronted with a series of arguments, however logical they may be. Indeed, (10)the more persuasive the arguments, the more irritating they are bound to be.

The wise husband realizes that a woman's intuition is part of her basic make-up, and must therefore be respected. He will accept the undeniable fact that it is a quality which often yields of genius and reaches areas of truth that mere reasoning can never find. (11)He will seek to understand his wife, not to try to make her reason as he does. The greater the understanding, the deeper the admiration. (12)There will grow a feeling of wonder that this gift of intuition can so often solve problems which a reasoning brain can work on for hours and still not answer.

## 設問

(1)(8)下線部と意味が異なるものを次から選べ。

(1) 1. as a rule 2. by and large 3. in theory 4. on the whole

(8) 1. enormous 2. huge 3. minute 4. vast

(2)空所にあてはまる語の組み合わせを次から選べ。

1. (A) artistic (B) intuitive 2. (A) artistic (B) logical

3. (A) rational (B) intuitive 4. (A) rational (B) logical

(3)(10)(11)(12)下線部を和訳せよ。

(4)(6)(9)下線部と意味が近い語句を次から選べ。

(4) 1. appearance 2. behavior 3. character 4. decision

(6) 1. admirable 2. distorted 3. evil 4. striking

(9) 1. delighted 2. disgusted 3. faced 4. unsatisfied

(5)左右の関係が成立するように、空所に適語を入れよ。

man : masculine = woman : ( )

(7)下線部の具体的内容を 30 字程度の日本語で説明せよ。

### **Further Expressions**

#### **《と同様に～でない》**

Women are no more intuitive than men are rational. 【Bでないのと同様にAではない】

Women are not intuitive any more than men are rational.

#### **《一般的に》**

Generally speaking, men are rational and women are intuitive. 【一般的に言えば】

In general, men are rational and women are intuitive.

As a rule, men are rational and women are intuitive. 【概して】

By and large, men are rational and women are intuitive. 【全体から見て】

On the whole, men are rational and women are intuitive.

#### **《考慮に入れる》**

The husband should keep this tendency in mind. 【心に留めておく】

The husband should have this tendency in mind.

The husband should bear this tendency in mind.

The husband should take this tendency into account. 【考慮に入れる】

The husband should take this tendency into consideration.

The husband should allow for this tendency.

The husband should make allowance for this tendency.

## 49 民主主義を守るもの

The word “democracy,” which is used carelessly enough (1)in our time, is usually taken to mean a certain type of political structure the purpose of (2)( ) is to enable people to govern themselves. And yet it is obvious to all, and especially obvious in America, that politics and self-government are not (3)by any means the same thing. American self-government is only (4)partially achieved by the political parties. Much of it is achieved through unofficial, (5)unpaid services of (6)private citizens.

Most Americans are kept as busy by their unofficial duties (7)( ) by their official ones. And these (8)off-duty activities have a deeper and more (9)lasting effect upon American life and even (10)( ) American policies than (11)( ) the activities of the professional politicians and Government officials. This voluntary tradition is a long one in America.

(12)The more successful a man is, as a rule, the more numerous and far-reaching are the social obligations and responsibilities that he feels it necessary for him to undertake. Nor, as a rule, is it just a question of giving away money. Most people today have heard of the great foundations — Carnegie, Rockefeller, Ford and so on — and know something about the work costing billions of dollars they are doing in all parts of the world. But fewer perhaps realize how much unpaid time and thought went into the (13)setting up of these organizations, and how much unpaid activity their administration still (14)calls for from directors and advisers.

There are now (15)some hundreds if not thousands of those foundations in America. (16)Most of them are too small and too specialized to come to the attention of the general public, but all are doing work, good work, which would (17)otherwise have to be done by some paid Government officials, or not get done at all.

The work of the foundations, both large and small, is (18)only a very small part of the total number and extent of “public-spirited” activities (19)( ) which Americans engage.

This enormous army of volunteer citizens, who take time out from their jobs and pleasures to work more (20)( ) less unselfishly for the betterment of the community, not only protects American democracy, but it makes American democracy work. (21)For though a few of these organizations may be impractical, and others self-interested, the volunteers as a whole are always ready to work and fight for what they think is right.

設問

(1)(3)下線部と近い意味の語句を次から選べ。

(1) 1. at a time 2. in time 3. nowadays 4. present 5. timely

(3) 1. all 2. at all 3. in the meantime 4. never 5. rarely

(2)(7)(10)(11)(19)(20)空所にあてはまる適語を答えよ。

(4)(6)下線部の反意語を答えよ。

(5)(8)下線部と近い意味のものを次から選べ。

1. 非課税の 2. 無報酬の 3. 勤務時間外の 4. 私的な

(9)(13)(14)下線部と近い意味の動詞を次から選べ。動詞は原形で示してある。

1. abolish 2. continue 3. establish 4. represent 5. require

(12)(21)下線部を和訳せよ。

(15)(18)下線部と近い意味になるように次の空所に適語を入れよ。

(15) some hundreds not to ( ) thousands of those foundations

(18) ( ) but a very small part

(16)下線部を、them の具体的内容を明示して和訳せよ。

(17)下線部と置き換えられる語句を次から選べ。

1. if they aren't 2. if they didn't 3. if they don't 4. if they hadn't

5. if they weren't

(22)アクセントの位置がすべて同じ場合は を、すべて異なる場合は×を、1つだけ異なる場合はその番号を答えよ。

(A) 1. democracy 2. democratic 3. democrat

(B) 1. politics 2. political 3. politician

**Further Expressions**

**《永久の》**

These off-duty activities have a lasting effect on American life. 【永久の】

These off-duty activities have an eternal effect on American life.

These off-duty activities have an everlasting effect on American life.

These off-duty activities have a perpetual effect on American life.

These off-duty activities have a permanent effect on American life.

**《引き受ける》**

Successful people usually don't want to undertake social obligations. 【引き受ける】

Successful people usually don't want to take on social obligations.

Successful people usually don't want to answer for social obligations. 【責任を負う】

Successful people usually don't want to be responsible for social obligations.

Successful people usually don't want to attend to social obligations. 【精を出す】

**《やむを得ず》**

Successful people are forced to undertake numerous things. 【強いられる】

Successful people are compelled to undertake numerous things.

Successful people are obliged to undertake numerous things.

Successful people have no choice but to undertake numerous things. 【するより他ない】

Successful people have no alternative but to undertake numerous things.

## 50 記憶と人生

When I was a school boy we were made (1)(learn, learning, to learn) lists of facts (2)( ) heart. I was pretty good at remembering but didn't take any pleasure or pride (3)( ) it; to me it was just a game, a trick that came naturally, not a skill of any value. (4)Now, I'm not so sure. (5)We take it for granted that we have the same ability to store things in our mind, don't give it a second thought, until suddenly, one day, we can't remember the name of a good friend or a relative. It's lost; we've forgotten it. Once this happens, there are further losses. (6)( ) then do we appreciate the importance of memory.

Among the other special human abilities that memory makes possible, none is more important than (7)this; if we are to achieve some understanding of ourselves and our lives, we need to be able to recall past experiences.

Looking back as far as I can, to my childhood, the clearest (8)(remember) I have is of my mother. While my father was part of everyday, ordinary life, my mother, as I first knew her, was different and other-worldly. My father found it easy to make friends, to joke and laugh and tell stories. Mother had no close friends, (9)( ) do I think she felt the need to discuss her innermost thoughts and hopes. Whereas the other women in the neighbourhood were chiefly concerned with being efficient housewives and were proud of their neat homes, Mother looked down on such things, which she considered (10)( ) very small significance. She was strong and (11)definite in her opinions, yet her manner with people was always gentle. She spoke softly, moved about quietly. Often it seemed that her mind was far away from her body.

With me, though I knew she loved me deeply, she was never (12)( ) such terms of friendship as sometimes exist between mother and son. When I was a small boy I was often conscious of Mother's searching eyes fixed on me. She would gaze for minutes (13)on end without speaking one word. (14)I would look down at the ground, feeling guilty, anxiously turning over in my mind what I could have done wrong. Later, I knew that (15)(it / she / such / that / things / thinking / was / wasn't) about: her thoughts were not at all on my little daily activities.

My mother was somewhat older than my father but to me seemed a lot older. Unlike other people, she never celebrated her birthday and one day I ventured to ask her when she was born.

'I was born. I'm alive as you can see, so what more do you need to know?' she replied, so sharply that I never asked her about her age again. She had a (16)still, sad face and was rather thin, always slightly bent forward as if a weight lay on her shoulders. For a long time she showed no trace of growing older until, near the end of her life, she suddenly became an old lady.

Perhaps I remember these various details so vividly because, at the time, they struck me

as (17)odd, separate facts. Now, when by means of (18)( ) I can gather them together, I have, I think, some understanding of what my mother's character was and of the influence she had on mine.

### 設問

- (1) カッコ内の語句のうち正しいものを選べ。
- (2)(3)(10)(12) 空所にあてはまる適当な前置詞を答えよ。
- (4) 下線部はどのようなことを言っているのか、日本語で説明せよ。
- (5)(14) 下線部を和訳せよ。
- (6)(9) 空所にあてはまる適当な語句を次から選べ。  
1. after 2. nor 3. not 4. only 5. so 6. until
- (7) 下線部の具体的内容を日本語で答えよ。
- (8) カッコ内の語を適当な名詞形に直せ。
- (11)(16)(17) 下線部と近い意味の語句を次から選べ。  
(11) 1. positive 2. proper 3. selfish 4. violent  
(16) 1. careless 2. colorless 3. motionless 4. powerless  
(17) 1. natural 2. pleasant 3. sad 4. strange
- (13) 下線部の語句は、次のいずれかの動詞の副詞形と近い意味になる。その副詞形を答えよ。  
consider continue despair respect
- (15) カッコ内の語句を正しい順序に並べ替えよ。
- (18) 空所にあてはまる適当な語句を本文中より選んで答えよ。

### Further Expressions

#### 《年のわりに》

My mother looked old for her age. 【年のわりに】

My mother looked old considering her age.

#### 《続けて》

She would often look at me on end. 【続けて】

She would often look at me continuously.

She would often keep (on) looking at me. 【し続ける】

She would often go on looking at me.

She would often continue to look at me.

She would often continue looking at me.

She would often look me in the face. 【じっと見る】

She would often gaze at me.

## レベル III 第 11 章 大意・要旨を要約する

### 51 Message と metmessage

You're sitting at a bar – or in a coffee shop or at a party and suddenly you feel lonely. (1)You wonder, “What do all these people find to talk about that’s so important?” Usually the answer is, Nothing. Nothing that’s so important. But people don’t wait until they have something important to say in order to talk.

(2)Very little of what is said is important for the information expressed in the words. But that doesn’t mean that the talk isn’t important. It’s crucially important, as a way of showing that we are involved with each other, and how we feel about being involved. Our talk is saying something about our relationship.

Information conveyed by the meanings of words is the message. What is communicated about relationships – attitudes toward each other, the occasion, and what we are saying – is the metmessage. And it’s metmessages that we react to most strongly. (3)If someone says, “I’m not angry,” and his jaw is set hard and his words seem to be squeezed out in a hiss, you won’t believe the message that he’s not angry; you’ll believe the metmessage conveyed by the way he said it – that he is. Comments like “(4)It’s not what you said but the way that you said it,” or “Why did you say it like that?” or “(5)Obviously it’s not nothing; something’s wrong,” are responses to metmessages of talk.

Many of us (6)dismiss talk that does not convey important information as (7)(valuable, worthless) – meaningless small talk if it’s a social setting or “empty rhetoric” if it’s public. Such requests as “Skip the small talk,” “(8)Get to the point,” or “Why don’t you say what you mean?” may seem to be reasonable. (9)But they are reasonable only if information is all that counts. (10)This attitude toward talk ignores the fact that people are (11)(emotionally, rationally) involved with each other and that talking is the major way we establish, maintain, monitor, and adjust our relationships.

(12)Whereas words convey information, how we speak those words – how loud, how fast, with what intonation and emphasis – communicates what we think we’re doing when we speak; teasing, flattering, explaining, or complaining; whether we’re feeling friendly or angry; whether we want to get closer or (13)back off. (14)( ), (15)how we say what we say communicates social meanings.

## 設問

(1)(4)(5)(8)(9)(15)下線部を和訳せよ。

(2)下線部の要旨を 100 字以内の日本語で答えよ。

(3)下線部の状況で(A)message と(B)metamessage はそれぞれ何か、次から選べ。

1. (A)怒っている (B)怒っている
2. (A)怒っている (B)怒っていない
3. (A)怒っていない (B)怒っている
4. (A)怒っていない (B)怒っていない

(6)下線部と近い意味の語句を次から選べ。

1. set about
2. set aside
3. set off
4. set out

(7)(11)カッコ内の語句のうち正しいものを選べ。

(10)下線部はどのような態度を指しているか、日本語で説明せよ。

(12)下線部の要旨を 50 字程度の日本語で答えよ。

(13)下線部と近い意味のものを次から選べ。

1. 支援する
2. 対立する
3. 大らかに話す
4. 距離を置く

(14)空所にあてはまる適当な語句を次から選べ。

1. For instance
2. In other words
3. Nevertheless
4. What is better

### **Further Expressions**

#### **〈怒り〉**

I knew from his face that he was angry with me. 【怒る】

I knew from his face that he was angry about [at] my request.

I knew from his face that he was furious with me. 【激怒する】

I knew from his face that he was mad at me. 【頭にきている】

He answered me in anger. 【怒って】

He lost his temper. 【腹を立てる】

#### **〈議論する〉**

Why do they discuss unimportant things? 【議論する】

Why do they argue unimportant things?

Why do they talk about unimportant things?

Why do they talk over unimportant things?



## 52 偏見と差別

In an ideal society there would be no need to study prejudice. However, we do not live in a utopia where prejudice does not exist. In our world, prejudice based on race, sex, religion, physical characteristics, age, intelligence, and political ideals is something we must all (1)cope with. It is important to understand the difference between prejudice and discrimination. Prejudice is an attitude whereas discrimination is an act. We might never know one is prejudiced unless that person discriminates. It is these acts of discrimination that (2)reveal prejudice.

Where does one develop a prejudice? By (3)( ) the word *prejudice*, we can gain some insight into the source of biased thinking. The word means pre-judging or forming an opinion before you know all of the facts. Intellectually we know that prejudice is wrong. The basis for every (4)sound decision is a complete knowledge of all the facts. Then why do people pre-judge?

Unfortunately, fear plays an important part in prejudging. Sometimes we fear that someone will take our jobs, (5)( ) the harmony of our neighborhoods, do better on a test or be a better athlete, beat us in an election, or (6)make fun of our appearance. (7)To prevent these seemingly unfair occurrences, we discriminate against other persons who we suspect may harm us.

When we observed discrimination in the form of (8)( ) or (9)(humanity, humidity, humiliation, humility) of an innocent person, we have many choices of response. (10)We may react with anger, we may intervene on behalf of the injured party, or we may choose to say nothing. Unfortunately, (11)in many instances it is to our advantage not to fight back, for the forces of prejudice can be much larger than one person can (12)combat, for example our society's neglect and mistreatment of elderly people. (13)Whatever the situation, our awareness of other people's feelings is the key issue, (14)for concern for individual human needs is a quality that sets us apart from animals.

## 設問

(1)(2)(6)(12)下線部と近い意味の語句を次から選べ。

1. abolish 2. avoid 3. deal 4. disclose 5. enjoy 6. ridicule 7. struggle

(3)(5)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

analyze disturb maintain predict

(4)下線部と近い意味の語句を次から選べ。

1. bad 2. good 3. quick 4. slow

(7)(10)(11)(14)下線部を和訳せよ。

(8)空所にあてはまる名詞は、次のいずれかの動詞の名詞形である。その名詞形を答えよ。

conclude exclude include

(9)カッコ内の語句のうち正しいものを選べ。

(13)下線部の後に省略されている2語を答えよ。

(15)本文全体を200字程度の日本語で要約せよ。

(16)次の各語のアクセントのある音節を選べ。

(A) prej-u-dice (B) char-ac-ter-is-tic (C) dis-crim-i-nate

1 2 3

1 2 3 4 5

1 2 3 4

### **Further Expressions**

#### **《差別する》**

Why do people discriminate against someone? 【差別する】

Why do people have discrimination against someone? 【差別】

Why do people have a prejudice against someone? 【偏見】

Why are people prejudiced against someone? 【偏見を持った】

#### **《取り除く》**

We must get rid of prejudice. 【取り除く】

We must remove prejudice.

We must abandon prejudice. 【捨てる】

We must do away with prejudice. 【廃止する】

We must put an end to prejudice.

We must eliminate the problems of prejudice. 【除去する】

We must take away the problems of prejudice.

#### **《とにかく》**

Whatever the situation, our awareness of other people's feelings is the key issue.

【状況がどうあれ】

Come what may, our awareness of other people's feelings is the key issue.

【何が起ころうとも】

## 53 時間の概念

Remember the story of the tortoise and the hare? The hare started out fast, leaving the tortoise far behind. He soon became exhausted and had to take a nap, overconfident that he would outrun his slower competitor. The tortoise paced himself, plodding along but never stopping. The tortoise won the race.

Many of us say we don't have (1)adequate time to complete all the things our job demands, (2)much less get it all done and still have time for family, friends, and fun. To try to cope with the pace of our work life, (3)we often turn to technology (electronic organizers, laptop computers, pagers, cellular phones, fax machines, e-mail, the Internet) and time management systems. (4)Ironically, the more time we save through time-saving devices, the more we try to cram into a day. (5)We just keep raising our expectations of ourselves, our employees, and our families. (6)This innocent attempt to find more time is doomed to fail because we are failing to recognize where our experience of time comes from — thought. Slowing down our thinking process can help us pace ourselves at work so that we manage our work time differently.

(7)The experience of time has very little to do with clock time and everything to do with thought. Do you experience time differently when you are waiting for someone who is late than when you are the one who is late? (8)In the first case time goes slow, (9)in the second time goes fast. Our (10)( ) of time is directly related to how we are thinking. The root canal patient's time drags on painfully (11)( ), while the dentist's day flies by with not enough time to see every patient. What we are thinking determines how (12)impatient we feel, how anxious we are about the future, and how frustrated we become with how slowly things are happening. If you don't think time is related to thinking, travel to a country where people experience time differently than do North Americans. (13)We are likely to feel stressed, impatient, and angry, while they are relaxed and puzzled as to why we are so upset and in a hurry.

設問

(1)(12)下線部と近い意味の語句を次から選べ。

(1) 1. deficient 2. efficient 3. proficient 4. sufficient

(12) 1. healthy 2. hopeful 3. irritated 4. relaxed

(2)(4)(5)(6)(7)(13)下線部を和訳せよ。

(3)下線部と近い意味になるように次の空所に適語を入れよ。

we often ( ) on technology

(8)(9)下線部の具体的内容を日本語で答えよ。

(10)空所にあてはまる名詞は、次のいずれかの動詞の名詞形である。その名詞形を答えよ。

conceive deceive perceive receive

(11)空所にあてはまる適当な副詞を答えよ。

(14)本文全体を 30 字程度の日本語で要約せよ。

(15)次の各語のアクセントのある音節を選べ。

(A) ad-e-quate (B) man-age-ment (C) rec-og-nize

1 2 3

1 2 3

1 2 3

**Further Expressions**

**《追いつく》**

The tortoise finally caught up with the hare. 【追いつく】

The tortoise finally overtook the hare.

**《勝つ》**

The tortoise got the better of the hare. 【打ち勝つ】

The tortoise beat the hare. 【負かす】

The tortoise defeated the hare.

**《自信がある》**

Everyone was convinced that you need not practice reading. 【確信している】

Everyone was sure of its uselessness.

Everyone was confident of its uselessness.

## 54 Self-handicapping とは

Bad luck always seems to strike at the (1)(best, least, most, worst) possible moment. A man about to interview for his dream job gets stuck in traffic. A law student taking her final exam wakes up with a blinding headache. A runner twists his (2)ankle minutes before a big race. Perfect examples of (3)cruel fate.

(4)Or are they? Psychologists who study unfortunate incidents like these now believe that in many instances, they may be carefully arranged schemes of the subconscious mind. People often engage in a form of self-defeating behaviour known as simple process; by taking on a heavy handicap, a person makes it more likely that he or she will fail at an (5)endeavour. Though it seems like a crazy thing to do, it is actually a clever trick of the mind, (6)one that sets up a difficult situation which allows a person to save face when he or she does fail.

A classic self-handicapper was the French chess champion Deschappelles, who lived during the 18th century. Deschappelles was a (7)distinguished player who quickly became champion of his region. But when competition grew tougher, he (8)(adapted, adopted) a new condition for all matches: (9)he would compete only if his opponent would accept a certain advantage, increasing the chances that Deschappelles would lose. If he did lose, he could blame it (10)( ) and no one would know the true limits of his ability; but (11)if he won against such odds, he would be all the more respected for his amazing talents.

Not surprisingly, the people most likely to become habitual excuse-makers are those too eager for success. Such people are so afraid of being labeled a failure at anything that they constantly develop one handicap or another in order to explain away failure. True, self-handicapping can be an effective way of coping with anxiety for success (12)now and then, but, as researchers say, it makes you lose in the end. (13)Over the long run, excuse-makers fail to live up to their true potential and lose the status they care so much about. And despite (14)their protests to the contrary, they have only themselves to blame.

## 設問

- (1)(8)かっこ内の語句のうち正しいものを選び。
- (2)下線部と最も近い体の部分を次から選べ。  
1. arm 2. leg 3. neck 4. waist
- (3)(5)(7)(12)下線部と近い意味の語句を次から選べ。  
(3) 1. brutal 2. dominant 3. obscure 4. rigorous  
(5) 1. adventure 2. competition 3. effort 4. incident  
(7) 1. corresponding 2. everlasting 3. outstanding 4. surrounding  
(12) 1. frequently 2. hardly 3. occasionally 4. usually
- (4)下線部を、省略されている語句を補って和訳せよ。
- (6)(9)(11)(13)下線部を和訳せよ。
- (10)空所にあてはまる適当な語句を次から選べ。  
1. on the other player's advantage  
2. for the other player's advantage  
3. on the limit of his ability  
4. for the limit of his ability
- (14)下線部の具体的内容を日本語で答えよ。
- (15)本文全体を「Self-handicapping とは」で始まる 80～100 字の日本語で要約せよ。要約にあたっては「self-handicapping」を定義し、それについての筆者の見方をまとめること。
- (16)アクセントの位置が同じ組み合わせを次から選べ。  
1. anxious 2. competition 3. habit 4. psychology  
anxiety competitive habitual psychologist
- (17)次の下線部の発音と異なるものを選び。  
(A) example 1. execute 2. executive 3. exhaust 4. exhibit 5. exist  
(B) scheme 1. ache 2. character 3. chase 4. epoch 5. monarch  
(C) lose 1. disease 2. ease 3. hose 4. increase 5. possess  
(D) though 1. bathe 2. breathe 3. smooth 4. thorough 5. worthy

### Further Expressions

#### 〈せいにする〉

He blamed his defeat on the other player's advantage. 【～のせいにする】

He attributed his defeat to the other player's advantage. 【帰する】

He ascribed his defeat to the other player's advantage.

#### 〈うらやましい〉

He is jealous of his opponent's success. 【ねたんで】

He is envious of his opponent's success. 【うらやんで】

He envies his opponent's success. 【うらやむ】

His opponent's success is enviable to him. 【うらやましい】

## 55 模倣から生まれる創造性

In music or writing we don't expect the child to burst naturally into creativity without first (1)having gone through the laborious process of mastering the basic techniques, and this often involves copying what the teacher does, whether it be playing a particular \*chord or correctly writing the letter "b." In fact, there is usually some element of copying involved in almost everything we have to learn. It is (2)odd, then, that in drawing young children are expected to develop without help in this way. Apart from (3)providing the materials and perhaps suggesting and discussing a (4)stimulating topic, many parents or teachers rarely give further help. (5)They see their role in terms of providing encouragement but not of giving direct assistance in the drawing process itself. The child is expected to find her own way and (6)this is what creativity is supposed to be all about. Not surprisingly, then, adults often express (7)unease if children copy the way other people draw things, especially if they copy the characters from books or comics.

In spite of these adult doubts, however, children often do copy drawings, and it is my belief that this need not (8)block their creativity. After all, the greatest artists have (9)routinely copied the work of the great masters who went before (10)them. (11)Understanding how others have achieved a certain effect hasn't prevented them from moving on and trying something different. Nevertheless, (12)you say, it may prevent ordinary people from doing so. But I suspect that without the experience of copying, (13)they will not only fail to move on but they will not have got very far, artistically, in the first place. Although I would certainly not wish to reduce drawing to the level of copying alone, I do think that we can use children's copying ability in (14)positive and constructive ways. By disapproving of their copying activities, we may be closing the door on a very useful way of maintaining their interest in drawing and in widening their knowledge of the many ways in which things can be drawn. Far from (15)having a dulling effect on creativity, copying can be used to open it up.

(注) chord : 和音、コード

### 設問

(1)(6)(11)(13)(15)下線部の具体的内容を表すものを次から選べ。

- (1) 1. having repeated the simple and short process  
2. having experienced the slow and difficult process  
3. having repeated the easy and amusing process  
4. having experienced the work-saving process
- (6) 1. creativity is supposed to be about studying past masters  
2. people think creativity comes from doing what the teacher says  
3. creativity is supposed to be about finding one's own way  
4. people think creativity is about seeing yourself in others
- (11) 1. Understanding how other artists have worked has blocked great artists  
2. Comprehending how former artists have worked has not blocked the work of following artists  
3. Understanding how other artists have worked has not blocked children in their creativity  
4. Comprehending how former artists have worked has blocked the creativity of

children

- (13) 1. they will succeed artistically in moving on  
2. they will fail in copying artistically  
3. they will succeed in art and also succeed in moving on  
4. they will fail both to move on and to grow artistically

- (15) 1. improving the progress of creativity  
2. creating ineffective drawings  
3. providing the effect on creativity  
4. delaying the progress of creativity

(2)(3)(4)(7)(8)(9)(14)下線部と近い意味の語句を次から選べ。

- (2) 1. natural 2. strange 3. stupid 4. wrong  
(3) 1. checking 2. handling 3. preparing 4. removing  
(4) 1. exciting 2. expressing 3. living 4. surprising  
(7) 1. anxiety 2. difficulty 3. insufficiency 4. unconcern  
(8) 1. construct 2. improve 3. prevent 4. protect  
(9) 1. firmly 2. minutely 3. nicely 4. regularly  
(14) 1. affirmative 2. doubtful 3. additional 4. uncertain

(5)下線部を和訳せよ。

(10)(12)下線部の具体的内容を次から選べ。

- (10) 1. the greatest artists 2. these adults 3. children 4. the great masters  
(12) 1. teachers 2. readers 3. parents 4. the greatest artists

(16)本文の内容と一致するものを次から4つ選べ。

1. Creativity in drawing means planned copying of what the parent or teacher does.  
2. There are positive things to be said about copying in art.  
3. It is not useful to allow children to continue copying activities.  
4. The greatest artists always try to encourage others.  
5. Adults expect a child to copy what the teacher does in music or writing.  
6. Moving on and trying something different is a form of copying.  
7. Adults do not like children to copy other people's drawings.  
8. Copying does not help in opening the door to a child's creativity.  
9. The author believes that copying in drawings does not hinder a child's creativity.  
10. In learning most subjects, people seldom directly copy from others.  
11. It is not possible to use children's copying ability in positive ways.  
12. The author believes that drawing is a form of copying alone.

(17)本文全体を30字程度の日本語で要約せよ。

### Further Expressions

#### 《無理もない》

Children may well copy other people's drawings. 【無理もない】

No wonder children copy other people's drawings. 【何の不思議もない】

It is no wonder that children copy other people's drawings.

It is natural that children copy other people's drawings. 【当然だ】

It stands to reason that children copy other people's drawings. 【理にかなって】

#### 《不思議なことに》

Strangely enough, young children learn to draw pictures without help. 【奇妙なことに】

Oddly enough, young children learn to draw pictures without help.

Strange to say, young children learn to draw pictures without help.

Odd to say, young children learn to draw pictures without help.

Surprisingly enough, young children learn to draw pictures without help. 【意外にも】

Believe it or not, young children learn to draw pictures without help.

【信じようが信じまいが】



## 第 12 章 指示語の内容を答える

### 56 専門用語と日常語

We sometimes rather thoughtlessly (1)criticize an announcement or a government printed paper which refers to ‘male persons over the age of twenty-one years.’ What (2)ridiculous jargon, we think; why couldn’t this self-important official have used the word ‘man’! But (3)the official may be forced into a jargon that he likes no more than we do, by the imprecision of the ordinary words that we may prefer. In (4)the present instance, man may sound perfectly (5)obvious as the right word for ‘male person over the age of twenty-one years’, but would (6)the latter be equally our automatic interpretation if simply the word ‘man’ had been used? The word ‘man’ is applied regularly to (7)hundreds of thousands of students, only a minority of whom have reached the age of twenty-one. We often use it of still younger males of sixteen or seventeen, and it can be applied to a school-boy of ten ((8)the team is a man short). It may simply mean ‘(9)( ) person’, as when we tell a little boy of four to ‘stop crying and be a man’. Or it may mean ‘human being’, without regard to (10)( ), as in a phrase like ‘not fit for man or (11)( )’.

This is the *ordinary* use of language which makes the *extraordinary* use of language (as in science or law) a constantly repeated difficulty, because – (12)important as law and science may be – we cannot sacrifice the ordinary, everyday use of language merely in order to leave language permanently suitable for the ‘(13)higher purposes’. And let us make no mistake: the (14)( ) of ordinary language is essential to the use and permanence of language of any kind. One simply must be able to make expressions of a general and imprecise kind: ‘Quick – there’s a man on the phone – long distance.’ If one is not allowed a shorthand expression of this kind, (15)it would cost the unfortunate ‘person whose voice suggested that he was a male who had reached full maturity’ a fair number of coins merely to have his call announced.

## 設問

(1)(12)下線部と近い意味になるように、次の空所に適語を入れよ。

(1) find ( ) with an announcement

(12) ( ) law and science may be important

(2)(5)下線部と近い意味の語句を次から選べ。

1. absurd 2. ambiguous 3. complicated 4. evident 5. formal 6. legal

(3)(8)(15)下線部を和訳せよ。

(4)(6)(13)下線部の具体的内容を日本語で答えよ。

(7)下線部と近い意味のものを次から選べ。

1. 百人いや千人の 2. 何百人いや何千人もの 3. 十万人の 4. 何十万人もの

(9)(10)(11)(14)空所にあてはまる適語を次から選べ。

(9) 1. brave 2. grown-up 3. intelligent 4. male

(10) 1. age 2. nationality 3. religion 4. sex

(11) 1. beast 2. child 3. human 4. woman

(14) 1. difficulty 2. imprecision 3. precision 4. specialization

(16)アクセントの位置が異なる組み合わせを次から2つ選べ。

1. difficult 2. govern 3. mature 4. prefer 5. ridicule  
difficulty government maturity preferable ridiculous

## Further Expressions

### 《非難する》

We sometimes criticize a ridiculous announcement. 【非難する】

We sometimes reproach a ridiculous announcement.

We sometimes complain about a ridiculous announcement. 【不平を言う】

We sometimes censure a ridiculous announcement. 【酷評する】

We sometimes condemn a ridiculous announcement. 【きびしく責める】

We sometimes disapprove of a ridiculous announcement. 【不賛成である】

We sometimes find fault with a ridiculous announcement. 【文句を言う】

We sometimes blame government for a ridiculous announcement. 【非難する】

### 《ぴったりの》

“Man” is the right word for “male person over the age of twenty-one.” 【適切な】

“Man” is the suitable word for “male person over the age of twenty-one.” 【適した】

“Man” is a word that becomes the situation. 【ふさわしい】

## 57 手紙の書き方

Everyone likes to receive letters, but practically no one likes to write them. For most people letter writing is one case in which it is far better to receive than give. Each of us has a hundred reasons why he can't write a letter. (1)Rare indeed is the person who can sit down and dash off a wonderful letter without giving it a second thought.

But just stop a minute and think how (2)vital letters are to us. Through letters we meet friends, make friends, and keep alive the warm glow of love. Letters bring friends and family together across the miles. If it weren't for letters, how difficult it would be to (3)( ) merchandise, pay bills, borrow money, join a club, (4)( ) on a civic committee, (5)( ) invitations or (6)( ) for a job — to (7)( ) just a few of the things that are part of the routine of living.

And this essential portion of your life — writing a letter — is really based only on these two rules:

BE TIMELY and

BE YOURSELF!

Be timely: (8)This is such an easy rule to follow and yet, when broken, it can lose friendships, cause great inconvenience, and inflict hurt feelings. A letter whose aim is to (9)( ) a social obligation fails completely when it arrives late. (10)A tardy letter of acceptance or regret can spoil a hostess's party and insures your not being invited again. A letter of friendship, like a visit with a friend, loses warmth and purpose when it is delayed. (11)"Don't put off till tomorrow what you can do today" applies just as much to letter writing as it does to other human endeavors.

Be yourself: (12)Too many letter writing guides insist on originality at the expense of the writer's personality. The true secret of writing a good letter is to write as if you were talking. Before you actually put pen to paper, sit down and (13)visualize the person to whom you are planning to write. Remember the last time you saw him and (14)recall what you know of him — his interests, his hobbies, his work, his family. Think of what (15)this person would want to hear, what you would tell him if you were in the same room chatting with him. Then write the letter in the kind of language and phrasing that is your everyday speech.

設問

(1)(8)(10)(11)(12)下線部を和訳せよ。

(2)(13)(14)下線部と近い意味の語句を次から選べ。

(2) 1. essential 2. harmful 3. profitable 4. wasteful

(13) 1. draw 2. illustrate 3. imagine 4. meet

(14) 1. remark 2. remember 3. remind 4. remove

(3)(4)(5)(6)(7)(9)空所にあてはまる適当な動詞を次から選べ。

1. accept 2. apply 3. fulfill 4. name 5. order 6. work

(15)下線部の具体的内容を日本語で答えよ。

**Further Expressions**

**《実感する》**

We sometimes realize the importance of letters. 【実感する】

The importance of letters sometimes bring home to us. 【実感させる】

**《延期する》**

Don't put off until tomorrow what you can do today. 【延期する】

Don't postpone until tomorrow what you can do today.

## 58 ジェスチャーを学問する

(1)The importance of human gestures has been greatly underestimated. Students of linguistics are everywhere, and the analysis of human languages is a widely accepted scientific subject, but (2)the gesture specialist is a rare bird indeed – not so much a vanishing species, as one that has hardly yet begun to evolve.

There are two reasons for this. In the first place, gestures have quite wrongly been considered a (3)( ), second-class form of human communication. Because (4)verbal exchanges are the crowning glory of humankind, all other forms of contact are viewed as somehow (5)inferior and primitive. Yet social intercourse depends heavily on the actions, postures, movements and expressions of the talking bodies. (6)Where communication of changing moods and emotional states is concerned, we would go so far as to claim that gestural information is even more important than verbal. Words are good for facts and for ideas, but without gestures, human social life would become a cold and mechanical process.

(7)If this is so, then why has the science of gestures lagged so far behind the science of linguistics? (8)The second factor working against such studies is a curious one and is difficult to express. It is as if, (9)by their very nature, gestures do not like being written about. They resist verbal analysis. (10)On reflection, this is not so surprising. Their very existence depends upon the fact that they provide a non-verbal channel of communication, and (11)attempts to verbalize it are bound to meet with a special set of problems. These are problems that every art critic will understand. To describe in words the visual qualities that make a painting by Rembrandt a great work of art is an almost impossible task, and to convey the precise significance of a fleeting gesture is equally (12)challenging. But there is a way. We can greatly deepen our understanding of great works of art by investigating the geography and history of art movements. (13)And with gestures, too, we can learn much from a detailed examination of the geographical and historical background of the so-called trivial actions we all take so much for granted.

We each of us use hundreds of expressive movements every day as we pass through the social events that surround us from waking to sleeping. Each of these actions has a particular history – sometimes personal, sometimes cultural, and sometimes more deeply biological. By tracing the geographical range and the history of these actions we can begin to see them more clearly as an understandable pattern of human behaviour. To do this systematically is to open up a whole new area of comprehension, and (14)one that is as exciting as any other area of the science of humankind.

## 設問

(1) 下線部と近い意味になるように次の空所に適語を入れよ。

The importance of human gestures has been greatly thought ( ) of.

(2)(6)(11)(13) 下線部を和訳せよ。

(3) 空所にあてはまる適語を次から選べ。

1. significant 2. temporary 3. trivial 4. virtuous

(4) 下線部と最も関連の深い語句を次から選べ。

1. action 2. conversation 3. gesture 4. posture

(5) 下線部の反意語を答えよ。

(7) 下線部はどのようなことを言っているのか、日本語で説明せよ。

(8)(14) 下線部の具体的内容を本文中の英語で答えよ。

(9)(12) 下線部と近い意味の語句を次から選べ。

(9) 1. extremely 2. inherently 3. persistently 4. strangely

(12) 1. desirable 2. difficult 3. exciting 4. possible

(10) 下線部を、this の具体的内容を明示して和訳せよ。

(15) 第1音節にアクセントのあるものを次から3つ選べ。

1. analysis 2. biological 3. challenging 4. event 5. inferior

6. investigate 7. pattern 8. precise 9. quality 10. scientific

## Further Expressions

### 〈本来〉

By nature, gestures are difficult to analyze. 【本来】

In essence, gestures are difficult to analyze.

Inherently, gestures are difficult to analyze.

Intrinsically, gestures are difficult to analyze.

Fundamentally, gestures are difficult to analyze. 【基本的に】

Gestures in themselves are difficult to analyze. 【それ自体】

### 〈無理〉

To describe Rembrandt's paintings is almost impossible. 【ほとんど】

To describe Rembrandt's paintings is practically impossible. 【～も同然】

To describe Rembrandt's paintings is next to impossible. 【ほとんど】

To describe Rembrandt's paintings is all but impossible.

To describe Rembrandt's paintings is as good as impossible. 【～も同様】

To describe Rembrandt's paintings is hardly [rarely] possible. 【ほとんど～ない】

To describe Rembrandt's paintings is beyond our power. 【超えている】

To describe Rembrandt's paintings is out of the question. 【まったく不可能】

There is no describing Rembrandt's paintings. 【できない】

## 59 トレード・オフの経済学

The first lesson about making decisions is summarized in the saying: “There is no such thing as a free lunch.” To get one thing that we like, we usually have to give up another thing that we like. Making decisions requires trading off one goal against another.

Consider a student who must decide how to use her most valuable resource — her time. She can spend all of her time studying economics; she can spend all her time studying psychology; or she can (1)( ) her time between the two fields. For every hour she studies one subject, she gives up an hour she could have used studying the other. And (2)for every hour she spends studying, she gives up an hour that she could have spent working at her part-time job for some extra spending money. Or consider parents deciding how to spend their family income. They can buy food, clothing, or a family vacation. Or they can save some of the family income for retirement or the children’s college education. (3)When they choose to spend an extra dollar on one of these goods, they have one less dollar to spend on another of them.

When people are grouped into societies, they face different kinds of tradeoffs. (4)The classic tradeoff is between “guns and butter.” The more we spend on national (5)defense to protect our shores from foreign aggressors, the less we can spend on personal goods to raise our standard of living at home. Also important in modern society is the tradeoff between a clean environment and a high level of income. Laws that require firms to reduce pollution (6)( ) the cost of producing goods and services. Because of the higher costs, these firms end (7)(down, in out, up) earning smaller profits, paying lower wages, charging higher prices, or some combination of (8)these three. Thus, (9)while pollution regulations give us the benefit of a cleaner environment and the improved health that comes with it, they have the cost of reducing the incomes of the firms’ owners, workers, and customers.

Another tradeoff society faces is between efficiency and equity. Efficiency means that society is getting the most it can from its (10)scarce resources. Equity means that the benefits of those resources are distributed fairly among society’s members. In other words, efficiency refers to the size of the economic pie, and equity refers to how the pie is divided. Often, when government policies are being designed, (11)these two goals conflict.

Consider, for instance, policies aimed at achieving (12)a more equal distribution of economic well-being. Some of these policies, such as the welfare system or unemployment insurance, try to help those members of society who are most (13)in need. Others, such as the individual income tax, ask (14)the financially successful to contribute more than others to support the government. Although (15)these policies have the benefit of achieving greater equity, they have a cost in terms of reduced efficiency. When the government redistributes income from the rich to the poor, it reduces the reward for working hard; as a result, people work less and produce fewer goods and services. In other words, (16)when the government tries to cut the economic pie into more equal slices, the pie gets smaller.

Recognizing that people face tradeoffs does not by itself tell us what decisions they will or should make. A student should not (17)abandon the study of psychology just because doing so would increase the time available for the study of economics. Society should not stop protecting the environment just because environmental regulations reduce our material standard of living. The poor should not be ignored just because helping them (18)distorts work incentives. (19)Nonetheless, acknowledging life's tradeoffs is important because people are likely to make good decisions only if they understand the options that they have available.

### 設問

- (1)(6)空所にあてはまる適当な動詞を本文中から抜き出せ。
- (2)(9)(19)下線部を和訳せよ。
- (3)下線部の意味を、one of these goods および another of them の具体的内容を明示して日本語で説明せよ。
- (4)下線部の具体的内容を 50 字以内の日本語で説明せよ。
- (5)下線部の反意語を答えよ。
- (7)かっこ内の語句のうち正しいものを選べ。
- (8)下線部の具体的内容 3 つをそれぞれ 10 字以内の日本語で答えよ。
- (10)(17)下線部と近い意味の語句を次から選べ。
- (10) 1. abundant 2. natural 3. precious 4. rare  
 (17) 1. give up 2. keep up 3. set up 4. take up
- (11)下線部の具体的内容を 60 字以内の日本語で説明せよ。
- (12)下線部の具体的な政策例として本文中に述べられているもの 2 つを、それぞれ漢字 4 字で答えよ。
- (13)(14)(18)下線部と近い意味のものを次から選べ。
- (13) 1. 社会に貢献している 2. 困窮している 3. 周囲と親しくしている  
 (14) 1. 収入の多い人 2. 政府の援助を受けている人 3. 政策に関わる人  
 (18) 1. 仕事为非効率になる 2. 仕事量が増える 3. 労働意欲をなくさせる
- (15)下線部の具体的な政策例として本文中に述べられているものを、漢字 3 字で答えよ。
- (16)下線部の理由として本文中に述べられている点を 60 字以内の日本語で説明せよ。
- (20)次の各語のアクセントのある音節を選べ。
- (A) ec-o-nom-ics (B) stan-dard (C) in-sur-ance (D) in-di-vid-ual (E) con-trib-ute  
 1 2 3 4 1 2 1 2 3 1 2 3 4 1 2 3

### Further Expressions

#### 《犠牲にする》

Firms must reduce pollution at the cost of producing goods. 【～を犠牲にして】

Firms must reduce pollution at the price of producing goods.

Firms must reduce pollution at the sacrifice of producing goods.

Firms must reduce pollution at the expense of producing goods.

#### 《自由にできる》

It is difficult to increase the time available for study. 【利用できる】

It is difficult to increase the time at our disposal to study. 【自由になる】



## 60 個人あつての社会あり

When we (1)survey our lives and endeavors, we soon (2)observe that almost the whole of our actions and desires is (3)bound up with the existence of other human beings. We notice that our whole nature resembles that of the social animals. We eat food that others have produced, wear clothes that others have made, live in houses that others have built. The greater part of our knowledge and beliefs has been communicated to us by other people through the (4)medium of a (5)language which others have created. (6)Without language our mental capacities would be poor indeed, comparable to those of the higher animals; (7)we have, therefore, to admit that we owe our principal advantage over the beasts to the fact of living in human society. (8)The individual, if left alone from birth, would remain primitive and beastlike in his thoughts and feelings to a degree that we can hardly conceive.

A man's value to the community depends primarily on how far his feelings, thoughts, and actions are directed toward promoting the good of his fellows. We call him good or bad according to his attitude (9)in this respect. It looks (10)at first sight as if our estimate of a man depended entirely on his social qualities.

And yet (11)such an attitude would be wrong. It can easily be seen that (12)all the valuable achievements, material, spiritual, and moral, which we receive from society have been brought about in the course of countless generations by creative individuals. Someone once discovered the use of fire, (13)someone the cultivation of (14)edible plants, and (15)someone the steam engine.

Only the individual can think, create new values for (16)society, and even set up new moral standards to which the life of the community conforms. Without creative personalities able to think and judge independently, (17)the upward development of society is as unthinkable as the development of the individual personality without the nourishing soil of the community. The health of society thus depends quite as much on the independence of the individuals composing (18)it on their close social cohesion.

設問

(1)(2)下線部と近い意味の語句を次から選べ。

1. examine 2. follow 3. notice 4. start

(3)(10)(14)下線部と近い意味になるように次の空所に適語を入れよ。

(3) closely ( ) to the existence of other human beings

(10) at first (g )

(14) plants that we can ( )

(4)下線部と近い意味の語句を次から選べ。

1. average 2. condition 3. means 4. middle

(5)(16)左右の関係が等しくなるように次の空所に適語を入れよ。

(5) economy : economics = language : ( )

(16) economy : economics = society : ( )

(6)(7)(8)(12)下線部を和訳せよ。

(9)下線部の具体的内容を日本語で説明せよ。

(11)下線部の具体的内容を次から選べ。

1. discouraging a man from promoting the good of his fellows  
2. discovering the way society is judged by a man  
3. judging a man's value entirely by his social qualities  
4. taking it for granted that we call a man good or bad according to his individual value

(13)(15)下線部の人物と最も関連の深い語句を次から選べ。

1. agriculture 2. commerce 3. fishery 4. industry 5. mining

(17)下線部に対して必要なものについての筆者の意見を日本語で説明せよ。

(18)下線部の具体的内容を英語で答えよ。

(19)次の各語のアクセントのある音節を選べ。

(A) en-deav-or (B) com-pa-ra-ble (C) val-u-a-ble (D) spir-i-tu-al

1 2 3

1 2 3 4

1 2 3 4

1 2 3 4

**Further Expressions**

**《関係がある》**

Our actions are bound up with other human beings. 【密接な関係がある】

Our actions are closely related to other human beings.

Our actions are relevant to other human beings. 【関連がある】

Our actions have much to do with other human beings.

There is a close relationship between our actions and other human beings.

【密接な関係】

**《次第である》**

Whether a man is valuable to the community or not depends on [upon] his actions.

【次第である】

Whether a man is valuable to the community or not is up to his actions.

A man's actions determine his value to the community. 【決定する】

A man's actions are responsible for his value to the community. 【原因である】

## 第 13 章 本文の内容を日本語で説明する

### 61 死の出会いと子ども

Children may meet the idea of death for the first time at any age. In the normal course, the death of an older member of the family is likely to be the first experience of the kind that (1)touches a child closely. Whenever the child asks about death, it is important to answer in simple (2)terms, without (3)instilling fear but also without false explanations that may only confuse the child.

(4)Some of the explanations grown-ups give a child, though easiest to give, are not the wisest. When a child is told that the person who died has “gone to sleep and won’t wake up,” he may be (5)frightened about going to sleep himself in (6)(case, fear, lest, that) he should also die. Or if he is told that someone died because he was sick, he may be afraid when he or his parents have any illness, even a cold, believing that illness will result in death.

For the young child, details are not necessary and are best avoided. The simplest statement is enough: People die because their bodies get (7)worn out. If the child wants to know where a person goes when he dies, parents have their own religious belief to share with the child. When parents are without beliefs that they can share, the child can accept their acknowledgement that they don’t really know.

(8)Exact explanations are not so important as the manner in which an answer is given. When parents have accepted the fact of death with quiet courage, they convey this attitude to the child along with their words.

When there is a death in the family, (9)grown-ups sometimes unwisely exclude the children from sharing in the family sorrow with the idea of protecting them. To be sure, it is not good for a child to see his parents or other older people (10)overwhelmed with shock or grief. But it is also not good for him to be pushed aside, or sent out of the house to be taken care of by strangers. A family loss is the child’s loss too, and he should not be separated from those who are closest to him at such a time.

(11)However grief-stricken a mother or father may be, it is important to remember that the children, too, are suffering and need to be comforted. (12)A parent will feel for the children at such a time and try not to give way to uncontrolled expressions of grief in the children’s presence.

(13)Complete control is neither necessary nor wise. When the adults master themselves entirely for the children’s (14)( ), and show no grief at all, children are (15)puzzled and are often unable to give vent to their own feelings. It is important for the children to be allowed to take some (16)( ) in the family’s mourning. When they can share it in their own (17)( ), they find an (18)outlet for their own sorrow and are comforted. Mourning relieves sorrow by giving it (19)( ), and by recalling happy and loving memories of the

person who is gone. (20) Children need this relief as grown-ups do.

### 設問

(1)(2)(3)(10) 下線部と近い意味のものを次から選べ。

(1) 1. 関係する 2. 心を動かす 3. 成長させる 4. 傷つける

(2) 1. 言葉 2. 態度 3. 表情 4. 場面

(3) 1. 取り除く 2. 妄想を抱かせる 3. 植えつける 4. 詳しく説明する

(10) 1. 大げさに表す 2. 克服する 3. 屈する 4. 隠す

(4) 下線部のような説明の具体例を1つ挙げ、それが the wisest でない理由を日本語で答えよ。

(5)(7)(15) 下線部と近い意味の語句を次から選べ。

(5) 1. confused 2. scared 3. sensitive 4. skeptical

(7) 1. decayed 2. exhausted 3. overburdened 4. wounded

(15) 1. confused 2. disappointed 3. shocked 4. surprised

(6) カッコ内の語句のうち正しいものを選べ。

(8)(11)(12) 下線部を和訳せよ。

(9) 下線部を、them の具体的内容を明示して和訳せよ。

(13) 下線部のように筆者が主張する理由を日本語で答えよ。

(14)(16)(17)(19) 空所にあてはまる適語を次から選べ。

1. account 2. expression 3. part 4. sake 5. want 6. way

(18) 下線部と近い意味の1語を同じ段落から選べ。

(20) 下線部はどのようなことを言っているのか日本語で説明せよ。

(21) 第1段落において、子どもが死についてたずねた時、大人はどのようなことに気をつけて答えてやるのが大切だと筆者は述べているか、3点を日本語で答えよ。

### Further Expressions

#### 《同情する》

A parent will sympathize the children who suffer from grief. 【同情する】

A parent will feel sympathy for the children who suffer from grief.

A parent will feel for the children who suffer from grief.

A parent will feel sorry for the children who suffer from grief. 【ふびんに思う】

A parent will feel pity for the children who suffer from grief.

A parent will take [have] pity on the children who suffer from grief.

#### 《恐れて》

The child may keep awake in case he should die. 【～するといけないから】

The child may keep awake lest he should not die.

The child may keep awake for fear that he may die. 【～するのを恐れて】

The child may keep awake for fear of dying.

The child may keep awake so as not to die. 【～しないように】

The child may be anxious about dying. 【不安で】

## 62 なぞの下宿人

I came home from school one day to find a strange man in the kitchen. He was making something on the stove, peering intently into a saucepan.

‘Who are you? What are you doing here?’ I asked him. It was a week since my father died.

The man said, ‘Shh. Not now. Just a minute.’ He had a strong foreign accent.

I recognised that he was concentrating and said, ‘What’s that you’re making?’

This time he glanced at me. ‘Polenta,’ he said.

I went over to the stove and looked inside the saucepan. The stuff was yellowy, sticky, a thick semolina. ‘That looks (1)disgusting,’ I told him, and then went in search of my mother.

I found her in the garden. ‘Mum, there’s a man in the kitchen. He’s cooking. He says he’s making polenta.’

‘Yes, darling? Polenta?’ said my mother. (2)I began to suspect she might not be much help. I wished my father were here. ‘I’m not exactly sure what that is,’ my mother said (3)vaguely.

‘Mum, I don’t care about the polenta. Who is he? What’s he doing in our kitchen?’

‘Ah!’ exclaimed my mother. She was wearing a thin flowery summer dress, and I noticed suddenly how thin she was. *My mother*, I thought. (4)Everything seemed to pile on top of me and I found myself unexpectedly crying. ‘Don’t cry, love,’ said my mother. ‘It’s all right. He’s our new lodger.’ She hugged me.

I wiped my eyes, sniffing. ‘Lodger?’

‘With your father gone,’ my mother explained, ‘I’m afraid I’m having to (5)( ) one of the spare rooms.’ She turned and began to walk back towards the house. We could see the lodger in the kitchen, moving about. I put my hand on my mother’s arm to stop her going inside.

‘Is he living here then?’ I asked. ‘With us? I mean, will he eat with us and (6)( )?’

‘This is his home now,’ said my mother. ‘We must make him feel (7)at home.’ She added, as if it were an afterthought, ‘His name’s Konstantin. He’s Russian.’ Then she went inside.

I paused to take (8)( ) this information. A Russian. This sounded exotic and interesting and made me inclined to forgive his rudeness. I watched my mother enter the kitchen. Konstantin the Russian looked up and a smile lighted up his face. ‘Maria!’ He opened his arms and she went up to him. They kissed on both cheeks. My mother looked around and beckoned to me.

‘This is my daughter,’ she said. (9)There was a note in her voice that I couldn’t identify. She stretched out her hand to me.

‘Ah! You must be Anna,’ the Russian said.

(10)I was startled, not expecting him to have my name so readily on his lips. I looked at my mother. (11)She was giving nothing away. The Russian held out his hands and said, ‘Konstantin. I am very pleased to meet you. I have heard so much about you.’

We shook hands. I wanted to know how he had heard so much about me, (12)but couldn’t think of a way of asking, at least not with my mother there.

The Russian turned back to his cooking. He seemed familiar with our kitchen. He sprinkled salt and pepper over the top of the mass of semolina-like substance, and then carried it through to the living room. For some reason, my mother and I followed him. We all sat in armchairs and looked at one another. I thought I was the only one who felt any sense of (13)( ).

When I got home late next evening, Konstantin and my mother were deep in conversation (14)( ) dinner. There were candles on the table.

'What's going on?' I asked.

'Are you hungry, darling?' said my mother. 'We've left you some. It's in the kitchen.'

I was starving. 'No thanks,' I said (15)sullenly, 'I'm fine.'

Though it was early, I went upstairs to bed.

Later I heard my mother's footsteps on the stairs. She came into my room and leant over me. I kept my eyes closed and breathed deeply. 'Anna?' she said, 'Anna, are you awake?'

I remained silent.

'I know you're awake,' she said.

There was a pause. (16)I was on the point of giving in when she spoke again. She said, 'Your father never loved me. You should not have had to know this. He did not love me.' She spoke each word with a terrible clarity, as if trying to burn it into my brain. I squeezed my eyes tight. (17)Rigid in my bed, I waited for my mother to leave the room, wondering if I would get over all this with time.

### 設問

(1)下線部と近い意味の語句を次から選べ。

1. delicious 2. interesting 3. strange 4. terrible

(2)下線部の説明として適当なものを次から選べ。

1. 母親は料理の知識が不足しているという落胆を表している。  
2. 母親は驚いていないのではないかと懸念を表している。  
3. 母親は自分の質問を理解できないという失望を表している。  
4. 母親だけでは家の管理ができないという不安を表している。

(3)(15)下線部と近い意味の語句を次から選べ。

1. angrily 2. cheerfully 3. clearly 4. loudly 5. silently 6. unclearly

(4)下線部に示される筆者の気持ちの説明として最も適当なものを次から選べ。

1. I was still in the depths of depression.  
2. I suddenly realised how defenceless she was.  
3. My mother's arms felt heavy on my shoulders.  
4. I suddenly felt that things were too much to bear.

(5)(6)(8)(13)(14)空所にあてはまる適当な語句を次から選べ。

- (5) 1. close 2. decorate 3. keep 4. let  
(6) 1. anything 2. everything 3. nothing 4. something  
(8) 1. down 2. in 3. out 4. over  
(13) 1. direction 2. humour 3. purpose 4. unease  
(14) 1. above 2. below 3. over 4. under

(7)下線部と近い意味の形容詞を答えよ。

(9)(11)下線部の意味として正しいものを次から選べ。

- (9) 1. I didn't know why she spoke so softly.  
2. I couldn't tell how she had changed her voice.  
3. The melody of her voice made it difficult to understand.  
4. There was something unfamiliar about the way she spoke.

- (11) 1. She wasn't holding out her hands.  
2. Nothing was missing from the house.  
3. I couldn't tell anything from her face.  
4. The situation was completely under her control.

(10)(12)(17)下線部を和訳せよ。

(16)下線部の解釈として最もふさわしくないものを次から選べ。

1. I was about to cry. 2. I was about to speak to her.  
3. I was about to open my eyes. 4. I was about to admit that I was awake.

(18)コンスタンチンについて本文中に述べられていることを 30 字以内の日本語で説明せよ。

## 63 人生の意味

I doubt whether a doctor can answer the question what the meaning of one's life is in general terms. For the meaning of life differs from man to man, from day to day and from hour to hour. (1)What matters, therefore, is not the meaning of life in general but rather the specific meaning of a person's life at a given moment. To put the question in general terms would be comparable to the question posed to a chess champion: "Tell me, Master, what is the best move in the world?" There simply is no such thing as the best or even a good move apart from a particular situation in a game and the particular personality of one's opponent. (2)( ) One should not search for an (3)abstract meaning of life. Everyone has his or her own specific mission in life to carry out a concrete assignment which demands fulfillment. One cannot be replaced, nor can one's life be repeated. (4)( )

We must never forget that we may also find meaning in life even when confronted with a hopeless situation, when facing a fate that cannot be changed. (5)For what then matters is to bear witness to the uniquely human potential at its best, which is to transform a personal (6)tragedy into a (7)triumph, to turn one's crisis into a human achievement. (8)( )

Once, an elderly man consulted me because of his severe depression. He could not overcome the loss of his wife who had died two years before and whom he had loved above all else. (9)( ) Well, (10)I refrained from telling him anything but instead confronted him with the question, "What would have happened if you had died first and your wife had had to survive you?" "Oh," he said, "for her this would have been terrible; how she would have suffered!" "You see," I replied, "such a suffering has been spared her, and it was you who have spared her this suffering – to be sure, at the (11)price that now you have to survive and mourn her." He said no word but shook my hand and calmly left my office. In some way, suffering ceases to be suffering at the moment it finds a meaning, such as the meaning of a sacrifice.

Of course, this was no treatment in the (12)proper sense since, first, his despair was no disease, and second, I could not change his fate or revive his wife. But in that moment I did succeed in changing his attitude toward his (13)unchangeable fate because from that time on he could at least see a meaning in his suffering. Our main concern is not to gain pleasure or to avoid pain but rather to see a meaning in our life. (14)That is why we are even ready to suffer, on the condition, to be sure, that our suffering has a meaning.

## 設問

(1)(5)(10)(14)下線部を和訳せよ。

(2)(4)(8)(9)空所にあてはまる適当な文を次から選べ。

1. Now, how could I help him?
2. The same holds for human existence.
3. Thus, everyone's task is as unique as is his or her specific opportunity to fulfill it.
4. When we are no longer able to change a situation, we are challenged to change ourselves.

(3)(6)下線部の反意語を答えよ。

(7)(11)(12)(13)下線部と意味が異なる語句を次から選べ。

- (7) 1. achievement 2. defeat 3. success 4. victory  
(11) 1. cost 2. expense 3. sacrifice 4. value  
(12) 1. appropriate 2. correct 3. prosperous 4. suitable  
(13) 1. elastic 2. fixed 3. inflexible 4. rigid

(15)筆者は、老人(an elderly man)との対話の中で、老人の苦しみにどのような意味があると指摘したのか、40字以内の日本語で答えよ。

(16)アクセントの位置が同じ組み合わせを次から選べ。

1. compare      2. depress      3. ignore      4. situate      5. triumph  
comparable      depression      ignorance      situation      triumphant

### **Further Expressions**

#### **《成功する》**

I succeeded in changing his attitude toward fate. 【成功する】

I was successful in changing his attitude toward fate. 【うまくいった】

I managed to change his attitude toward fate. 【なんとか~できる】

#### **《よりもむしろ》**

What matters is not the meaning of life in general but rather the specific meaning of a person's life. 【むしろ】

What matters is the specific meaning of a person's life rather than the meaning of life in general. 【BよりもむしろA】

What matters is not so much the meaning of life in general as the specific meaning of a person's life. 【AよりもむしろB】

#### **《克服する》**

The elderly man could not overcome depression. 【克服する】

The elderly man could not get over depression.

The elderly man could not get the better of depression.



## 64 子どもの自立心を養うには

For today's families, many factors work against providing children with opportunities to develop self-reliance. For a start, families today are generally smaller. In the days when large families were common, children had to learn to do things for themselves because there simply wasn't enough parent time to go around. (1)Children also had responsibility from an early age to carry out the tasks that are essential for a large family's day-to-day survival.

Secondly, whereas families of a few generations ago had to be self-reliant in providing for the necessities and comforts of life, today's children have much less required of them in a household. Whatever they need can usually be provided by the flick of a switch or a drive to the nearest shop. For example, they aren't expected to create their own toys by using a bit of imagination, cardboard boxes, and Sellotape. The availability of plastic toys (2)( ) by the latest popular movie or television series denies children the chance to create and craft playthings for themselves, and to experience the power of their own imagination.

Thirdly, there is the real problem of danger. Because of the risks on the roads with fast traffic, and the slight but worrying chance of harm from adults who prey on children, (3)many parents now worry about letting their children do the things which didn't cause parents a second thought twenty or thirty years ago — simple activities, such as riding a bike around the neighbourhood, walking to the local shops, or walking alone to school. Parents now have to hesitate over and think carefully about whether their children can do these things safely, and some decide that they cannot. This means, of course, that (4)children now have fewer opportunities for those natural, spontaneous learning experiences that extend their skills in small but important ways, and help them to grow almost imperceptibly in self-confidence.

From my (5)(observances, observations), the balance has probably tipped a little too far in the direction of (6)( ), and we have become too protective of our children. (7)It actually does them no harm to walk half a mile or so to school, and even to walk there in the rain, provided they have the right clothing and footwear. And what about the pleasure of taking shoes and socks off and splashing in a puddle or \*squelching in some mud? If we (8)shelter children too much from natural experiences of (9)fatigue, cold, rain, and dirt, and if we deny them the chance to encounter a little discomfort, how will they cope with some of the major problems that life has in (10)( ) for most of us?

Discomfort, disappointment, and frustration are part of life for us on this planet. Modern society shields us from much of it, but as a result we are beginning to expect that there is a technological solution to all the problems we experience. (11)Unfortunately, this is not the case. (12)We need to allow our children the chance to confront and overcome little obstacles and discomforts, so that they gradually build up confidence in their ability to deal with them on their own.

We also need to be careful not to inflict our own fears and \*phobias on our children. There may be situations or activities that make us unreasonably anxious or afraid. (13)We owe it to our children not to infect them with our fear, or deny them the chance to take part in activities which make us nervous but which they enjoy.

(注) squelching : sound made when walking in mud

phobia : irrational fear of something

### 設問

(1)(3)(4)(12)(13)下線部を和訳せよ。

(3)空所にあてはまる適当な動詞を次から選び、適当な語形に直せ。

aspire    conspire    inspire    perspire

(5)かっこ内の語句のうち正しいものを選び。

(6)(10)空所にあてはまる適当な語句を次から選べ。

(6) 1. caution    2. destruction    3. goodness    4. harmony

(10) 1. common    2. need    3. search    4. store

(7)下線部を、them と they の具体的内容を明示して和訳せよ。

(8)下線部と近い意味の1語を答えよ。

(9)下線部と近い意味の語句を次から選べ。

1. accident    2. disaster    3. illness    4. tiredness

(11)下線部を、this の具体的内容を明示して和訳せよ。

(14)self-reliance を育むために親は子どもに対してどうしなければならないと考えられるか、本文の趣旨に沿って25字程度の日本語で答えよ。

(15)次の各語のアクセントのある母音と同じ発音の母音を含む語を選び。

(A) develop    (B) comfort    (C) spontaneous    (D) fatigue

1. aisle    2. seize    3. sweat    4. tongue    5. vague    6. wool

(16)次の各語のアクセントのある音節を選び。

(A) bal-ance    (B) ob-sta-acle

1    2                    1    2    3

### Further Expressions

#### 《成し遂げる》

Children had responsibility to carry out their tasks. 【遂行する】

Children had responsibility to put their tasks into practice. 【実行する】

Children had responsibility to execute [perform, accomplish, achieve, attain, finish, fulfill] their tasks. 【達成する】

Children had responsibility to go through with their tasks. 【やり遂げる】

Children had responsibility to get through (with) their tasks.

#### 《自分でする》

Children today don't have opportunities to be independent of their parents. 【独立して】

Children today don't have opportunities to do things by themselves. 【自分で】

Children today don't have opportunities to do things on their own account.

#### 《熟考する》

Parents have to think over whether children can do these things safely. 【熟考する】

Parents have to think thoroughly about whether children can do these things safely.

【徹底的に】

Parents have to dwell on whether children can do these things safely. 【くよくよ考える】

## 65 兄弟姉妹の対抗意識

Adele Faber and Elaine Mazlish, co-authors of the helpful handbook *Siblings Without Rivalry*, began to (1)(expire, explode, exploit, explore) sibling conflict while their children were growing up and fighting. They emphasize that parents shouldn't compare a kid with a sibling — even favorably. (2)Most parents know better than to ask, “Why can't you be more like your brother?” (3)Comparison puts one child against another, and it subtly damages their relationship when a parent says, “You're much better organized than your sister.” (4)Each child should be appreciated individually — though not necessarily equally — and should be praised as if he were an only child.

Parents can't (5)intervene in every kid's quarrel, but neither can they avoid their responsibilities. They should establish a “no-hitting, no-hurting” rule, so kids will know they are expected to work out their problems peacefully, sometimes with assistance. A parent can be helpful by listening to each side and then explaining the problem aloud: “So, I see that you're really mad because...” (6)Depending on the severity of the problem, a parent might then express confidence that the kids can solve it and then leave the room.

Parents should intervene directly, however, whenever an argument turns violent. Most kids hate fighting — even when they're winning. They (7)do it because they don't have other tools for dealing with their frustrations. Fighters should be separated to (8)cool off, and a parent should later listen to both parties, asking the kids to help (9)come up with a solution. The parent shouldn't cast one child as a bully and the other as the victim; fights among siblings are seldom (10)this simple.

Parents also may need to intervene, even before things turn violent, if persistent (11)verbal abuse between siblings is leaving one or both constantly angry or with weakened confidence.

Imagine a life without siblings: there would be no quarreling or living-room wrestling matches or hair-pulling. Forty-one percent of American families get to run single-child households. But for the rest, and for the increasing number of families that are blending stepchildren together, (12)relationships among brothers and sisters are of primary concern — as they should be. As one of four children — the one who was once caught fighting with a sister over some small things — I can say with authority that positive sibling relationships can be a source of strength for life, whereas unresolved early conflicts can create (13)wounds that never quite heal.

## 設問

(1)かっこ内の語句のうち正しいものを選び。

(2)(3)(4)(6)(12)下線部を和訳せよ。

(5)(11)下線部と近い意味の語句を次から選べ。

(5) 1. interact 2. interfere 3. interpret 4. interrupt

(11) 1. fighting 2. insult 3. misunderstanding 4. relationship

(7)(10)下線部の具体的内容を日本語で説明せよ。

(8)(9)下線部と近い意味になるように次の空所に適語を入れよ。

(8) calm ( )

(9) hit ( )

(13)下線部と同じ発音の母音を含む語を次から選べ。

1. soul 2. soup 3. south 4. southern

(14)複数の子どもの持つ親が果たすべき役割として本文中に述べられている事柄を、日本語で箇条書きにせよ。

### **Further Expressions**

#### **《首を突っ込む》**

Parents should not intervene in children's quarrel. 【介入する】

Parents should not poke their nose into children's quarrel. 【おせっかいをやく】

Children's quarrel has nothing to do with parents. 【関係がない】

Children's quarrel is foreign to parents. 【無縁の】

Children's quarrel is none of the business of parents. 【かかわりのない】

Parents should mind their own business. 【知ったことではない】

#### **《説明する》**

A parent can listen to each other and explain the problem. 【説明する】

A parent can listen to each other and account for the problem.

A parent can listen to each other and illustrate the problem.

## 第 14 章 下線部の意味・理由を説明する

### 66 断るということ

(1)There are relatively few people who, when asked to do something by someone they know, find it easy to say no. Sometimes this is because they fear it might make them appear selfish or troublesome — particularly if they don't feel able to come up with a good reason for their (2)( ). However, it can be essential to your (3)well-being that you learn to say no. (4)Allowing yourself to become overburdened can lead to excessive stress which, as everyone knows, creates its own problems.

If you are someone who has trouble saying no, then, in a work situation you might be the one (5)to find your desk being piled high with work. In social circumstances, a person who has difficulty saying no to someone excessively (6)persistent can be faced with even greater problems.

(7)It is one thing to be helpful and willing to do someone a favour; it is quite another to feel that you are being taken advantage of. Some people fear that if they refuse to do what is asked of them the person doing the asking will no longer like them — yet, if the only reason they like you is that you are a willing slave, do you really want their (8)( )? Others may be concerned about the reaction of the one making the request if they refuse — will they have to cope with an angry (9)( )? (10)This is less likely than you might think but, should there be an angry outburst, you have already learned something of how to deal with it — and you will be learning more.

Failing to say no — for whatever reason — can create its own problems in the short and long term. It is all very well remembering the old saying that (11)“if you want something done, you should ask a busy person” — but there are limits to what anyone can cope with. Surely a (12)firm but (13)polite ‘no’ at the beginning (thus allowing time for the favour to be sought elsewhere) is better than agreeing and then finding that you can't possibly fulfill your promise. (14)It is no virtue to deliver poor-quality work because you did not have the time to give it your full attention. (15)You will not be doing your reputation much good and you will not be pleasing the person you set out to please.

## 設問

(1)(4)(7)(10)(14)(15)下線部を和訳せよ。

(2)(8)(9)空所にあてはまる名詞は、次のいずれかの動詞の名詞形である。その名詞形を答えよ。

admire refuse respond

(3)(12)下線部と近い意味の語句を次から選べ。

(3) 1. beauty 2. generosity 3. intelligence 4. welfare

(12) 1. cooperative 2. flexible 3. hesitant 4. resolute

(5)下線部の理由に最も近いものを次から選べ。

1. you are depressed 2. you are lazy 3. you are successful 4. you are timid

(6)下線部と近い意味のものを次から選べ。

1. がんこな 2. しつこい 3. 首尾一貫した 4. 辛抱強い

(11)下線部で言っているように、なぜ「忙しい人」に頼むべきなのか、日本語で答えよ。

(13)下線部の反意語を次から選べ。

1. brief 2. enthusiastic 3. frank 4. rude

(16)アクセントの位置が異なる組み合わせを次から2つ選べ。

1. admire 2. excess 3. persist 4. relation

admirable excessive persistent relative

(17)下線部の発音が同じ組み合わせを次から2つ選べ。

1. busy 2. create 3. high 4. know 5. please

business creature height knowledge pleasant

## Further Expressions

### 《容易に》

There are many people who hesitate to say no. 【躊躇する】

There are few people who find it easy to say no. 【たやすく～する】

There are few people who can refuse requests easily. 【容易に】

There are few people who can refuse requests with ease.

### 《頼む》

You should ask a busy person to do something. 【頼む】

You should beg a busy person to do something.

You should entreat a busy person to do something. 【懇願する】

You should implore a busy person to do something.

You should ask a busy person for something. 【求める】

You should go to a busy person when you want to ask for something.

### 《約束を守る》

He never breaks his promise [word]. 【約束を破る】

He is a man of his word. 【約束を守る人】

He is as good as his word. 【約束を守る】

He always keeps his promise [word].

He always lives up to his promise. 【添う】

He always fulfills his promise. 【満たす】

## 67 少年時代のニュートン

On Christmas Day, in the year 1642, Isaac Newton was born at the small village of Woolsthorpe, in England. (1)Little did his mother think, when she beheld her new-born baby, that he was destined to explain many matters which had been a mystery ever since the creation of the world.

Isaac possessed a wonderful faculty of acquiring knowledge by the simplest means. For instance, what method do you suppose he took to find out (2)the strength of the wind? You will never guess how the boy could compel that unseen, inconstant, and ungovernable wonder, the wind, to tell him the measure of its strength. (3)Yet nothing can be more simple. He jumped against the wind; and by the length of his jump he could calculate the force of a gentle breeze, a brisk gale, or a tempest. Thus, even in his boyish sports, he was continually searching out the secrets of philosophy.

Not far from his grandmother's residence there was a windmill which operated on a new plan. Isaac (4)(going / habit / in / of / place / that / the / to / was) frequently, and would spend whole hours in examining its various parts. While the mill was at rest he pried into its (5)internal machinery. When its broad sails were set in motion by the wind, he watched the process by which the mill-stones were made to revolve and crush the grain that was put into the hopper. After gaining a thorough knowledge of its (6)construction he was observed to be unusually busy with his tools.

(7)It was not long before his grandmother and all the neighborhood knew what Isaac had been about. He had constructed a model of the windmill, (8)though not so large, I suppose, as one of the box-traps which boys set to catch squirrels, yet every part of the mill and its machinery was complete. Its little sails were neatly made of linen, and whirled round very swiftly when the mill was placed in a draft of air. Even a puff of wind from Isaac's mouth or from a pair of bellows was sufficient to set the sails in motion. And, what was most curious, if a handful of grains of wheat were put into the little hopper, they would soon be (9)converted into snow-white flour.

Isaac's playmates were (10)enchanted with his new windmill. They thought that (11)nothing so pretty and so wonderful had ever been seen in the whole world.

"But, Isaac," said one of them, "you have forgotten (12)one thing that belongs to a mill."

"What is that?" asked Isaac; for he supposed that, from the roof of the mill to its foundation, he had forgotten nothing.

"Why, where is the miller?" said his friend.

"That is true, — I must look out for one," said Isaac; and he set himself to consider how the deficiency should be (13)supplied.

As Isaac grew older, it was found that he had far more important matters in his mind than the manufacture of toys like the little windmill. All day long, (14)if left to himself, he was either (15)absorbed in thought or engaged in some book of mathematics or natural

philosophy. At night, I think it probable, he looked up with reverential curiosity to the stars, and wondered whether they were worlds like our own, and how great was their distance from the earth, and what was the power that kept them in their courses. Perhaps, even so early in life, Isaac Newton felt a presentiment that he should be able, hereafter, to answer all these questions.

### 設問

(1)(3)(7)下線部を和訳せよ。

(2)下線部についてニュートンはどうやってそれを知ったか日本語で説明せよ。

(4)かっこ内の語句を正しい順序に並べ替えよ。

(5)(6)下線部の反意語を答えよ。

(8)下線部に省略されている語句を補え。

though ( A ) ( B ) not so large

(9)(10)(13)(15)下線部と近い意味の語句を次から選べ。

1. attracted 2. demanded 3. distracted 4. engrossed 5. supplemented  
6. transferred 7. transformed 8. transmitted

(11)下線部を能動態の文に直せ。

(12)下線部の具体的内容を日本語で説明せよ。

(14)下線部と近い意味になるように次の空所に適語を入れよ。

if left ( )

(16)次の各語のアクセントのある音節を選べ。

(A) op-er-ate (B) suf-fi-cient (C) math-e-mat-ics (D) man-u-fac-ture  
1 2 3 1 2 3 1 2 3 4 1 2 3 4

### Further Expressions

#### 《熱中する》

Isaac was absorbed in books of mathematics. 【熱中する】

Isaac was engaged in books of mathematics.

Isaac was engrossed in books of mathematics.

Isaac was lost in books of mathematics.

Isaac was bent on studying mathematics.

Isaac was keen on books of mathematics.

Isaac drowned himself in mathematics.

Isaac devoted himself to mathematics. 【ふける】

Isaac indulged himself in mathematics.

#### 《断続的に》

Isaac was constantly searching out the secrets of philosophy. 【絶えず】

Isaac was continually searching out the secrets of philosophy.

Isaac was regularly searching out the secrets of philosophy. 【定期的に】

Isaac was incessantly searching out the secrets of philosophy. 【絶え間なく】

Isaac was searching out the secrets of philosophy off and on. 【断続的に】

Isaac was searching out the secrets of philosophy on and off.

#### 《魅了する》

Isaac's friends were enchanted with his windmill. 【魅了させられる】

Isaac's friends were attracted with his windmill.

Isaac's friends were fascinated with his windmill.



## 68 言語に優劣はない

All languages are equal in the sense that there is nothing especially limiting about any of them, that they all meet the social and psychological needs of their speakers, and that they are all equally deserving of scientific study. There are, however, some misconceptions about languages which stem from a failure to recognize the above statement.

The most important of (1)these is the idea that there are such things as ‘primitive’ languages. The fact of the matter is that every culture which has been investigated, no matter how ‘primitive’ it may be in cultural terms, possesses a fully-developed language with a complexity (2)(compare) to those of the so-called ‘civilized’ nations. Although the human race can be said to have (3)(evolution) from a primitive to a civilized state, (4)there are no signs of language having gone through the same kind of evolution. There are no ‘bronze age’ or ‘stone age’ languages: all have a complex grammar.

Opinions or misconceptions at the other end of the scale from so-called ‘primitive’ languages are those concerning the ‘natural superiority’ of certain languages. (5)Latin and Greek, for example, were once, and by some still are, viewed as models of excellence in Western Europe because of the literature and philosophy these languages expressed.

The idea that one’s own language is superior to others is widespread, but the reasons given for the superiority vary greatly from culture to culture. A language might be viewed as the most logical, or the language of gods, or the oldest, or the most subtle, or simply the easiest to pronounce. Arabic speakers, for example, feel their classical language is the most beautiful and logical, with an incomparable grammatical symmetry and richness of words. Classical Arabic is strongly identified (6)( ) the language of God – the language used in heaven, and thus must be superior to all others. A similar argument has also been applied (7)( ) other classical languages, such as Sanskrit or Hebrew, especially with regard (8)( ) which language is the oldest. Some Japanese feel that their language is too difficult or too complex for foreigners to master and is therefore inherently ‘superior’. Ultimately, such a sense of superiority can lead to laziness. For instance, (9)many speakers of English are unwilling to learn foreign languages knowing that their language is studied in just about every country on the planet.

Some languages are, of course, more useful or prestigious than others at a given period in history, but this is due to the political or economic dominance of the speakers of the time, and not to any inherent linguistic characteristics. The view of modern linguistics is that a language should not be valued on the basis of such political or economic influence. (10)If this were otherwise, modern American English would be ‘better’ than British English, or the dialect of Tokyo Japanese would be ‘superior’ to that of Tsugaru.

At present, therefore, it is not possible to rate the excellence of languages in linguistic terms. How, ultimately, could we compare the merits of Latin and Greek with the proverbial wisdom of the Chinese, the (11)extensive oral literature of the Polynesian

islands, or the depth of scientific knowledge which has been expressed in English?  
(12)Perhaps one day some kind of objective linguistic evaluation will be devised, but until then the theory that some languages are in themselves better than others ought to be rejected.

### 設問

- (1)下線部の具体的内容を本文中の1語で答えよ。
- (2)かっこ内の語句を適当な形容詞形に直せ。
- (3)かっこ内の語句を適当な動詞形に直せ。
- (4)下線部を、the same kind of evolution の具体的内容を明示して和訳せよ。
- (5)(12)下線部を和訳せよ。
- (6)(7)(8)空所にあてはまる適当な前置詞を答えよ。
- (9)下線部の具体的理由を日本語で説明せよ。
- (10)下線部を、otherwise の具体的内容を明示して日本語で説明せよ。
- (11)下線部の反意語を答えよ。
- (13)ある言語が他の言語より優れていると主張される理由の例として本文中に述べられていないものを次から選べ。
  1. 客観的である
  2. 発音しやすい
  3. 微妙で複雑である
  4. 論理的である
- (14)本文中に述べられていない内容を次から選べ。
  1. 自分の言語が他の言語より優れているという考え方には言語学的な根拠はない。
  2. 日本語は難しすぎて外国人には身につけることかできないと思っている日本人がいる。
  3. 文化的な発達とその文化で話されている言語の発達とは密接な関係がある。
  4. ラテン語やギリシャ語の優れた点と中国語のことわざの英知とを比較することはできない。
- (15)アクセントの位置が同じ組み合わせを次から選べ。
  1. influence
  2. objection
  3. politics
  4. science
  - influential
  - objective
  - political
  - scientific

### **Further Expressions**

#### **〈あてはまる〉**

A similar argument is also applied to other classical languages. 【応用される】

A similar argument is also applicable to other classical languages. 【応用できる】

This is also true of other classical languages. 【あてはまる】

This is also the case with other classical languages.

## 69 すぐれた読者になるために（前編）

As you probably already know, reading is not a simple skill like catching a ball or opening a pocket knife or purse. Reading, like painting, is instead a very closely integrated (1)succession of skills which may take years to master and a lifetime to bring to perfection.

(2)Until a few decades ago, everyone was thoroughly convinced that to read you needed only to pay attention and practice during the early grades in school. So you made your way from the first through the sixth or seventh grades, and there you were: a finished, accomplished reader. In short, you had progressed from “reading” as a subject to study or acquire, to the elevated stage where reading became merely a tool, a (3)means to the (4)end of getting a history or literature lesson, understanding a mathematical problem, or performing a scientific (5)( ).

Now we know better, and (6)so should you. (7)No reader should consider himself so fully experienced and accomplished that he no longer has a chance to improve. If you are (8)dubious about this statement, try comparing a young child’s story of some great event like a famous battle or a dreadful (9)( ) with an adult (10)account of the same (11)subject using the experiences of eye-witnesses or experts on whatever the event might be — a battle, fire, earthquake, or typhoon. (12)The child’s book is greatly oversimplified, with some of the most significant causes or effects omitted for the sake of clarity and simplicity. (13)But the older reader is presumed to have the judgment, knowledge, and skills by which he may assimilate all the facts (some of which may be or seem contradictory) and arrive at what the author considers the correct interpretation.

Perhaps at this stage the best way to approach the problem is to ask yourself. What is a good reader? What does he do? What does he avoid? How does he act differently from a poor or mediocre reader? Well, it is a combination of factors, without any (14)( ). Moreover, it is not simply speeding recklessly across and down the page paying little or no attention to the (15)( ) the writer has given. Of course, care and practice and intelligent improvement will certainly bring speed for almost every reader. But as has been noted, speed is not really the primary (16)( ).

設問

(1)(3)(4)(10)(11)下線部と近い意味の語句を次から選べ。

1. explanation 2. medium 3. purpose 4. series 5. topic

(2)(7)(12)(13)下線部を和訳せよ。

(5)(9)(14)(15)(16)空所にあてはまる適当な語句を次から選べ。

1. catastrophe 2. clues 3. doubt 4. experiment 5. goal

(6)下線部の具体的内容を 60 字程度の日本語で答えよ。

(8)下線部と近い意味の語句を次から選べ。

1. concerned 2. confident 3. doubtful 4. ignorant

**Further Expressions**

**〈要するに〉**

In short, reading became a means to the end of understanding. 【要するに】

To be brief, reading became a means to the end of understanding.

To sum up, reading became a means to the end of understanding.

In a word, reading became a means to the end of understanding.

To make a long story short, reading became a means to the end of understanding.

## 70 すぐれた読者になるために（後編）

(1)The good reader is so competent in adapting himself to the circumstances that he adjusts to whatever conditions may exist. For instance, on one particular (2)( ) he finds that he has (3)only about an hour to read and digest a long, thoughtful article that runs to as much as 100 pages. So he adapts his speed to his time limits and to what he must get from the article. He increases his concentration, moves at a rather rapid rate, but slowly enough to acquire the writer's main points, his (4)secondary ideas, and some of the examples and details.

Later in the week, perhaps, the same reader must go to an airport and await the arrival of a friend. To pass the time easily, he takes along some professional magazines in his own (5)( ) of interest. After his arrival at the terminal he prepares to wait as much as an hour. So he settles down, reading easily, without tension, and unconcerned about getting all the author's ideas. The plane is delayed; another hour must be spent waiting. So the reader bides his time and decides to buy a newspaper. His paper reading is partly to occupy his time, but it is also to (6)(acquaint, aware, inform, tell) him with what is going on in the world. Still, he realizes that much that is stated on the pages of the daily newspaper will be modified, denied, or expanded upon in the next day's or week's papers. So his concentration is not very intense, his concern for the material is only that of an intelligent person "keeping up" with developments in the (7)( ) about him.

In each of these instances, the reader with training and (8)(competence, competition) adjusts his purpose to various conditions. In (9)the first case when he is reading under severe time limitations, he feels it necessary to get main ideas, to see how minor details support or relate to major points, and to absorb and (10)retain what he reads. So he forces his concentration to the (11)utmost. But in (12)the latter two cases, purpose differs greatly. No need is felt to get a great deal from the reading. As purpose differs, then, so does degree of concentration or extent of demand for high (13)( ).

Generally speaking, awareness of one's purpose is essential, paramount. Having purpose clearly in mind seems to fuse the various skills and acts of reading so as to produce an effective (14)( ). Adapting purpose to circumstance, to time available, and to degree of difficulty or significance of the reading matter is an acquired habit. It requires practice. And (15)the well-trained or disciplined reader makes every one of the combined skills adjust to what he wishes to achieve.

設問

(1)(15)下線部を和訳せよ。

(2)(5)(7)(13)(14)空所にあてはまる適当な名詞を次から選べ。

1. comprehension 2. field 3. occasion 4. outcome 5. universe

(3)下線部と近い意味になるように次の空所に適語を入れよ。

no ( ) than an hour

(4)左右の関係が等しくなるように次の空所に適語を入れよ。

first : ( ) = second : secondary

(6)(8)カッコ内の語句のうち正しいものを選べ。

(9)(12)下線部の具体的内容を日本語で説明せよ。

(10)(11)下線部と近い意味の語句を次から選べ。

(10) 1. attain 2. contain 3. maintain 4. obtain

(11) 1. maximum 2. majority 3. minimum 4. minority

**Further Expressions**

**《詳しい》**

The newspaper will **inform** the reader of many things. 【知らせる】

The newspaper will **acquaint** the reader with many things.

The reader will be at home in **[with]** many things. 【精通している】

## 第 15 章 下線部を和訳する

### 71 少年時代のフランクリン

In the year 1716, or about that period, a boy used to be seen in the streets of Boston who was known among his schoolfellows and playmates by the name of Ben Franklin. Ben was born in 1706; so that he was now about ten years old. His father, who had come over from England, was a \*soap-boiler and \*tallow-chandler, and resided in Milk Street, not far from the Old South Church.

Ben was a bright boy at his book, and even brighter one when he was at play with his (1)comrades. (2)He had some remarkable qualities which always seemed to make him take the lead, whether at sport or in more serious matters. I might tell you a number of amusing anecdotes about him. You are acquainted, I suppose, (3)( ) his famous story of the Whistle, and how he bought it with a whole pocketful of coppers and afterwards repented of his bargain. But Ben had grown a great boy since those days, and had gained wisdom by experience; for it was one of his peculiarities, that (4)no incident ever happened to him without teaching him some valuable lesson. Thus he generally profited more by his misfortunes than many people (5)do by the most favorable events, that could befall them.

Ben's face was already pretty well known to the inhabitants of Boston. The selectmen and other people of note often used to (6)visit his father, (7)( ) the sake of talking about the affairs of the town or province. Mr. Franklin was considered a person of great wisdom and (8)integrity, and was respected by all who knew him, although he supported his family by the (9)humble trade of boiling soap and making tallow candles.

While his father and the visitors were holding deep consultations about public affairs, little Ben would sit on his stool in a corner, listening with the greatest interest, as if he understood every word. Indeed, his features were so full of intelligence that (10)there could be but little doubt, not only that he understood what was said, but that he could have expressed some very wise opinion out of his own mind. But in those days boys were expected to be silent in the presence of their elders. However, Ben Franklin was looked upon as a very (11)promising lad, who would talk and act wisely by and by.

"Neighbor Franklin," his father's friends would sometimes say, "(12)you ought to send this boy to college and make a minister of him."

"I have often thought of it," his father would reply; "and (13)my brother Benjamin promises to give him a great many volumes of manuscript sermons, in case he should be educated for the church. But I have a large family to support, and cannot afford the expense."

In fact, (14)Mr. Franklin found it so difficult to provide bread for his family, that, when the boy was ten years old, it became necessary to take him from school. Ben was then employed in cutting candle-wicks into equal lengths and filling the molds (15)( )

tallow; and many families in Boston spent their evenings by the light of the candles which he had helped to make. Thus, you see, in his early days, as well as in his manhood, his labors contributed to throw light upon dark matters.

(注) soap-boiler : one who makes soap by boiling

tallow-chandler : maker and seller of animals' hard fat candle

### 設問

(1)(11)下線部と意味が異なる語句を次から選べ。

(1) 1. company 2. fellow 3. mate 4. opponent

(11) 1. arrogant 2. gifted 3. talented 4. up-and-coming

(2)(4)(10)(12)(13)(14)下線部を和訳せよ。

(3)(7)(15)空所にあてはまる適当な前置詞を答えよ。

(5)下線部を本文中の別の1語で表せ。

(6)下線部と近い意味になるように次の空所に適語を入れよ。

call ( ) his father

(8)(9)下線部と近い意味の語句を次から選べ。

(8) 1. generosity 2. honesty 3. modesty 4. rapidity

(9) 1. busy 2. noble 3. poor 4. skillful

(16)本文の内容と一致するものを次から2つ選べ。

1. ベンは学校の成績は良かったが、スポーツはあまり得意ではなかった。
2. ボストンの人達はベンの父親を立派な人物であると考えた。
3. 当時の子供達は年長者の前で能弁であることが大いに期待された。
4. ボストンの人達はベンの作ったろうそくを毎晩のように買いに来てくれた。
5. ベンの父親は彼を聖職者にするための教育費を出す余裕がなかった。

### Further Expressions

#### 《優秀な》

Ben was excellent in everything he did. 【優秀な】

Ben was second to none in everything. 【誰にも劣らない】

Ben stood out from others in everything. 【きわだつ】

Nobody was equal to Ben in everything. 【匹敵する】

#### 《有名な》

Ben was known to everyone in Boston. 【知られた】

Ben was familiar to everyone in Boston.

Everyone in Boston were familiar with Ben.

Everyone in Boston knew Ben by name. 【名前を知っている】

Ben was famous for his great wisdom. 【有名な】

Ben gained fame through his great wisdom. 【名声を得る】

Ben came to fame through his great wisdom. 【有名になる】

Ben had a reputation for his great wisdom. 【評判】

Ben passed for a wise man in Boston. 【～として名が通っている】

#### 《余裕がある》

Mr. Franklin could not afford the expense of sending his son to college. 【余裕がある】

Mr. Franklin could not afford to send his son to college.

Mr. Franklin was not rich [wealthy] enough to send his son to college. 【裕福な】

Mr. Franklin was not well off enough to send his son to college.



## 72 あいまいな言葉遣い

Equivocation means using words ambiguously. Often done with intent to deceive, it can even (1)deceive the person who is using the expression. Equivocation occurs when words are used with more than one meaning, even though the soundness of the reasoning requires that the same use be kept throughout.

‘Happiness is the (2)end of life.

The (3)end of life is death;

So happiness is death.’

‘Half a loaf is better than nothing.

(4)( ) is better than good health;

So half a loaf is better than good health.’

Equivocal use of words is misleading because it invites us to transfer what is true of one concept onto another concept which happens to have the same name. Logic, which deals with the relationship between concepts, is useless if the concepts themselves change.

‘Elephants are not found in Britain, so if you have one, don’t lose it or you will never find it again.’

(The word ‘found’ represents (5)two different concepts here.)

Many of the equivocal uses are easy to spot. Many more of them are not. (6)Fortunetellers specialize in equivocal expressions to protect themselves in case things turn out otherwise than they expect. Politics would be a totally different art if it had to avoid equivocation. So would business (7)correspondence.

‘You can rest assured that (8)your letter will receive the attention it full deserves.’

(As it makes a gentle curve in the air towards the waste paper basket.)

‘Anyone who gets Mr Smith to work for him will indeed be fortunate.’

Puns and music hall jokes often depend on equivocation.

‘My dog’s got no nose.’

‘(9)How does he smell?’

‘Terrible!’

The advice given to a political candidate facing a selection committee is ‘When (10)in doubt, equivocate.’ The simple fact is that you cannot please all of the people all of the time, but you can have a fairly good chance of (11)fooling most of them for much of (12)it. (13)The candidate assures those in favor of the death penalty that he wants ‘realistic’ penalties for murder. (14)To those against, he wants ‘humane consideration.’ But he could be in favor of realistic light (15)(paragraphs, sentences, words) or humane killing.

Equivocation is a particularly powerful paste for pouring into the cracks of international (16)(accord, concord, discord, record). It joins irreconcilable differences with a smooth and undetectable finish. Many ‘full and frank’ discussions are terminated happily by the appearance of a joint treaty, whose wording is carefully chosen to mean (17)( ) things to each of the countries that have signed it.

The vocabulary of equivocation may be learned from the visitors’ gallery in the Houses of Parliament. (18)If you have a seat in Parliament, there is nothing you have to learn about it.

## 設問

(1) 下線部の意味として正しいものを次から選べ。

1. だました人にだまされる
2. 自分が論理のわなにはまる
3. 嘘をついたために損をする
4. 言葉のトリックを見破られる

(2)(3) 下線部と近い意味の語句を次から選べ。

1. aim
2. last day
3. means
4. termination

(4) 空所にあてはまる適語を答えよ。

(5) 下線部における 2 つの concept とは何か、日本語で説明せよ。

(6) 下線部を和訳せよ。

(7) 下線部と近い意味の語句を次から選べ。

1. coincidence
2. communication
3. harmony
4. similarity

(8) 下線部は 2 通りの意味に解することができる。それらにもっとも近いものを次から 2 つ選べ。

1. we will be honest in replying to your letter
2. we will offer you good advice in response to your letter
3. your letter will be considered carefully because it is important
4. your letter will be dealt with carefully because it may cause some trouble
5. your letter will not be taken seriously because it is not worth bothering about

(9) 下線部では、話し手と聞き手の間に smell という語についての誤解がある。それぞれの解釈にしたがって、下線部を 2 通りの日本語に訳し分けよ。

(10) 下線部の言い換えとしてもっとも適当なものを次から選べ。

1. if you are not sure what to say
2. if you are suspected of dishonesty
3. if you are afraid of being deceived
4. if you don't think you will be selected

(11) 下線部と近い意味の動詞を本文中から抜き出せ。

(12) 下線部の具体的内容を本文中から抜き出せ。

(13) 下線部の The candidate は、death penalty についてどのようにうまく立ち回ったか、日本語で説明せよ。

(14) 下線部を、後に省略されている語句を補って和訳せよ。

(15)(16) カッコ内の語句のうち正しいものを選べ。

(17) 空所にあてはまる適当な語句を次から選べ。

1. entirely different
2. exactly the same
3. fairly indefinite
4. utterly unreasonable

(18) 下線部の説明として正しいものを次から選べ。

1. If you are a politician, you must already be good at equivocation.
2. You don't have to know the art of equivocation in the world of politics.
3. You should have studied the art of equivocation before entering Parliament.
4. If you are clever enough to be a politician, there is no need to resort to equivocation.

## Further Expressions

### 《わざと、悪意で》

We often use ambiguous words intentionally. 【意図的に】

We often use ambiguous words deliberately. 【わざと】

We often use ambiguous words on purpose.

We often use ambiguous words to deceive someone. 【だます】

We often use ambiguous words to take in someone.

### 《予想する》

The fortuneteller cannot always foresee the future. 【予見する】

The fortuneteller cannot always forecast the future.

The fortuneteller cannot always predict the future. 【予言する】

The fortuneteller cannot always foretell the future.

The fortuneteller cannot always prophesy the future.

His predictions are not always right. 【予言】

## 73 歴史から学ぶもの

We all remember the kind of history we were taught at school. (1)It was a queer sort of stuff, which aimed at doing two things; it endeavoured in the first place to nourish us on a diet of facts, and in the second to provide us with a set of “correct” opinions.

The facts consisted (2)( ) isolated pieces of information. They told us the year in which William I (3)came to the throne, the Christian names of Edward III's wives, and what Henry VIII had for his dinner on his fortieth birthday.

(4)Why we were told these things we did not know, and it is probable that our teachers knew no better than we did. (5)Certainly we had no notion of what sort of people they were about whom these facts were recorded; we knew nothing of the lives they lived, the customs they (6)observed, or the civilization they achieved. History, indeed, seemed to have (7)(little, much) to do with (8)people; it was full of kings and generals, of great men and of bad men, but of common men, who were neither great nor bad, it had nothing to say. To judge from the number of battles that figured in these records, the great men and the bad men, the kings and the generals, were a bloodthirsty lot, usually (9)at each other's throats; but (10)the extent to which the wars affected the civilian population was a matter on which history was silent.

Since the facts we had accumulated meant nothing to us, we forgot them as soon as we conveniently could, (11)( ) the result that we grew up into men and women, and, (12)( ) is more, into citizens governing a great Empire, and (13)we knew nothing about history at all.

But our history teachers were not content that we should get our facts right; our opinions had to be right as well. Right opinions in this connection mean (14)patriotic opinions. (15)It is necessary that the young citizen should think his country deserving of support into whatever quarrel she may enter; her history, therefore, should be such as to win his admiration.

## 設問

- (1)(4)(5)(10)(15)下線部を和訳せよ。
- (2)(11)(12)空所にあてはまる適語を答えよ。
- (3)(6)(9)下線部と近い意味の語句を次から選べ。
- (3) 1. became a Christian    2. became a king    3. married    4. was born
- (6) 1. followed    2. noticed    3. stated    4. watched
- (9) 1. competing with each other    2. cooperating with each other  
3. fighting with each other    4. finding fault with each other
- (7)かっこ内の語句のうち正しいものを選べ。
- (8)下線部と近い意味の語句を本文中から抜き出せ。
- (13)下線部の具体的理由を日本語で答えよ。
- (14)下線部の意味を次のように表したとき、空所にあてはまる適語を答えよ。  
having great love of one's (       )

### **Further Expressions**

#### **《対立する》**

The men were fighting each other. 【戦う】

The men were quarrelling each other. 【口論する】

The men were conflicting with each other. 【論争する】

The men were falling out with each other. 【けんかする】

The men were at each other's throats. 【いがみ合う】

#### **《から考えると》**

To judge from the number of battles, they were always fighting. 【～から判断すると】

Judging from the number of battles, they were always fighting.

Considering the number of battles, they were always fighting. 【～を考慮すると】

## 74 音楽と数学

Until recently, studying music in school was regarded as (1)a luxury. A child's math and language skills or scientific problem solving were considered to deserve the major portion of the curriculum, while music, art, and other related subjects received only (2)passing attention at (3)(last, least, most, worst). Music teachers faced (4)competing demands from extra lessons, sports practice, and play rehearsals. But with the help of science, (5)this erosion of time devoted to music looks like being halted and even (6)reversed.

According to one scientific study, music raises the learning capacity in so-called "hard" subjects as mathematics and physics in addition to language (7)acquisition, and this should help restore a more balanced curriculum. (8)Researchers, in the paper on music and spatial task performance, reported that listening to as little as ten minutes of Mozart's music produced an elevation in brain power lasting ten to fifteen minutes, a finding that triggered much of the current interest in the positive effect of music on learning.

The observation of the close relationship between music and mathematics stretches back for a couple thousand years. Pythagoras acknowledged the importance of proportion in harmony and melody. Mozart's sudden musical development, too, shows math and music are connected. The musical genius was (9)initially (10)cool towards the profession that would later bring him great fame, leading a happy and not too burdened childhood, learning his lessons, whatever they were, easily and quickly. (11)Then Mozart suddenly exploded with a passion for music, filling every bit of space in the house with scribbled figures after he learned the fundamentals of arithmetic. His passion for music was closely connected to his understanding of mathematics.

Moreover, there are even recent findings that further clarify the linkage. Researchers connected the discovery to a complex theory about the way our minds are organized. (12)In essence, scientists are saying higher mental operations such as music and mathematics use a common, structured, and spatial-temporal language that allows people including children to work across seemingly unrelated academic disciplines that are tied together by this communication link.

The relationship between music and the scientific subjects or language learning is, as a matter of fact, highly (13)controversial. There are (14)some studies that have thrown doubt upon it. In any case, playing music and singing use a wide range of senses. Being able to integrate these and produce a satisfying (15)synthesis is a powerful experience for children, deserving greater appreciation than has been given (16)thus far. (17)When learning like this happens in a chorus or orchestra, the total effect is even more potent. (18)What other school activity cultivates a strong community spirit, helps us learn languages, increases our mathematical and scientific capacity, and puts us in touch with our musical heritage?

## 設問

(1)(2)(4)(9)(10)(16)下線部と近い意味の語句を次から選べ。

- (1) 1. something desirable and respectable    2. something expensive and unnecessary  
3. something expensive but necessary    4. something important but difficult

- (2) 1. among few people    2. extremely bad  
3. for a short time    4. rather superficial

- (4) 1. incapable    2. incompatible    3. incredible    4. indispensable

- (9) 1. at first    2. at first sight    3. for the first time    4. in the first place

- (10) 1. excellent    2. impudent    3. not enthusiastic    4. not friendly

- (16) 1. as far    2. by far    3. so far    4. too far

(3)かっこ内の語句のうち正しいものを選べ。

(5)下線部の具体的内容を日本語で説明せよ。

(6)下線部の本文中での意味に最も近いものを次から選べ。

1. 音楽についての科学研究が進歩した
2. 音楽についての科学研究が後退した
3. 音楽の授業時間が増えた
4. 音楽の授業時間が減った

(7)下線部の動詞形を答えよ。

(8)(11)(12)(17)(18)下線部を和訳せよ。

(13)下線部と近い意味のものを次から選べ。

1. 相反する    2. 議論の好きな    3. 議論の余地のある    4. 強く主張される

(14)下線部を、it の具体的内容を明示して和訳せよ。

(15)下線部の反意語を答えよ。

### **Further Expressions**

#### **〈実は〉**

As a matter of fact, the relationship between music and science is controversial. 【実は】

In fact, the relationship between music and science is controversial.

To tell the truth, the relationship between music and science is controversial.

#### **〈そのうえ〉**

Moreover, there are even recent findings that further clarify the linkage. 【そのうえ】

Furthermore, there are even recent findings that further clarify the linkage.

Besides, there are even recent findings that further clarify the linkage.

In addition, there are even recent findings that further clarify the linkage.

On top of that, there are even recent findings that further clarify the linkage.

What is more, there are even recent findings that further clarify the linkage.

#### **〈増やす〉**

Other school activities increase our mathematical and scientific capacity. 【増やす】

Other school activities add to our mathematical and scientific capacity.

Other school activities enlarge our mathematical and scientific capacity. 【大きくする】

Other school activities enhance our mathematical and scientific capacity.

Our mathematical and scientific capacity is on the increase. 【増加している】

## 75 私が語り手になった理由

When a story is told from the heart, it is true communication, natural and straightforward. (1)It becomes living language in which words are inherently bound up with spirit and are more than themselves. The storyteller can convey not only the content of the story and something of herself but can pass on the power of the word to (2)(aspire, conspire, inspire) the listener, (3)in turn, to speak from the heart. Thus, a most ancient ritual is protected – human communication – so we can (4)participate with one another in our world.

It was thirteen years ago that I actually told someone a story – quite by accident, on a chilly April afternoon in New York’s Central Park. I was (5)directing a young people’s theater and poetry group in front of the Hans Christian Andersen statue before a crowd of adults and children. (6)During the \*intermission my students begged me to do something so that they wouldn’t lose the audience. I got up and told a story I had heard from a white-haired librarian in Toronto (7)( ) name I have forgotten.

I began the story nervously; I wasn’t quite sure I could recall it entirely. But suddenly, (8)the story took over. (9)Somehow, by speaking directly to the audience, I brought the story to life – as though I had read it in their eyes. Our mutual attention to the (10)narrative brought the story out of my memory and into vivid detail. Because of the presence of the audience, the space that we were occupying became the invisible stage for the tale. And we were all painting pictures as brilliant as the cool April sunshine. Images and characters (11)emerged, with the powerful flow of the story guiding us to a resolution. (12)When it was over, the audience and I were all stilled, surprised that our hearts and imaginations had been so thoroughly captured. On (13)that day I decided to become a (14)( ).

(注) intermission : 休憩時間

## 設問

(1)(6)(9)(12)下線部を和訳せよ。

(2)カッコ内の語句のうち正しいものを選び。

(3)(8)下線部と近い意味のものを次から選べ。

(3) 1. 逆戻りをして 2. 引き続いて 3. 今度は 4. かわるがわる

(8) 1. 話が前後した 2. 話の糸が切れた 3. 話がひとり歩きを始めた

4. 話が現実にとってかわった

(4)下線部の具体的内容に近いものを次から選べ。

1. 心が通いあって世界中の人びとが平和に暮らす。

2. 世界中の人間は互いに理解しあえるものだと感じる。

3. 一人一人が次々に世界に参加する。

4. 各人がその属する社会で互いにその任務を分担する。

(5)(10)下線部と近い意味の語句を次から選べ。

(5) 1. aiming 2. guiding 3. pointing 4. reaching

(10) 1. audience 2. expression 3. speaker 4. story

(7)空所にあてはまる適語を答えよ。

(11)下線部の名詞形を答えよ。

(13)下線部の「その日」に起きた出来事を日本語で説明せよ。

(14)空所にあてはまる適語を本文中より選んで答えよ。

(15)本文の内容と一致するものを次から選べ。

1. By telling a story you can make a living out of your own language if you have a large number of listeners who understand it.

2. When you speak from the heart, your words can sometimes do more than they are expected to do in themselves.

3. Thirteen years ago, on a cold spring day, I talked to my first audience about an accident I had had.

4. During my narration the members of the audience were looking at each other with renewed attention as if they had been changed in appearance as well as in spirit.

5. I was so carried away by the power of the word that I felt as if I were painting brilliant pictures all by myself.

### Further Expressions

#### 《駆り立てる》

The storyteller can **inspire** the listeners to speak from the heart. 【駆り立てる】

The storyteller can **urge** the listeners to speak from the heart.

The storyteller can **stir** the listeners to speak from the heart.

The storyteller can **encourage** the listeners to speak from the heart.

The storyteller can **arouse** the listeners to speak from the heart.

#### 《注意して聴く》

The audience **paid attention to** my speech. 【注意する】

The audience were **all ears** to my speech. 【耳を傾けている】

The audience listened to my speech **enthusiastically** [**ardently, earnestly, zealously**].

【熱心に】