

## 受講生のみなさんへ

このテキストは、入試に出題される標準的な長文を読み通す力を養うために作られています。英文は一部を除き、すべて近年の入試に出題されたものです。以下の点に注意して活用してください。

### ◇1. 予習

- ① 辞書を用いて全文をきちんと読む。(辞書は、学習用の中型辞典以上を用いること。ポケット版の小型辞典は不可) 構文に注意して正確に一つ一つの文を理解することと、全体の文脈の流れのなかで各文の文意を理解することの両面から読むよう注意する。
- ② 辞書で単語を調べるときは、テキストの文中での品詞及び意味を確認することを基本にする。調べた単語、熟語はノート(単語帳)に整理する。その際必ず、品詞と発音記号を合わせて書く。知っている単語でも新しい品詞や意味ででてきたときは、その都度単語帳に書く。(原則としてテキストに訳文を書き込むことは不可。)
- ③ 設問の解答は必ず書いてみる。記述式の設問が多いが、自分なりに考えて解答してみることで初めて、考える力がつく。

### ◇2. 授業

予習の結果をふまえて、

- ① よく分からなかったところ
- ② 自分の考えと先生の説明がちがっていたところ
- ③ 自分が気が付かなかったところ

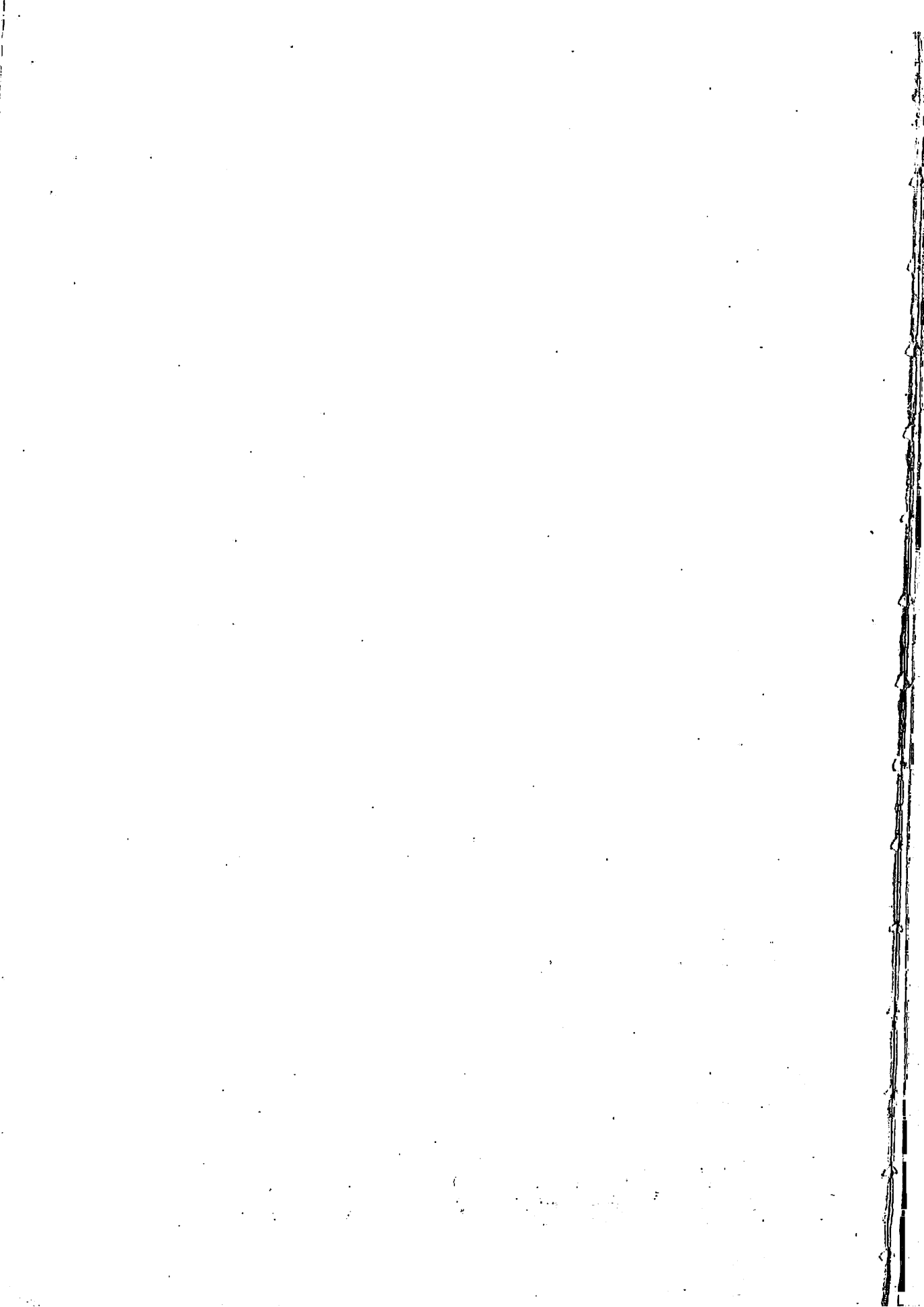
に集中して聞き、かつ必要なノートをとる。

### ◇3. 復習

- ① 繰り返し読んで完全に全文が理解できるようにする。
- ② 分からない点は、単語帳、ノート、辞書を調べ、それでも分からないときは、チューターや先生に質問し、最後にはノート等に頼らず英文だけで分かるようにする。
- ③ 完全に理解できるようになったら、設問にもう一度答えてみる。さらに、キーワードを整理したり、要約を書いてみるなどして、内容をまとめてみるとよい。
- ④ 単語帳の単語熟語を完全に身に付ける。(まず、英語から日本語がいえるようにし、次に、日本語から英語をいえて、書けるようにする。)

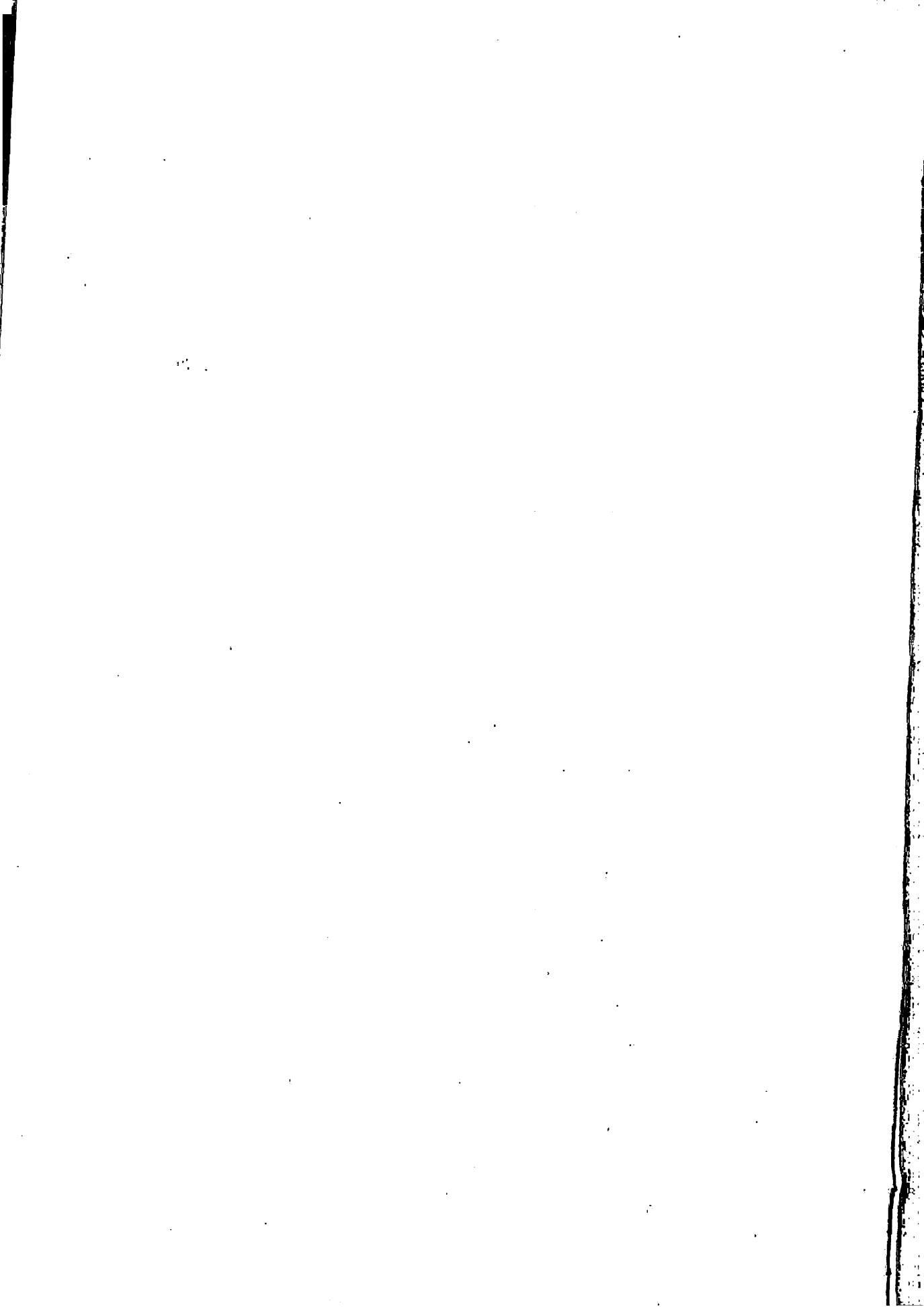
### ◇4. その他

英語の長文の読解には、英語力の他に、書かれている内容についてある程度の知識があるかどうか物がいいます。新聞(日本語の)をきちんと読む(社会、政治、経済記事はもちろん、家庭欄や科学欄など)などして、あらゆることに常識的な知識を蓄えるよう心がけよう。



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The American ideal of equality has affected not only marriage but all forms of relationships between men and women. Americans gain a number of benefits by placing great importance on achieving individual freedom and equality within the context of the family. The needs and desires of each member are given a great deal of attention and importance. However, <sup>(1)</sup> a price is paid for these benefits. American families are less stable and lasting than those of most cultures. The high rate of divorce in American families is perhaps the most important indicator of this instability.

The American attitude toward the family contains many contradictions. For example, Americans will tolerate a good deal of instability in their families, including divorce, in order to protect such values as freedom and equality. <sup>(2)</sup> On the other hand, they are strongly attached to the idea of the family as the best of all lifestyles. A recent survey showed that 78 percent of Americans felt that the family was the most meaningful part of life and 92 percent said it was a very important personal value to them. In fact, the great majority of persons who get divorces find a new partner and remarry.

Some social scientists have explained this apparent contradiction in an interesting way. Americans, they say, <sup>(3)</sup> look upon the family as a necessary refuge from the competitive world outside. Competition and hard work are basic American values, but they also place a mental strain on the individual. By contrast, the family is basically a noncompetitive, cooperative institution. Family members are not expected to compete against each other <sup>(4)</sup> as they <sup>(5)</sup> do against their equals in the outside worlds of business, politics, and education. Rather, the ideal of the American family is group cooperation to help achieve the fulfillment of each individual member, and shared affection to renew each member's emotional strength.

Families can be viewed as similar to churches in this regard. <sup>(6)</sup> Both are seen by Americans as places where the human spirit can find refuge from the highly competitive world outside and renewed resources to continue the effort. Although in many cases churches and families do not succeed in the task of spiritual renewal, such remains the ideal of church and family in America.

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【 設 問 】

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問 1 下線(1) a price (代償) とは何か本文に即して日本語で言いなさい。

問 2 下線(2) 日本語にしなさい。

問 3 下線(3) look uponを書き換えるとき最も適当な語を選びなさい。

- ① consider                      ② think  
③ regard                        ④ believe

問 4 下線(4) このasに最も近いasを含む文を選びなさい。

- ① Soon they started to treat me as a friend.  
② As he grew older, he lost interest in everything except gardening.  
③ Talented as he is, he is not yet ready to turn professional.  
④ Why didn't you catch the last train as I told you to ?

問 5 下線(5) doが指している語 (英語一語) を書きなさい。

問 6 下線(6) 日本語にしなさい。

問 7 本文の内容と一致するものを5つ選びなさい。

- イ Americans are unlikely to prefer their families' <sup>e</sup>interests to their own.  
ロ Americans think more of the family than their own freedom and equality.  
ハ Americans think they have to compete with one another in and out of the family.  
ニ Americans think they should cooperate with one another in the family at the cost of their wishes.  
ホ Americans' ideal family is one whose members allow one another to develop each individual's abilities and qualities while offering comfort and encouragement to one another.  
へ For Americans, the family was one of the most important and valuable factors in life, but this is no longer true.  
ト The American society is a very competitive one.  
チ Quite a few families and churches in America play their parts in spiritual renewal successfully.  
リ Some social scientists think the result of the survey interesting.  
ヌ Families and churches in America are similar in their function of restoring people's spiritual peace and energy.  
ル The number of divorces in America shows that fewer Americans have come to choose marriage as their ideal lifestyle.

ヲ It seems that Americans want to eat their cake and have it, too, in regard to the family and their individual rights.

問8 次の各語を指示された品詞にしなさい。

- |                     |                     |
|---------------------|---------------------|
| (1) stable (名詞)     | (2) strong (名詞)     |
| (3) important (名詞)  | (4) mind (形容詞)      |
| (5) attention (形容詞) | (6) affection (形容詞) |
| (7) renew (名詞)      | (8) necessary (名詞)  |

問9 次の各語の反意語または対になる語を書きなさい。(4以外は本文中の語を書くこと)

- |              |               |                 |
|--------------|---------------|-----------------|
| (1) minority | (2) physical  | (3) cooperative |
| (4) stable   | (5) stability |                 |





A college student asked me, during a \*bull session on campus last week, "How many happy marriages do you think there are in our country?"

Of course, it is an impossible question to answer, even on a rough percentage basis. But the question itself interested me more than the lack of an adequate answer.

Most people don't know that the idea of "happiness" in a personal <sup>(1)</sup>sense is a relatively new <sup>(2)</sup>one—no older than the French Revolution. <sup>(3)</sup>The idea that happiness as such should be the controlling or dominating factor in human life rarely occurred to the ancients or to the medievals.

Along with the vague concept of "progress," happiness is a product of the last two centuries, when man began to feel he had overcome the forces of nature and when the idea of the individual personality became more important than the family, the tribe, the city, or the nation.

People in the past were not supposed to aim at happiness as an ultimate goal: they may have hoped for <sup>(4)</sup>it as a by-product, but they did not judge the worth of their lives by <sup>(5)</sup>this standard. Marriages then held together not because the couples were "happier," but because they weren't looking for happiness in marriage.

We can see <sup>(6)</sup>this even as late as our grandparents' time. <sup>(7)</sup>Divorces were infrequent not merely because the laws were stricter and morality more severe. The couples themselves were content if they got along together, had enough to live by, reared decent families and died with a sense of conjugal accomplishment.

We today <sup>(8)</sup>ask a great deal more of marriage—just as we ask a great deal more of life generally. The average married couple is not satisfied short of "happiness," <sup>(9)</sup>however this happiness may be defined—and its definition usually includes some idea of romantic love that was irrelevant to marriage in past ages.

I can see good in both attitudes. The past was more <sup>(10)</sup> ( \_\_\_\_\_ ), and we are more ambitious. Our grandparents didn't expect too much out of marriage, and were satisfied with mere "adjustment". We expect a great deal perhaps too much—and are unwilling to settle for less.

We have a much different idea of the *individual* than they did, and this <sup>(11)</sup>accounts for the restlessness and instability of modern marriage. We want marriage to be more than an economic and social contract (which I think it should be) <sup>(12)</sup>but we have not yet matured enough to realize that "happiness" cannot be found in someone else—it

must be *built with someone else*. We have not yet grown up to our vast emotional wants.

\* bull session : 雑談

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【 設 問 】

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- 問1 (1) のsenseと同じ意味のsenseを含む文を選びなさい。
- (a) He has a sense of humor.
  - (b) Dogs have sharp sense of smell.
  - (c) His behavior was in no sense normal.
  - (d) Mr. Stockton is a man of sense.
- 問2 (2) oneは何を指しますか。(英語で)
- 問3 (3) を日本語にしなさい。
- 問4 (4) itは何を指しますか。(英語で)
- 問5 (5) this standardとはどんな基準か日本語で言いなさい。
- 問6 (6) this の指す内容を日本語で説明しなさい。
- 問7 (7) かつて離婚が頻繁ではなかった理由のうちで、とくに筆者が強調している理由を日本語で言いなさい。
- 問8 (8) のaskと最も近い意味でaskが用いられている文を選びなさい。
- (a) I asked the way to the station.
  - (b) Several questions were asked of the professor.
  - (c) May I ask you a favor ?
  - (d) We asked a few friends to dinner.
- 問9 (9) のhoweverに最も近いhoweverの用い方をしている文を選びなさい。
- (a) Dolphins can make various sounds ; however, they can't speak like humans.
  - (b) However fast you may run, you will not be able to catch up with him.
  - (c) However you may describe the matter, you are responsible for the failure.
- 問10 (10) の空欄に入れる最も適当な語を選びなさい。
- (a) romantic
  - (b) realistic
  - (c) strict
  - (d) loose

問11 (11) accounts forを一語で置き換えるとき最も適当な語を書きなさい。

This ( ) the restlessness and instability....

問12 (12) を日本語にしなさい。

問13 次文の内容と一致するものを次の(イ)～(ト)の中から二つ選びなさい。

(イ) It is well-known that the idea of "happiness" is a product of the last two centuries.

(ロ) People in the past could never expect to be happy in their marriage.

(ハ) Strict laws and severe morality were the main reasons of the infrequency of divorces in our grandparents' time.

(ニ) People today are not satisfied with marriage if it does not bring them happiness.

(ホ) People in the past were satisfied even if their marriage was not a happy one, because they did not realize that happiness must be built with someone else.

(ヘ) People in the past regarded marriage as an economic and social contract.

(ト) People today are so ambitious that they are making efforts to build happiness with their partners.



In most cultures, strangers don't talk to each other unless they are introduced. But Americans are uncomfortable with silence. So when two American strangers are together, they feel that they must break the silence. Strangers in elevators, waiting rooms, or other public places often talk to each other. <sup>(1)</sup>Such conversations are usually humorous exchanges. <sup>(2)</sup>A good way for strangers to open a conversation is with a simple comment about the weather.

"Looks like we'll have more rain," one says.

"Yeah, I sure am tired of rain," the other replies.

"If it keeps coming down like this, I'm going to trade in my car for a boat, and you better <sup>(3)</sup>do the same, pal."

"Not me, I'd rather drown."

"Why?"

"I get seasick whenever I'm on a boat."

This kind of light humor is not so funny, but it does have a function : it gives the strangers a sense of ease with each other. Did you understand the humor ?

The first joke means that the fellow will exchange his car for a boat. It depends on exaggeration to be funny. He imagines that the rain will flood the world, and that in the future he will need a boat more than a car.

The second joke picks up the idea of a flooded world. The speaker adds his own <sup>(4)</sup>(      ). He suggests that he would prefer to die in the water than feel sick from floating in a boat.

Both of these are examples of the absurd. The ideas are so unreasonable that they become funny. <sup>(5)</sup>Neither stranger actually believes there will be a flood, and the second stranger does not want to die. Since they are not really worried, the rain seems funny when they imagine it will flood the world.

The weather is a neutral subject. Neutrality allows strangers to talk without worrying about offending each other. <sup>(6)</sup>A stranger is not likely to joke about politics or religion because if the other person disagrees, an argument could follow. The whole point of humor between strangers is not to argue but to feel more comfortable.

Of course, there are situations where strangers may joke about politics without too much fear. One such situation is during a political campaign, when people from the same <sup>(7)</sup>party are discussing the candidates.

However, neutral subjects are always safe for humor between strangers. The weather is the most popular topic among strangers because no one controls it. That is why the American writer Mark Twain once joked, "Everyone talks about the weather, but nobody does anything about it."

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**【 設 問 】**

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- 問1 「そのような会話」とは誰がどこでする会話か日本語で説明しなさい。
- 問2 日本語にしなさい。
- 問3 何をすることか日本語で言いなさい。
- 問4 空欄に本文中にある適当な語一語をいれなさい。
- 問5 日本語にしなさい。
- 問6 日本語にしなさい。
- 問7 このpartyの意味の説明として最も適当なものを選びなさい。
- (1) gathering of persons, by invitation, for pleasure
  - (2) one of the persons or sides in a legal agreement or dispute
  - (3) group of persons travelling or working together
  - (4) group of persons united in policy and opinion, especially in politics
- 問8 次の問いに、本文の内容に即して簡潔に日本語で答えなさい。
- (a) 互いに見知らぬ者が顔を会わせたときに天候などについてユーモラスな会話をすることはどんな働きがあるか。
  - (b) 中立的な話題とはどんな話題か。
  - (c) 天候はなぜ最もよく取り上げられる中立的な話題なのか。
- 問9 各語を指示された品詞にしなさい。
- (1) imagine (名詞)
  - (2) humor (形容詞)
  - (3) disagree (名詞)
  - (4) introduce (名詞)
  - (5) silence (形容詞)
  - (6) exaggeration (動詞)

The world is clearly shrinking, not in the physical sense, but in the social and psychological sense. Our lives are deeply linked to the lives of other people across the planet. <sup>(1)</sup>Any dislocation, be it in Africa, Asia, Europe or America, affects us all, often more profoundly than events next door. It is not surprising then <sup>(2)</sup>that we seek to better understand our new neighbors.

Perhaps the most important single task of any culture is to create and maintain systems of symbols <sup>(3)</sup>that will permit its people to express and share meanings. To study the language of another culture is to gain entry, therefore, to its means of conducting its affairs. <sup>(4)</sup>Such study is clearly valuable. <sup>(5)</sup>Yet we are coming to realize that a grasp of vocabulary and grammar is, at best, only a first step. <sup>(6)</sup>To learn the verbal code of a culture is rarely sufficient; <sup>(7)</sup>one needs to learn its gestural, facial, and visual codes as well. Even this is far from sufficient.

To relate effectively to anyone, within or outside one's culture, <sup>(8)</sup>requires the capacity to be able not merely to employ the same words, but to interpret events from the same underlying basis. It is necessary, in short, to enter the unfamiliar world and system of values <sup>(9)</sup>that the other person employs in arriving at their interpretations of events.

The capacity to identify sensitively with other cultures will be important in the world of the future. Already the career of "simultaneous translator" is a widely established and highly respected <sup>(10)</sup>one. <sup>(11)</sup>It indeed deserves to be. For a long time the field of international diplomacy has required such people, but today the internationalization of business, of industry, of science, of the arts, of law and medicine suggests <sup>(12)</sup>that many more of us will find our lives spent living and working in cultures other than our own. <sup>(13)</sup>It may also be appropriate to suggest that the career of "translator" may well expand to <sup>(14)</sup>that of intercultural interpreter. We shall soon need not only people <sup>(15)</sup>skilled in foreign languages, but capable of bridging much deeper cultural gaps.

(注) dislocation : confusion

【 設 問 】

- 問1 日本語にしなさい。
- 問2 such studyとは何を指すか日本語で言いなさい。
- 問3 このyetを他の語に置き換えたとき一番意味の近いものを選びなさい。  
(a) but (b) though (c) and (d) so
- 問4 同じ内容をあらわす本文中の語句(英語6語)を書きなさい。
- 問5 oneは何を指しているか日本語で言いなさい。
- 問6 動詞requiresの主語と目的語を言いなさい。
- 問7 oneは何を指しているか英語一語で答えなさい。
- 問8 itとto beの内容が具体的に分かるように訳しなさい。
- 問9 itは何を指しているか、英語で答えなさい。
- 問10 skilledは過去形、過去分詞のいずれですか。
- 問11 (イ)(ロ)(ハ)(ニ)のthatとそれぞれ、最も近い用法のthatを含む文を選びなさい。  
① The populatin of the country is not as large as that of Japan.  
② It is in this point that you are mistaken.  
③ It is natural that she should get angry.  
④ His suggestion that we change the rule was not accepted.  
⑤ Another suggestion that he made was accepted.  
⑥ Her silence suggested that she did not agree with me.  
⑦ I advise you to buy a reference book that will help you study grammer.
- 問12 本文の内容と合致するものを一つ選びなさい。  
(ア) 遠く離れた国で起こることは、隣りの家の出来事ほどには我々に影響を与えない。  
(イ) 他の文化圏の言語を学ぶことが、結局はその国の出来事にうまく対応するための唯一の方策である。  
(ロ) 他の文化に敏感に共鳴する能力が、将来の世の中では重要になろう。  
(ハ) 将来は他の文化圏で生活をしたり仕事をしたりする人たちが増え、同時通訳の必要性も少なくなるだろう。
- 問13 最も強いアクセントのある音節の位置が、ap-pro-pri-ateの場合と異なるものを一つ選びなさい。  
(ア) psy-cho-log-i-cal (イ) pro-found-ly  
(ロ) vo-cab-u-lar-y (ハ) suf-fi-cient



In August, <sup>(1)</sup>the days were so hot that Laura and Mary took their walks in the early morning before the sun had risen far. The air still had some freshness then and <sup>(2)</sup>it was not too hot to be pleasant. But every walk seemed like a little bit of the last walk they would have together, <sup>(3)</sup>for soon Mary was going away.

She was really going to college in the fall. <sup>(4)</sup>They had looked forward for long to her going, but now when she really was going, it did not seem possible. It was hard to imagine, too, because none of them knew <sup>(5)</sup>( ) college would be like ; they had never seen one. But Pa had earned nearly a hundred dollars that spring ; the garden and the oats and the corn were growing marvelously ; and Mary really could go to college.

Coming back from their walk one morning, Laura noticed several <sup>(6)</sup>grasses sticking to Mary's skirt. She tried to pull them off, but they <sup>(7)</sup>would not come loose. The grass heads were like barley beards. The points were as fine and hard as a needle, and sewed themselves into Mary's dress.

"Ouch ! Something bit me !" Mary exclaimed. Just above her shoetop, one of the strange grasses had pierced her stocking and was screwing itself into her flesh.

When Pa came in at noon, they showed him the strange grass. He said it was Spanish needle grass. When it got into the mouths of horses or cattle, it must be cut out of their lips and tongues. It worked through sheep's wool and into the sheep's bodies, often killing them.

"Where did you girls find it ?" he asked, and <sup>(8)</sup>he was glad that Laura could not tell him. "If you didn't notice it, there can't be much of it. It grows in patches, and spreads. Exactly where did you go walking ?"

Laura could tell him that. He said <sup>(9)</sup>he would attend to that grass. "Some say it can be killed by burning it over, green," he told them. "I'll burn it now, to kill as many seeds as I can, and next spring I'll be on lookout and burn it, green."

**【 設 問 】**

問1 下線部(1)の内容と一致する文を、(a)~(f)より3つ選びなさい。

- (a) They took their walks in the early morning.
- (b) They took their walks during the day.
- (c) It was very hot when they took their walks.
- (d) It was not very hot when they took their walks.
- (e) When they took their walks, the sun had risen far.
- (f) When they took their walks, the sun had not risen far yet.

問2 下線部(2)を日本語にせよ。

問3 下線部(3)について答えなさい。

① forの品詞は次のどれか。

- (a) 名詞 (b) 前置詞 (c) 接続詞 (d) 形容詞 (e) 副詞

② メアリがもうすぐ遠くに行くというのだが、いつどこへ行くのか日本語で書きなさい。

③ 以後の本文の内容から考え、正しいと思われるものを次の(a)~(d)のうちから1つ選びなさい。

メアリがそこへ行けるかどうかは、

- (a) 数年前から明らかであった。
- (b) 昨年から決まっていた。
- (c) この春以降にはっきりした。
- (d) まだ見通しが立っていない。

問4 下線部(4)を日本語にしなさい。

問5 下線部(5)のかっこ内に入れるべき語を、1つ選びなさい。

- (a) which (b) how (c) what (d) where

問6 下線部(6)の草はどんな草か、本文の内容と一致するものを2つ選びなさい。

- (イ) 針のようなものがついている。
- (ロ) かみそりの刃のような葉がついている。
- (ハ) 葉は柔らかい。
- (ニ) 人の食用に適す。
- (ホ) 家畜の飼料に適す。
- (ヘ) 家畜の害になる。
- (ト) 家畜の口に入ることはない。

問7 下線部(7)のwouldと同じ用法のwouldを含む文を1つ選びなさい。

- (a) He said it would not rain the next day.
- (b) She would often sat there watching children play.
- (c) Would you like some more tea ?
- (d) Though I tried hard, the door would not open.

問8 下線部(8)についてなぜローラが答えられないことが喜ばしいことであったのか、理由を日本語で記せ。

問9 下線部について、具体的にはどうするのか、下から1つ選び、記号を記せ。

- (イ) 干し草にして家畜の飼料にする。
- (ロ) そのまま家畜の飼料にする。
- (ハ) 干して燃やす。
- (ニ) そのまま燃やす。

問10 1～5の各語の下線部と同じ発音を含む語を、右の(a)～(d)より選び、記号で記せ。

- 1. wool (a) took (b) sew (c) soon (d) noon
- 2. loose (a) because (b) risen (c) grass (d) lose
- 3. earn (a) hard (b) easily (c) air (d) burn
- 4. strange (a) exclaim (b) many (c) said (d) head
- 5. mouths (a) months (b) cloths (c) through (d) together



Gwenda did not speak. Erskine turned his head to her and said :

“Perhaps you’d better hear about Helen. I wouldn’t like you to misjudge her. We met on a boat going out to India. Helen was going out to marry a man in the Woods and Forests or something of that kind. She didn’t love him. He was just an old friend, nice and kind, and she wanted to get away from home where she wasn’t happy. We fell in love. . . . But I couldn’t let Janet and the children down. Helen saw it the same way as I did. If it had been only my wife Janet—but there were the boys. It was all hopeless. We agreed to say goodbye and try and forget. Forget ? I never forgot—not for one moment. I couldn’t stop thinking about Helen. . . . Well, she didn’t marry the chap she had been going out to marry. At the last moment, she just couldn’t face it. She went home to England and on the way home she met this other man—your father, I suppose. She wrote to me from Dillmouth a couple of months later telling me what she had done. Your father was very unhappy over the loss of his wife, she said, and there was a child. She thought that she could make him happy and that it was the best thing to do. About eight months later my father died, and I came back to England. We wanted a few weeks’ holiday until we could get into this house. My wife suggested Dillmouth. Some friend had mentioned it as a pretty place and quiet. She didn’t know, of course, about Helen. Can you imagine the temptation ? To see her again. To see what this man she had married was like. So we came to Dillmouth, but it was a mistake. Seeing Helen again was Hell. . . . She seemed happy enough and she avoided being alone with me. . . . My wife, I think suspected something. . . . She’s—she’s a very jealous woman—always has been. And we left Dillmouth—”

“On August 17th,” said Gwenda.

“Was that the date ? Probably. I can’t remember exactly.”

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【 設 問 】

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- 問1 ① 登場人物のうち名前がでてくるのは何人か、その名前をあげなさい。  
② 名前が出てこない人物で主な人物を指摘しなさい。
- 問2 本文と一致しているものを3つ選びなさい。
- イ. 船の上で恋をしたアースキンは、相手の女に結婚をやめるように説得することに成功した。
  - ロ. 妻子のあるアースキンは、船でめぐりあった女と恋に落ちたが、子供を思っ  
て家庭を捨てなかった。
  - ハ. アースキンはヘレンのことはすぐ忘れたのに、しつと深い妻のためにいつま  
でも苦しんだ。
  - ニ. ジャネットがどんな男と結婚したかを知りたくなったアースキンは、彼女に  
手紙を出した。
  - ホ. アースキンは、ヘレンはジャネットの父と結婚したとばかり思っていたが、  
グウェンダの話でそうではないことを知った。
  - ヘ. 愛していない男と結婚したヘレンは、手紙でアースキンを呼び寄せて、ひそ  
かに会った。
  - ト. ヘレンがまだ結婚していないのを知って、アースキンは休暇をとって彼女に  
会いに行った。
  - チ. アースキンは船で知りあった女は、結局イギリスへ帰る途中で会ったグウェ  
ンダの父と結婚した。
  - リ. 妻のすすめでアースキンはディルマスへ旅行し、そこでヘレンと再会したが、  
何事もなく別れた。
  - ヌ. アースキンは、ディルマスでジャネットと会ったのが8月17日であったこと  
を忘れていた。

“Pollution is a problem that does not recognize borders,” declared Prime Minister Brian Mulroney of Canada during a recent visit to Washington, D.C. Mulroney was referring specifically to the problem of acid rain. Air pollution from U.S. factories is carried by the wind north to Canada where it mixes with water in the air to create acid rain. Thousands of acres of Canadian forest are being destroyed by acid rain.

The U.S. and Canada have discussed the acid rain problem for more than 10 years. But the two countries, who are close allies, have not reached a final agreement. The Reagan Administration has merely agreed to “consider” a treaty that would impose tighter controls on industry and power plants to cut down on air pollution.

The negotiations between the U.S. and Canada show how difficult it is for nations to settle problems of international pollution.

As the world becomes more and more industrialized, as nations build more factories and exploit natural resources, the problems of air and water pollution will multiply. This is why experts say nations must fight this problem together.

In one area, nations are working together—to protect the ozone layer. The ozone layer is a part of the earth’s atmosphere that protects against harmful ultraviolet rays from the sun. Scientists grew concerned in the 1970’ s when they noticed that the ozone layer was shrinking. They blamed chlorofluorocarbons (CFCs)—gases used to power aerosol sprays, to cool refrigerators, and to clean computers.

Several countries, including the U.S. and Canada, have banned the use of CFCs in aerosol sprays, while others have not. But last month, 49 countries reached an agreement that will first freeze, then reduce the use of chemicals that attack the ozone layer. Mostafa K. Tolba, of the United Nations Environment Program said, “This is the first truly global treaty that offers protection to every single human being.”

Environmental groups praised the agreement, but say that even bigger reductions in the use of CFCs are needed to protect the ozone layer. Environmentalists hope the agreement will pave the way to international treaties on other environmental problems.

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【 設 問 】

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(1) 本文の内容に一致する答を選びなさい。

- (a) What did Mr. Mulroney mean when he said that pollution “does not recognize borders?”
1. Pollution cannot be detected inside a border.
  2. It is hard to determine why pollution occurs.
  3. It is easy for pollution to cross from one country into another.
  4. Pollution can result in disputes about border problems.
- (b) Why is acid rain such a big problem for Canada ?
1. Because it is killing so many trees in Canada.
  2. Because it is poisoning the Canadian water when it falls on rivers and lakes.
  3. Because it pollutes the air and makes it unhealthy to breathe.
  4. Because Canada feels it is responsible for acid rain and wants to stop it from spreading to other countries.
- (c) Why did Mr. Mulroney talk about pollution in Washington ?
1. Because Canada needs American technology to solve the acid rain problem.
  2. Because America cannot solve its pollution problems without Canada’s help.
  3. Because Mr. Mulroney wanted Canada and America to cooperate to reduce world pollution.
  4. Because the air pollution that causes acid rain in Canada comes from American factories.
- (d) What was the result of the negotiations between the U.S. and Canada ?
1. The U.S. increased controls on factories in order to reduce air pollution.
  2. The negotiations have not produced any concrete results so the acid rain problem remains unchanged.
  3. Both countries agreed to sign a treaty that would do away with air pollution.
  4. The U.S. wanted to cut down on pollution but Canada would not agree.



(i) Were environmental groups completely satisfied with the agreement reached by the 49 countries ?

1. Yes, they even praised it.
2. Yes, they were completely satisfied. They think it is a stepping stone to even better treaties.
3. No, not completely. They think much more should be done to cut down on the use of CFCs.
4. No, they were not pleased with the agreement because it did not put a total ban on the use of CFCs.

(j) What does others mean ?

1. Other chemicals.
2. Other people.
3. Other uses.
4. Other countries.

(2) 指示された品詞にかえなさい。

- |                     |                     |
|---------------------|---------------------|
| 1. pollute (名詞)     | 2. reduce (名詞)      |
| 3. global (名詞)      | 4. destruction (動詞) |
| 5. recognition (動詞) |                     |

(3) 各語のアクセントの位置を確認しなさい。

1. industry, industrial, industrialize
2. environment, environmental, environmentalist

- (e) What is the opinion of experts about the future of pollution ?
1. The nations of the world will have to stop building factories and protect natural resources.
  2. Nations will have to cooperate to prevent industrialization which is the cause of air and water pollution.
  3. Pollution will continue to increase due to increased industrialization unless nations join hands to reduce it.
  4. Pollution, if allowed to go unchecked, will eventually lead to wars between nations.
- (f) Why are chlorofluorocarbons a problem ?
1. Because they are thought to be what is causing damage to the ozone layer.
  2. Because they are used in household appliances and could be dangerous to people exposed to them.
  3. Because, being gases, they can be harmful when breathed in.
  4. Because they block ultraviolet rays coming from the sun.
- (g) Why is ozone important to our planet ?
1. Because it keeps certain destructive rays of the sun from reaching the earth.
  2. Because it destroys CFCs which are dangerous to humans.
  3. Because it can be used to replace CFCs in many appliances.
  4. Because it was discovered in the 1970's that it protects the earth from ultraviolet rays.
- (h) What agreement did 49 countries come to last month ?
1. That they will protect every single human being from harmful chemicals.
  2. That they will not increase the use of chemicals dangerous to the ozone layer and that later they will reduce their use.
  3. That they will freeze chemicals dangerous to the ozone layer before using them.
  4. That they will immediately stop using harmful chemicals.

(第1パラグラフ)

Science is important to most people living in the modern world for a number of reasons. First, science is important to world peace in many ways. On one hand, scientists have helped to develop many of the modern <sup>(1)</sup>tools of war. On the other hand, they have also helped to keep the peace through study and research which has improved life for people. In our time, scientists have been able to help us understand the problem of supplying the world with enough energy. They have begun to develop a number of solutions to the energy problem, for example, using <sup>(2)</sup>energy from the atom. Scientists have also analyzed the world's resources. We are going to have to learn to share the resources we have and we can begin to do this with the knowledge provided to us by science.

(第2パラグラフ)

Science is also important to everyone who is affected by modern technology. <sup>(3)</sup>Many of the things that make our lives easier and better are the result of advances in technology. Almost everything in the world has been improved or changed in the last hundred years as a result of technology. While some people would ask whether all these changes are good, it is still true that technology affects all of us. And if the present patterns continue, technology will affect us even more in the future than it does now. In some cases, such as the technology for taking salt out of ocean water, technology may be essential to our lives on earth. In order to understand the modern world and developments in it in the next century, an understanding of science and technology will be necessary.

(第3パラグラフ)

The study of science also provides us with an understanding of the natural world. Scientists are learning to predict such things as earthquakes. This may someday help to save hundreds of lives. Scientists are also continuing to study many other natural events such as storms of various kinds. Scientists are also studying people. <sup>(4)</sup>They are trying to understand not only what makes people human, but also the things that affect people such as illness. They are studying various other aspects of human biology, also. The study of the natural world by scientists and by students of science may help to make the world easier to understand. It may also save many lives, and improve life for many people all over the world.

(第4パラグラフ)

Some of the things one might study in a science course are extremely interesting questions about people and their lives. Some of these questions are : What are men and women, essentially ? What information would help us to understand all people better ? (5) What information can explain where human beings come from and why they act the way they do ? Questions like these have led biologists to understand the origin and development of the human race. Some of the other questions biologists study (6) have to do with illness. What makes people sick ? Why do some people never get sick ? Why can some people live (7) (\_\_\_\_\_) 100 years old, while others do not live past 55 ? These are all questions that interest scientists and that, (8) when answered, will surely have an effect on our lives.

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【 設 問 】

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- 問1 tools of warを一語で表しなさい。
- 問2 energy from the atomを他の語句で言い換えるとき最も適当なものを選びなさい。  
(a) solar energy (b) electricity  
(c) nuclear energy (d) fossil fuel
- 問3 日本語にしなさい。
- 問4 日本語にしなさい。
- 問5 日本語にしなさい。
- 問6 have to do withを他の語句で言い換えるとき適当なものを選びなさい。  
(a) get rid of (b) do away with  
(c) take part in (d) are related to
- 問7 空欄に二語いれなさい。
- 問8 when と answeredの間に省略されている二語を補いなさい。
- 問9 本文の各パラグラフの内容について、一致しているものを選びなさい。

1) 第1パラグラフ :

- (イ) Science has developed ways to increase resources by providing knowledge.  
(ロ) Science has helped to give us a peaceful world by making our lives better.  
(ハ) Scientists have helped people to ignore the energy and resource problems.

(ニ) Scientists have begun to share resources with people for world peace.

2) 第2パラグラフ :

(イ) It is evident that anybody could live in the modern world without learning about technology.

(ロ) All people believe that science and technology are very difficult to learn and that they have brought only good things.

(ハ) People must have some knowledge of science and technology if they want to know what the world will be like in the future.

(ニ) Fewer people will be affected by technology in the near future.

3) 第3パラグラフ :

(イ) The study of the natural world will not improve life for many people.

(ロ) If scientists study more about the natural world, there will be no storms in the future.

(ハ) Scientists help people to understand nature, but human beings are more difficult to understand.

(ニ) The more we know about earthquakes and other natural disasters, the more people will be saved.

4) 第4パラグラフ :

(イ) Biologists will find it impossible to know how the human race has developed.

(ロ) Trying to answer questions in the world of science will lead to new discoveries and better lives.

(ハ) It is already well known what kind of people get sick and what kind do not.

(ニ) It is useless to ask what kind of information would help us to understand other people.

問10 本文の主題をもっともよく表している句を、次のイ～ニの中から一つ選びなさい。

イ. The Importance of Science

ロ. The Future of Science

ハ. The History of Science

ニ. The Origin of Science



The <sup>(1)</sup>use of language is very <sup>(2)</sup>closely associated with the superior thinking ability of humans. In his ability to communicate, man differs even more from other animals than he <sup>(3)</sup>does in his learning or thinking. Most mammals make sounds or have movements expressive of such emotional states as hunger, anger, fear, pleasure, or pain. These are recognized by other individuals of the same species and serve for communication, as anyone who has kept pets can testify. <sup>(4)</sup>However man is the only species that has developed communication to the point where he can transmit abstract ideas. The symbols we use are normally verbal, and we usually <sup>(5)</sup>think of speech and language as equal, but the same sort of communication can be achieved in other ways. <sup>(6)</sup>It is only necessary that the symbols used should have the same value for both communicating parties. Thus, the sign language of the Plains Indians can be used for such complicated purposes as giving geographic information, preaching a sermon, or making a proposal of marriage with suitable financial guarantees. However, such development in communication is irregular. Most human language is based on speech and much of speech has to be learned by imitation. <sup>(7)</sup>It is a curious fact that there is no mammalian species other than man which imitates sounds. <sup>(8)</sup>The serious difficulties attending all efforts to teach apes to talk seem to be due to the impossibility of getting them to imitate sounds.

We know absolutely nothing about the early stages of development of language. <sup>(9)</sup>It is safe to conclude that its use is exceedingly old, but unwritten languages disappear without leaving a trace. By the time <sup>(10)</sup>that writing appeared in Egypt and the Near East, the evolution of language was complete. <sup>(11)</sup>The earliest languages which have left a record were as complex in their grammar and as adequate for conveying ideas as any modern ones. During the early part of human history there were far more languages spoken than there are at present. Each of the small local groups where early man lived probably had its own language.

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【 設 問 】

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問1 このuseの発音を正しく表しているものを選びなさい。

- ① [ju: z]                      ② [ju: s]                      ③ [ju: θ]

問2 closelyの発音を正しく表しているものを選びなさい。

- ① [klóuzli]                      ② [klóusli]  
③ [kló: zli]                      ④ [kló: sli]

問3 doesが指している語句（英語四語）を本文中より書きだしなさい。

問4 日本語にしなさい。

問5 think ofを一語でいいかえるとき最も適当なものを選びなさい。

- ① consider                      ② regard  
③ take                              ④ look

問6 日本語にしなさい。

問7 Itは何を指すか、英語で答えなさい。

問8 日本語にしなさい。

問9 Itは何を指すか、英語で答えなさい。

問10 thatを他の一語でいいかえるとき最も適当な語をあげなさい。

問11 日本語にしなさい。

問12 各語を指示された品詞にしなさい。

- |                |      |               |      |
|----------------|------|---------------|------|
| 1. development | (動詞) | 2. geographic | (名詞) |
| 3. evolution   | (動詞) | 4. curious    | (名詞) |
| 5. suitable    | (動詞) |               |      |



During the last ten years or so, "the generation gap" has become a popular expression. We are always finding it in books, magazines and newspapers. It has suddenly become a serious problem. But what does it mean ?

It means what it says. It means the wide distance that now separates young and old people, children and parents, students and teachers. This "gap" is not just an age difference, or a physical difference. It is really an intellectual and psychological gap. That is, a lack of communication today between the young and the old.

Why should this be so ? Is it characteristic of our modern way of life ? It would seem so, because we had to invent <sup>(1)</sup>this new expression to describe it. But I feel sure that in every age and in every country in the world the young have always felt different from the old.

However, children today are different from children in former centuries. <sup>(2)</sup>They know more, they experience more, they mature more quickly in every way. When I compare my own very narrow and limited childhood with the freedoms and pleasures today's children expect as a natural right, I cannot help <sup>(3)</sup>(wish) I was a little boy again. When I was young, a journey by train to another town or city was considered a rare adventure. We had few toys, and no television, no radio: we used our imaginations, and invented our own amusements. And we were always reading books—for pleasure, not as a tiresome school task. But today's children are always on the move—in cars, buses, ships and airplanes. They travel freely all over the world, and think nothing of it. A trip by the Shinkansen from Tokyo to Hakata is no adventure for the ordinary modern child.

This is something that older people have difficulty in understanding. Indeed, parents and grandparents often seem more <sup>(4)</sup>( ) the prospect of some unusual trip or treat than are their children or grandchildren.

The generation gap has been created by the mass media. Every day, children are exposed to all kinds of entertainment and information by television, magazines and movies. They know such a lot about the world around us. <sup>(5)</sup>So, in a sense, they are wise before their time. <sup>(6)</sup>They sometimes lack patience with the old who are bewildered by all the quick changes and developments of modern life. The old are not prepared mentally or psychologically for such sudden changes. Physically, too, they are less able to adapt themselves, to learn the techniques of modern living, less able

to react promptly to changes in morals, in environment, in communication.

So the young ignore or neglect the old. The young feel they have nothing in common with the older generation. The young seek immediate pleasures and satisfactions in passing fads and fashions. But in fact, the world's population is growing steadily older. <sup>(7)</sup> This is already creating great social problems. So the young are beginning to become aware of their responsibilities towards the old again. There are youth groups who visit old people, help them with their shopping, cook and clean for them, take them for car trips. I believe it constitutes a step toward bridging the gap between the young and the old.

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**【 設 問 】**

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- 問1 this new expressionとは何を指すか、英語で答えなさい。
- 問2 theyが何を指すかをあきらかにし、「～よりも」という語句を補って、日本語にしなさい。
- 問3 wishを適当な形にしなさい。
- 問4 空欄に入れるべき最も適当な語句を選びなさい。
- |                   |              |
|-------------------|--------------|
| ① disappointed at | ② excited at |
| ③ irrit ated at   | ④ proud of   |
| ⑤ sorry for       | ⑥ tired of   |
- 問5 they are wise before their timeの意味することを日本語で説明した文として最も適切なものを次のイ～への中から1つ選べ。
- イ. 時機を失することなく情報・知識を集めている。
- ロ. 時代を先取りして多くのことを知っている。
- ハ. 同年代の子供よりずっと多くのことを知っている。
- ニ. 年令不相応に多くのことを知っている。
- ホ. 未来のことをとても良くわかっている。
- ヘ. 昔のことをとても良く知っている。
- 問6 日本語にしなさい。
- 問7 thisの指すものを日本語で言いなさい。

問8 本文の内容と一致するものを2つ選びなさい。

- イ. いつの時代でも、若い世代は年長者よりも豊富な経験をすることができ、そのため、より多くの知識を持っているものである。
- ロ. 最近の子供は娯楽の機会にめぐまれすぎて、本当の興奮を味わうことが少なくなっている。
- ハ. 最近の若者の中には老人に関心を持ち、奉仕の精神を発揮しているものもある。
- ニ. 「ジェネレーション・ギャップ」というのはマスコミがでっちあげたもので、実際にはそのような社会問題は存在しない。
- ホ. 世代間の溝はだんだん深くなってきていて、もう打つ手はないように思われる。
- ヘ. 年長者が若い人たちを理解しようとしないうちに両者の距離がさらに広がってきている。
- ト. 筆者が子供だったころには、汽車の旅など冒険のうちには入らなかった。
- チ. 最近の子供たちは学校の宿題以外はあまり本を読まないのに、表現力が乏しくなっている。
- リ. 昔はラジオもテレビもなかったため、子供たちの想像力は貧しいものだった。
- ヌ. 昔は、老人は年長で、経験豊富だということで尊敬されたものだった。



Most women and men in America who move outside traditional sex roles find that such behavior is difficult at first. If a mother pursues a career, she may be criticized A) for leaving her children in someone else's care. If a woman actively seeks a better position at work, she may be called aggressive. If a man cries when he is upset or sad, he may be called a sissy, which means a man who behaves like a woman. If he enjoys feeding and playing with his baby, he may be considered less masculine by some people.

There once was heavy pressure on a woman not to be successful—in work, school, and so on. (1) Girls were taught that to be popular they had to let boys win. Women were told that they would lose their femininity if they became successful. Since femininity had come to mean being passive and helpless, (2) this was often true.

With the changing values brought on by the women's movement, however, it has become acceptable for a woman to be successful in many jobs. Women are now taught to B) take responsibility for their own lives. They can now speak out for what they want and work hard to get (3) it. There are even training schools that teach people how to stand up for themselves without ignoring the rights of others. Many women today are finding value in being assertive, rather than passively waiting for someone else to provide for them.

The women's movement has also brought about a change in the status of single women. In the past, women derived their status primarily from their husbands. A woman without a husband was therefore looked upon unfavorably. Today, however, a woman can obtain status from a job or from special skills and interests. As a result, single women C) enjoy a greater acceptance in American society. (4) If it is difficult for women to find out where they stand on all these changes, it is equally difficult for men. Many men are confused about their own roles and about how to respond to women today. Is it all right to follow the traditional social expectations, such as holding doors open for women and letting women go first? (5) What is it like to have a woman boss? What is it like to date or marry a successful businesswoman?

Today many men in America are saying that there are a variety of ways to be a man. They want to solve problems without violence and to regard women as equals. They claim for themselves the right to be tender, loving and sensitive—D) qualities previously associated only with women. They say that it is all right to be afraid when

fear is appropriate, to show joy or sorrow, or even to cry.

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**【 設 問 】**

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- 問1 日本語にきなさい。
- 問2 thisの指すものを日本語でいなさい。
- 問3 itの指すものを英語三語でいなさい。
- 問4 日本語にきなさい。
- 問5 日本語にきなさい。
- 問6 下線A～Dの意味の内容を最もよく表すものをそれぞれ選びなさい。
- A. for leaving her children in someone else's care
- イ. although she took her children from someone else's care
  - ロ. so that she could keep her children in someone else's care
  - ハ. since her children took care of themselves
  - ニ. because she asked someone else to take care of her children
- B. take responsibility for their own lives
- イ. take care so that they will not lose their lives
  - ロ. accept what they find in their lives
  - ハ. decide how to lead their lives by themselves
  - ニ. do everything carefully in their daily lives
- C. enjoy a greater acceptance
- イ. are joined by more people
  - ロ. enjoy accepting more people
  - ハ. are more widely accepted by people
  - ニ. give people greater joy
- D. qualities previously associated only with women
- イ. things that were known only to women in the past
  - ロ. what people used to believe only women had
  - ハ. items that only women must learn how to use
  - ニ. groups that only women were allowed to join

問7 本文の内容に一致しないものを2つ選びなさい。

- イ. People used to expect women to be passive and helpless.
- ロ. Successful women are accepted in various fields now.
- ハ. Many men cannot understand women's new roles.
- ニ. It is always a kind act for men to open doors for women.
- ホ. Many American men want to be free from their traditional life styles.
- ヘ. To keep tradition it is still important for men to act like men.
- ト. People used to think that only women were tender, loving and sensitive.

問8 指示された品詞にしなさい。

- |                   |       |              |       |
|-------------------|-------|--------------|-------|
| 1. responsibility | (形容詞) | 6. criticize | (名詞)  |
| 2. sorrow         | (形容詞) | 7. accept    | (名詞)  |
| 3. respond        | (名詞)  | 8. tradition | (形容詞) |
| 4. confuse        | (名詞)  |              |       |
| 5. success        | (動詞)  |              |       |

問9 各語の反意語をかきなさい。

- 1. actively
- 2. joy
- 3. modern
- 4. masculine
- 5. married





(A) As the 19th century drew to a close, self-taught mechanics in bicycle repair shops, buggy works, and machinery barns around the country were busily experimenting with new ways to drive wheels by power. Trains and steamships took care of long journeys and cross-country freight, but people were beginning to think about improvement of individual, everyday travel.

The Oldsmobile of 1901 was a popular early combustion engine auto. It had a smartly curved dashboard and a steering device that looked like a tiller. During those first years of the 20th century fume-free electric cars were gliding noiselessly through city streets. Thomas Edison was convinced that the future of the automobile lay in the development of such electric cars, not in those using the smelly internal combustion engine. The 21st century may prove him right.

By 1906 the automobile was cutting loose from its horse-buggy origin and developing a style of its own: fenders, steps, steering wheel, and paired lights front and back were added. (B) If the automobile as we know it has a birthday, October 1908 will serve. That is when Henry Ford introduced his first Model T, a five-passenger, open touring car with a 20-horsepower four-cycle engine. The Model T cost \$850 and its successors came rolling out of Ford's factory so fast that by June 1909 some 100 cars a day were being made. More than 150,000 were manufactured in 1913, and three times that number were made in 1915. By 1924 the price was down to \$260. When the Model T was finally discontinued 3 years later, more than 15 million had come off the assembly lines.

To catch up with Ford, other companies adopted mass production methods and raised wages to meet Ford's unprecedented \$5 a day. Hundreds of automobile companies were formed, merged, and vanished. In 1927 Chevrolet sales overtook those of Ford, and ever since the two companies have competed for first place. Improvements in safety and performance came fast and with much fanfare. The electric self-starter, introduced in 1912, eliminated the need for powerful muscle to turn the starting crank, although for some years thereafter it was a luxury extra on most makes. The starter, more than anything else, put women behind the wheel.

The automobile culture had its disturbing aspects. Deaths on the highways rose from 38,137 in 1960 to a shocking 56,600 in 1972. Downtown areas of cities fell into disrepair and decay as retail trade shifted to huge suburban shopping centers and

malls. Thousands of acres of fields and woodland were leveled and paved with concrete to accommodate the automobile. Drive-in movies, roadside restaurants and food shops, and filling stations and used car lots turned highways into showy carnivals. Curtains of smog, blamed in large part on gasoline fumes, blanketed many urban areas.

The pollution problem inspired a multitude of save-the-environment movements, and <sup>(c)</sup>the shortage and rising price of gasoline in the early 1970's reminded the country that natural resources were not inexhaustible. Smaller cars, car pools, lower speeds, rediscovery of the bicycle, and moves to revive mass transit signified that Americans were seeking more rational solutions to their transportation problems. <sup>(d)</sup>But their love affair with the automobile seemed in no real danger of diminishing.

(注) tiller : かじ棒      crank : エンジンを始動させる道具

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【 設 問 】

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問1 次の各英文の空所に、それぞれ下記の語句(1)~(4)から最も適したものを選び、本文の内容に一致する文にしろ。

1. Thomas Edison firmly believed that (      ).
  - (1) the Oldsmobile which was popular in 1901 would completely change its style in the years to come
  - (2) during the first years of the 20th century a combustion engine auto would still have a good reputation
  - (3) the future automobile with the smelly combustion engine would be running noiselessly through streets
  - (4) electricity would be the means to power automobiles in the coming years
2. It was in 1915 that (      ) were manufactured at Ford's factory.
  - (1) more than 50,000 Model T cars
  - (2) more than 150,000 Model T cars
  - (3) more than 300,000 Model T cars
  - (4) more than 450,000 Model T cars
3. The price of the first Model T cars went down by two-thirds (      ).
  - (1) in 5 years
  - (2) in 7 years
  - (3) in 10 years
  - (4) in 16 years
4. The introduction of the electric self-starter (      ).
  - (1) made women sit in the back seat
  - (2) produced many women-drivers
  - (3) brought about many accidents by women
  - (4) kept women away from cars
5. Towns and cities were so polluted by cars that people began to think (      ).
  - (1) how to meet with the rising price of gasoline
  - (2) how to deal with the shortage of gasoline
  - (3) how to keep their country clean
  - (4) how to save their money

問2 下線部(A)のasと同一の用法のものを次の(1)~(4)から1つ選びなさい。

- (1) As he often tells a lie, I don't like him.
- (2) He told me to do as I was told.
- (3) Poor as he was, he could not accept the money.
- (4) As time went on, old traditions gradually died away.

問3 下線(B)を訳しなさい。

問4 下線(C)を訳しなさい。

問5 下線(D)の意味として正しいものを選びなさい。

- 1. Americans were going to stop loving automobiles in the near future.
- 2. Americans were going to continue to love automobiles as much as ever before.
- 3. If Americans stopped loving automobiles they were in danger.
- 4. If Americans continued to love automobile they were dangerous.

問6 文中の次の語を指示に従って書き換えなさい。(ただし-er, -ed, -ing, -ness形は除く)

- (1) electric [名詞に]
- (2) internal [反意語に]
- (3) vanish [同意語に]
- (4) culture [形容詞に]
- (5) food [動詞に]

問7 文中の次の語について最も強いアクセントのある音節の番号をそれぞれ選びなさい。

- 1. per-for-mance  
(1) (2) (3)
- 2. ac-com-mo-date  
(1) (2) (3) (4)
- 3. in-ex-haust-i-ble  
(1) (2) (3) (4) (5)
- 4. in-di-vid-u-al  
(1) (2) (3) (4) (5)
- 5. me-chan-ics  
(1) (2) (3)

I was eleven before I learned we were Italian. Until then, I knew we came from a real country but I didn't know what it was called—or even where it was. I remember actually looking on a map of Europe for place names (1) Dago and Wop.

In those days, especially if you lived in a small town in Pennsylvania, being Italian was something you tried to hide. Almost everybody in (2) Allentown was Pennsylvania Dutch, and as a kid I took a lot of abuse for being different. Sometimes I got into fights with kids who called me names.

Unfortunately, the prejudice against Italians wasn't limited to people my own age. There were even a few teachers who called me "little wop" (3) under their breath. My ethnic problems came to a head on June 13, 1933, when I was in the third grade. I'm sure of the date because June 13 is St. Anthony's day, a big event in our family. My mother's name is Antoinette, and Anthony is my middle name, so every year on June 13 we'd throw a big party at our house.

To mark the occasion, my mother would bake pizza. She comes from Naples, the birthplace of pizza. To this day, my mother makes the greatest pizza in the country, if not the entire world. That year we had an especially wonderful party with our friends and relatives.

Now, in those days, pizza was virtually unknown in this country. Today, of course, it's pushing hamburgers and fried chicken as one of America's favorite foods. But back then, (4) nobody who wasn't Italian had even heard of it.

The morning after the party, I started (5) bragging to the other kids at school. "Boy, did we have a party last night!"

"Oh, yoah?" somebody asked. "What kind of party?"

"A pizza party," I replied.

"A pizza party? What kind of dumb dago word is that?" (6) And they all started laughing.

"Wait a minute," I said. "Young guys like to eat pies." They were pretty fat, so I knew I was on safe ground. "Well, that's what a pizza is. It's a pie made out of tomatoes."

I should have quit while I was ahead, because now they got hysterical. (A) They didn't have the faintest idea of what I was talking about. But they knew that if it was Italian, it had to be bad. The only good thing about the whole incident was that it

(7) took place near the end of the school year. The pizza episode was forgotten over the summer.

When I was in the sixth grade, there was an election for captain of the student patrol. The patrolmen all wore white belts with a silver badge, but the lieutenant and the captain got to wear special uniforms with special badges. (8) In grade school, the captain of the student patrol was the equivalent of the high school quarterback. I loved the idea of wearing that uniform, and I was determined to be the captain.

When the vote came in, I had lost to another kid by a margin of twenty-two to twenty. I was bitterly disappointed. The following day I was at a Saturday matinee at the local theater, where I used to see Tom Mix movies.

In the row ahead of me sat the biggest kid in our class. He turned around and saw me. "You (9) dumb wop," he said. "You lost the election."

"I know," I said, "but why are you calling me a dummy?" "Because," he said, "there are only thirty-eight kids in the class. But forty-two kids voted. Can't you dagos even count?"

My opponent stuffed the ballot box! I went to the teacher and told her that (10) some kids had voted twice.

"Let's leave well enough alone," said the teacher. She covered it up. She didn't want any scandals. That incident had a profound effect on me. It was my first lesson that life wasn't always going to be fair. (Iacocca An Autobiography)

**【 設 問 】**

問1 下線部1～10についてそれぞれ適当なものの記号を選べ。

1. The words "dago" and "wop" are actually :
  - a) imaginary place names in the United States.
  - b) real place names in Italy.
  - c) respectful names used for Italians.
  - d) discriminatory names used against Italians. (C)
2. Allentown is :
  - a) a big city in Italy.
  - b) a small town in Europe.
  - c) a big city in Pennsylvania.
  - d) a small town in the east of the United States. (C)
3. The expression "under one's breath" means :
  - a) in a low voice.
  - b) in public.
  - c) with confidence.
  - d) with ease.
4. This sentence means that :
  - a) people of non-Italian ancestry had good knowledge of pizza.
  - b) people of non-Italian ancestry had no knowledge of pizza. (C)
  - c) people of Italian ancestry had good knowledge of hamburger.
  - d) people of Italian ancestry had no knowledge of hamburger.
5. To brag means :
  - a) to talk sadly.
  - b) to talk hesitantly.
  - c) to talk honestly.
  - d) to talk proudly. (C)
6. The laughter probably showed :
  - a) contempt (A)
  - b) sincerity
  - c) dignity
  - d) friendliness

7. The words "took place" can best be replaced by :
- a) happened.
  - b) was held.
  - c) was surrounded.
  - d) ended.
8. This sentence implies that captain of the student patrol in grade school was usually :
- a) looked down on.
  - b) highly admired.
  - c) in good demand.
  - d) badly in need.
9. The word "dumb" in this sentence means :
- a) mute
  - b) deaf
  - c) stupid
  - d) smart
10. How many students voted twice ?
- a) Forty-two.
  - b) Thirty-eight.
  - c) Four.
  - d) None.

問2 下線部Aを日本語にせよ。

問3 筆者が6年生の時スチューデントパトロールの隊長選挙のエピソードを、そこから得た筆者の教訓も含めて、日本語100字以内で要約せよ。(句読点も一字に数えること)



Years ago, when I started looking for my first job, wise advisers urged, "Barbara, be enthusiastic ! Enthusiasm will take you further than any amount of experience."

How right they were. Enthusiastic people can turn a boring drive into an adventure, extra work into opportunity and strangers into friends.

(1) "Nothing great was ever achieved without enthusiasm," wrote Ralph Waldo Emerson. It is what helps you hang in there when the going gets tough. It is the inner voice that whispers, "I can do it !" when others shout, "No, you can't !"

It took years and years for the early work of Barbara McClintock, a geneticist who won the 1983 Nobel Prize in medicine, to be generally accepted. Yet she didn't let up on her experiments. Work was so deep a pleasure for her that she never thought of stopping.

We all born with wide-eyed, enthusiastic wonder—as anyone knows who has ever seen an infant's delight at the jingle of keys or the scurrying of a beetle.

(2) It is this childlike wonder that gives enthusiastic people such a youthful air, whatever their age. At 90, cellist Pablo Casals would start his day by playing Bach. As the music flowed through his fingers, his stooped shoulders would straighten and joy would reappear in his eyes. Music, for Casals, was an elixir that made life a never-ending adventure. As author and poet Samuel Ullman once wrote, (3) "Years wrinkle the skin, but to give up enthusiasm wrinkles the soul."

How do you rediscover the enthusiasm of your childhood? The answer, I believe, lies in the word itself. Enthusiasm comes from the Greek and means "God within." And (4) what is God within but an abiding sense of love—proper love of self (self-acceptance) and, from that, love of others.

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【 設 問 】

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問 1 下線 1 の内容に最も近いものを選びなさい。

- ① Unless you have enthusiasm you will never achieve anything great.
- ② If you have enthusiasm you will certainly achieve something great.
- ③ Unless you want to achieve anything great enthusiasm is essential.

問 2 下線 2 を日本語にしなさい。

問 3 下線 3 について正しいものを選びなさい。

- ① The story of Pablo Casals exemplifies the wrinkling of the soul.
- ② The wrinkling of the skin stands for the mental ageing.
- ③ Both the statements above are incorrect.

問 4 下線 4 を日本語にしなさい。

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## 【 補一 | 】 The Family

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The family in the Western world has changed greatly during the last two centuries. Social scientists say this is one of the important changes from a traditional society to a modern society.

Before the nineteenth century, families usually arranged marriages of their children. Young people did not decide whom they wanted to marry. After they got married, they usually had a lot of children. This family was an important part of the larger family of aunts, uncles, cousins, grandparents, and other relatives.

By the nineteenth century, most young people chose whom they wanted to marry. Marriages joined two people and not two families. The reason two people got married was that they loved each other. It was not just because the families wanted them to marry.

At the same time, parents began to realize that they had to take very good care of their children. They had to take care of their health and try to give them an education. Before this most people did not go to school. But now education was necessary for a good life.

The parents decided they should have fewer children so they could give each one a good life. They thought it was important for the mother to spend as much time as possible with her children. After 1800 more fathers worked outside the home for money. Mothers stayed home and had greater control of the home and children. Home was a safe warm place for the father after work and for the mother and children all day. The other relatives were still important, but they were separated more than before.

Family life is changing even faster in the United States today. There is almost one divorce for every two marriages. Over ten percent of families have a mother and children but no father. At least half of all children will live part of the time with only one parent. Fifty percent of all mothers work outside the home.

In Canada people are getting divorced and remarried more often. They are having fewer children. This is having a powerful effect on a country where change has usually been slow.

Some social scientists think that soon there will be no family life in the United States as we know it today. They do not know how people will live. Others think society needs families, and we will always have them.

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【 設 問 】

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問1 本文でとりあげられている主な論点を3つ選びなさい。

1. family size
2. education of children
3. choosing a spouse
4. clothes to get married in
5. traditional wedding ceremony
6. the number of remarriage
7. the number of divorces

問2 本文の内容に一致するものを選びなさい。

1. アメリカの離婚率は10%である。
2. アメリカでは現在50%の子供が、一人の親としか暮らしていない。
3. アメリカでは、成人女性の約半数が家庭外で働いている。
4. カナダの離婚率は50%を越えている。

問3 19世紀以前と以降の家族の大きさのちがいを言い、その変化の理由を2つ言いなさい。

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## 【 補— 2 】 Eskimo Art

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Across northern Siberia, Alaska, Canada, and Greenland stretches a climate of ice and snow for most of the year. Nothing grows. It is always cold. But the Eskimos are able to live there. They have lived in North America at least 28,000 years, and they call themselves Inuit. This word means people, and for thousands of years they thought they were the only people in the world.

Life there is probably the most difficult in the world. People have only the most essential things. But they have developed beautiful art because for them art is essential.

The Eskimo artist takes a piece of ivory from a sea animal in his hands. Slowly he turns it, looks at it, and feels it. As he begins carving, he starts to dream. He knows the hidden form of the animal is in the ivory. As the artist dreams and carves, the animal slowly appears. It might be a seal or a whale. It might be a fish or a bird. The Eskimo understands animal forms from a life close to nature. He feels a closeness to the land and to the people and animals that live there. He knows how animals move and how they look when they stand still. He is able to make an ivory or bone animal that catches the feeling of a live one exactly.

Why do Eskimos make small animals that cannot be used for anything? Do they have special meaning in their society? Social scientists cannot answer these questions. The Eskimos do not tell them, and they can only guess.

The small animal is not just a copy of a live one. It has something of the animal itself in it. Making the animal is more important than owning it when it is finished. When the artist carves the ivory animal, he understands better what it feels like to be an animal.

It is important to the Eskimos to feel and handle the small animal carvings. Handling makes them smooth, and smoothness improves the carvings. Many of the animals will not stand up. They fall over and roll around. This is not important. People should hold and feel the carvings, not just look at them.

The small Eskimo carvings of animals, birds, and people are very popular among people who visit northern Canada and Alaska. People who cannot visit the area where Eskimos live can see their art in museums. Most of us never see whales or seals, but when we see the beautiful form and color of an ivory or bone animal, we know how beautiful the real animals are.

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【 設 問 】

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問1 本文の内容に一致しているものを選びなさい。

1. It is very cold in winter in northern Canada, but the summers are very hot.
2. Art is essential to Eskimos.
3. Eskimos get ivory from elephants.
4. Eskimos use small boats to hunt sea animals.
5. Eskimos make beautiful carvings of animals standing still, but it is too difficult to show how they move. 書く、彫る
6. Eskimos like to explain the meanings of their carvings. ✓
7. Eskimos paint pictures of animals.

問2 次の文を日本語にしなさい。

- (イ) Across northern Siberia, Canada, and Greenland stretches a climate of ice and snow for most of the year. ✓
- (ロ) When the artist carves the ivory animal, he understands better what it feels like to be an animal. ✓
- (ハ) Handling makes them smooth, and smoothness improves the carvings.

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【 補— 3 】 Language and Languages

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One of the differences between humans and other animals is that humans have language and other animals do not. Language is human speech, either written or spoken. There are about 3,000 spoken languages in the world, but some are spoken by only a few hundred people.

All languages have a system of sounds, words, a system of word order, and grammar. Word order is more important in English than in some other languages. The sound system is very important in Chinese and in many African languages.

Language is always changing. In a society where life continues year after year with few changes, the language does not change much either. The earliest known languages had complicated grammar but a small, limited vocabulary. Over the centuries, the grammar changed, and the vocabulary grew. For example, the English and Spanish people who came to America during the sixteenth and seventeenth centuries gave names to all the new plants and animals they found. In this way, hundreds of new words were introduced into English and Spanish vocabularies. Today life is changing very fast, and language is changing fast, too.

There are several major language families in the world. Some scientists say there are nine main families, but other scientists divide them differently. The languages in each family are related, and scientists think that they came from the same parent language. About 3 percent of the people in the world speak languages that are not in these major families.

We learn our own language by listening and copying. We do this without studying or thinking about it. But learning a foreign language takes a lot of study and practice.

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【 設 問 】

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問1 適当な語句を選びなさい。

1. All languages have \_\_\_\_\_.  
a. large vocabularies                      c. simple grammar  
b. a system of sounds                      d. complicated vocabularies
2. Not all languages have \_\_\_\_\_.  
a. words                                      c. grammar  
b. a system of word order                  d. a writing system
3. Word order is more important in \_\_\_\_\_ than in some other languages.  
a. English                                    c. Chinese  
b. Tibetan                                    d. Spanish
4. The sound system is very important in \_\_\_\_\_.  
a. Japanese                                  c. English  
b. Chinese                                    d. Arabic
5. The earliest known languages had \_\_\_\_\_ grammar.  
a. limited                                    c. complicated  
b. residential                                d. imaginable
6. \_\_\_\_\_ gave hundreds of new words to English and Spanish.  
a. Africa                                      c. China  
b. Asia                                        d. America
7. Today there are several major language \_\_\_\_\_.  
a. families                                    c. museums  
b. relatives                                    d. races
8. The answer is not in the reading, but it is probably true.  
a. Sound systems and grammar have the same importance in all languages.  
b. Animals can talk.  
c. The use of machines has added many new words to languages.  
d. Some languages are better than others because they have larger vocabularies.

問2 言語が急速に変わるのはどんな社会か、日本語で答えなさい。



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## 【 補— 4 】 Deserts

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A desert is a beautiful land of silence and space. The sun shines, the wind blows, and time and space seem endless. Nothing is soft. The sand and rocks are hard, and many of the plants even have hard needles instead of leaves.

The size and location of the world's deserts are always changing. Over millions of years, as climates change and mountains rise, new dry and wet areas develop. But within the last 100 years, deserts have been growing at a frightening speed. This is partly because of natural changes, but the greatest desert makers are humans.

In the nineteenth century some of the people living in the English colonies in Australia got some rabbits from England. Today there are millions of rabbits that eat every plant in sight. The great desert that covers the center of Australia is growing.

The land in the southwestern United States is rich. Large farms grow crops that need a lot of water, but there is only a little rainfall. The level of the underground water table is falling every year.

Farming first began in the Tigris-Euphrates Valley, but today the land there is a desert. In dry areas, people plant crops on land that is poor and dry. When there are one or two dry years, the plants die, and the land becomes desert. Goats, sheep, and cattle eat every plant they can find.

In developing countries, 90 percent of the people use wood for cooking and heating. They cut down trees for firewood. But a tree cools the land under it and keeps the sun off smaller plants. As the leaves fall, they make the land richer. When the trees are gone, the smaller plants die, and there is nothing but sand. Yet people must have firewood, animals, and crops in order to live.

Humans can make deserts, but humans can also prevent their growth. Algeria is planting a green wall of trees across the edge of the Sahara to stop the desert sand. Mauritania is planting a similar wall around Nouakchott, the capital. Iran puts a thin covering of petroleum on sandy areas and plants trees. The oil keeps the water and small trees in the land, and men on motorcycles keep the sheep and goats away. The USSR and India are building long canals to bring water to desert areas.

Yet land that will probably become desert in the future equals the size of Australia, the USSR, and the United States together. Can people stop the growth of the world's deserts and save the land that is so essential to life? No one has the answer.

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【 設 問 】

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問1 本文の内容に一致するものをえらびなさい。

1. In general, desert plants have large, beautiful flowers.
2. Space seems to have no limit in the desert.
3. The size of deserts has changed greatly in the past 100 years, but it did not change before that.
4. Most people in developing countries cook on wood fires.
5. Elephants help make deserts.
6. Australia was once an English colony.
7. Farmers in the southwestern United States grow crops that need just a little water because the climate is dry.
8. Farming started in the Tigris-Euphrates Valley, and now the area is a desert.
9. Algeria is planting a wall of trees to keep the cattle away.
10. Russia is building a canal to bring water to a desert area.
11. The size of the world's deserts will probably increase before people stop the growth.

問2 本文の内容を次の1～3の三点に整理するとき、下のa)～i)は、どの点に関するものか。それぞれ1～3の番号をつけなさい。

1. What a desert is like.
2. Humans make desert.
3. Humans can stop the growth of desert.
  - a) Algeria is planting a green wall to stop the Sahara.
  - b) A desert is a beautiful land of silence and space.
  - c) English people brought rabbits to Australia.
  - d) People cut down trees for firewood.
  - e) India is building a canal to a desert area.
  - f) Many desert plants have needles.
  - g) Goats, sheep, and cattle eat every plant they can find.
  - h) Iran puts petroleum on sandy areas and plants trees.
  - i) Rocks are hard.

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【 補— 5 】 Green House Effect

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Scientists say that something very serious is happening to the Earth. It will begin to get warmer in the 1990s. There will be major changes in climate during the next century. Coastal waters will have a higher temperature. This will have a serious effect on agriculture. In northern areas, the growing season will be ten days longer by the year 2000. However, in warmer areas, it will be too dry. The amount of water could decrease by fifty percent. This would cause a large decrease in agricultural production.

World temperatures could increase two degrees centigrade by the year 2040. However, the increase could be three times as great in the Arctic and Antarctic regions. This could cause the ice sheets to melt and raise the level of the oceans by one to two meters. Many coastal cities would be under water.

Why is this happening? There is too much carbon dioxide (CO<sub>2</sub>) in the air. When oil, gas, and coal burn, they create large amounts of carbon dioxide. We send five billion tons of carbon dioxide into the atmosphere every year. This amount will double in fifty years. This carbon dioxide lets sunlight enter the Earth's atmosphere and heat the Earth. However, it does not let as much heat leave the atmosphere and enter space. It is like a blanket. The heat can pass from the sun through the blanket to warm the Earth. The heat stays there and cannot escape through the blanket again.

Scientists call this greenhouse effect. A greenhouse is a building for growing plants. It is made of glass or clear plastic.

These scientists say we must start planning now. We need to do research so we can predict what will happen. We must conserve coal, oil, and gas.

However, other scientists disagree. They say there is no reason to worry. They think that the greenhouse effect will not be very serious. These scientists also say that the causes of the world climate are very complicated. The greenhouse effect is only one cause. Other gases and dust in the air and changes in clouds are also important to the climate of the Earth.

Meanwhile, all scientists agree that we must continue measuring the amount of carbon dioxide in the atmosphere and observing its effects. Scientists must encourage this research so the world will be ready if the greenhouse effect really occurs.

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【 設 問 】

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問1 本文の内容に一致するものを選びなさい。

1. Some scientists say there will be major changes in the Earth's climate during the next century.
2. At the equator the growing season will lengthen.
3. The increase in temperature will be greatest in the Arctic and Antarctic regions.
4. Some scientists say there is too much carbon dioxide in the air.
5. We need to continue measuring the amount of carbon dioxide in the atmosphere.
6. The causes of the world climate are very complicated.
7. Temperatures at the North and South Poles might increase 6 °C.
8. Scientists will study the atmosphere from the Pacific Ocean because the air is clearer there.

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【 設 問 】

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問2 下の英文1～13の空所に入れるべき適当な語を次の語群の中から選びなさい。

escaped	blanket	greenhouse	dusts
atmosphere	predicts	temperatures	double
coal	carbon dioxide	created	occurred
observing	regions	encourage	measure

1. The tropical \_\_\_\_\_ of the world are near the equator.
2. \_\_\_\_\_ and petroleum were created from dead plants and animals.
3. Factories pollute the \_\_\_\_\_.
4. David \_\_\_\_\_ that his team will win by three points.
5. What \_\_\_\_\_ at the student meeting last night?
6. Religions teach that God \_\_\_\_\_ the world.
7. Greenland has very low \_\_\_\_\_ in the winter.
8. Would you please \_\_\_\_\_ this table? I need to know its length and width.
9. When Glen cleans his apartment, he \_\_\_\_\_ the furniture.
10. \_\_\_\_\_ is used to put out fires.
11. When you visit another country, you can learn a lot just by \_\_\_\_\_ what happens around you.
12. My pet bird \_\_\_\_\_ from its cage.
13. Lydia's parents \_\_\_\_\_ her to study hard and get good grades.



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【 補— 6 】 Crying

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Mary sells houses for a large company. A couple has agreed to buy a house for \$150,000. They are going to come into the office this afternoon to sign the final papers. Then her boss calls her into his office. The buyers have changed their minds. The boss is very angry and speaks rudely to Mary. She knows it is not her fault, but he will not listen. She also knows she will lose a lot of money, and she was planning to buy a new car. She bursts into tears.

Paul is sitting in the backyard with his wife and children. They have just finished dinner and are having a pleasant evening talking. The phone rings. It is Paul's mother calling from another city. Paul's father has just had a heart attack and died. Paul starts crying as he tells his mother he will come as soon as possible.

In Atlantic City the Miss America competition is nearly finished. There are ten finalists. The judges choose Miss Alabama as the most beautiful woman in the United States. When her name is announced, she steps forward. The outgoing Miss America places a crown on her head, and the new Miss America starts to cry.

People cry when they feel very bad. They cry when something terrible happens, like a death in the family. They cry in sorrow when a close friend has a death in the family. They cry when they feel very sad or very angry. They cry when they know they cannot do anything about a problem, and they feel helpless.

People also cry when they feel very good. They cry when they have been very worried about something but find out everything is all right. They cry when something wonderful happens.

How do people feel about crying? Paul felt better after he let out his feelings. Miss America was so excited she hardly knew she was crying. Mary was embarrassed and very angry with herself because she cried in her boss's office.

In the United States until lately, men were not supposed to cry. Crying was weak and only for women. Men were supposed to be strong. But things are changing. Men are beginning to realize that it is all right to show their feelings. Women are learning that sometimes they can do something about a problem instead of just crying. They try not to cry in a public place or in front of a frightened child.

Chemists have been studying why people cry. They say the body produces two kinds of tears. One kind cleans out the eye if it gets dirt in it. But when people cry because of their feelings, these tears have poison chemicals in them. The body is

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【 補— 6 】 Crying

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getting rid of chemicals produced by strong feelings.

In the United States men have heart disease more often than women do. Doctors say heart disease and some other diseases are related to the pressures of living and working in a modern society. Perhaps men suffer more from these diseases because they do not cry enough. And it is possible that as more and more women work outside the home, they will also suffer from more pressure. Then everyone will need to cry more.







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## 【 補— 7 】 Early Humans

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When did human life on Earth begin? How did humans survive the ice ages and other changes in climate? Why did humans survive when huge animals all died?

No one knows the answers to these questions exactly, but archaeologists are attempting to find out. They study the remains of villages where people lived thousands of years ago. They examine the bones, skulls, tools, needles, and other things that they find in graves and caves. They weigh and measure them, describe and photograph them. They make tests to find out how old they are. Little by little, as information is gathered throughout the world, we are learning more about early humans.

In 1964, Mary and Louis Leakey found a skull in East Africa that was two million years old. They had worked for years searching for, and studying the remains of early humans. In 1972 their son Richard found a skull a half million years older. The skull is similar to a human skull, and it appears that the person was like a modern human. A few years later Richard Leakey found another skull that was 3 or 3.5 million years old. However, it is difficult to decide whether it is from a human or an animal almost like a human.

It is hard to imagine how humans survived the difficult life of those times. Humans have very little body hair to keep the body warm. Animals are much better equipped for cold weather. Human skin is very thin and can be hurt easily. Human teeth and fingernails are not strong like animal teeth and toenails.

However, humans have some advantages over animals. Humans learned to stand up. The fingers on the hand are all separate. The thumb moves so the hand can take hold of things and use tools.

Early humans learned to do things that animals cannot do. They carved needles, fishhooks, and tools from bone and ivory. Somehow someone discovered fire. They learned to make a fire for heat and to cook their food. A fire frightened away dangerous animals. They could also use fire to harden the bone and wooden tools.

Early humans also decorated caves and rocks with pictures. Even thousands of years ago, when life was very difficult, art was essential to humans.

Even more important, the human brain can remember. Animals remember too, but not as much as humans. Humans can learn to do something, remember it, and use that knowledge to learn more. Then they can teach their children. In this way, human

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【 補— 7 】 Eearly Humans

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knowledge increases.

The first humans probably lived in small groups and moved from place to place following animals. They were hunters and gatherers.

How did they learn farming? Again, no one knows. It probably took thousands of years for humans to change from gatherers of wild plants to farmers. They still hunted sometimes, but farming was more important. This was a great change in human life perhaps one of the most important changes in human history.

When people stayed in one place as farmers, they were able to raise animals and build houses. Finally, the group made rules to live by. This is when the group became a society. Thousands of years later people developed a system of writing. The oldest writing ever found is 5,000 years old. Did people write before that? Perhaps archaeologists will find some older writing in a cave somewhere.

When people started to write, history began. It took hundreds of thousands of years from the time humans first began to make tools and build fires until they could write. What changes will the next hundred thousand years bring?

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【 設 問 】

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問1 適当な語句を選びなさい。

1. The oldest remains of someone that possibly was a person are \_\_\_\_\_ years old.
  - a. two millions
  - b. 2½million
  - c. between 3 and 3½million
  - d. almost three million
2. Humans have \_\_\_\_\_.
  - a. little body hair and strong fingernails
  - b. thin skin and separated fingers
  - c. strong fingernails and thick skin
  - d. strong teeth and thumbs
3. Human knowledge increases because humans \_\_\_\_\_.
  - a. can stand up
  - b. discovered fire

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【 補-7 】 Eearly Humans

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- c. can remeber
  - d. carved fishhoöks and tools
4. Gatherers \_\_\_\_\_.
- a. search for animals to kill
  - b. search for plants to eat
  - c. raise crops and animals
  - d. make rules to live by
5. The oldest writing ever found is \_\_\_\_\_ years old.
- a. a half million
  - b. five thousand
  - c. hundreds of thousands
  - d. 3,000
6. History began when people \_\_\_\_\_.
- a. started to write
  - b. discovered fire
  - c. started making rules to live by
  - d. started to stand up
7. Which one is probably NOT true ?
- a. The discovery of fire was very important.
  - b. Hunters and gatherers built permanent houses.
  - c. Humans made tools because their hands and teeth were not strong enough without them.
  - d. The thumb is an important advantage of humans over animals.
- 問2 a～i は1～3のどの論点に属すか番号を書きなさい。
- 1) Human Qualities    2) Human Abilities    3) Human History
- a. Humans can remember.
  - b. Humans carved stone tools.
  - c. Humans have a thumb.
  - d. Humans discovered fire.
  - e. Humans developed a writing system.
  - f. Humans have separated fingers.
  - g. Humans learned to farm.
  - h. Humans formed societies.
  - i. Humans made needles and fishhooks.



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## 【 補—8 】 The Beaver

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The beaver lives in the forests of the United States and Canada. It spends its time cutting down trees to build and repair its houses and dams. Although it is a hard-working animal, it sometimes takes time to play in the water.

It seems impossible, but this animal was very important in history. It was the cause of 150 years of fighting among the Dutch, the French, and the English. It was the main reason for the French and Indian war. This war, which the English fought against the French and Indians, destroyed the government of the Iroquois Indians. These Indians lived in the northeastern United States and parts of Canada. The beaver was also one of the reasons that men explored the waterways stretching across the two countries.

The beaver spends most of its time in the water, so it always builds its house near a stream. The house is made of pieces of wood, rocks, plants, and mud (dirt mixed with water). It is very safe because the only entrance is through a tunnel under the water. The only opening above the water is a small airhole.

The beaver also builds a dam to make a pond near the house. It uses sticks, mud, rocks, and plants to build a dam across the stream. This makes a pond that is about a meter deep and can cover four hectares.

No one teaches the beaver how to build houses and dams. It is born knowing how to do this. It has two large, sharp front teeth for cutting down trees. These teeth never stop growing. It can use its front feet like hands. Its back feet spread out until they are twenty centimeters wide for swimming. When the beaver swims, it steers with its flat tail. It can also use its tail to warn the other beavers of danger. It hits the water with its tail to make a loud noise. From its head to the end of its tail, it is about a meter long.

The beaver moves very slowly on land, but it is an excellent swimmer. Although it is a mammal, it can stay underwater for fifteen minutes and can swim almost a kilometer without coming up for air.

In the eighteenth century, men started trapping the beaver and selling its skins in Europe and North America. Beaver hats became very popular and the skins were used for other clothes. Men walked and traveled in small boats from the Atlantic to the Pacific, trapping beaver and exploring new land. Beaver skins, called brown gold, were very important in North American commerce, and they were often used instead

of money. The Dutch, French, and English colonies fought over the best trapping areas.

In the eighteenth century, there were millions of beavers. By 1900 they were almost all gone. Men had overtrapped them, and there were cities and farms where they used to live.

Then both the Canadian and United States government passed laws to protect beavers. However, the beaver had few natural enemies left, and now humans were no longer an enemy. Each mother bears four or five babies a year, and the beaver population began to multiply.

Naturalists say some areas are overpopulated with beavers. They cut down young forests and fruit trees. Their dams flood land and cause serious damage. Both governments now allow some trapping, but no one knows whether this will solve the problem or not. Perhaps beaver hats will have to become popular again in order to control the beaver population.



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【 設 問 】

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問1 本文に一致しているものを選びなさい。

1. The beaver learns how to make dams from its parents.
2. Naturalists explored waterways in the eighteenth century to study beavers.
3. The beaver uses similar materials and methods to build dams and houses.
4. The beaver builds its house near a stream.
5. A beaver steers with its front feet when it swims.
6. Beaver hats are popular in North America today but not in Europe.
7. Trappers killed too many beavers.
8. A beaver can breathe underwater.

問2 a～hは1～3のどの論点に属するか、それぞれ番号を書きなさい。

- |                      |                            |                          |
|----------------------|----------------------------|--------------------------|
| 1. The beaver's body | 2. What the beaver<br>does | 3. Beavers and<br>humans |
|----------------------|----------------------------|--------------------------|
- 
- a) It has broad flat tail.
  - b) It uses its tail to warn other beavers of danger.
  - c) It is about a meter long.
  - d) Beaver hats became very popular in the eighteenth century.
  - e) It builds a house with an underwater entrance.
  - f) By 1900 the beavers were almost all gone.
  - g) The beaver's teeth never stop growing.
  - h) Beaver skins were called brown gold.



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【 補— 9 】 Owning a Car

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Should a person own a car? This is an important question. In a large urban area, there are some good reasons for owning a car. First, a car allows a person to move around freely. With a car, there is no need to check a bus schedule or wait for a train. Second, a car is a comfortable way to travel. In bad weather, the driver stays warm and dry, while the poor bus or train rider might have to stand in the rain. Finally, a driver is usually safe in a car at night.

There are, on the other hand, many good reasons against owning a car. First, it can be very expensive. The price of fuel continues to rise and car insurance can cost three or four hundred dollars a year. Second, owning a car can cause worry and stress. It is exhausting to drive in rush-hour traffic, or to drive around and around looking for a parking space. Finally, everyone needs to think about pollution and energy problems. Air pollution and noise pollution increase as more and more people drive cars. Sometimes drivers may have to wait in long lines at filling stations in order to buy a couple of gallons of gasoline.

Should a person in an urban area own a car? On one hand, there is freedom of movement, comfort, and safety. On the other hand, there is expense, worry, and concern for the quality of life. For many people in large cities, there are more reasons against owning a car than for owning one.     A    .

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【 設 問 】

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問1 本文について述べた下の文のうち、正しいものを3つ選び、番号を記せ。

1. 筆者が主に論じているのは、法人所有の商用車である。
2. 筆者が主に論じているのは、個人所有の乗用車である。
3. 筆者が論じているのは、所有者を問わない自動車一般である。
4. 筆者は大都市地域における車の所有について論じている。
5. 筆者は農村地域における車の所有について論じている。
6. 筆者は大都市と農村両方の地域における車の所有について論じている。
7. 筆者は主に車をもつことで生じる利益のみを指摘している。
8. 筆者は主に車をもつことで生じる不利益のみを指摘している。
9. 筆者は車をもつことで生じる利益と不利益の両方を指摘している。

問2 本文の最後  A  に入れる最も適当な文を下から選び、その番号を記せ。

1. Therefore, a person in a large city should own a car.
2. Therefore, a person in an urban area should not own a car.
3. Therefore, a person in a small town should own a car.
4. Therefore, a person in a rural area should not own a car.

問3 下の語群1～6の各語句の具体的内容を表している文を、本文の内容に即して、a～fより選び、その記号を記せ。

1. comfort      2. concern for quality of life
  3. freedom of movement      4. expense      5. safety      6. worry
- a) Air pollution and noise pollution increase as more and more people drive cars.
- b) The price of fuel continues to rise.
- c) A driver is usually safe in a car at night.
- d) It is exhausting to drive around and around to look for a parking space.
- e) In bad weather the driver stays warm and dry.
- f) There is no need to check a bus schedule or wait for a train.

問4 次の各語の最も強く発音する音節の番号を記せ。

- |                         |                              |                    |
|-------------------------|------------------------------|--------------------|
| a) im-por-tant<br>① ② ③ | b) com-fort-a-ble<br>① ② ③ ④ | c) a-gainst<br>① ② |
| d) pol-lu-tion<br>① ② ③ | e) ex-pen-sive<br>① ② ③      |                    |