

長文読解 S

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既出の長文問題をもとに、問題演習を行いつつ、構文・語句等さまざまな重要事項を確認すること。それが本講座の目的である。

本講座を有意義なものにするために、生徒諸君は必ず予習の上授業に参加すること。長文読解の場合には特に、先生の後からついて行くだけでは不十分である。読解力向上のためには、自分の力で一題でも多くの英文を読むしかない。

テキストは6題から成り立っている。一日目には②まで入るので、②までの予習を完了しておくこと。補充問題については、最終日に解答を配布する。

1 次の英文を読んで下の設問に答えなさい。

Research may be done in a library or in a (ア) or in any other place where effort might be rewarded with (イ). Sometimes the research has a specific information-accumulating function: for example someone might be asked to do research on family businesses. At other times the research is ^(イ)termed basic since
5 the purpose is the further understanding ^(エ)of natural phenomena. ^(A)Scientific
research usually sets out with a hypothesis and then attempts to find out whether there is evidence to support the hypothesis.

Ideally a scientist hopes, with his research, to accumulate enough evidence to prove his hypothesis. Then he hopes to get further evidence which will
10 ^(オ)disprove the first hypothesis and so drive him on to an ^(カ)even better hypothesis.
^(キ)In practice this rarely happens and scientists, being human, are more inclined to look only for the evidence that will support their own idea.

^(B)The need for research is obvious but there is too often a hope that research alone will solve all problems.

注：information-accumulating＝情報収集の

1. 下線部(A), (B)の和訳としてふさわしいものを、それぞれ下に与えてある1～4の中から一つずつ選びなさい。

- (A) 1. 科学上の研究では、通常前提を立てることから始め、それからその前提を結論に導く証拠があるかどうかを突きとめようと努める。
2. 科学の研究では、ふつうまず仮説から離れて、次に実証で仮説を支持できるかどうかを突きとめようと努める。
3. 科学の研究では、仮説を支持する証拠があろうがなかろうが、ふつうまず仮説を立て、何かを発見しようと努める。
4. 科学上の研究では、通例まず仮説を立て、次にその仮説を支える証拠の有無を突きとめようと努める。

2 つぎのカーター元アメリカ大統領の演説を読み、各設問に答えなさい。

Despite abundant harvests in most of the world for the past two years, hunger and malnutrition persist. More than half-a-billion people suffer from these two scourges. Half of them are children. Famine is part of their daily lives.

I sense in our country today a (1) concern about the persistence of
5 poverty, malnutrition and injustice in a world of plenty. I firmly believe (1) we cannot continue to let people go without enough to eat when it is possible to prevent it. We must make a commitment to help to break the bonds of poverty and injustice which imprison them.

We need to know more about how to help the poor solve their problems. But
10 (2) knowledge alone is not enough, if we lack the will. When we decided to rebuild Europe after World War II, we found a way it could be done. Ways can also be found to help those for whom (2) stomachs are a way of life.

Coping with hunger cannot be quick and easy, because it involves basic questions of economic justice, and requires creative applications of our (3)
15 skills. No one nation can solve these problems alone. We have to work together as a people, and through the (4) organizations which we helped to create for these precise purposes.

注：malnutrition 栄養失調 commitment 献身 cope 対処する

問1 下線部(イ), (ロ)を和訳しなさい。

問2 空所(1)~(4)に適切な語を下から選びなさい。

- (a) international (b) full (c) perfect (d) empty
(e) weak (f) technical (g) growing

問3 この演説の題名には下の(1)~(5)のうち、どれが最適か。

- (1) The Struggle for Equality
(2) Agricultural Products and Food Supply
(3) The Solution of World Hunger
(4) Hunger and Malnutrition in the United States
(5) Economic Cooperation in Europe

問4 下の(a)~(e)までの文を読み、カーター元アメリカ大統領の話した内容と合致するものに○、合致しないものに×をつけなさい。

- (a) There is a serious food shortage in the world, and in the United States, too.
- (b) Our planet produces enough food for everyone to be fed adequately, but some people are suffering from hunger in the world.
- (c) World-wide cooperation is needed to preserve wealth; otherwise it will be quite difficult for us to survive.
- (d) We should help countries which experience crop shortages.
- (e) The price of agricultural products should be more stable.

3 次の英文を読んで、問いに答えなさい。

The English settlers who came to America in the seventeenth century were not typical Englishmen. ⁽¹⁾Had they been, they would never have taken the perilous journey to America, but instead would have tried to adjust to the social and economic conditions ^(A)at home. Rather, the colonists were men and women who
5 turned their backs on their European ⁽¹⁾environment so completely that they were willing to risk everything in order to achieve a new way of life. They were adventurous, for ⁽²⁾a trip to America in 1620 was looked upon much as a voyage to the moon will appear to men of 1970. The psychological impact of the journey cannot be measured, but it must have been great.

10 The European-Americans were ambitious. They expected to see the results of their ⁽¹⁾efforts during their own lifetimes. Thus, they were impatient. The Europeans thought in centuries, the Americans thought in years. The new American was a pragmatist before the ^(B)term was invented, and it is no accident that this ^(C)school of philosophy has American roots. He tended to judge actions
15 by their results, and ⁽³⁾he was often willing to subordinate means to ends, because he believed that his ends were worth great risks. Most important, he did have ends. That is, he had a sense of possibility that was lacking in most seventeenth-century Europeans. The American believed that man controlled his environment, and that all things might be achieved by ⁽¹⁾sweat and faith. The
20 American was an optimist, for if he had not been an optimist, he would have stayed in Europe.

問1 下線部(1), (2), (3)を和訳しなさい。

問2 下線部(A), (B), (C)の語句の使い方にもっとも近いものをそれぞれ(1~4)の中から選びなさい。

(A) at home

1. He came back, but could not feel at home.
2. He is thoroughly at home in English.
3. He is famous both at home and abroad.
4. I left the history book at home today.

(B) term

1. We should carry out the terms of an agreement with others.
2. He should have defined more accurately the terms employed in his writing.
3. We are on terms of friendly intimacy with them.
4. He will not be admitted to the degree of Bachelor of Arts without keeping terms.

(C) school

1. They went into business on leaving school this spring.
2. He was praised by the headmaster for his courage before the whole school.
3. She has learned much in the hard school of experience.
4. There are at least three schools of thought on this question.

問3 下線部(イ), (ロ), (ハ)の発音として正しいものをそれぞれ(1~4)の中から選びなさい。

- | | | | | |
|------------------------|-------------------|-------------------|-------------|------------|
| (イ) <u>environment</u> | 1. [invé:rənmənt] | 2. [inváirənmənt] | | |
| | 3. [énvairənmənt] | 4. [énvirənmənt] | | |
| (ロ) <u>effort</u> | 1. [éʃɔ:t] | 2. [ifó:t] | 3. [éfət] | 4. [í:fət] |
| (ハ) <u>sweat</u> | 1. [swí:t] | 2. [swéit] | 3. [swí:ət] | 4. [swét] |

4 次の英文を読んで[A], [B], [C]の問題に答えなさい。

It is not uncommon for strained relationships to develop between an adolescent and his parents. ⁽¹⁾In his great eagerness to achieve adult status, the young person may resent any restrictions placed upon him. Oftentimes he is not willing to admit, even to himself, that he has doubts and fears about taking on
5 adult responsibilities and freedom. The adolescent may say that his parents are overanxious and overprotective whereas, ⁽²⁾though not aware of ⁽³⁾it, he is projecting his own anxiety into them. ⁽⁴⁾For their part the parents have for years taken the responsibility of caring for the child and it is difficult for them to shift the responsibility to his shoulders, especially ⁽⁵⁾as they realize his lack of
10 experience in dealing with personal and social problems. Furthermore, and again without being aware of it, the parents may try to think ⁽⁶⁾(イ. for □. of ハ. out ニ. upon) their adolescents as young children because to admit that their children are becoming adult is to admit the unpleasant fact that they themselves are now middle-aged or older. Frank talks between an adolescent
15 and his parents often ⁽⁷⁾reveal that the adolescent is basically willing to rely on his parents ⁽⁸⁾(イ. from □. for ハ. in ニ. to) protection in many situations. The parents often reveal that they are basically willing to give the adolescent more freedom than he realizes.

[A] 下線部(1)~(8)について次の問に答えなさい。

(1) これを次のように書き換えた場合、()内のどの語を選んだらよいか。1語を選びなさい。

(イ. If □. Since ハ. Though ニ. When) he is very eager to achieve adult status

(2) このthoughのあとに省略された2語を補いなさい。

(3) このitは本文中のどの部分を指すか。次の中から選びなさい。

- イ. The adolescent may say that his parents are overanxious and overprotective
- ロ. that his parents are overanxious and overprotective
- ハ. he is projecting his own anxiety into them
- ニ. his own anxiety

(4) これを次のように書き換えた場合、() 内にどんな語を入れたらよいか。
1語ずつ入れなさい。

As () () they are concerned

(5) これと同じ意味で用いられている as を含む文を次の中から選びなさい。

- イ. The boy trembled as he spoke.
- ロ. This is the same camera as I have lost.
- ハ. Leave it as it is.
- ニ. Mary stayed at home as she had no car.

(6) この中から最も適当な1語を選び、記号で答えなさい。

(7) 主語は何か。文中の1語で答えなさい。

(8) この中から最も適当な1語を選び、記号で答えなさい。

[B] 次の各組の単語の中から、最も強いアクセントが第一音節にあるものをそれぞれ1つ選びなさい。

- 1. イ. admit ロ. adolescent ハ. develop ニ. personal
- 2. イ. aware ロ. projecting ハ. realize ニ. responsibility

[C] 次の1～8の中から本文の内容と一致するものを3つ選び、その番号を若い順に書きなさい。

- 1. An adolescent is rarely distrustful of his parents when they talk frankly to each other.
- 2. An adolescent wishes very much to be treated as an adult but basically expects his parents' protection.
- 3. An adolescent may feel displeasure when his action is restricted by his parents.

4. An adolescent does not want to agree to perform adult responsibilities because he knows he is lacking in experience.
5. An adolescent may say his parents overanxious and overprotective because he does not like to count on their protection.
6. An adolescent does not realize that his parents may try to regard him as a young child.
7. The parents do not want to let their adolescent undertake adult responsibilities because they have family responsibilities.
8. It is an unpleasant fact that by admitting their children are becoming adult the parents have to admit they themselves are now middle-aged or older.

5 5] 次の英文を読み、設問1～7に答えなさい。

Most people in America have read science fiction stories in books or seen them on television. Communication often plays a large part in these stories. Not long ago, the author of such a story might have described huge computers that fill an entire wall. Red, blue, green and yellow lights flash on and off. Hundreds of
5 switches control the ⁽¹⁾giant machine. And the machine can correctly answer difficult questions with amazing speed. A few years ago, this description was fiction; today it is [X].

This rapid rate of change (A) many questions about communication. And one of the most interesting is: What will communication (B) in the
10 future?

⁽²⁾The biggest differences between the communication of the past and that of the future involve new and improved media. In the near future, people will not only hear the voices of others when telephoning. They will also see the person to whom they speak on a kind of television-telephone. Soon people may combine
15 television, telephone, and computer to conduct most of their business. They may never have to (C) their homes to shop, bank, or pay bills.

Education will certainly change (D) of improved communication media. Children may get their schooling in their own homes rather than at a school. Once again, the telephone, television, and computer will be the ⁽³⁾keys to
20 this new kind of education.

Even now, satellites aid telephone and television communication between continents. ⁽⁴⁾So far, communication through satellites has mainly benefited people in the economically developed areas of Western Europe, Japan and North America. ⁽⁵⁾In years to [Y], however, millions of people in the developing
25 countries of Africa, Asia, and South America will use communication satellites. Then television will be able to entertain, educate, and persuade even more people than (E) today. And personal telephone communication between individuals all over the world will increase as well.

1. 本文の空所(A)~(E)の中に入れるべきもっとも適当な語, または句を次のイ~二の中から一つずつ選びなさい。

- (A) イ. arises □. lies ハ. raises ニ. rises
(B) イ. be like □. feel like ハ. like better ニ. like to
(C) イ. keep □. go out ハ. leave ニ. stay in
(D) イ. instead □. despite ハ. in spite ニ. because
(E) イ. it has □. it does ハ. they have ニ. they do

2. 下線部分(1)にもっとも近い意味を持つ4字の語を, 文中から一つ選び, 記しなさい。

3. 本文の空所 [X] に f で始まる4字の単語を一語入れなさい。

4. 下線部分(2)の文の, 主語(1語)とその述語動詞(1語)を, 次のイ~チの中から一つずつ選びなさい。

- イ. communication □. differences ハ. past
ニ. that ホ. future ヘ. involve
ト. improved チ. media

5. 下線部分(3)'key'の意味にもっとも近い意味の'key'を含む文を, 次のイ~二の中から一つ選びなさい。

- イ. She was singing in a low key.
□. He turned the key in the lock.
ハ. Nagasaki was once the key to Japan.
ニ. I have the key to the whole problem.

6. 下線部分(4)の意味を正しく表わしている日本語の句を, 次のイ~二の中から一つ選びなさい。

- イ. それどころか □. いたるところで ハ. いままでは ニ. はるか遠くまで

7. 下線部分(5)が「将来は」という意味になるように, 空所 [Y] に c で始まる動詞を1語(字数は問わない)入れなさい。

6 次の文を読み問に答えなさい。

Exchanges between the peoples of different countries, rather than between the countries themselves, are called people-to-people exchanges, and recently there have been many articles in the newspapers about such exchanges between people. Even as Japanese society is criticized as being closed, it seems that it the
5 last 10 years the Japanese have steadily opened up their hearts.

There was the story about how the Japanese every year invite 10 American teachers to Japan during summer vacation. In Los Angeles, over 1,000 children of Japanese trading firm ⁽¹⁾employes stationed in that city attend public schools.
⁽²⁾Since their English is not very good, they are more trouble to the American
10 teachers than the other pupils. ⁽³⁾In return for their extra trouble, the American teachers are invited to Japan. The teachers stay in the homes of the children they taught and learn about daily life in a Japanese home. This idea is a very good one.

There was also a story about people in the *shitamachi* (old downtown centers)
15 of Tokyo sending a blind *origami* master to the United States. The blind man had a dream of visiting the United States in 1981, the International Year of the Disabled Person, and of teaching the art of Japanese paper folding to patients in facilities for handicapped people. ⁽⁴⁾Housewives and students are working to
make the blind man's dream true. This is also heartwarming story.

20 In the intense heat of Cambodian ⁽⁵⁾refugee camps, Japanese volunteers are engaged in providing medical care and helping at nurseries. Their acts do not fizzle out like the sparkle of toy fireworks, and we would like to pay our respects to the tenacity of these people who are quietly serving without pay for over half a year.

25 Each of these actions is unpretentious and does not call forth applause. ⁽⁶⁾But
countless actions like these form the threads which are woven into a human flag
in the name of exchanges between people.

Notes: the International Year of the Disabled Person……国際障害者年

fizzle out……あっけなく消える tenacity……持続力

unpretentious……地味な

- A. 下線部(2), (4), (6)を和訳しなさい。
- B. 本文のタイトルとしてもっとも内容をよく表わしていると思うものを選びなさい。
- イ. International Charity Year □. Good will and misunderstanding
 - ハ. Exchanges between people
 - ニ. Pride and prejudice in the Japanese
 - ホ. Cultural exchanges and the disabled
- C. 本文の内容と一致するものを一つ選びなさい。
- イ. The American teachers are invited to Japan in return for their charity for Cambodian refugees.
 - . It is regrettable that Japanese volunteers in Cambodia are apt to return home before they accomplish their works.
 - ハ. Many Japanese have come to participate international exchanges at a request of the Government.
 - ニ. A blind man plans to teach *origami* to patients in facilities for handicapped people.
 - ホ. Many American tourists visit Japan, but few Japanese go out to Western countries.
- D. (1)の意味をもっとも適切に表わしているものを選びなさい。
- イ. person who employs others □. person who is out of job
 - ハ. person who is employed for wages
 - ニ. man who performs heavy unskilled work
 - ホ. business establishment which helps person to find employment
- E. (3)の訳として適切なものを一つ選びなさい。
- イ. …から帰ってくると □. …のお礼に ハ. …に戻ると
 - ニ. …を返却するために ホ. …の順番がきて

F. (5)の意味をもっとも適切に表わしているものを一つ選びなさい。

- イ. cabinet or room in which food is kept cold
- ロ. person who lives by begging for food or money
- ハ. person who does things that interfere with the enjoyment of other people
- ニ. person whose parents have been killed in war
- ホ. person who is escaped from danger, especially from war, floods, political persecution.

— 補充問題 —

次の英文を読んで、下線部(1)(2)(3)を和訳しなさい。

Today, in many parts of the world, ⁽¹⁾it is customary for people to shake hands upon meeting as a gesture of good will. Originally, however, the practice of shaking hands had a more practical purpose.

Shaking hands originated in medieval times. In those days, when a man came
5 upon a stranger, ⁽²⁾he would often automatically reach for his sword with his right hand, in case he had to use the weapon to defend himself. Sometimes, both parties found themselves circling around each other, weapons in hand, until it was mutually agreed that the weapons could be laid aside. Then the two parties extended their right hands to show they held no weapons, and clasped them. This
10 was the beginning of the handshake.

The custom of shaking hands is not a universal one. In the Orient, people have, for centuries, clasped their own hands in front of them upon meeting to show that they held no weapons. ⁽³⁾In France, a custom developed in which people who met would kiss each other on both cheeks. The natives of some South Seas island greet
15 by rubbing noses.