

ハイレベル読解問題演習 1

(慶應大・医 2013)

次の英文を読んで設問に答えなさい。

Education is a great predictor of future (ア) — college graduates earn much more than high school graduates, and those with graduate degrees tend to do better financially than those (イ). There is also very good evidence from various studies that socioeconomic status is relevant to health. But this doesn't (ウ) mean that getting more education will make you live longer.

It is usually difficult to separate the influences of education from (エ) of intelligence, because smarter individuals generally tend to spend longer in education. As a result, they learn more about health, are therefore healthier, and live longer. To examine the effects of education on longevity, we referred to the results of an old study of about 1,500 subjects born around 1910. They had been selected when still children by their teachers for their intelligence, and could, therefore, all be classified as "smart." They had been followed up for the rest of their lives, and our goal was to determine from the available data whether the best educated among them lived longest.

Almost all of the subjects attended high school. About two-thirds graduated from college, with many of them going on to get graduate degrees. That left many others who did not go to or (オ) college. In fact, of those who started college, fifty-three men dropped out! (1)They were all smart, but many things in life mattered more than intelligence in determining which of them would become highly educated. (カ) than a third of those in college graduated with honors, so it seems that even though they were intelligent, many of them did not try very hard.

We were surprised to find that level of education by itself was not a very good predictor of later health and longevity. The better-educated subjects did tend to be healthier and live a little longer, but this was not an important factor in (キ) with other personal and social predictors of health and long life that often went (ク) with success in school. The better-educated were more productive as they aged; they were more successful in their (ケ) and more likely to continue to work, grow personally, be creative, and "do" things. But this was not primarily because of their education. (2)Rather, they were successful because they were the kind of persistent people who were better able and better motivated to navigate life's personal and social challenges.

Those subjects who went on to be better educated, more successful, and healthier had parents who were better educated and more successful (コ). Their parents valued the accomplishments of the highly proficient members of society. (3)Such high expectations and supportive social environments then combined with the inherent characteristics of certain children to help push them down healthier pathways of life.

設問

1. 本文中の(ア)～(コ)に入れるのにふさわしい単語になるように解答欄のつづりを完成させなさい。

ア	in	イ	wi	ウ	ne
エ	th	オ	fi	カ	Fe
キ	co	ク	al	ケ	ca
コ	th				

2. 下線部分(1)を日本語に訳しなさい。

3. 下線部分(2)を日本語に訳しなさい。

4. 下線部分(3)を日本語に訳しなさい。

5 According to the passage, two of the following statements are false. Which ones are they?

- (A) The more highly educated someone is, the higher their earnings are likely to be.
- (B) One reason why those with more education tend to live longer is that they have a better knowledge of health issues than their less well-educated peers.
- (C) An accurate prediction of someone's academic record can be made on the basis of their intelligence.
- (D) Education level has to be considered in combination with various other factors in predicting how long someone will live.
- (E) Children are unlikely to mirror their parents in terms of their future success and health.

ハイレベル読解問題演習 2

(慶應大・環境情報 2013)

次の文章に関して、空所補充問題と読解問題の二つがあります。まず、[1]から[20]の空欄を埋めるのに、文脈的に最も適切な語を1から3の中から選びなさい。次に、内容に関する[21]から[30]の設問には、1から4の選択肢が付されています。そのうち、文章の内容からみて最も適切なものを選びなさい。

Google and Facebook are leading the development of "personalization"—the process through which the type of information offered is adjusted to users' demands. The way that personalization shapes identity is still becoming clear—especially because most of us spend more time consuming broadcast media than personalized content streams on the Internet. But by looking at how those two major players on the web conceive of identity, it's becoming possible to predict what these changes might look like. Personalization requires a theory of what makes a person—of what bits of data are most important to ascertain who someone is, and the two web giants have quite different ways of approaching the problem.

Google's personalization system relies heavily on web history and what you click on to [1](1. infer 2. defer 3. prefer) what you like and dislike. These clicks often happen in an entirely private context: The assumption is that searches for "intestinal gas" and celebrity gossip are between you and your browser. You might behave differently if you thought other people were going to see your searches. But it's that behavior that determines what content you see in Google News, what ads Google displays—that determines, in other words, Google's theory of you.

The basis for Facebook's personalization is entirely different. [2](1. Unless 2. While 3. Since) Facebook undoubtedly tracks clicks, its primary way of thinking about your identity is to look at what you share and with whom you interact. That's a whole different kettle of data from Google's: There are plenty of odd and embarrassing things we click on that we'd be [3](1. ready 2. reluctant 3. flattered) to share with all of our friends in a status update. And the reverse is true, too. I'll admit to sometimes sharing links I've barely read—the long investigative piece on the reconstruction of Haiti, the bold political headline—because I like the way it makes me [4](1. turn 2. stick 3. look) to others. The Google self and the Facebook self, in other words, are radically different people. There's a big difference between "you are what you click" and "you are what you share."

Both ways of thinking have their benefits and drawbacks. With Google's click-based self, the gay teenager who hasn't [5](1. run up 2. come out 3. looked up) to his parents can still get a personalized Google News feed with pieces from the broader gay community that affirm that he's not alone. But at the same time, a self built on clicks will tend to draw us even more toward the items we're [6](1. predisposed 2. entitled 3. embarrassed) to look at already. Your perusal of an article on a celebrity gossip site is [7](1. filed 2. thrown 3. given) away and the next time you're looking at the news, you are more likely to find salacious details about an actor's infidelity on the screen.

Facebook's share-based self is more aspirational: Facebook takes you more at your word, presenting you as you'd like to be seen by others. Your Facebook self is more of a performance, less of a metaphorical

black box, and ultimately it may be more prosocial than the bundle of signals Google tracks. But the Facebook approach has its downsides as well—to the extent that Facebook draws on the more public self, it necessarily has [8](1. no rooms 2. less room 3. a tiny room) for private interests and concerns. The same closeted gay teenager's information environment on Facebook remains [9](1. inhuman 2. incomplete 3. indifferent).

Both are pretty poor representations of who we are, in part because there is no one set of data that substantively describes who we are. "Information about our property, our professions, our purchases, our finances, and our medical history does not tell the whole story," writes privacy expert Daniel Solove. "We are more than the bits of data we [10](1. put 2. take 3. give) off as we go about our lives."

Robotics engineers frequently run [11](1. down 2. into 3. over) problems when attempting to create realistic reflections of life. There can actually be an uncomfortable sense of disconnect that one feels when looking at imperfectly animated humans or plastic-looking, human-faced robots the so-called "uncanny valley." The problem is that the data do not necessarily represent reality. We can say that Facebook and Google are in fact experiencing similar problems in their efforts to capture individual personalities. With Facebook, users are actually creating a mask to show the world, but at the moment it is an imperfect and unconvincing one. With the Google paradigm, the personality sketch created of users is also flawed, albeit differently. This is due to misinterpreting aspects of a given customer's online behavior as being indicative of his or her identity. It could be said that rather than a good representation of self, right now the Internet can only provide a shoddy doppelganger.*

Mark Zuckerberg, the founder of Facebook, claims that we have "one identity", a claim that has become the foundation of the Facebook personalization model. Psychologists, however, warn us against this misconception. We tend to explain people's behavior in terms of their unchanging inner traits rather than the situations in which they're placed. Even in situations where the context clearly plays a major role, we find it hard to separate [12](1. how 2. when 3. where) someone behaves from who she is.

Our personalities are fluid. Someone who's gregarious and outgoing when happy may be introverted when [13](1. stressed 2. excited 3. joyful). We may think that our personalities are set, and our behaviors are predictable, but this is not necessarily the case. Even people who think themselves to be gentle and mild-mannered may act brutally under certain conditions. This was demonstrated by psychologist Stanley Milgram in his oft-cited experiment at Yale in the 1960's where he got decent ordinary people to apparently electrocute other subjects upon the instruction of a researcher in a white lab coat, a symbol of authority.

There is a reason that we act this way: The personality traits that serve us well when we're at dinner with our family might get [14](1. on 2. along 3. in) the way when we're in a dispute with a passenger on the train or trying to finish a report at work. The [15](1. platitude 2. plasticity 3. profusion) of the self allows for social situations that would be impossible or intolerable if we always behaved exactly the same way. Advertisers have understood this phenomenon for a long time. It's no accident that you don't hear many beer ads as you're driving to work in the morning. People have different needs and aspirations at eight a.m. than they do at eight p.m. [16](1. By contrast 2. On the contrary 3. By the same token), billboards in the night-life district promote different products than billboards in the residential neighborhoods the same

partiers go home to.

The one-identity problem illustrates one of the dangers of [17](1. running 2. turning 3. getting) over your most personal details to companies who have a skewed view of what identity is. And when we're aware that everything we do enters a permanent, pervasive online record, another problem emerges: The knowledge that what we do affects what we see and how companies see us can create a chilling effect. Genetic privacy expert Mark Rothstein describes how lax regulations around genetic data can actually reduce the number of people willing to be tested for certain diseases: If you might be discriminated against or denied insurance for having a gene linked to Parkinson's disease, it's not unreasonable just to skip the test and the troubling knowledge that might result.

However, the one-identity problem isn't a fundamental flaw. It's more of a [18](1. bug 2. bit 3. virus): Because Facebook thinks you have one identity and you don't, it will do a worse job of personalizing your information environment. As a friend of mine told me, "We're so far away from the nuances of what it means to be human, as reflected in the nuances of the technology." People don't have a single, tidy identity in all contexts, and every [19](1. increasing 2. dropping 3. passing) fancy is not demonstrative of some core desire or interest. In theory, however, the one-identity, context-blind problem isn't impossible to fix. Personalization will undoubtedly get better at sensing context, and, in fact, people in the field are working on it. They might even be able to better balance long-term and short-term interests. But when they do—when they are able to accurately [20](1. dial 2. gauge 3. switch) the workings of your psyche—things will get even more uncomfortable.

Note:

*doppelganger: someone who looks exactly like you, but is not you
—Adapted from Eli Pariser (2011). *The Filter Bubble*. Penguin Press.

[21] Which of the following is closest to the description of Google's personalization system mentioned in the 2nd paragraph?

1. Providing users with information by filtering it through their self-reported data on likes and dislikes.
2. Letting users adjust their clicking history in case their families, friends and other users gain access to it.
3. Keeping your online identity just between you and Google, beyond the reach of other users.
4. Adjusting the type of information they provide based on each user's browsing record on the web.

[22] In the 4th paragraph, the author mentions the case of a gay teenager in order to illustrate

1. how seriously Google is committed to basic human rights and liberalism.
2. what a narrow range of personal interests can be maintained by using Google.
3. how you can get information you want without revealing yourself to the public.
4. how your information environment can be jeopardized by Google's click-based self.

[23] Which of the following would be closest in meaning to the phrase "more of a performance, less of a metaphorical black box" as mentioned in the 5th paragraph?

1. Facebook is concerned with what you show, rather than what you click.
2. You are more of what you do than what you feel.
3. Treat others as you would like to be treated.
4. You hide what people want to see rather than what you want to show.

[24] Which of the following is claimed by the 7th paragraph?

1. Facebook encourages users to put up a facade to hide their true identities on the Internet.
2. Neither robotics engineering nor social networking has solved the problem of the "uncanny valley."
3. With Google's personality profile method, you show the world an imperfect version of yourself.
4. Internet services can learn from other technological fields to overcome the problems of online identity.

[25] In order to avoid the misconception discussed in the 8th paragraph, it would be necessary to

1. take into consideration people's psychological factors as well as behavioral patterns.
2. regard people's personality based on various behaviors in different situations.
3. distinguish behaviors visible from the outside from feelings buried inside the heart.
4. realize there is no consistency to be found when you observe someone's behaviors.

[26] The purpose of the experiment conducted by Stanley Milgram as mentioned in the 9th paragraph was to show that

1. humans hide a natural inborn drive to harm others though it is rarely put into action.
2. people's willingness to harm others is affected by what type of context they are in.
3. people's cruelty is typically the result of overbearing authority figures.
4. people's personality traits have a strong effect on how they act in a given situation.

[27] Which of the following is another example of a "chilling effect" as it is used in the 11th paragraph?

1. If regulations are not strict enough, personal records of diseases may leak out to the public causing distrust in authority.
2. When a large number of people skip medical tests, there will be an increased chance of infectious diseases going rampant.
3. Once people know you have a gene linked to a specific disease, there will be no way to avoid their discrimination against you.
4. If you work in a hospital with an incompetent doctor, you do not report him because you are afraid you will be fired.

[28] The statement "people in the field are working on it" in the 12th paragraph means that they are trying to

1. strike a balance between leaving users unknown to each other and requiring them to maintain a single identity.
2. incorporate Facebook's sharing functions into Google search functions.
3. better personalize search results by making personalization more context-sensitive.
4. help Facebook improve the way they personalize the type of information users access on the Internet.

[29] Which of the following phrases from the article best corresponds to the phrase "a single, tidy identity" as used in the 12th paragraph?

1. unchanging inner traits
2. a mask
3. the public self
4. a shoddy doppelganger

[30] Which of the following can be inferred from this article?

1. Personalization on the web makes you look multi-dimensional, although in reality your full personality is hard to pinpoint.
2. Invisible filtering of web content via personalization may threaten to limit your exposure to different thoughts and ideas.
3. As a Facebook user, you might feel like sharing any kind of news with your friends, whether it is favorable or unfavorable to your self-image.
4. Two people in different regions with different interests will receive identical Google results when typing in the same search phrase.

ハイレベル読解問題演習 3

(慶應大・法 2008)

Read the article below and answer the questions that follow.

- [A] What makes a good doctor? Physicians like to think of themselves as members of a profession. But definitions of profession and professionalism change. A century ago, a doctor was considered to be part of a social elite. He—and medicine was then very much a masculine endeavor—had a unique mastery of a special body of knowledge. He professed a commitment to levels of competence and integrity that he expected society to respect and trust. This commitment formed the basis for a social contract between the profession and the rest of the community. In return for the moral values, (2), and technical skills displayed by doctors, society awarded them the authority, independence, and privilege to regulate themselves. This version of professionalism is now dying out.
- [B] Doctors are no longer masters of their own knowledge. For a start, in many Western countries the number of women at medical schools now exceeds that of men. The public is also far more educated than it was a century ago. Patients have access to the same information as doctors. They may know more than most doctors about their own condition. Meanwhile, doctors increasingly work in teams. Their responsibilities are shared with many other professionals—nurses, therapists, and pharmacists, for instance. The medical hierarchy might still favor the doctor. And it is true that the doctor still takes final responsibility for a patient's care. But the notions of absolute mastery and control no longer hold.
- [C] Ideas of privilege, independence, and self-regulation are also out-of-date. For usually good reasons, doctors have been cut down to size in our society. Partly this worsening of their public image is because doctors are now seen as liable to error. Society is less willing to bow to a doctor's once sacred authority. As a result, doctors are being made more accountable than ever before to the public. This process has not been without pain. In some countries, such as the UK, they have finally lost the power to govern themselves. Instead, public institutions have the final responsibility for judging their performance.
- [D] The patient is a far more powerful force in a doctor's professional life today than in past generations. The patient expects to be more the equal partner of the doctor. Medicine's goal is not only to cure or relieve suffering from a disease. It is also to promote a person's well-being and dignity. Many patients want to be engaged participants in a doctor's thinking, not just its passive recipients. Whereas once doctors spoke of the doctor-patient relationship, they now increasingly talk of the patient-doctor interaction. The reversal is significant as well as symbolic. It represents a shift of power from professional to patient.
- [E] The expectations society has of medicine have changed. Doctors have duties to society, as well as to patients and themselves. They are part of an expensive system of health care which has to be managed responsibly. Doctors have to be good managers of that system and not merely physicians working with single patients. These wider responsibilities sometimes go against a doctor's well-developed sense of independent identity. The pace of change in medicine is also so fast that doctors must demonstrate their continuous ability to keep up-to-date as knowledge advances. They should be willing to accept that they are part of a multi-professional health team.

[F] Doctors seem to value this more modern description of professionalism, despite their fundamental conservatism. Physicians have also developed a strong sense of social commitment, despite their having less power and authority. In the US, for example, nine out of ten doctors rate community activity, politics, and patients' participation as important aspects of their work. Doctors seem to be adapting to changing social values. However, rather than expect doctors to somehow absorb these values randomly during the course of their training, some medical educators are now designing programs to teach professionalism, assess and evaluate it, and identify the best conditions for strengthening professional values in often highly pressured clinical settings.

[G] Good doctoring is about listening and observing, and establishing a trusting environment for the patient. Encouraging patients to tell and retell their stories is essential. Patients' fears about what might be wrong or their anxieties about the future course of their illness should be drawn (58) . Whatever the doctor's own attitudes about the patient, it is a critical element of any mutually respectful therapeutic partnership that the doctor acknowledges the patient's version of the truth of his or her story. This acknowledgment may mean repeating tests or reconsidering a long and strongly held diagnosis.

[H] In their encounters with patients, regardless of the financial incentives to be more efficient and productive, doctors must try to remain systematic and thorough when they take a patient's history and conduct physical examinations. Shortcuts are dangerous. Thinking requires the investment of time. The more time a doctor takes, the fewer errors he will make. And once a decision is made, always retain an element of doubt. That tiny bit of uncertainty will leave the doctor not only better able to recognize failure early but also free to revise his opinion as new information comes to light.

[I] But while we are expecting more insight from doctors, it is also fair to ask: What makes a good patient? Posing questions to improve a doctor's thinking is certainly part of the answer. If the consultation with a doctor is going badly, the patient might ask, "I feel that we are not communicating very well with each other. What is going wrong? How can we do better?" When considering a diagnosis, the patient might suggest, "What else could it be? Is there anything you have discovered that doesn't quite fit? Is it possible that I have more than one problem? What other parts of my body are near where I am having my symptoms?" And when a treatment is being prescribed, the patient might inquire, "How well tested is this drug for the condition I have?"

(1) Which of the sentences below best summarizes the meaning of the following extract from paragraph [A], "A century ago, a doctor ... body of knowledge"?

1. A hundred years ago, doctors were thought of as men who worked hard.
2. A hundred years ago, doctors were thought of as men who were physically and mentally fit.
3. A hundred years ago, doctors were thought of as uniquely being men.
4. A hundred years ago, doctors were thought of as men with a special status in society.

- (2) Given what is being said in paragraph [A] about the contract between patients and doctors, choose, from the list below, the word or phrase which would best fit the numbered blank (2).
- | | | | |
|-----------------------|--------------|---------------|--------------------|
| 0. ethical standards | 1. knowledge | 2. enthusiasm | 3. self-confidence |
| 4. sympathetic manner | 5. fluency | 6. hygiene | |
- (3) Which of the following is NOT being given in paragraph [B] as a reason for asserting that "doctors are no longer masters of their own knowledge"?
1. Many of them are women.
 2. They are not the only professionals involved in medical cases.
 3. The amount of medical knowledge has grown too great.
 4. Patients rival them in understanding medical issues.
- (4) Which of the following is used by the writer in paragraph [C] to explain why doctors "have been cut down to size"?
1. Doctors no longer earn as much money.
 2. As society believes less in religion, it pays less respect to professionals.
 3. People no longer think that professionals have all the answers.
 4. Doctors have been shown to be poor at accounting.
- (5) In paragraph [C], which of the following statements might best express why the author approves of the doctors' loss of status?
1. It is not a good thing for doctors to be treated like judges.
 2. It is not a good thing for doctors to be treated like partners.
 3. It is not a good thing for doctors to be treated like accountants.
 4. It is not a good thing for doctors to be treated like doctors.
- (6) Which of the following statements CANNOT be derived from paragraph [D]?
1. Doctors now have to treat patients with more respect.
 2. Doctors have to think about the patient as a person not a case.
 3. Patients want to take part in the treatment of their disease.
 4. Patients want to try as many cures as possible.
- (7) Which of the following is the basic message of paragraph [E]?
1. Doctors should stop thinking of themselves as independent and pay more attention to patients.
 2. Doctors have a duty to the system.
 3. Doctors should continually polish their technical abilities and be more independent.
 4. Doctors have a duty to their patients.

- (8) Which of the following best summarizes the contents of paragraph [F]?
1. Doctors accept that they should contribute more to society, but some think they should be taught how to do so.
 2. Doctors accept that they should contribute more to society, but they are too busy to do so.
 3. Doctors are too conservative to contribute more to society, and anyhow they are too busy to do so.
 4. Doctors could contribute more to society, but some do not accept that they should do so.
- (9) Which of the following does the writer NOT include in his definition of good doctoring in paragraph [G]?
1. paying attention to the patient
 2. proving his medical competence to the patient
 3. understanding how the patient feels
 4. making the patient feel reassured
- (10) Given the overall meaning of paragraph [G], which of the following phrases could be most suitably inserted in the blank space (10)?
1. out into the open
 2. very fine
 3. in large characters
 4. from several sources
 5. as quickly as possible
 6. over the coals
- (11) Which of the following statements can most clearly be derived from paragraph [H] ?
1. Speed and thoroughness are good.
 2. Speed and shortcuts are good.
 3. Doubt and speed are good.
 4. Doubt and thoroughness are good.
- (12) Which of the following best summarizes the contents of paragraph [I]?
1. The greater responsibility enjoyed by the patient should be matched with power.
 2. Patients ought to conduct their own surveys into different kinds of medicine.
 3. The greater power enjoyed by the patient should be matched with responsibility.
 4. Patients ought to ask their doctors to take more responsibility.
- (13) Which of the following titles best expresses the contents of this article?
1. Doctors through the Ages
 2. New Challenges for Modern Doctors
 3. Patients on the Attack
 4. Doctors Are Now Mistresses

ハイレベル読解問題演習 4

(慶應大・医 2016)

次の英文を読んで設問に答えなさい。

Once a week, members of a New Zealand book club arrive at a café, grab a drink and shut off their cellphones. Then they sink into cozy chairs and read in silence for an hour. The point of the club isn't to (A) about literature, but to (B) from electronic devices and read, uninterrupted. The group calls itself the Slow Reading Club, and it is part of a movement populated by book lovers who miss old-fashioned reading.

(1)Slow reading advocates seek a return to the focused reading habits of years gone by, before smartphones and social media started stealing our time and shortening our attention spans. Many slow readers say they embraced the concept after becoming aware that they couldn't (C) it through a book anymore. (2)"以前ほどたくさんの本を読んでいないことに気がついた," said Meg Williams, a 31-year-old marketing manager who started the club. (3)"私の人生でとても楽しい部分をなくしてしまったことを残念に思った."

Slow readers list numerous benefits to a regular reading habit, saying it improves their ability to concentrate, reduces stress levels, and deepens their ability to think, listen, and empathize. (4)The movement echoes revivals of other old-fashioned, time-consuming pursuits that offset the ever-faster pace of life, such as cooking and knitting by hand.

The benefits of reading from (D) through late adulthood have been documented by researchers. A study of 300 elderly people published by the journal *Neurology* last year showed that regular (E) in mentally challenging activities, including reading, slowed rates of memory loss in participants' later years. A study published last year in *Science* showed that reading literary fiction helps people understand others' mental states and beliefs, a crucial skill in building relationships. Research published in *Developmental Psychology* in 1997 showed that first-grade reading ability was closely (F) 11th-grade academic achievement. Yet reading habits have declined in recent years. In a 2015 survey, about 76% of Americans aged 18 and older said they had read at least one book in the past year, down from 79% in 2011.

Attempts to revive old reading habits can be seen in many places. Groups in Seattle, Brooklyn, Boston, and Minneapolis have hosted so-called silent reading parties, with comfortable chairs, wine and classical music. Diana La Counte of Orange County, California, set up what she called a virtual slow-reading group a few years ago, with members discussing the group's book selection online, mostly on Facebook. "When I found I was spending more time reading Twitter than books, I knew it was time for (G)," she said.

(H) we spend so much time in front of computer screens, our reading patterns have changed from the linear, left-to-right sequence of years past to a wild skimming and skipping pattern as we (I) for key words and information. One 2006 study of the eye movements of 232 people looking at Web pages found they read in an "F" pattern, scanning all the way across the top line of text but only halfway across the next few lines, eventually sliding their eyes down the left side of the page in a vertical movement toward the bottom. None of this (J) for our ability to comprehend deeply, scientists say, and several

studies have shown that reading text full of links leads to weaker comprehension than reading plain text.
(5) A 2007 study involving 100 people also found that watching multimedia presentations that mixed words, sounds, and moving pictures led to lower comprehension rates than reading plain text.

設問

問1 (A)～(J)の空欄に入れるのに最もふさわしい語句を、選択肢から選びなさい。

- | | | | | |
|-----|----------------|-----------------|---------------|--------------|
| (A) | 1 discuss | 2 examine | 3 review | 4 talk |
| (B) | 1 avoid | 2 get away | 3 keep | 4 move out |
| (C) | 1 browse | 2 finish | 3 make | 4 read |
| (D) | 1 an early age | 2 juvenile | 3 young | 4 young age |
| (E) | 1 appointment | 2 commitment | 3 engagement | 4 placement |
| (F) | 1 attached to | 2 combined with | 3 joined with | 4 linked to |
| (G) | 1 action | 2 fun | 3 others | 4 reading |
| (H) | 1 As long as | 2 Now that | 3 Once | 4 When |
| (I) | 1 ask | 2 call | 3 hunt | 4 send |
| (J) | 1 is bad | 2 is good | 3 isn't bad | 4 isn't good |

問2 下線部分(1)を日本語に訳しなさい。

問3 下線部分(2)と(3)の日本語を英語に訳しなさい。

問4 下線部分(4)を日本語に訳しなさい。

問5 下線部分(5)を日本語に訳しなさい。

問6 Which of the following is not cited in the passage as a benefit of old-fashioned reading?

- A) It helps people focus their attention better.
- B) It helps people understand others better.
- C) It improves people's vocabulary.
- D) It contributes to stress relief.

問7 Which of the following is not true, according to the text?

- A) Reading isn't the only activity that can help reduce memory loss in old age.
- B) Even though reading is recognized to be beneficial, Americans' reading habits seem to be in decline.
- C) It isn't possible to combine the use of modern social media with old-fashioned slow-reading activities.
- D) The widespread use of computers has led us to adopt reading patterns that negatively affect our understanding of text.

ハイレベル読解問題演習 5

(京都大 2012)

次の文章を読んで、下の問いに答えなさい。

I chose the specialty of surgery because of Matron, that steady presence during my adolescence. "What is the hardest thing you can possibly do?" she asked when I went to her for advice. I squirmed, "Why must I do what is hardest?" She said, "Because, Marion, you are an instrument of God. Don't leave the instrument sitting in its case, Play! Leave no part of your instrument unexplored. (A)Why settle for 'Three Blind Mice' when you can play the 'Gloria'?"

"But, Matron, I can't dream of playing Bach, the 'Gloria' ...," I protested. I'd never played any kind of instrument. I couldn't read music. "Not Bach's 'Gloria.' Yours!" she said, "Your 'Gloria' lives within you."

(1)I was temperamentally better suited to a cognitive discipline, to an introspective field — internal medicine, or perhaps psychiatry. The sight of the operating theater made me sweat. The idea of holding a surgical knife caused pain in my stomach. Surgery was the most difficult thing I could imagine. And so I became a surgeon.

Thirty years later, I am not known for speed, or technical genius. Say I adopt the style and technique that suits the patient and the particular situation and I'll consider that high praise. (2)I get encouragement from my fellow physicians who come to me when they themselves must suffer the knife. They know Marion Stone will be as involved after the surgery as before and during. They know I have no use for such as "When in doubt, cut it out" or "Why wait when you can operate" other than for how reliably they reveal the shallowest intellects in our field. My father, for whose skills as a surgeon I have the deepest respect, says, "The operation with the best outcome is the one you decide not to do." Knowing when not to operate, knowing when to call for the assistance of a surgeon of my father's caliber — that kind of "brilliance" goes unheralded.

On one occasion with a patient in grave peril, I begged my father to operate. He stood silent at the bedside. In his taut expression I saw complete concentration. With utmost care he weighed one option against another. At last, he shook his head, and turned away. I followed. "Dr. Stone," I said, using his title though I longed to cry out., *Father!* "An operation is his only chance," I said. In my heart I knew the chance was infinitesimally small, and the first whiff of anesthesia might end it all. My father put his hand on my shoulder. He spoke to me gently, "Marion, remember (B)you shall not operate on the day of a patient's death."

1. 下線をほどこした部分(1)、(2)を和訳しなさい。

2. 下線をほどこした部分(A)、(B)の意味に最も近い文をそれぞれ以下の(1)~(4)の中から選びなさい。

(A)

- (1) Don't play "Three Blind Mice" because it is much more difficult than the "Gloria."
- (2) Don't play "Three Blind Mice" because it is not so famous as the "Gloria."
- (3) If the "Gloria" is your favorite piece of music, then you need not practice "Three Blind Mice."
- (4) If you are good enough to play a difficult piece of music, don't be satisfied with an easier one.

(B)

- (1) After a patient dies, don't perform an operation because you must pay respect to the dead.
- (2) After a patient dies, you must not perform an operation because it is a bad day for a surgeon.
- (3) After a patient dies, you must not perform an operation because you are very exhausted.
- (4) You must decide not to perform an operation when you know for sure that a patient will die.

ハイレベル読解問題演習 6

(東京大総合科目 2008)

次の文章を読み、後の設問に答えなさい。

For nearly all of human existence, people died young. Life expectancy improved as we overcame early death — in particular, deaths from childbirth, infection, and serious injury. By the nineteen-seventies, just four out of every hundred people born in industrialized countries died before the age of thirty. It was an extraordinary achievement, but one that seemed to leave little room for further gain; even eliminating deaths before thirty would not raise over-all life expectancy significantly. Efforts shifted, therefore, to reducing deaths during middle and old age, and, in the decades since, the average life span has continued upward. Improvements in the treatment and prevention of heart disease, cancer, and the like mean that the average sixty-five-year-old can expect to live another nineteen years — almost four years longer than was the case in 1970. (By contrast, from the nineteenth century to 1970, sixty-five-year-olds gained just three years of life expectancy.)

The result has been called the "rectangularization" of survival. Throughout most of human history, a society's population formed a sort of pyramid: young children represented the largest portion — the base of the pyramid — and each successively older age unit represented a smaller and smaller group. In 1950, children under the age of five were eleven percent of the U.S. population, adults aged forty-five to forty-nine were six percent, and those over eighty were one percent. Today, we have as many fifty-year-olds as five-year-olds. In thirty years, there will be as many people over eighty as there are under five.

Americans haven't understood the implications of these statistics. We keep maintaining the notion of retirement at sixty-five — a reasonable notion when those over sixty-five were a tiny percentage of the population, but completely unrealistic as they approach twenty percent. People are putting aside less in savings for old age now than they have in any decade since the 1930s. More than half of the very old now live without anyone else, and we have fewer children than ever before — yet we give almost no thought to how we will live out our later years alone.

[設問]

(1) In 45 to 60 words, write a summary of the above in English.

(2) In an English essay of 80 to 100 words, describe how you intend to face the situation discussed above.

ハイレベル読解問題演習 7

(久留米大・医 2016 改)

次の英文を読んで、下記の問いに答えよ。

The working environment is changing rapidly as workers are expected to respond immediately to the demands of the global economy. Instant replies to work queries and immediate action are frequently the norm. More research is needed on the effect of this on people's lives, but increasingly workers, including those at the managerial level, find themselves with heavy workloads and unable or unwilling to take their full holiday (1). This essay aims to look at the issue of limiting the hours that people can work each week and enforcing break times by legislation, and to show how it is an advisable option.

There are strong arguments, for example from business sources, that people should be allowed to work as long as they want without limitations (2) by the state. While it may be desirable that the state should not interfere too much in people's working lives, workers also need protection from possible exploitation. A manager in a large firm, for example, may be forced unwittingly to work for excessive numbers of hours without personal benefit. From the health perspective, it is unwise for employees to do work which is mentally or physically demanding, such as in a bank or factory, without taking sufficient breaks. An overworked bank employee could make an expensive mistake by keying in numbers incorrectly. Likewise, it is possible for a worker such as an employee on a construction site to cause injury through tiredness. The consequences to the health of the individual and the healthcare system as a whole may be largely (3), if the potentially negative effects of working long hours on physical health are cause for concern.

Productivity is sometimes cited as a reason for making people work harder. This argument does not, perhaps, stand up to scrutiny. If workers are exhausted, then tiredness can have an effect on workers' productivity. This phenomenon has been given the informal term 'presenteeism', which refers to excessive numbers of hours worked at an unproductive rate. A workforce that is relaxed and fit is more likely to be efficient and produce more. Furthermore, instead of making employees work longer hours, companies could employ more workers even on a (4) basis, which would further boost productivity. The legislation mentioned above could therefore ensure increased productivity through a relaxed and happy workplace covering both workers and managers rather than have the contrary effect.

In conclusion, it seems that, despite arguments put forward against using the law to enforce breaks at work, there is a need for legislation to guarantee the protection of workers from exploitation. This legislation could allow some (5) of the law in certain cases, for example when a manufacturing company needs to produce more products such as cars or white goods like refrigerators at short notice for a short period of time, but situations like this would need to be monitored carefully to avoid abuse and worker exploitation.

1. 本文の空所(1)~(5)に入れるのに最も適切な語を、下記の(a)~(d)からそれぞれ一つずつ選びなさい。

- (1) (a) encroachment (b) enlightenment (c) entitlement (d) endorsement
- (2) (a) supposed (b) exposed (c) deposed (d) imposed
- (3) (a) experimental (b) detrimental (c) supplemental (d) coincidental
- (4) (a) rotary (b) temporary (c) budgetary (d) binary
- (5) (a) inhibition (b) abolition (c) relaxation (d) elevation

2. 本文の内容と最もよく適合するものを下記の(a)~(g)から 3つ 選びなさい。

- (a) Regular breaks are important for those who work in challenging positions.
- (b) We are unable to describe workers who produce too much, as they work too little.
- (c) Research has not been conducted on the effects on limiting working hours.
- (d) Workers require legal assurance that they will not be asked to work too much.
- (e) Regular workers are often required to work long hours to their own detriment.
- (f) Mathematical errors at work are related more to worker intelligence than they are to fatigue.
- (g) Employees who are not producing enough should obviously work longer hours.

3. 英文の要旨を、100~120 字の日本語にまとめよ。句読点も字数に含める。

									100
									120

ハイレベル読解問題演習 8

(近畿大・医 2010)

次の英文を読んで、下の問いに答えなさい。

In the old days, when I was writing a great deal of fiction, there would come, once in a while, moments when I was stymied. Suddenly, I would find I had written myself into a hole and could see no way out. To take care of that, I developed a technique which invariably worked.

It was simply this — I went to the movies. Not just any movie. I had to pick a movie which was loaded (1) action but which made no demands on the intellect. As I watched, I did my best to avoid any conscious thinking concerning my problem, and (2)when I came out of the movie I knew exactly what I would have to do to put the story back on the track.

It never failed.

In fact, when I was working on my *doctoral dissertation many years ago, I suddenly came across a flaw in my logic that I had not noticed before and that knocked out everything I had done. In (3) panic, I made my way to a Bob Hope movie — and came out with the necessary change in point of view.

It is my belief, you see, that (4)thinking is a double phenomenon like breathing.

You can control breathing by deliberate voluntary action: you can breathe deeply and quickly, or you can hold your breath altogether, regardless of the body's needs at the time. This, however, doesn't work well for very long. Your chest muscles grow tired, your body clamors for more oxygen, or less, and you relax. The automatic involuntary control of breathing takes over, adjusts it to the body's needs and unless you have some respiratory disorder, you can forget about (5)the whole thing.

Well, you can think by deliberate voluntary action, too, and (6)I don't think it is much more efficient on the whole than voluntary breath control is. You can deliberately force your mind through channels of deductions and associations in search of a solution to some problem and before long you have dug mental furrows for yourself and find yourself circling round and round the same limited pathways. If those pathways yield no solution, no amount of further conscious thought will help.

(7), if you let go, then the thinking process comes under automatic involuntary control and is more apt to take new pathways and make erratic associations you would not think of consciously. The solution will then come while you think you are not thinking.

(8)The trouble is, though, that conscious thought involves no muscular action and so there is no sensation of physical weariness that would force you to quit. What's more, the panic of necessity tends to force you to act uselessly, with each added bit of useless effort adding to the panic in a vicious cycle. It is my feeling that it helps to relax, deliberately, by (9) your mind to material complicated enough to occupy the voluntary faculty of thought, but superficial enough not to engage the deeper involuntary one. In my case, it is an action movie; in your case, it might be something else.

I suspect it is the involuntary faculty of thought that gives rise to what we call "a flash of intuition."

Something that I imagine must be merely the result of unnoticed thinking.

*doctoral dissertation: 博士論文

問1 空所(1)に入れるのに最も適切なものを、(A)～(D)の中から一つ選びなさい。

- (A) with
- (B) of
- (C) for
- (D) by

問2 下線部(2)の意味に最も近いと思われるものを、(A)～(D)の中から一つ選びなさい。

- (A) The movie, no matter how interesting, was not helpful at all to make my life story better.
- (B) When I finished seeing the movie, I knew exactly how the story of the movie had to be improved.
- (C) I was able to use what I saw in the movie in my own troubled writing.
- (D) Seeing the movie helped me come up with an idea that would salvage my writing from an impasse.

問3 空所(3)に入れるのに最も適切なものを、(A)～(D)の中から一つ選びなさい。

- (A) quite
- (B) short
- (C) utter
- (D) lasting

問4 下線部(4)の意味に最も近いと思われるものを、(A)～(D)の中から一つ選びなさい。

- (A) Both thinking and breathing can be executed in intentional and unconscious modes.
- (B) Thinking, as well as breathing, sometimes works well and at other times does not.
- (C) Thinking is like breathing because it is mainly automatic and involuntary.
- (D) Both thinking and breathing are functions of the human body though they are not always controllable.

問5 下線部(5)の意味に最も近いと思われるものを、(A)～(D)の中から一つ選びなさい。

- (A) the efforts you made to control breathing
- (B) everything you had been worried about
- (C) everything in this universe
- (D) the fact that you had been stuck in your writing project

問6 下線部(6)の意味に最も近いと思われるものを、(A)～(D)の中から一つ選びなさい。

- (A) I think voluntary thinking is not as efficient as voluntary breathing.
- (B) I think voluntary thinking is less efficient than voluntary breathing.
- (C) I think neither voluntary thinking nor voluntary breathing is inefficient.
- (D) I think voluntary thinking is as inefficient as voluntary breathing.

問7 空所(7)に入れるのに最も適切なものを、(A)～(D)の中から一つ選びなさい。

- (A) In a similar vein
- (B) On the other hand
- (C) To be more specific
- (D) In the first place

問8 下線部(8)の要点として最も適切なものを、(A)～(D)の中から一つ選びなさい。

- (A) There are reasons why it is not easy to stop thinking consciously.
- (B) Muscular action will fuel the panic, so we continue to be in trouble.
- (C) Conscious thought is neither a muscular action nor a panic situation.
- (D) Conscious thought is troublesome although it causes no weariness and adds to the panic.

問9 空所(9)に入れるのに最も適切なものを、(A)～(D)の中から一つ選びなさい。

- (A) surfacing
- (B) opposing
- (C) subjecting
- (D) projecting

問10 本文の内容と合致しないものを、(A)～(D)の中から一つ選びなさい。

- (A) Deliberate thinking may end up in circular reasoning, which will not be helped by further deliberate thinking.
- (B) We can consciously control our breathing, but normally it does not last very long because it goes counter to what the body needs.
- (C) Maybe it is our involuntary thinking process that gets us to suddenly hit upon an unexpected good idea.
- (D) To go to see an action movie will not fail to rescue anyone who is trapped in a hole of conscious thinking.

ハイレベル読解問題演習 9

(早稲田大・商 2002)

(A)の英文を読み、(B)の設問に答えよ。

(A)

Christopher Fletcher was amazed when he came down to breakfast one morning to find his 14-year-old son Mark in floods of tears, begging not to be sent to school that day. His amazement turned to shock and rage when he found out that some of his son's classmates had set up a web page devoted to Mark. Posted on the site was a variety of abuse and insults. It had already been seen not only by the pupils in Mark's class, some of whom had accessed it via the computers at their school, but by other children in the area, one of whom had phoned to tell Mark about it.

"The Internet may be a wonderful thing, but this was just evil; it was not a game, it was not a schoolboy joke, it was a very nasty, public, personal attack," he says. "The page said he was fat, gay, had no friends — and plenty more like that. The site had been accessed via the school computers during the lunch-hours, it had been seen by most of his class, and he was extremely upset."

The site has been taken down now, as far as Christopher knows, but the damage has been done. "It's very worrying, because there's no control at all over what goes on the web."

It is the first case of (1)this particular kind of techno-bullying that Hereward Harrison, director of policy at Childline*, has (1)come across; but, sadly, he is not surprised. "Young people are very inventive," he says. "We have heard of instances of using text messages on mobile phones to bully other children. The technology for this kind of behavior is there now, and bullies are turning it to their own ends."

So what can be done to help children who find themselves in a similar situation to Mark Fletcher? Harrison says that dealing with techno-bullying starts with gathering evidence and getting adult help. The first step he recommends is to keep a detailed diary of what is happening, including any abusive emails or downloaded web pages, and show it to a parent or teacher.

But when Christopher Fletcher approached his son's school, he found that getting help was not easy. "They first said that because the site had not been made on school equipment, it had nothing to do with them. When I (2)pointed out that it had been accessed from school computers, they were more interested. I had a letter from the head teacher saying he had spoken to the boys concerned, but the overall tone was one of 'boys will be boys'. " Fletcher was sufficiently incensed by this approach to seek legal advice.

According to Susan Littlemore, director of a charity that runs a free help and information service for parents, schools do not always do all they can to help bullied children in more conventional situations, let alone ones made worse by the use of technology. She says that many parents are (3)let down by teachers, even when their child has been bullied into a breakdown.

Teachers, however, would argue that they are overworked enough already without adding to their workload. "If the teachers are aware of bullying, they can do something about it, but bullied children are often very secretive," says a spokeswoman for the National Union of Teachers. "Teachers can't see what

children are doing on their computers at home; they cannot monitor pupils' private lives. That is where parents come in."

She recommends keeping home computers in shared spaces. "If the computer is in the living room then you can see on a regular basis as you pass by what your child is doing." The computer should not be hidden away in the child's bedroom, she says. "If the parents of the children involved in this particular case had known what their children were doing, they [(a) a (b) able (c) been (d) have (e) might (f) put (g) stop (h) to] to it. Parents must monitor home use."

Littlemore is not so sure. "Whenever a community is set up, that community has responsibilities. Schools need to understand that. When schools say they do not know what to do about bullying or it's not up to them to deal with it, the parents are stuck in the middle — it is very unpleasant."

注 *Childline: 電話で子供からの相談に応じる組織

(B)

設問(1) 下線部(1)は何を指すのか、15字以内の日本語で書け。

設問(2) []の(a)~(h)を、前後の意味から考えて、正しい順序に並べかえなさい。

設問(3) 下線部(イ)~(ハ)の意味にもっとも近いものを、(a)~(d)からそれぞれ一つ選びなさい。

- | | | |
|-----|-------------------------------|--------------------------------|
| (イ) | (a) come over soon | (b) crossed out clearly |
| | (c) found by chance | (d) gone off completely |
| (ロ) | (a) convinced them thoroughly | (b) drew attention to the fact |
| | (c) made clearer the fact | (d) suggested strongly to them |
| (ハ) | (a) disappointed | (b) flattered |
| | (c) ignored | (d) shocked |

設問(4) 次の 1~4 について、(A)の内容にもっとも合うものを(a)~(d)からそれぞれ一つ選びなさい。

1. Mark Fletcher found out about the web page devoted to him
 - (a) because he created it himself.
 - (b) because he used a search engine.
 - (c) because he was teased about it.
 - (d) because his friend told him about it.
2. Christopher Fletcher thinks that techno-bullying is
 - (a) a schoolboy joke.
 - (b) a wicked act.
 - (c) an interesting game.
 - (d) an inventive message.
3. In a letter to Christopher Fletcher, the head teacher
 - (a) hinted that such behavior was typical of boys.
 - (b) promised to punish the boys who made the page.
 - (c) said that it was Mark Fletcher's fault.
 - (d) suggested that he should get legal help.
4. A spokeswoman for the National Union of Teachers thinks that
 - (a) parents should monitor their children's computer use.
 - (b) parents should not allow children to use computers at home.
 - (c) teachers know how to deal with techno-bullying.
 - (d) teachers should work harder to prevent bullying.

ハイレベル読解問題演習 10

(慶應義塾大・医 2015)

Read the passage below and answer the questions that follow it.

Until a few decades ago, there were no beavers in Patagonia. That changed when 20 pairs of the tree-chewing creature were introduced (あ) the hope of creating a fur industry. (1)Today, their numbers have exploded, and they pose a serious threat to the biodiversity of this area of South America.

In North America and Europe, beavers live in balance (い) their natural habitat. But in Patagonia, they don't have any natural predators* such as bears or wolves, and the native trees don't regenerate fast enough to keep pace with the animals' destructive powers. (う) the trees they cut down, beavers build dams up to three meters tall. These structures drastically alter waterways, often leading to flooding upstream and droughts downstream.

Within a few years (え) their arrival on the southern tip of Patagonia, beavers had spread (お) the region. Their advance has been so swift that today they are a menace* that is proving hard to control. Argentina and Chile have authorized the hunting of beavers, but this has not stopped the animals. The two countries are now determined to completely eradicate the tree-chewers, said Adrian Schiavini, a beaver specialist from a regional research center.

According to specialists, invasive species are one of the most serious challenges facing our planet, right up there with pollution and climate change. In fact, these challenges are often interconnected. According to Victor Carrion, the administrator of the Galapagos National Park in Ecuador, (2)climate change is making certain animals extremely vulnerable to the effects of invasive species.

Species have always moved: the wind carries seeds, and animals swim and fly. But not all are capable (か) crossing the Atlantic or the Andes unaided. (3)In ways planned or unforeseen, humans have introduced new species to various regions, and the newcomers often quickly threaten the native plants and animals of their adopted homes. Invasive species travel in ships, in clothes and shoes, or even in people's stomachs. When they get to a new environment, a lack of natural predators often allows them to proliferate*. As they spread, they can gradually alter whole ecosystems, disrupting the natural diets of local species. In the worst cases, (①). "When we lose biodiversity, we lose a bank of genetic material that we need for food or to create medicines," said Fernando Baeriswyl, a project coordinator for the Global Environment Fund who specializes (き) invasive species in Chile.

Just the seemingly innocent act of taking a plant you like home (く) an overseas holiday and planting it in your garden can result in an ecological disaster. Take blackberry bushes, for example. When they arrive in a new environment, (4)それらは木々の下の土壤に侵入し、水を奪い、他の植物の成長を妨げる。 Even rabbits, dogs, and goats can create serious problems. Many people think they are native to the areas where they are found, (②).

The University of Chile recently carried out a study showing that the Andean country has as many as

119 exotic invasive species, 27 of which are threatening biodiversity, including the European wasp, an invasive slime called "rock snot," red deer, and wild boar, among others. To address the general lack of knowledge about this problem and to try to coordinate a response to it, invasive-species experts got together last month in the Huilo Huilo reserve in southern Chile for the country's first national meeting focused (け) species in protected areas. But ultimately, this is an issue that needs to be tackled (こ) the global level.

NOTES

- menace** something that is dangerous, a threat
predator an animal that kills and eats other animals
proliferate increase rapidly in number

Adapted from *Oxford Advanced Learner's Dictionary* (8th ed.), *Oxford Dictionary of English* (2nd ed. rev.), *Longman Dictionary of Contemporary English* (5th ed.), etc.

Questions

1. On the answer sheet, provide a suitable preposition to fill each of the blank spaces marked (あ) to (こ).
2. Translate the underlined sentence marked (1) into Japanese, making it clear in your translation what "they" are.
3. Translate the underlined sentence marked (2) into Japanese.
4. Translate the underlined sentence marked (3) into Japanese.
5. Translate the underlined sentence marked (4) into English.
6. Which of the following would fit most appropriately into the blank space marked ①?
(A) invaders can be completely wiped out by native species
(B) invaders can wipe out entire native species
(C) natural predators can be eradicated by invasive species
(D) natural predators can eradicate invasive species

7. Which of the following would fit most appropriately into the blank space marked ②?
- (A) but there are actually few places they would have reached with the help of humans
 - (B) but there are actually few places they wouldn't have reached without the help of humans
 - (C) but there are actually many places they would have reached with human intervention
 - (D) but there are actually many places they would never have reached without human intervention
8. According to the passage, are the following statements true or false? On the answer sheet, indicate those you consider to be true with an A, and those you think are false with a B. If you think it is impossible to tell from the passage whether a particular statement is true or false, indicate this with a C.
- (1) Forty beavers were taken to Patagonia several decades ago for commercial purposes.
 - (2) Beavers are just as much of a problem in North America and Europe as they are in Patagonia.
 - (3) Argentina and Chile have implemented measures that will wipe out beavers in the region.
 - (4) Invasive species are less of a global problem than pollution and climate change.
 - (5) People can carry invasive species from one country to another without realizing it.
 - (6) One factor that can prevent species from establishing themselves in new homes is unfavorable environmental conditions.