

## ハイレベル読解問題演習 51

(東京大 2018)

次の文章を読み、問いに答えよ。なお、文章の中で使われている sign language という表現は「手話」を意味する。

"Janey, this is Mr. Clark. He's going to take a look at the room under the stairs." Her mother spoke too slowly and carefully, so that Janey could be sure to read each word. She had told her mother many times that she didn't have to do this, but her mother almost always did, even in front of people, to her embarrassment.

Mr. Clark kept looking at Janey intently. Maybe, because of the way her mother had spoken, he suspected she was deaf. (A)It would be like her mother not to have mentioned it. Perhaps he was waiting to see if she'd speak so that he could confirm his suspicion. She simply left her silence open to interpretation.

"Will you show him the room?" her mother said.

She nodded again, and turned so that he would follow her. Directly ahead and beneath a portion of the stairs was a single bedroom. She opened the door and he walked past her into the room, turned, and looked at her. She grew uncomfortable under his gaze, though she didn't feel as if he were looking at her as a woman, the way she might once have wanted if it were the right man. She felt she'd gone past the age for romance. It was a passing she'd lamented, then gotten over.

"I like the room," he spelled out in sign language. " (B29) "

That was all. No conversation, no explanation about how he'd known for certain that she was deaf or how he'd learned to speak with his hands.

Janey came back to her mother and signed a question.

"He is a photographer," she said, again speaking too slowly. "Travels around the world taking pictures, he says."

" (B30) "

"Buildings."

\*

\*

Music was her entry into silence. She'd been only ten years old, sitting on the end of the porch above the steps, listening to the church choir. Then she began to feel dizzy, and suddenly fell backwards into the music.

She woke into silence nights later, there in her room, in her bed. She'd called out from her confusion as any child would, and her mother was there instantly. But something (C) wrong, or had not (C), except inside her where illness and confusion grew. She hadn't heard herself, hadn't heard the call she'd made — *Mama*. And though her mother was already gripping her tightly, she'd called out again, but only into silence, which is where she lived now, had been living for so many years that she didn't feel uncomfortable inside its invisibility. Sometimes she thought it saved her, gave her a separate place to withdraw into as far as she might need at any given moment — and (D)there were moments.

The floor had always carried her mother's anger. She'd learned this first as a little girl when her mother and father argued. Their words might not have existed as sound

for her, but anger always caused its own vibration.

She hadn't been exactly sure why they argued all those years ago, but sensed, the way a child will, that it was usually about her. One day her mother found her playing in the woods behind their house, and when she wouldn't follow her mother home, her mother grabbed her by the arm and dragged her through the trees. She finally pulled back and shouted at her mother, not in words but in a scream that expressed all she felt in one great vibration. Her mother slapped her hard across her face. She saw her mother shaking and knew her mother loved her, but love was sometimes like silence, beautiful but hard to bear. Her father told her, "(E)She can't help herself."

\*

\*

Weeks later, Mr. Clark said to Janey, "You might be able to help me."

"If I can," she spelled with her fingers.

"I'll need to (F) tomorrow. Maybe you can tell me some history about them."

She nodded and felt glad to be needed, useful in some small way. Then Mr. Clark asked her to accompany him to the old house at the top of Oakhill. "You might enjoy that. Some time away from here."

She looked toward the kitchen door, not aware at first why she turned that way. Perhaps she understood, on some unconscious level, what she hadn't a moment before. Her mother was standing there. She'd been listening to him.

When Janey turned back to him, she read his lips. "Why don't you go with me tomorrow?"

She felt the quick vibration of her mother's approach. She turned to her mother, and saw her mother's anger and fear, the way she'd always seen them. Janey drew in her breath and forced the two breath-filled words out in a harsh whisper that might have (C), for all she knew, like a sick child or someone dying: she said, "(B31)"

Her mother stared at her in surprise, and Janey wasn't sure if her mother was more shocked that she had used what was left of her voice, or at what she'd said.

"You can't. You just can't," her mother said. "I need you to help me with some things around the house tomorrow."

"No," she signed, then shook her head. "(B32)"

"You know good and well I do. There's cleaning to be done."

"It will (G)," she said and walked out before her mother could reply.

(A) 下線部(A)を、文末の it の内容がわかるように訳せ。

(B) 空所(B29)～(B32)を埋めるのに最も適切な表現を次のうちから選びなさい。同じ記号を複数回用いてはならない。

- a) I'll go.
- b) I can't.
- c) I won't.
- d) Of what?
- e) I'll take it.
- f) You don't.
- g) Don't you dare.

(C) 本文中に3か所ある空所(C)にはいずれも同じ単語が入る。最も適切な単語を次のうちから一つ選びなさい。

- a) ended
- b) gone
- c) seemed
- d) sounded
- e) went

(D) 下線部(D)の後にさらに言葉を続けるとしたら、以下のもののうちどれが最も適切か。一つ選びなさい。

- a) given her when needed
- b) when she didn't feel uncomfortable
- c) when her mother would not let her go
- d) when she needed to retreat into silence

(E) 下線部(E)の内容を、She が誰を指すか、また、She のどのような行動を指して言っているのかわかるように説明せよ。

(F) 下に与えられた語を正しい順に並べ替え、空所(F)を埋めるのに最も適切な表現を完成させよ。ただし、すべての語を用い、どこか1か所にコンマを入れること。

about	buildings	I	know	ones
photograph	something	the	the	will

(G) 空所(G)を埋めるのに最も適切な単語を次のうちから一つ選びなさい。

- a) do
- b) not
- c) postpone
- d) wait

## ハイレベル読解問題演習 52

(京都大 2020)

次の文章を読み、下の設問(1)～(3)に答えなさい。

Various doctrines of human cognitive superiority are made plausible by a comparison of human beings and the chimpanzees. For questions of evolutionary cognition, this focus is one-sided. Consider the evolution of cooperation in social insects, such as the Matabele ant. After a termite attack, these ants provide medical services. Having called for help by means of a chemical signal, injured ants are brought back to the nest. Their increased chance of recovery benefits the entire colony. Red forest ants have the ability to perform simple arithmetic operations and to convey the results to other ants.

When it comes to adaptations in animals that require sophisticated neural control, evolution offers (a)other spectacular examples. The banded archerfish is able to spit a stream of water at its prey, compensating for refraction at the boundary between air and water. It can also track the distance of its prey, so that the jet develops its greatest force just before impact. Laboratory experiments show that the banded archerfish spits on target even when the trajectory of its prey varies. Spit hunting is a technique that requires the same timing used in throwing, an activity otherwise regarded as unique in the animal kingdom. In human beings, the development of throwing has led to an enormous further development of the brain. And the archerfish? The calculations required for its extraordinary hunting technique are based on the interplay of about six neurons. Neural mini-networks could therefore be much more widespread in the animal kingdom than previously thought.

Research on honeybees has brought to light the cognitive capabilities of (b)minibrains. Honeybees have no brains in the real sense. Their neuronal density, however, is among the highest in insects, with roughly 960 thousand neurons — far fewer than any vertebrate. Even if the brain size of honeybees is normalized to their body size, their relative brain size is lower than most vertebrates. Insect behavior should be less complex, less flexible, and less modifiable than vertebrate behavior. But honeybees learn quickly how to extract pollen and nectar from a large number of different flowers. They care for their young, organize the distribution of tasks, and, with the help of the waggle dance, they inform each other about the location and quality of distant food and water.

Early research by Karl von Frisch suggested that such abilities cannot be the result of inflexible information processing and rigid behavioral programs. Honeybees learn and they remember. The most recent experimental research has, in confirming this conclusion, created an astonishing picture of the honeybee's cognitive competence. Their representation of the world does not consist entirely of associative chains. It is far more complex, flexible, and integrative. Honeybees show context-dependent learning and remembering, and even some forms of concept formation. Bees are able to classify images based on such abstract features as bilateral symmetry and radial symmetry; they can comprehend landscapes in a

general way, and spontaneously come to classify new images. They have recently been promoted to the set of species capable of social learning and tool use.

(c) In any case, the much smaller brain of the bee does not appear to be a fundamental limitation for comparable cognitive processes, or at least their performance. The similarities between mammals and bees are astonishing, but they cannot be traced to homologous neurological developments. As long as the animal's neural architecture remains unknown, we cannot determine the cause of their similarity.

(1) 下線部(a)の具体例として、このパラグラフではテッポウウオが獲物に水を噴射して狩りをする能力が紹介されている。その能力の特徴を3点、日本語で箇条書きにきなさい。

(2) 下線部(b)でいう minibrains とは、ミツバチの場合、具体的にはどのような意味で用いられているか。本文に即して日本語で説明きなさい。

(3) 下線部(c)を和訳きなさい。

## ハイレベル読解問題演習 53

(京都大 2020)

次の文章は、自ら「インディアン」としての誇りを持つアメリカ先住民の著者が、北アメリカ大陸における自分たちの歴史について語ったものである。これを読み、下の設問(1)～(2)に答えなさい。

Despite the variety of tribal belief (or perhaps in part because of it), North America is uniformly seen as an Indian homeland that has shaped and been shaped by the Indians living there then and living there now. Over these homelands various empires and nation-states — Spanish, British, French, Dutch, and, later, American — have crawled, mapping and claiming as they went. But neither these maps nor the conquests enabled by them eradicated or obscured the fact that immigrants made their homes and villages and towns and cities *on top of* Indian homelands. Any history that persists in using the old model of New World history as something made by white people and done to Indian people, therefore, is not a real history of this place. Rather, as the historian Colin Calloway has suggested, history didn't come to the New World with Cabot or Columbus; they — and those who followed — brought European history to the unfolding histories already here.

When Europeans first arrived on the Atlantic coast, they landed on a richly settled and incredibly fecund homeland to hundreds of tribes. When prehistoric first Indians emerged in what is now the eastern United States, the water levels were considerably lower than they are now, because much of the world's water was trapped in glaciers that spread across a large part of the Northern Hemisphere. Because of this, (a)coastal archaeology has uncovered only a very fractured record of habitation.

Even so, five-thousand-year-old shell middens in Florida and North Carolina suggest vibrant coastal cultures in this region. In Virginia alone there are thousands of known prehistoric village sites. How these early tribes were organized or how they understood themselves is hard to know. What made for a relatively easy life — abundant rivers, streams, and springs, plentiful fuel, fairly constant aquatic and terrestrial food sources, and a relatively mild climate — (b)makes for bad archaeology. It seems that, in this early period, coastal Indians lived in small villages of about 150 people and that they were fairly mobile, spending part of the year on the coast, part farther inland, and getting most of their calories from fish and game and opportunistic harvests of nuts and berries. Populations seem to have risen and shrunk like the tide, depending on the availability of calories. Archaeological evidence suggests that between 2500 and 2000 BCE, tribal groups began making clay pots, which indicates a more sedentary lifestyle, the need for storage (which in turn suggests that there were food surpluses), and a greater reliance on plants for sustenance. A bit later eastern coastal and woodland Indians were planting or cultivating sunflowers, lamb's-quarter, gourds, goosefoot, knotweed, and Jerusalem artichokes.

When Ponce de Leon arrived in Florida in 1513, with explicit permission from

the Spanish crown to explore and settle the region, Indians had been living there for at least twelve thousand years. Because of the lower water levels, during prehistoric times Florida's land mass was double what it is today, so much of the archaeological evidence is under the sea. It was also much drier and supported all sorts of megafauna such as bison and mastodon. As megafauna died out (climate change, hunting), the fruits of the sea in turn supported very large Archaic and Paleolithic societies. Agriculture was late in coming to Florida, appearing only around 700 BCE, and some noncoastal Florida tribes still had no forms of agriculture at the time of Spanish conquest. Presumably the rich fresh and brackish water ecosystems were more than enough to support a lot of different peoples. What the Spanish encountered beginning in 1513 was a vast, heterogeneous collection of tribes, among them the Ais, Alafay, Amacano, Apalachee, Bomto, Calusa, Chatot, Chine, Guale, Jororo, Luca, Mayaca, Mayaimi, Mocoso, Pacara, Pensacola, Pohoy, Surruque, Tequesta, Timicua, and Viscayno, to name but a few.

(1) 下線部(a)の理由を、第2パラグラフおよび第4パラグラフの内容にもとづき、日本語でまとめなさい。

(2) 下線部(b)の理由を、第3パラグラフの内容にもとづき、日本語でまとめなさい。



## ハイレベル読解問題演習 54

(東京大 2017)

以下の英文の要旨を、70～80字の日本語にまとめよ。句読点も字数に含める。

According to one widely held view, culture and country are more or less interchangeable. For example, there is supposed to be a "Japanese way" of doing business (indirect and polite), which is different from the "American way" (direct and aggressive) or the "German way" (no-nonsense and efficient), and to be successful, we have to adapt to the business culture of the country we are doing business with.

A recent study has challenged this approach, however. Using data from 558 previous studies over a period of 35 years, this new research analyzed four work-related attitudes: the individual versus the group; the importance of hierarchy and status; avoiding risk and uncertainty; and competition versus group harmony. If the traditional view is correct, differences between countries ought to be much greater than differences within countries. But, in fact, over 80% of the differences in these four attitudes were found within countries, and less than 20% of the differences correlated with country.

It's dangerous, therefore, to talk simplistically about Brazilian culture or Russian culture, at least in a business context. There are, of course, shared histories and languages, shared foods and fashions, and many other shared country-specific customs and values. But thanks to the many effects of globalization — both in human migration and the exchange of technologies and ideas — it's no longer acceptable to generalize from country to business culture. A French businessperson in Thailand may well have more in common with his or her Thai counterparts than with people back in France.

In fact, occupation and socioeconomic status are much better predictors of work values than country of origin. A hundred doctors from different countries, for example, are much more likely to share attitudes than a hundred Britons from different walks of life. Language aside, a truck driver in Australia is likely to find an Indonesian truck driver more familiar company than an Australian lawyer.

Successful negotiation depends on being able to predict the actions of the other party. In an international context, to the extent that our judgments arise from ideas about national characteristics, we are likely to make the wrong predictions and respond inappropriately. Cultural stereotyping by country is just bad business.

(草稿用)

									70
									80

(解答用)

									70
									80

## ハイレベル読解問題演習 55

(東京大 2017)

次の空所(1)~(5)に入れるのに最も適切な文を a~f より選びなさい。ただし、同じ記号を複数回用いてはならない。また、空所(ア)に入れるべき“v”で始まる単語 1 語を記入せよ。

Cycling one morning, Professor Dacher Keltner had a near-death experience. "I was riding my bike to campus," he recalls, "and I came to a crossing. I had the right of way, but this big luxury car just didn't slow down." With only about one metre to spare before impact, the driver finally stopped. "He seemed both surprised and contemptuous, as if I was in his more important way." Keltner's first response was a mixture of anger and relief: his university had not lost a psychology professor that day. His second was more academic. Was there, he wondered, a measurable difference between the behaviour of owners of luxury cars and that of other drivers?

The professor sent a group of psychology students to monitor driving etiquette and keep notes on car models. They noted which drivers allowed pedestrians their right of way at street crossings, and which drivers pretended not to see them and sped straight past. The results couldn't have been clearer. People driving luxury cars were a quarter as likely to stop at a crossing and four times more likely to cut in front of another car than drivers of less expensive cars. The more luxurious the vehicle, the more entitled its owner felt to ( ア ) the traffic laws.

( 1 ) In some experiments Keltner and his collaborators put participants from a variety of income levels to the test; in others, they tried to make participants feel less powerful or more powerful by asking them to think about people more or less powerful than themselves, or to think about times when they felt strong or weak. The results all pointed in the same direction. People who felt powerful were less likely to be considerate; wealthy participants were more likely to cheat in games involving small cash rewards and to dip their hands into a jar of sweets marked for the use of visiting children. When watching a video about childhood cancer their faces showed fewer signs of sympathy.

( 2 ) When Keltner and his colleagues published an influential paper on the subject in 2010, three European academics, Martin Korndorfer, Stefan Schmutle and Boris Egloff, wondered if it would be possible to reproduce the findings of small lab-based experiments using much larger sets of data from surveys carried out by the German state. The idea was to see whether this information, which documented what people said they did in everyday life, would offer the same picture of human behaviour as results produced in the lab. "We simply wanted to reproduce their results," says Boris Egloff, "which seemed very believable to us." The numbers they obtained, however, did not fit the expected patterns. Taken as a whole, they suggested the opposite. Privileged individuals, the data suggested, were proportionally more generous to charity than their poorer fellow citizens, more

likely to volunteer, more likely to help a traveller struggling with a suitcase or to look after a neighbour's cat.

Who, then, is right? Are powerful people nicer or nastier than powerless ones? How can we explain the conflicting answers yielded by these two sets of data? ( 3 ) If being generous in public brings rewards, then rich people might be more inclined to help old ladies across roads. Drivers, invisible in their cars, need not worry about aggressive driving damaging their reputations. And Keltner points out that the data come from people's accounts of their own generosity, and not from actually observing their good actions. "We know from other studies that the wealthy are more likely to lie and exaggerate about ethical matters," he says. "Self-reported data in economics and face-to-face data in psychology capture different processes. What I say I do in society may not be how I behave with actual people."

( 4 ) In August 2015, the journal *Science* reported that a group of 270 academics, led by Brian Nosek, a respected professor of psychology at the University of Virginia, had attempted to reproduce the results of 100 similar psychological studies. Ninety-seven of the original studies had produced results consistent with the hypotheses being tested. Only 36 of the Nosek group's experiments did the same. Those numbers threatened to undermine the entire discipline of experimental psychology, for if a result cannot be reproduced it must be in doubt. ( 5 )

- a) Not everyone accepts this conclusion, however.
- b) What happened on the road also happened in the lab.
- c) The connection between privilege and selfishness, then, is still unproved.
- d) It may be that rich people are better at disguising their selfishness than poor people.
- e) This idea, however, created a considerable sensation outside the academic world.
- f) But it is also possible that the problem lies not with the survey data but with the psychological experiments.

## ハイレベル読解問題演習 56

(東京大 2017)

次の英文を読み、下線部(ア)～(ウ)を和訳せよ。ただし、下線部(ア)の it と、下線部(イ)の this が、それぞれ何を意味するかを明らかにすること。

How can the capacity for solitude be cultivated? With attention and respectful conversation.

Children develop the capacity for solitude in the presence of an attentive other. Imagine a mother giving her two-year-old daughter a bath, allowing the girl to daydream with her bath toys as she makes up stories and learns to be alone with her thoughts, all the while knowing her mother is present and available to her. Gradually, the bath, taken alone, becomes a time when the child is comfortable with her imagination. Attachment enables solitude.

One philosopher has a beautiful formulation: "Language ... has created the word 'loneliness' to express the pain of being alone. And it has created the word 'solitude' to express the glory of being alone." (ア)Loneliness is emotionally and even physically painful, born from a lack of warmth in early childhood, when we need it most. Solitude — the capacity to be contentedly and constructively alone — is built from successful human connection at just that time. But if we don't have experience with solitude — and this is often the case today — we start to equate loneliness and solitude. This reflects the poverty of our experience. If we don't know the satisfaction of solitude, we only know the panic of loneliness.

Recently, while I was working on my computer during a train ride from Boston to New York, we passed through a magnificent snowy landscape. (イ)I wouldn't have known this but for the fact that I happened to look outside on my way to get a coffee. Then I noticed that every other adult on the train was staring at a computer. (ウ)We deny ourselves the benefits of solitude because we see the time it requires as a resource to use more profitably. These days, instead of using time alone to think (or not think), we hurry to fill it with some digital connection.

次の文章を読み、(A)～(D)の問いに答えよ。

When she died last year at the age of ninety-four, I'd known Doris\* for fifty years. In all that time, I've never managed to figure out a ( 26 ) for her that properly and briefly describes her role in my life, let alone my role in hers. We have a handy set of words to describe our nearest relations: mother, father, daughter, son, uncle, aunt, cousin, although (A)that's as far as it goes usually in contemporary Western society.

Doris wasn't my mother. I didn't meet her until she opened the door of her house after I had knocked on it to be allowed in to live with her. What should I call her to others? For several months I lived with Doris, worked in the office of a friend of hers and learned typing. Then, after some effort, she persuaded my father to allow me to go back to school. As a ( 27 ), he had turned down further schooling after I was expelled — for climbing out of the first-floor bathroom window to go to a party in the town — from the progressive, co-ed boarding school\*\* that I had been sent to some years before when I was eleven. My father gave in and Doris sent me to my new school.

At the new school, teenagers constantly referred to and complained about their parents, using the regular words for them. Could I refer to Doris as my adoptive mother? She hadn't adopted me, although she'd suggested it. My mother had had one of her screaming fits and threatened to sue Doris if she tried to adopt me. So that was quietly dropped. I sometimes said 'adoptive mother' anyway, as an easy though inexact solution. It mattered how I referred to her; whenever I was called on to say 'Doris, my er... sort of, adoptive mother... my er... Doris...' to refer to my adult-in-charge, I was aware of giving the wrong impression.

For some reason, being precise, finding a simple possessive phrase that covered my circumstances, was very important. I didn't want to lie and I did want to find some way of summing up my ( 28 ) accurately to others. But I hadn't been an adopted child. Both my parents were still alive and (regrettably, in my view) in contact with me.

After I was expelled from my old school, I ran away from my father in Banbury and went to stay with my mother in Hove, in her very small flat. That had lasted only a few days before the wisest ( 29 ) seemed to be to roll up in a corner and refuse to eat or talk. 'How can you do this to me? Why can't you be decent, like other children?' she screamed.

It was considered a good idea to keep me away from my parents, so after the authorities had fed me, they put me into the Lady Chichester Hospital in Hove. It was a small psychiatric unit in a large detached house. I became the official baby of the place, and both staff and patients looked after me and tried to shield me from

the worst of the other people's problems. I was fascinated and felt quite at home and well cared for at last.

I developed a secret ( 30 ) that I was mysteriously pregnant and the doctor was waiting for me to come to terms with it. Apart from that, I wasn't mentally ill at all and they weren't trying to treat me. I stayed there for four months, without medication, spending long periods sitting on the beach in Hove, staring at the sea — it was a winter of unprecedented ice and snow — while they tried to figure out what to do with me.

Then, all of a sudden, I received a letter from Doris, saying that although I didn't know her, she knew about me from her son, who had been in my class at school. Much over-excited gossip, you can imagine, had been going on there about the wicked Jennifer who'd got expelled and was now in a madhouse.

In his letter to Doris, her son Peter wondered, in all innocent generosity (since we had by no means got on with each other at school), if, since I was 'quite intelligent', they might not be able to help me somehow. Doris said in her letter to me that she had just moved into her first house, that it had central heating (she was particularly proud of that) and a spare room, so I might like to stay there, and perhaps, in spite of my father's reluctance, go back to school to get my exams and go to university. It wasn't clear in the letter how long I was invited to stay for, but the notion of going to university suggested something long-term.

I read the letter many times. The first time (B)with a kind of shrug: 'Ah, I see. That's what's going to happen to me next.' Unexpected things had happened to me so frequently and increasingly during my childhood that they seemed normal. I came to expect them with a detached passivity. Then I read the letter again with astonishment that I had a guardian angel. Then fear. Then a certain amount of disappointment, and some real thought about whether to accept or not.. And finally all these responses were mixed, and I had no idea how to respond either to my own fears and expectations, or to this stranger for her invitation.

So Doris was not my mother. And aside from (C)awkward social moments, what she was to me was laid aside along with other questions best left unthought.

注 \*Doris 英国のノーベル賞作家ドリス・レスリング(1919～2013)のこと  
\*\*co-ed boarding school 男女共学の全寮制の学校

(A) 下線部(A)を前後関係をふまえて次のように言い換える場合、空所に入る最も適切な単語1語を書きなさい。

that's ( ) we usually use

(B) 下線部(B)で筆者はなぜこのような反応をしたのか、日本語で説明せよ。

(C) 下線部(C)の具体的な内容を日本語で説明せよ。

(D) 以下の問いに答えなさい。

(ア) 空所(26)～(30)には単語が一つずつ入る。それぞれに文脈上最も適切な語を次のうちから一つずつ選びなさい。同じ記号を複数回用いてはならない。

- |                |                  |               |               |
|----------------|------------------|---------------|---------------|
| a) designation | b) disease       | c) fear       | d) generosity |
| e) move        | f) participation | g) punishment | h) result     |
| i) rush        | j) situation     |               |               |

(イ) 本文の内容と合致しないものはどれか。一つ選びなさい。

- a) The author struggled to define her relationship with Doris.
- b) The author's mother did not want her to be adopted by Doris.
- c) A bad rumour about the author was spreading at her new school.
- d) Doris's son wanted to help the author because she was very smart.
- e) The author was staying at a hospital when she received a letter from Doris.

(ウ) Doris と筆者の関係を表現するのに最も適切なものを一つ選びなさい。

- |                   |             |               |
|-------------------|-------------|---------------|
| a) disastrous     | b) illegal  | c) passionate |
| d) unconventional | e) unstable |               |



## ハイレベル読解問題演習 58

(早稲田大・商 2019)

次の会話文を読み、下記の設問に答えよ。

*Cindy and Pete are friends. They run into each other on the street.*

**Cindy:** Hi, Pete! I haven't seen you around lately. How have you been?

**Pete:** Actually, I was in the hospital last month.

**Cindy:** Oh, dear! I'm sorry to hear that. Nothing serious, I hope.

**Pete:** It was more stupid than serious. I was playing Ultimate Frisbee and when I jumped to make a catch, I landed funny. I had to have surgery on my knee.

**Cindy:** That sounds terrible. ( 1 ) I would have visited you in the hospital.

**Pete:** ( 2 ) Actually, they kept me pretty busy with rehab. So, I can't say it was fun but at least I wasn't spending a lot of time bored in my hospital bed.

**Cindy:** When did you get out?

**Pete:** Two weeks ago. I'm walking around normally now, although the doctor warns me to wait a few more weeks before playing Frisbee again.

**Cindy:** ( 3 ) You definitely don't want to overdo it.

**Pete:** Enough about me! What have you been up to?

**Cindy:** Well, I think the last time we spoke I told you I was applying for a film-making internship in Venice.

**Pete:** Yes, I remember. ( 1 ) Did that work out?

**Cindy:** Well, no, but I got an offer for an internship here in town ( 2 ) that is right up my alley.

**Pete:** So it turned out all for the best. ( 4 )

**Cindy:** Next week we're going to be shooting some footage of a baseball game at the university. (A) 私はちょうどそこでの会合に行く途中だった。

**Pete:** That's so cool! Maybe in the future you can make a documentary about Ultimate Frisbee and film me!

**Cindy:** ( 5 ) That would certainly be fun! I've got to run. ( 3 ) Let's keep in touch.

**Pete:** Sure thing, Cindy! Bye!

設問1. 空所(1)～(5)を埋めるのもっとも適当なものを(a)～(j)からそれぞれ一つ選べ。ただし、各選択肢は一度しか使えない。

- (a) Did you hear the news?
- (b) How does that sound?
- (c) I couldn't be better.
- (d) I don't want to trouble you.
- (e) I'm really happy for you.
- (f) I wish I'd known.
- (g) That's nice of you to say.
- (h) That sounds like good advice.
- (i) That's what I heard.
- (j) Who knows?

設問2. 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べ。

- |     |                                 |                                  |
|-----|---------------------------------|----------------------------------|
| (イ) | (a) Did that fall through?      | (b) Did things go well?          |
|     | (c) Did you finish it?          | (d) Did you work hard?           |
| (ロ) | (a) that doesn't require travel | (b) that's near my home          |
|     | (c) that suits me well          | (d) that will lead to a good job |
| (ハ) | (a) Let's hold off on it.       | (b) Let's remain cautious.       |
|     | (c) Let's stay in contact.      | (d) Let's stick it out.          |

設問3. 下線部(A)を 10 語以内で英語に直しなさい。ただし、最後の語は与えられている。

\_\_\_\_\_ there.

## ハイレベル読解問題演習 59

(早稲田大・商 2019)

次の英文を読み、下記の設問に答えよ。

Should commuting hours count as part of the workday? This suggestion was made by university researchers in England who studied the commuting habits of thousands of business people.

It's no secret that the expansion of Wi-Fi on trains, planes and automobiles has led to the de facto expansion of the working day, tying employees to their electronic devices as they send and receive countless work emails after clocking out from their jobs.

Work-life balance has been a popular catchphrase of the modern era, in which employers provide a range of (1)perks for their employees to get rid of the accumulated stress. But amid the emphasis on wellness programs come alarming tales like that of a 31-year-old Japanese worker who amassed more than 159 hours of overtime in one month and worked herself to death. Officials there and in other countries have moved to crack down on overworking.

Last year, France, which already has a 35-hour workweek, introduced a law requiring large companies to give their employees "the right to disconnect" and block email when they are off duty.

Similar limits have been tested in Germany, where in 2013 the Labor Ministry ordered its supervisors not to contact employees ( イ ) office hours. And in 2011, Volkswagen began shutting off its company cellphone network at the end of the workday, stopping some employees in Germany from sending or receiving email.

In Britain, workers spend an hour on average getting to and from their jobs — more in and around London — but not everyone is able to be ( ロ ) in a busy rail car, where the temptation of computer games may be too strong.

Over 40 weeks in 2016 and 2017, the research team at the University of the West of England studied 5,000 commuters who traveled up to 250 miles a day for work on two busy lines that run northwest from London to Birmingham and Aylesbury. The workers were scrutinized for their use of free wireless internet on the routes. The team found that (A)commuters were using their time on the train to get work done. The longer the route, the more work was being accomplished. Fifty-four percent of commuters on the longer route, Birmingham to London, and 36 percent on the shorter one, Aylesbury to London, were checking and sending work-related emails during the trips.

Dr. Jain, a researcher at the University of Bristol, said the study was still in its (2)exploratory stage. Any changes in the length of the workweek would have to come from the British government.

But several European countries have proposed regulatory changes to take account of longer commutes and the seemingly (3)permanent availability of mobile internet. And a court case decided before a European legal commission last year could affect

how working time is calculated across the continent. The commission ruled that in Norway, some employees could count their commute as working time — the ( ハ ) being that while they may not be, strictly speaking, working, they are at the disposal of their employer.

This summer, France's highest court ordered a British company to pay one of its workers in France 60,000 euros (more than \$70,000) in compensation, after the company required employees to have their phones on at all times to answer questions and complaints from clients and subordinates. "The right to disconnect is reminding everyone that we ought to have a reasonable attitude to new technologies," said Ms. Sabbe-Ferri, a lawyer in Paris. "Having access to the internet around the clock ( ニ ) we should be working all the time."

(Adapted from *The New York Times*, August 30, 2018)

**設問1.** 次の 1~4 について、本文の内容にもっとも合うものを(a)~(d)からそれぞれ一つ選べ。

1. Based on this article, which of the following statements is true?
  - (a) Companies in Germany abuse their employees by forcing them to work at home on their mobile devices.
  - (b) Death from overwork is still a common occurrence in the corporate world and some governments have largely ignored the problem.
  - (c) Examples in Germany, France and Japan demonstrate that modern technology has made work-life balance easier to achieve than in the past.
  - (d) Today, while many companies try to improve their working conditions, examples of overwork persist.
  
2. Which of the following statements accurately describes measures taken in Germany to help employees maintain a work-life balance?
  - (a) A private company made it impossible to use work-related email except during established business hours.
  - (b) Efforts have been made in both private and public sectors to limit the use of email during office hours.
  - (c) The first action to restrict the use of corporate email was undertaken by the German government to be followed two years later by a private company.
  - (d) The government and the private sector have been cooperating to pass laws requiring employers to use their best judgment when sending email to staff.

3. The results of the study undertaken by the University of the West of England show that
- (a) a considerable minority of travelers between Aylesbury and London are engaged in personal communication while on the train.
  - (b) approximately a third of all passengers on a longer route try to catch up on work while traveling.
  - (c) many commuters spend time on the train playing video games since the rail cars get too busy to do any work effectively.
  - (d) there is a positive correlation between the amount of work done on the train and the time spent getting to the destination.
4. What is so significant about the decision of the European legal commission?
- (a) It has allowed certain employees to claim the time they spend getting to their workplace and back as the time spent in the office.
  - (b) It has forced the business world to change its attitude towards the use of new technologies.
  - (c) It has made it more difficult for the employers to require their workers to be at their disposal at all times.
  - (d) It has resulted in a number of high-profile legal cases, notably in France, in which employees demanded additional pay.

**設問2.** 下線部(1)~(3)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選べ。

- |     |               |                   |                |                |
|-----|---------------|-------------------|----------------|----------------|
| (1) | (a) benefits  | (b) designations  | (c) measures   | (d) references |
| (2) | (a) critical  | (b) decisive      | (c) initial    | (d) pivotal    |
| (3) | (a) uncertain | (b) uninterrupted | (c) unresolved | (d) unstable   |

**設問3.** 空所(イ)~(ニ)を埋めるのにもっとも適当なものを(a)~(d)からそれぞれ一つ選べ。

- |     |                                 |                               |                |               |
|-----|---------------------------------|-------------------------------|----------------|---------------|
| (イ) | (a) demanding                   | (b) outside                   | (c) regarding  | (d) within    |
| (ロ) | (a) ambitious                   | (b) entrepreneurial           | (c) productive | (d) reluctant |
| (ハ) | (a) appeal                      | (b) effort                    | (c) rationale  | (d) strategy  |
| (ニ) | (a) cannot negate the fact that | (b) doesn't mean that         |                |               |
|     | (c) fortunately suggests that   | (d) often lets us forget that |                |               |

**設問4.** 本文のタイトルとしてもっとも適当なものを(a)～(d)から一つ選べ。

- (a) Abuse of Power by Large Corporations: How Some Companies Are Forcing Their Employees to Work Overtime
- (b) Major Changes Looming in Europe: Why Legal Pressure Is Forcing Companies to Expand the Work Responsibilities of Their Employees
- (c) No Longer 9 to 5: The Traditional Definition of Working Hours May Be on Its Way Out
- (d) Slaves of the Internet: The Frightening Reality of Today's Workplace in Many Countries

**設問5.** 下線部(A)を日本語に訳しなさい。

## ハイレベル読解問題演習 60

(早稲田大・商 2019)

次の英文を読み、以下の設問に答えよ。

Since World War II, the availability of food per capita in the world has increased by about 40 percent. Today, there is sufficient food in the world to adequately feed everyone.

The Green Revolution introduced in the late 1960s is mainly responsible for this. The Green Revolution was the right solution for the challenge of that time: to quickly increase food production and productivity based on an input-intensive agriculture. It worked. It saved hundreds of millions from hunger. But almost 50 years later, its limits have also become ( 1 ).

First, because hunger still persists — about 815 million people in the world suffered from undernourishment in 2016 on a daily basis. This clearly shows that the hunger problem nowadays is not the lack of food, but accessibility to food. In addition, the world is already facing (1)an epidemic of overweight and obesity. In 2016, more than 1.9 billion adults worldwide were overweight. Of those, more than 650 million were obese.

The second reason that the Green Revolution has reached its limits is because the increase in production and productivity has come at a high environmental cost. The widespread use of chemical fertilizers and pesticides has contributed to land degradation, water pollution, and biodiversity loss.

It is time to innovate again. This time, innovation means increasing the resilience and sustainability of our food systems, especially ( 2 ) climate change. We need to put forward sustainable food systems that offer healthy, nutritious and accessible food for all, ecosystem services, and climate resilience.

The emerging field of agroecology can offer several contributions in this regard.

As a (2)tailored combination of both science and cultural wisdom, agroecology's core elements comprise a strong emphasis on diversity, synergies, recycling, efficient use of resources, ecological and socio-economic resilience, the co-creation and sharing of knowledge, and the link between human values and sustainable livelihoods. (A)It also includes the role of culture in food traditions and the important role that responsible governance mechanisms — covering issues ranging from duration to the way that public subsidies are used — must play to support long-term investments in sustainability.

There are many ( 3 ) of the benefits of agroecology. In Trinidad and Tobago, where years of sugarcane farming led to poor-quality soils, family farmers used lemon grass to cool the ground, impede erosion, and (3)crowd out rival weeds. This, along with a clever water recycling system, has turned even modest plots into prosperous and high-yielding fruit and vegetable operations.

In east China, farmers have (4)engineered clever ecosystems, building elaborate networks of ditches and fish ponds to channel water and waste in a way benefiting

all the phases of a circular agricultural system based for millennia on producing lucrative silkworms.

In recent years, the U.N. Food and Agriculture Organization (FAO) has been promoting and facilitating an international debate on the potential of agroecology.

The First International Symposium on Agroecology was held at FAO Headquarters in September 2014, and it was followed by a series of regional meetings in Latin America, Europe, Africa, and Asia. Governments, civil society, the private sector, academia, and research institutions have come together to share experiences and points of view regarding the benefits of agroecology as a new approach to make agriculture more sustainable and compatible with the 2030 development agenda.

FAO will now host the Second International Symposium on Agroecology, which will take place from April 3 to 5, 2018, also at the FAO headquarters in Rome. The aim of the Second International Symposium is to (5) identify needs and problems that countries face in the adoption and implementation of agroecology, to evaluate the impact of dedicated public policies, and to identify the capacity-building needs of the relevant institutions.

Sustainability and innovation are key words. The future of agriculture and food systems are not input-intensive, but ( 4 )-intensive. This is a new paradigm.

(Adapted from Foodtank.com)

**設問1.** 次の1～4について、本文の内容に合うものはマーク解答用紙のTの欄に、合わないものはFの欄にマークせよ。

1. It is not availability of food but accessibility to food that matters in the world today.
2. The Green Revolution is largely held responsible for a shortage of food.
3. There are many people diagnosed with obesity while there are still problems of hunger and undernutrition.
4. The problems with the Green Revolution include a negative environmental impact.



設問2. 空所(1)~(4)を埋めるのもっとも適当なものを(a)~(d)からそれぞれ一つ選べ。

- |     |                           |               |                           |               |
|-----|---------------------------|---------------|---------------------------|---------------|
| (1) | (a) apparent              | (b) complex   | (c) obscure               | (d) redundant |
| (2) | (a) in the face of        |               | (b) in the pursuit of     |               |
|     | (c) in the service of     |               | (d) in the vicinity of    |               |
| (3) | (a) concrete examples     |               | (b) convincing guidelines |               |
|     | (c) instructive practices |               | (d) ongoing trials        |               |
| (4) | (a) capital               | (b) knowledge | (c) labor                 | (d) time      |

設問3. 下線部(1)~(5)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選べ。

- |     |                          |               |                             |               |
|-----|--------------------------|---------------|-----------------------------|---------------|
| (1) | (a) a mysterious symptom |               | (b) a serious infection     |               |
|     | (c) a valuable treatment |               | (d) a widespread occurrence |               |
| (2) | (a) custom-made          | (b) man-made  | (c) ready-made              | (d) self-made |
| (3) | (a) bring out            | (b) keep out  | (c) leave out               | (d) pull out  |
| (4) | (a) developed            | (b) employed  | (c) preserved               | (d) restored  |
| (5) | (a) consolidate          | (b) determine | (c) satisfy                 | (d) undermine |

設問4. 下線部(A)が指し示す1語を本文から抜き出さない。