

読解問題演習 91

Read the following passage and answer the questions. (20 points)

(東京理科大 2019年2月9日実施分)

Bees are nature's farmers. There are over 20,000 different kinds of bees around the world, and bees are critically important for agriculture. ①They spend their days carrying (ア) from (イ) to (ウ) which helps (エ) to reproduce. Pollination is part of the sexual reproduction of plants, and without pollination plants would be unable to reproduce. This ②[] bees an indispensable part of our food chain.

<あ> Bees live in colonies, and every member of the colony has a job. The queen bee's job is to lay eggs and make the colony's next generation of bees. The drone bee's job is to mate with the queen. The worker bees, who are all female, have many jobs, but their main job is to collect food for the colony. The worker bees fly from flower to flower, collecting food. However, during this search for food, when flying from flower to flower, they also pollinate the plants. When a worker bee lands on a flower, it ③inadvertently picks up pollen on its legs. Then, when the bee flies off to the next flower, this pollen gets left on that flower which then pollinates the plant. Essentially, the bees do this vital pollination work by accident.

<い> Bees are therefore very important for the economy and very important for the food supply. Economists estimate that bees contribute over \$19 billion to the U.S. economy. For example, in the United States almond farmers require more than one million bee colonies to pollinate their crops. Without bees there would be no almonds. Moreover, without bees there would be no apples, watermelons, pears, cherries, blueberries, and many other foods that we eat as part of our daily life.

<う> Worker bees are ④[] creatures. They fly away from their colonies to look for food, which they then bring back to the colony. That is, bees have the ability to remember where they've been and navigate.

<え> Scientists have found that bees navigate by remembering their immediate environment. They don't use the Sun, but rather, they make a mental map of their immediate environment. This suggests that bees have a developed sense of memory.

<お> For some unknown reason, bee colonies are dying off. A little over ten years ago, beekeepers began noticing that many worker bees were leaving their colonies and not returning. That is, the worker bees were leaving their colonies, leaving the queens and the drones, and not returning. Without the worker bees to bring more food, this ⑤exodus of worker bees caused the colonies to collapse and die.

This phenomenon has been ⑥[] the name *Colony Collapse Disorder* (CCD). It was first noticed over the winter of 2006 to 2007 when some beekeepers lost up to 90% of their colonies. Between 2006 and 2011, each year beekeepers in the United States lost an average of 33% of their colonies. Alarmingly, this phenomenon has not been limited to the United States. Scientists have noticed that bee populations have been falling in many countries around the world.

While scientists have not been able to identify a single cause for CCD, most experts believe that it is being caused by a combination of factors. For example, scientists have found that some commonly used agricultural chemicals might be responsible for CCD. They believe that some pesticides, chemicals which kill other insects, damage the bee's memory. Certain chemicals have been found to interfere with the bee's ability to learn and remember.

Although there are many theories, scientists still have more work to do to understand CCD. Knowing the possible reasons allows us to take action to protect these wonderful creatures and make sure that nature's farmers are protected.

(1) From the choices, choose the set of words (ア)～(エ) that best completes the sentence in underlined part ① in the passage.

- | | | | |
|--------------|------------|------------|------------|
| 1 (ア) plant | (イ) plants | (ウ) plants | (エ) pollen |
| 2 (ア) plants | (イ) pollen | (ウ) pollen | (エ) plants |
| 3 (ア) pollen | (イ) plants | (ウ) plant | (エ) plants |
| 4 (ア) pollen | (イ) plant | (ウ) plant | (エ) plants |

(2) From the choices below, choose the word or phrase that best fits into the brackets ②, ④, and ⑥ in the passage.

- | | | | |
|-------------|----------|-------------|---------------|
| ② 1 causes | 2 forces | 3 makes | 4 enables |
| ④ 1 amazing | 2 amazed | 3 amazement | 4 amaze |
| ⑥ 1 giving | 2 given | 3 to give | 4 to be given |

(3) From the choices below, choose the word that best matches the meaning of the underlined parts ③ and ⑤ in the passage.

- | | | | |
|------------------|-------------------|-------------|----------------|
| ③ 1 accidentally | 2 intentionally | 3 virtually | 4 occasionally |
| ⑤ 1 departure | 2 experimentation | 3 emission | 4 shuttle |

- (4) Where in the passage could the sentence below be inserted? Choose the bracket in the passage from <あ> to <お> where this sentence would best fit.

"However, in recent years beekeepers have noticed a disturbing trend."

- 1 <あ> 2 <い> 3 <う> 4 <え> 5 <お>

- (5) From the choices below, choose the three statements that most closely match the passage.

1. The bee's sexual reproduction is regarded as part of pollination.
2. The drone bee, a kind of worker bee, has many jobs, such as mating with the queen and collecting food for the colony.
3. Bees play a vital role in the pollination of a wide variety of crops.
4. Because bees don't use the Sun in order to keep track of their location, they make use of the environmental cues around them.
5. It is less than ten years ago that beekeepers became aware that many worker bees were leaving their colonies and not returning.
6. Even though the use of pesticides has become widespread, bees are not vulnerable to any negative effects.
7. It is safe to say that the collapse of bee colonies has taken place worldwide because of an increase in the population of bees.
8. Scientists have yet to perfectly understand all the causes of CCD.

読解問題演習 92

次の英文を読んで下の問いに答えなさい。

(東京理科大 2013年2月8日実施分)

Since the split of the country in 1948, South Korea has grown into one of Asia's most affluent countries. It has been one of the world's major economies and is a leading exporter of cars and electronic goods. With the third largest economy in Asia, 13th in the world, Korea has become a strong global player. In addition to its manufactured goods, a new export industry is beginning to (ア)emerge: kimchi.

Kimchi is set to take the world by storm. Kimchi is Korea's best known food. It is loaded with vitamins A, B and C. It is high in fiber and low in fat, making it an ideal food for (イ)people who want to cut down on calories and lose weight. However, perhaps the biggest benefit is the healthy bacteria found in kimchi. Kimchi is fermented and therefore, like yogurt, has bacteria. According to a recent study, the bacteria in kimchi help digestion. There are even some studies that suggest kimchi contains a compound that might prevent some kinds of cancer. On average, Koreans eat more than 18 kilograms of this super-spicy side dish every year.

(ウ)As such, kimchi has begun to enter the American mainstream. As technology brings the world closer and closer together, Americans have begun to get a broader awareness of Korean cuisine. In the past, Americans have embraced sushi from Japan, pho noodle soup from Vietnam, and spicy pad thai from Thailand. Korean food is now being this list and kimchi is leading the way.

Recognizing the growth potential of kimchi, the South Korean government has made the globalization of kimchi a national policy. The South Korean (1 ranked 2 aims 3 to 4 Korean 5 government 6 food 7 have) in the world's top five cuisines by the year 2017. According to Mr. T. P. Chang, a former Korean government minister who was a driving force behind this strategy, "Korean food has remained relatively unknown like a pearl hidden in its shell".

The government has been actively pursuing a number of strategies to promote the globalization of kimchi. One part of this strategy has been the establishment of a global kimchi research center adapting Korean cuisine, including kimchi, spicy seafood dishes, other fermented foods and traditional alcoholic beverages, to better match global tastes. The government has also begun to finance Korean cooking academies, both at home and abroad to stimulate the growth of Korean food exports. In addition, the government has sponsored TV specials in targeted countries,

which have helped expand the market share of kimchi products. All these efforts are starting to bear fruit as kimchi has enjoyed a sudden growth in popularity. With all this interest in Korean food and kimchi, it seems likely that kimchi will soon become a global industry.

(1) に入る最も適切な語句を下の選択肢 1~4 から一つ選びなさい。

- 1 compounded with
- 2 drawn in
- 3 pulled over
- 4 transformed into

(2) 下線部(ア)を別の表現で言い換える場合、最も適切な語句を下の選択肢 1~4 から一つ選びなさい。

- 1 fade out
- 2 fall through
- 3 set off
- 4 take shape

(3) 下線部(イ)と同じ意味になるように下の表現の()に適切な一語を書きなさい。

people interested in going on a ()

(4) 下線部(ウ)の such が示す内容と一致しないものを下の選択肢 1~4 から一つ選びなさい。

- 1. キムチにはビタミン A, B, C が含まれていること
- 2. キムチにはヨーグルトを好む菌への耐性があること
- 3. キムチが消化を助けること
- 4. キムチによって予防できるガンがあるかもしれないこと。

(5) に入る最も適切な語句を下の選択肢 1~4 から一つ選びなさい。

- 1 added to
- 2 figured out
- 3 kept off
- 4 turned into

(6) 下線部(エ)の()の単語群を適切な配列に直した場合、2番目と7番目にくる語を選びなさい。

(7) に入る最も適切な語句を下の選択肢 1~4 から一つ選びなさい。

- 1 in case of
- 2 owing to
- 3 reason being
- 4 with a view to

(8) 下のA群、B群から本文の内容と一致する文を一つ選びなさい。

A 群

1. Kimchi is catching the world's attention as people get greater awareness of its threat.
2. South Korea is one of Asia's more affluent countries and is a leading employer of cars, electronics and kimchi.
3. Due to its perceived health benefits, the global consumption of kimchi is starting to increase.
4. Because kimchi is fermented and has healthy bacteria, people need to be aware that it can prevent digestion.

B 群

1. The South Korean government is taking active measures to increase the global consumption of its food exports.
2. The South Korean government is promoting the growth of kimchi by opening up restaurants in targeted countries.
3. Kimchi, like a pearl hidden in its shell, has remained relatively unknown in its domestic market.
4. In America, Asian food has grown in popularity with kimchi leading the way ahead of Japanese food and Vietnamese pho noodle soup.

読解問題演習 93

次の英文を読んで下の問いに答えなさい。

(東京理科大 2013年2月8日実施分)

Every January in the middle of winter the world's business and political elite come together for discussion and debate in the Swiss ski resort town of Davos. The event is the World Economic Forum. It is a time for the world's super-rich to rub elbows with the world's political leaders and discuss the state of the world economy. What started off in 1971 as an informal annual meeting of artists, politicians, scientists and entrepreneurs* has turned into a super event where the people who largely run our economic system to decide how the world should be managed. In 2012 the event had 2600 participants including 40 heads of state, 80 political leaders and over 1600 corporate heads.

However, while the champagne flows at Davos, the world's poor are getting poorer. Over the past thirty years the rich have been getting richer and the poor have been getting poorer. The gap between the haves and the have-nots has never been bigger in the history of human civilization and this trend is likely to continue.

Over 80% of all the people on this planet live on less than one thousand yen a day, while almost half of all people survive on less than two hundred and fifty yen a day. As the world entered the 21st century, nearly one billion of the world's people remained unable to read or write their own name.

Some economists have suggested that the super-rich pay a one-time "global wealth tax" of 10% to 20%. This would only be for people with over \$10 million. Such a tax would affect less than 0.01% of the world's population and raise over \$5 trillion. (ア)The tax would enable developing nations to reduce their public debt, reinvest in infrastructure and create more jobs.

(注) entrepreneurs 起業家

(1) に入る適切な語を下の選択肢 1~4 から一つ選びなさい。

- 1 meet
- 2 meeting
- 3 meets
- 4 met

(2) 下線部(ア)を日本語に訳しなさい。

(3) 本文の内容と一致する文を二つ選びなさい。

1. Between 1971 and 2012, the 2600 participants at Davos have made many contributions to the world's poor.
2. The divide between the wealthy and the poor is too large and needs to somehow be reduced.
3. Davos hosts the World Economic Forum each year because most of the world's business elite live near this business center.
4. A global wealth tax of between 10% and 20% would help people with over \$10 million.
5. Artists and entrepreneurs succeeded in changing the formal economic meeting into the informal annual meeting.
6. Income inequality has increased over the past thirty years and probably will continue to do so.

読解問題演習 94

次の空所(1)～(5)に入れるのに最も適したものを a～h より選べ。ただし、同じ記号を複数回用いてはならない。

CIA's* primary mission is to collect, analyze, evaluate, and disseminate foreign intelligence* to assist the President and senior US government policymakers in making decisions relating to national security. (1)

First, we have to identify a problem or an issue of national security concern to the US government. In some cases, CIA is directed to study an intelligence issue — such as what activities terrorist organizations are planning, or how countries that have biological or chemical weapons plan to use these weapons — then we look for a way to collect information about the problem.

(2) Translating foreign newspaper and magazine articles and radio and television broadcasts provides open-source intelligence. Imagery satellites take pictures from space, and imagery analysts write reports about what they see — for example, how many airplanes are at a foreign military base. Signals analysts work to decrypt* coded messages sent by other countries. Operations officers recruit foreigners to give information about their countries.

After the information is collected, intelligence analysts pull together the relevant information from all available sources and assess what is happening, why it is happening, what might occur next, and what it means for US interests. (3) One of these reports is the President's Daily Brief (PDB), an Intelligence Community product, which the US president and other senior officials receive each day.

It is important to know that CIA analysts only report the information and do not make policy recommendations — making policy is left to agencies such as the State Department and Department of Defense. These policymakers use the information that CIA provides to help them formulate US policy toward other countries. It is also important to know that CIA is not a law enforcement organization. (4) Additionally, the CIA may also engage in covert action* at the President's direction and in accordance with applicable law.

(5) However, prior to the mid-1970s, oversight was less formal. The 1980 Intelligence Oversight Act charged the Senate Select Committee on Intelligence (SSCI) and the House Permanent Select Committee on Intelligence (HPSCI) with authorizing the programs of the intelligence

agencies and overseeing their activities.

* (注) CIA (Central Intelligence Agency) 米国中央情報局
intelligence 情報
decrypt 解読する
covert action 秘密工作

- a) The US Congress has had oversight responsibility of the CIA since the Agency was established in 1947.
- b) The result of this analytic effort is timely and objective assessments, free of any political bias, provided to senior US policymakers in the form of finished intelligence products that include written reports and oral briefings.
- c) This is a very complex process and involves a variety of steps.
- d) The CIA is separated into five basic components.
- e) There are several ways to collect information.
- f) We stand by and behind one another.
- g) It did not take long before President Truman recognized the need for a postwar, centralized intelligence organization.
- h) That is the job of the FBI; however, the CIA and the FBI cooperate on a number of issues, such as counterintelligence and counterterrorism.

読解問題演習 95

次の英文を読んで、設問に答えなさい。

(北海道大 2019)

Climate change! Climate change! Climate change! This has increasingly become a buzzword in the last five years or so. It is always on the news. People are constantly talking about it. Across academia, government, and the private sector, climate change is one of the most discussed topics. The attention it is getting has been immense. This is most likely because of its unquestionable impact on our environment.

Studies show that climate change affects the natural features of the earth. Heavy rainfall can cause seashores to overflow in some regions, while drought can cause dry lands in others. We have also been informed about the increase of the earth's average surface temperature. This means that we will experience excessively hot weather during the summer, while slightly colder weather will be felt during the winter. Scientists expect that these global weather changes will create stronger storms and sudden floods in some areas, while (1)others will see harsher droughts or dryness.

While there is clear evidence that climate change can affect the geography of the planet and generate severe weather conditions, can it have an impact on our health, too? Recent studies on climate change actually indicate that it has a direct impact on public health. According to Patricia Espinosa, executive secretary of United Nations Climate Change, and Richard Horton, editor-in-chief of the British medical journal *The Lancet*, the change of weather and climate is already producing harmful effects on our health.

The World Health Organization (WHO) considers climate change as one of the main reasons why more people are getting sick. This is because climate change can have an impact on the social and environmental factors that relate to health, like food, water, air, and housing. If we ignore the ill effects of climate change on health, the WHO estimates that there will be about 250,000 more deaths per year between 2030 and 2050: 38,000 among the elderly because of heat stroke, 48,000 due to diarrhea, 60,000 because of malaria, and 95,000 among children with poor nutrition.

(2)This is, indeed, a major concern that we all should address and prepare for as threats of climate change are definitely alarming. These health risks, furthermore, are so severe that medicine and technology are not advancing

fast enough. To know (a) these health threats might look like, let's look at three situations where climate change is clearly influencing people's health.

The worsening spread of dengue fever, or "bone-break fever", is directly related to the change in global weather conditions. Normally found in warmer areas, the black-and-white striped mosquitoes that carry the virus are now living longer and populating even in higher, traditionally cooler regions. As reported by the WHO, dengue is now widespread in 100 countries, causing up to 50 to 100 million new infections a year with 22,000 deaths, mainly among children.

Another effect of climate change is that of water-related illnesses. People can become sick if exposed to unclean water. Flooding resulting from heavy rainfall and high water can increasingly pollute areas of water, including the water we drink. Because of this, people may suffer from illnesses like cholera, dysentery, and typhoid. According to the WHO, there are over 500,000 children aged under 5 years who are at risk every year because of a lack of safe water.

Heat waves are another predicted consequence of climate change. In the United States, for example, (3)they are believed to be the most dangerous natural disasters with more people killed than hurricanes, earthquakes, and other disasters combined. Moreover, extreme heat worsens the health condition of those with lung and heart diseases, particularly among elderly people.

Although these health threats caused by climate change are disturbing, there are ways to prepare for and address these problems — like having early warning systems for extreme weather and lessening its impact on disadvantaged sectors of society, such as the young and elderly. Educating healthcare professionals about its negative effects, raising public awareness, and understanding the dangers of climate change to health should also be realized. Through these efforts, we hope to reduce its damaging effects and save more lives. Climate change may be unavoidable, but we can somehow (b) its impact on human health.

注) dysentery: 赤痢 typhoid: 腸チフス

問1 下線部(1)の言い換えとして最も適切なものを(A)～(E)から 1 つ選びなさい。

- (A) other scientists predict harsher droughts or dryness.
- (B) other storms and floods will lead to harsher droughts or dryness.
- (C) other weather changes will create harsher droughts or dryness.
- (D) there will be harsher droughts or dryness in other areas.
- (E) there will be other weather changes such as harsher droughts or dryness.

問2 下線部(2)が表す内容を 20 字以内の日本語で簡潔に答えなさい。

									20

問3 空欄(a)に当てはまる語(一語)を答えなさい。

問4 下線部(3)を、they が指す内容を明示して、日本語に訳しなさい。

問5 空欄(b)に当てはまる最も適切な語を(A)～(E)から 1 つ選びなさい。

- (A) advance (B) control (C) experience
- (D) produce (E) spread

問6 以下の 1～11 の文には、本文の内容に合致するものが 6 つある。それらの文を本文で述べられている順に並べなさい。なお、最初の文は 1 である。

1. Climate change changes geography and the weather.
2. Dengue fever kills millions of people each year.
3. Education may decrease health risks.
4. Floods poison water.
5. Half a million children die from drinking unsafe water.
6. Heat waves and hurricanes harm elderly people.
7. Medicine and technology have kept up with the health problems of climate change.
8. People with lung diseases suffer in extreme heat.
9. Research shows that climate change harms our health.
10. The WHO predicts millions of deaths per year.
11. Warm weather spreads dengue fever to cool areas.

読解問題演習 96

次の英文を読んで、設問に答えなさい。

(北海道大 2019)

Think about all your important beliefs and ideas. They may relate to what you study, how you view yourself and others, your political viewpoints, and religious beliefs. Now ask yourself if you prefer to look for evidence that supports and strengthens those ideas, or do you like to look for evidence that might weaken or disprove them? According to social psychologists, we often look for ways to confirm our views, and often avoid attacking them.

Peter Wason first explored this almost sixty years ago in a classic experiment. He presented twenty nine psychology undergraduates with three numbers: 2, 4, and 6. They were told that their goal was to figure out a particular rule that explained this series of numbers. The actual rule used was very simple: the second number had to be larger than the first number, and the third number had to be larger than the second one. To help them complete the task, the students were allowed to write down any series of three numbers and show them to the experimenter. Every time the numbers matched the rule, the experimenter would tell them it was a match, but wouldn't explain the reason. They could (1)do this as many times as they liked until they were sure that they had figured out the rule. At that point, they could write it down and show it to the experimenter. The students were told to continue testing series of numbers and writing down possible rules until they arrived at the correct one.

Despite the fact that the actual rule was very simple, only six out of the twenty nine students correctly figured it out on their first attempt. The reason for this was that the students spent most of their time trying to positively test their first ideas. For example, some of the students started by guessing that the rule related to the use of even numbers. They would then *only* write examples that included even numbers until they had persuaded themselves that the rule could only be about those numbers. What they often didn't do, for example, was include odd numbers in order to (2)negatively test their first idea.

This way of thinking is known as *confirmation bias* and it tells us something very important about how we develop our views about the world. When we think about our beliefs, we all feel that the truth is the most

important thing for us. However, we are also very powerfully influenced by the way our minds work, and we are often not aware of it. This does not just relate to our preferences for confirming our beliefs rather than disproving them. Social psychologists have also found other influences. For example, we often prefer to continue to believe something because it is useful or emotionally important to us in some way.

Universities try to address these tendencies by emphasizing the importance of skills like critical thinking and debating. (a), what can often happen is that we only critically examine new ideas or beliefs we disagree with. There is also some evidence that (3)debating can actually strengthen your original ideas and beliefs, rather than making you question them.

So what can we do to avoid the effects of confirmation bias? One solution is to push ourselves to improve our understanding of different viewpoints. One advantage of the university seminar system is that students are free to attend the classes of many different professors. Try to find a professor that disagrees with the ideas that you have already been taught. In addition, try to carefully read books that you disagree with, and spend time talking to people that have different ideas from your own. And don't just talk to them, but train yourself to see the conversation through their eyes. You might feel that they are obviously (b), but it is important to understand why they feel the same way towards your ideas. In addition, try to view changing your ideas as exciting and challenging, and not something uncomfortable, threatening, and negative. It is very difficult to avoid confirmation bias when you are on your own. It is almost impossible when you are with a group that all agrees with the same idea. The best place to shape your thinking is therefore somewhere in the messy, ever-changing space between opposing arguments.

問1 下線部(1)が表す内容を日本語で述べなさい。

問2 第3段落で述べられている例において、下線部(2)に合致する3つの数字は以下の(A)～(D)のうちどれか。2つ選びなさい。

- (A) 2, 3, 4 (B) 4, 3, 2 (C) 2, 4, 6 (D) 6, 4, 2

問3 空欄(a), (b)に入る最も適切な語句を(A)～(E)からそれぞれ1つ選びなさい。

- (a) (A) Accordingly (B) For example (C) However
(D) Similarly (E) Therefore
- (b) (A) better (B) correct (C) different
(D) identical (E) wrong

問4 下線部(3)を日本語に訳しなさい。

問5 以下の英文において、下線部に当てはまる最も適切なものを(A)～(D)から1つ選びなさい。

The article implies that attending classes of many professors with different views helps you avoid the effects of confirmation bias because _____ .

- (A) books and conversations give you knowledge
(B) seminars are exciting and challenging
(C) you need to justify your ideas
(D) you see and compare different ideas

問6 以下の本文の要約において、空欄(1)～(5)に当てはまる最も適切な語をそれぞれ(A)～(D)から1つ選びなさい。

We tend to (1) evidence that confirms our views. An experiment (2) this claim by showing that people tend to repeatedly prove their initial beliefs. This thinking is (3) confirmation bias. To (4) confirmation bias, university students learn how to think and debate critically. These skills are best acquired when we see arguments from (5) points of view.

- | | | |
|-----|-----------------|----------------|
| (1) | (A) create | (B) inspect |
| | (C) match | (D) seek |
| (2) | (A) corrected | (B) explained |
| | (C) questioned | (D) verified |
| (3) | (A) considered | (B) identified |
| | (C) named | (D) referred |
| (4) | (A) disprove | (B) distance |
| | (C) overcome | (D) withdraw |
| (5) | (A) conflicting | (B) denying |
| | (C) rejecting | (D) surprising |

読解問題演習 97

Read the following passage.

(北海道大 2019)

There is no denying that social media is an important tool for communication today. Through our social media accounts, we can easily connect and stay in touch with our family and friends. Some people, however, believe that with Twitter, Instagram, or Facebook, among others, we increasingly lose our ability to communicate face-to-face. Whichever side we are on, what is certain is that social media has changed, positively or negatively, our communication in the 21st century.

Making friends and connecting with them online is one positive consequence of social media. It is now easy to find people we can relate to, people we can learn from, and people we have common interests with. Accordingly, we are able to develop and improve our social skills. Some people, on the other hand, think that the use of social media reduces our physical communication with people. Spending a lot of time online will prevent us from acquiring and expanding important social skills like examining body language, facial expressions, or vocal tones. In other words, our capacity to connect with people face-to-face has declined because of social media.

Some people, meanwhile, consider social media helpful to those who are experiencing depression or hopelessness. Take for example Josh, a teenager, who was suffering from depression because of family problems. On the advice of his best friend, he opened an account on Instagram and shared his story with his "followers." After a day or two, there was an overflow of encouraging words and support not just from his friends and relatives but also from strangers on Instagram. Through Instagram, he was able to recover from his illness. He was also able to convey a message of hope to other people, like him, who were experiencing depression. Unfortunately, this was not the case for Mark, whose posts on Facebook became targets of cyberbullying attacks. These instances of online harassment have led him to feel miserable and depressed. He also attempted to end his life once. This incident prompted his parents to bring him to a mental institution for therapy and medication.

With the positive and negative effects of social media, we now wonder how social media affects us personally. Is it affecting us in a favorable or

damaging way?

Answer questions A to C **in English**. You may use words and ideas from the text, but you **must not** copy complete sentences.

Question A

Complete the following sentence summarizing paragraph 2.

While social media can develop our online social skills, it can also lead to a

_____ .

Question B

Describe how social media helped Josh and hurt Mark.

_____ .

Question C

The text describes two contrasting views of social media. In your opinion, is social media beneficial and/or harmful for you? Write an 80-100 word paragraph, providing specific reasons to support your opinion.

読解問題演習 98

Read the following transcript [I] of a conversation between British and Japanese professors in Japan, and then read the summary of the transcript [II] . The summary contains 12 blanks. For each blank, choose the most appropriate word or phrase from the list. Each choice can be used only once. On your answer sheet, write the letter (A, B, C, etc.) that corresponds to your choice.

(北海道大 2019)

[I]

British Professor (BP): One of my students really confused me today.

Japanese Professor (JP): Really? It's usually us confusing them. What happened?

BP: I was asking them to think of important advice they had received from their parents when they were young. This one student told me about his mother's advice, "When you see blue, look right, look left, and then run!"

JP: He was talking about the lights and crossing the road, right?

BP: Well, I guessed that, but I couldn't understand why he said blue rather than green. When I asked him, he laughed and replied, "Blue is green!" That was when I got really confused.

JP: Did you figure it out?

BP: Hmm, I think it has something to do with how blue and green are used in Japanese, right?

JP: Yes. In Japanese things like the color for crossing the road and the color of some green vegetables is *ao*, which is usually translated as blue. Historically there was no clear separation between blue and green in the Japanese language. The modern word for green, *midori*, didn't appear until much later. Even after people began to use this term, it was never applied to every object that is considered green in many other languages.

BP: I see. I've just started learning Japanese, so I didn't know that. But I'm familiar with other languages that have this overlap between blue and green. For example, the Berinmo people in Papua New Guinea do not have different words for the two colors. Instead, they use the same word for both. Actually, linguists have seen this in such a wide

range of cultures that they have begun to use the term *grue* to describe this type of color. Some languages also have two distinct terms for light blue and blue.

JP: Right, and Japanese is one of those languages. We have *mizuiro* for light blue and, as you now know, *ao* for blue. But the interesting question is whether Japanese speakers actually see colors in a different way from people in other cultures.

BP: You mean perhaps they are just putting colors into different groups but seeing the same thing?

JP: Exactly, or perhaps our language really does affect our thinking.

BP: Researchers have been arguing about that for almost a century!

JP: And there have been many studies in that time, but the disagreement continues.

BP: Yes. I remember reading about an experiment done in 2009. It was designed to test how bilingual speakers of Greek and English viewed the differences between light blue and blue. The experimenters wanted to focus on Greek-English bilingual speakers because the Greek language also has two separate words for light blue and blue. The people in the experiment were first shown colors representing the two shades or types of blue. They were then asked to judge how big the difference was between the different shades. The results showed that those people that spent more time in the UK generally viewed the two shades as closer together.

JP: Did you know that they followed that study up with another one that included Japanese speakers?

BP: Really?

JP: Well, from what I remember, it was a study carried out by an international team of British and Japanese researchers in 2010. This time the study included both Japanese and English native speakers. They were asked to rate the difference between various shades of light blue, various shades of blue, and a mixture of shades of both light blue and blue.

BP: So what were the results?

JP: The Japanese native speakers reported the biggest differences when they were comparing shades of light blue and blue. This suggests that the categories of *mizuiro* and *ao* were influencing their answers. In

contrast, the differences reported by the English speakers were more equally spread between the different shades.

BP: Does this confirm that in some contexts language influences the way we view the world?

JP: It will always be controversial. Many researchers agree that language is one of the important factors causing the difference. However, other researchers point to the social influences of different cultures and not language itself. What do you think?

BP: Hmm, it's difficult to say. However, it would make an interesting essay question for the students!

[II]

The conversation begins with a British professor talking to a Japanese professor about a lesson he had with his Japanese students. He explains how one of his students (1) him by referring to one of the colors of traffic lights as blue (2) of green. The Japanese professor points out that in the Japanese language some objects that are usually thought of as green in many languages are (3) to using a Japanese word for blue. The British professor then describes similar (4) in other languages and cultures, such as the Berinmo in Papua New Guinea. They also discuss how Japanese and other languages also have (5) words for light blue and blue.

This leads to a discussion about whether Japanese people are (6) different things when they look at objects, or whether they are just (7) different terms to describe them. The British professor then brings up a study that investigated how bilingual speakers of Greek and English (8) different shades of blue. He notes that the conclusion of the study was that those people who spent more time in the UK were (9) likely to describe the shades of light blue and blue as very different from each other.

The Japanese professor continues the conversation by bringing up a second study that further examines the idea that language can (10) the way we think. This study involved Japanese and English speakers and found that the Japanese speakers judged shades of light blue and blue to be further apart. Both professors conclude the discussion by noting the (11) in interpreting the results of these studies, with the Japanese professor observing that language could be influencing thought or that other (12) factors could be at work.

(A) assessed

(B) cultural

(C) characteristics

(D) separate

(E) less

(F) effect

(G) society

(H) in contrast

(J) using

(K) instead

(L) disagreeing

(M) more

(N) felt

(O) mistakes

(P) surprised

(Q) difficulty

(R) need

(S) affect

(T) designed

(V) critical

(W) reinforce

(X) referred

(Y) seeing

(Z) increasing

読解問題演習 99

(産業医科大・医 2018)

次の英文を読んで、文中の(ア)～(コ)に入れるのに最も適切な英語一語をそれぞれ書きなさい。

The calendar, if little else, says spring is here. Although many people gather to see cherry blossoms, that reliable messenger of the change of the season, history shows these blossoms are (ア) than just pretty flowers.

For centuries people in (イ) have celebrated gathering under cherry trees when they're fully flowered. Because the flowers tend to open all at (ウ) and die quickly, they became a symbol of something that's brief and temporary — something that must be enjoyed (エ) it's too late, says Bruce L. Batten, a historian of Japan.

That idea made cherry blossoms appealing as military symbols; personnel were (オ) it was an honor to "die like beautiful falling cherry petals"*1 during the era of imperial expansion in Japan, (カ) stretched from the 19th century through World War II. Many cherry trees were planted during that period, and their image on army and navy uniforms helped establish the association (キ) Japan and the cherry blossom. At the same time, cherry trees were planted to comfort the souls of dead soldiers. Eventually they became a symbol of peace, not (ク).

Today, cherry trees can be seen as a sign of (ケ) else. Because there is a record of the celebration of their blossoming, they have become evidence of (コ) change as shorter winters cause the flowers to open at earlier and earlier dates. "That is clear evidence," Batten says, "that things are getting warmer."

【Adapted from "The Surprising History of Cherry Blossoms," by Olivia B. Waxman, *Time*, Vol. 189 No. 12, p. 17, April 3, 2017】

[注] *1 petal: 花卉、花びら

読解問題演習 100

(産業医科大・医 2018)

次の英文を読んで設問に答えなさい。

Are there some things that money should not be able to buy? If so, how can we decide which goods and activities should be bought and sold, and which should not? I suggest we approach these questions by asking a slightly different one: are there some things that money cannot buy?

Most people would say yes, there are. Consider friendship. Suppose you want more friends than you have. Would you try to buy some? (1) Not likely. A moment's reflection would lead you to realize that it wouldn't work. A hired friend is not the same as a real one. You could hire people to do some of the things that friends usually do, such as picking up your mail when you're out of town, looking after your children, or listening to your troubles and offering sympathetic advice. Although all of these services can be bought, you can't actually buy a friend. Somehow, the money that buys the friendship spoils it, or turns it into something else.

Or consider the Nobel Prize.*¹ Suppose you desperately want a Nobel Prize but fail to get one in the usual way. It might occur to you to buy one, but you would quickly realize that it wouldn't work. The Nobel Prize is not the kind of thing that money can buy. Nor is the Most Valuable Player (MVP) award of a sports league. You could buy the trophy if some previous winner were willing to sell it, and you could display it in your living room, but you could not buy the award itself.

This is not only because the Nobel committee and sports leagues don't offer these awards for sale. Even if they sold one Nobel Prize each year at an auction,*² the bought award would not be the same as the real thing. The good that gives the prize its value would vanish in such a market exchange. This is because the Nobel Prize is an honor, not a product.

The same is true of a sport's MVP award. It, too, is an honor, whose value would be lost if it were bought rather than earned. There's a difference, of course, between a trophy, which is a symbol of an award, and the award itself. Some winners of the Academy Awards*³ have sold their statuettes,*⁴ or left them to their children who have later sold them at auctions, but it is obvious that buying the Academy Award for best actress is not the same as winning it.

These fairly obvious examples offer a clue to the more difficult question that concerns us: are there some things that money can buy but shouldn't? Consider a good that can be bought but whose buying and selling is against

many people's sense of morals — a human kidney,*⁵ for example. Some people defend markets in organs for transplantation;*⁶ others think that such markets are not moral. If it's wrong to buy a kidney, the problem is not, as with the Nobel Prize, that the money ruins the good. (2)The kidney will work regardless of the financial payment, if we can assume that it matches the patient who wants it, so to determine whether kidneys should or shouldn't be for sale, we have to consider a moral problem.

Or consider baby selling. Some years ago, a judge proposed the use of markets for people who wanted to adopt children. He acknowledged that people would be willing to pay a higher price for some babies than for others, but he argued that the market system would do a better job than the current system, which allows agencies to charge certain fees to people who adopt babies, but not to sell babies at an auction or charge a market price for them.

Many people oppose that judge's proposal and maintain that children should not be bought and sold, no matter how efficient the market would be. In thinking through this controversy, it's worth noticing a characteristic feature of it: like a market in kidneys, a market in babies would not ruin the good that the person buying it seeks to acquire. A bought baby is different, in this respect, from a bought friend or Nobel Prize. If there were a market to adopt babies, people who paid the going price would get what they wanted — a child — but whether such a market is moral is a further question.

So it seems, at first glance, that there is a sharp distinction between two kinds of goods: the things (like friends and Nobel Prizes) that money *can't* buy, and the things (like kidneys and children) that money *can* buy but perhaps *shouldn't*. But, (3)if we look more closely, we can notice a connection between the obvious cases, in which the financial exchange spoils the good being bought, and the cases that raise a controversy, in which the exchange does not spoil the good but includes a moral problem.

【Adapted from *What Money Can't Buy*, by Michael J. Sandel, Farrar, Straus and Giroux, New York, 2013, pp. 93-96】

[注] *1 Nobel Prize: ノーベル賞

*2 auction: オークション、競売

*3 Academy Award: アカデミー賞

*4 statuette: 小像

*5 kidney: 腎臓

*6 transplantation: 移植(手術)

[設問]

1. 下線部(1)について、この理由を本文の内容に沿って日本語で書きなさい。

2. 下線部(2)を日本語に訳しなさい。

3. 下線部(3)を日本語に訳しなさい。

4. 本文の内容に関する次の文(1)～(5)を読み、正しいものには○、間違っているものには×を、それぞれ記入しなさい。

- (1) Most people would agree with the opinion that there are several things that they cannot get by money.
- (2) For people who cannot get an MVP award in a sports league in the usual way, an auction is an ideal place, because they can acquire the trophy and honor at the same time.
- (3) Only one Nobel Prize is available at an auction per year.
- (4) There are people who take a negative stand against buying and selling human organs in a market for moral reasons.
- (5) Although people have to pay a fee to adopt a baby in the current system, that is not the same as purchasing one.