◆本書の特色と構成◆

1 本書は，入試で扱われた標準的な長文読解問題を精選して集め，入試直前の長文問題対策となるべく編集されています。

2 全体は 8 講座から成り，各講座には 2 題の長文問題があります。1 授業時間当たりに読む長文を 2 つないし 3 つとして，6 ～ 8 授業時間の講習に適します。

3 各講座の構成は以下の通りです。

①長文問題　…入試問題の中から精選された，ミドル～ハイレベルの長文読解問題です。

②語句と構文…長文の中に含まれている重要語句や構文のまとめです。

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第4講座　環　境

1　◆わが宇宙船“地球号”を守るためにやらなければならないことがある。

Some months ago, while doing research on the general subject of pollution, I learned how (1)dumb I had been all my life about something as (　2　)—and essential—as air.

In my ignorance, I had always thought that fresh air was infinitely available to us. I had imagined that the dirty air around us somehow escaped into the *stratosphere, and that new air kept coming in—much as it does when we open a (　3　) after a party. This, of course, is not true, and you would imagine that a grown man with a (4)decent education would know this as a matter of course. What is true is that we live in a kind of (　5　) called the Earth, and only a limited amount of air is (6)forever available to us.

The walls of our (　5　) enclose what is called the *troposphere, which extends about seven miles up. This is all the air that is available to us. We must use it over and over again for infinity, just as if we were in a sealed room for the lifetime of the earth. No (7)fresh air comes in, and no polluted air escapes. Moreover, no dirt or poisons are ever destroyed—they remain in the air, in different forms, or settle on the earth as *particulates. And the more we burn, the more we replace good air with bad.

Once contaminated, this thin layer of air surrounding the earth cannot be cleansed again. We can clean materials, we can even clean water, but we cannot clean the air. There is nowhere else for the dirt and poisons to go—we cannot open a door in the troposphere and clear out the stale and noxious atmosphere we are creating.

Perhaps every child in sixth grade and above knows this; but I doubt that one in a hundred adults is aware of this basic physical fact. Most of us imagine, as did I, that winds sweep away the gases and debris in the air, taking them far out into the solar system and replacing them with new air.

The United States alone is discharging 130 million tons of pollutants a year into the atmosphere, from factories, heating systems, incinerators, automobiles, airplanes, and (　8　) stations. What is frightening is not so much the death and illness, corrosion and decay they are responsible for—as the fact that this is an irreversible process. The air will never be cleaner than it is now. (　9　)—immediate, drastic and far-reaching—is our only hope for the future. We cannot undo what we have done. We cannot restore the atmosphere to the purity it had before the Industrial Revolution. But we can, and must, halt the contamination before our (　5　) suffocates from its own foul discharges.

(注) stratosphere　成層圏　　troposphere　対流圏　　particulates　微粒子

語句と構文

□① pollution; contaminate　□② much as ...　□③ as a matter of course
□④ the more ..., the more ~　□⑤ not so much *A* as *B*

〔設問〕

問1　下線部(1)dumbの意味に最も近いものを**a**～**e**の中から1つ選べ。

a. deaf　**b.** heavy　**c.** mute　**d.** quiet　**e.** stupid

問2　空所(　2　)に入れるべき最も適当な語句を**a**～**e**の中から1つ選べ。

a. common and familiar　**b.** common and strange
c. common but strange　**d.** rare but familiar
e. rare and strange

問3　空所(　3　)に入れるべき最も適切な語を**a**～**e**の中から1つ選べ。

a. book　**b.** bottle　**c.** cupboard　**d.** present　**e.** window

問4　下線部(4)decentと同じ意味で使われているものを**a**～**e**の中から1つ選べ。

a. All we want is a decent wage to live on.
b. Decent men avoid such obvious self-promotion.
c. Finding she was pregnant, he did the decent thing and married her.
d. It was very decent of you to help.
e. You can't wear that dress, it's not decent !

問5　空所(　5　)に入れるべき最も適切な語を**a**～**e**の中から1つ選べ。

a. airship　**b.** battleship　**c.** friendship　**d.** spaceship　**e.** steamship

問6　下線部(6)foreverに最も近い意味を持つ2語からなる語句を次のパラグラフから書き抜け。

問7　下線部(7)freshと反対の意味の単語を次のパラグラフから書き抜け。

問8　空所(　8　)に入れるべき最も適切な語を**a**～**e**の中から1つ選べ。

a. fire　**b.** police　**c.** power　**d.** space　**e.** television

問9　空所(　9　)には次の語句を適切に並べかえたものが入る。正しい語順の組み合わせを**a**～**e**の中から1つ選べ。

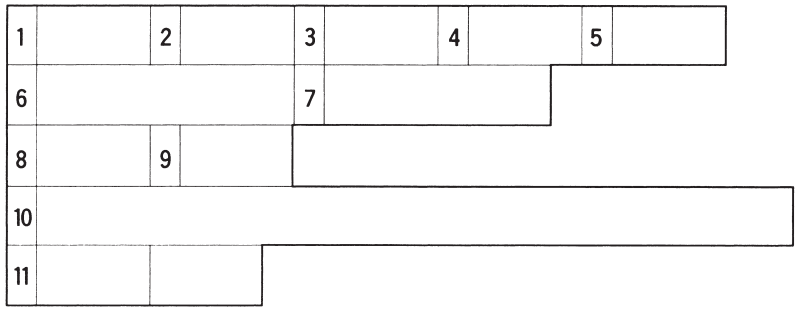
1. and　2. is　3. prevention　4. this　5. why

a. 1－4－2－5－3　**b.** 2－3－4－1－5　**c.** 3－1－5－2－4
d. 5－3－2－4－1　**e.** 1－2－4－5－3

問10　この文章の表題を7語以内の英語で表現せよ。

問11　本文の内容と一致するものを**a**～**g**の中から2つ選べ。

a. Our air is the dirtiest in the solar system.
b. Our air quality is declining.
c. Pollution kills more Americans than does anything else.
d. The Earth cannot produce new air.
e. Trees and forests clean our air.
f. We are forever prisoners on Earth.
g. Children know more about pollution than any adult.



2 ◆これからの時代，無料で良い環境を手に入れられると思うのは間違いだ。

Over recent years, governments around the world have started to pay more attention to the environment. For example, many city and town governments in many countries have introduced recycling of glass, plastic, and paper. New plans for tree planting and gardens have helped to reduce air pollution in cities to make them more livable.

National governments in many countries have developed special ministries for the environment. Over the past ten years, the Environmental Protection Agency(EPA) has become a stronger part of the government in the USA. Even in a developing country like Kenya, the government has worked hard to protect its national parks (1) the pressure of a fast-growing population and a weak economy.

In democracies, environmental ministries usually have less power than other parts of government. Creating a growing economy and providing health and education for citizens are examples of the usual main goals of governments in democracies. Environmental policies, by (2) often restrict growth, cost a lot of money, and are not popular with voters.

In the mid-1980s, for example, the government of Ireland wanted to build smoke filters for a new electric power station it was building near the town of Moneypoint. The cost of these filters would have increased the price of electricity. In the end, the government decided that (3) cheaper electricity would win more votes than higher prices and clean air.

When the economy is going well, voters have shown that they will pay more for a cleaner environment. "Green parties," which focus (4) the environment, appeared across Europe during the 1980s and reached their strongest point in the early 1990s. The most powerful of these parties is the Green Party in Germany. Green parties have also won seats in the Italian and Belgian parliaments. These parties have encouraged cleaner industries and more government spending on the environment. Economic difficulties during the 1990s though have reduced the appeal of green parties as people have become more concerned about keeping their jobs.

In nondemocratic nations, there has generally been little concern for the environment. Saddam Hussein, Iraq's leader, in trying to defeat rebel groups in the southeast of his country, has drained large parts of the region's unique marshes (wetlands). (5)This has harmed the birds, animals, and plants living there. In the former Soviet Union occurred the world's worst nuclear disaster, at Chernobyl. A Soviet-era farming plan is causing the disappearance of the Aral Sea, which was once one of Asia's best fishing grounds. Overall the nation left a terrible record of pollution and other environmental disasters.

Political action for the environment can be most successful, if it is done internationally. This need for countries (6) to help the environment was expressed in the 1987 report "Our Common Future," by the U. N. World Commission on Environment and Development. This report is usually called "The Brundtland Report," (7) the commission's leader, Gro Harlem Brundtland, then prime minister of Norway. The Brundtland Report said that all countries share in a (8)"global commons" that includes the atmosphere, the oceans, outer space, and Antarctica. These parts of the environment are (9) any one country, said the report, and the world needs to make international laws to protect them.

語句と構文

☐① pay attention to ～　☐② developing country　☐③ reduce
☐④ nuclear　☐⑤ prime minister　☐⑥ global

〔設問〕

設問1　文中の空所(1)(2)(3)(4)(6)(7)(9)に入る語句として，前後関係から最も適切と思われるものを1から4の中からそれぞれ1つ選べ。

(1) 1. across　2. toward　3. by　4. despite

(2) 1. contrast　2. measure　3. succession　4. return

(3) 1. reducing　2. cutting off　3. providing　4. generating

(4) 1. at　2. in　3. on　4. to

(6) 1. to compete with each other　2. to work together
3 to be hostile to each other　4. to draw the line

(7) 1. after　2 with　3. through　4. for

(9) 1. under the control of　2. outside the control of
3. under the supervision　4. in negotiation with

設問2　本文の内容に照らして，下線部(5)(8)の意味を表すものとして最も適切と思われるものを1から4の中からそれぞれ1つ選べ。

(5) 1. The trial has failed to protect
2. His attack has ruined
3. Drying wetland has caused damage to
4. The invader has wiped out

(8) 1. the same problems which the whole world has
2. the international agreements
3. areas or regions which do not belong to any one nation in the world
4. the more powerful world-wide actions to reduce pollution

設問3　次の8つの文について本文の内容と一致するものを4つ選べ。

1. 多くの国々において，地方自治体は環境問題に一層の関心を寄せ，資源の再利用や大気汚染防止のための緑化計画を始めた。
2. 民主主義国家においては，現在環境問題の解決は，経済成長よりも優先すべき国家目標となっている。
3. 1980年代にアイルランド政府は，環境浄化のためならば有権者の支持は得られるとして，電気代の値上げを断行した。
4. 1980年代にヨーロッパの各国に誕生した「緑の党」は，特にドイツにおいては強力な団体となった。
5. 民主主義的ではない国々でも，徐々に環境に関心を持つようになってきた。
6. 旧ソ連による原子力発電や農業計画はいくつかの深刻な環境破壊を引き起した。
7. 環境問題を解決するもっとも効果的な活動は国際的な取組みであろう。
8. ノルウェー政府は1987年に国際法による環境保護を訴えた報告を出した。

1	(1)		(2)		(3)		(4)		(6)		(7)		(9)	
2	(5)		(8)		3									

第6講座　健康・医学

1　◆結局，長生きの秘訣はしごく平凡なことのようです。

Why do so many people live to a healthy old age in certain parts of the world ? What is the secret of their long lives ? Three things seem to be very important: fresh air, fresh food and a simple way of life. People work near their homes in the clean, mountain air instead of travelling long distances to work by bus, car or train. They do not sit all day in busy offices or factories, but work hard outdoors in the fields. They take more exercise and eat less food than people in the cities of the West. For years the *Hunzas of the Himalayas did not need policemen, lawyers or doctors. There was no crime, no divorce and not much illness in their society. They were a happy, peaceful people, famous all over India for their long, healthy lives.

Sir Robert McCarrison, a doctor in the Indian Medical Service in the 1930s, decided to study the way of life of the healthy Hunzas, especially their diet. The Hunzas did not eat much, and they only ate fresh food. They grew their own food in good soil and did not overcook it. Dr McCarrison compared the Hunza diet with that of another people who lived in the central lowlands. ①These people were fat, often ill and died young. They ate polished rice and a lot of sweet things. After comparing these two groups of people, Dr McCarrison decided to do ②some experiments with rats.

McCarrison took two groups of rats and fed them on different diets for 27 months. (This is the same as 50 years of human life.) He fed the first group on a diet of *chapatis, fresh green beans, fresh fruit and a little meat. He gave the second group a diet of polished rice and sugar. The rats in the first group had no illnesses, lived to a good age and died naturally. They were happy, peaceful rats. But the other group quickly became ill, with skin and stomach trouble. They had difficulty with breathing, and many of them died young. They were unhappy rats, and often fought and killed each other.

McCarrison then gave the sick rats a Hunza diet. They soon grew better on the healthy diet, and lived to a good age. He also fed a third group of rats on the diet of poor people in the North of England in the 1930s: white bread, jam and tea. These rats too, quickly became fat, ill and unhappy. From these experiments comes the theory that the right diet leads to a long, happy and healthy life. In Ecuador and *Georgia too, the people eat a diet low in calories, fresh from good soil, and they do not overcook their food. So, one of the secrets of a long life may be: 'Eat (　③　) and live longer.'

(注) Hunza　フンザ(パキスタン西北部)に住む人たち　　chapati　チャパティ(インドの薄いパン)
Georgia　グルジア(コーカサス地方の共和国)

語句と構文

☐① live to ～　　☐② way of life　　☐③ instead of ～
☐④ compare *A* with *B*　　☐⑤ die young　　☐⑥ have difficulty with ～

〔設問〕

問1　下線部①の “These people” にあてはまらないものを1つ選べ。

① Their diet was compared by Dr McCarrison with that of the Hunzas.
② Their diet contained too much sugar.
③ They lived longer than the Hunza people.
④ They lived in the central lowlands.

問2　下線部②の実験に関して，本文の内容と一致しないものを1つ選べ。

① ネズミを3つのグループに分けて，食べ物と寿命の相関関係を研究した。
② 精神的に安定していたネズミは自然な死に方をした。
③ 豆や果物を主に食べたネズミは寿命が短かった。
④ 白米や砂糖を与えられたネズミには呼吸障害が見られた。

問3　空所③に入れるのに最も適当なものを1つ選べ。

① more　② carefully　③ sweets　④ white bread

問4　本文の内容と一致しないものを1つ選べ。

① Polished rice and sugar can be a healthy diet.
② Eating a lot of fresh fruit and green beans is healthy.
③ Eating too much is not good for one’s health.
④ Eating less can be better for one’s health.

問5　本文の表題として最も適当なものを1つ選べ。

① Rice and Diet
② The Life of the Hunzas
③ The Secret of Dr McCarrison’s Experiments
④ The Secret of a Long Life

1		2		3		4		5	

2　◆精神も鍛えなければ衰えていきます。あなたは大丈夫？

There is a strange fact about the human mind, a fact that differentiates the mind $_{1}$sharply from the body. The body is limited in ways that the mind is not. One sign of $_{イ}$this is that the body does not continue $_{2}$indefinitely to grow in strength and develop in skill and grace. By the time most people are thirty years old, $_{ロ}$their bodies are as good as they will ever be. In fact, many persons' bodies have begun $_{3}$to deteriorate by that time. But there is no limit to the amount of growth and development that the mind can achieve. The mind does not stop growing at any $_{4}$particular age. Only when the brain itself loses its power, through illness for example, does the mind lose its power to increase in skill and understanding.

This is one of the most remarkable things about human beings. It may actually be the major difference between humans and other animals, which do not seem to grow mentally beyond a certain stage in their development. But this great human advantage carries with it a great danger. The mind can grow weak, like the muscles, if it is not used. This process of growing weak is called atrophy. Atrophy of the mental muscles is the penalty that we pay for not taking mental exercise. And this is a terrible penalty, for there is evidence that atrophy of the mind is a disease leading to death. There seems to be no other explanation for the fact that so many busy people die so soon after retirement. $_{ハ}$They were kept alive by the demands of their work upon their minds. They were kept alive artificially, as it were, by external forces. But as soon as those demands $_{5}$cease, people with no ability to provide themselves with mental activity stop thinking altogether and die.

Television, radio and all the sources of amusement and information that surround us in our daily lives are also artificial means of mental survival. They can give us the impression that our minds are active, $_{ニ}$because we are required to react to stimuli from outside. But the power of those external stimuli to keep us going is limited. They are like drugs. We grow used to them, and we continuously need more and more of them. Eventually, they have little or no effect. Then, if we lack resources within ourselves, we cease to grow intellectually, morally, and emotionally. And when we cease to grow, we begin to die. Reading actively, really using the mind, is thus not only a good thing in itself. It also serves to keep our minds alive and growing.

語句と構文

☐① a fact that ...　☐② differentiate *A* from *B*　☐③ by the time ...
☐④ as it were　☐⑤ provide *A* with *B*　☐⑥ grow used to ～

〔設問〕

問 i　本文の内容と最もよく一致する文をA～Jから3つ選べ。

A. The human mind has more potential to develop than the human body.
B. The human body loses its skill and grace at an early age, usually by thirty.
C. The mind can choose whatever age it likes to stop growing.
D. The difference between humans and other animals is the age at which the mind stops working.
E. The mind will atrophy unless we take care to exercise it.
F. Atrophy of the mind is a disease caused by working too hard until retirement.
G. Work forces people to take a lot of mental exercise, which is a very good thing for a long life.
H. Artificial means of mental survival such as radio and television are stimuli that keep us healthy and alive.
I. We need more and more external stimuli in order to keep us interested and amused.
J. It is resources within ourselves, such as reading actively, that keep us growing mentally.

問 ii　文中の下線部1～5のそれぞれの意味に最も近いものをA～Dから1つ選べ。

1.	A. harshly	B. largely	C. clearly	D. quickly
2.	A. without limit	B. with reservation	C. frequently	D. never
3.	A. to develop	B. to decline	C. to enlarge	D. to strengthen
4.	A. certain	B. unique	C. unusual	D. vague
5.	A. stop	B. die	C. disappear	D. relax

問 iii　文中の下線の語句イ～ニのそれぞれの意味に最も近いものをA～Dから1つ選べ。

イ. A. 肉体と精神は奇妙な事実によって分けられているということ
　　B. 肉体と精神はどちらも限界があるということ
　　C. 精神には限界がないが，肉体にはあるということ
　　D. 肉体は成長を続けるわけではないということ

ロ. A. 彼らの肉体は最高の状態になる　　B. 彼らの肉体は彼らと同じくらい健康になる
　　C. 彼らの肉体は年齢にふさわしくなる　　D. 彼らの肉体は衰え始める

ハ. A. 忙しい人々は仕事を他人に押しつけることで生かされてきた
　　B. 精神的に死んだ人々も仕事の要求によって表面だけは生かされてきた
　　C. 人間の精神は仕事を求めることによって生かされてきた
　　D. 忙しい人々は精神に仕事が課されることによって生かされてきた

ニ. A. 私たちは外部からの刺激に必ず反応するようにできている
　　B. 私たちは生きるために外部からの刺激を必要としている
　　C. 私たちは外部から精神的に生きるように要求される
　　D. 私たちはテレビなどの刺激にはすぐに慣れてしまう

i										
ii	1		2		3		4		5	
iii	イ		ロ		ハ		ニ			

解答　《selectⅢ 英語長文》

第1講座　言　語　…P.2～5

1　問1　イ　問2　a　ア　b　イ　問3　エ　問4　イ　問5　ア，キ

〈全訳〉　比喩(隠喩)とは何だろうか。また，比喩的に話すとはどういうことだろうか。生活の中では一般に，比喩はある一つのことを理解する一つの方法である。例えば「時間」は他の全く違うもの，例えば「お金」にたとえられる。

我々は「時間はお金」と考えることができるので，時間を“費やす”とか時間を“節約する”とか言うことができる。我々はちょうどお金を扱うように，自分たちの時間を“割り当て”たり“浪費”したりできる。

我々はなぜ時間をまるでそれがお金であるかのように考えたり話したりできるのだろうか。時間はとても抽象的なものである。我々はそれを見ることができない。それを感じることも，その臭いを嗅ぐことも，それに触れることもできない。一方，お金はとても具体的である。我々はそれを見ることができる。もし運が良ければ，それを所有することもそれに触れて感じることもできる。それを数えることもできる。人々が抽象的な物や経験を，より具体的な物や経験に置き換えて理解するのは極めて一般的なことである。

しかし，時間は実際はお金とは違うということを心に留めておくことが大切だ。我々が時間をお金のようなものだと解釈するとき，時間についての概念のほんの一部分だけしか理解していない。時間は動く，というような，時間について他の考え方もある。これは「光陰矢のごとし」とか「時間は川のように流れる」といった文の中に見られる。

さらに，人々は常に時間をお金のようなものと考えてきたわけではない。それに今日でさえも，すべての社会におけるすべての人々が時間をお金のようなものと考えているわけではない。我々がこの比喩を使う一つの理由は，産業化された社会における現代生活の性質のせいである。日本とほとんどの西洋諸国はこの点で類似しているので，日本人はこの比喩を簡単に理解できる。日本人はこの考え方を世界の他の多くの国々と共有している。

人間の体の性質や，見たり感じたり動いたりする人間の能力に起因する比喩もある。これらの比喩は，すべての言語や文化において類似している。それらは普遍的である。また，特定の文化上の経験に起因する比喩もある。これらの比喩は一つの社会に独特なものかもしれない。それらは文化特性である。

2　A　(A) 2　(B) 2　(C) 1　(D) 2

B　(a) 1　(b) 2　(c) 1

C　4，6

〈全訳〉　我々は海外旅行をするとき，あるいは海外向けの仕事を引き受けるとき，コミュニケーションにおいてある程度の問題が生じることを覚悟している。我々の注意が向けられるのは外国語それ自体に対してであり，語学の学習に対してであり，どのくらい英語が使えるかに対してである。しかし我々のほとんどが犯す間違いは，コミュニケーションにおける問題は言語の違いだけから生じると思うこと，言語の学習課程を修了し，英語で考えたことを適切な外国語に訳す方法を学ぶことによってその問題を解決できると思ってしまうことである。

コミュニケーションをある意味で言語よりも幅広いものと捉えるとき，言葉の意味を相手に伝える難しさは，言語の壁を乗り越えて話さなければならない人たちだけに限られたことではないということに気づかされる。言語の違いのない我が国の中，さらに自分の家族の中でさえも，コミュニケーションが中断されることがある。しかし外国語を使ったり通訳をするときに，「翻訳では失われるものがある」とだけ言って，あまり深く考えもせずに問題を片づけてしまう。もし我々の関心が本当にコミュニケーションにあるならば，問題は明らかに「それではいったい(翻訳によって)失われるものとは何なのか」ということであるはずだ。

情報伝達技術における現代の進歩は印象的であり，全く革命的でさえあったが，コミュニケーションにおいて我々が理解できる人間の局面はかなり限られている。コミュニケーションは観念やイメージ，また象徴的意味を含むので，話をしている者同士の人生経験が同じではない場合はいかなる状況でもコミュニケーションの問題が生じる。これらの違いは年齢や性別といった単純なことから始まり，異なる文化の中で生活すること，まったく異なる言葉を話すといったことにまで及ぶ。

したがって，訪れた土地の言語を話し理解する