



2025 年度直前講習会

阪大神大英語

最終チェック

[読解総合演習②]

生徒氏名 []

担当講師 []

【1】最後にやっておきたい英文解釈

(1) 次の文の下線部(1),(2)を和訳せよ。

(1)There are probably as many reasons to do science as there are scientists. Too often, the aesthetic excitement of science is sacrificed to its undoubted utilitarian* value, a trend that seems to be intensifying. Still, many scientists remain who appreciate the aesthetics of the process from discovery to understanding, and for them a treat is in store. (2)The elements of beautiful science are familiar; first the confrontation of the human mind with a natural phenomenon, then its investigation through observations and experiments, the continuing proposal of theories, the testing of predictions, and finally, in best case, the convincing demonstration of the validity of one of the theories through confirmation of its specific predictions. The process can take only a few years and involve only a few scientists or it can span centuries and involve many. The practical consequence may be revolutionary and change the course of history (for example, special relativity) or it may have little or no use. In either case, a full scientific story, especially one that has been unfolding over historic times, can be a lovely thing, like a classical symphony or a gothic cathedral.

(注)

utilitarian [ju:'tilətəriən]; 功利的な、実用的な

(2) 次の英文の下線部を和訳しなさい。

Mankind can hardly be too often reminded that there was once a man named Socrates between whom and the legal authorities and public opinion of his time there took place a memorable collision. Born in an age and country abounding in individual greatness, this man has been handed down to us by those who best knew both him and the age as the most virtuous man in it.

(3) 次の文の下線部を和訳せよ。

I don't intend to deny that the advance of science may sometimes have consequences that endanger, if not life itself, at least the quality of life or our self-respect as human beings. Nor shall I waste time defending science as a whole or scientists generally against a charge of malevolence. Scientists, on the whole, are amiable and well-meaning creatures. There must be very few wicked scientists. There are, however, plenty 'of wicked philosophers, wicked priests and wicked politicians.

One of the gravest charges ever made against science is that biology has now put it into our power to corrupt both the body and the mind of man. By scientific means, the charge runs, we can now breed different kinds and different races of human beings, degrading some, making aristocrats of others, adapting others still to special purposes: treating them in fact like dogs, for this is how we have treated dogs. Or again: science now makes it possible to dominate and control the thought of human beings to improve them, perhaps, but more often to enslave or to corrupt with evil teaching.

*St Bernard'.セントバーナード(山の遭難者の救助にかつて用いられた大型犬)

(4) 次の英文の下線部を和訳しなさい。

This is a book about the fate of American colleges and universities, institutions on a path to *marginal roles in a much different world than they are designed for. The story of higher education begins with an understanding that it is not *monolithic. It will make much of what I have to say about universities easier to understand if I explain a few things about academic life — what motivates academics, how they view each other, and most importantly, how they view anyone outside the university. The gears and levers of a modern university are hidden from public view by a curtain, and I want to help you peek behind it.

(注) marginal:周辺の・あまり重要でない monolithic:一枚岩の・画一な

【2】 [長文総合]

解答時間 30 分

次の英文を読んで、設問 A～G に答えよ。

What is research? You do research every time you ask a question and look for facts to answer it, whether the question is as simple as finding a plumber or as profound as discovering the origin of life. When only you care about the answer or when others need just a quick report of it, you probably won't choose to write it out. But (1)when others will be able to accept your conclusions only after studying how you have reached them, you will need to report your research in writing. In fact, reports of research tell us most of what we can reliably believe about our world — that once there were dinosaurs, that germs cause disease, even that the earth is round.

You may think your report will add little to the world's knowledge. Maybe so. But (2)done well, it will add a lot to yours and to your ability to write your next report. You may also think that your future lies not in scholarly research but in a business or profession. But research is as important outside the academic world as in, and in most ways it is the same. So as you practice the craft of academic research now, (3)you prepare yourself to do research that one day will be important at least to those you work with, perhaps to us all.

As you learn to do your own research you also learn to use — and judge — that of others. In every profession, researchers must read and evaluate reports before they make a decision, a job you'll do well (4)only after you've learned how others will judge yours. We are mainly concerned here with research in the academic world, but every day we read or hear about research that can affect our lives. Before we believe those reports, though, we must think about them critically to determine whether they are based on evidence and reasoning that we can trust.

To be sure, we can *reach* good conclusions in ways other than through reasons and evidence: we can rely on tradition and authority or on intuition, spiritual insight, even on our most basic emotions. But when we try to *explain* to others not just why we believe our claims but why they should too, we must do more than just state an opinion and describe our feelings.

That is how a *research* report differs from other kinds of persuasive writing: it must rest on shared facts that readers accept as truths independent of your feelings and beliefs. (5)They must be able to follow your reasoning from evidence that they accept to the claim you draw from it. Your success as a researcher thus depends not just on how well you gather and analyze data, but on how clearly you report your reasoning so that your readers can test and judge it before making your claims part of their knowledge and understanding.

All researchers gather facts and information — what can be called data. But depending on their aims and experience, they use those data in different ways. Some researchers gather data on a topic just to satisfy a personal interest (or a teacher's assignment), but most want us to know more than facts. So they don't look for just any data on a topic; they look for specific data that they can use as evidence to test and

support an answer to a question that their topic inspired them to ask.

Experienced researchers, however, know that they must do more than convince us that their answer is sound. They must also (6) (①) us (②) (③) (④) (⑤) (⑥) (⑦), how its answer helps us understand some bigger issue in a new way.

設問

A. 下線部(1)を日本語に訳せ。

B. 下線部(2)に意味が最も近いものを下のア～エから選び、記号で答えよ。

ア. if done well, it will add a lot to your own report

イ. if it is done well, it will add a lot to your own knowledge

ウ. if you have done well, it will add to your own report of your knowledge

エ. your good conduct will add more to your own world

C. 下線部(3)を日本語に訳せ。

D. 下線部(4)に意味が最も近いものを下のア～エから選び、記号で答えよ。

ア. only if you've learned how to judge other decisions

イ. only if you've learned that others will think of your own research

ウ. only when you've learned how other reports will judge your decisions

エ. only when you've learned how others will judge your own reports

E. 下線部(5)を日本語に訳せ。

F. 下線部(6)の空所(①)～(⑦)を下のア～キで埋め、本文の内容に最もふさわしい英文を完成させるとき、空所(①)(④)(⑦)に入るものをそれぞれ記号で答えよ。ただし、いずれの記号も1回ずつしか使えない。

ア. asking

イ. question

ウ. show

エ. their

オ. was

カ. why

キ. worth

G. 本文の内容に最もよく当てはまる文を下のア～エから選び、記号で答えよ。

ア. Academic research differs from non-academic research mainly in that scholars think critically and trust logic and evidence.

イ. Most researchers recognize that they must seek as much data as possible on the topic they are researching.

ウ. To be successful as researchers, we must be able to present our reasoning in a clear way so that readers can evaluate it before accepting our conclusions.

エ. When we wish to be very sure of our conclusions, we must base them on tradition, authority, intuitions, insights, and even personal feelings.