慶應大　2013年

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次の英文を読んで設問に答えなさい。

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

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

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

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

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

設問

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

2 下線部分(1)を日本語に訳しなさい。

3 下線部分(2)を日本語に訳しなさい。

4 下線部分(3)を日本語に訳しなさい。

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

(A) The more highly educated someone is, the higher their earnings are likely to be.

(B) One reason why those with more education tend to live longer is that they have a better knowledge of health issues than their less well-educated peers.

(C) An accurate prediction of someone’s academic record can be made on the basis of their intelligence.

(D) Education level has to be considered in combination with various other factors in predicting how long someone will live.

(E) Children are unlikely to mirror their parents in terms of their future success and health.