

1 ① As a young boy, I was always aware that what people said was not always what they really meant or felt. I also knew that it was possible to get others to do what I wanted if I read their real feelings and responded **appropriately** to their needs. At the age of eleven, I began  
5 my **sales career** by selling **rubber** sponges from door to door after school to make pocket money. I quickly figured out how to tell if someone was **likely** to buy from me or not.

② When I **knocked** on a door, if someone told me to go away but their hands were open and they showed their **palms**, I knew it was safe  
10 to keep trying. No matter how negative they may have sounded, their open hands showed me that they weren't **aggressive**. On the other hand, if someone told me to go away in a soft voice but used a pointed finger or closed hand, I knew it was time to leave. (167 words)

- 1 ① As a teenager, I became a magazine salesperson, selling at night. My **ability** to read people's body language **earned** me enough money to buy my first house. I joined the life **insurance** business at the age of twenty, and went on to break **several** sales **records** at my company.
- 5 I became the youngest person to sell over a million dollars' **worth** of business in my first year. It turned out that the techniques I had learned as a boy in reading body language through my experience in selling sponges and magazines, were **directly** related to the success I could have in any **situation** involving people.
- 10 ② Most researchers now agree that words are used mainly for giving information, while body language is used for communicating attitudes and feelings. In some **cases**, however, body language can be used as a **substitute** for verbal messages. Reading body language is a skill that can be learned because in any culture, words and body **movements**
- 15 **occur** together in highly predictable **patterns**. Thus, a well-trained person can tell what movement someone is making simply by listening to what he or she is saying. A person who is trained to read body language can also guess which country someone is from just by watching his or her gestures. (211 words)

1 ① Touching is the language of physical **intimacy**. Because of this, touch can be the most powerful of all the communication **channels**. In May 1985, Brigitte Gerney was **trapped** for six hours **beneath** a collapsed **construction** crane in New York City. **Throughout** her  
5 \*ordeal, she held the hand of a **rescue** worker, who stayed by her side as heavy machinery removed the **tons** of **twisted steel** from her **crushed** legs. A **stranger**'s touch gave her hope and the will to live.

② Touch appears to affect the **sexes differently**. Women sometimes react much more favorably to touch than men. In an interesting study,  
10 psychologists asked a group of nurses to lightly touch a patient once or twice **shortly** before the patient **underwent surgery**. The touching produced a strongly positive reaction — but only among women. It appeared to **lower** their blood **pressure** and **anxiety** levels both before and after surgery.

15 ③ For men, however, the touching proved to be very upsetting. Their blood pressure and anxiety levels both rose. The psychologists suspect that because men are taught to be more \*stoic, that is, to **hide** their feelings and to **ignore** their fears, the touching \*rattled them by **reminding** them that life is \*fragile. (199 words)

\*ordeal 「つらい経験」 \*stoic 「冷静な」 \*rattle 「を混乱させる」 \*fragile 「もろい」

1 ① How do you feel about touching and being touched? Sales-people think they know — research shows that it is harder to say “no” to someone who touches you when making a **request** — but not everyone is happy about being touched by a stranger. Think about your own comfort level when you find yourself in a **crowd**. Are you relaxed and loose, or does physical contact make you feel \*awkward and **tense**?

2 In some situations, we can't help touching each other. Take a **crowded elevator**, for instance. Normally, people stand **shoulder to shoulder** and arm to arm, accepting such close contact without **complaint**. The rule seems to be “Touch only from shoulder to elbow, but **nowhere** else.” Even though the Japanese are regarded as a nontouching society, their crowded cities force them to be **jammed** into **subways** and trains. Edward T. Hall, an **anthropologist**, says the Japanese handle their \*uneasiness about being **packed** into **public** places by **avoiding** eye contact and drawing within themselves **emotionally**, thus “touching without feeling.” (167 words)

1 ① “The impact of exposure to violent video games has not been  
studied as extensively as the impact of exposure to TV or movie  
violence,” the researchers write in *Psychological Science in the Public  
Interest*. “However, on the whole, the results reported for video games  
5 to date are very similar to those **obtained** in the investigations of TV  
and movie violence. Among the effects of violent game playing are  
increases in *physiological arousal* and physically aggressive behavior,  
such as hitting, **kicking**, and pulling clothes or hair. Studies also have  
found a reduction in **helpful** behavior among **youths** exposed to  
10 violent video games.

② Males tend to prefer action-oriented video games involving  
**shooting**, fighting, sports, action **adventure**, fantasy role-playing,  
and strategy, **according** to the Michigan State **survey**. Females  
prefer classic **board** games, trivia quizzes, puzzles, and arcade games.  
15 **Electronic** game playing gets young people involved with technologies  
and opens up opportunities in high-paying tech careers, **notes**  
communications **professor** Bradley Greenberg of Michigan State.

(160 words)

1 ❶ “It is believed that these opportunities \*accrue to boys because they spend more time working with electronic games and computers,” says Greenberg. “If girls become more involved with technology at an early age, it is likely that the interest in technology will continue into the work world.” If females do become more involved in technology fields, including game development, they may create less-violent games that promote cooperation rather than aggression.

2 Video games are in 80% of U.S. homes with children; they generated \$6 billion in 2000 and \$11 billion by 2003. “All indications are that the industry will continue to grow at a healthy \*clip,” says Greenberg. “The emerging market is for games designed more with girls in mind that engage them for longer periods of time and force them to investigate more the technology behind the games. The next frontier involves transferring video game technology to educational settings and using the young people’s fascination with the games to involve them more with innovative teaching technologies.” Until that day comes, however, more awareness is needed of the impact of violent games on young people’s behavior, \*Anderson and his colleagues conclude. (190 words)

\*accrue 「生じる；増加する」 \*clip 「速度」

\*Anderson: psychologist Craig A. Anderson of Iowa State University

1 ① Even with the hard work and caring/ of many **dedicated** teachers  
and concerned parents/ the U.S. continues to have a reading problem/  
According to the National Center for Educational **Information**/, 38  
percent of fourth **grade** students/ cannot read and understand a short  
5 **paragraph**/ of the type found in a simple children's book/. Results  
from a 1998 study showed/ that 60 percent of U.S. teenagers could  
**comprehend** specific facts/, but fewer than 5 percent could elaborate/  
on the meanings of the **material** read/.

10 ② No wonder many parents are **discouraged**/, but they needn't be/. By  
doing simple things/ like reading to their child/ <sup>A</sup> sharing their thinking/  
about what they read/ <sup>B</sup> and telling their child stories/, they can help  
develop the **foundation** <sup>C</sup> needed for children to become good readers/  
and <sup>D</sup> learn/ that reading is not a **chore** <sup>E</sup> but a **lifetime** <sup>F</sup> adventure/.

(138 words)

1 ❶ Good readers follow a number of key strategies, whether they're reading a magazine or a textbook. Firstly, they create a wide range of mental and **visual images** as they read, to feel involved with what they are reading. Then, they use their background and relevant  
5 **prior** knowledge before, during and after reading to **enhance** their understanding of what they are reading. They also make and ask questions before, during, and after reading to \*clarify meaning, make predictions, and **focus** their attention on what's important/

❷ Good readers infer and determine the most important ideas or  
10 themes, and **distinguish** between these and unimportant information. Next, they **track** their thinking while reading, to get the **overall** meaning. Finally, if they have **trouble** understanding specific words, **phrases**, or longer passages, they use a wide range of problem-solving strategies including skipping **ahead**, re-reading, asking questions,  
15 using a dictionary, and reading the passage aloud to "fix-up" their understanding.

❸ Reading is **fundamental** to success in life. It's that simple. Reading opens the door to **virtually** all other learning. You have to be able to read to learn mathematics, science, history, **engineering, mechanics**,  
20 **political science**, not to mention to surf the **web** or figure out how to **operate** that new DVD player. Basically, you have to be able to read to succeed.

(214 words)



1 People may decide to study foreign languages/for various reasons/  
They may do so/for the immediate purpose/ of **satisfying** the  
**requirements**/ of some public examination/ or of getting greater fun  
and **enjoyment**/ out of a holiday abroad. Business people may have  
5 to deal directly or indirectly/ with various kinds of information/ from  
abroad. Research workers may realize the importance/ of being able  
to read the **latest** reports/ of **advances** made in their studies/ as soon  
as they are **published**/ in foreign **journals**/, without waiting for a  
**translator**/, who may or may not have the ability/ to make an exact  
10 **translation**/ with one hundred percent **accuracy**. People may be  
**keenly** interested/ in the activities of a foreign nation/ for political  
reasons. They may need information/ about current **affairs** that foreign  
newspapers and journals alone can **deliver**. Students of **literature**  
must surely be able to read great works/ first hand. (149 words)

1 ① Learning a new language **implies** entering a new world, and it **inevitably** leads to a widening of **intellectual** experience. Learning a new language well enough to be able to understand it when heard, to speak it, read it, and write it, is such hard training that we certainly  
5 need some strong **urge** to drive us on. The four distinct and separable activities just mentioned — listening, speaking, reading, and writing — call for constant, preferably daily, exercise. These activities are concerned in varying degrees with four aspects of language study — **pronunciation**, **grammar**, vocabulary, and \*idiom. It is useful to keep  
10 these four activities and four aspects clearly in mind.

② Learning a new language calls for no great originality of mind or critical **talent**, but it does demand an **eager** intellectual curiosity and a constant and lively interest in the endless ways in which human ideas may be expressed. It demands quick observation first of all, reasonable ability to \*mimic and **imitate**, good powers of association and \*generalization, and a good memory. (169 words)

\*idiom 「熟語」 \*mimic 「をまねる」 \*generalization 「一般化」