

I (1) ~ (6) の (A) および (B) に入る最適なものの組合せをイ~リより選び、その記号を書きなさい。

(1) 「息子さん、見てあげるわよ。いつでも連れてきていいわよ。」 「まあ、本当助かるわ！」

“I’ll watch your son for you. You can (A) him off whenever you want.”

“Oh, I really (B) your help!”

- | | | |
|----------------------------|-------------------------|-----------------------|
| イ (A) bring (B) appreciate | ロ (A) bring (B) gratify | ハ (A) bring (B) thank |
| ニ (A) drop (B) appreciate | ホ (A) drop (B) gratify | ヘ (A) drop (B) thank |
| ト (A) take (B) appreciate | チ (A) take (B) gratify | リ (A) take (B) thank |

(2) 「若いのにしっかりしているねえ。」 「苦勞しただけあって人間ができていますね。」

“He’s very mature (A) his age.”

“His maturity is a result of all the hardships he’s been (B).”

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|-----------------------|------------------|------------------|
| イ (A) for (B) through | ロ (A) for (B) to | ハ (A) for (B) up |
| ニ (A) in (B) through | ホ (A) in (B) to | ヘ (A) in (B) up |
| ト (A) to (B) through | チ (A) to (B) to | リ (A) to (B) up |

(3) 「流行を追うのもいいけど、金がかかるんだよな。」 「何でもかんでも追いかけてちゃ、金は持たないさ。」

“(A) in fashion is fine, but it takes a lot of money.”

“If you try to keep up with anything and everything, you end up going (B).”

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|---------------------------|--------------------------|--------------------------|
| イ (A) Catching (B) broke | ロ (A) Catching (B) dead | ハ (A) Catching (B) flat |
| ニ (A) Following (B) broke | ホ (A) Following (B) dead | ヘ (A) Following (B) flat |
| ト (A) Staying (B) broke | チ (A) Staying (B) dead | リ (A) Staying (B) flat |

(4) 「娘さん、どうしても女優になりたいって言うの？」 「無理だって止めてるんだけど、本人の決心が固いのよ。」

“Your daughter says she has her heart (A) on becoming an actress?”

“I keep telling her to give up the idea because it can’t (B) out, but she’s sticking to her decision.”

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|--------------------|-----------------------|----------------------|
| イ (A) put (B) go | ロ (A) put (B) leave | ハ (A) put (B) work |
| ニ (A) set (B) go | ホ (A) set (B) leave | ヘ (A) set (B) work |
| ト (A) taken (B) go | チ (A) taken (B) leave | リ (A) taken (B) work |

(5) 「タクシーが捕まらないや。仕方がない、駅まで歩こう。」 「えー！十分5キロはありますよ。」

“It doesn’t look like we can flag a cab. I guess there’s (A) to do but walk to the station.”

“What? That’s at (B) five kilometers!”

- | | | |
|--------------------------|--------------------------|---------------------------|
| イ (A) anything (B) best | ロ (A) anything (B) last | ハ (A) anything (B) least |
| ニ (A) nothing (B) best | ホ (A) nothing (B) last | ヘ (A) nothing (B) least |
| ト (A) something (B) best | チ (A) something (B) last | リ (A) something (B) least |

(6) 「メアリーは骨の付いた魚を食べるの嫌いなよ——魚の骨を取るのがじれったいんだって。」

「最近、なんでも早くて簡単じゃないと駄目だろ。子どもたちにはそれが普通なんだよ。」

“Mary doesn’t like to eat fish with bones because she finds it (A) to get the meat out.”

“These days, everything has to be quick and easy, you know. Kids (B) to that.”

- | | | |
|-------------------------|-----------------------------|------------------------------|
| イ (A) annoys (B) used | ロ (A) annoys (B) are used | ハ (A) annoys (B) have used |
| ニ (A) annoying (B) used | ホ (A) annoying (B) are used | ヘ (A) annoying (B) have used |
| ト (A) annoyed (B) used | チ (A) annoyed (B) are used | リ (A) annoyed (B) have used |

II (1) ~ (6) の文章においてそれぞれ下線部分が入るべき最適な位置をイ〜チより選び、その記号を書きなさい。

(1) is best

What's a life (イ) without expectations (ロ) like? It means you accept people as they are, without trying (ハ) to force them to behave in some way that you think (ニ). It's a life where you don't need to be disappointed, frustrated, or angry—or if you are, you accept it, and then let it go (ホ). That's not to say you never act (ヘ)—you can act in a way that's in accordance with your values, and influence the world (ト), but never have an expectation of how the world will react (チ) to your actions.

(2) due to

According to three of the four major science teams (イ) that measure (ロ) global temperatures, the warmest year (ハ) on record was 1998. Temperatures since then have been (ニ) lower. But (ホ) that does not necessarily imply that (ヘ) global warming has stopped. The halt in warming may be (ト) a temporary reduction in solar activity or caused by a drying out of the upper (チ) atmosphere.

(3) we gain

We say there are 365 days in the year and by this we mean that it takes the Earth (イ) 365 days to make its annual trip around the sun. Actually, though (ロ), it takes the Earth $365\frac{1}{4}$ days (ハ) to make this trip. This means that every year (ニ) one-fourth of a day and that every four years we gain one full day. If we did nothing about this, our calendar would move backward (ホ) one full day every four years (ヘ) relative to our seasons. To keep this from happening (ト), we capture the extra day every four years (チ) and put it into our smallest month, February.

(4) to choose a tone

Just as the tone of voice of a speaker (イ) suggests his or her attitude (ロ), so written language also has a tone. Tone in writing is the attitude (ハ) the writer takes towards the subject matter and the audience. It may be (ニ) serious or humorous, sincere or detached, sarcastic or ironic, conversational or formal (ホ), and so on. The tone of a piece of writing creates a sound or impression (ヘ). Thus, the writer of an essay has to be sure (ト) that is appropriate to the particular piece of writing and to the reader of that piece (チ).

(5) is that

The altitude (イ) of the International Space Station (ロ) is about 200 miles. At that altitude, the force (ハ) of gravity is only 10% weaker than on the Earth's surface. So a 150-pound astronaut (ニ) standing on a stationary scale would weigh 135 pounds. Yet, if an orbiting (ホ) astronaut stood on a scale, the scale would read zero. Why (ヘ) does the astronaut (ト) seem weightless in this case? The reason (チ) the scale is orbiting the Earth along with the astronaut. It's as if they were all in a falling elevator. If everything falls together, no force is exerted by the feet on the scale.

(6) the expert was referring to

Henry Ford hired an efficiency expert to go through his plant (イ). He said, "Find the nonproductive people. Tell me who they are, and I will fire them!" The expert made the rounds with his clipboard in hand (ロ) and finally returned to Henry Ford's office with his report. "I've found a problem with one of your administrators (ハ)," he said. "Every time I walked by, he was sitting with his feet (ニ) propped up on the desk. The man never does a thing (ホ). I definitely think (ヘ) you should consider getting rid of him!" When Henry Ford learned the name of the man (ト), Ford shook his head and said, "I can't fire him. I pay (チ) that man to do nothing other than think—and that's what he's doing."

III 次の英文を読んで、以下の設問に答えなさい。

Over the last 20,000 years, the human brain has shrunk by about the size of a tennis ball. Palaeontologists found this out when they measured the fossilized skulls of our prehistoric ancestors and realized they were larger than the modern brain. This is a (a) discovery by any standards, since for most of our evolution the human brain has been getting larger. A shrinking brain seems at odds with the assumption that advancing science, education and technologies would lead to larger brains. Our cultural stereotypes of large egg-headed scientists or super-intelligent aliens with bulbous craniums (b) with the idea that smart beings have big brains.

Small brains are generally not associated with intelligence in the animal kingdom; this is why being called 'bird-brained' is regarded as an insult (though in fact not all birds have small brains). Animals with large brains are more (c) and better at solving problems. As a species, humans have (d) large brains — about seven times larger than should be expected, given the average body size. The finding that the human brain has been getting smaller over our recent evolution runs counter to the (e) held view that bigger brains equal more intelligence, and that we are smarter than our prehistoric ancestors. After all, the complexity of modern life suggests that we are becoming more clever to deal with it.

Nobody knows (f) why the human brain has been shrinking, but it does raise some provocative questions about the relationship between the brain, behaviour and intelligence. First, we make lots of unfounded assumptions about the (g) of human intelligence. We assume our Stone Age ancestors must have been backward because the technologies they produced seem so (h) by modern standards. But what if raw human intelligence has not changed so much over the past 20,000 years? What if they were just as smart as modern man, only without the benefit of thousands of generations of (i) knowledge? We should not assume that we are fundamentally more intelligent than an individual born 20,000 years ago. We may have more knowledge and understanding of the world around us, but much of it was garnered from the experiences of others that went before us rather than the fruits of our own effort.

Second, the link between brain size and intelligence is naively simplistic for many reasons. It is not (a) how / that / you / matters / but / the size use it. There are some individuals who are born with little brain tissue or (j) with only half a brain as a result of disease and surgery, but they can still think and perform within the normal range of intelligence because what brain tissue they do have left, they use so efficiently. Moreover, it's the internal wiring, not the size, that is critical. Brain volume based on fossil records does not tell you how the internal (k) are organized or operating. Relying on size is as ridiculous as comparing the original computers of the 1950s that (l) whole rooms with today's miniature smartphones that fit into your pocket but have vastly more computing power.

(注) palaeontologist: a person who studies fossils bulbous cranium: a large head shaped like a bulb
garner: obtain something such as information

(出典 Bruce Hood. The Domesticated Brain. London: Penguin Books Ltd.; 2014)

問1. (a)~(l)に入る最も適切な1語をイ~ヲより選び、その記号を書きなさい。ただし、それぞれの語は1回しか使えない。

イ accumulated	ロ exactly	ハ exceptionally	ニ fit
ホ flexible	ヘ generally	ト microstructures	チ occupied
リ others	ヌ primitive	ル progress	ヲ remarkable

問2. 下線部 (a) の語(句)を意味が通るように、並べ換えなさい。

問3. a ~ cの記述のうち、本文の内容に合うものを正、合わないものを誤とする時に得られる組合せをイ~チより選び、その記号を書きなさい。

- a. The fact that human brains are smaller than they were 20,000 years ago contradicts what we usually assume about the intelligence and brain size of modern people.
- b. People who lived in the Stone Age may have been as intelligent as our contemporaries, even though they might have known less about the world surrounding them.
- c. People who have a disadvantage in brain size have little chance of functioning well in terms of intelligence because they are unable to utilize their remaining brain tissue well.

イ	a — 正	b — 正	c — 正
ロ	a — 正	b — 正	c — 誤
ハ	a — 正	b — 誤	c — 正
ニ	a — 正	b — 誤	c — 誤
ホ	a — 誤	b — 正	c — 正
ヘ	a — 誤	b — 正	c — 誤
ト	a — 誤	b — 誤	c — 正
チ	a — 誤	b — 誤	c — 誤

Windom

IV 次の英文を読んで、以下の設問に答えなさい。

When beginning to work with a new patient I will frequently draw a large circle. Then at the circumference I will draw a small niche. Pointing to the inside of the niche, I say, "That represents your conscious mind. All the rest of the circle, 95 percent or more, represents your unconscious. If you work long enough and hard enough to understand yourself, you will come to discover that this vast part of your mind, of which you now have little awareness, contains riches beyond imagination."

One of the ways, of course, that we know of the existence of this vast but hidden realm of the mind and the (あ) it contains is through our dreams. A man of some (a) came to see me for a depression of many years' duration. He found no joy in his work, but had little idea why. Although his parents were relatively poor and unknown, a number of his father's forebears had been famous men. My patient made little (b) of them. His depression was caused by many factors. Only (い)to / months / we / after / did / some / begin consider the matter of his ambition. To the session following the one in which the subject of ambition was first raised he brought a dream from the night before, a (c) of which follows: "We were in an apartment filled with huge, (う)oppressive pieces of furniture. I was much younger than I am now. My father wanted me to sail across the bay to pick up a boat he had for some reason left on an island across the bay. I was eager to make this (d) and asked him how I could find the boat. He took me to one side where there was this particularly huge and oppressive piece of furniture, an enormous chest, at least twelve feet long and extending all the way up to the ceiling, with maybe twenty or thirty gigantic drawers in it, and told me I could find the boat if I sighted along the (e) of the chest." Initially the meaning of the dream was unclear, so, as is customary, I asked him to associate to this huge chest of drawers. Immediately he said, "For some reason—maybe because the piece seemed so oppressive—it makes me think of a sarcophagus." "What about the drawers," I asked. Suddenly he grinned. "Maybe I wanted to kill off all my ancestors," he said. "It makes me think of a family tomb, each one of the drawers big enough to hold a (f)." The meaning of the dream was then clear. He had indeed in his youth been given a sighting, a sighting for life, along the tombs of his famous dead paternal ancestors, and had been following this sighting toward (g). But he found it an oppressive force in his life and wished that he could psychologically kill off his ancestors so as to be free from this compulsive (h).

Anyone who has worked much with dreams will recognize this one to be typical. I would like to focus on its helpfulness as one of the respects in which it is typical. This man had started to work on a problem. Almost immediately his unconscious produced a drama that elucidated the cause of his problem, a cause of which he had previously been unaware. (え)It did this through use of symbols in a manner as elegant as that of the most accomplished playwright. It is difficult to imagine that (お) other experience occurring at this point in his therapy could have been as eloquently edifying to him and me as this particular dream. His unconscious clearly seemed to want to assist him and our work together, and did so with consummate skill.

(注)	circumference: a line that goes around a circle	niche: (通常は半円形の) へこみ, くぼみ
	forebear: ancestor	sarcophagus: 石棺
	edifying: providing moral or intellectual instruction	elucidate: make clear
		consummate: perfect

(出典 M. Scott Peck. The Road Less Traveled, 25th Anniversary Edition: A New Psychology of Love, Traditional Values and Spiritual Growth. New York, NY: A Touchstone Book; 2003 一部改変)

問1. (あ)に入る最も適当な1語となるように破線部を補充する時に入る文字を書きなさい。
(破線の数は文字数を表わす)

w _ _ _ t _

問2. (1) (a)~(d)に入る最も適当な1語をイ~ホより選び、その記号を書きなさい。ただし、それぞれの語は1回しか使えない。

イ fragment □ journey ハ mention ニ prominence ホ psychology

(2) (e)~(h)に入る最も適当な1語をへ~又より選び、その記号を書きなさい。ただし、それぞれの語は1回しか使えない。

へ body ト edge チ fame リ force 又 ocean

問3. 下線部 (い) の語を意味が通るように、並べ換えなさい。

問4. 下線部 (う) *oppressive* の意味に最も近いものをイ～ホより選び、その記号を書きなさい。

- イ admirable or worthy of praise
- ロ very different from each other
- ハ making you feel worried or uncomfortable
- ニ difficult to know exactly what is happening
- ホ very interesting or exciting, so that you have to pay attention

問5. 下線部 (え) *it* が指し示す語句を本文中より抜き出しなさい。

問6. (お) に入る最も適当な1語をイ～ニより選び、その記号を書きなさい。

- イ all ロ any ハ each ニ none

Windom

V 下の 内の**いずれか**とほぼ同じ意味の語を入れて (1) ~ (5) の文を完成しなさい。
(破線の数は文字数を表わす)

- (1) On Tuesday mornings, my wife asks me to take out the g_____e on my way to work.
- (2) To the d_____t of his proud parents, he made a full recovery.
- (3) Linda lives near my house, but we s_____m see each other.
- (4) The warning signs of the disease are so s_____le that they are often ignored.
- (5) Her constant campaigning e_____y got her the nomination.

• far away	• great pleasure	• in the end
• not obvious	• trash	• very rarely

VI 和文の意味を表わすように、() 内の語(句)を並べ換え、(1) ~ (3) の英文を完成しなさい。
ただし、選択肢には**余分なものが1つ含まれている**。

- (1) 級友を代表してお礼の言葉を述べさせていただきます。

On behalf of my classmates, (me / thanks / speech / say / of / words / let / a few).

- (2) クジラは潜水艦のように音波を使って進むべき方向を知ります。

Whales navigate using (as / the same / waves / in much / submarines / way / sound / not) do.

- (3) 減量にはカロリー摂取を減らすのが重要です。しかしずっと維持するには筋肉をつける必要があります。

Reducing your calorie intake is an important part of losing weight. However, building muscle (it / good / is / off / for / keep / bad / to / necessary).