

# 英 語

< 監督者の指示があるまで開いてはいけない >

1. 試験開始後、まず解答用紙に自分の受験番号と氏名を正しく記入しなさい。
2. 試験開始後、速やかに問題冊子に落丁や乱丁がないか確認しなさい。  
落丁や乱丁があった場合は、手を挙げなさい。
3. 下書きは問題冊子の余白を利用しなさい。
4. 記入中でない解答用紙は必ず裏返しにしておきなさい。
5. 問題冊子は試験終了後、持ち帰ってもよい。  
ただし、試験途中では持ち出してはいけない。

I. 次の(A)~(E)において、意味が通じるように、1~5のそれぞれの( )に与えられた文字で始まる英語を1語ずつ書きなさい。

(A) Karl: Where have you been? Tom says he's been waiting out ( f 1 ) for an hour.

Dan: Oh, I was in the building, waiting for him.

(B) Adam: Harry, what can you do about this situation?

Harry: Nothing, I just have to grin and ( b 2 ) it.

(C) Eddie: Lucy, are you happy with your new school?

Lucy: And ( h 3 )! Everyone there is very kind to me.

(D) Max: Can you do a drug check with me if you are not busy?

Nina: Sorry, Max. I'm ( t 4 ) up at the moment.

(E) Scott: Janet, tell me what has ( b 5 ) of Mary.

Janet: Oh, she got married, and now she's having a baby.

II. 次の(1)~(4)において、語法、文脈から判断して( )に入る最も適当なものを(A)~(D)より1つ選び、その記号を書きなさい。

(1) Having tasted the ( ) success, Mike is hungry for more.

(A) spoils of (B) damages from (C) wastes in (D) ruins on

(2) Edward saw the patient ( ) to watch as the doctor moved to the door.

(A) eagle her eyeballs (B) crane her neck  
(C) swine her flue (D) chick her eyes

(3) How many people who expect clean sheets every day in a hotel launder ( ) every day at home?

(A) they do (B) wash them (C) their own (D) soap theirs

(4) I'll take you up ( ) offer some other time.

(A) in which (B) on that (C) with which (D) by that

Ⅲ. 次の(ア)~(イ)において、語法、文脈から判断してそれぞれ下の(A)~(F)を並べかえて空所を補い、文を完成させなさい。解答は (1) ~ (4) に入れるものの記号のみを答えなさい。

(ア) Tom \_\_\_\_\_ (1) \_\_\_\_\_ (2) \_\_\_\_\_ an attempt to lose some weight.

- (A) in (B) to (C) long  
(D) took (E) running (F) distances

(イ) I am in \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ able to do in terms of energy and alternative fuels.

- (A) of (B) have (C) been  
(D) what (E) they (F) awe

*Windom*

IV. 次の(1)~(5)の各組の英文のうち、最も適当なものを1つ選び、その記号を書きなさい。

- (1) (A) The boy raise up on the ground, being careful of his feet and right leg.  
(B) The boy favors on the ground raise it to his feet, caring his right leg.  
(C) The boy raise on to the grounds, being careful of his right foot and leg.  
(D) The boy on the ground carefully rose to his feet, favoring his right leg.
- (2) (A) Jeff took a long absent of leaving to give it up personal matters.  
(B) Jeff took a short leave of absence to attend to personal business.  
(C) Jeff took a short absent of leaves to deal with personal business.  
(D) Jeff had a long leave of absent to get it on his personal matters.
- (3) (A) What did one and another thing, it was very late in the evening when he returned to home.  
(B) What does one thing or another, it was very late in the evening when he got back to home.  
(C) What has one or another thing, it was quite late in the evening when he got back to home.  
(D) What with one thing and another, it was quite late in the evening when he returned home.
- (4) (A) You may assume that your fitness will get most of before too late to senior age.  
(B) You might guess that your fitness will get in shave before your late senior age.  
(C) You might suppose that your health will get rid of before too late to senior age.  
(D) You may expect that your health will get worse well before your late senior age.
- (5) (A) Our team of physicians diagnosis a similar set of criterial for marking sick.  
(B) Our team of doctors uses a specific set of criteria for making a diagnosis.  
(C) Our team of physicians adopts a specific set of criterial, making diagnose.  
(D) Our team of doctors diagnosis a similar set of criterion, marking a disease.

V. 次の英文を読み、設問に答えなさい。

A baby does what he can to attract and hold his mother's attention. A young son's distinctive cry, his unique scent and the way he curls his fingers around his mother's are just a handful of the sensations that shower down on her highly sensitized nervous system. ( A )

Of all the senses, smell — olfaction — plays the largest role in reproduction. Females rely on their sense of smell from the very beginning to help them select their mates all the way through to the weaning of their young, during which scents act as a form of communication between mother and child. An extreme example of the power of smell is known as the Bruce effect, a phenomenon in which certain scents induce abortions in pregnant rodents. ( B ) Otherwise, chances are high that the interloper would end up killing and eating the pups, thereby obtaining a high-protein meal and removing a rival's genes in the bargain. In a kind of \*"Sophie's choice" for rodents, the female is basically making a cold calculation — better to lose the young as embryos than as pups.

Because of our limited ability to peer into human brains, rodents help us approximate the changes that are taking place inside mothers such as \*Liz. [ X ] During a rat's pregnancy, for example, we know that the \*olfactory system starts churning out new neurons. The theory is that the extra neurons allow moms to become more adept at processing the cues hidden in infant odors. Indeed, mothers distinguish themselves quite obviously in how they react to smells. ( C ) Human mothers also demonstrate these effects, as psychologist Alison Fleming of the University of Toronto Mississauga and her colleagues reported. They found that mothers are much more likely to rate their infants' odors as pleasant, as compared with nonmothers.

To transform women's perceptions of smells, the olfactory system may rely on a region known as the medial amygdala, suggests neurobiologist Michael Numan of Boston College and his colleagues. This brain area could be acting as a hub for the olfactory system, with information arriving here to be processed for emotional content. The olfactory tweaks may aid in solidifying the mother-child bond by making babies' odors alluring. ( D ) But with the birth of her son, she discovered she had no problem stuffing her nose into his diaper to determine if he needed a change.

[Kinsley, Craig Howard and Elizabeth Meyer. "Maternal Mentality." *Scientific American Mind* 22.3 (2011)]

(注) \*“Sophie’s choice” : 「ソフィーの選択」(ウィリアム・スタイロンの小説(1979), およびそれを原作にした映画(1982)のタイトル。)

\*olfactory : 「嗅覚の」

\*Liz : 「リズ」(Elizabeth の愛称。ここでは共著者の Elizabeth Meyer のこと。)

問 1. ( A ) ~ ( D ) に入る最も適切な文を, 以下の(1)~(4)の中から選び, その番号を書きなさい。なお, それぞれの選択肢は 1 回ずつしか使えない。

- (1) Before she had her first child, Liz had avoided the smells of children, even those to whom she was related.
- (2) If a female’s mate disappears after conception and an interloper starts hanging around, the new male’s smell will inhibit the production of key hormones, causing the female’s pregnancy to abort.
- (3) The infant creates a rich environment that stimulates the mother, pushing her brain into a higher gear.
- (4) Whereas virgin female rats find the odors of infants noisome, once they become pregnant, those smells attract them.

問 2. [ X ] に入る最も適切な文を以下の(1)~(4)の中から 1 つ選び, その番号を書きなさい。

- (1) As the pups continue to suckle, the mother’s core body temperature rises.
- (2) They found that on cognitive tests of memory for words and numbers, pregnant women and new mothers fared worse than nonpregnant women of about the same age.
- (3) If Liz devoted all her attention to her infant, however, both mother and child would perish.
- (4) What we have seen so far is that the mammalian brain possesses a dramatic ability to shape-shift when life demands it.

VI. 次の英文を読み、設問に答えなさい。

One of my favorite *Peanuts* cartoons shows Linus clutching his ever-present security blanket until Charlie Brown's little sister, Sally, crawls up and distracts him with a kiss, while Snoopy <sup>(1)</sup> grabs the blanket and runs off with it. 'If you can't trust dogs and little babies,' he sighs, 'who can you trust?'

Not many people, it would seem. The social dilemmas of game theory and the real world have their devastating effects because we can't, or just won't, trust each other. If we could, then many dilemmas would simply disappear. With genuine trust, we could negotiate to coordinate our strategies and produce cooperative solutions, secure in the knowledge that we could trust each other not to break agreements for individual advantage. <sup>(2)</sup> Instead, we often act on our belief that other parties are likely to cheat, and the strategies that we work out on that basis constantly draw us into \*Nash equilibria.

When Sir Walter Raleigh reputedly took off his cloak and spread it across a muddy gutter so that Queen Elizabeth wouldn't get her feet wet while crossing, both of them won out through trust. He trusted that she would accept the gesture; she trusted that he wasn't playing some trick, such as pulling the cloak away at the last minute. It wouldn't work today.

I know. I've tried it. I went out into a London street on a rainy day and ceremoniously laid my jacket (an old one) over a puddle that a woman was trying to cross. She viewed my outstretched jacket with the utmost suspicion and then took a long detour to get around me and the puddle. When I repeated the experiment with other women and other puddles, the same thing happened. Not one of them would step on it, fearing some trick. Several of them even <sup>(3)</sup> looked around for the hidden television cameras. Unlike Queen Elizabeth, they didn't trust my good intentions at all. When a friend of mine tried a similar experiment in New York at my behest, <sup>(4)</sup> he fared even worse. Some women laughed at him, and a mistrustful policeman even asked him to move on and stop bothering people.

What could we have done to persuade them that we were trustworthy? Maybe we should have taken lessons from Lucy van Pelt, who invariably <sup>(5)</sup> persuaded Charlie Brown that she was not going to pull the football away when he ran up to kick it. 'Look at the innocence in my eyes,' she said on one occasion. 'Don't I have a face you can trust?' 'She's right,' muses <sup>(6)</sup> Charlie. 'If a girl has innocent-looking eyes, you simply have to trust her'—and he lands flat on his back yet again. 'What you have learned today, Charlie Brown,' she says, looking down at him, 'will be of immeasurable value to you for many years to come.'

What most of us seem to have learned is that mistrust, rather than trust, is the strategy that more often \*pays dividends. Sometimes we are right. More often than we realize, though,

we've got it terribly wrong. We need trust. Without it, our societies couldn't function at all.

According to Barbara Misztal, author of *Trust in Modern Societies*, trust performs three functions: it makes social life more predictable, it creates a sense of community, and it makes it easier for people to work together. The trust that we offer freely to friends, family, and loved ones eases our paths through life. The communities that we live in are built on trust and often collapse when that trust goes missing. We are even happy to put our trust in little bits of paper with green printing on them. We can't eat them, build with them, ride on them, or even use them as hats or umbrellas to protect us from the elements. We nevertheless trust that complete strangers will accept them in exchange for things that we can genuinely use, like food, housing, transportation, and consumer goods. The more that we can trust, the easier and more fruitful our life becomes.

[Adapted from Fisher, Len. *Rock, Paper, Scissors*. (2008)]

(注) \*Nash equilibria : 「ナッシュ均衡(ゲーム理論における基本的概念のひとつ)」

\*pays dividends : 「(後になって)利益や好結果を生む」

問 1. 下線部(1), (4), (5), (6)の語の本文中での意味と最も近い意味を表す語を, それぞれ1~4の中から1つずつ選び, その番号を書きなさい。

- |                |                       |                      |
|----------------|-----------------------|----------------------|
| (1) distracts  | 1. bribes             | 2. diverts           |
|                | 3. hastens            | 4. immunizes         |
| (4) behest     | 1. disgust            | 2. knowledge         |
|                | 3. observation        | 4. request           |
| (5) invariably | 1. without difficulty | 2. without exception |
|                | 3. without reason     | 4. without warning   |
| (6) muses      | 1. apologizes         | 2. jests             |
|                | 3. mourns             | 4. ponders           |

問 2. 下線部(3)の them が示す内容を本文中の英語で書きなさい。

問 3. 下線部(7)の it が示す内容を本文中の英語で書きなさい。

問 4. 本文の内容と一致する内容を持つ文を、1～5の中から1つ選び、その番号を書きなさい。

1. Sally prevents Snoopy from snatching Linus's ever-present security blanket.
2. Many dilemmas will not disappear because we can't trust each other.
3. The author laid his jacket over a puddle that a woman was trying to cross in New York.
4. Mistrust is the most helpful strategy without which our society couldn't function.
5. The author is willing to put his trust in the paper with black printing on it.

問 5. 下線部(2)を日本語に訳しなさい。

**VII.** 次の日本語の文の下線部を英語に訳しなさい。

市場の主役は、五十年代の「三種の神器」から六十年代の「三C」を経て、七十年代になると無形商品に移っていきます。(中略) クルマや電化製品と違って、旅行は何回しても、家の中で別に場所をとるわけじゃないからリピートがきく。物事の“物”じゃない“事”のほうなので、これをコト商品と言ってもいいでしょう。

[天野祐吉(著)『成長から成熟へ』(2013)]

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