

# 1. 次の英文を読み、設問に答えなさい。

The insight process is a delicate mental balancing act. At first, the brain lavishes the scarce resource of attention on a single problem. But, once the brain is sufficiently focused, the cortex\* needs to relax in order to seek out the more remote association in the right hemisphere, <sup>(x)</sup> which will provide the insight. "The relaxation phase is crucial," says cognitive neuroscientist Mark Jung-Beeman. "That's why so many insights happen during warm showers." Another ideal moment for insights, according to the scientists, is the early morning, right after we wake up. The drowsy brain is unwound and disorganized, open to all sorts of ( い ) ideas. The right hemisphere is also unusually active. He says, "The problem with the morning, though, is that we're always so rushed. We've got to get the kids ready for school, so we leap out of bed and never give ourselves a chance to think." He recommends that, if we're stuck ( a ) a difficult problem, it's better to set the alarm clock a few minutes early so that we have time to lie in bed and <sup>(7)</sup> ruminate. We do some of our best thinking when we're still half asleep.

Research has been carried out that shows that insights are actually prevented when force is applied to produce them. While it is commonly assumed that the best way to solve a difficult problem is to focus, minimize distractions, and pay attention only to the relevant details, this <sup>(1)</sup> clenched state of mind may inhibit the sort of creative connections that lead to sudden ( ろ ). We suppress the very type of brain activity that we should be encouraging. Jonathan Schooler has recently demonstrated that making people focus on the details of a visual scene, as opposed to the big picture, can significantly disrupt the insight process. "It doesn't take much to shift the brain into ( ① )-hemisphere mode," he says. "That's when you stop paying attention to those more holistic associations coming in from the ( ② ) hemisphere." Meanwhile, in a study published last year, German researchers have found that people with schizotypy—a mental condition that resembles schizophrenia\*, albeit with far less severe symptoms—were significantly better at solving insight problems than a control group. Schizotypal subjects have enhanced ( ③ )-hemisphere function and tend to score above average on measures of creativity and associative thinking.

Schooler's research has also led him to reconsider the bad reputation of letting one's mind wander. Although we often complain that the brain is too easily distracted, Schooler believes that letting the mind wander is essential. "Just look at the history of science," he says. "The big ideas always seem to come when people are sidetracked, when they're doing something that has nothing to do with their research." He cites the example of Henri Poincaré, the nineteenth-century mathematician, whose seminal insight into non-Euclidean geometry arrived while he was boarding a bus. "The very moment I put my foot on the step," Poincaré wrote, "the idea came to me, without anything in my former thoughts seeming to have paved the way for it. . . . I did not verify the idea; I should not have had the time, as, upon taking my seat in the omnibus, I went ( b ) with the conversation already commenced, but I felt a perfect certainty." Poincaré credited his sudden mathematical insight to "unconscious work," an ability to mull over the mathematics while he was preoccupied with ( は ) activities, like talking to a friend on the bus. In his 1908 essay "Mathematical Creation," Poincaré insisted that the best way to think about complex problems is to immerse yourself ( c ) the problem until you hit an <sup>(7)</sup> impasse. Then, when it seems that "nothing good is accomplished," you should find a way to distract yourself, preferably by going on a walk or a journey. The answer will arrive when you ( に ) expect it. Richard Feynman, the Nobel Prize-winning physicist, preferred the relaxed atmosphere of a topless bar, where he would sip 7 UP\*, "watch the entertainment," and, if inspiration struck, scribble equations on cocktail napkins.

(Adapted from Jonah Lehrer, "The Eureka Hunt" in *The New Yorker*, 2008)

\*cortex : 大脳皮質

\*schizophrenia : 精神分裂病

\*7 UP : 炭酸飲料の一種

[1] 空所 (a) ~ (c) に入る最も適切なものを選択肢 1 ~ 4 の中から選び、それぞれマークシートの解答欄 (1) から (3) にマークしなさい。

- |     |          |            |         |       |
|-----|----------|------------|---------|-------|
| (a) | 1. among | 2. between | 3. from | 4. on |
| (b) | 1. away  | 2. by      | 3. in   | 4. on |
| (c) | 1. by    | 2. in      | 3. to   | 4. up |

[2] 下線部 (ア) ~ (ウ) の意味に最も近いものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (4) から (6) にマークしなさい。

- |     |                |             |             |               |
|-----|----------------|-------------|-------------|---------------|
| (ア) | 1. contemplate | 2. dream    | 3. exercise | 4. read       |
| (イ) | 1. peaceful    | 2. stable   | 3. tense    | 4. thoughtful |
| (ウ) | 1. climax      | 2. deadlock | 3. failure  | 4. idea       |

[3] 下線部 <sup>(x)</sup> which の示す内容として最も適切なものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (7) にマークしなさい。

1. to relax in order to seek out the more remote association in the right hemisphere
2. to seek out the more remote association in the right hemisphere
3. the more remote association in the right hemisphere
4. the right hemisphere

[4] 空所 (①) ~ (③) に入る語の組み合わせとして最も適切なものを選択肢 1 ~ 6 の中から選び、解答欄 (8) にマークしなさい。

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1. (①) right (②) right (③) left | 2. (①) left (②) left (③) right |
| 3. (①) right (②) left (③) right | 4. (①) right (②) left (③) left |
| 5. (①) left (②) right (③) right | 6. (①) left (②) right (③) left |

[5] 空所 (い) ~ (に) に入る最も適切なものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (9) から (12) にマークしなさい。

- |     |                  |              |                   |               |
|-----|------------------|--------------|-------------------|---------------|
| (い) | 1. abstract      | 2. correct   | 3. unconventional | 4. useful     |
| (ろ) | 1. breakthroughs | 2. ideas     | 3. observation    | 4. relaxation |
| (は) | 1. boring        | 2. enjoyable | 3. intelligent    | 4. unrelated  |
| (に) | 1. least         | 2. most      | 3. much           | 4. seldom     |

[6] 英文の内容に一致するものを次の 1 ~ 9 の中から 3 つ選び、マークシートの解答欄 (13) から (15) にマークしなさい。

1. Relaxation gets in our way when we try to solve difficult problems.
2. We need to sleep longer in order to obtain insightful ideas.
3. In the early morning, when our thoughts are still chaotic, we may come up with insights.
4. The most insightful thoughts arrive when we are wide awake.
5. It is crucial that we adjust the levels of the left-hemisphere and right-hemisphere activities for the insight process.
6. In order for insights to arrive, it is important for the mind to be open to uncommon ideas.
7. We have to learn how to activate the right hemisphere to be creative.
8. When we are solving a difficult problem, it is helpful to divert our attention to something else.
9. We should focus on specifics rather than the whole picture in order to gain insights into things.

## 2. 次の英文は、日本の天然痘の歴史について述べたものである。これを読み、設問に答えなさい。

"Smitten with sores, they perished," reports *The Chronicles of Japan*, "as if their bodies had been burnt, broken, beaten..."\* The nameless disease that struck Western Japan, first in the year 552 and then again in 585, had arrived from China, where it appears to have been introduced by the Huns\* nearly eight hundred years before. Ignorant of its true cause, court officials in Asuka claimed that the (a) pestilence was punishment from the gods for the introduction of Buddhism and ( [A] 1. into 2. the images of the Buddha 3. thrown 4. had 5. the canal) and temples burned. When such measures failed to provide a cure, the temples were rebuilt, with the encouragement of Emperor Bidatsu, who, having himself been ( イ ), had initially ordered their destruction. Soon thereafter he died, the first imperial victim of what was very likely smallpox.

Two years later the disease took the life of Bidatsu's successor, Emperor Yōmei. Evidence for the (b) profundity of its effect on the political and cultural life of the time can be seen in the construction of Hōryūji Temple in 607, erected under the guidance of Prince Shōtoku, Emperor Yōmei's son, and dedicated to Yakushi Nyorai, the Buddha of healing.

In 735, smallpox struck the newly founded capital of Nara, the victims including the four politically powerful grandchildren of Fujiwara Kamatari. One result of this (c) calamity was again the strengthening of the Buddhist faith. The erection in 743 of the Great Buddha statue in Nara was intended to ward off the disease that may have killed as many as one-third of the population.

Smallpox was by then known as *endōsō* (豌豆瘡), literally "garden pea pustule." A more common premodern term is *mogasa* (痘瘡), possibly meaning "loathsome pustule." The word *abata* (痘痕), referring to the terrible scars left by the disease, appears to derive from the Sanskrit word *arbuda*, a Buddhist term for "blister hell." The list of prominent figures in Japanese history who may have (d) succumbed to smallpox or at least ( ロ ) it is long. In 1175, the 14-year-old emperor Takakura managed to ( ハ ) it, but the high fever that killed his father-in-law, Taira Kiyomori, in 1181 may have been the result of the disease. Other victims include the fifth Tokugawa shogun Tsunayoshi and Emperor Higashiyama, both during the epidemic of 1709.

The world of literature was ( ニ ) as well. The Heian period noblewoman who wrote *The Gossamer Years*\* mentions the smallpox outbreak of 974, noting that her son has ( ホ ) it but recovered. She herself may have died of the disease in 995.

The poet Matsuo Bashō is said to have borne smallpox scars. Crippled and later temporarily blinded by the disease was Ueda Akinari, author of the 18th-century masterpiece *Tales of Moonlight and Rain*\*. As a boy, Japan's first great modern literary figure, Natsume Sōseki, suffered smallpox in 1870, one year before the first appearance of the now commonly used term *tennentō* (天然痘). Another modern word, *tōsō* (痘瘡), is first recorded in the work of the late Tokugawa era physician, Sugita Genpaku, in 1810.

While in the West, much progress had been made in preventing smallpox through Jenner's cowpox inoculation, the Tokugawa shogunate was slow to accept the practice. In early 1867, Emperor Kōmei himself died of the disease and was succeeded by his son Mutsuhito, the Meiji emperor, who was vaccinated in 1875. The battle against the dread scourge was far from over, but at least the tide had turned.

\*「瘡(かさ)発(い)でて死(みまか)る者 — 身焼かれ、打たれ、摧(碎)かるるが如し」(『日本書紀』)

\*フン族      \*『蜻蛉日記』      \*『雨月物語』

[1] 空所(イ)～(ホ)に入る最も適切なものを1～4の中から1つを選び、それぞれマークシートの解答欄 (16) から (20) にマークしなさい。

- |     |                   |               |                  |                 |
|-----|-------------------|---------------|------------------|-----------------|
| (イ) | 1. afflicted      | 2. conflicted | 3. constricted   | 4. restricted   |
| (ロ) | 1. abstracted     | 2. contracted | 3. retracted     | 4. subtracted   |
| (ハ) | 1. connive        | 2. deprive    | 3. revive        | 4. survive      |
| (ニ) | 1. affected       | 2. detected   | 3. disinfected   | 4. reflected    |
| (ホ) | 1. come down with | 2. come up to | 3. gone off with | 4. gone over to |

[2] 下線部(a)～(d)に最も近い意味を持つものを1～4の中から1つを選び、それぞれマークシートの解答欄 (21) から (24) にマークしなさい。

- |     |                |                    |                   |                |
|-----|----------------|--------------------|-------------------|----------------|
| (a) | 1. disaster    | 2. epidemic        | 3. judgment       | 4. terror      |
| (b) | 1. fascination | 2. illogicality    | 3. limitation     | 4. seriousness |
| (c) | 1. adventure   | 2. development     | 3. misfortune     | 4. surprise    |
| (d) | 1. died of     | 2. guarded against | 3. recovered from | 4. won over    |

[3] [A] の ( ) 内にある語(句)を正しい順序に並べ替え、その2番目と4番目に来る語(句)の数字を選んで、マークシートの解答欄 (25) から (26) にマークしなさい。

[4] 英文の内容に一致するものを次の1～9の中から3つ選び、マークシートの解答欄 (27) から (29) にマークしなさい。

1. Throughout Japanese history, a disproportionately high percentage of smallpox victims have been members of the upper classes.
2. The poet Matsuo Bashō is thought to have died of smallpox.
3. Smallpox has had a deep effect on Japanese social and cultural history.
4. Little is known about smallpox in premodern Japan, as it is rarely mentioned in historical documents.
5. Ignorance concerning the cause and nature of smallpox led people to believe that it was the result of divine punishment.
6. By early modern times, smallpox was no longer a health hazard in Japan.
7. Prince Shōtoku seems to have believed that the Buddhist faith was a means for preventing smallpox.
8. The Fujiwara Clan gained much of its power as the result of smallpox deaths among its rivals.
9. The first known cases of smallpox in the world are recorded in China.

### 3. 次の対話文を読み、設問に答えなさい。

Hi! I'm Dan Longman (DL) here at College Radio, talking today to Dr. Paul Rodrigues Young (PRY), a prominent figure in the "English for America" movement.

DL: We all know the old joke: Someone who speaks three languages is trilingual, someone who speaks two languages is bilingual, and someone who speaks one language is American. Yet with your distinguished multicultural and multilingual background, you ( 1 ) fit the stereotype.

PRY: Well, I don't know whether I'd call it "distinguished." I simply happen to have had parents who spoke different languages, my father Chinese and my mother Spanish, and who made ( 2 ) that my sister and I learned both.

DL: And yet you ( 3 ) making English America's official language and are a leading opponent of bilingual education in the United States. How did you come to feel as strongly as you do ( 4 ) the subject?

PRY: ( 5 ). I'm not against knowing more than one language. ( 6 ). But I firmly believe that it is vital to maintain a common national language and that, to the extent government gets involved in the "language business," it should promote English for all – especially for those immigrants who must learn it.

DL: But you have written about your struggle to learn English as an early adolescent. Didn't you sometimes feel at a disadvantage in the first American school you attended?

PRY: Of course. But it was all ( 7 ), and I'm grateful to my parents first for having brought our family to America and second for insisting that we learn the language – not the *languages*! – of this country.

DL: Why do you think the issue is so ( 8 )? After all, doesn't everyone want to promote the welfare of children?

PRY: Unfortunately, I'm afraid that may not be true. There are clearly ideological motives involved, along with a deep-seated resentment on the part of some toward what is – and ought to be – the mainstream culture.

DL: So would you say it's really a cultural conflict?

PRY: Yes, but it's also a case of organizational self-interest. Those in the bilingual bureaucratic establishment have spent millions and millions of dollars on their utopian social-engineering schemes and naturally wish to spend millions more.

[1] 空所(1)～(8)に入る最も適切なものを1～4から選び、それぞれマークシートの解答欄

(30) から (37) にマークしなさい。

- |                       |                       |                  |                           |
|-----------------------|-----------------------|------------------|---------------------------|
| (1) 1. barely         | 2. clearly            | 3. hardly        | 4. surely                 |
| (2) 1. clear          | 2. necessary          | 3. possible      | 4. sure                   |
| (3) 1. advocate       | 2. claim              | 3. insist        | 4. oppose                 |
| (4) 1. at             | 2. in                 | 3. off           | 4. on                     |
| (5) 1. Don't think so | 2. Don't get me wrong | 3. I think so    | 4. You don't get me wrong |
| (6) 1. Absolutely     | 2. Far from it        | 3. In fact, I am | 4. Never mind             |
| (7) 1. worth it       | 2. worth so           | 3. worthless     | 4. worthy                 |
| (8) 1. controversial  | 2. educational        | 3. inconvenient  | 4. interesting            |

[2] Young 氏が使う下線部 social-engineering schemes の意味として最も適切なものを 1～4 の中から一つ選び、マークシートの解答欄 (38) にマークしなさい。

1. positive approaches to providing language education for all school children
2. the attempt to make everyone in the United States fluent in English
3. the transformation of the United States into a genuine multicultural society
4. community restructuring, as guided by members of a governmental elite

4. 下記の空所に、選択肢の中から最も適切なものを選びなさい。それぞれマークシートの解答欄 (39) から (46) にマークしなさい。ただしそれぞれの選択肢は 1 度のみ使うこと。

- (1) "Is it still possible to change my plane reservation?" Cynthia politely ( ).
- (2) "Is anybody there?" The silence was only broken by the wind in the trees. "Is anybody there?" Teresa ( ).
- (3) "Don't waste my time. Where have you hidden the drugs?" the policeman sternly ( ).
- (4) "I love you, Darren," she softly ( ), pushing the dark curls away from his ear.
- (5) "I have to admit that I'm really brilliant at art and science and music. Oh, and sport," Megumi ( ).
- (6) "W...w... would you mind terribly if I k...k...k...kissed you?" Ichiro ( ).
- (7) "This pasta is ice-cold, and the sauce is too salty," Naomi angrily ( ) at the waiter.
- (8) "Ah, well," Taro ( ). "That's the end of that, I suppose. It was nice while it lasted."

1. boasted
2. demanded
3. inquired
4. repeated
5. screamed
6. sighed
7. stammered
8. whispered

5. 次の (1)～(6) の日本語とほぼ同じ意味になるように、それぞれの英文に、指定された文字で始まる最も適した 1 語を、記述式解答用紙に記入しなさい。ただし、単語はその文字を含めて記入すること。判読が困難な解答は採点されません。

- (1) トムが自分の意見をはっきり述べるができなかったので、彼の妻はいらだった。  
Tom's inability to express himself clearly (a ) his wife.
- (2) 彼女は自分の仕事にとってもおざなりな態度を取っている。もっと真剣に取り組むべきだ。  
She has a very (c ) attitude to her work. She should take it more seriously.
- (3) 私は由紀子と偶然知り合った。  
(C ) led me to become acquainted with Yukiko.
- (4) 夏休みが近づいて学生たちは日本への帰国の準備を始めた。  
With the (a ) of the summer vacation, the students began preparations for returning to Japan.
- (5) 新型インフルエンザの流行のために、学園祭は延期されるだろう。  
Owing to the spread of new type of flu, the school festival is to be (p ).
- (6) 何もその環境破壊を埋め合わせることは出来ないだろう。  
Nothing can make up for the (e ) destruction.