

I. 下記はある高校生が卒業式を前に自分の家族と仲間 (Freedom Writers) について書いた文章である。文中の空欄 (1) ~ (20) に入れるのに最適な語または句を、選択肢の中からそれぞれ1つずつ選び、解答欄に記号で記しなさい。

I can't believe it! I'm actually going to be the first person in my family to graduate!!! I have (1) much excitement to share with my relatives that I can hardly contain myself. But it (2) to say that I don't have their support. In my (3) eyes, my destiny is like the rest of my cousins'. My parents and I fight to (4) to them that I can make it. But often I feel like they just want me to (5).

The only true family that God has given me is my loving parents and the (6) Freedom Writers. They saw potential in me that no one else saw, (7) myself. Recognizing my potential is what gave me the (8) to enter a contest to be Graduation Speaker.

While I was writing my speech, the Freedom Writers helped me (9) it. When I practiced, my parents (10) patiently. They gave me hope that I (11) make it. But deep inside I thought I (12) going to win. That was why I was (13) when the list that announced the graduation speaker was posted. I couldn't (14) myself to look at it. Reading the list would (15) finding out whether my dream (16) come true, or whether it would (17) be another triumph for those who had (18) faith in me. I (19) my eyes, took a deep breath, counted to three, and opened my eyes. I wanted to scream (20) cry at the same time. I had won the contest to be Graduation Speaker.

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|----|-----------------|------------------|----------------|---------------|
| 1. | A. little | B. not | C. so | D. very |
| 2. | A. hurts | B. means | C. shows | D. worries |
| 3. | A. friends' | B. own | C. parents' | D. relatives' |
| 4. | A. argue | B. insist | C. prove | D. show |
| 5. | A. fail | B. graduate | C. miss | D. not make |
| 6. | A. critical | B. easy-going | C. elite | D. supportive |
| 7. | A. excepting | B. including | C. neither did | D. yet |
| 8. | A. challenge | B. chance | C. change | D. courage |
| 9. | A. for revising | B. lest I revise | C. revise | D. revising |

10. A. applauded B. complained C. heard D. listened
11. A. always B. come to C. could D. wish to
12. A. might not be B. shouldn't be C. wasn't D. wouldn't be
13. A. concentrated B. excited C. puzzled D. terrified
14. A. believe B. bring C. help D. resist
15. A. enable B. lead C. mean D. tell
16. A. cannot B. had C. have D. will
17. A. also B. just C. never D. not
18. A. a little B. great C. no D. strong
19. A. blinked B. closed C. strained D. winked
20. A. and B. but C. or D. to

II. 次の枠内に示された1～4の各文を入れるのに最も適した箇所を、下記文中の空欄（ A ）～（ F ）から1つずつ選び、解答欄に記号で記しなさい。ただし1つの空欄には1文しか入らない。

1. But at the very least, these techniques give students something they did not have before.
2. Doing this seems to leave a deeper impression on the brain than does concentrating on just one language skill at a time.
3. This gives the learner more chances to recover the material when it's time to use it.
4. These techniques help students learn and remember more efficiently.

At the beginning of every school year, students get familiar advice to improve their study habits: Clear a quiet workspace and stick to it. Focus on the material at hand. The problem is, do these really work? In fact, recent research directly contradicts much of the common wisdom.

Move around. For instance, instead of sticking to one study location, simply alternating the room where a person studies improves memory. Study one day in the library. Another day in your room. And yet another day at a favorite café. As for focusing on one thing, don't. Instead research suggests studying distinct but related skills or concepts in one sitting, rather than focusing intensely on a single thing. Why is this?

Researchers suggest that studying in a variety of spaces helps the brain make subtle associations between what it is being studied and the background sensations it has at the time. This gives the brain a chance to make several connections with the same materials. As one researcher puts it, "What we think is happening here is that, when the outside context is varied, the information is enriched, and this slows down forgetting."

Similar findings apply to the importance of varying the type of material studied in a single sitting. For example, students of a new language might alternate among vocabulary, reading, and speaking. Musicians have known this for a long time and their practice sessions often include a mix of scales, musical pieces, and rhythmic work.

This is not to say that these techniques—alternating study environments and mixing content—will turn everyone into an “A” student. F They have a study plan based on evidence.

Ⅲ. 以下は “Go easy on yourself” と題する， 6 段落で構成される文章である。次の出だしの段落に段落（1）～（4）を続ける場合，全体の論旨の展開から考えてどのような順で並べると最も適切か。下記の各問の答えを解答欄に記号で記しなさい。

出だしの段落 Do you treat yourself as well as you treat your friends and family? That simple question is the basis for a growing new area of research called self-compassion—how kindly people view themselves. People who find it easy to be supportive and understanding to others, it turns out, often find it hard to be compassionate to themselves. Instead they focus on perceived failures like not studying or not exercising enough.

（1） But when these same people find themselves in a similar situation—struggling at school, overeating, or doing poorly in activities—many fall into a negative cycle of self-criticism. This leaves them feeling even less desire to change and less able to make an effort.

（2） Imagine your reaction to a friend eating too much junk food. You could criticize. But many people would offer to help, for instance making an effort to find healthful foods the person will enjoy.

（3） The research suggests that this focus on failure is wrong. Giving yourself a break and accepting your imperfections may be the first step toward better health. People who score highly on tests of self-compassion have less depression and anxiety. They tend to be happier and more optimistic. The data also suggest that self-compassion can even influence how much people eat, and may help some people lose weight.

（4） This idea seems at odds with the advice suggesting that willpower and self-discipline are the keys to better health and success. No one denies that these are important. But think about it for a minute.

最後の段落 As one researcher said, noting the ways that self-compassion helps people get and stay healthy, “The reason you don’t let your children eat a lot of ice cream is because you care about them. With self-compassion, if you care about yourself, you do what’s healthy for you rather than what’s harmful to you.”

設問

1. 出だしの段落にすぐ続く段落

- A. (1) B. (2) C. (3) D. (4)

2. 段落(1)にすぐ続く段落

- A. (2) B. (3) C. (4) D. 最後の段落

3. 段落(2)にすぐ続く段落

- A. (1) B. (3) C. (4) D. 最後の段落

4. 段落(3)にすぐ続く段落

- A. (1) B. (2) C. (4) D. 最後の段落

5. 段落(4)にすぐ続く段落

- A. (1) B. (2) C. (3) D. 最後の段落

IV. 以下の “Ten languages die out every year” と題する文章を読み、設問に答えなさい。

Imagine, just for a moment, that you are the last native speaker of English. No one else you know speaks your language. You don't see any point in teaching it to your kids, because no one will ever speak it to them, either. Imagine the loss you would feel. All those untranslatable English-language ideas—“a stiff upper lip”^{*}—would disappear. All those minute clues about history, culture, collective memory—all gone.

There are around 6,000 living languages in the world—and at least half of those are under serious threat. In every part of the world, languages are disappearing. In fact, one scientist has said that languages are facing a bigger risk of extinction than birds and mammals. Professor Steve Sutherland of the University of East Anglia calculated that the past 500 years have seen 4.5 percent of languages die out—compared with 1.3 percent of birds, and 1.9 percent of mammals.

Some 300 languages have more than a million speakers. ¹⁾They're the healthy ones—Mandarin Chinese^{**}, English and Spanish are the most widely spoken. Ten major languages are the mother tongues of almost half the world's population. But the median size^{***} for languages in the world is just 6,000—so half the languages in the world are spoken by that number or fewer.

²⁾Languages, like so many other forms of human expression, come and go, and thousands have done exactly that without leaving any trace of ever having existed. Only a very few—Basque^{****}, Greek, Hebrew, Latin among them—have lasted more than 2,000 years. But it seems that the pace of their disappearance is becoming ever quicker. UNESCO claims that the rate of language extinction has now reached ten every year.

³⁾Where once languages flourished in small isolated areas, there are now very few that are not in regular contact with the rest of the world. What happens then? ⁴⁾Speaking an internationally recognized language is a clear advantage for people who want to make the most of the opportunities contact brings. Eventually, people may realize their children are not learning their native tongue.

What is lost if a language is lost? As languages are lost, whole ways of life and sets of knowledge may be lost along with them. And the richness of human invention, our unique gift of talking about what we see around us, would be much the poorer.

注

* "a stiff upper lip" = 「感情表現の抑制」(を意味する英語表現)

** Mandarin Chinese = 北京語

*** median size = 中央値

**** Basque = バスク語

設問

(1) 下線部(1)の“they”とは何を指すか? 最も適切な語を以下から選び、解答欄に記号で記しなさい。

- A. speakers of Mandarin Chinese, English and Spanish
- B. the 300 languages with more than a million speakers
- C. the 6,000 living languages
- D. the millions of speakers of major languages

(2) 下線部(2)を, “thousands” と “that” が指すものをそれぞれ明確にしなから, 日本語に訳しなさい。

(3) 下線部(3)の意味に最も近い英文を以下から選び, 解答欄に記号で記しなさい。

- A. Even in remote communities where languages used to thrive, constant interactions with the outside world have become unavoidable.
- B. Few languages resisted globalization, which eventually led them to prosper in rural areas.
- C. Languages enjoyed their prime in small towns and villages, but not all of them always have access to other parts of the world.
- D. Many languages could escape extinction if we succeeded in bringing different sides of the world together.

(4) 下線部(4)を日本語に訳しなさい。

V. 次の文中の空欄（1）～（8）に、文意から考えて最も適切な語を、それぞれ1語ずつ文中から選んで入れなさい。その際、綴りを変えてはいけない。また全ての字を小文字およびブロック体で書くこと。なお、（1）～（8）にはすべて違う単語が入る。また、同じ数字のついた空欄には同じ単語が入る。

The airline industry has long used a consistent practice. Because most accidents happen during takeoffs and landings, the industry adopted the “sterile cockpit” rule. Anytime a plane is below 10,000 feet—whether on the way up or the way down—no conversation is permitted in the (1), except what’s directly relevant for flying. At 11,000 feet, members of the (1) crew can talk about football, their kids, or the rude passengers. But not at 9,500 feet.

One IT group adopted the “sterile cockpit” concept to advance an important software project. In previous projects with tight deadlines, the work environment had become increasingly stressful. When workers fell behind schedule, they would interrupt their colleagues for quick help. As a result, the software engineers were interrupted more and more, and workweeks expanded to sixty and seventy hours as people started showing (2) on weekends, hoping to get some (3) done without interruption.

The leader of the IT group decided to try an experiment. The group established “quiet hours” (4) Tuesday, Thursday, and Friday mornings before noon. Even (5) socially insensitive responded well to this change. One engineer, previously among the worst interrupters, said, “I (6) to worry about my own quiet time and how to get (7) of it, but this experiment made me think about how I’m impacting others.” In the end, the (8) managed to meet its nine-month development goal.

VI. 以下の設問に答えなさい。

In 100 to 150 words in English, write a short essay in response to the following question:

Some people think that fashion magazines show images of models who are too thin and that this can lead to eating disorders. Should magazines be required to use models who are more healthy-looking?

【出典】

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