

I. 以下の各文の（ ）内から、最も適切な語句をそれぞれ1つずつ選び、解答欄に記号で記しなさい。

1. I like watching Star Wars movies, but I (A. am having B. had to have C. will be having D. will have had) enough of them by the time this one ends.
2. In spite of the firefighters' bravery and skill, (A. all of their B. all to their C. by their D. their all) best efforts were of no use and the house burned down.
3. When I looked at the scores for the test and found that I had gotten an "A," I couldn't believe it and I cried (A. by B. in C. of D. with) joy.
4. In his speech, Nobuo (A. got B. offered C. said D. told) that we needed to take naps if we wanted to be better learners.
5. In Britain, it's commonly thought that drinking hot milk before you go to bed (A. had better to B. is better to C. is supposed to D. should be good) help you sleep.
6. I like having my (A. cutting hair B. hair cut C. hair cutted D. hair cutting) every month because it makes me feel tidy and I think it helps me look good.
7. I (A. have so far B. have until now C. have yet D. just have) to see the pyramids of Egypt, but it's something I want to do before I die.
8. After the long walk in the August heat, so hot and sweaty (A. has Sara been B. Sara had been C. Sara was D. was Sara) that she took a shower as soon as she got home.
9. "You seem so well informed. How often do you read a newspaper?" "Well, just about (A. all days B. any day C. each day D. every day)."
10. I know I'm a little overweight, so I've decided to join a gym and (A. get up B. start off C. take off D. take up) swimming.
11. Enclosed you will find a document which (A. is being sent B. is sent C. is to be sent D. will send) back to us after you sign it.
12. "Excuse me, I need to send a letter. Where's the (A. near B. nearer C. nearest D. nearly) post office, please?"
13. One day it snows, then it's clear but cold, and then it's cloudy and warm; (A. a weather is B. the weather is C. the weathers are D. weathers are) hard to predict.

14. Miki was the only woman (A. have worn B. having worn C. wearing D. worn) a black and yellow hat—she looked like a bee.
15. Both historically and (A. also its geographically B. geographically C. in its geography D. the geography), Kyoto is the heartland of Japan.
16. I know the trip was canceled, but I (A. can't have done it B. can't have taken C. couldn't be taking D. couldn't have gone) anyway because I had a project to complete.
17. I'm bored (A. about B. at C. for D. with) this game. Can't we do something else for a change?
18. Since Paul lives near a busy intersection, (A. it must be B. it seems to be C. there must be D. there must have had) a lot of noise in his apartment.
19. Oh dear, I forgot my pen. Can I (A. borrow one from B. borrow one to C. lend one from D. lend one to) you?
20. I had a fight with Jun and now we (A. aren't speaking B. aren't spoken C. aren't to speak D. weren't speaking) to each other.

Ⅱ. 下記文中の空欄（１）～（１０）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 teach you how to tell a story. I can teach you how to (1) a gorgeous set of PowerPoint slides. I can even teach you how to use your voice and (2) more effectively. Effective stories, slides, and body language are important components of a persuasive presentation, (3) they mean little if the speaker isn't passionate about his or her topic. The first (4) to inspiring others is to make sure you're inspired yourself. The simplest way to (5) that which you are truly passionate about is to ask yourself the question, "what makes (6) heart sing?" Once you discover that which makes your heart sing, the stories you tell, the (7) you use, and the way you deliver your content will come to life. You will (8) with people more profoundly than you ever thought possible. You will have the confidence to (9) what you've learned as a true master. That's when you'll be ready to give the (10) of your life.

【出典】 Gallo, C. (2014). *Talk like TED: The 9 public speaking secrets of the world's top minds*. St. Martin's: NY.

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|------------------|----------------|----------------|---------------|
| 1. A. click | B. copy | C. design | D. move |
| 2. A. audience | B. body | C. characters | D. image |
| 3. A. instead | B. rather than | C. so that | D. yet |
| 4. A. necessity | B. need | C. requirement | D. step |
| 5. A. believe in | B. expand | C. identify | D. make sure |
| 6. A. a | B. my | C. the | D. their |
| 7. A. body | B. lessons | C. slides | D. voice |
| 8. A. connect | B. dictate | C. make up | D. sympathize |
| 9. A. comment | B. share | C. speak | D. spread |
| 10. A. dream | B. story | C. talk | D. truth |

Ⅲ. 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 ～ 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 when an unwanted memory is simply suppressed or blocked out, the prefrontal cortex actually tries to stop the functioning of the hippocampus.
2. Once memories were created and shaped, the participants were put under a functional M.R.I. scanner.
3. Take the case of an unpleasant memory, such as a fight with a loved one, said Roland Benoit, a researcher and scientist.
4. They asked study participants to associate the words “beach” and “Africa.”

Most people have a moment or two they would rather not remember. The brain has two opposite ways of dealing with those memories, researchers report in a new study. The first is to simply block out the memory. The second is to recall a substitute memory. “You don’t want to think about it because you want to just go on with life,” Dr. Benoit said. “You can somehow push it out. Or you could try to think of something else, like maybe that nice vacation to France you had together.”

To study the processes, Dr. Benoit and his colleagues created a simple experiment. Then one group was told to avoid thinking about the associated words altogether. Another group was told to start thinking about the word “snorkel” in association with “beach,” rather than “Africa.” The researchers found that in the case of memory substitution, the left prefrontal cortex, a part of the brain, works together with the hippocampus, an area of the brain connecting to conscious remembering.

Healthy individuals probably use both strategies interchangeably, Dr. Benoit said, and both techniques appear to be equally effective.

【出典】Bhanoo, S. N. (2012). In with good and out with bad memories. *The New York Times*. October 22.

IV. 以下の文中の枠内に 1 ～ 4 の文が入る場合、文意から考えてどの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。

最初の段落 It is important to understand how vision works, because from the first time you start looking at a situation, you are also making use of your existing knowledge. If you are at a baseball game, how do you know where to look?

1. At first you might focus on the pitcher and hitter.
2. But as you learn more about baseball and develop some expertise, you learn where to look and what objects are important to find.
3. If you have never been to a game before, then the whole thing is probably a complex jumble.
4. You may miss a lot of the action, because you can't predict what is going to happen next.

最後の段落 Later still, you might notice whether the infield is playing in or back, or you might check out where the outfielders have chosen to stand for a particular hitter. The more you know about baseball, the more that knowledge informs how you see a game.

【出典】 Markman, A. (2012). *Smart thinking*. Penguin: London.

設問

1. 最初の段落の後にすぐ続く文
A. 1 B. 2 C. 3 D. 4
2. 文 1 の後にすぐ続く文または段落
A. 2 B. 3 C. 4 D. 最後の段落
3. 文 2 の後にすぐ続く文または段落
A. 1 B. 3 C. 4 D. 最後の段落
4. 文 3 の後にすぐ続く文または段落
A. 1 B. 2 C. 4 D. 最後の段落
5. 文 4 の後にすぐ続く文または段落
A. 1 B. 2 C. 3 D. 最後の段落

V. 以下は “A firm grasp on comfort” と題する， 6 段落で構成される文章である。次の最初の段落に段落 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。

最初の段落 “Where’s your baby?” said the mother to her sobbing 3-year-old daughter. “You need your baby!” Her older daughter began digging through large bags, and extracted a pink blanket. The 3-year-old grabbed the blanket and tucked it up under her chin. “There’s your baby!” the mother and the older sister said. The crying subsided and the examination began.

1. As children get older, some transitional objects—especially stuffed animals—become more like an imaginary friend. Indeed, as many as 25 percent of young women going to college take along some kind of childhood transitional object. The young adult going off to college with a favorite blanket or stuffed animal should be a reminder that the challenges of separation are not confined to the first years of life.
2. So-called transitional objects—beloved blankets or stuffed animals—are frequent in a doctor’s office. Some children hold on to them to ease the stress of being examined, while others simply never leave the house without their favorites. Ask any parent about transitional objects and you’ll get a good story, usually of a precious item misplaced* or lost in some critical moments.
3. Some parents are able to “suggest” a convenient object, but children are guided mostly by their own mysterious and passionate preferences, and they do not necessarily accept substitutes. The transitional object “has to be created by the baby,” one expert said.
4. This is because the transitional object acts like a bridge. It links children’s attachment to their mothers and the external world. The baby knows the teddy bear is not Mom, but the baby can get a certain satisfaction from it. The object helps young children tolerate the essential problem of separation from their mothers.

最後の段落 The transitional object reminds us that learning to negotiate, and even enjoy, partings and reunions is part of the whole process of growing up, for parents and for children, young and old.

注

*misplace = 置き忘れる

【出典】Klass, P. (2013). A firm grasp on comfort. *The New York Times*. March 11.

設問

1. 最初の段落の後にすぐ続く段落

A. 1

B. 2

C. 3

D. 4

2. 段落 1 の後にすぐ続く段落

A. 2

B. 3

C. 4

D. 最後の段落

3. 段落 2 の後にすぐ続く段落

A. 1

B. 3

C. 4

D. 最後の段落

4. 段落 3 の後にすぐ続く段落

A. 1

B. 2

C. 4

D. 最後の段落

5. 段落 4 の後にすぐ続く段落

A. 1

B. 2

C. 3

D. 最後の段落

VI. 以下の文章を読み、下記の各問に答えなさい。

There is a sign just outside of Rocky Mountain National Park that reads in big, bold letters: MOUNTAINS DON'T CARE. It is a sign about preparedness, and it goes on to educate mountain-goers about lightning, avalanches*, and proper equipment. I was about twenty-five years old when I first saw this sign. It was scary, but I remember liking it immediately. (1) It meant something to me that the sign was telling it like it is. It was reminding me that, when I went into the wilderness, I had to know what I was getting into and I had to be ready. If I got caught on a peak in a late-afternoon lightning storm, it wasn't going to matter whether I meant to get off the mountain sooner or even whether I was a really nice person. Adulthood is sort of like that.

A

 The smartest thing to do is know as much about them as you can.

In one way or another, every twentysomething** wonders, "Will things work out for me?" The uncertainty behind that question is what makes twentysomething life so difficult, but it is also so necessary. It's unsettling*** to not know the future and, in a way, even more so to consider that what we are doing with our twentysomething lives might be determining it. It is almost a relief to imagine that these years don't count. But a career spent studying adult development tells me this is far from true. And years of listening closely to students tells me that, deep down, twentysomethings want to be taken seriously, and they want their lives to be taken seriously. (2) They want to know that what they do matters—and it does.

There is no formula for a good life, and there is no right or wrong life. But there are choices and consequences, so it seems only fair that twentysomethings know about the ones that lie ahead. That way, the future feels good when you finally get there. The nicest part about getting older is knowing how your life worked out, especially if you like what you wake up to every day. If you are paying attention to your life as a twentysomething, the real glory days are still to come.

I saw the MOUNTAINS DON'T CARE sign when I was headed into the Rockies on a backpacking trip. Probably because the sign unnerved**** me, I stopped to clear my itinerary with the ranger. It wasn't especially dangerous, given that I was experienced and had the right gear. But I did need to get to a snow slope fast enough so I could cross it before too many hours of heat from the sun made it susceptible to slide. I knew the pace at which I needed to hike and the angle of the slope, but still I felt nervous.

As I gathered up my maps and turned to go, I hesitated and asked the ranger, “Am I going to make it?”

He looked at me and said, “You haven’t decided yet.”

At the time, I thought this man was not a particularly good ranger. Now I have to laugh. The future isn’t written in the stars. B So claim your adulthood. Don’t be defined by what you didn’t know or didn’t do. You are deciding your life right now.

【出典】 Jay, M. (2013). *The defining decade: why your twenties matter—and how to make the most of them now*. Twelve: NY.

注

*avalanche = 雪崩

**twentysomething = 20歳前後の(人)

***unsettling = 不安にさせる

****unnerve = 弱気にさせる

設問

1. 空欄 A に入れるのに最も適切な文を以下から選び、解答欄に記号で記しなさい。
 - A. Dreams help you stay focused on your goal.
 - B. It goes without saying that you must live each day to its fullest.
 - C. No matter how hard you try, you could sometimes fail.
 - D. There are things that just are what they are.
2. 空欄 B に入れるのに最も適切な文を以下から選び、解答欄に記号で記しなさい。
 - A. Complaining can get what you want.
 - B. He turned out to be a nice person.
 - C. Life is not as rosy as you imagine.
 - D. There are no guarantees.
3. この文のタイトルとして最も適切なものを以下から選び、解答欄に記号で記しなさい。
 - A. Can mountains care?
 - B. Our unforgettable trip to the Rockies.
 - C. “Will things work out for me?”
 - D. “You haven’t decided yet.”

4. 下線部（1）を和訳しなさい。

5. 下線部（2）を“they”と”it”の指すものをそれぞれ明らかにしながら和訳しなさい。

VII. 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.

What can we do to make the world safer for future generations?