平成２７年度　入学者選抜試験問題

一般入学試験

英　語　(70分)

I　注意事項

1　**試験開始の合図があるまで，この問題冊子の中を見てはいけません。**

2　この問題冊子は27ページあります。ただし，出題ページは下記のとおりです。

4～27ページ

3　試験中に問題冊子の印刷不鮮明，ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は，手を挙げて監督員に知らせなさい。

4　**解答用紙には解答欄以外に次の記入欄があるので，その説明と解答用紙の「記入上の注意」を読み，それぞれ正しく記入し，マークしなさい。**

①　**受験番号欄**

受験番号を記入し，さらにその下のマーク欄に**マーク**しなさい。**正しくマークされていない場合は，採点できないことがあります。**

②　**氏名欄**

氏名・フリガナを記入しなさい。

5　試験開始後30分間および試験終了前５分間は退出できません。

6　この表紙の受験番号欄に受験番号を記入しなさい。**この問題冊子は試験終了後回収します。**

II　解答上の注意

1　解答はすべて解答用紙の所定の欄へのマークによって行います。たとえば，［ 3 ］と表示のある問いに対して②と解答する場合は，次の〈例〉のように解答番号３の解答欄の②をマークします。

〈例〉

解答番号	解答欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

受験番号			

（問題は次のページから始まる）

1　次の各問に答えなさい。

A　次の英文を読み，問に答えなさい。

Is love an art? Then it requires knowledge and effort. Or is love a pleasant sensation, which to experience is a matter of chance, something one "falls into" if one is lucky? Undoubtedly (A)the majority of people today believe in the latter premise.

Not that people think that love is not important. They [1] it; they watch endless numbers of movies about happy and unhappy love stories, they listen to hundreds of *trashy songs about love — yet hardly anyone thinks that there is anything that needs to be learned about love.

This peculiar attitude is based on (X)several premises. Most people see the problem of love primarily as that of *being loved,* rather than that of *loving*, of one's capacity to love. Hence the problem to them is how to be loved, how to be lovable. In pursuit of this aim they follow several paths. (B)One, which is especially used by men, is to be successful, to be as powerful and rich as the social margin of one's position permits. Another, used especially by women, is to make oneself attractive, by cultivating one's body, dress, etc. Other ways of making oneself attractive, used both by men and women, are to develop pleasant manners, interesting conversation, and to be helpful, modest, and inoffensive.

A second premise behind the attitude is the assumption that the problem of love is the problem of an *object*, not the problem of a *faculty*. People think that to *love* is simple, but that to find the right object to love — or to be loved by — is difficult. This attitude has several reasons rooted in the development of modern society. One reason is the great change which occurred in the twentieth century with respect to the choice of a "love object." In the Victorian age, as in many traditional cultures, love was mostly not a spontaneous personal experience which then might lead to marriage. On the contrary, marriage was contracted by [2] — either by the respective families, or by a marriage broker; it was concluded on the basis of social

considerations, and love was supposed to develop once the marriage had been concluded. In the last few generations the concept of romantic love has become almost universal in the Western world. In the United States, to a vast extent people are in search of "romantic love," of the personal experience of love which then should lead to marriage. This new concept of freedom in love must have greatly enhanced the importance of the *object* as against the importance of the *function.*

(Y) Closely related to this factor is another feature characteristic of contemporary culture. Our whole culture is based on the appetite for buying, on the idea of a mutually favorable exchange. Modern man's happiness consists in the thrill of looking at the shop windows, and in buying all that he can afford to buy. He (or she) looks at people in a similar way. For the man an attractive girl — and for the woman an attractive man — are the prizes they are after. "Attractive" usually means a nice package of qualities which are popular and sought after on the personality market. I am out for a bargain; the object should be desirable from the standpoint of its social value, and at the same time that person should want [3], considering my overt and hidden assets and potentialities. Two persons thus fall in love when they feel they have found the best object available on the market, considering the limitations of their own exchange values.

The third error leading to the assumption that there is nothing to be learned about love lies in the confusion between the initial experience of "*falling*" in love, and the permanent state of *being* in love, or as we might better say, of "standing" in love. If two people who have been strangers, as all of us are, suddenly let the wall between them break down, and feel close, feel one, this moment of oneness is one of the most *exhilarating, most exciting experiences in life. However, this type of love is by its very nature not [4]. The two persons become well acquainted, their intimacy loses more and more its miraculous character, until their *antagonism, their disappointments, their mutual boredom kill whatever is left of the initial excitement. Yet, in the beginning they do not know all this: in fact, (C) they take the intensity of the passion, this being "crazy" about each other, for proof of the intensity of their love, while it may only prove the degree of their preceding

loneliness.

This attitude — that nothing is easier than to love — has continued to be the prevalent idea about love (D)in spite of the overwhelming evidence to the contrary. There is hardly any activity, any enterprise, which is started with such tremendous hopes and expectations, and yet, which [5] so regularly, as love. If this were the case with any other activity, people would be eager to know the reasons for the failure, and to learn how one could do better — or they would give up the activity. Since the latter is impossible in the case of love, there seems to be only one adequate way to overcome the failure of love — to examine the reasons for this failure, and to proceed to study the meaning of love.

The first step to take is to become aware that *love is an art*, just as living is an art; if we want to learn how to love we must proceed in the same way we have to proceed if we want to learn any other art, say music, painting, carpentry, or the art of medicine or engineering.

What are the necessary steps in learning any art?

The process of learning an art can be divided conveniently into two parts: one, the mastery of the theory; the other, the mastery of the practice. If I want to learn the art of medicine, I must first know the facts about the human body, and about various diseases. When I have all this theoretical knowledge, I am by no means competent in the art of medicine. I shall become a master in this art only after a great deal of practice, until eventually the results of my theoretical knowledge and the results of my practice are blended into one — my [6] , the essence of the mastery of any art. But, aside from learning the theory and practice, there is a third factor necessary to becoming a master in any art — the mastery of the art must be a matter of ultimate [7] ; there must be nothing else in the world more important than the art. This holds true for music, for medicine, for carpentry — and for love.

Notes:

trashy「くだらない」 exhilarating「浮き浮きさせてくれる」

antagonism「敵意」

問1 [1] ～ [7] の空所を補うのに最も適切なものを，下の①～④の中からそれぞれ１つ選びマークしなさい。

[1] ① attach little importance to ② take no notice of
③ are starved for ④ are appreciative of

[2] ① concept ② convenience ③ conscience ④ convention

[3] ① it ② them ③ me ④ you

[4] ① appealing ② bewildering ③ demanding ④ lasting

[5] ① fails ② counts ③ deceives ④ adjusts

[6] ① intention ② intelligence ③ intuition ④ identity

[7] ① technique ② concern
③ antipathy ④ transformation

問2 下線部(A)～(D)の意味に最も近いものを，下の①～④の中からそれぞれ１つ選びマークしなさい。

(A) [8]

① today more people regard love as something that can be experienced with ease and at any time than those who believe otherwise

② today more and more people wish they could find out the true meaning of love without making much effort

③ nowadays most people think it natural that to love someone should take considerable effort

④ most people today assume that love is a somewhat delightful accident that will happen to them without warning

(B) 9

① Men make every effort to be successful, sometimes at the expense of their social status

② Men try to be as powerful and rich as possible, since they regard power and wealth as socially accepted values

③ Men seek to be successful, and sometimes want more than they can in their social positions

④ Men pursue as much power and wealth as they can within the bounds of their social capacities

(C) 10

① they rightly identify the degree of the force of the attraction they have for each other as the degree of the strength of their love

② they know by instinct that no matter how crazy they are about each other, that does not mean their love is true and strong

③ they assume that the more a man and a woman are attracted to each other at first, the deeper and stronger their love is

④ they feel that they need more proof of their love before they can become completely crazy about each other

(D) 11

① though the idea that there is nothing to be learned about love has been proved to be obviously false

② even though people are sometimes struck by the fear that they might experience lost love

③ despite the fact that people are full of hopes and expectations when they fall in love with someone

④ although there is a lot of evidence disproving the popular belief that love is no easy thing

問３　次の [12] ～ [15] の各問の答えとして最も適切なものを，下の①～④の中からそれぞれ１つ選びマークしなさい。

[12] Which of the following is NOT included in "several premises" in the underlined part (X)?

① The main problem about love is how well to be loved rather than how well to love.
② Falling in love with someone is almost the same thing as continuing to be in love with her or him.
③ It's quite easy to love someone, but people must struggle to be loved by someone.
④ What is most important about love is to try to be as attractive as one can.

[13] Which of the following is true about "another feature" in the underlined part (Y)?

① In this consumption-oriented society, people even rate other people by their level of attractiveness as if they were goods.
② People value the idea of a mutually favorable exchange, and in the case of love, they only fall in love after examining all objects on the market.
③ On the personality market, a desirable object for one person always has a balanced desirable social value.
④ Contemporary culture has reduced love to a mere exchange solely based on economic values, and people actually pay money for attractiveness.

14 Which of the following is the most appropriate according to the passage?

① In order to be lovable, people, especially women, try in vain to look attractive by developing agreeable attitudes.

② The art of loving is different from most other arts in that people don't show the eagerness to look into the reasons for its failure.

③ In the Victorian age, people took it for granted that love should be followed by the conclusion of marriage.

④ Love, no matter how exciting at the start, is so often lost that some people will abandon the hope of ever finding love.

15 Which of the following would the author most likely agree with?

① True love may come even to those who are indifferent to its immense significance to their lives.

② Love is not merely a spontaneous, instinctive impulse but an art requiring conscious effort.

③ The true mastery of love as an art almost always requires the mastery of some other art.

④ It is a serious mistake to think of love as sacred, since it can be called an art just like music, medicine or carpentry can.

B　次の英文を読み，問に答えなさい。

The Tokyo skyline looms neon across a vast region. A city of twelve million, Japan's capital city is a *mélange of the old and the new: high-technology firms and skyscrapers mix in with small businesses, one-story houses, and neighborhood shrines. Kumi Sato has at least one foot in both worlds. A widow now, she has spent what feels like a lifetime caring for her children. Actually, Kumi worked as a young woman, taking a job as an "office lady" for a large electronics firm in Akihabara. Once she married, though, at age twenty-three, she quit — as did virtually all Japanese women of her generation — to raise a family.

When her husband passed away, Kumi re-engaged with the world of commerce by taking over the family printing business. Her job opened a new window on the world of younger workers since her firm employs several *twentysomething workers. [16] . The work ethic she defines as integral to the Japanese DNA seems to have been shut off in the next generation. "Young people now are impatient," she exclaims, "they don't work over time ... they change jobs often."

Kumi's twenty-eight-year-old son and youngest child, Akiro, lives with her and shows no signs of leaving the nest. In fact, Akiro thinks he would like to "make some move by age thirty-five" but until then plans to take advantage of not having to pay for food or rent and being able to spend everything he earns "for myself" — on things like "CDs, DVDs, games, magazines, and books." He graduated from a four-year university and since then has held a series of part-time jobs, working in a restaurant, at a gas station, and as a day laborer. He has no plans for further education, though he considers his current restaurant job no more than "a way to earn a living." Kumi's friends, who also have children in their late twenties at home, [17] . They ask, "What, you are not taking money from your children?"

She doesn't really need the money. What she needs is to know that her son is going to grow up and assume the life of an adult. That *metamorphosis was unavoidable in Kumi's day. The post-World War II period in which she came of age was a time of widespread poverty and hardship in Japan. The boom years that

followed were a blessed relief, but one that demanded an enormous commitment in work hours, particularly of Kumi's husband. Discipline, dedication, willingness to spend virtually every waking hour at the office — these are the qualities she associates with manhood.

What happened to all that? To hear Kumi tell the story, something unanticipated is taking place in the next generation. It is as if a bunch of aliens who look and sound Japanese landed from some distant planet and took up residence among the natives. This is a defective generation that does not have the drive and selflessness that is the essence of modern Japan. But who raised this alien crowd? Here Kumi *falters. She doesn't think this state of affairs happened by accident. Society as a whole, in particular, parents like her, failed at their most fundamental task: grooming their successors. Her generation neglected a sacred responsibility to discipline its *progeny. She is deeply troubled by her son's failure to live up to the ideal of masculinity and adulthood she sees as normative. At the same time, Kumi is convinced that this default is, well, her fault. She *coddled him; she enabled this retreat from maturity. She blames herself for being too weak to demand more of him, to kick him out in order to pull him into line. When he explains that he plans to stay right where he is until the age of thirty-five, she merely shakes her head and wonders at her own indulgence. It is not the Japanese way.

But isn't Japan locked in the economic recession? Surely that is the reason Akiro cannot move on. The newspapers are full of stories of the "lost decade," or is it two by now? The bubble economy burst in the 1990s, and the following stagnation swallowed the job market whole. Giant Japanese firms put a stop to the time-honored system of lifetime employment. Companies like Toyota and Honda, Mitsui and Sony, were forced to do the unthinkable: lay off thousands of workers.

Layoffs notwithstanding, the people most affected by this historic transformation in Japan weren't the old-timers, the workers with seniority who could rely on lifetime contracts. Younger workers in Akiro's generation were the people most likely to be out of luck and out of a job.

The chances that Akiro will find a job like the one his father held one generation

ago have all but collapsed. Layoffs that began in the early 1990s have left a *moonscape full of craters for his generation. As a present-day businesswoman, his mother is aware of the ups and (mainly) downs of the job market. But when she tries to explain to herself why her kid has turned out to be a disappointment, [18]. What takes center stage are her own failings as a mother, the nagging worry that her marriage didn't quite measure up, and the sense that she and her friends made some serious mistakes in raising the next generation. It's a moral tale, and it isn't pretty.

Notes:

mélange「寄せ集め」 twentysomething「20歳代の」
metamorphosis「大きな変化」 falter「ためらう」 progeny「子供たち」
coddle「～を甘やかす」 moonscape full of craters「クレーターだらけの月面風景」

問1 Fill in [16] by choosing the most appropriate statement from those below.
[16]

① She does not particularly admire what she sees
② She shows great sympathy especially towards those young people
③ She feels that their future will not be bright
④ She understands why those young people behave as they do

問2 Fill in [17] by choosing the most appropriate phrase from those below.
[17]

① suggest that she tell him to leave home or learn new skills
② share her concern about his lack of motivation to earn a living
③ understand her situation and offer her financial support
④ urge her to implant a greater sense of responsibility in him

問 3　Fill in [18] by choosing the most appropriate statement from those below.

[18]

① she is at a loss how to persuade him to work

② the reality of social structures is almost too much for her to bear

③ those economic forces recede into the background

④ she cannot help feeling pity for her dependent son

問 4　Which of the following is the most appropriate according to the passage?

[19]

① Akiro has little choice but to remain dependent on his mother, but he has a slight sense of guilt about doing so.

② Besides Akiro's unwillingness to make a living and Kumi's regrets about his upbringing, a severe recession in Japan can be said to be one of the reasons Akiro is obliged to stay where he is.

③ Layoffs, which used to be unthinkable in Japan, have had a tremendous effect on young people who are seeking jobs as well as on senior workers to whom lifetime contracts should be guaranteed.

④ Although Kumi is very anxious about the way young people today do their jobs, it may be that what could be called a new work ethic will emerge in the near future in Japan.

問 5　If Kumi told you how she feels about the situation she is in, which of the following would be most likely? 20

① "I have always wondered what has happened to my son, what has led to his decision not to move on until he is thirty-five, which, I believe, is not typical of today's young people in Japan."

② "I regret that I didn't encourage him to try to make his dreams come true, if he has any at all, but scolded him too much for everything he did and imposed traditional values on him."

③ "What a silly mother I have been! It's me as a mother who, without meaning to, has prevented my son from becoming mature. I shouldn't have brought him up with indulgence, but it's too late."

④ "It's true that my son has never tried to live on his own, but it has nothing to do with the fact that he was born in an age when economic independence is terribly difficult."

2 次の各問に答えなさい。

A 次の会話文を読み，問に答えなさい。

Kaori : Who do you admire most in world history?

Jeff : Thomas Edison. I think he's one of the greatest people in history, because he was really creative. He invented and discovered many things. He also improved many things. He might be the most creative man in history.

Kaori : I see. So, what do you think is the most important invention in world history?

Jeff : Well, perhaps gunpowder.

Kaori : Gunpowder?

Jeff : Powder used in bombs or guns.

Kaori : I know what it is. [21]

Jeff : Because ... even though it's had quite a negative influence on world history, it has had a significant influence on it. It has changed the balance of power in world history and the balance of power in global communities, influencing international relations.

Kaori : But I think it has changed the balance of power only in some countries. That is, you can't really say that it has had the biggest effect in every single country. If you take into account what a negative influence it has had, I don't think it is the most important invention, because the most important invention should be more influential and also positive.

Jeff : OK, let's change your question and look at importance from a positive viewpoint.

Kaori : Yes, OK.

Jeff : Well, then I would actually say paper. I think that the invention of paper really changed the world. It changed how we can document history and communicate. That was really the first way of communicating something in a concrete way rather than just by word of mouth.

Kaori : Communication ... . Yes, and communication which we can keep a record of.

Jeff : And we would never have had computers, if we hadn't had paper. It's ironic that thanks to computers, we don't need paper.

Kaori : But I still write letters.

Jeff : Yes, and here we are with paper in front of us trying to write our history essay. I guess, we still need to use paper for some things.

Kaori : Exactly. Do you write letters?

Jeff : No, I don't. I only write emails now.

Kaori : I still send birthday cards, too.

Jeff : Birthday cards! Yes, I send those!

Kaori : What about the computer, then? Has it really had as much of an impact as other inventions?

Jeff : Yes, it has changed our lives ... . But do you think it has changed our generation?

Kaori : Yes, I think so.

Jeff : Well, for work, it's something that we use all day every day.

Kaori : But then again, that's also true for the light bulb and the wheel, and paper to an extent. Unlike computers or telephones, (A)you don't even notice them any more.

Jeff : Yes, because they were invented before we were born.

Kaori : Right. They've become normalized.

Jeff : Exactly.

Kaori : So, what would you say is the most important? Will you stick with paper, or with the computer?

Jeff : I think paper.

Kaori : I like the idea about communication. It has changed the way that communication happens throughout the world.

問 1　Fill in [21] by choosing the most appropriate statement from those below.

[21]

① Do you know that?

② What makes you think that?

③ What do you think about that?

④ How about that?

問 2　Which of the following statements is the most appropriate as Kaori's opinion about gunpowder? [22]

① It may be one of the most influential inventions because of its big effect on changing history and power globally.

② It cannot be regarded as such an important invention because most people were not influenced by it, regardless of whether it was negative or not.

③ Considering its limited and negative effect, it cannot be the most important invention, though it has affected world communities.

④ Its importance is the same as that of paper, and the only difference between them is its negative influence on some countries.

問 3　Which one of the following statements would Jeff most likely agree with?

23

① People today don't necessarily need paper because they can always use computers as an alternative.

② Thomas Edison influenced world history with the invention of many useful things including paper.

③ Paper is essential because people usually print information on it in schools or workplaces.

④ Ways to record communication were made available by the invention of paper.

問 4　Why does Kaori say "you don't even notice them any more" in the underlined part (A)? 24

① Because the light bulb and the wheel were invented before Jeff's birth, and are not useful for promoting communication.

② Because the light bulb and the wheel have been pushed aside since the invention of the computer and the telephone.

③ Because Jeff does not know exactly when the light bulb and the wheel were invented, though Kaori knows when.

④ Because the light bulb and the wheel were invented ages ago, and so they have already become commonplace in daily life.

B　次の(1)・(2)の英文について，(1)ではア～オを与えられた英文に続けて，(2)ではア～エを与えられた２つの英文の間で，各々論理的に意味が通るように並べかえるとき，その順番として最も適切なものを，下の①～④の中からそれぞれ１つ選びマークしなさい。

(1) 25

High speed detachable quad lifts and heated gondolas are the result of years of research and development.

ア．　Early lifts were primitive, but somehow they got people to the tops of mountains.

イ．　This single chair lift was based on a design for a lift that had been used to unload bananas from cargo ships and all modern lifts currently used are based on this design.

ウ．　The year was 1934 when Jean Pomagalski developed the first ever surface lift, and then this rope-tow was installed at Gilbert's Hill in Woodstock, Vermont.

エ．　In 1936, the first chairlift was installed marking the beginning of skiing's modern era.

オ．　Prior to his invention, if you wanted to ski down, you had to climb up.

① ア－ウ－オ－エ－イ
② イ－ウ－ア－オ－エ
③ ウ－ア－エ－イ－オ
④ オ－ウ－エ－ア－イ

(2) 26

NASA's Hubble Space Telescope has weighed the largest known galaxy cluster in the distant universe, catalogued as ACT-CL J0102-4915, and found it definitely lives up to its nickname — El Gordo (Spanish for "the fat one").

ア. The team used Hubble to measure how strongly the mass of the cluster warped space.

イ. By measuring how much the cluster's gravity warps images of galaxies in the distant background, a team of astronomers has calculated the cluster's mass to be as much as 3 million billion times the mass of our sun.

ウ. Hubble's high resolution allowed measurements of so-called "weak lensing," where the cluster's immense gravity subtly distorts space like a funhouse mirror and warps images of background galaxies.

エ. Hubble data show the galaxy cluster, which is 9.7 billion light-years away from Earth, is roughly 43 percent more massive than earlier estimates.

The greater the warping, the more mass is locked up in the cluster.

① ア－ウ－イ－エ
② イ－エ－ア－ウ
③ ウ－ア－エ－イ
④ エ－イ－ウ－ア

C　次の英文において，［ 27 ］～［ 32 ］の空所を補うのに最も適切なものを，以下の①～⑧の中からそれぞれ１つ選びマークしなさい。

For years now, physicists and engineers have been building computer simulations of physics in order to understand the behavior of objects in the world. Want to see if a bridge would be stable during an earthquake? Enter it into the simulation, apply earthquake dynamics, and see what happens.

Recently, the prestigious *Proceedings of the National Academy of Sciences* published work by MIT psychologists Peter Battaglia, Jessica Hamrick, and Joshua Tenenbaum, arguing that all humans do roughly the same thing when trying to understand or make predictions about the physical world. The primary difference is that ［ 27 ］, but the basic algorithms are roughly equivalent. The analogy runs deep: To model human reasoning about the physical world, the researchers actually used an open-source computer game physics engine — the software that applies the laws of physics to objects in video games in order to make them interact realistically.

Battaglia and colleagues found that their video game-based computer model matches human physical reasoning far better than any previous theory. The authors asked people to make a number of predictions about the physical world: would a tower of blocks stand or fall over, what direction would it fall over, and where would the block that landed the farthest away land; which object would most likely fall off of a table if the table was bumped; and so on. In each case, ［ 28 ］ but not necessarily the actual world, which is where it gets interesting.

Whether or not a tower of blocks or a bridge, etc. will fall over depends on its exact dimensions and the exact position of each block, potentially down to the millimeter. But a human can't tell the dimensions and position of every block down to the millimeter just by looking at the blocks. That is why we invented rulers. Instead, we know *approximately* how big each block is and where it is. If the simulation was given the exact coordinates of the blocks, it predicted human judgments reasonably well but far from perfectly. If the simulation was given *approximate* coordinates, taking into account human uncertainty, ［ 29 ］.

In retrospect, it may seem intuitive that when we made predictions about

the physical world — what will happen to towers during earthquakes or books on shelves — we queried an internal, virtual simulation of the real world, but [30] . Many scientists thought that we used *rules-of-thumb to predict the world around us.

As a theory, the rules-of-thumb account seems to be a failure: Battaglia and colleagues tested a number of plausible rules-of-thumb. For instance, maybe we base our guesses as to whether a block tower will fall on the tower's height or center of mass. None of the rules-of-thumb fared as well as the simulation account. Even worse, rules-of-thumb have to be tailored to the question: The *heuristics for the tower of blocks scenario are useless for the table-bump scenario. In contrast, [31] .

But that leaves the question of whether the simulation account is plausible. After all, if [32] , why did scientists have to discover the laws of physics, and why do we have to learn physics in school? Part of the answer may lie in the distinction between implicit and explicit knowledge. A bird doesn't have to be able to teach a university course on aerodynamics in order to fly, and we don't have to understand biophysics in order to walk or neuroscience in order to think.

Notes:

rules-of-thumb「経験則」 heuristics「経験則を用いた問題解決法」

① it represented a sharp departure from previous scientific thinking
② human judgments closely matched the prediction of the computer simulation
③ the computer simulation predicts what will happen far better than humans
④ we run our simulations in our brains rather than in digital computers
⑤ we use the simulation like computers when making predictions
⑥ we already have a physics simulator in our heads
⑦ it matched the actual world less well but human judgments very well
⑧ simulations are one-size-fits-all

3 日本文の意味に合うように（　　）内の語（句）を正しく並べかえ，3番目と7番目に来る番号をマークしなさい。ただし，文頭に来る単語も書き出しは小文字となっている。

(1) 今の心配事で悩まないで，未来を楽しみに待ちましょう。

3番目 33　7番目 34

（① but　② bother　③ let's　④ to　⑤ look
⑥ with　⑦ forward　⑧ present troubles　⑨ not ） the future.

(2) 私はそんなことを言われるのには慣れていない。

3番目 35　7番目 36

（① like　② I'm　③ said to　④ having　⑤ accustomed
⑥ not　⑦ things　⑧ to　⑨ that ） me.

(3) ここ1，2年，この計画を実行するのは極めて困難だったに違いない。

3番目 37　7番目 38

（① out　② been extremely　③ have　④ difficult to
⑤ must　⑥ for　⑦ this project　⑧ the last year　⑨ carry ）
or two.

(4) カロリーを減らして運動を増やせば体重を減らせると，長い間言われてきた。

3番目 39　7番目 40

We（① told　② to　③ long been　④ weight loss　⑤ have
⑥ that fewer calories　⑦ lead　⑧ and　⑨ more exercise ）.

(5) ジョンが抗議した人々の一人だったと考えるのは馬鹿げている。

3番目 41　7番目 42

（① John was　② those　③ is　④ among　⑤ protested
⑥ the　⑦ that　⑧ who　⑨ idea ） ridiculous.

(6) 観客は皆，俳優の力のこもった演技に大変心を打たれた。

3番目 [43] 7番目 [44]

All (① the ② by ③ dynamic ④ the actor ⑤ the audience ⑥ genuinely touched ⑦ was ⑧ of ⑨ performance) .

(7) 誰でも自分が正しいと思うことをすべきだと私は思う。

3番目 [45] 7番目 [46]

(① they ② think that ③ everyone ④ right ⑤ I ⑥ what ⑦ think ⑧ is ⑨ must do) .

(8) 寺が所蔵するあの史料は，研究する価値があるのだろうか。

3番目 [47] 7番目 [48]

(① wonder if ② worth ③ those ④ are ⑤ houses ⑥ historical materials ⑦ studying ⑧ the temple ⑨ I) .

(9) 私はこの写真を見ると，よく夏休みを過ごした田舎を思い出す。

3番目 [49] 7番目 [50]

(① spend summer vacations ② me ③ where ④ of ⑤ I ⑥ the countryside ⑦ these pictures ⑧ would often ⑨ remind) .

(10) 情報がすぐには共有されないというのは昔からある問題だ。

3番目 [51] 7番目 [52]

(① are ② being ③ readily shared ④ of ⑤ ones ⑥ information ⑦ not ⑧ old ⑨ the problems) .

4 日本文の意味に合うように 53 ～ 62 に入れるのに最も適切な語（句）を，下の①～④の中からそれぞれ１つ選びマークしなさい。

(1) 教授は車で大学へ通っている。

Our professor commutes to the university 53 .

① by his car ② in his car ③ on a car ④ with a car

(2) この文字の色を黄色に変えて目立たせたらどう？

Why not change the font color here into yellow and make it 54 ?

① clear up ② pretty up ③ give out ④ stand out

(3) 彼は自分の病気はまったく気のせいだと確信した。

He became convinced that his illness was purely 55 .

① imagining ② imaginable ③ imaginary ④ imaged

(4) この問題に関して誰も私に同情してくれません。

56 sympathy for me on this issue.

① Anybody has no ② Anybody doesn't have

③ Nobody doesn't have any ④ Nobody has any

(5) エマの仕事は商品への苦情を処理することだ。

Emma's job is to 57 consumer complaints about the products.

① shut out ② make out ③ attend to ④ keep to

(6) 彼はウエイターに炭酸水をもう一本注文した。

He ordered another bottle of soda water 58 the waiter.

① at ② for ③ to ④ from

(7) 何か新たな進展があったら必ず知らせてください。

Keep me [59] any new developments.

① informed of ② informing of ③ informed ④ informing

(8) このスタジアムではわくわくする野球の試合がたくさん行われた。

This stadium has [60] many exciting baseball games.

① seen ② looked ③ played ④ taken

(9) 意識が回復すると，彼は自宅のベッドに横たわっていた。

When he [61] to, he found himself lying on his bed at home.

① brought ② came ③ went ④ took

(10) 消費税の増税にともない，地下鉄とバスの料金が上がります。

Subway and bus [62] are going to be raised with the consumption tax increase.

① charges ② fares ③ fees ④ tolls