

I 1 ~ 10 の ( ) に入る最も適当な語(句)を①~④より選び、その番号をマークしなさい。

- 1 The coach found the players were lacking ( ) fundamental skills and made them practice the basics thoroughly.  
① on      ② of      ③ for      ④ in
- 2 Folk wisdom ( ) great emphasis on the eyes as a clue to how a person feels.  
① does      ② lies      ③ takes      ④ places
- 3 Thompson had two strategies, ( ) seems to have worked very well.  
① both of those      ② either of whom      ③ not anybody      ④ neither of which
- 4 The exhibition features Japanese screens that are lavishly decorated with colorful paintings, ( ) a beautiful glimpse into Japan's rich history.  
① offering      ② offer      ③ being offered      ④ offered
- 5 This tour uses the largest boat the company owns, which ( ) up to 50 passengers.  
① integrates      ② compromises      ③ accommodates      ④ customizes
- 6 A rectangle is a four-sided shape that is made up of two pairs of parallel lines and that has four ( ) angles.  
① right      ② acute      ③ half      ④ straight
- 7 The muscles of the face are subject in varying degrees ( ) voluntary control.  
① in      ② to      ③ of      ④ as
- 8 The mother is the initial, and ( ) the principal, teacher: she can even instruct the youngster in carrying out novel patterns of behavior.  
① remaining      ② reminding      ③ remains      ④ reminds
- 9 I see that your visa will ( ) in January—be sure to extend it if you plan to stay longer.  
① exclude      ② expire      ③ extinguish      ④ exhaust
- 10 Of all the gifts ( ) which individuals may be endowed, none emerges earlier than musical talent.  
① in      ② with      ③ of      ④ for

II 11 ~ 15 の英文において、下線部①～④に誤りがあれば、その番号をマークしなさい。  
誤りがなければ⑤をマークしなさい。

- 11 An average movie theater will not show a film if it can attract at least 1,500 people  
① ②  
over a two-week run.  
③ ④
- 12 The overwhelming majority of those present were in favor of the plan.  
① ② ③ ④
- 13 Last year the director has been rewarded for his effort with ten nominations for Academy Awards.  
① ② ③ ④
- 14 During the winter dry season of 1987, the frogs that live in the mossy rainforests one and a half  
① ②  
kilometer above the sea began to disappear.  
③ ④
- 15 My random observation of the discarded fresh leaf is still one of my favorite scientific trophy  
① ②  
because it led to a counterintuitive discovery that would otherwise not have been predicted.  
③ ④

III 16 [ ] ~ 25 [ ] に入る最も適当な語(句)を、[ ] 内の①~③または①~④より選び、その番号をマークしなさい。

What would happen if we were to start thinking about food as less of a thing and more of a relationship? In nature, that is of course precisely what eating has always been: relationships among species in systems we 16 [ ① call ② refer ③ regard ] food chains, or food webs, that reach all the way down to the soil. Species coevolve with the other species 17 [ ① that ② what ③ how ] they eat, and very often there develops a relationship of interdependence: *I'll feed you if you spread around my genes.* A gradual process of mutual adaptation transforms something like an apple or a squash 18 [ ① for ② into ③ of ④ with ] a nutritious and tasty food for an animal. Over time and through trial and error, the plant becomes tastier (and often more conspicuous) in order to gratify the animal's needs and desires, while the animal gradually 19 [ ① deserts ② relies ③ acquires ] whatever digestive tools (enzymes, for example) it needs to make optimal use of the plant.

Similarly, the milk of cows did not start out as a nutritious food for humans; in 20 [ ① between ② fact ③ case ] , it made them sick until people who lived around cows evolved the ability to digest milk as adults. The gene for the production of a milk-digesting enzyme called lactase used to 21 [ ① switch ② switching ③ being switched ] off in humans shortly after weaning until about five thousand years ago, when a mutation that kept the gene switched on appeared and quickly spread through a population of animal herders in north-central Europe. Why? Because the people 22 [ ① possessing ② possessing by ③ possessed ④ possessed with ] the new mutation then had access to a terrifically nutritious new food source and as a consequence were able to produce more offspring than the people who lacked it. This development proved much to the 23 [ ① adventure ② advantage ③ advertisement ] of both the milk drinkers and the cows, whose numbers and habitat (and health) greatly improved as a result of this new symbiotic relationship.

Health is, among other things, the product of being in these sorts of relationships in a food chain—a great many such relationships in the case of an omnivorous creature like man. It 24 [ ① assumes ② considers ③ follows ] that when the health of one part of the food chain is disturbed, it can affect all the other creatures in it. If the soil is sick or in some way deficient, so will be the grasses that grow in that soil and the 25 [ ① vegetarians ② bacteria ③ cattle ] that eat the grasses and the people who drink the milk from them.

(注) wean : gradually stop feeding a baby with its mother's milk

(出典) Michael Pollan. *In Defense of Food: An Eater's Manifesto*. New York: Penguin Books; 2009)

## IV 次の英文を読んで、以下の設問に答えなさい。

I have been impressed over the years by how bilinguals excel at choosing the appropriate language and how proficient they are in [ 26 ] their other languages. Suddenly, bi- or multilinguals who have two or more languages at their disposal can become speakers of a single language. I often think of tennis champion Roger Federer, who gives interviews in four languages (Swiss German, German, English, and French) and usually does so without [ 27 ] his other languages intervene. In such situations, he is most often in a monolingual mode, as he can't expect that the interviewers, and especially the public he is speaking to, will know his other languages.

Bilinguals who manage to stay in a monolingual mode and, in addition, who speak that language fluently and have no accent in it, can often "pass" as monolinguals. I was quite surprised one day, several years ago, when I heard the baker's wife down the road from where I live answer the phone in fluent Swiss German. I had known her for some ten years and had always believed that she was Swiss French. I would have expected that she would have to struggle with German like most Swiss French do (not to mention with Swiss German, which the Swiss French rarely speak). But she was [ 28 ] a fluent conversation in what, I was to find out, was her mother tongue. I was just as surprised when I learned that the actress Natalie Wood, who starred in the 1961 movie *West Side Story*, and whom I had thought of as a totally monolingual person, was in fact born into a Russian-speaking family and was bilingual in Russian and English. Many examples come to mind of this "miracle" of bilingualism—the [ 記述 A ] languages that people know but have never used in our presence.

Choosing a base language and sticking to it for monolingual communication, whether when speaking or writing, is just part of being a bilingual. Sometimes more than communication is at stake, and [ 29 ] to the monolingual mode is all the more crucial. Olivier Todd, the Franco-English journalist and writer, describes in his autobiography how his British mother and he had missed the last boat to England when the Germans invaded France. They remained in France for the duration of the war and his mother was in partial hiding, as she would have been sent to an internment camp if the Germans had known her nationality. Todd explains how they had agreed not to speak English in public—on the street, in cafés, on the bus. If an English word or sentence ever escaped her, Todd, who was a child at the time, was to squeeze her hand. The problem was that his mother was very anti-German, and one day on the Métro she burst out against the occupiers in English, right in front of a German officer. Todd tells us that they were lucky that day and nothing happened. Olivier Todd's mother [ ] [ 30 ] [ ] the war [ 31 ] [ ] [ 32 ] as a British subject.

(出典 François Grosjean. *Bilingual: Life and Reality*. Cambridge, Mass.: Harvard University Press; 2010)

[ 26 ], [ 27 ], [ 28 ], [ 29 ] にはそれぞれ互いに異なる 1 語が入る。最も適当な 1 語を①～⑤より選び、その番号をマークしなさい。

- ① communicating      ② keeping      ③ letting      ④ conducting  
⑤ deactivating

[ 記述 A ] に入る最も適当な 1 語となるように破線部を補充する時に入る文字を、記述式解答用紙に書きなさい。

(破線の数は文字数を表わす)

hi \_ \_ \_ n

30  the war  31  32 の意味が通るように下記の語を並べ換える時、  
 30,  31,  32 に入るものの番号を、マークしなさい。

- ① identified      ② through      ③ being      ④ it      ⑤ without      ⑥ made

a～cの記述のうち、本文の内容に合うものを正、合わないものを誤とする時に得られる組み合わせを①～⑧より  
 選び、その番号を  33 にマークしなさい。

- a. 語り手は、ドイツ語には苦勞するのだろうと思われたパン屋の奥さんが、スイスドイツ語を流暢に話すのを聞いてとても驚いた。
- b. 女優のナタリー・ウッドは、1961年の映画「ウェストサイド物語」に出演したことで、ロシア語と英語が話せるようになった。
- c. ジャーナリストにして作家のオリヴィエ・トッドの母親は、ドイツ軍がフランスに侵攻した際には英国に滞在していた。

- ① a—正    b—正    c—正  
 ② a—正    b—正    c—誤  
 ③ a—正    b—誤    c—正  
 ④ a—正    b—誤    c—誤  
 ⑤ a—誤    b—正    c—正  
 ⑥ a—誤    b—正    c—誤  
 ⑦ a—誤    b—誤    c—正  
 ⑧ a—誤    b—誤    c—誤

V 次の英文を読んで、以下の設問に答えなさい。

WE ARE ALL SAD when we think of the wondrous potentialities that human beings seem to have and when we contrast these potentialities with the small accomplishments that we have. Again and again people have thought that we could do much better. People in the past had, in the nightmare of their [ 34 ], dreams for the future, and we of their future have, although many of those dreams have been surpassed, to a large extent the same dreams. The hopes for the future today are in a great measure the same as they were in the past. At some time people thought that the potential that people had was not developed because everyone was ignorant, and that education was the solution to the problem, that if all people were educated, we could perhaps all be Voltaires. But it turns out that falsehood and evil can be taught as easily as good. Education is a great power, but it can work either way. I have heard it said that the communication between nations should lead to an understanding and thus a solution to the problem of developing the potentialities of man. But the means of communication can be channeled and choked. What is communicated can be lies as well as truth. [ 35 ] as well as real and valuable information. Communication is a strong force, also, but either for good or evil. The applied sciences, for a while, were thought [記述B] to free men of material difficulties at least, and there is some good in the record, especially, for example, in medicine. On the other hand, scientists are working now in secret laboratories to develop the [ 36 ] that they were so careful to control.

Everybody dislikes war. Today our dream is that peace will be the solution. Without the expense of armaments, we can do whatever we want. And peace is a great force for good or for evil. How will it be for evil? I do not know. We will see, if we ever get [ 37 ]. We have, clearly, peace as a great force, as well as material power, communication, education, honesty, and the ideals of many dreamers. We have more forces of this kind to control today than did the ancients. And maybe we are doing it a little bit better than most of them could do. But what we ought to be able to do seems gigantic compared to our confused [記述C]. Why is this? Why can't we conquer ourselves? Because we find that even the greatest forces and abilities don't seem to carry with them any clear instructions on how to use them. As an example, the great accumulation of understanding as to how the physical world behaves only convinces one that this behavior has a kind of [記述D] about it. The sciences do not directly teach good and bad.

(注) Voltaire : (1694-1778) French writer, dramatist, and poet

(出典 Richard P. Feynman. The Meaning of It All: Thoughts of a Citizen-Scientist. New York: Basic Books; 1998)

[ 34 ], [ 35 ], [ 36 ], [ 37 ] にはそれぞれ互いに異なる 1 語が入る。最も適当な 1 語を①～⑤より選び、その番号をマークしなさい。

- ① attitude      ② diseases      ③ peace      ④ propaganda      ⑤ times

[記述B] to free men of material difficulties at least の和訳を記述式解答用紙に書きなさい。

[記述C] に入る最も適当な 1 語を本文中より抜き出し、記述式解答用紙に書きなさい。

[記述D] に入る最も適当な 1 語となるように破線部を補充する時に入る文字を、記述式解答用紙に書きなさい。

(破線の数は文字数を表わす)

mean \_\_\_\_\_ ness

VI 次の英文を読んで、以下の設問に答えなさい。

Today was not the best of mornings to ride my bike to work. It was humid and overcast, cool enough that I chose not to wear shorts (my usual commuting wear during the summer months), but still humid enough that my jeans were sticking to my legs by the time I arrived at Friends University, my destination, about 25 minutes later. It could have been worse, of course; it could have been raining. In some ways, I actually prefer the rain when I'm riding in the warm, creeping dampness that you so often experience on cloudy days. A real downpour can make navigating city streets and sidewalks a little tricky, but a good clean, moderate rainfall has never caused me any serious navigation trouble. Besides, the [ 38 ] it can bring is refreshing, especially in contrast to those days when the moisture in the air seems to surround you with a stale stillness, no matter how fast you're moving. Still, I rode my bike, as I do most days when there isn't ice on the streets or I don't have an appointment that requires me to travel to the other side of Wichita. I was happy to do so.

On the best days – and [39] much as I like autumn, my favorites are hot, cloudless, blue-skied summer ones in July, bright days where the horizon on all sides of you lays revealed – my ride to work and home again is a quiet delight, a stream of reminders from my senses with every rotation of my wheel of the world of [ 40 ] and human deeds (good and bad) around me. But even on not so good days – like this morning – I mount my Trek 7100 to make my six-mile journey and don't give it much of another thought. It has become habitual for me. There is no *need* to give it much thought, because [ 41 ] [ 42 ] [ ] [ 43 ] [ ] myself, pretty much every morning and evening during the work week, is the time I get to keep my thoughts completely to myself. I am not thinking about refilling the gas tank, I am not thinking about changing the oil, I am not thinking about how the jerk in front of me is slowing down just when I need to change lanes so that I don't miss my exit; on the contrary, I am thinking about whatever strikes my [ 44 ], or about nothing memorable at all, because my bicycle – my relatively simple locomotion machine – is capable of getting me to [ 45 ] I need to be without obliging me to deal with complex realities. It is slower than commuting by car, of course, but that slowness itself gives me the opportunity to let my mind wander over the day ahead of me or the day just past, let my eyes wander over the world around me – both its busy parts and the parts which remain still – without having lost anything in the meantime. Issues of [ 46 ] need not plague me. After all, I've already unplugged myself from the oil economy more than most people in Wichita: I'm riding a bike.

(出典 Russell Arben Fox. *Bicycling and the Simple Life*. In Jesús Ilundáin-Agurrúza/Michael W. Austin (Eds.) *Cycling – Philosophy for Everyone: A Philosophical Tour de Force*. Chichester: Wiley-Blackwell; 2010)

[ 38 ], [ 40 ], [ 44 ], [ 46 ] にはそれぞれ互いに異なる 1 語が入る。最も適当な 1 語を①～⑤より選び、その番号をマークしなさい。

- ① efficiency      ② fancy      ③ bike      ④ coolness      ⑤ nature

[39] much as とほぼ同じ意味の語(句)を①～④より選び、その番号をマークしなさい。

- ① although      ② since      ③ if only      ④ in that

[ 41 ] [ 42 ] [ ] [ 43 ] [ ] の意味が通るように下記の語を並べ換える時、  
[ 41 ], [ 42 ], [ 43 ] に入るものの番号を、マークしなさい。

- ① half-hour      ② I      ③ the      ④ to      ⑤ have

[ 45 ] に入る最も適当な 1 語を①～⑤より選び、その番号をマークしなさい。

- ① why      ② when      ③ where      ④ how      ⑤ which

VII 英語による記述が指す1語となるように破線部を補充する時に入る文字を、記述式解答用紙に書きなさい。  
(破線の数は文字数を表わす)

記述 E Easily discovered, seen, or understood: ob \_ \_ \_ \_ s.

記述 F Give support, confidence, or hope to someone: en \_ \_ \_ \_ \_ g \_ \_

記述 G A collection of valuable things such as gold, silver, and jewelry: tr \_ \_ \_ \_ re.

記述 H The state of being or living alone: so \_ \_ \_ \_ de.

記述 I Lasting or intended to last or be used only for a short time: tem \_ \_ \_ \_ \_ y.

記述 J A thing that is used for transporting people or goods from one place to another, such as a car or truck: v \_ \_ \_ cle.

VIII 英文が和文の意味を表わすように下記の語を並べ換える時に [47] ~ [55] に入るものの番号を、マークしなさい。

私に要るものはナプキンだけだったが、それがたっぷりとあるのを見て私は安心した。

All I needed were napkins, which I [ ] [47] [ ] [ ] [ ] [48] [ ] [49].

- ① find    ② of    ③ had    ④ to    ⑤ was    ⑥ plenty    ⑦ relieved    ⑧ we

問題があることに彼らが気付くのを待つだけでは、十分ではない。

Just [ ] [50] [ ] [ ] [51] [ ] [52] a problem isn't enough.

- ① realize    ② for    ③ there's    ④ waiting    ⑤ them    ⑥ that    ⑦ to

私たちは、過ぎ去った時代の記憶を共有する者には、近しさを感じる。

We feel [ ] [53] [ ] [ ] [54] [ ] [55] with us memories of a time gone by.

- ① people    ② common    ③ to    ④ in    ⑤ close    ⑥ who    ⑦ have