

英 語

1. 監督者の指示があるまで開いてはいけない。
2. 解答は別紙の解答用紙に記入しなさい。
3. 問題用紙は各科目の試験終了後持ち帰ってもよい。
ただし、試験途中では持ち出してはいけない。

I. 次の(A)~(D)それぞれにあげられた4つの語の中で、下線部の発音が他の3つと異なるものを1つ選び、その語の番号を書きなさい。

- | | | | | |
|-----|---------------------|-----------------------|-------------------------|---------------------|
| (A) | 1. <u>ch</u> amber | 2. <u>ch</u> ancellor | 3. <u>ch</u> asm | 4. <u>ch</u> estnut |
| (B) | 1. <u>w</u> omb | 2. <u>f</u> olks | 3. <u>e</u> rosion | 4. <u>t</u> ote |
| (C) | 1. <u>m</u> icron | 2. <u>i</u> sle | 3. <u>r</u> edistribute | 4. <u>m</u> igrant |
| (D) | 1. <u>pr</u> ofound | 2. <u>en</u> counter | 3. <u>s</u> pouse | 4. <u>c</u> ourage |

II. 次の(A)~(C)において、意味が通じるように、1~4のそれぞれの()に与えられた文字で始まる英語を1語ずつ書きなさい。

- (A) Paul: Do you know what time our train leaves?
Jeff: It leaves at nine o'clock on the (d 1).
Paul: Then, we better get a (m 2) on, or we will be late.
- (B) Kim: When I saw Tim, I knew right away he was your brother.
Bob: Yes. We are like as two (p 3) in a pod.
- (C) Mike: Who do you think will win the World Series this year?
Kathy: It's hard to say, but I am (r 4) for the Yankees.

Ⅲ. 次の(1)~(4)において、語法、文脈から判断して()に入る最も適当なものを(a)~(d)より1つ選び、その記号を書きなさい。

(1) In accordance with diplomatic protocol, Mrs. Moor was not allowed to attend official ().

- (a) receptor (b) functions (c) lukewarm (d) provinces

(2) When a () of dust gets in your eye, don't rub it.

- (a) fig (b) speck (c) saw (d) fling

(3) At that time, Todd was () an innocent child, and he could not be made accountable for his actions.

- (a) but (b) so (c) what (d) how

(4) Ask yourself what you want him to do for you; then grab the () and do it for him.

- (a) initiative (b) weaves (c) futile (d) rapport

Ⅳ. 左の(1)~(4)につづく英語として、語法、文脈から判断して最も適当なものを右の(a)~(d)より1つ選び、その記号を書きなさい。なお、(a)~(d)はそれぞれ1回しか使えません。

(1) These people often fall through (a) the grindstone day after day.

(2) The workers had been primed to (b) say nothing about the case.

(3) None of the parables lends itself to (c) being made into a play.

(4) The doctor kept his nose to (d) the cracks in society.

V. 次の(1)~(4)の各組の英文のうち、最も適当なものを1つえらび、その記号を書きなさい。

- (1) (a) To design a workable unit a great many difficulties have to be overcome.
(b) Redesigning the workable unit greatly many difficulties have to overcome.
(c) Designing the workable unite greatly many difficulties has to be overcome.
(d) To redesign a workable unite the great many difficulties have to overcome.
- (2) (a) The party would go ahead with the program as planned come what may.
(b) As if its plan came what it may, the party would gone ahead a program.
(c) The party would go ahead the program as if plan came to what maybe.
(d) As the plan come to what might be, the party would go ahead the program.
- (3) (a) Events to suite the most tastes and ages in the county in comfortable surrounding.
(b) Comfortable surroundings have event to suite almost tastes and ages in the country.
(c) Almost tastes and ages suited comfortable surrounding event in the country.
(d) The county has events to suit most tastes and ages in comfortable surroundings.
- (4) (a) Federal government could setback affording another sorts of sick.
(b) The federal government can setback to afford other sorts of this sick.
(c) The federal government can ill afford another setback of this sort.
(d) Federal government can be sick afford other setbacks of these sorts.

VI. 次の英文を読み、設問に答えなさい。

The perception of pain is so fundamental to our survival that it affects our brains in profound ways. There is not one single pain center; instead, the whole brain lights up like a Christmas tree when pain is perceived. In the short term we are immediately prompted to protect the painful area, to remove it from the source of the pain and often to cease all use of the affected area while we examine it. In the longer term, our subconscious behavior is altered. If we hit our head on a specific low beam or handle, next time we'll duck. An experience of pain that lasts for long, continuous periods may affect our emotions and attitudes. We may develop depression and become less active. Alternatively, a severe experience of pain and a conscious awareness of exactly what led to that pain may result in the development of an aversion to anything resembling the cause. (A) We call that aversion fear. The aversion may become a long-term subconscious memory that lasts far longer than your memory of the event that caused it. You may no longer remember the time you fell off the high wall and painfully twisted your ankle as a child, but your fear of heights may still be with you. (B)

We don't always perceive pain. Even when the nerve cells are sending us pain signals, there are times when it is more important for us simply to run away, rather than roll about on the ground in agony. So there are regions of the brain that actively [X] our perception of pain, sometimes for just a few minutes, sometimes for several days. But there are also areas of the brain that do the reverse, and make us hypersensitive to pain. (C)

Astonishingly, there used to be considerable confusion about when we first start experiencing pain. A hundred years ago it was widely accepted that newborn babies simply did not perceive pain at all, because their brains had not developed sufficiently. Perhaps rather cruelly by today's standards, for decades many 'pin-prick' experiments were conducted on sleeping infants in attempts to understand the onset of pain perception. Much confusion was caused in those early experiments by the seeming lack of sensitivity of babies straight after birth, which turned out to be because the mothers had received anesthetics while giving birth, and the babies received a small dose via their umbilical cords. Today (as anyone with children can affirm), it is well understood that a baby in pain will show clear discomfort. (D) Crying, wriggling, fisting, large muscle movements, accompanied by clear respiratory and hormonal changes and erratic sleep, are all clear signs of pain. But those early scientifically flawed experiments sadly resulted in a culture that disregarded the pain of babies for much too long, despite the true scientific findings.

[Adapted from Peter J. Bentley, *The Undercover Scientist*, 2009.]

問 1. 下線部(1), (3)の it が示す内容を, それぞれ本文中の英語で答えなさい。

問 2. 下線部(2), (6), (7), (8)の語の本文中での意味と最も近い意味を表す語を, それぞれ 1～4 の中から 1 つずつ選び, 番号で答えなさい。

- | | | | | |
|---------------|---------------|--------------|--------------|--------------|
| (2) duck | 1. dunk | 2. falter | 3. halt | 4. stoop |
| (6) wriggling | 1. wavering | 2. writhing | 3. wreathing | 4. wrinkling |
| (7) erratic | 1. irrelevant | 2. irregular | 3. infantile | 4. intrinsic |
| (8) flawed | 1. clumsy | 2. faulty | 3. naive | 4. pristine |

問 3. 次の文を本文中の(A), (B), (C), (D)のいずれかに挿入する場合, どれが最も適切な箇所か。1 つ選び, 記号で答えなさい。

When we're safe and recovering, such heightened sensations might, for example, encourage us to avoid using the painful part while it heals.

問 4. 前後関係から考えて, [X]に入れるのに最も適切なものを 1～4 の中から 1 つ選び, 番号で答えなさい。

- | | | | |
|-----------|-----------|------------|------------|
| 1. induce | 2. inform | 3. inhibit | 4. immerse |
|-----------|-----------|------------|------------|

問 5. 下線部(5)において, 赤ん坊は, わずかな量(a small dose)の何を受け取ったのか。前後関係から考えて, 日本語で答えなさい。

問 6. 本文の中で述べられている内容と一致する内容を表している文を 1～5 の中から 1 つ選び, 番号で答えなさい。

1. When pain is perceived, a specific pain center in our brain lights up.
2. Long-lasting pain keeps us from developing depression and becoming less active.
3. A fear of heights is usually caused by the experience of breaking a leg.
4. Some regions in our brain make us extremely sensitive to pain.
5. A newborn baby's brain has not developed enough to perceive pain.

問 7. 下線部(4)を和訳しなさい。

VII. 次の日本語の文の下線部を英語に直しなさい。

先生に指されて黒板で問題を解く。間違えたら恥をかく。恥をかけばその教科は嫌いになる確率が高い。 そういった生徒の心理状態が読めない先生は、教師失格である。

[竹内薫(著)『理系バカと文系バカ』(2009)から一部変更]