

I Choose the answer (① - ④) that best completes the sentence. Mark the number on your mark sheet.

- 1 We must drastically ( ) CO<sub>2</sub> emissions if we hope to combat global warming.  
① approve      ② cut      ③ separate      ④ set
- 2 All requests for personal information should be ( ) at the personnel office.  
① annoyed      ② made      ③ put      ④ said
- 3 ( ) to go to Tokyo by train.  
① 10,000 yen costs me      ② I cost 10,000 yen  
③ It costs me 10,000 yen      ④ It costs 10,000 yen to me
- 4 The newspaper reported that the ( ) of the damage to the ship had not yet been determined.  
① affect      ② cause      ③ engine      ④ wreck
- 5 The police took fingerprints and ( ) the body.  
① clarified      ② exemplified      ③ identified      ④ qualified
- 6 People these days are not interested in producing quality goods; they are only interested in making ( ).  
① as much money as they possibly can      ② money as possibly they can  
③ much as money as possible      ④ possible as much money they can
- 7 A man can be concerned about his serious problems and still walk ( ) his chin up.  
① along      ② besides      ③ by      ④ with
- 8 Many highway accidents could be avoided if drivers were careful to ( ) down during heavy rain.  
① safe      ② slow      ③ turn      ④ watch
- 9 The inevitability of aging and dying ( ) the longest shadow on human life.  
① casts      ② lives      ③ rests      ④ trips
- 10 The ability to choose well seems to depend in no small part ( ) our knowing our own minds.  
① by      ② for      ③ of      ④ on

II Choose the best place (① - ⑧ or ① - ⑥) for the underlined word or sentence. Mark the number on your mark sheet.

Example: walking

A friend ① of ours was ② down ③ a ④ Mexican ⑤ beach ⑥ at ⑦ sunset ⑧.

Sample Answer:

A friend of ours was walking down a Mexican beach at sunset.

①	●	③	④	⑤	⑥	⑦	⑧
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11 from

The current ① U.S. space shuttle program is ② designed ③ to test ④ everything ⑤ animal behavior ⑥ to space diapers ⑦ in a weightless ⑧ environment.

12 who

The driver ① told the passengers ② that the bus ③ would not be able to ④ stop for about three hours, ⑤ so the tour guide ⑥ said that anyone ⑦ wanted to go to the restroom ⑧ should do so then.

13 That's because the continents are still moving.

① About 200 million years ago, all the continents were connected. ② They formed a supercontinent that scientists call Pangaea. ③ Scientists studied fossils and rock types to help prove the connections. ④ Pangaea broke up, and the continents moved apart to form the continents we know today. ⑤ In another 200 million years, the earth may look completely different again. ⑥ The movement is called continental drift.

14 They may be better for you, but they don't come close to the satisfying comfort of chocolate melting in your mouth.

Young people these days are drinking less alcohol and eating more dessert. ① This may seem like an encouraging trend; however, sweets can be as addicting as any drink or drug. ② For example, if you have gotten into the habit of having a bowl of ice cream after dinner, it can be nearly painful to stop. ③ Similarly, replacing sweet snacks with healthier alternatives such as carrot sticks or raisins can seem impossible to someone with a sweet tooth. ④ Most people are aware of the harmful effects of consuming too much sugar, but this knowledge does little to fight against the great feeling that sugary foods provide. ⑤ Indeed, sugar's reputation for being the enemy of good health is likely due to its irresistible attraction. ⑥

III Choose the answer (① - ③ or ① - ④) that best completes the sentence. Mark the number on your mark sheet.

Everything we eat is grown from species of animal and plant that were once wild — or, in a few cases (marine fish, for example), that still are. Centuries or even millennia of selective breeding have generated the many super-productive varieties that have enabled food output to expand to keep 15 [ ① case ② diet ③ pace ④ number ] with a growing population and rising living standards. As our population continues to rise, and takes on increasingly affluent dietary patterns, more food will be needed.

The aim of producing more food will need to be achieved at the same time as protecting soils, conserving water, hanging on to most of what remains of forests and other natural habitats and 16 [ ① reduce ② reduced ③ reducing ] the nutrient enrichment of the environment. It will need to be done while coping with the consequences of climate change and the pressures that will come from pests and diseases gaining more resistance to the chemical weapons we have used 17 [ ① against ② beside ③ except ④ without ] them.

We often assume that the answer to this complex problem is some form of technology, 18 [ ① perhaps ② poor ③ with ] in the form of new pesticides or genetic engineering. It seems that genetics will indeed be an important key to all this — although the real 19 [ ① cautions ② distributions ③ pollutions ④ solutions ] may turn out to be less in genetic engineering and more in genetic diversity.

20 [ ① Even if ② Ever since ③ Never before ] we humans first took the step from hunter-gathering to cultivation, farmers have bred animals and plants so as to develop and hone the best possible characteristics for the conditions they faced. Disease resistance, the ability to withstand drought, varieties that can 21 [ ① accumulate ② catch ③ tolerate ④ yield ] cold and types which can grow in salty soils were all developed by farmers in different places at different times and across a range of crop plants.

After thousands of years of selective breeding there is, as a result, among our main crops a wide 22 [ ① dietary ② disease ③ diversity ④ drought ] of varieties. On top of this 23 [ ① are ② being ③ having been ④ is ] the wild relatives of the species we have chosen to domesticate. They still live in the wild, where they have continued to evolve the solutions to survival challenges. So long as this 24 [ ① cultivates ② cultivated ③ cultivator ] and wild diversity is maintained, we have a unique resource to fall back on in times of change. Without it, we are more vulnerable.

(注) pesticide: a chemical used for killing pests, especially insects  
hone: develop and improve something

(出典 Tony Juniper. What Has Nature Ever Done for Us?: How Money Really Does Grow on Trees. London: Profile Books; 2013)

IV 次の英文を読んで、以下の設問に答えなさい。

Suppose you are on the side of the mice in cat-mouse conflicts. The mice say they hate the smell of a cat. It makes them jittery and unable to concentrate on important matters, such as food and courtship and babies. You know of a drug that will [25] the sense of smell so that the mice will no longer be bothered by the odor of cats. Do you prescribe the drug? Probably not. The ability to detect cat odor, however unpleasant it may be, is a valuable asset for mice. The presence of the cat's smell may signal the imminent arrival of its claws and teeth, and [26] [27] [28] [29] [30] [31] [32] of an unpleasant odor.

More realistically, suppose you are a pediatrician treating children with colds. Colds bring many symptoms that children [33]—runny nose, headache, fever, and malaise. Acetaminophen (e.g., Tylenol) can reduce or eliminate some of these symptoms. Do you tell the parents of cold-stricken children to give them acetaminophen? If you are a traditional physician or are in the habit of using acetaminophen yourself to [34] similar symptoms, you probably do. Is this wise? Consider the analogy between acetaminophen and the drug we were considering for the mice. Like the smell of a cat, fever is unpleasant but 記述 A. It is an adaptation shaped by natural selection specifically to fight infection.

Matt Kluger, a physiologist at the Lovelace Institute, believes that “there is overwhelming evidence in favor of fever being an adaptive host response to infection that has persisted throughout the animal kingdom for hundreds of millions of years.” He believes that using drugs to suppress fever may sometimes make people sicker—and even kill them. Some of the best evidence comes from his laboratory. In one experiment, he showed that even cold-blooded lizards benefit from fever. When infected, they seek out a place warm enough to raise their body temperature about two degrees Celsius. If they cannot move to a warm place, they are more likely to die. Baby rabbits also cannot [35] a fever, so when they are sick they too seek out a warm place to raise their body temperature. Adult rabbits do get fever when infected, but if the fever is blocked with a fever-lowering drug, they are more likely to die.

Fever results not from any mistake in temperature regulation but from the activation of a sophisticated evolved mechanism. If you put a rat with a two-degree fever into a very hot room, the rat activates its cooling mechanisms to keep its body temperature two degrees above normal. If you put it into a [a] room, it activates heat-conservation mechanisms to maintain that two-degree fever. Body temperature is carefully regulated even during fever; the thermostat is just set a bit [b].

(注) malaise: a general feeling of discomfort

(出典 Randolph M. Nesse/George C. Williams. Why We Get Sick: The New Science of Darwinian Medicine. New York: Vintage Books; 1996)

[25], [33], [34], [35] 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 dislike      ② dull      ③ evaluate      ④ generate      ⑤ relieve

[26] [27] [28] [29] [30] [31] [32] の意味が通るように下記の語(句)を並べ換える時、[26] ~ [32] に入るものの番号を、マークしなさい。

- ① important      ② avoiding      ③ far more      ④ the stress      ⑤ is  
⑥ than      ⑦ these

記述 A に入る最も適切な 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。

(破線の数に文字数を表わす)

u \_ e \_ \_ \_

a に入る適切な 1 語, および b に入る適切な 1 語それぞれの組み合わせを①～④より選び, その番号を 36 にマークしなさい。

- |   |          |         |   |          |          |
|---|----------|---------|---|----------|----------|
| ① | a cooler | b lower | ② | a cooler | b higher |
| ③ | a hotter | b lower | ④ | a hotter | b higher |

V 次の英文を読んで、以下の設問に答えなさい。

In bed at night, when I was small and the lights were out, I was convinced I could see a wolf outside my bedroom window. I suppose it must have been the way the branches of a tree fell. As an adult, of course, the idea of a wolf being tall enough to look in through a second-floor window is patently ridiculous, but as a young child, I was convinced. And I was terrified. Every night, to escape, I hid my head under the coarse black blanket that covered me, but then I couldn't resist peeping to see if it had gone, and would scare myself all over again. It was just the wolf's head, ears erect, looking to its left; but by morning, in the daylight, there was no  of it.

I knew a lot about the wild animals around my home when I was small—probably much more than most children of my age—but I knew nothing about those in the wider world. I didn't see wildlife programs because we had no television, and I didn't visit a zoo until I was in my late teens because there was no money for that kind of thing. So the only knowledge I had of big and dangerous wild animals was from books and fairy stories. And all I knew about wolves was that they were sly, sinister, fierce, and deadly; and the images of the stories my grandmother told me preyed on my imagination. It was a long, long time before I confronted my fear.

Foxes, on the other hand, were familiar and although they also had a fearsome reputation, I was not scared of them. One night I was startled from sleep by the  of the old shire horses thundering back and forth across the meadow behind the cottage. There was a full moon, as bright as I'd seen. It was almost like daylight outside, so I pulled on some clothes, told Whiskey to stay under my bed, and crept out of the house. I quietly made my way down toward the edge of the  to see what was agitating the horses.

What I saw was pure magic. By the time I reached them, the horses had begun to settle and playing among their giant hooves was the most beautiful vixen with four young kits. They were so busy leaping on one another and tearing around that  they seemed quite unaware of my presence, so I sat down a short distance away and watched their game unfold.

It was the most exciting sight. I had never watched a fox at close quarters before. All I had seen were glimpses of reddish  from afar or a tail, with its distinctive white tip, disappearing into the hedge as the animal ran for safety when I was out with the dogs. Out there in the dark—in their environment, not mine—I felt as though I were witnessing  world.

- (注) shire horse: a type of large powerful horse  
 Whiskey: the name of the author's dog  
 hoof: the hard foot of an animal such as a horse, cow, etc.  
 vixen: a female fox

(出典 Shaun Ellis. The Man Who Lives with Wolves. New York: Three Rivers Press; 2009)

, , ,  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 bond      ② brown      ③ forest      ④ noise      ⑤ sign

they の指示対象を①～⑥より選び、その番号をマークしなさい。

- ① 馬たち      ② ウィスキーと馬たち      ③ 狼たち      ④ 狐たちと狼たち  
 ⑤ 狐たち      ⑥ ウィスキーと狐たち

記述 B 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)

a \_ \_ t \_ \_ \_

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 **42** にマークしなさい。

- a. The author was frightened of wolves when he was little because they often appeared around his home.
- b. The wild animals around the author's home were sly, sinister, fierce, and deadly.
- c. When the author was a young boy, his family could not afford to go to the zoo.

- 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

VI 次の英文を読んで、以下の設問に答えなさい。

It is important to reassess your life and career relatively frequently. This self-assessment process forces you to come to terms with the fact that sometimes it's time to move on to a new environment in order to excel. Most people don't assess their roles frequently enough and so stay in positions for years longer than they should, settling for suboptimal situations. There isn't a magic [43] for the amount of time you should stay in one role before evaluating whether it's right or not. But it makes sense to think about how often you do so. Some people readjust their lives daily or weekly, constantly optimizing. Others wait years before noticing that they've ended up far from where they had hoped to be. The more frequently you assess your situation, looking for ways to fix problems, the more likely you are to find yourself in a position where things are going well. It's best to address small problems that crop up in your life early and often, as opposed to waiting for problems to get so big that they seem intractable. That can only happen when you pay [44] and figure out what actually needs to change.

**記述 C** Some situations literally force you to reevaluate your life. For instance, once you decide to start a family, the entire game changes. You're suddenly faced with the need to figure out how to balance parenting with your [45]. As everyone knows, caring for young children takes an enormous amount of time and focused energy. It's both physically and emotionally demanding, and incredibly time consuming. **46** Keeping you on your toes, a child's needs change dramatically as they get older. Each year brings a brand-new set of responsibilities and a fresh set of challenges. [47], parenting provides an ever-changing opportunity to be creative and helps build skills that are extremely valuable in any setting. It exercises your ability to multitask and to make decisions under pressure, and it certainly helps you master the art of [48].

(出典 Tina Seelig. What I Wish I Knew When I was 20: A Crash Course on Making Your Place in the World. New York: HarperCollins Publishers; 2009)

[43], [44], [45], [48] 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 attention      ② compliment      ③ negotiation      ④ number      ⑤ profession

**記述 C** Some situations literally force you to reevaluate your life. の和訳を **記述式解答用紙** に書きなさい。

**46** Keeping you on your toes が指す事柄を表わす句を①～④より選び、その番号をマークしなさい。

- ① Causing you to regret your efforts  
 ② Causing you to stay alert and aware  
 ③ Causing you to be tired and frustrated  
 ④ Causing you to consume money and resources

[47] 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 As a result      ② In comparison      ③ On completion      ④ On the contrary



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、**記述式解管用紙**に書きなさい。  
(破線の数に文字数を表わす)

記述 D A movement of part of your body, especially your hands or head, to show what you mean or how you feel: g \_ \_ \_ \_ \_ .

記述 E Worried about something: a \_ \_ \_ \_ \_ s.

記述 F The amount of space a container, room, etc. has to hold things or people: c \_ \_ \_ \_ \_ ty.

記述 G A structure built over a river, road, etc. that allows people or vehicles to cross from one side to the other: b \_ \_ \_ \_ \_ .

記述 H Fill someone with the urge or ability to do or feel something: in \_ p \_ \_ \_ .

記述 I A way of training someone so that they learn to control their behavior and obey rules: d \_ \_ \_ \_ \_ ne.

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  ~  に入るものの番号を、マークしなさい。

自分の依頼がささやかであると、人は誤って考えやすい。

It is         is small.

- ① thinking    ② into    ③ your    ④ fool    ⑤ easy    ⑥ request  
⑦ yourself    ⑧ to

これは、悪事をなすことの諸結果のいくつかを説明する必要を私が感じる一事例である。

This is one case         some of the consequences of doing the wrong thing.

- ① feel    ② to    ③ which    ④ explain    ⑤ in    ⑥ a    ⑦ I    ⑧ need

あなたには、私が言葉に出すまでもなく、私が好むとあなたには分かっているものを着てほしい。

I'd like     something you know I like    to say a word.

- ① dress    ② having    ③ you    ④ to    ⑤ in    ⑥ without    ⑦ my