

I 和文の意味を表わすように、( ) に入る最も適当なものを [ ] 内のイ～ヲよりそれぞれ選び、その記号を書きなさい。ただし、**各選択肢は1回しか使えない。**

(1) その患者からは片時も目が離せないだろう。

The patient will ( ) constant attention.

(2) 彼女はタップダンスが好きではなかったが、試しにやってみることにした。

She doesn't like tap-dancing, but has decided to ( ) it a try.

(3) 彼はただただ休憩したかった。

He wanted ( ) more than to take a rest.

(4) この美術品は保存状態がよい。

This ( ) of art is in a good state of preservation.

(5) 日本のチョコレート市場は年間 5000 億円以上である。

The Japanese market for chocolate is ( ) more than 500 billion yen per year.

(6) 日本では 200 種類以上のトマトが生産されている。

In Japan, more than 200 varieties of tomato are ( ).

イ anything

ロ brought

ハ follow

ニ give

ホ grown

ヘ mean

ト nothing

チ pay

リ require

ヌ risen

ル work

ヲ worth

II 英語による記述が指す1語となるように、破線部を補充する際に [ ] に入る2文字を [ ] 内のイ～タよりそれぞれ選び、その記号を書きなさい。(破線の数はず文字数を表わす) **各選択肢は2回以上使ってよい。**

(1) Take goods, letters, packages etc. to a particular place or person: \_ [ ] \_ \_ \_ r.

(2) A flat paper container used for sending letters in: \_ \_ \_ [ ] \_ pe.

(3) Average, common, or usual, not different or special: o \_ \_ \_ \_ [ ] y.

(4) Obtain something by buying it or being given it: \_ [ ] \_ \_ re.

(5) Having a very pleasant taste or smell: d \_ \_ \_ [ ] \_ s.

(6) One of the two parts of the body at each side of the neck where the arm is connected: s \_ \_ [ ] \_ \_ r.

イ al

ロ ar

ハ ch

ニ ci

ホ ck

ヘ cq

ト el

チ er

リ il

ヌ ir

ル ol

ヲ or

ワ si

カ ti

ヨ ul

タ ur

III (1)～(5)の文章において下線部分が入るべき最適な位置をイ～トよりそれぞれ選び、その記号を書きなさい。

(1) the result of

Some say that (イ) teens' declining scores on (ロ) reading tests are (ハ) the hours they spend (ニ) surfing the Web, while others claim that (ホ) the Internet has created (ヘ) a new mode of reading that shouldn't be dismissed by educators and (ト) society at large.

(2) yourself

If you play a sport, you know that you play (イ) best when your body is warmed up. Writing is a mental exercise in (ロ) the same way that dance and football are physical exercises. Your mind needs (ハ) to warm up in order for you to write well. The first few minutes of writing (ニ) may be the most difficult. This is why it is important (ホ) that you do not interrupt (ヘ) while in the act of writing. If you do (ト), you will have to warm up all over again.

(3) improved

It's long been assumed that the more you earn, the longer you live, but (イ) new Austrian research suggests that a far more important factor when it comes to (ロ) living a long and healthy life is (ハ) your education. Researchers looked at data from 174 (ニ) countries between 1970 and 2015 and compared the impact of income versus education (ホ) on health and life expectancy. Education was (ヘ) a much better predictor. Better education leads to (ト) cognition, which helps people to make better choices for their health.

(4) added

If you take your ears for granted, listen up: hearing loss is (イ) the third most common health problem in the U.S. It's also (ロ) on the rise (ハ) with nearly 36 million Americans now reporting lost hearing. When hearing goes, it may affect (ニ) quality of life and relationships. Certain conditions, including age, illness, and genetics, may contribute (ホ) to hearing loss. Over several generations, modern life has (ヘ) a host of ear-damaging elements to the list, including some (ト) medications and plenty of sources of loud, continuous noise.

(5) Does that sound like you?

Exercising is one of the most important ways to keep your body healthy. When you exercise, you strengthen your bones, muscles, and heart. You also burn off extra fat, improve your balance, regulate your body's metabolism (the process that turns the nutrients in food into energy and heat), and improve your mood. (イ) Today, many kids don't get enough exercise. (ロ) In fact, the average kid spends about three hours each day watching television and another two and a half hours sitting down using other kinds of media, such as video games or the Internet. (ハ) If it does, it's time to get up and get moving! (ニ) Whether you are playing football, swimming, riding your bike, or challenging your neighbor on a homemade obstacle course, you can always find a workout that is fun for you. (ホ) In addition to organized sports, you can work out alone by doing yoga or stretches or skipping rope. (ヘ) Even doing your chores can help keep you fit! (ト) You burn calories by gardening, raking leaves, folding laundry, or vacuuming.

IV 和文の意味を表わすように、( ) 内の語(句)を並べ換え、英文を完成しなさい。ただし、各 ( ) 内には **余分なものが1つ含まれている**。(なお、文頭に来る語も小文字で示されている)

(1) 病院内禁煙です。

( are / asked / from / no / refrain / smoking / to / you ) in the hospital.

(2) 我々の子供たちが生きているうちに世界はどうなるだろうか。

( if / in / of / of / our children / the lifetime / the world / what / will become )?

(3) 彼は陰にまわって何を言うか分らない。

( behind / he / is / it / knowing / no / there / what / will say ) our backs.

(4) そのテニス選手は、かっとなるのを抑えられるようになって勝者になれた。

The tennis player became a champion ( control / her temper / keep / learning / only after / soon before / to / under ).

*Windom*

V 次の英文を読んで、以下の設問に答えなさい。

We've placed a lot of emphasis in this country on the idea of people's *rights*. That's how it should be, but it makes no sense to talk about rights without also talking about responsibilities.

Rights have to come from somewhere, and they come from the community. In return, all of us have a responsibility to the community. Some people call this the "communitarian" movement, but I call it common sense.

This idea has been lost on a lot of us, and in my twenty years as a professor, I've noticed more and more students just don't get it. The notion that rights come with responsibilities is, literally, a ( a ) concept to them.

I'd ask students to sign an agreement at the start of each semester, outlining their responsibilities and rights. They had to agree to work constructively in groups, to attend certain meetings, to help their peers by giving honest feedback. In return, they had the ( b ) to be in the class and to have their work critiqued and displayed.

Some students hesitated to accept my agreement. I think it's because we as adults aren't always great role models about being communitarians. For example: We all believe we have a right to a jury trial. And yet many people go to great lengths to get out of jury ( c ).

So I wanted my students to know. Everyone has to contribute to the ( d ) good. To not do so can be described in one word: selfish.

My dad taught this to us by example, but he also looked for novel ways to teach it to others. He did something very clever when he was a Little League baseball commissioner.

He had been having trouble rounding up volunteer umpires. It was a thankless job, in part ( e ) every time you called a strike or a ball, some kid or parent was sure you got it wrong. There was also the issue of fear: You had to stand there ( f ) kids with little or no control flailed their bats and threw wild pitches at you.

Anyway, my dad came up with an idea. ( g ) of getting adults to volunteer, he had the players from the older-age divisions serve as umpires for the younger kids. He made it an honor to be selected as an umpire.

Several things happened as a result of this.

The kids who became umpires understood how hard a job it was and hardly ever argued with umpires again. They also felt good that they were lending a ( h ) to the kids in the younger divisions. ( i ), the younger kids saw older role models who had embraced volunteering.

My dad had created a new set of communitarians. He knew: When we're connected to others, we become better people.

(注) jury: 陪審員 flail: 振り回す

(出典 Randy Pausch. The Last Lecture. New York, NY: Hyperion; 2008 一部改変)

問1. ( a ) ~ ( i ) に入る最も適当なものをイ～リよりそれぞれ選び、その記号を書きなさい。ただし、**各選択肢は1回しか使えない**。(なお、文頭に来る語も小文字で示されている)

イ because

ロ common

ハ duty

ニ hand

ホ instead

ヘ meanwhile

ト right

チ strange

リ while

問2. イ～ハの記述のうち、本文の内容に合うものを全て選び、その記号を書きなさい。合うものが1つもなければ「なし」と書きなさい。

イ According to the author, it is natural that rights accompany responsibilities.

ロ The agreement required by the author was difficult for anyone to accept.

ハ After the children worked as umpires themselves, their arguments with umpires mostly disappeared.

## VI 次の英文を読んで、以下の設問に答えなさい。

A few weeks ago I flew into Newark Airport. On arrival, I jumped into a taxi to my hotel in downtown New York City. As usual, I started chatting with the driver. He was from Haiti, his first language was French, he had two young children, and he had worked as a taxi driver fourteen to sixteen hours a day, six days a week, for fifteen years. I also learned that he had to wait about three hours at the airport for each new ride, hoped to earn about fifty dollars from each of his three daily fares, and was barely making ends meet.

It turns out that cab drivers at the airport spend an average of *nine hours a day* sitting in their taxis as a break room, waiting for their next ride. They spend most of that time watching TV. An easy calculation reveals that fifty hours a week in the break room, for fifteen years, ( a ) a total of almost forty thousand hours. Wow! What might have happened if he had used even some of this time to master a new skill, such as learning to write computer code or how to do magic tricks?

While this is certainly an extreme example, most of us let a lot of time ( b ) through our fingers. Do the math: There are twenty-four hours in a day. If you sleep eight of those hours and spend five hours on personal needs such as eating and bathing, you're left with eleven hours each day. That's seventy-seven hours a week. If you spend fifty hours each week working, you're still left with ( あ ) hours each week, or over fourteen hundred hours a year. That's an awful lot of time to spend as you wish.

We all have the same twenty-four hours in the day. It's up to you how you spend those hours. I frequently ( c ) myself that the president of a company, a Nobel Prize winner, and an Olympic athlete all have the same twenty-four hours in a day I ( d ). They've found (1) achieve / amount of time / in / that / the same / their impressive goals / to / ways that I—and you—have to spend each day.

Returning to the taxi driver, I learned that he had earned a certificate in repairing heating, ventilation, and air-conditioning (HVAC) systems, but had decided not to take a job in this field because the entry-level salary was lower than that of a cab driver. He had given up the chance at a long-term career in which he could have earned seniority, autonomy, and a higher salary, for a short-term win. This is known as “precrastination,” or the tendency to complete, or at least begin, tasks as soon as possible, knowing that extra effort would have created a better result. Essentially, it's picking low-hanging fruit, even when it leads to lower value ( い ).

(出典 Tina Seelig. Creativity Rules: Get Ideas Out of Your Head and Into the World. New York, NY: HarperCollins; 2015 一部改変)

問1. ( a ) ~ ( d ) に入る最も適当なものをイ～ホよりそれぞれ選び、その記号を書きなさい。ただし、各選択肢は1回しか使えない。

イ do      ロ is      ハ remind      ニ slip      ホ spend

問2. ( あ ) に入る数を、数字で書きなさい。

問3. 下線部 (1) の語(句)を文脈に合うように、並べ換えなさい。ただし、( ) 内には余分なものが1つ含まれている。

問4. ( い ) に入る最も適当なものをイ～ニより選び、その記号を書きなさい。

イ at the high table      ロ from an open field      ハ in the long run      ニ on its own merit

問 5. イ～ハの記述のうち、本文の内容に合うものを全て選び、その記号を書きなさい。合うものが1つもなければ「なし」と書きなさい。

- イ The taxi driver would have been better off if he had earned 150 dollars a day as he wished.
- ロ Time in the break room is used by taxi drivers to learn new skills including computer code writing.
- ハ The taxi driver did not utilize his certificate in HVAC system repair for a career change.

*Windom*