

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

- 1 We are far ( ) schedule. We'll have to give up our vacation.  
① after      ② behind      ③ late      ④ slower
- 2 It is dangerous to trust a man ( ) past you know nothing.  
① about what      ② by whom      ③ in which      ④ of whose
- 3 The sound of approaching footsteps ( ) the birds into flight.  
① concerned      ② escaped      ③ overheard      ④ startled
- 4 Recent ( ) in stem cell research may eliminate the need for organ donors.  
① admirations      ② advances      ③ affections      ④ allocations
- 5 Students are expected to hand their edited summaries ( ) by the end of the week.  
① as      ② in      ③ of      ④ with
- 6 If today were the last day of my life, would I want to do what I am ( ) to do today?  
① about      ② anything      ③ much      ④ until
- 7 Relax—it's ( ) deal if we are five minutes late!  
① a not that big      ② not that a big      ③ not that big a      ④ that not a big
- 8 It is not where you start but how high you aim that ( ) for success.  
① is mattered      ② matters      ③ this is mattered      ④ this matters
- 9 Engaging with clients who ( ) comments and feedback is one way to build positive online relationships with your customers.  
① arrive      ② complain      ③ leave      ④ talk
- 10 Our company is committed to working with our communities, our customers and other interested ( ) to continue to reduce any environmental impact of our activities.  
① goals      ② parties      ③ tables      ④ values

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.

Correct 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 **remains**

Forty-five years ① after the first ② Apollo lunar landing ③, the United States ④ divided about the moon's role ⑤ in future ⑥ human space ⑦ exploration ⑧.

12 **if**

What ① we gave up ② our expectations of our children and ③ how ④ they should behave, and ⑤ instead accepted them ⑥ for ⑦ who ⑧ they are?

13 **To avoid having to write the entire letter over again, you can add a postscript.**

Sometimes when you're finished writing a letter, you remember something else you wanted to say. ① The term comes from Latin and means *after writing*. ② It is a brief addition to the body of your letter, and it appears below the signature. ③ It is always prefaced by the abbreviation P.S. ④ Note the word brief. ⑤ If a postscript is too long, you might as well write another letter. ⑥

14 **Spiders need fairly complex brains.**

① Spiders aren't just clever—some have brains so huge they extend down into their legs. ② Researchers at the Smithsonian found that in some species, the brain occupies up to 80 percent of the body. ③ They have to manipulate eight limbs and weave webs, both very complicated tasks. The researchers found that smaller spiders tend to have bigger brains, proportional to their size. ④ Even tiny spiders have to weave webs, and those tend to be the ones with brains spreading down into their limbs. Some of the tiniest, baby spiders even have oversized bodies to accommodate excess brain. ⑤ Adults of the same species, however, do not have such large bodies. ⑥

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

Teenage smoking is one of the great, baffling phenomena of modern life. No one really knows how to fight it, or even, for that matter, what it is. The principal assumption of the anti-smoking movement has been that tobacco companies persuade teens to smoke by lying to them, by making smoking 15 【 ① hear ② observe ③ sound ④ visualize 】 a lot more desirable and a lot less harmful than it really is. To address 16 【 ① a letter ② our lives ③ that problem ④ their locations 】 , then, we've restricted and policed cigarette advertising, so it's a lot harder for tobacco companies to lie. We've raised the price of cigarettes and 17 【 ① enclosed ② endeavored ③ endured ④ enforced 】 the law against selling tobacco to minors, to try to make it much harder for teens to buy cigarettes. And we've run extensive public health 18 【 ① campaigns ② companies ③ problems ④ questions 】 on television and radio and in magazines to try to educate teens about the dangers of smoking.

It has become fairly obvious, however, that this approach isn't very effective. Why do we think, for example, that the 19 【 ① harm ② key ③ loss ④ price 】 to fighting smoking is educating people about the risks of cigarettes? Harvard University economist W. Kip Viscusi recently asked a group of smokers to guess how many years of life, on average, smoking from the age of twenty-one onward would 20 【 ① cost ② earn ③ make ④ spend 】 them. They guessed nine years. The real answer is somewhere around six or seven. Smokers aren't smokers because they underestimate the risks of smoking. They smoke 21 【 ① except that ② even though ③ in that ④ only if 】 they overestimate the risk of smoking. At the same time, it is not clear how effective it is to have adults tell teenagers that they shouldn't smoke. As any parent of a teenage child will tell you, the essential contrariness of adolescents suggests that the more adults inveigh against smoking and lecture teenagers about its dangers, the more teens, 22 【 ① academically ② horizontally ③ paradoxically ④ vertically 】 , will want to try it. Sure enough, if you look at smoking trends over the past decade or so, that is exactly what has happened. The anti-smoking movement has never been louder or more 23 【 ① illegal ② irritable ③ prominent ④ premature 】 . Yet all signs suggest that among the young the anti-smoking message is backfiring. Between 1993 and 1997, the number of college students who smoke jumped from 22.3 percent to 28.5 percent. Between 1991 and 1997, the number of high school students who smoke jumped 32 percent. Since 1988, in fact, the total number of teen smokers in the United States has risen an extraordinary 73 percent. There are few public health programs in recent years that have fallen as 24 【 ① guard ② short ③ part ④ true 】 of their mission as the war on smoking.

(注) baffling: difficult to understand  
 inveigh: criticize strongly  
 backfire: have the opposite effect to the one intended

(出典 Malcolm Gladwell. The Tipping Point: How Little Things Can Make a Big Difference. New York: Little, Brown and Company; 2000)

## IV 次の英文を読んで、以下の設問に答えなさい。

High quality social connections appear to protect against cognitive decline. Recent studies show a 25 percent reduction in the risk of developing dementia among seniors who report feeling [記述 A] with the relationships in their lives. Having an interesting and fulfilling social life into your golden years is just one of several factors that may [記述 B] preserve the brain's store of knowledge and memory, a concept [記述 C] as cognitive reserve.

A robust cognitive reserve is essential for [記述 D] your mind sharp as you age. One recent study reported that nearly 40 percent of people who die without any measurable cognitive deficits have evidence of Alzheimer's disease in their brains. These include the hallmark plaques and tangles.

How can this be? We now understand that some people seem to tolerate the pathologic brain changes of Alzheimer's pretty well. It appears that having a well-funded intellectual savings account somehow [25] [26] [27] [28] [29] [30] [31] the brain. When there's a pile-up or traffic jam on your main neural highways, cognitive reserve serves as an alternate route for information to travel. So, even if your preferred cognitive route is blocked, you still have a side exit and smaller streets available to get you to your destination. True, it may take you longer to get there, but at least you won't be stuck indefinitely.

Scientists didn't always believe there were ways to build up cognitive reserve throughout an entire lifetime. They used to think the brain behaved like [32]: Young, freshly poured neural pathways could swiftly absorb materials and impressions but eventually these pathways would become set in stone, hardened and intractable with age. We now know this is far from true: The brain is more like [33], capable of growing, blooming and sending out new roots when the conditions are favorable. Research has shown that stimulating experiences and new learning, like [34], allow this garden to flourish—and that's true whether you are young or old.

Regardless of [記述 E], your brain has the ability to make new neurons and construct new neural pathways throughout your life. Every time you engage in new activities, think in novel ways, learn a skill or do things differently, new pathways are forged and your cognitive reserve expands. This process, called neuroplasticity, has been a revelation in neuroscience.

Numerous studies have helped us to understand how learning transforms the brain. Take, for example, a landmark German study of a group of people who had never juggled before. After giving them three months of juggling training, the investigators scanned the newly minted jugglers' brains and found an increase in volume of areas that process complex visual motion. Although the change was temporary, the study demonstrated an anatomical modification as a result of learning.

Another study by German researchers looked at the effect of intense studying on brain structure. Medical students preparing for their board exams underwent MRI scans of their brains before, during and three months after they completed their exams. The students experienced a significant volume increase in various brain regions including the hippocampus (the brain's memory center) over time. And what's even more exciting is that three months after they stopped studying for exams, the students' hippocampi continued to enlarge. This is thought to be due to the proliferation of new neurons induced by learning.

Every part of the brain serves a special function. In recent years, there's been an explosion of research in the field of neuroplasticity. Using MRI technology, the brains of athletes, musicians, video gamers and even cabdrivers have been studied. This has provided a new understanding of how the brain is shaped by the way it's utilized. For example, the scan of an accomplished pianist will show expansion of the cortical areas associated with finger dexterity while those of experienced cabdrivers reveal enlargement of regions dedicated to spatial navigational skills.

Researchers have even begun looking at how brain structure may be molded by online social networks. They've found that college students with more friends on Facebook had enlargement of various brain regions, including an area linked with the task of putting names to faces. For me, this kind of research underscores the fact that the brain you have at this very moment mirrors the way you have spent your time. But more importantly, the future structure of your brain is [35] to be determined.

- |     |   |                   |                      |
|-----|---|-------------------|----------------------|
| (注) | dementia: 認知症   | plaque: 斑         | tangle: (神経原繊維の) もつれ |
|     | pathologic: 病理学的な   | anatomical: 解剖学的な | cortical: 大脳皮質の      |
|     | dexterity: skill and speed in doing something with your hands |                   |                      |

(出典 Marie Pasinski. Boost Your Brain Power!: You Can Improve and Energize Your Brain at Any Age. Cos Cob, CT: Chicken Soup for the Soul Publishing, LLC; 2012 一部改変)

記述 A 記述 B 記述 C 記述 D に入る最も適切な動詞を下の語群より選び、それぞれの文脈に合う語形にして記述式解答用紙に書きなさい。ただし、それぞれの語は 1 回しか使えない。

keep know help satisfy stand

25 26 27 28 29 30 31 の意味が通るように下記の語を並べ換える時、25 ～ 31 に入るものの番号を、マークしなさい。

- ① accumulated ② compensates ③ damage ④ for ⑤ has  
⑥ in ⑦ whatever

32, 33, 34 にはそれぞれ互いに異なる語(句)が入る。最も適切な語(句)を①～⑦より選び、その番号をマークしなさい。

- ① a carpenter ② cats and dogs ③ cement ④ a computer ⑤ a glorious garden  
⑥ puzzles ⑦ sunshine and rain

記述 E に入る最も適切な 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。

次の文章は後半部分の一部を短く書き換えたものである。記述 F ～ 記述 J 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。ただし、補充する語は本文に使われている語とは限らない。(破線の数文字数を表わす)

Recently, a lot of research has been done for the 記述 F of exploring how learning affects the brain. The results of these studies showed that certain areas of the brain may 記述 G in size when stimulated by intensive learning or frequently performed actions. One such study found that certain parts of the brains of students preparing for exams continued to increase even after they 記述 H their studies. Recent research in neuroplasticity has also shown that repetitive 記述 I of specific brain regions affects the brain structure; enlarged areas may 記述 J from occupation to occupation.

記述 F p \_ \_ \_ \_ \_ 記述 G g \_ \_ \_ 記述 H \_ \_ n \_ \_ \_ ed  
記述 I \_ \_ e 記述 J \_ \_ ry

35 に入る最も適切な語句を①～⑤より選び、その番号をマークしなさい。

- ① already ② easy ③ just ④ quick ⑤ yet

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 36 にマークしなさい。

- a. Recent studies show that having a good social life may reduce the risk of developing dementia to 25%.
- b. Using your brain more may prevent the development of plaques and tangles associated with Alzheimer's disease.
- c. Researchers have discovered that using Facebook reduces the risk of developing Alzheimer's disease in the future.

- |   |       |       |       |
|---|-------|-------|-------|
| 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。

The prerequisite to true freedom is to decide that you do not want to suffer anymore. You must decide that you want to enjoy your life and that there is no reason for stress, inner pain, or fear. Every day we bear a burden that we should not be bearing. We fear that we are not good enough or that we will [ 37 ]. We experience insecurity, anxiety, and self-consciousness. We fear that people will turn on us, take advantage of us, or stop loving us. All of these things [ 38 ] us tremendously. As we try to have open and loving relationships, and as we try to succeed and express ourselves, there is an inner weight that we carry. This weight is the fear of experiencing pain, anguish, or sorrow. Every day we are either feeling it, or we are protecting ourselves from feeling it. It is such a core influence [ 39 ] that we don't even realize how prevalent it is.

When Buddha said that all of life is suffering, this is what he was referring to. People do not understand how much they are suffering because they have never experienced what it is like not to suffer. To put [ 記述 K ] this into perspective, imagine what it would be like if neither you nor anyone you know has ever been healthy. Everyone has always had major ailments so acute that they can hardly get out of bed. In this world, nothing gets done that can't be done near the bedside. If that were the case, then people wouldn't know anything different. They would have to use all their energy just to [ 40 ] their bodies along, and there would be no concept or understanding of health and vitality.

That is exactly what is going on with the mental and emotional energies that make up your psyche. Your inner sensitivities expose you to a minute-to-minute, constant situation in which you are suffering to one degree or another. You are either trying to stop suffering, controlling your environment to [ 41 ] suffering, or worrying about suffering in the future. This state of affairs is so [ 記述 L ] that you don't see it, just as a fish doesn't see the water.

(注) prerequisite: something that is necessary before something else can happen or be done  
ailment: illness

(出典 Michael A. Singer. The Untethered Soul: the Journey Beyond Yourself. Oakland, CA: New Harbinger Publications, Inc.; 2007  
一部改変)

[ 37 ], [ 38 ], [ 40 ], [ 41 ] にはそれぞれ互いに異なる 1 語が入る。最も適切な 1 語を①～⑤より選び、その番号をマークしなさい。

- ① avoid      ② burden      ③ collect      ④ drag      ⑤ fail

[ 39 ] that と文法的に同じ用法の that を含む文を①～⑤より選び、その番号をマークしなさい。

- ① I have little doubt that the report is true.  
② Is there anything you want that you haven't got?  
③ His appearance was that of someone used to sleeping on the streets.  
④ My understanding is that there are a number of teaching jobs at risk.  
⑤ So low was John's voice that his auditors had to give it close attention.

[ 記述 K ] this が指す内容を、45字以上65字以内（句読点を含む）の日本語で、**記述式解答用紙**に書きなさい。

[ 記述 L ] に入る最も適切な 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。（破線の数はず文字数を表わす）

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VI 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 M eager to know or learn about something: cu \_ \_ \_ \_ s

記述 N the things that people wear to cover their body or keep warm: cl \_ \_ \_ \_ \_

記述 O use something or someone instead of another thing or person: s \_ \_ \_ \_ \_ t \_

記述 P made to look like a real material or object in order to deceive people: \_ \_ \_ ke

記述 Q the feeling of being sorry for someone who is in a bad situation: \_ \_ \_ p \_ \_ \_ y

記述 R a member of your family who lived a long time ago: an \_ \_ \_ \_ \_

VII 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 42 ~ 61 に入るものの番号を、  
マークしなさい。ただし、選択肢には**余分な1語が含まれている**。

彼に自分の部屋を掃除させるのは至難の業だ。

It's 42 43 44 45 46 47 to clean his room.

① to      ② difficult      ③ pulling      ④ like      ⑤ get      ⑥ teeth      ⑦ him

一生のある時期には一つ厄介事が終わるか終らないうちに次のがやって来る。

At some periods of our life, 48 49 hardly 50 51 52 53 54.

① before      ② after      ③ one trouble      ④ turns      ⑤ is      ⑥ another  
⑦ up      ⑧ over

立派な学者だからといって教師としても優秀とは限らない。

Because a man is a good scholar, 55 56 57 58 59 60 61 a good teacher.

① limited      ② is      ③ it      ④ not      ⑤ that      ⑥ follow      ⑦ does      ⑧ he