

I 次の英文を読んで、以下の設問に答えなさい。

I was eight years old. At that moment in my life, nothing was more important to me than baseball. My team was the New York Giants, and I followed the doings of those men in the black-and-orange caps with all the devotion of a true believer. Even now, remembering that team which no longer exists, that played in a ballpark which no longer exists, I can reel off the names of nearly every player on the roster. Alvin Dark, Whitey Lockman, Don Mueller, Johnny Antonelli, Monte Irvin, Hoyt Wilhelm. But none was greater, none more perfect nor more deserving of worship than Willie Mays, the incandescent Say-Hey Kid.

That spring, I was taken to my first big-league game. Friends of my parents had box seats at the Polo Grounds, and one April night a group of us went to watch the Giants play the Milwaukee Braves. I don't know who won, I can't recall a single detail of the game, but I do remember that after the game was over my parents and their friends sat talking in their seats until all the other spectators had left. It got so late that we had to walk across the diamond and leave by the center-field exit, which was the only one still open. As it happened, that exit was right below the players' locker rooms.

Just as we approached the wall, I caught sight of Willie Mays. There was no (a) about who it was. It was Willie Mays, already out of uniform and standing there in his street clothes not ten feet away from me. I managed to keep my legs moving in his direction and then, mustering every ounce of my courage, I forced some words out of my mouth. "Mr. Mays," I said, "could I please have your autograph?"

He had to have been all of twenty-four years old, but I couldn't bring myself to pronounce his first name.

His response to my question was brusque but amiable. "Sure, kid, sure," he said. "You got a (A)?" He was so full of (b), I remember, so full of youthful energy, that he kept bouncing up and down as he spoke.

I didn't have a (A), so I asked my father if I could borrow his. He didn't have one (B). Nor did my mother. Nor, as it turned out, did any of the other grown-ups.

The great Willie Mays stood there watching in (c). When it became clear that no one in the group had anything to write with, he turned to me and shrugged. "Sorry, kid," he said. "Ain't got no pencil, can't give no autograph." And then he walked out of the ballpark into the night.

I didn't want to cry, but tears started falling down my cheeks, and there was nothing I could do to stop them. Even worse, I cried all the way home in the car. Yes, I was crushed with (d), but I was also revolted at myself for not being able to control those tears. I wasn't a baby. I was (C), and big kids weren't supposed to cry over things like that. Not only did I not have Willie Mays's autograph, I didn't have anything else (B). Life had put me to the test, and in all respects I had found myself wanting.

- (註) roster: a list of persons or groups  
incandescent: brilliant  
muster: gather  
brusque: using very few words and sounding rude  
bounce: move or walk in a lively manner

問1. (a)~(d)に入る最も適当な1語を1~4より選び、その番号を書きなさい。

1. disappointment      2. silence      3. life      4. question

問2. 2箇所の(A)に共通する適当な1語を本文中より抜き出し、書きなさい。

問3. 2箇所の(B)に共通する適当な1語を、書きなさい。

問4. (C)に入る最も適当な連続する3語を本文中より抜き出し、書きなさい。

## II 次の英文を読んで、以下の設問に答えなさい。

Home education has done wonders for Beth. She is more relaxed and confident, and relishes the freedom to learn at her own pace. If she doesn't feel like studying geography on Monday, she'll tackle it later in the week. And when a subject takes her fancy, she reads up on it voraciously. Her fluid schedule, and the fact that she gets through her work (1) as / she / fast / as / did / twice at school, also leaves plenty of time for extracurricular activities: she has lots of friends, plays violin in a youth orchestra, attends a weekly art class and is the only girl on the water polo team at her local swimming pool. Perhaps the most important thing for Beth, who is tall and already looks older than her age, is that she never feels rushed or beholden to the clock. Having control over her own time gives her an immunity to time-sickness. "My friends in school are always hurried or stressed or fed up, but I never feel like that," she says. "I really enjoy studying."

Under light supervision from her mother, Beth is following the national curriculum, and even exceeding it in some subjects. History is her passion, and she has set her sights on studying archaeology at Oxford or Cambridge. Soon she will start preparing for her GCSEs, the exams that all British pupils sit at the age of sixteen. Claire thinks her daughter could whiz through them in a (a), instead of the usual two, but plans to rein her in. "She could run like hell with them, but I can't see the point in rushing," she says. "If she takes it at a slower pace, and keeps a healthy balance between work and play, she'll learn a lot more."

Whenever people talk of the need for children to slow down, (b) is always high on the agenda. Many studies show that unstructured time for play helps younger children develop their social and language skills, their creative powers and their ability to learn. Unstructured play is the opposite of "quality time," which implies industry, planning, scheduling and (c). It is not a ballet lesson or a soccer practice. Unstructured play is digging for worms in the garden, messing about with toys in the bedroom, building castles with Lego, horsing around with other kids in the playground or just gazing out the window. It is about exploring the world, and your own reaction to it, at your own speed. To an adult used to (2) making every second count, unstructured play looks like (3) wasted time. And our (d) is to fill up those "empty" slots in the diary with entertaining and enriching activities.

- (註) beholden: obligated  
 GCSE: General Certificate of Secondary Education  
 whiz through: do or deal with quickly  
 agenda: a list of things to be done

問1. (a)~(d)に入る最も適切な1語を1~4より選び、その番号を書きなさい。

1. reflex      2. purpose      3. year      4. play

問2. 下線部(1)の語を意味が通るように、並べ換えなさい。

問3. 下線部(2)が指す事柄を特徴付ける最も適切な1語を本文中より抜き出し、書きなさい。

問4. 下線部(3)と対立する意味をもつ最も適切な語句を本文中より抜き出し、書きなさい。

## III 次の英文を読んで、以下の設問に答えなさい。

Even scientists don't agree on every aspect of climate change research. We are trained sceptics, always questioning our own and others' work. A scientific theory is only valid for as long as it has not been disproved. And (1) for / can / people / change / difficult / climate / many / be to think about calmly because it arises from so many things we take for granted in the way we live.

Some things about climate change are certain. It results from a special kind of air pollution. We know exactly the size of our atmosphere and the volume of pollutants pouring into it. The story I want to tell here is about the (A) of some of those pollutants (known as greenhouse gases) on all life on Earth.

For the last 10,000 years Earth's thermostat, or climate control, has been set to an average surface temperature of around 14°C. On the whole this has suited human beings splendidly, and (a) in a most impressive manner—planting crops, domesticating animals and building cities.

Finally, over the past century, we have created a truly global civilisation. Given that in all of Earth's history the only other creatures able to organise themselves on a similar scale are ants, bees and termites—which are tiny in comparison to us and have small resource requirements—this is quite an achievement.

Earth's thermostat is a complex and delicate mechanism, at the heart of which lies carbon dioxide (CO<sub>2</sub>), a colourless and odourless gas formed from one carbon and two oxygen atoms.

CO<sub>2</sub> plays a critical role in maintaining the balance necessary to all life. (b)—coal, oil and gas—that almost every person on the planet uses for heat, transport or other energy needs. On dead planets such as Venus and Mars, CO<sub>2</sub> makes up most of the atmosphere, and it would (2) do so here if living things and Earth's processes didn't keep it within bounds. Our planet's rocks, soils and waters are packed with carbon atoms itching to combine with oxygen and get airborne. Carbon is everywhere.

For the past 10,000 years (c) in Earth's atmosphere. That's a small amount—0.03 per cent—yet it has a big influence on temperature. We create CO<sub>2</sub> every time we burn fossil fuels to drive a car, cook a meal or turn on a light, and (d) in the atmosphere. So the proportion of CO<sub>2</sub> in the air we breathe is now rapidly increasing, and this is causing our planet to warm.

(註) termite: a soft-bodied insect that feeds on wood

問1. (a)~(d)に入る適当な節を1~4より選び、その番号を書きなさい。(ただし、文頭に来る語も小文字で示されている)

- |  |   |
|--|---|
| 1. the gas we create lasts around a century                  | 2. we have been able to organise ourselves        |
| 3. CO <sub>2</sub> has made up around three parts per 10,000 | 4. it is also a waste product of the fossil fuels |

問2. 下線部(1)の語を意味が通るように、並べ換えなさい。

問3. (A)に入る最も適当な1語を1~3より選び、その番号を書きなさい。

- |             |            |              |
|-------------|------------|--------------|
| 1. currents | 2. impacts | 3. exchanges |
|-------------|------------|--------------|

問4. 下線部(2)が指す事柄を表わす語句を1~4より選び、その番号を書きなさい。

- |   |   |
|---|---|
| 1. combine with oxygen and get airborne | 2. make up most of the atmosphere             |
| 3. keep it within bounds                | 4. maintain the balance necessary to all life |

IV 次の英文を読んで、以下の設問に答えなさい。

So often when we're listening, a variety of other things are going on at the same time. Either we're preoccupied with other thoughts, or we're secretly awaiting our turn to talk. Either way, our minds are busy thinking of other things at the same moment we are trying to listen.

Other times we're comparing what we are hearing to what we already know or believe. So, we're either agreeing or disagreeing with what is being said. If we agree with a statement, we tend to think something like, "I already know that." If we disagree, we think (A), "No, that's not right." Again, either way, our minds are "filled up" while we're listening.

This "busy" or "surface" listening is, by far, the most common type of day-to-day listening. Yet because it's so distracting, it's highly ineffective. It causes stress, relationship problems, confusion, and a poor learning curve.

Have you ever been trying to sleep when a pesky mosquito was zooming around your ear? If so, you've experienced the frustration of trying to relax with a noise-related (a). You can't relax fully because your (b) is scattered. The buzzing of the insect is irritating to your senses and interferes with what you are trying to do.

Imagine that you were trying to have an intimate conversation with someone while at the same time someone else was sitting next to you, yelling in your ear. Needless to say, it would be difficult to enjoy your conversation. Like the (B), the voice would be an irritant and a huge distraction.

Now imagine that the (B) and the yelling person were suddenly taken out of the (c). In both examples, (1)(C) of a sudden your ability to concentrate, relax, and enjoy would be enhanced. Likewise, your stress would go away.

In the same way, when you listen "deeply," with a clear (d), you create an environment for a rich and fulfilling experience. When you listen with nothing on your mind, you open yourself to a world of new opportunities—with other people, in learning, in relaxing, and in your enjoyment.

問1. (a)~(d)に入る最も適当な1語を1~4より選び、その番号を書きなさい。

1. picture      2. mind      3. attention      4. distraction

問2. (A)に入る最も適当な語句を1~4より選び、その番号を書きなさい。

1. by ourselves      2. for ourselves      3. in ourselves      4. to ourselves

問3. 2箇所の(B)に共通する最も適当な1語を本文中より抜き出し、書きなさい。

問4. (C)に入り、下線部(1)が suddenly とほぼ同じ意味になるような適当な1語を、書きなさい。

V 次の1., 2. の設問に答えなさい。

1. 英文が和文の意味を表わすように、( ) 内に示された頭文字で始まる語を書きなさい。

(1) ご自分でどうぞ!

Please (h ) yourself!

(2) 彼女は居間を整頓した。

She put the living room in (o ).

(3) 私は起き、そして服を着た。

I got up and got (d ).

2. 英文が和文の意味を表わすように、( ) 内の語を並べ換えなさい。

(1) 彼女は、きわめて有能な支配人であることが分かった。

She ( shown / manager / competent / has / a / herself / highly ).

(2) 私は、彼が提案している多くのことに賛成である。

I agree ( of / the / suggests / many / things / he / with ).

(3) それ以外には、彼は新しいことは何も言うことがない。

Other ( to / that / nothing / than / say / has / new / he ).