

I 次の英文を読んで、以下の設問に答えなさい。

Watching television is the favorite leisure activity or rather nonactivity for millions of people around the world. The average American, by the time he is sixty years old, will have spent fifteen years staring at the TV screen. In many other countries the figures are similar.

Many people find watching TV "relaxing." Observe yourself closely and you will find that the longer the screen remains the focus of your attention, the more your (a) becomes suspended, and for long periods you are watching the talk show, game show, sitcom, or even commercials with almost no thought being generated by your mind. Not only do you not remember your problems anymore, but you become temporarily free (A) yourself—and what could be more relaxing than that?

So does TV watching create (b)? Does it cause you to be present? Unfortunately, it does not. Although for long periods your mind may not be generating any thoughts, it has linked into the thought activity of the television show. It has linked up with the TV version of the (c), and is thinking its thoughts. Your mind is inactive only in the sense that it is not producing thoughts. It is, however, continuously absorbing thoughts and images that come through the TV screen. This induces a trancelike passive state of heightened susceptibility, not unlike hypnosis. That is why it lends itself to manipulation of "public opinion," as politicians and special-interest groups as well as advertisers know and will pay millions of dollars to catch you in that state of (d). They want their thoughts to become your thoughts, and usually they succeed.

So when watching television, the tendency is for you to fall below thought, not rise above it. Television has this in common with alcohol and certain other drugs. While it provides some relief from your mind, you again pay a high price: loss of consciousness. Like those drugs, it too has a strong addictive quality. You reach for the remote control to switch off and instead find yourself going through all the channels. Half an hour or an hour later, you are still watching, still going through the channels. The off button is the only one your finger seems (B) to press. You are still watching, usually not because anything of interest has caught your attention, but precisely because there is nothing of interest to watch. Once you are hooked, the more trivial, the more meaningless, it is, the more addictive it becomes. (1) If it were interesting, thought provoking, it would stimulate your mind into thinking for itself again, which is more conscious and therefore preferable to a TV-induced trance. Your attention would, therefore, no longer be totally held captive by the images on the screen.

問1. (a) ~ (d) 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。

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|--------------------------|---------------------|
| 1. receptive unawareness | 2. collective mind |
| 3. inner space | 4. thought activity |

問2. (A) に入る最も適当な 1 語を 1 ~ 5 より選び、その番号を書きなさい。

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|-------|-------|-------|-------|-------|
| 1. at | 2. in | 3. of | 4. on | 5. to |
|-------|-------|-------|-------|-------|

問3. (B) に入る適当な 1 語を 1 ~ 4 より選び、その番号を書きなさい。

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|---------|-----------|--------------|---------|
| 1. able | 2. unable | 3. difficult | 4. easy |
|---------|-----------|--------------|---------|

問4. 下線部 (1) を和訳しなさい。

II 次の英文を読んで、以下の設問に答えなさい。

I'm sixteen. The other night, while I was busy thinking about important social issues, like what to do over the weekend and who to do it with, I overheard my parents talking about my future. My dad was upset—not the usual stuff that he and Mom and, I guess, a lot of parents worry about, like which college I'm going to, how far away it is from home, and how much it's going to cost. Instead, he was upset about the world his generation is turning over to mine, a world he fears has a dark and difficult future—if it has a future at all.

He sounded like this: "There will be a pandemic that kills millions, a devastating energy crisis, a horrible worldwide depression, and a nuclear explosion set off in anger."

As I lay on the living room couch, eavesdropping on their conversation, starting to worry about the future my father was describing, I found myself looking at some old family photos. There was a picture of my grandfather in his Citadel uniform. He was a member of the class of 1942, the war class. Next to his picture were photos of my great-grandparents, Ellis Island immigrants. Seeing those pictures made me feel a lot better. I believe tomorrow will be better than today—that (1) my generation / the world / grows / going / into / is to get better, not worse. Those pictures helped me understand why.

I considered some of the awful things my grandparents and great-grandparents had seen in their lifetimes: two world wars, killer flu, segregation, a nuclear bomb. But they saw other things, too, better things: the end of two world wars, the polio vaccine, passage of the civil rights laws. They even saw the Red Sox win the World Series—twice.

I believe that my generation will see better things, too—that we will witness the time when AIDS is cured and cancer is defeated; (2) when the Middle East will find peace and Africa grain, and the Cubs win the World Series—probably, only once. I will see things as inconceivable to me today as a moon shot was to my grandfather when he was sixteen, or the Internet to my father when he was sixteen.

Ever since I was a little kid, whenever I've had a lousy day, my dad would put his arm around me and promise me that "tomorrow will be a better day." I challenged my father once: "How do you know that?" He said, "(3) I just do." I believed him. My great-grandparents believed that, and my grandparents, and so do I.

As I listened to my dad talking that night, so worried about what the future holds for me and my generation, I wanted to put my arm around him and tell him what he always told me, "Don't worry, Dad. Tomorrow will be a better day." This, I believe.

(註) Ellis Island: エリス島。ニューヨーク湾内の、もと移民検疫所があった小島。

問1. 下線部(1)の語(句)を意味が通るように、並べ換えなさい。

問2. 下線部(2)を和訳しなさい。

問3. 下線部(3)が指す事柄を表わす記述を1～4より選び、その番号を書きなさい。

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|---------------------------|-------------------------|
| 1. I just believe that. | 2. I just promise that. |
| 3. I just challenge that. | 4. I just know that. |

問4. 本文の表題を表わす語句を1～4より選び、その番号を書きなさい。

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|------------------------------|----------------------------------|
| 1. I'm Sixteen | 2. Ellis Island Immigrants |
| 3. Dark and Difficult Future | 4. Tomorrow Will Be a Better Day |

III 次の英文を読んで、以下の設問に答えなさい。

For most of us, life has become so crazy that it might be called a balancing act. Many of us are speeded-up, frenetic, nervous, anxious about time, and accomplishing tasks and doing things at an alarming rate. Even technology doesn't seem to help. Many of us have modern conveniences and time-saving gadgets, but few of us have enough time. This being the case, we must conclude that at least a portion of our inner turmoil must be coming from within ourselves and the way we are choosing to live.

It's important to ask ourselves whether we really want to go through the rest of our life out of control, flying by the seat of our pants, and treating life as if it were an emergency. Wouldn't it be (a) if we could calm down a little bit and regain our sense of perspective? One of the keys to regaining a feeling of peace and composure is creating at least some degree of balance in your life.

When we are out of balance, we often discover our health to be compromised, our family scrambling, and our relationships in turmoil. We end up always in a rush, forgetful, and extremely frustrated. Creating a sense of balance, however, seems to mitigate these sensations and replace them with feelings of peace and a sense that it's good to be alive.

A nice way to think of balance is to see your life as a pendulum that swings back and forth. Its ideal location is dead center—perfectly balanced. As it swings too (b) to the left, you must make a few (A), enabling the pendulum to swing back to the right, and to find center again. The best monitor of how you are doing is the way you feel. Generally speaking, when you feel peaceful and contented, you're probably relatively close to center, on track, and making good choices. On the other hand, when you feel scattered or overwhelmed, you're probably off center, needing to make those (A).

Perhaps it's best to use a commonsense approach to strive for more balance. If at all possible, try to avoid extremes. Eighteen hours of work is obviously too (c). Three hours of sleep isn't (d). You may not need excessive exercise every single day but, clearly, you do need some exercise on a regular basis. Again, think in terms of a balanced life. Make balanced decisions that support a healthy, happy lifestyle.

If you go on vacation and play hard for a week, you obviously may have to work longer hours to catch up when you return. That's okay; just don't overdo it. Conversely, if you are on a deadline that requires overtime, plan ahead. At the completion of the project, try to (B) by spending some extra time with your partner and family while spending a little less time working.

問1. (a)~(d)に入る最も適当な1語を1~5より選び、その番号を書きなさい。

1. enough 2. much 3. nicer 4. far 5. less

問2. 下線部(1)を指す記述を1~4より選び、その番号を書きなさい。

1. a force that appears to cause an object traveling around a center to fly outwards and away from its circular path
2. a piece of equipment for children to play on consisting of a long flat piece of wood that is supported in the middle
3. an instrument for weighing things, with a bar that is supported in the middle and has dishes hanging from each end
4. a long stick or string with a weight at the bottom that moves regularly from side to side

問3. 2箇所の(A)に入る最も適当な1語となるように、破線部を補充しなさい。(破線の数は文字数を表す)

ad _____ ments

問4. (B)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. give it up 2. break it up 3. keep it up 4. make it up

IV A() ~ J()に入る最も適当な1語を、()内の1~3より選び、その番号を書きなさい。

In court, many people assume that adult witnesses are more reliable than children. This bias may be unfair, according to a growing A(1. children 2. information 3. number) of studies. Although adults remember a greater amount of accurate information, they tend to focus on the meaning of an event, which leads to more “false memory” mistakes—they recall something that makes sense in B(1. contact 2. context 3. contract) but is actually a detail fabricated by their brain. Children, the new research shows, do not make such errors as often.

Although studies have shown this trait in kids before, C(1. adults 2. critics 3. examinees) sometimes blame the study methods, which rely on word lists. When adults read the words “dream,” “pajamas” and “bed,” they often mistakenly D(1. remind 2. remove 3. remember) seeing the word “sleep.” Children do not make these meaning-based inferences as often, but skeptics suggest that this result can be E(1. attributed 2. contributed 3. distributed) to the fact that kids simply may not be familiar with some of the words they are asked to recall or recognize, such as “surgeon” or “physician.”

Researchers at the University of Tennessee at Chattanooga and other institutions F(1. counted 2. countered 3. encountered) these criticisms by using word lists generated by second-grade children. They then found that other second graders did not make many false-memory errors, fifth graders sometimes G(1. resisted 2. resolved 3. resembled) adults and sometimes the younger children—depending on the task—and by eighth grade the kids were thinking like grown-ups.

Younger kids “don’t seem to view the world in quite the H(1. connected 2. instinctive 3. irrelevant) way that adults do,” says psychologist Richard Metzger, lead author of the study. The findings answered what was “going to be a nagging question” about whether the results in children were real, says Charles Brainerd, a psychologist at Cornell University who I(1. evaluated 2. excluded 3. participated) Metzger’s research as part of a review of more than 30 studies of false memory in children. Many psychologists hope this type of research will bolster the J(1. credibility 2. flexibility 3. sensibility) of children’s testimony in court.

V 次の1., 2. の設問に答えなさい。

1. (1) ~ (13) の () 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) What if one of the workmen falls off your roof and ()?
 1. hurts 2. hurts himself
 3. has hurt 4. hurts by himself
- (2) They were considering () an office on the West Side.
 1. open 2. opening 3. to open 4. opened
- (3) I tried to support him in whatever he was doing and encourage () further.
 1. him going 2. him to go
 3. that he was going 4. wherever he went
- (4) He was made () everything.
 1. tell 2. telling 3. told 4. to tell
- (5) This was yet another case () the human eye outperformed radar.
 1. what 2. where 3. which 4. how
- (6) () the population of Dubai?
 1. How many are 2. How much is
 3. What is 4. What number is
- (7) It was his doctor who suggested () his job.
 1. that he change 2. him to change
 3. on his changing 4. him that he changed
- (8) She looked at him in () distress that he had to look away.
 1. very 2. so 3. such 4. much
- (9) This battery lasts () made by other battery makers.
 1. as twice long batteries as 2. as twice long as batteries
 3. twice as long batteries as 4. twice as long as batteries
- (10) Who () won the US open?
 1. was it that 2. was that it 3. that was it 4. it was that
- (11) He felt () but he tried to put on a brave face.
 1. disappoints 2. disappointing 3. to disappoint 4. disappointed
- (12) () any further problems, please do not hesitate to telephone.
 1. You should have 2. You would have
 3. Should you have 4. Would you have
- (13) She gave the police a full () of the incident.
 1. account 2. accident 3. attempt 4. attendant

2. (14) ~ (20) の英文において、下線部 1 ~ 4 に誤りがあれば、その番号を書きなさい。誤りがなければ 5 と書きなさい。

(14) New proposals and budgets are submitted to an overview group and ratified by an assembly of all
the staffs.
1 2 3 4

(15) Older drivers are more likely to be seriously injured because the fragility of their bones.
1 2 3 4

(16) Come to think of it, I saw lots of Japanese comic books during I was traveling in the US.
1 2 3 4

(17) A government spokesman said the bill must be signed, sealed and delivered until tomorrow.
1 2 3 4

(18) I had no sooner closed the door as somebody started knocking on it.
1 2 3 4

(19) The movie is based on a long-running American comic book of the same title, which first published
in 1964.
1 2 3 4

(20) The mayor presented him with a gold medal at an official city reception.
1 2 3 4

VI 次の1., 2. の設問に答えなさい。

1. (1) ~ (3) の2箇所の () に共通する1語を, 書きなさい。

(1) a. Please () my mail to this new address.

b. He took two steps ().

(2) a. Will you drop me a () when you arrive there?

b. Please stand in ().

(3) a. This watch will () you the date.

b. I cannot () him from his brother.

2. 英文が和文の意味を表わすように, () 内の語(句)を並べ換えなさい。

(1) 私と口をきこうとしないなんて, 彼女は何て子供っぽいのでしょうか。

How (refuse / childish / speak / of / to / to / her) to me!

(2) 生活に困っている人の手助けをしましょう。

Let's help (it / find / those / difficult / make / who / to) a living.

(3) 私は上階に住む人に, 彼の空調設備をみてもらうように頼んだ。

I asked the neighbor who (air conditioner / lives / checked / above / have / to / me / his).