

英

英語

I 次の英文を読んで、以下の設問に答えなさい。

The other day I was eating alone at a revolving sushi (*kaiten zushi*) place. A very nice man sitting next to me started a conversation by complimenting my ability to use chopsticks. We quickly moved on to the next topic, but I was reminded of a very heated discussion that came up recently on one of the mailing lists I subscribe to. It was about chopsticks, and, for many Westerners in Japan, that “dreaded” compliment.

Now why do some foreigners get so upset when Japanese people tell them they use chopsticks well? I discovered several answers to this question as I followed the chopsticks debate on my mailing list.

Perhaps the main reason is that for anyone who has lived in Japan for awhile, say more than a year, using chopsticks is no big (a). There’s nothing hard about it, so it seems strange to be complimented on what anyone, with a little practice, could do. One person even wrote that being complimented on the ability to use chopsticks is like being complimented on the ability to walk. And that’s why some people are insulted by it.

There’s probably a cultural perception gap here. For Japanese, there is clearly a wrong way and a right way to use chopsticks, and I often hear the (b) that even young Japanese don’t know the right way. That’s probably why many Japanese, with their high standards, don’t see using chopsticks (A). On the other hand, most Westerners who live in Japan use chopsticks comfortably every day and don’t really think about whether they’re doing it right or wrong.

The second reason is a more psychological one. For some Westerners, the comment, “Oh, you use chopsticks so well!” means this: “We’re Japanese and you’re not, so no one expects you to be able to use chopsticks.” In other words, this (c) makes a lot of foreigners feel like outsiders, when, in fact, they really just want to be treated like everyone else at the table. This may seem like paranoia or a (d) of taking things too seriously. But the fact is, a lot of foreigners who have made their home in Japan are about / quite / outsiders / seen / being / sensitive / as.

(出典 Kay Hetherly, *Kitchen Table Talk ~Anything and Everything Essays on America and Japan~*. Tokyo: NHK Publishing Co., Ltd.; 2003)

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. meal 2. deal 3. compliment 4. case 5. complaint

問2. 下線部(1)を和訳しなさい。

問3. (A)に入る適当な語句を1~4より選び、その番号を書きなさい。

1. so as simple 2. as so simple 3. so as difficult 4. as so difficult

問4. 下線部(2)の語を意味が通るように、並べ換えなさい。

II 次の英文を読んで、以下の設問に答えなさい。

What exactly is intuition, and how do we know the difference between intuition and fear? It is important to be aware of the difference (a) so you are able to use the gift of intuition to help guide your life. Differentiating between the two allows you to piece together information to help you make decisions. It will keep you from being reactive, and from making your decisions from a place of irrational fear. Your intuition can also help you to use fear in a healthy way to keep yourself and others safe from (a). It is important to pay heed to your intuitions; they are often right on target.

The easiest way to tell the difference between fear and intuition is to recognize the very subtle difference between the two. While all feelings come first from our thoughts, intuition is a strong feeling, like a sixth sense we have, where there is no fear (A) at the onset. An intuitive feeling almost seems to dangle in the air; it's what many describe as a "gut" feeling. You feel strongly about something, and then you think about how you feel. It could be a feeling of unease or distrust, or a strong sense of (b) or a good omen. At times, something just simply feels "right."

Fear makes itself known as a fearful feeling that immediately stems from a fearful thought. Without question, it starts in your head, as the fearful thought comes first. The true difference between fear and intuition is that you are usually aware of what you are afraid of, therefore having a concrete (c) in your mind. However, when your (B) is at work, you may not be able to put your finger on what you are anticipating.

If you're always afraid to get on an airplane, or you're in the habit of thinking perilous thoughts prior to flying, then this is probably not (C) at work. However, if you are usually not afraid of flying and all of a sudden have a gripping intuition about getting on an airplane, it might be a good idea to listen to that feeling. In this (d), your intuition may be speaking to you.

(注) heed: careful attention
onset: a beginning or start

(出典 Kristine Carlson. Don't Sweat the Small Stuff for Women. New York: Hyperion; 2001)

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. anticipation 2. instance 3. image 4. decision 5. harm

問2. 下線部(1)を和訳しなさい。

問3. (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わす)

p _ _ _ _ _ t

問4. (B)に入る適当な1語、および(C)に入る適当な1語それぞれの組み合わせを1~4より選び、その番号を書きなさい。

1. B: intuition C: intuition 2. B: intuition C: fear
3. B: fear C: intuition 4. B: fear C: fear

III A() ~ H()に入る最も適当な語(句)を、()内の1~3または1~4より選び、その番号を書きなさい。

Daniel was a very smart, dynamic student who really wanted to do well in school. But no matter how many times he tried to complete work ahead of time, he always found himself waiting until the eleventh hour to tackle his homework assignments. He was often able to do high-quality work at the last minute—he'd sometimes start a history project or paper the night before it was due, get really into it, and pull off a great paper. But working all night meant other projects and homework were A(1. completed 2. neglected 3. emphasized), and he'd get F's on those. Adding to the problem, staying up all night often caused him to oversleep the next day—and he'd end up getting his paper in a day late anyway and losing a grade point for lateness. In short, Daniel's last-minute approach was working B(1. against 2. for 3. with 4. without) him, affecting both his grades and his energy level.

As I spoke with Daniel, we realized that he thrives on that pressure. When he gave himself time to work on a project at a leisurely pace, he couldn't get started, was overly obsessed about the details, and couldn't make progress until he was almost C(1. out of 2. away from 3. close to 4. except for) time. Time pressure energized Daniel, and in a strange way it D(1. annoyed 2. relaxed 3. astonished) him, keeping him from being paralyzed by his tendency to be a perfectionist. By waiting until the last minute, he figured he had a built-in explanation if the end result wasn't extraordinary.

Instead of fighting this need for pressure, we decided to work E(1. below 2. over 3. with 4. without) it. We decided that Daniel would make it his personal mission to complete every assignment *on the day it was assigned*. This would F(1. approve 2. appoint 3. apply) to daily homework as well as longer-term projects. For instance, if his English teacher assigned an essay on a Tuesday with a due date of the following Monday, Dan would knock himself silly to get it done by Tuesday night.

If the project was impossible to finish in one night, he would break the assignment down G(1. through 2. from 3. into) three to five steps, and commit to doing the first step that night. This way, at least he had the project H(1. starting 2. started 3. to start), and he would complete the subsequent steps over the course of the next few days, always aiming to get the project done as close to the *assignment* date (rather than the *due* date) as possible.

(出典 Julie Morgenstern & Jessi Morgenstern-Colón. *Organizing from the Inside Out for Teens: The Foolproof System for Organizing Your Room, Your Time, and Your Life*. New York: Owl Books; 2002)

IV 次の1., 2., 3. の設問に答えなさい。

1. 英語による記述が指す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わす)

(1) The degree of internal heat of a person's body: te _____.

(2) The soft movable part inside your mouth which you use for tasting, eating, and speaking:
_____e.

(3) A piece of hanging cloth that can be pulled across to cover a window: c _____n.

(4) Enjoyed or liked by a lot of people: p _____r.

2. 意味が通るように、() 内に1語を書きなさい。ただし、() 内に指定されている文字が語頭の文字となる1語を書くこと。

(1) The biggest part of an iceberg is below the (s _____) of the water.

(2) This is just a simple examination, so don't be (n _____) about it.

3. 意味が通るように () 内の語(句)を並べ換えなさい。

(1) The (no / published / is / book / last month / longer) available from online distributors.

(2) She refuses to (language / but / no / in / speak / other) Italian with me.