

英 語

〔注 意 事 項〕

1. 監督者の指示があるまでは、この問題冊子を開かないこと。
2. 解答用紙は、コンピュータで処理するので、折り曲げたり汚したりしないこと。
3. 解答用紙に、氏名・受験番号を記入し、受験番号をマークする。マークがない場合や誤って記入した場合の答えは無効となる。

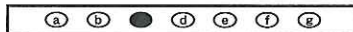
受験番号のマーク例(13015の場合)

受 験 番 号				
1	3	0	1	5
万位	千位	百位	十位	一位
○	○	●	○	○
●	①	①	●	①
②	②	②	②	②
③	●	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	●
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

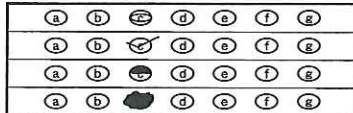
4. 解答用紙にマークするときは、HBまたはBの黒鉛筆を用いること。誤ってマークした場合には、消しゴムで丁寧に消し、消し^{ていねい}くずを完全に取り除いたうえで、新たにマークし直すこと。
5. 下記の例に従い、正しくマークすること。

(例えばcと答えたいとき)

正しいマーク例



誤ったマーク例



○をする

∨をする

完全にマークしない

枠からはみ出す

6. 解答は、すべて解答用紙の所定の位置に記入すること。
7. 最後の問題Ⅳに自由英作文があるので、時間配分に注意すること。

問題訂正

英語

訂正 1	<p>表紙</p> <p>7. 最後の問題 IV に自由英作文があるので、時間配分に注意すること。</p> <p>訂正：上記下線部の「IV」を「V」に訂正</p>
訂正 2	<p>8 ページ</p> <p>I</p> <p>問 2</p> <p>(1) 下線部 (A)</p> <p>[you, any, challenges, to, with, <u>better deal,</u> enabled]</p> <p>訂正：上記下線部の「<u>better deal,</u>」を「<u>better, deal,</u>」に訂正</p>
訂正 3	<p>8 ページ</p> <p>I</p> <p>問 2</p> <p>(1) 選択肢</p> <p>1. deal 2. to <u>3. better deal</u> 4. enabled</p> <p>訂正：上記下線部の「<u>3. better deal</u>」を「<u>3. better</u>」に訂正</p>

I 次の英文を読み、下記の設問に答えなさい。

On the inside, she's like any other bubbly little seven-year-old girl. On the outside, she has the face and body of an elderly woman. Brave Ashanti Elliott-Smith suffers from an incredibly rare incurable condition that makes her age eight times faster than normal. It means that by the time she's 10, she will be as physically frail as a woman aged 80. Even now, while she plays with her school pals, she has to cope with problems of ageing like arthritis and a weakening heart. The youngster's illness—a genetic disorder called Hutchinson Gilford Progeria Syndrome^{註1} that's (1) by just one other child in Britain—reduces life expectancy to 13. Phoebe, who has another daughter aged four, says, “We make the most of each day. Ashanti's such an easy-going lively little girl—she's so precious. I'm so proud of her. She doesn't let her condition bother her at all.”

Ashanti has lost what little hair she had as a toddler and has very poor grip in her hands. She currently stands at just under 90 centimeters and is just the weight of a usual three-year-old. It is unlikely she will get any bigger. Her tiny frame is so frail that she has to be kept away from unhealthy kids because illnesses like chicken pox and flu could kill her.

There are only 52 other (2) of Progeria in the world, including 12-year-old Hayley Okines who lives near Ashanti. The girls have met a couple of times and get on well. For Phoebe, one of the hardest things is when strangers stare at her. She says, “I used to get very angry when people stared at Ashanti. I wasn't ashamed of her—I just didn't want them making her feel uncomfortable. Staring is the worst. I prefer it when people just ask me what is wrong with her. If other children stare at her, Ashanti just smiles and says it's because she is so beautiful.” In fact, the energetic little girl won't let anything get her (3), and tries to get involved with everything her friends do. “At school sports, she can't do any running races, but they let her take

part in an event like throwing bean bags.” Ashanti goes to a mainstream school, loves playing with her new puppy, Samson, and is a massive (4) of the bands Girls Aloud^{注2} and JLS.^{注3} Her mum says, “Ashanti has a poster of JLS’s Aston Merrygold on her ceiling so she can see him when she goes to bed at night. He’s her absolute heartthrob. When I took her to see them in concert last year and one of the boys blew her a kiss, she went wobbly at the knees.”

Ashanti also loves horses, so Phoebe is trying to arrange lessons with a riding school for the disabled because she is too frail for normal saddles. In the last few years, the family have enjoyed many holidays, including to Florida’s Disney World. Phoebe has created a memory box of keepsake, including every painting and drawing Ashanti does at school, and all her clothes.

Last year, Ashanti started a trial treatment program at a hospital in Marseille, in the south of France, where she goes once every few months. It is designed to improve her quality of life, but sadly it won’t extend it. Her parents know they cannot prevent the (5), but have decided not to tell Ashanti the full extent of her illness. Phoebe explains, “She understands most of her condition, but we don’t talk to her about the prognosis as we don’t want to scare her. To tell your daughter the truth about something like that — it is the hardest thing in the world.”

注1：ハッチンソン・ギルフォード・プロジェリア症候群

注2：音楽バンドの名

注3：音楽バンドの名

問 1 空所(1)～(5)に入れるのに最も適したものをそれぞれ選択肢

1～4の中から選びなさい。

- (1) 1. affected 2. conditioned 3. shared 4. felt
(2) 1. types 2. victims 3. members 4. sufferers
(3) 1. down 2. up 3. over 4. out
(4) 1. supporter 2. spectator 3. fan 4. listener
(5) 1. possible 2. predictable 3. favorable 4. inevitable

問 2 英文の内容に合うように、(1)～(5)の質問に対する答えとして最も適したものをそれぞれ選択肢 1～4の中から選びなさい。

(1) What is the best title for this article?

1. One of Only Two in Britain
2. The Problem of Genetic Disorders
3. Extending Children's Lives
4. Brave Girl has Body of a Grandmother

(2) Which of the following activities has Ashanti NOT taken part in?

1. horse riding
2. painting
3. going to concerts
4. playing with her pet

(3) Which of the following sentences is NOT true?

1. Ashanti will probably live for about another 6 years.
2. She has met 52 other people who have the same illness.
3. She has to be careful not to catch chicken pox from other children.
4. She loves listening to music.

- (4) Which of the following sentences is true?
1. She has made a friend who also has Progeria Syndrome.
 2. She studies at a special school for disabled children.
 3. She can't take part in any school sports event.
 4. She did some painting when she went to Disney World.
- (5) Why is Ashanti now taking part in a trial treatment program?
1. So that she may be able to live longer.
 2. To help future sufferers of the disease.
 3. Because she wants to learn more about her illness.
 4. To help her to enjoy more the rest of her life.

II 次の会話文を読み、下記の設問に答えなさい。

Cory Friedman has suffered from Tourette's Syndrome^{注1} and Obsessive Compulsive Disorder (OCD)^{注2} since the age of five. In this interview, Cory describes the surreal experience of reading about his own life in narrative form and explains how his battle with these illnesses has affected his outlook on life.

Question: Can you describe the experience of reading the story of your life unfolding in a dramatic narrative form? Did you find it rewarding?

Cory Friedman: To be honest, it was a bit spooky at times, digging back into all those tumultuous and sometimes painful memories in such intimate detail. And I guess there was a part of me that wondered, "Geez, do I really want to put myself 'out there' this much?" But in the end, I came to the decision that if this book (1) people like me, then it would be well worth it. It's been extremely rewarding. Dozens of the stories and letters that have been coming in have brought me to tears, and confirmed this was something that needed to be done.

Q: Do you feel that your struggles have fostered any positive outcomes or personal qualities — for example, perhaps [you, any, challenges, to, with, better, deal, enabled]^(A) in adult life?

CF: Absolutely. What doesn't kill you only makes you stronger. From a very young age, anyone with Tourette's is forced to look very deeply at the world — at life and at all humanity — from an extremely (2) perspective, and that definitely helps us to be more compassionate people. I guess what it comes down to is: Living with Tourette's is an ongoing drama. There will always be ups and downs, but we're forced to become soldiers, and our passion for the joy that's possible in life is what keeps us going.

Q: Would you have any thoughts to share with teens who may have their own problems, even if they're not the same as the ones you had to deal with?

CF: I would tell them to hang in there, be tough, and realize every challenge that they overcome only makes them stronger. I would also add that, no matter how bad things seem to be, how we choose to deal with it mentally can make a major difference in how much suffering we go through. When times are tough, it's all too easy to get caught in a negative thought cycle. And that definitely only makes things worse.

Q: Has your life experience with the medical establishment positively or negatively affected your relationship with doctors, nurses and hospitals?

CF: Even though I'm still on a very mild dose of medication myself, I've become more and more anti-drug over the years. If I could go back in time, I would've definitely chosen not to be on many of the drugs I was put on. Doctors and nurses definitely have had their important places and times in my life. But when it comes to matters of the mind, cognition, OCD, etc, we really know relatively (3) compared to our knowledge of the rest of our bodies' processes. Sometimes it felt like I'd become a guinea pig in an experimenter's lab. I know ^(B) [had, one, the, not, has, only, who, I'm] this experience. I think the main problem is how little attention is paid to the mind and how we think, and how this affects us physically. The pharmacology of the brain is just one aspect, but it's often the main aspect doctors deal with. In my case, what's going on inside my head mentally plays a large, if not larger, part in the improvement or worsening of my condition — I'm 100 percent positive of this now — and I suspect it's true of many other people as well.

Q: What's your life like now?

CF: Life is definitely good right now. I am living in a very cool part of New York City in a fantastic apartment, where I'm in the process of trying to build a very successful Internet business. I get to work from home, and every day brings new and exciting experiences. As far as my Tourette's goes, I've really gotten to a point where the tics have little (if any) impact on my life. I am happy. I am healthy. And I am living life to the fullest, each and every day!

Q: What are your dreams for the future?

CF: They are quite simple: to squeeze as much joy as possible out of this wild ride called "life," to live life to the fullest each and every day, to build my first super-successful business and then build several more and to do anything I can to continue bringing hope to the lives of those who need it most.

注1：トゥーレット症候群 注2：強迫神経症

問1 空所(1)～(3)に入れるのに最も適したものをそれぞれ選択肢
1～4の中から選びなさい。

- | | | | | |
|-----|---------------|-------------|----------------------|-------------|
| (1) | 1. helps | | 2. has helped | |
| | 3. could help | | 4. could have helped | |
| (2) | 1. usual | 2. unusual | 3. normal | 4. abnormal |
| (3) | 1. little | 2. a little | 3. less | 4. least |

問 2 下線部(A)・(B)を適切な表現となるように[]内の語を並べ替えた場合、5
番目に来るものをそれぞれ選択肢 1～4の中から選びなさい。

(1) [you, any, challenges, to, with, better deal, enabled]

(A)

1. deal 2. to 3. better deal 4. enabled

(2) [had, one, the, not, has, only, who, I'm]

(B)

1. only 2. not 3. who 4. one

問 3 英文の内容に合うように、(1)～(5)の質問に対する答えとして最も適したものをそれぞれ選択肢 1～4の中から選びなさい。

(1) What does Cory think of reading the story of his own life?

1. It was the kind of thing he needed to do.
2. It was not something worth doing.
3. It was not something so strange.
4. It was the kind of thing that brought him to tears.

(2) What does he think keeps those with Tourette's living positively?

1. their friends
2. their passion for the joy of life
3. living an ongoing drama
4. the chance to become soldiers

(3) What advice does Cory offer to teens with problems?

1. Thinking positively stops them from dealing with their problems.
2. They should realize that every challenge has problems.
3. They need to become stronger in accepting the problems.
4. Their mental decisions when handling problems can make a difference.

(4) What plays a major part in the improvement or deterioration of Cory's condition?

1. the pharmacology of his brain
2. the mental process inside his head
3. the attitude of his doctor
4. his physical well-being

(5) What is his dream for the future?

1. to cure himself of Tourette's Syndrome
2. to live in a more fashionable part of New York
3. to build up as many successful businesses as he can
4. to manage to enjoy life as much as possible

III 次の英文を読み、下記の設問に答えなさい。

Lowland Gorillas are now designated as an endangered species. Gorillas have three subspecies: the Mountain Gorilla, the Western Lowland Gorilla, and the Eastern Lowland Gorilla. Their original habitats are located in Central Africa. Zoological facilities keep around 600 gorillas in captivity, although there are neither Mountain nor Eastern Lowland Gorillas in those institutions or zoos. Some still illegally hunt these wild gorillas. Despite various efforts to protect Lowland Gorillas and encourage reproduction, this poaching continues to threaten their survival as a species.

“Project Koko” has proven that Lowland Gorillas have incredibly high intelligence. This renowned project started as an experiment with inter-species communication. A female Lowland Gorilla, Koko, and a male named Michael, have been trained to communicate using English sign language. The formal name of Koko is “Hanabi-Ko” which means “Firework Child” in Japanese. Koko, so far, can understand approximately 2,000 words of spoken English and can construct messages of up to six words. Her estimated IQ is 70 to 95 on the human scale in which 100 is regarded as normal. Koko was born in San Francisco in 1971. The project started one year after her birth, and she soon became the world’s most famous gorilla.

With high intelligence and varying emotions, gorillas are very similar to humans. They are raised and trained to be members of a group consisting of five to fifteen primates. In the wild habitat, a baby gorilla nurses till it reaches the age of one. Gorillas become mature at eleven to twelve years old. After maturity, young male gorillas are forced out from their group and form all-male groups. Gorillas usually eat plants, berries and leaves. However, because of the illegal hunting of mature gorillas, younger gorillas often have to be raised and nursed with milk by human protectors. Experts are trying to preserve these shy, amiable creatures by creating sanctuaries or by nursing

orphans artificially. We can only hope that these efforts will succeed, and that gorillas will continue to grace Planet Earth for ages to come.

問 1 下線部(1)~(4)の単語の英文内で使われている意味として最も適したものをそれぞれ選択肢 1 ~ 4 の中から選びなさい。

- | | | |
|----------------|------------------|-----------------|
| (1) incredibly | 1. superficially | 2. amazingly |
| | 3. presumably | 4. undoubtedly |
| (2) renowned | 1. named | 2. famous |
| | 3. estimated | 4. started |
| (3) nurses | 1. is protected | 2. is preserved |
| | 3. is trained | 4. is fed milk |
| (4) amiable | 1. friendly | 2. supported |
| | 3. unique | 4. emotional |

問 2 英文の内容に合うように, (1)~(6)の各質問に対する答えとして最も適したものをそれぞれの選択肢 1 ~ 4 の中から選びなさい。

- (1) Which would be the best title for this passage?
1. Human Communication with Mountain Gorillas
 2. Preservation of Lowland Gorillas
 3. Government Efforts to Preserve Nature
 4. The Danger Gorillas Pose to Humans
- (2) How can Koko communicate with humans?
1. by tapping a keyboard
 2. by singing and performing
 3. by combining some words with signs
 4. by speaking Japanese words

- (3) Which of the following best describe gorillas?
1. sociable
 2. savage
 3. timid
 4. insensitive
- (4) Which of the following can be inferred from the passage?
1. There are plentiful Lowland Gorillas for hunting.
 2. Actions are being made to stop the extinction of Lowland Gorillas.
 3. Habitats of Lowland Gorillas are widely spread all over the world.
 4. The remaining Mountain Gorillas live only in zoos.
- (5) When did “Project Koko” start?
1. in the late 1960s
 2. in the early 1970s
 3. in the late 1970s
 4. in the early 1980s
- (6) Which of the following can be inferred from the passage?
1. Mature male gorillas do not live with their mothers.
 2. Gorillas are now known to be more intelligent than humans.
 3. Koko was forced out from her group when she reached maturity.
 4. All types of gorillas can be seen at zoos.

IV

次の英文を読み、下記の設問に答えなさい。

Logic is the means through which humans use reason to systematically solve problems and understand truths. Sometimes, (1), we encounter situations, either real or imagined, in which logic ceases to function as we believe it should and no firm conclusion can be reached. We call this type of situation a paradox, one of the simplest, yet most baffling of which is known as the Liar Paradox.

The Liar Paradox can be most easily summarized by the following sentence: *This statement is false*. When attempts are made to understand this sentence through logic, they invariably (2) to arrive at a single truth. The problem stems (3) the fact that we must decide if this statement is true or false. If this statement is false, then the opposite of what it asserts must be true, but if the statement is true, then we must accept that it is false. The Liar Paradox, (4) effect, causes logic to run in circles.

The roots of the Liar Paradox can be traced back to a Cretan^{註1} philosopher named Epimenides^{註2} who stated in the 6th century B.C. that “All Cretans are liars.” It has been proven, however, that this is not a paradox (5) the fact that a logical conclusion can be reached if we accept that this statement is neither an absolute truth nor an absolute falsity. If the statement that all Cretans are liars is (6), that does not necessarily mean that (7) Cretans are liars. It is possible that some Cretans, apparently including Epimenides, are liars and others are not.

However, in the 4th century B.C., a Greek philosopher named Eubulides^{註3} of Miletus^{註4} refined the idea of the Liar Paradox (8) the form we know today by presenting the statement “A man says that he is lying. Is what he says true or false?” Philosophers and logicians have been debating a solution to this problem ever since, (9) clear resolution.

More complicated versions have been formulated over the years, but they

all boil down to the same logical contradiction. It is possible that a clear solution will never be reached, but (10) the Liar Paradox continues to present an interesting starting point for philosophers and other serious thinkers who seek to understand the nature of truth and its relation to logic.

注1：クレタ人の 注2：エピメニデス 注3：エウブリデス

注4：ミレトス(古代ギリシャの都市)

問 空所(1)～(10)に入れるのに最も適したものをそれぞれ選択肢1～4の中から選びなさい。

- | | | | | |
|------|----------------------|------------|--------------------|-------------------|
| (1) | 1. despite | 2. instead | 3. however | 4. although |
| (2) | 1. fail | 2. try | 3. run | 4. decide |
| (3) | 1. at | 2. from | 3. into | 4. by |
| (4) | 1. in | 2. on | 3. by | 4. at |
| (5) | 1. excluding | | 2. up to | |
| | 3. due to | | 4. including | |
| (6) | 1. doubtful | 2. clear | 3. false | 4. true |
| (7) | 1. no | 2. all | 3. not all | 4. a few |
| (8) | 1. from | 2. by | 3. into | 4. away |
| (9) | 1. apart from | 2. without | 3. within | 4. in addition to |
| (10) | 1. on the other hand | | 2. in vain | |
| | 3. by the way | | 4. in the meantime | |

V 自由英作文問題

下記のテーマについて、英語で自分の考えを述べなさい。書体は活字体でも筆記体でもよいが、解答は所定の範囲内に収めなさい。

In English, write an essay about something or someone that is important to you.

解 答 用 紙

得
点

V 自由英作文問題

In English, write an essay about something or someone that is important to you.

Note: Any writing which is not related to this topic will not receive credit.

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