

I 英語問題

注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

 (3と解答する場合)

I . 次の文を読み、下記の1～11それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Garnett Beckman says she'd prefer to just be known as a little old lady who walks. For a long time, she didn't tell people her age. Doing so proved to be a disadvantage when she wanted to hike the Grand Canyon at age 75—no one would take her.

"Nobody would go with me. They didn't think I could do it," recalls Ms. Beckman, now 102. "I was afraid I couldn't do it." So she got up early, told her son she was taking a trip with friends, and hopped on a bus by herself, hiking nine miles down Bright Angel Trail and spending the night at Phantom Ranch on the other side of the Colorado River. She woke up early and hiked back to catch the early bus. When her son picked her up in Phoenix, she told him where she'd been.

"He almost wrecked the car," she says. But Ms. Beckman was just getting started. She hiked the canyon again a few weeks later, and her son came with her. She'd make the trip more than 20 times in the following decades.

As a *centenarian, Beckman has achieved what some population researchers predict most kids today will achieve: to live past 100 with mental and physical health largely intact. Medical science attributes increasing **longevity to a complex interplay of diet, exercise, and genetics. But attitude, researchers suggest, is another factor we can learn from our elders: act as if you're still living, rather than dying. It's what some observers call "the centenarian spirit."

"The emergence of the oldest old, and the problems that surround it, are among the most important social issues of the 20th century," says Peter Martin of Iowa State University. "While health and genetics are important, there are also important psychological aspects. People we talk to seem to suggest that they've worked pretty hard at living a long life—because they enjoyed it."

Increasing longevity will have broad economic effects. But the implication for the individual is a wide-open question: how are we to live these bonus years we never expected to have?

"If progress in reducing ***mortality continues at the same pace as it has over the past two centuries, which is a matter of debate, then in countries with high life

expectancies most children born since the year 2000 will celebrate their 100th birthday—in the twenty-second century,” wrote James W. Vaupel of Duke University. “Longer lifespans will alter the way individuals want to spend time during their lives and will require radical revision of employment, retirement, health, education and other policies.” Indeed, observes magazine editor Meg Guroff, “We’re already seeing those implications in people much younger. We have many more readers who are 50 years old going back to school, adopting children, starting a second or third or fourth career.”

As **** census workers fan out to survey the nation this year, they expect to find continued explosive growth in the centenarian population. Between 1990 and 2000, Americans 100 or older increased by 35 percent—from 37,306 to 50,454. The US Census predicts that this group will increase more than 50 percent by 2010, to 79,000. And a recent study predicts 60 percent growth each decade of the coming century. The United Nations expects similar trends worldwide, estimating that by 2050, 1 in every 5,000 people will be over 100 years old, with China, the United States, Japan, and India having the largest populations of centenarians.

Today’s 100-year-old has lived through the two World Wars, the Depression, and every president since Teddy Roosevelt. What surprises some researchers is that 30 percent of them have done so with their health and wits intact. Something as simple (or complicated) as attitude can make the difference in living to 100 or beyond, and perhaps tip the scales toward a happy, productive second century.

These people are redefining aging as positive models of longevity, says Lynn Adler, who runs the National Centenarian Awareness Project. She makes it her business to find as many centenarians as she can, describing them on her website and acting as a cheerleader for them. Her project has its roots in an experience Ms. Adler had as a teenager in the company of her 60-something grandmother. The two had gone shopping at a department store, recalls Adler: “When my grandmother went to make the purchase, the salesperson said to me, ‘How does she want to pay for this?’ I said, ‘Why don’t you ask her?’ I was just a kid. I was furious.” Later, she adds, “My grandmother leaned over to me and said, ‘No one wants to talk with you when you get old.’”

But Adler wants to talk to you when you get old. In her lifelong crusade

against age discrimination, she likes to say that “centenarians are the heroes of aging.” Since starting her nonprofit organization in 1985, Adler has shined a light on the lives of active centenarians. By “active,” she means they have the mental alertness to continue to enjoy whatever it is that brings meaning to one’s life.

“I wanted to help dispel some of the stereotypes people have of old age as a time of disinterest and physical decline,” she says. “I thought that by showing some positive models we could influence the other issues—the stereotypes and discrimination—and counter the prevailing view.” The “centenarian spirit,” says Adler, is a group of traits associated with exceptionally long, active lives, including courage and a sense of humor. But it’s attitude, too: “It’s the remarkable ability to negotiate life at every turn, to accept the losses that come with aging, and not let such losses stop them. It’s not just how long you live, but how well.”

Medical researchers do see a connection between attitude and the ability to live an active life, says Mr. Martin: “It’s easier to see that than to document it. Most of the research looks at health issues and longevity, but what gets people there often works very differently. I think through our studies on personality and engagement and mental health there is some good evidence that staying active and being involved is a major contributor to longevity. They may be 100, but they’re not finished yet.”

*centenarian : 100歳以上の人

**longevity : 長寿

***mortality : 死亡率

****census : 国勢調査

1. The story of Garnett Beckman serves in this passage as an example of
 - イ. a hiking adventure.
 - ロ. the health benefits of exercise.
 - ハ. how children support their parents.
 - ニ. the “centenarian spirit.”

2. Garnett Beckman's son

- イ. was surprised to learn of his mother's hike in the Grand Canyon.
- ロ. supported his mother's activities but didn't try to hike with her.
- ハ. was confident from the start that his mother could hike the Grand Canyon.
- ニ. had a car accident on his way home from Phoenix with his mother.

3. The underlined word "bonus" (paragraph 6) is closest in meaning to

- イ. extra.
- ロ. free.
- ハ. happy.
- ニ. rich.

4. From 2010 to 2020, the number of American centenarians is expected to increase by

- イ. 50 percent.
- ロ. 60 percent.
- ハ. 120 percent.
- ニ. 200 percent.

5. The underlined word "wits" (paragraph 9) is closest in meaning to

- イ. goals.
- ロ. humor.
- ハ. mind.
- ニ. finances.

6. Lynn Adler got upset when she went shopping with her grandmother because

- イ. she didn't know the answer to the salesperson's question.
- ロ. her grandmother complained about getting old.
- ハ. her grandmother didn't say anything to the salesperson.
- ニ. the salesperson was rude to her grandmother.

7. One of Lynn Adler's main goals is to

- イ. change social attitudes toward centenarians.
- ロ. encourage centenarians to become more independent.
- ハ. provide centenarians with a place to talk to each other.
- ニ. earn money to support centenarians' living expenses.

8. The passage suggests that longevity is related to all of the following traits

EXCEPT

- イ. courage.
- ロ. simplicity.
- ハ. alertness.
- ニ. a sense of humor.

9. Up until now, most research on the causes of longevity has focused on

- イ. physical health.
- ロ. personality.
- ハ. social engagement.
- ニ. attitude.

10. One of the central themes of this passage is that the "centenarian spirit"

- イ. may have negative effects on the economy.
- ロ. is still quite rare among older people.
- ハ. may contribute to a longer life span.
- ニ. is difficult for scientists to understand.

11. The most appropriate title for this passage is

- イ. Live a Happy Life!
- ロ. A New View of Aging.
- ハ. Population Trends in the 21st Century.
- ニ. Caring for Centenarians.

II. 次の文を読み、下記の1～9それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

We blink an average of fifteen thousand times a day, each blink lasting roughly three-tenths of a second. That's about an hour and fifteen minutes each day we spend with our eyes partly or completely closed. But it's only in the last few years that scientists have really begun to study what's going on when we blink. There are some situations where you expect to blink: when dust or smoke gets in your eyes, when you're startled by a sudden noise or the sudden appearance of something close to your eye. But those account for only a small proportion of the total number of blinks during the day. The others have nothing to do with cleaning or protecting your eyes—they are actually signals of what's going on in your brain.

A blink in detail is a remarkable event. As light as the eyelid is—it's the thinnest piece of skin in your body—it doesn't get up to maximum speed immediately. Slow-motion replays show that the eyelid begins to drop, builds up speed to a maximum, then begins to slow again before your eye is actually closed. All of that takes about one-tenth of a second. The eyelid stays closed for about one-twentieth of a second, then it starts accelerating back upward again, leaving a film of tears behind.

The odd thing is that even though your eye is partly or completely closed for three-tenths of a second or more, you aren't aware of missing anything. Yet if the room lights are shut off for a much shorter length of time, you notice it immediately. Researchers have found that the sensitivity of the eye to a flash of light starts to drop just before a blink begins, and stays low until after it has finished. These researchers suspect that two signals arrive at the eye from the brain at the same time: the order to contract the eyelid muscles and begin the blink, and the message to diminish the eye's reaction. This is why you're never aware of the interruption caused by a blink, but when the room lights flicker you notice the change immediately because your eye is still operating at peak sensitivity.

Most of us blink about fifteen times a minute, yet apparently only one or two of those are necessary to keep the surface of the eye lubricated. Studies have shown that it makes no difference to the frequency of blinking whether people are in an

extremely humid place or an extremely dry place. Rather, it seems that the most important influence on rates of blinking is mental activity. Research suggests one simple rule: the harder you are concentrating, the less you blink.

This has been demonstrated in all kinds of circumstances: pilots in flight simulators cut their blinking in half when they move from the copilot's seat to take control of the aircraft. If the simulated flight is low level and high speed, both copilot and pilot blink even less. Car drivers blink less in city traffic than on highways, and don't blink at all as they're passing trucks at high speed. Even in situations where there's no apparent hazard, concentration reduces the number of blinks. Doing mental arithmetic or remembering series of numbers reduces blinking. If you are conversing, you blink at the normal rate, about fifteen times per minute, but that drops to six a minute if you're reading.

A closer look at reading begins to reveal what blinking really means. Studies show that readers blink most often when they reach a punctuation mark or the end of the page. In other words, when there's a pause in the flow of information coming into the brain, there's a blink. A blink is a visible signal that the brain is taking a breath.

Why should blinking reflect what's going on in our brains? Some psychologists think that blinking represents a spillover of brain activity. The energy of nerve impulses produced during reading or thinking somehow escapes into the nerves controlling the eyelid muscles, and those muscles twitch. It's also true that people who are asked to recite the alphabet to themselves or to count silently to one hundred blink much less often than if they're asked to do the same things aloud. Somehow the act of speaking (without changing the thoughts involved) increases the rate of blinking. This supports the idea that there's some kind of spillover, and in fact the area in the brain that directs the movement of the eyelid muscles is adjacent to the area controlling the tongue and face.

Most people believe that anxiety increases the rate of blinking—former U.S. president Richard Nixon blinked twice as much as normal when answering hostile questions about Watergate as he did when answering non-threatening questions, and during the 1988 television debates between Michael Dukakis and George Bush, both debaters blinked more often when questions were directed their way. But these

findings are complicated by the fact that thinking and talking both increase the rate of blinking anyway. Research has found that witnesses in court blink more rapidly—sometimes twice as fast as normal—when they are being questioned. But other studies have shown that subjects who were measurably anxious (because they had been threatened with electric shocks) did not increase their blinking rate. And even if anxiety plays some role in increasing blinking, no one has any idea why this should be so.

1. One point of the first paragraph is that blinks

- イ. are a form of communication.
- ロ. have more than one cause.
- ハ. often happen when we least expect them.
- ニ. take up too much of our time each day.

2. The main purpose of paragraph 3 is to explain

- イ. how long blinks last.
- ロ. what happens inside the brain during a blink.
- ハ. the eye's sensitivity to light.
- ニ. why we don't notice our own blinks.

3. On average, people blink once every

- イ. 4 seconds.
- ロ. 8 seconds.
- ハ. 10 seconds.
- ニ. 16 seconds.

4. The underlined word "apparent" (paragraph 5) is closest in meaning to

- イ. evident.
- ロ. minor.
- ハ. plain.
- ニ. present.

5. The passage suggests that all of the following may cause blinking EXCEPT
- ㄱ. an unexpected noise.
 - ㄴ. dry air.
 - ㄷ. talking.
 - ㄹ. nervous energy in the brain.
6. The underlined word “adjacent” (paragraph 7) is closest in meaning to
- ㄱ. familiar.
 - ㄴ. next.
 - ㄷ. related.
 - ㄹ. similar.
7. Among the following activities, the one that would most likely result in the LEAST blinking is
- ㄱ. talking with friends.
 - ㄴ. watching TV.
 - ㄷ. reading a textbook.
 - ㄹ. taking a walk in the park.
8. The author would probably agree that blinking is
- ㄱ. caused mainly by anxiety.
 - ㄴ. a simple movement of the eyelids.
 - ㄷ. a brief form of sleeping.
 - ㄹ. influenced by what we think about.
9. The most appropriate title for this passage is
- ㄱ. Blinking and Human Health.
 - ㄴ. Why Do We Blink?
 - ㄷ. How Blinking Helps Vision.
 - ㄹ. The Amazing Human Eye.

Ⅲ. 次の1～6それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. A: I've been looking for a camera like this for a long time. Where'd you find it?

B: At the used hardware shop on 10th Avenue.

A: I've never been there before.

B: ()

イ. Do you like shopping?

ロ. They have the best collection in town.

ハ. What kind of camera do you need?

ニ. All their stuff is brand new.

2. A: Did you make an appointment with Dr. Smith?

B: I was so busy I completely forgot to call her.

A: Would you like me to take care of it for you?

B: ()

イ. That'd be a big help if you don't mind.

ロ. I'm sure she already has our number.

ハ. That's okay, my appointment is next week.

ニ. It's so hard for me to keep my promises.

3. A: Total income for January was \$840,000.

B: Excuse me? Was that 814 or 840?

A: Eight-hundred and forty thousand dollars.

B: ()

イ. I'm not sure how to add that up.

ロ. Really? I prefer the first one.

ハ. Not a bad sum for one year.

ニ. Good. That's what I thought.

4. A: I really enjoyed the show tonight.
B: I'm glad to hear that. It was fun, wasn't it?
A: I just wish we'd had better seats.
B: ()
- ㄱ. They were soft enough, in my opinion.
ㄴ. Maybe next time we can get seats closer to the stage.
ㄷ. Do you prefer an aisle seat or a window seat?
ㄹ. I agree. We had a perfect view of the performance.
5. A: Something's wrong with my cell phone. Can you take a look?
B: Okay, but we'll need to keep it until tomorrow afternoon.
A: You mean I have to come here again tomorrow to pick it up?
B: ()
- ㄱ. Our customers typically return to the store several times.
ㄴ. Do you usually sleep late in the morning?
ㄷ. Our technical staff isn't available until tomorrow morning.
ㄹ. Oh well, I guess that's the way it goes.
6. A: What's your favorite movie?
B: Akira Kurosawa's *The Seven Samurai*.
A: Really? That's a classic, isn't it?
B: ()
- ㄱ. Yes, but the actors are quite famous.
ㄴ. I couldn't be sure without seeing the movie.
ㄷ. Maybe, but I don't care for it.
ㄹ. That's what a lot of critics say.

IV. 次の1～6それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. It looks like rain tomorrow so we may need to () the soccer game.

イ. bring off ロ. call off ハ. push off ニ. stand off

2. Samantha isn't very good at golf, but as a tennis player she shows great ().

イ. faith ロ. promise ハ. reliance ニ. trust

3. Very little, if (), is known about the origins of this language.

イ. anything ロ. necessary ハ. possible ニ. something

4. It won't be long () Uncle Walt returns home from his travels.

イ. after ロ. before ハ. when ニ. while

5. I knew George would come late to the party, so I didn't show up on time ().

イ. anyway ロ. besides ハ. either ニ. likewise

6. Your writing skills have improved (), but you still need to work on grammar.

イ. overall ロ. together ハ. variously ニ. widely

V. 次の空所(イ)～(チ)を補うのにもっとも適当な語を、それぞれ対応する下記の1～4から1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Adam: If you could ride in a time machine, where would you go?

Yuji : Hmm... I'd like to go back about 450 years, to the Sengoku period in Japan, to meet Oda Nobunaga. He was a daimyo—a feudal (イ)—who helped unify Japan.

Adam: What would you ask him?

Yuji : Nothing (ロ). Maybe I'd ask about some of his battles, but I also just want to know what he was like as a person. How about you? Where would you go?

Adam: I'd go back about 200 million years to the Jurassic period. I want to see what color the dinosaurs really were.

Yuji : We don't know that?

Adam: No—skin color doesn't get (ハ) in fossils.

Mika : You could come back and write a book on dinosaurs!

Yuji : Where would you go, Mika?

Mika : Into the future, about 300 years.

Yuji : What would you like to see?

Mika : I'd like to see how the Earth is doing—whether our environment is still in good (ニ) or not. And if it's not, I could come back to warn everybody, and tell them what we need to do to (ホ) that from happening.

Adam: That's a good idea, Mika. That's such a good idea that I think we should build a time machine for you so you can really do it. Yuji, didn't you (ヘ) physics in college?

Yuji : Yeah, but I'm not sure that's (ト) to build a time machine.

Adam: Don't worry—the Wright brothers invented the airplane, and they didn't even go to college. We'll (チ) somehow!

Mika : Okay guys, I'll be waiting...

- (イ) 1. authority 2. lord 3. power 4. superior
(ロ) 1. certain 2. else 3. final 4. special
(ハ) 1. frozen 2. held 3. locked 4. preserved
(ニ) 1. frame 2. shape 3. situation 4. status
(ホ) 1. avoid 2. prevent 3. refuse 4. stay
(ヘ) 1. enroll 2. receive 3. register 4. take
(ト) 1. available 2. enough 3. practical 4. satisfactory
(チ) 1. arrange 2. challenge 3. manage 4. tackle

【以下余白】