

# 英 語

## 注 意

1. 問題は全部で13ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

### マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。**HB**の黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

**問題 I** 次の英文を読み、その内容と合うように1～10の文の下線部に入るものとも適切なものをそれぞれ①～④の中から一つ選び、解答欄のその数字をマークしなさい。解答用紙(その1)を使用。

A repeated dream is one that appears on a fairly frequent basis for an individual dreamer. It is, of course, possible for a repeated dream to involve a typical theme, such as when a person repeatedly dreams of being attacked or chased. Repeated dreams are disturbing and are first experienced in childhood or early adulthood. One survey of several hundred adults found that 64 percent of female and 55 percent of male subjects reported one or more repeated dreams, while another study of 350 adults found that 70 percent of females and 65 percent of males reported repeated dreams. Thus, approximately two-thirds of adults experience some form of repeated dream, and most seem to be associated with stressful events.

Psychologists agree that people will stop having repeated dreams once the underlying psychological issue has been resolved. Rosalind Cartwright developed a questionnaire to evaluate repeated dreams and suggested that the termination of a repeated dream might "be a useful indicator of an improved ability to cope with the waking situation." Evidence to support such a view was obtained by two Canadian researchers who recruited three types of dreamers from newspaper and radio announcements in Montreal. One group, the repeated dream group (RD), was composed of people who were currently experiencing a repeated dream and had been for at least six months. A past-repeated dream group (PRD) was composed of people who had experienced a repeated dream for at least six months as adults but had not done so for at least the past year. A non-repeated dream group (NRD) was composed of people who reported never having experienced a repeated dream in their adult life. All participants completed an extensive series of psychological tests and also recorded dreams at home for fourteen nights in a row.

The average duration of current repeated dreams was 8.2 years, while the past repeated dreams had lasted for an average of 3.2 years. The three groups of dreamers contained mostly women, who were very much alike in age, education, and social status. None of the subjects reported being in therapy, either in the present or in the past.

The highest level of psychological well-being was found for the PRD group, whose members had ceased experiencing previously repeated dreams. Not only did the PRD group achieve significantly higher scores than the other two groups on the psychological test measuring well-being, but their dream content scores, which were based on several scales, showed more friendly interactions, positive emotions, and successes and good fortunes than those for the other two groups. The RD group not only continued to suffer from their repeated dreams, but their other dreams also contained “large proportions of aggressive and anxious dream content, relative to the other two groups.” Those individuals who had resolved or mastered their repeated dreams, and presumably the underlying issues that caused those dreams, were able to achieve a higher level of well-being than those who had never experienced a repeated dream. It is as if the PRD group had been forced to exercise their mental muscles more actively to overcome some deficit and were consequently healthier than those who hadn’t been challenged to exercise so vigorously.

Sometimes a repeated dream can involve typical themes. The following repeated dream is an example. “Harold” first experienced this dream when he was five years old and re-experienced it up through middle age. Its most recent occurrence was just a month before he shared it in a dream workshop led by Jeremy Taylor. Taylor discusses Harold’s dream in a chapter on repeated dreams in his recent book, *Where People Fly and Water Runs Uphill*. This chapter contains an excellent medical discussion of repeated dreams. This is the dream Harold reported to a dream group:

I am fleeing in absolute terror, running through an empty landscape, pursued by something so horrible I cannot bring myself even to look back and see who or what it is. I run through the sand and rocks with a horrible pursuer right behind me until I come to a big deep crack that blocks my path of escape. There is a weak-looking rope suspension bridge hanging across the crack. I jump onto the weak rope bridge with the thought that if I can just make it to the other side, I may be able to take a quick look back and see who or what is pursuing me . . . but before I can get across to the other side, the rope bridge snaps . . . [and] this falling always wakes me up in terror, my heart pounding.

Harold had been raised a sincere Catholic and imagined that he would eventually become a priest. However, at the age of five, according to Taylor, he became disappointed with the spiritual truth of certain church beliefs. Harold later explored many other religions and spiritual traditions, but always ended up disappointed as he became more acquainted with the beliefs of the new church and the personal failings of its leaders. But he had never made the conscious connection between his disappointment at age five and the beginning of this repeated dream.

As the group processed his dream, Harold recognized that the images suggested the intensity of his religious struggles. He entered into each new religious exploration intending to suspend judgment about what he would find. The weak rope bridge of his dream represented this "suspension of disbelief," but each time it snapped when his attitude could no longer be maintained. Harold further realized that his search for spiritual truth was a central focus of his life and that at some level he agreed to suffer this frightening repeated dream because he was unwilling to give up his hope of finding the spiritual confirmation he sought.

Harold concluded that the mention in his dream of "the other side" seemed

to refer to death. He realized that, at one level, his goal in reaching the other side was to see God, because he believed that this was an opportunity afforded to the recently deceased. Harold recognized that he did at times long for death, hoping it would provide the spiritual certainty he sought. This exploration gave Harold a completely new perspective on this dream, which he had previously felt occurred on a random basis. The clear images of the empty landscape, horrible pursuer, deep crack, weak bridge, and the other side are all powerful symbols that lend themselves fairly readily to psychological explanation.

1. Repeated dreams are initially experienced \_\_\_\_\_.
  - ① in the early stage of life
  - ② in the last half of life
  - ③ when people are attacked or chased
  - ④ when people have no stress
  
2. Once the psychological cause of a repeated dream is removed, the dreamer will probably \_\_\_\_\_.
  - ① continue to endure the dream
  - ② experience the same dream for another six months
  - ③ have a new stressful dream
  - ④ never have the dream again

3. The studies of the two Canadian researchers \_\_\_\_\_.
- ① confirmed Rosalind Cartwright's suggestion about repeated dreams
  - ② made Rosalind Cartwright famous through newspaper and radio announcements
  - ③ showed that Rosalind Cartwright was wrong in her evaluation about repeated dreams
  - ④ were proved wrong by Rosalind Cartwright in terms of repeated dreams
4. The three types of dreamers recruited by the two Canadian researchers \_\_\_\_\_.
- ① came from different social classes
  - ② experienced similar educational backgrounds
  - ③ had been in therapy
  - ④ were between the ages of three and eight
5. The study on repeated dreams conducted by the two Canadian researchers showed that \_\_\_\_\_.
- ① the PRD group was less likely to cope with their lives mentally and get over some deficit than the other two groups
  - ② the PRD group was more likely to achieve a higher level of well-being than the other two groups
  - ③ the RD group was less likely to suffer from aggressive and anxious dreams than the other two groups
  - ④ the RD group was more likely to resolve or master their repeated dreams than the other two groups

6. In his dream Harold was \_\_\_\_\_.
- ① fighting and fleeing
  - ② fighting and freezing
  - ③ fleeing and falling
  - ④ freezing and falling
7. At the age of five, Harold \_\_\_\_\_.
- ① joined the Catholic church
  - ② realized the relationship between his disappointment and his dream
  - ③ started to become disappointed with his religion
  - ④ was adopted by a Catholic priest
8. Harold endured the repeated dream because he \_\_\_\_\_.
- ① gave up exploring the symbols of his dreams
  - ② preferred maintaining his disbelief to searching for spiritual truth
  - ③ wanted to find the relationship between the rope bridge and the suspension of disbelief
  - ④ wanted to keep his hope of finding spiritual confirmation
9. With the help of Taylor's dream group, Harold realized that \_\_\_\_\_.
- ① all symbols of his repeated dreams were suitable for psychological explanation
  - ② his repeated dreams did not imply anything after all
  - ③ his repeated dreams occurred in an irregular pattern
  - ④ the image of his death had nothing to do with his repeated dreams

10. The main theme of this reading passage is \_\_\_\_\_.

- ① avoiding repeated dreams in life
- ② psychological study of repeated dreams
- ③ recording repeated dreams at home
- ④ stressfulness of repeated dreams



**問題Ⅱ** 次の英文を読み、下線部(1)、(2)をそれぞれ日本語に訳しなさい。( )

の中も訳すこと。解答用紙(その2)を使用。

When acquiring the meanings of words, children soon understand and produce some that are quite abstract. Words expressing feelings (hunger, pain, joy) and complex ideas (lying, honesty, guessing) are just some of those learned. But, how are they learned? It cannot be by simple association such as the speech form 'dog' with the object 'dog' because feelings and ideas are not in the physical environment for the child to observe, in the way that he or she can observe a dog. Experiences in the mind are of a different nature. What the child must do in order to learn the meaning of abstract words is to observe speech, along with situations and events in the physical environment and then relate them to experiences and processes in the mind. Such learning seems to be so mysterious as to be almost magical, yet, the fact is that children do learn such words. Let us consider now just how this might be done.

For example, how might the words 'hungry' and 'hurt' be learned? First the child must take note of when such words are spoken by others and the situations in which they occur. The child might cry and the mother might then say, "Are you hungry?" Or, the child might point to a banana and the mother might say, "Do you want a banana? Are you hungry?" The mother might use the word 'hungry' because she might estimate that it has been some time since the child last ate. Considering 'hurt,' perhaps the child falls and is cut on the knee. The father might say, "Poor girl. Does it hurt?" Or, on receiving a needle injection\*, the child cries, and the father says, "It hurts, doesn't it? How about some ice cream?"

It is up to the child to remember what words were spoken ('hungry' and 'hurt') and to relate them to particular feelings ('hunger' and 'pain') that the child has experienced in the mind. After a number of such instances where

certain words and certain feelings are experienced together, the child will have enough information to make a guess at which sound form relates to which feeling. When the child then experiences further instances, the child can test whether he or she is correct, i.e. whether the sound form of 'hungry' relates to the feeling of hunger, and whether the sound form of 'hurt' relates to the feeling of pain.

Underlying all of the remarkable accomplishments of the child in language acquisition is one crucially important psychological factor, that of memory. For, in the course of learning to identify the words of the language, devising rules for their use, and relating speech to the environment and mind, the child utilizes an amazing memory capacity. The child must remember a lot of particular words, phrases and sentences, along with the contexts (physical and mental) in which they occurred. Such data provide the basis for structural analyses.

If, for example, children did not remember many of the words, phrases and sentences that they heard, they would have little basis for discovering abstract meanings and rules. A certain grammatical structure, negation\* for instance, requires that the child remember many negative sentences. If the child could not remember negative sentences that had been experienced previously, the child would have nothing with which to compare a presently occurring sentence, and thus could not make significant guesses as to its structure. Without a good memory, language learning would not be possible.

Aside from the common observation that children often remember, word for word, stories which they are told, children also learn a lot of idioms in phrase and sentence form. There is no reason, therefore, not to believe that <sup>(2)</sup> children also store in memory a lot of ordinary phrases and sentences, which can serve them for analysis later. Such a huge memory capacity, it is worth noting, is not unique to language. For, in many other areas of life—in remembering faces, objects, music, past events and vast quantities of

knowledge in a variety of fields — the extent of a child's memory is similarly remarkable.

〈注〉 \*injection 注射      \*negation 否定

**問題Ⅲ** 次の(1), (2)の文をそれぞれ英語に訳しなさい。解答用紙(その3)を使用。

(1) 最近、客が本を自由に読めるカフェを店内に設けている大型書店もある。

(2) 私たちは外国語を学べば学ぶほど、母語の重要性を認識するようになる。

**問題Ⅳ** 次の11~20の文について、下線部に入るもっとも適切な語句をそれぞれ①~④の中から一つ選び、解答欄のその数字をマークしなさい。文頭の大文字も選択肢の中では小文字で表記してある。解答用紙(その1)を使用。

11. People should get the subject's permission to post photos online; \_\_\_\_\_ they run the risk of getting into trouble.

① as long as      ② otherwise      ③ so that      ④ unless

12. The percentage of students attending primary school is more than 98. This suggests that \_\_\_\_\_ students can read and write.

① almost all the      ② almost the  
③ each most      ④ most every

13. The concert hall was flooded with people. Therefore, it was \_\_\_\_\_ no use to try to find him in the crowd.
- ① at                      ② for                      ③ of                      ④ with
14. \_\_\_\_\_ busy she is, Helen always makes sure to greet her children at the door when they come home from school, and she always answers their questions.
- ① as                                      ② even though  
③ no matter how                      ④ whatever
15. Parrots copy the patterns of human speech, but it is \_\_\_\_\_ for other animals to do it.
- ① hardly                      ② rare                      ③ seldom                      ④ unusually
16. The farm already has ten cows, but it is buying \_\_\_\_\_ five cows in order to expand its business.
- ① another                      ② each                      ③ other                      ④ others
17. Besides being an instrument for expression, language can be used to \_\_\_\_\_ or prevent thought.
- ① conceal                      ② conflict                      ③ consent                      ④ consume
18. Mary ran down the stairs, then paused in the doorway, not wanting to break in \_\_\_\_\_ his telephone conversation.
- ① for                      ② on                      ③ over                      ④ up

19. About 12,000 years ago, the earth's climate began to turn warmer and wetter. The dry grasslands gradually disappeared, \_\_\_\_\_ big fields of thick forests.

- ① getting rid of                                    ② giving way to  
③ keeping up with                                  ④ running out of

20. If you are determined to ignore the conditions of your contract come \_\_\_\_\_ may, you could get in trouble.

- ① but                    ② if                    ③ though              ④ what

**問題V** 次の21～25の文について、[         ]内の語の順序を入れ替えてもっとも適切な英文を作りなさい。その際、(2)と(5)に入る語をそれぞれ一つずつ選び、解答欄のその数字をマークしなさい。ただし、不要な一語を除いて、すべての語を一度ずつ使うこと。解答用紙(その1)を使用。

21. U.S. sales of new DVDs fell by 20 percent this year; ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) a prolonged recession.

- [① behind              ② due                    ③ is                    ④ it  
⑤ lies                  ⑥ what]

(2)の解答欄 **21**, (5)の解答欄 **22**

22. I feel very disappointed every ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) ( 6 ) ( 7 ) in the street. People should have good manners.

- [① cans                    ② empty                ③ I                    ④ leaving  
⑤ people                ⑥ see                  ⑦ time                ⑧ up]

(2)の解答欄 **23**, (5)の解答欄 **24**

23. It is true that ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) ( 6 )  
( 7 ) their self-confidence.

- [① a                    ② abroad                    ③ as                    ④ build  
⑤ challenge            ⑥ helped                    ⑦ on                    ⑧ taking]

(2)の解答欄 , (5)の解答欄

24. Currently, non-native speakers ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ) ( 6 ) ( 7 ) ( 8 ).

- [① comes                ② English                ③ it                    ④ native  
⑤ outnumber          ⑥ speakers                ⑦ they                ⑧ to  
⑨ when]

(2)の解答欄 , (5)の解答欄

25. Everyone except us knew that the schedule changed a couple of days ago.

It is a great pity that ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 )  
( 6 ) ( 7 ) us.

- [① anything            ② between                ③ either                ④ no  
⑤ of                    ⑥ one                    ⑦ said                    ⑧ to]

(2)の解答欄 , (5)の解答欄



