

英 語

注 意

1. 問題は全部で18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すること。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最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。

Pamela Paul's memories of reading are less about words and more about the experience. "I almost always remember where I was and I remember the book itself. I remember the physical object," says Paul, the editor of *The New York Times Book Review*, who reads, it is fair to say, a lot of books. "I remember the edition; I remember the cover; I usually remember where I bought it, or who gave it to me. What I don't remember — and it's terrible — is everything else."

For example, Paul told me she recently finished reading Walter Isaacson's biography of Benjamin Franklin. "While I read that book, I knew not *everything* there was to know about Ben Franklin, but much of it, and I knew the general timeline of the American Revolution," she says. "Right now, two days later, I probably could not give you the timeline of the American Revolution."

Surely some people can read a book or watch a movie once and retain the plot perfectly. But for many, the experience of consuming culture is like filling up a bathtub, soaking in it, and then watching the water run down the drain. There might be a sign where the water was in the tub, but most of the water is gone.

"Memory generally has a very fundamental limitation," says Faria Sana, an assistant professor of psychology at Athabasca University, in Canada. "It's essentially an obstacle."

The "forgetting curve," as it's called, is steepest during the first 24 hours after you learn something. Exactly how much you forget, percentage-wise, varies, but unless you review the material, much of it slips down the drain after the first day, with more to follow in the days after, leaving you with a

fraction of what you took in.

Presumably, memory has always been like this. But Jared Horvath, a research fellow at the University of Melbourne, says that the way people now consume information and entertainment has changed what type of memory we value — and it's not the kind that helps you hold onto the plot of a movie you saw six months ago.

In the Internet age, recall memory — the ability to spontaneously call information up in your mind — has become less necessary. It's still good for remembering your to-do list, but largely, Horvath says, what's called recognition memory is more important. "As long as you know where that information is at and how to access it, you don't really need to recall it," he says. Research has shown that the Internet functions as a sort of externalized memory. "When people expect to have future access to information, they have lower rates of recall of the information itself," as one study puts it. With its streaming services and online articles, the Internet has lowered the importance of remembering the culture we consume even further. But it's hardly as if we remembered it all before.

Plato was a famous early critic when it came to the dangers of externalizing memory. In the dialogue Plato wrote between Socrates and the aristocrat Phaedrus, Socrates tells a story about the god Theuth discovering "the use of letters." The Egyptian king Thamus says to Theuth:

This discovery of yours will create forgetfulness in the learners' souls, because they will not use their memories; they will trust to the external written characters and not remember of themselves.

"[In the dialogue] Socrates hates writing because he thinks it's going to kill memory," Horvath says. "And he's right. Writing absolutely killed memory. But think of all the incredible things we got because of writing. I wouldn't trade writing for a better recall memory, ever." Perhaps the Internet offers a similar trade-off: You can access and consume as much information

and entertainment as you want, but you won't retain most of it.

It's true that people often put more into their brains than they can possibly hold. Last year, Horvath and his colleagues at the University of Melbourne found that binge-watchers (those who watched a TV show series all at once) forgot the content of them much more quickly than people who watched one episode a week. Right after finishing the show, the former group scored the highest on a quiz about it, but after 140 days, they scored lower than the weekly viewers. They also reported enjoying the show less than did people who watched it weekly.

People are reading the written word in the same manner. In 2009, the average American encountered 100,000 words a day, even if they didn't "read" all of them. It's hard to imagine that's decreased in the nine years since. In "Binge-Reading Disorder," an article for *The Morning News*, Nikkitha Bakshani analyzes the meaning of this statistic. "Reading is a nuanced word," she writes, "but the most common kind of reading is likely reading as consumption: where we read, especially on the Internet, merely to acquire information. Information that stands no chance of becoming knowledge unless it 'sticks'."

Or, as Horvath puts it: "It's the momentary giggle and then you want another giggle. It's not about actually learning anything. It's about getting a momentary experience to feel as though you've learned something."

The lesson from his binge-watching study is that if you want to remember the things you watch and read, space them out. Horvath says "I used to get irritated in school when an English-class syllabus would have us read only three chapters a week, but there was a good reason for that. Memories get reinforced the more you recall them. If you read a book all in one stretch — on an airplane, say — you're just holding the story in your working memory that whole time. You're never actually reaccessing it."

Sana says that often when we read, there's a false "feeling of fluency." The information is flowing in, we're understanding it, it seems like it is

smoothly arranging itself into a file to be slotted onto the shelves of our brains. “But it actually doesn’t stick unless you put effort into it and concentrate and engage in certain strategies that will help you remember.”

People might do that when they study, or read something for work, but it seems unlikely that in their leisure time they’re going to take notes on the TV drama, *Gilmore Girls* to quiz themselves later. “You could be seeing and hearing, but you might not be noticing and listening,” Sana says. “Which is, I think, most of the time what we do.”

Still, not all memories that wander are lost. Some of them may just be hidden, inaccessible, until the right cue pops them back up — perhaps a pre-episode “Previously on *Gilmore Girls*” review, or a conversation with a friend about a book you’ve both read. Memory is “all associations, essentially,” Sana says.

That may explain why Paul and others remember the context in which they read a book without remembering its contents. Paul has kept a “book of books,” or “Bob,” since she was in high school — an analog form of externalized memory — in which she writes down every book she reads. “Bob offers immediate access to where I’ve been, psychologically and geographically, at any given moment in my life,” she explains in *My Life With Bob*, a book she wrote about her book of books. “Each entry conjures a memory that may have otherwise gotten lost or blurred with time.”

In a piece for *The New Yorker* called “The Curse of Reading and Forgetting,” Ian Crouch writes, “reading has many facets, one of which might be the rather indescribable, and naturally fleeting, mix of thought and emotion and sensory manipulations that happen in the moment and then fade. How much of reading, then, is just a kind of self-centeredness — a marker of who you were and what you were thinking when you encountered a text?”

To me, it doesn’t seem self-centered to remember life’s seasons by the art that filled them — the spring of romance novels, the winter of true crime. But

it's true enough that if you consume culture in the hopes of building a mental library that can be referred to at any time, you're likely to be disappointed.

Books, shows, movies, and songs aren't files we upload to our brains — they're part of the tapestry of life, woven in with everything else. From a distance, it may become harder to see a single thread clearly, but it's still in there.

“It'd be really cool if memories were just clean — information comes in and now you have a memory for that fact,” Horvath says. “But in truth, all memories are everything.”

1. What Pamela Paul does not remember after reading is _____.
- ① the external design of the book
 - ② where she got the book
 - ③ the plot of the book
 - ④ who gave the book to her
2. The “forgetting curve” indicates that after you learn something, you _____.
- ① forget much of what you took in during the first 24 hours
 - ② forget the whole content during the first 24 hours
 - ③ remember most of the content without reviewing it a few days later
 - ④ remember fastest what you followed in the days after
3. Jared Horvath says that in the Internet age, people _____.
- ① ought to ignore how to access information
 - ② are required to store more memory
 - ③ should not make their to-do lists
 - ④ need recall memory less than recognition memory
4. Thamus thinks that Theuth’s discovery of the use of letters will _____.
- ① help the learners to trade writing for memories
 - ② train the learners to recall their memories
 - ③ allow the learners to dismiss their externalized memories
 - ④ invite the learners to give up the use of their memories

5. Horvath and his colleagues at the University of Melbourne found that weekly TV viewers _____.
- ① got the highest marks on a quiz about the content right after a series of TV show
 - ② remembered the content of TV shows longer than binge-watchers
 - ③ scored lower on a quiz about TV shows than binge-watchers after 140 days
 - ④ enjoyed the content of TV shows less than binge-watchers
6. Horvath's study shows that our memory _____.
- ① gets reinforced by the repetition of remembering
 - ② improves through reading all materials in one stretch
 - ③ remains unavailable to us on an airplane
 - ④ weakens by reading only three chapters a week
7. Using *Gilmore Girls*, Sana remarks that people are likely to _____.
- ① organize information in their brains like a file
 - ② recall their memories with certain associations
 - ③ abandon noticing and listening in their working time
 - ④ take notes on what they read in their leisure time
8. Paul's "Bob" means _____.
- ① her friend in high school who taught her the joy of reading books
 - ② her imaginative friend who has shared her secret with
 - ③ a book about her life in which she wrote about the places she visited
 - ④ a book about books which she has read and referred to later

9. The author of this article thinks that _____.
- ① the culture we consume stays as part of the tapestry of life
 - ② a mental library is open to the public
 - ③ books are uploaded as a file to access in our brain
 - ④ self-centeredness produces romance and crime novels
10. The main theme of this article is _____.
- ① why discovery of letters enriches our lives
 - ② how we advance our forgetfulness
 - ③ why we forget most of the books we have read
 - ④ how the Internet disturbs our externalized memory

問題Ⅱ 次の英文を読み、11～20の()に入る最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。

Human evolution is the lengthy process of change by which people originated from apelike ancestors. Scientific evidence shows that the physical and behavioral traits shared by all people originated from apelike ancestors and evolved over a period of approximately 6 million years.

One of the earliest defining human traits, bipedalism (the ability to walk on two legs) evolved over 4 million years ago. Other important human characteristics, such as a large and complex brain, the ability to make and use tools, and the capacity for language, developed (11). Many advanced traits, including complex symbolic expression, art, and elaborate cultural diversity, emerged mainly during the past 100,000 years.

Humans are primates. Physical and genetic similarities show that the modern human species, *Homo sapiens*, has a very (12) relationship to another group of primate species, the apes. Humans and the great apes of Africa, such as chimpanzees and gorillas, share a common ancestor that lived between 8 and 6 million years ago. Humans first evolved in Africa, and much of human evolution occurred on that continent. The fossils of early humans who lived between 6 and 2 million years ago come entirely from Africa.

Most scientists currently recognize some 15 to 20 different species of early humans. Scientists do not all agree, however, about how these species are related or which ones simply died out. Many early human species left no living descendants. Scientists also debate over how to (13) particular species of early humans, and about what factors influenced the evolution and extinction of each species.

Paleoanthropology is the scientific study of human evolution. Paleanthropology is a subfield of anthropology, the study of human culture,

society, and biology. The field involves an understanding of the similarities and differences between humans and other species in their genes, body form, and behavior. Paleoanthropologists search for the roots of human physical traits and behavior. They seek to discover how evolution has shaped the potentials, tendencies, and limitations of all people. For many people, paleoanthropology is an exciting scientific field because it investigates the origin, over millions of years, of the universal and defining traits of our species. (14), some people find the concept of human evolution troubling because it can seem not to fit with religious and other traditional beliefs about how people, other living things, and the world came to be. Nevertheless, many people have come to reconcile their beliefs with the scientific evidence.

Early human fossils and archeological remains offer the most important clues about this ancient past. These remains include bones, tools, and footprints left by earlier people. Usually, the remains were buried and (15) naturally. They are then found either on the surface (exposed by rain, rivers, and wind erosion) or by digging in the ground. By studying fossilized bones, scientists learn about the physical appearance of earlier humans and how it changed. Bone size, shape, and markings left by muscles tell us how those predecessors moved around, held tools, and how the size of their brains changed over a long time. Archeological evidence refers to the things earlier people made and the places where scientists find them. By studying this type of evidence, archeologists can understand how early humans made and used tools and lived in their environments.

(16) that cause species to arise, adapt to the environment, and become extinct. All species or organisms have originated through the process of biological evolution. In animals that reproduce sexually, including humans, the term species refers to a group whose adult members regularly interbreed, resulting in fertile descendants — that is, descendants themselves (17) of reproducing. Scientists classify each species with a unique, two-part scientific

13. ① falsify and intensify ② simplify and magnify
 ③ justify and satisfy ④ identify and classify
14. ① Otherwise ② However ③ Accordingly ④ Therefore
15. ① preserved ② exhibited ③ preceded ④ extended
16. ① The social renovation needs a variety of biological experiments
 ② The continuation of species generates the result of purposeful events
 ③ The process of evolution involves a series of natural changes
 ④ The natural environment warns of the danger of precious remains
17. ① lack ② capable ③ envious ④ devoid
18. ① suspend ② develop ③ pause ④ freeze
19. ① Subsequently ② Likewise
 ③ Additionally ④ Instead
20. ① survival ② loss ③ recovery ④ damage

問題Ⅲ 次の英文を読み、21～25の()に入る最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。

If we want to understand the power of language and human communication, we have to include what we currently know about the nature of conscious thought. Consciousness is a world unto itself—an abstract (21) of an outside reality that we can never fully grasp. Take color, for example. It doesn't actually exist in the world. Light waves exist, but they are not what we “see” inside our brains. The brain's visual centers interpret the effects of the light waves on the color cones in our eyes, and the information is then reconstructed into an internal palette of colors, and it is categorized by the way we use our language. Because human beings (22) the same visual functions, we all see a blue sky on a sunny day, even though the sky is not really “blue.” But if you don't give that visual experience a specific name, the brain might not be able to “see” that specific color.

Color is also influenced by the culture in which we are raised, and if you grow up in a different part of the world—be it Russia, England, or Africa—the words you assign to colors will alter (23). For example, members of the Berinmo tribe of Papua New Guinea cannot distinguish between blue and green. But they can be taught to do so, demonstrating that the perception and categorization of color is a language-bound category controlled by cognitive processes unique to human brains.

The same is true for words. Change the sound or the intonation and the entire meaning of the word can differ. When we talk to others, we need to keep this in mind, because different people can react to the same word or phrase in different ways based on their culture or childhood experiences. For example, a statement like “you are beautiful” can be viewed as a compliment by some people or as (24). In some places, to tell someone that they are

beautiful would be considered impolite.

Normally, when we speak we make the erroneous assumption that other people relate to our words in the same way we do. They don't. Thus, we have to expand our consciousness about language to include the fact that everyone hears something different, even when we are using the same words. Words are needed to create our own inner reality and map of the world, but everyone creates a different map. (25), consciousness — and the language we use to convey our feelings, thoughts, and beliefs — is a very personal and unique experience. When we recognize this fact, we become better communicators because we don't assume that other people understand what we say.

21. ① artificial collaboration ② practical illustration
 ③ mental representation ④ visible creation
22. ① doubt ② oppose ③ share ④ cancel
23. ① what you actually see ② how you really improve
 ③ how you usually speak ④ what you finally invent
24. ① a mission of peace ② an image of human rights
 ③ a violation of promises ④ an invasion of privacy
25. ① To make it worse ② To put it in another way
 ③ By all means ④ On the other hand

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

- (1) さまざまな状況において、批判的思考が求められる。
- (2) ある特定の分野で成功できるか否かは、あなたの努力と創造力しだいだ。
- (3) 今から20年後にあなたがどのように人生を送っているか想像することはむずかしいかもしれない。大事なことは、今いる環境で最善を尽くし、学び続けることだ。

問題V 次の26~38の文について、下線部に入る最も適切な語句または文をそれぞれ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。

26. Statistics say that the spread of human industrialization in recent years does _____ promote coexistence between humans and wildlife animals.

- | | |
|------------------------|------------------------|
| ① make difficult to it | ② it make difficult to |
| ③ make it difficult to | ④ to make it difficult |

27. Schools and the police should make every effort to protect children traveling to and from school by sharing information about _____ circumstances.

- | | | | |
|------------|--------------|------------|-------------|
| ① glorious | ② suspicious | ③ precious | ④ luxurious |
|------------|--------------|------------|-------------|

28. I missed the meeting this morning because I overslept. I have nothing to say _____.
- ① for a compliment ② as an excuse
③ with a gratitude ④ in a row
29. We are looking for a person who can help us edit our school newspaper, _____ someone with good PC skills.
- ① respectively ② considerably
③ preferably ④ collectively
30. It was an abstract painting and I couldn't tell whether it was upside _____ or not.
- ① wide ② below ③ out ④ down
31. I used to watch the professional soccer players taking free-kicks from all angles and thought, "_____ I could do that one day in the World Cup."
- ① if not ② not only
③ even though ④ if only
32. If you have any questions about basketball, he's second to _____ . He has a lot of knowledge and experience.
- ① none ② any ③ worst ④ best
33. Recently some people have become _____ to smartphone games. They sometimes forget to eat or sleep.
- ① unique ② related ③ addicted ④ indifferent

34. Would you prefer e-mailing to _____ if you need to contact me?

- ① call ② calling ③ be called ④ be calling

35. If you want to know an easy way to prevent illness, _____ beats regular handwashing with hot water and soap.

- ① something ② anything ③ nothing ④ everything

36. Chris: I have to make a presentation in the next class. I'm nervous.

Miki: Don't worry. You know, practice makes perfect.

Chris: _____?

Miki: Not really. I will tell you a few tips.

- ① Do you need a hand
② Are you in favor of my presentation
③ Won't you have the courage
④ Don't you get stage fright

37. William: I could take a bus to the train station.

Peter: Well, Mary says she'll come here right now.

William: _____? That'll save me a lot of time.

Peter: I think so. You can ask her.

- ① Why don't you tell her about the traffic jam
② Are you sure she's already on the train
③ Do you think she'll give me a lift to the station
④ Which way do you guess is cheaper, by train or by bus

38. Sam: I have no idea where we can have a farewell party for Kim.

Helen: You always ask me for help, Sam.

Sam: _____?

Helen: It's okay. Leave it to me. I'll find a nice restaurant.

① Who else can I depend on

② Where can I find out

③ How can I take off

④ When can I talk with

