

I 次の問い(問1～10)の英文の空欄  ～  に入る最も適当なものを、それぞれの①～④の中から一つずつ選べ。また、下の問い(問11～15)のAとBの二人の会話の空欄  ～  に入る最も適当なものを、それぞれ①～④の中から一つずつ選べ。

問1 An invisible man is a fictional character whose body is (  ).

- ① concealed      ② transparent      ③ hidden      ④ frozen

問2 The bank has (  ) all over the country.

- ① rivers      ② companies      ③ branches      ④ canals

問3 Dogs' sense of smell is (  ) that of humans.

- ① fairly better to      ② far superior to  
③ much further than      ④ even inferior than

問4 There are (  ) in that rental office.

- ① two furnitures      ② double furnitures  
③ two pieces of furniture      ④ twice of furniture

問5 I (  ) from you soon.

- ① look forward to hearing      ② look forward to hear  
③ am looking forward hearing      ④ am looking forward to hear

問6 (  ) is an area in which there are more cases of the disease than in other areas.

- ① An infection      ② A pandemic      ③ A vaccination      ④ A cluster

問7 The documents (  ) sensitive information.

- ① contained      ② were contained  
③ were contained with      ④ got contained

問8 My grandfather (  ) go fishing on weekends when I was a child.

- ① should      ② was used to      ③ would often      ④ was often able

問9 Just as you are not a loser, (  ).

- ① I am either not      ② I am not that      ③ neither am I      ④ me too

問10 The president (  ) us in the report for our contribution to the community.

- ① praised      ② complained      ③ explained      ④ observed

問11 A : ( サ )

B : I'm going to order them from a shop here in town. I just need to know your size.

- ① Should I go to a specific store to buy them or will you supply them?
- ② I usually wear a medium. Thanks!
- ③ Were you aware that we are nearly out of milk?
- ④ I tried to order the extra-large bottle, but I kept getting an error message.

問12 A : ( シ )

B : Have you dropped it recently?

- ① No, I haven't. In fact, I just bought it yesterday!
- ② Let me take a look at your computer to see what the problem is.
- ③ Excuse me, I think you left your bag behind on the train.
- ④ I need some help with this. It's not working at all anymore.

問13 A : I know you did all of the work on this. It took you a long time to finish everything, didn't it?

B : ( ス )

- ① Yes, I am really happy to be working on this project with you!
- ② No, I'm really sorry for taking such a long time, but I hope to submit it later today.
- ③ You were really lucky to get it done in time. Great job!
- ④ Don't worry, it was my pleasure. Let me know if I can help again in future.

問14 A : ( セ )

B : Hi, yes, and I looked it over. I think there's a problem on the third line.

- ① Good afternoon. I hope everything is going well. I wanted to let you know I will send the document now.
- ② Hello. I'm calling from the lawyer's office. I wanted to make sure you received the contract.
- ③ Hi Philip. Did you get the package of sweets we sent to you this morning?
- ④ Oh, I'm so sorry about that. I will make the correction and send it back to you in less than an hour.

問15 A : ( ソ )

B : Can you give me about five minutes? I just need to find her medical report first.

- ① Are you ready for your next patient?
- ② Sure thing. I'll be here whenever you are ready.
- ③ I needed to leave early for a dentist appointment.
- ④ Did you help her with the report or did you write it yourself?

Ⅱ 次の問い(問1～5)の日本語に合うように、それぞれの①～⑧の語を並べ替えて空所を補い、文を完成させよ。ただし、解答は ア ～ コ に入る番号のみを解答欄にマークせよ。なお、文頭に来るべき語も小文字で記してある。

問1 電話が鳴った時、私はちょうど出かけようとしていたところだった。

I ( ) ( ) ( ) ( ア ) ( ) out ( イ ) ( ) ( ).

- |       |                 |        |        |
|-------|-----------------|--------|--------|
| ① was | ② about         | ③ just | ④ go   |
| ⑤ to  | ⑥ the telephone | ⑦ when | ⑧ rang |

問2 ピーターは、映画を観に行くよりも家にいる方が良いと思った。

Peter thought that ( ) ( ウ ) rather ( ) ( ) ( エ ) ( ) ( ) ( ).

- |         |           |      |        |
|---------|-----------|------|--------|
| ① stay  | ② a movie | ③ he | ④ than |
| ⑤ would | ⑥ home    | ⑦ go | ⑧ to   |

問3 クリスは目を覚ますと、自分が病院のベッドの上に横たわっていることに気が付いた。

Chris ( ) ( ) ( オ ) ( ) ( ) ( カ ) ( ) ( ) in the hospital.

- |        |           |      |         |
|--------|-----------|------|---------|
| ① up   | ② woke    | ③ to | ④ lying |
| ⑤ find | ⑥ himself | ⑦ on | ⑧ a bed |

問4 この大学では、ホプキンス博士ほど地震のメカニズムについて上手く説明できる研究者は他にはいない。

In this university, ( ) ( キ ) ( ) ( ) ( ) ( ) of an earthquake ( ク ) ( ) as Dr. Hopkins.

- |           |              |                 |      |
|-----------|--------------|-----------------|------|
| ① can     | ② other      | ③ well          | ④ no |
| ⑤ explain | ⑥ researcher | ⑦ the mechanism | ⑧ as |

問 5 A : それじゃあ、この授業も君にとっては必修なんだね。

B : そうなの。心理学から言語学まで、本当に色々な授業を受講しなければならないの。教職課程の科目には、様々な分野の異なる知識がたくさん含まれているから。

A : それはきつそうだね！なぜ教育にそんなに興味を持つようになったのか聞かせてくれる？

B : 私の弟がきっかけなの。弟は私よりずっと年下なんだけど、何にでも興味深々でね。弟の厄介な質問にいつも悩まされているわ。でも、弟の成長こそ私に大きな影響を与えてくれたの。

A : So, this class is also required for you, isn't it?

B : Yes, it is. I have to take a wide variety of classes, ranging from psychology to linguistics. The subjects of the teacher training course incorporate so many different kinds of knowledge from various fields.

A : That sounds intense! Could you ( ) ( ) ( ケ ) ( ) ( ) ( ) ( コ ) ( ) education?

B : My little brother did. Although much younger than me, he is curious about everything. He is always disturbing me with his difficult questions. But it is his growth that has had a significant influence on me.

① in

② tell

③ you

④ what

⑤ interested

⑥ me

⑦ so

⑧ got

Ⅲ 次の文章〔英文 1・2〕を読み、下の問い(問 1～9)に答えよ。なお、\*印のある語句には注がある。

〔英文 1〕

Cranes are special. In the first place, they are very impressive birds physically, standing more than four feet tall (much larger than a heron), with long elegant necks and legs to match. The plumage is basically a soft ashy grey, with a black-and-white pattern on the head and neck, topped off with a red patch on the back of the crown. On the ground they walk in stately fashion, carrying behind them the distinctive “bustle” of plumes ( A ) to give them their majestic bearing. In flight, they propel themselves powerfully through the air with measured <sup>(1)</sup>wingbeats, neck outstretched in front and legs trailing behind. They are most famous, of course, for the performances when couples, or even whole flocks, leap into the air with wings and necks outstretched, then bow and play with each other and excitedly toss around small objects, trumpeting the whole in chorus. The “crane dance” is one of the great wildlife spectacles. Is the source of the impulse one we share, or must we keep the quotation marks round “dance”?

Cranes are, ( B ), very shy and wary, so it is extraordinary to encounter them anywhere in the wild. In Britain they are extremely rare, but now one tiny colony has become established in the Norfolk Broads. They used to breed more widely in East Anglia in the Middle Ages but became extinct around the 1600s, as the vast wetlands on which they depended for food and security were being drained and diminished. Then, to the amazement and delight of naturalists, <sup>(2)</sup>a pair came to these marshes in the early 1980s and stayed to breed. Since then the colony has built up, slowly and \*precariously, to reach double figures now. So this is a homecoming of a kind.

I have also watched cranes in the Russian \*steppe, in this case demoiselle cranes, <sup>(3)</sup>a little smaller and even more lovely than the Northern European ones, with long white head plumes and black trailing breast feathers and with subtly different proportions in the head, neck, and tail. The story is that Marie Antoinette gave her pet crane the name “Demoiselle,” ( C ) its \*demure elegance, and the unusual scientific name *Anthropoides virgo* (“of human form, like a young girl”) has the same \*connotation. This is a bird of dry grasslands, which migrates over huge distances, some to winter quarters in North Africa, but some right over the Himalayas to the flat plains of Western India. Its arrival is noted and welcomed everywhere, whether in summer or winter.

Cranes have always excited the human imagination. They appear in the very first works of European literature, when Homer likens the advance of the Trojan army to the clamour of

cranes, and Hesiod defines the farmer's seasons by the appearance of cranes in the sky:

Take note when you hear the voice of the cranes, who every year call out from the clouds above. They give the signal for \*ploughing and mark the season of rainy winter.

They are equally powerful symbols in Oriental poetry and philosophy, ( D ), in the works of Confucious, Basho, and the even \*pithier Zen master Dogen (thirteenth-century Japanese):

The world?  
Moonlit water drops  
From the crane's bill.

Similar references can be found in the songs and poetry of India, Africa, and Australia. Why do cranes feature so strongly in the myth, folklore, and literature of almost every culture?

<sup>(4)</sup>  
The author and naturalist Peter Matthiessen travelled the world for more than a decade to see all the fifteen remaining species of crane, many of which are threatened through loss of habitat or by human persecution. He wanted to raise consciousness about their endangered status and support international conservation efforts and ecological awareness, and he sees the cranes as "heralds and symbols of all that is being lost." He also conveys the intensity of his personal experiences of watching cranes and describes the sight of the Japanese crane dancing in the snows of Hokkaido as the ultimate pleasure for \*ornithologists.

(Birdscapes: Birds in Our Imagination and Experience by Jeremy Mynott, © 2009 by Jeremy Mynott. Reproduced with permission of Princeton University Press.)

\*precariously 「不安定に」

\*ploughing 「耕すこと」

\*steppe 「大草原地帯」

\*pithy 「含蓄のある」

\*demure 「控えめで上品な」

\*ornithologist 「鳥類学者」

\*connotation 「言外の意味」

問 1 本文で用いられている次の語において、最も強いアクセント(第一強勢)のある音節を、それぞれ次の①～④の中から一つ選べ。

sci · en · tif · ic  
① ② ③ ④

ア

in · ten · si · ty  
① ② ③ ④

イ

問 2 本文中の空欄( A )～( D )に入る最も適当な語句を、それぞれ次の①～④の中から一つ選べ。

空欄 ( A ) ウ

- ① having helped      ② that helps      ③ that are helped      ④ that helping

空欄 ( B ) エ

- ① regardless      ② as a result      ③ however      ④ lastly

空欄 ( C ) オ

- ① in the middle of      ② at the expense of  
③ on the behalf of      ④ in admiration of

空欄 ( D ) カ

- ① for example      ② in sequence      ③ furthermore      ④ nevertheless

問 3 下線部(1)の語が同じ意味で使われているものを、次の①～④の中から一つ選べ。 キ

- ① Bearing the great pain of an injection is difficult for small children.  
② The man was bearing a heavy load on his back, climbing up the hill.  
③ It is worth bearing in mind that this winter will be much colder than normal.  
④ The man was confident in his bearing and sincere in his conversation.

問 4 下線部(2)のような状態は、何によってもたらされたのか、次の①～④の中から一つ選べ。

ク

- ① イースト・アングリアに、警戒心の強いツルが多くいたこと  
② 1980 年代に、イースト・アングリアにツルがひと組やってきて産卵したこと  
③ 1600 年代から、イースト・アングリアでは広大な湿地が失われていたこと  
④ 中世のイースト・アングリアでは、ツルが食べ物を探せる場所が整っていたこと

問 5 下線部(3)についての説明として、最も適当なものを、次の①～④の中から一つ選べ。

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- ① このツルは北欧のツルに比べると頭羽が白く、胸羽が黒いが、体型に違いは全く無い。  
② このツルはほとんどの場合、ヒマラヤにとどまり、インドに行くことは稀である。  
③ このツルには、人間のようなものを表す珍しい学名がつけられている。  
④ このツルの飛来はどこでも喜ばれるが、雨の多い暗い冬を連想させる。

問 6 下線部④の語の意味として、最も適当なものを、次の①～④の中から一つ選べ。

コ

- ① to make a newspaper or magazine article or a broadcast program
- ② to enjoy the moment of speaking or writing without worrying about anything
- ③ to create an important character for works, such as films, plays, or songs
- ④ to have something as a prominent attribute or aspect

問 7 本文の内容と一致するものを、次の①～④の中から一つ選べ。

サ

- ① ツルは極めて警戒心が強いので、小さな物を互いに投げ合ったりする。
- ② ツルは空を飛んでいる最中、群れ全体で激しく鳴き続ける。
- ③ ホメロスは、トロイ戦争の進軍の喧騒を、ツルの騒がしさに喩えた。
- ④ マリー・アントワネットが愛玩していたツルは、北アフリカにまで渡りをした。

問 8 本文の内容と一致しないものを、次の①～④の中から一つ選べ。

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- ① 東洋の孔子や芭蕉は、西洋のヘシオドスと同じように、ツルの飛来と耕作時期とを結びつけた。
- ② ツルについて言及した歌や詩は、インド、アフリカやオーストラリアにも見られる。
- ③ ピーター・マシーセンは、絶滅が危惧される生き物の象徴がツルであると捉えている。
- ④ ピーター・マシーセンは、北海道の雪の中でツルが舞う光景を極めて高く評価した。



Today, the popularity of \*meditation has grown in parallel with awareness about the importance of mental health and stress relief. Many U.S. schools now have programs that teach meditation to students, while dozens of online meditation apps such as Headspace and Calm offer people the option of using their smartphones — otherwise a source of distraction — to immerse themselves in sessions guided by instructors, with calming music playing in the background, at their own convenience.

Sara Lazar, a psychologist at Harvard University, and her colleagues have conducted studies that illuminate how meditation reduces anxiety, which has very similar symptoms to stress. In one study, researchers compared stress-reduction programs: one mindfulness-based, in which 42 volunteers learned awareness meditation and yoga practices for eight weeks, the other exercise-based, during which 25 volunteers performed light aerobic exercises.

The researchers put both groups through a fear-conditioning task in which an anxiety-inducing \*stimulus is repeatedly presented to them until it no longer triggers anxiety. The volunteers were shown images of lamps that glowed blue, red, or yellow, receiving a mild electric shock with two of the colors. Later, the same images were presented to them without any shocks. Lazar and her colleagues found that volunteers who received the mindfulness-based stress-reduction training were better able to forget their fearful response to the shock-associated lamp colors. From brain scans of the volunteers, the researchers concluded that the mindfulness training had changed how their brains processed their initial fearful memories and increased their ability to recall that the stimulus was no longer threatening.

The benefits of meditation may extend beyond stress and anxiety reduction. Fadel Zeidan, a neuroscientist at the University of California, San Diego, has been studying how mindfulness can help reduce pain. In a recent study, Zeidan and his colleagues assigned volunteers either to a group that went through mindfulness training or to a control group that did not. First, the volunteers rated their pain after a hot device was pressed to the back of their leg for 10 to 14 seconds (they could move their leg away at any time). Then they went through the same process again, but this time the mindfulness group was asked to meditate, while those in the control group listened to an audio book. The researchers also took functional MRI scans of the volunteers' brains. Volunteers who meditated reported feeling less pain. "We see a 33 percent drop in pain intensity and unpleasantness during meditation, while the pain levels in the control group actually go up," Zeidan says. Why does meditation provide relief? Zeidan says the researchers were able to find an answer from analyzing the functional MRI scans of the meditators, which show reduced activation in neural networks that are responsible for self-awareness. The greatest decrease in activation is seen in the \*medial prefrontal cortex — a part

of the “self-network” that plays a prominent role in self-reflection and valuing oneself.

“During the meditation, the self-value is deactivating,” Zeidan says. “And the more it goes down, the greater the \*analgesia and the greater the pain relief.” Pain signals are still being received by the brain, but “they are not going into the brain networks that are saying, ‘This is my pain,’” he explains. In essence, mindfulness appears to help detach the self from the suffering.

(“Does meditation actually work? Here’ s what the science says”  
by Yudhijit Bhattacharjee, from National Geographic, May 14, 2024)

\*meditation 「瞑想」

\*stimulus 「刺激」

\*medial prefrontal cortex 「内側前頭前野」

\*analgesia 「鎮痛」

問 9 「英文 2」を読み、次の[A群]～[F群]の設問への答えをそれぞれ①～③の中から一つずつ選べ。

[A群] What ways of reducing stress did Lazar research?

ス

- ① exercise and meditation
- ② listening to music and exercise
- ③ meditation and listening to music

[B群] According to the passage, what is the purpose of Lazar’s experiment using blue, red, and yellow lights?

セ

- ① to know which of the colors produced the most anxiety, or stress, in the volunteers
- ② to determine how similar the symptoms of stress and anxiety are
- ③ to find out which method of reducing stress helped the volunteers more to forget about the electric shocks they received

[C群] According to the passage, what is true about the work of Lazar and the work of Zeidan?

ソ

- ① The people who volunteered for Lazar’s research felt pain, but the volunteers in Zeidan’s research study didn’t.
- ② In Lazar’s research, meditation was shown to be helpful, but in Zeidan’s research, meditation was not a useful strategy.
- ③ While Lazar and Zeidan both did research, Lazar focused on reducing anxiety and Zeidan focused on reducing pain.

[D群] According to the passage, what did the researchers find when looking at brain scans? タ

- ① People who meditate can deal with both pleasant memories and scary memories more efficiently than people who do not meditate.
- ② Pain levels were more intense and unpleasant when people were not meditating.
- ③ Although there were some differences in levels, the brain scans of people who meditated, control group volunteers, and people who exercised all showed a reduction in anxiety and pain.

[E群] According to the passage, which of the following is true? チ

- ① The “self-network” is outside the medial prefrontal cortex responsible for self-awareness.
- ② During meditation, pain feels less severe because people do not feel personally connected to it.
- ③ When self-value goes up, the “self-network” role becomes more important and this results in a reduction of pain and anxiety.

[F群] Which of the following best expresses the **main idea** of this whole passage?

ツ

- ① Yoga, meditation, music, and exercise are all useful strategies for dealing with pain, stress, and anxiety.
- ② Research has shown that meditation can help people deal better with anxiety and pain.
- ③ Smartphones are often distracting but can also be used to help people relax and meditate.