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1. この科目の問題用紙は11ページ、解答用紙はマークカード1枚である。
 2. 解答用紙(マークカード)に、氏名・フリガナ・受験番号の記入および受験番号のマークを忘れないこと。
 3. マークはHBの鉛筆で、はっきりとマークすること。
 4. マークを消す場合、消しゴムで完全に消し、消しくずを残さないこと。
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 6. 各問題の選択肢のうち質問に適した答えを1つだけ選びマークすること。1問に2つ以上解答した場合は誤りとする。
 7. 問題用紙は解答用紙(マークカード)とともに机上に置いて退出すること。持ち帰ってはいけない。

I 次の英文を読み、下記の設問に答えなさい。

Think back over the last month—have you read any fiction?

Many young people probably haven't. They may have spent their free time online, posting Facebook or Twitter updates, or streaming episodes of *The Big Bang Theory*^{*1}. Or they may have dedicated it (1) keeping up-to-date with the news, reading course materials, or professional journals. For these young people, reading stories and novels, after all, is old-fashioned, irrelevant, and a waste of time.

Or is it? Recent research has shown, (2), that reading fiction is good for your brain. Some benefits have been known for a while. Language teachers are well aware that reading extensively in the target language helps students acquire vocabulary, syntax, and, more generally, a feel for the way the language is used. Students can also learn about the culture, people, and places associated with their language of study. And all this is more likely to happen when you are reading fiction because a good novel draws you in. You want to know the people better and find out what happens, so you keep reading.

School teachers also know all about the positive effects of reading, starting with parents reading stories aloud to their children. Numerous studies have found that children who are read to regularly become better readers themselves and generally perform better in school—not surprising, (3) the importance of reading for most school subjects. Children who become habitual readers get better grades and test scores throughout their academic careers.

But that's only the beginning of what reading can do for you. In recent years, thanks to fMRI scanning^{*2}, scientists have learned a great deal about what happens in the brain during reading. The traditional view was that reading involved mainly the language centers of the brain, particularly Broca's and Wernicke's areas^{*3}, which are responsible for interpreting written symbols and transforming them into meaning. Scientists now believe that much more of the brain is involved.

In a recent study in Spain, for example, researchers scanned participants' brains while they read words with strong associations of smell, such as "perfume" or "coffee." The scans showed activity in the primary olfactory cortex^{*4}—the part of the brain that deals with smell. When participants read words with no smell associations, such as "chair" or "key," there was no activity there.

A similar study in France examined brain activity while participants read about body movements. Their brains were scanned while they read sentences such as "John grabbed the stick" and "Paul kicked the ball." Reading these sentences stimulated activity in the motor cortex^{*5}, the part of the brain that coordinates body movements. Furthermore, within the motor cortex, the activity changed location according to whether the sentences mentioned a leg or an arm—as if the participants had actually moved their own leg or arm.

In fact, it seems that reading about something is a lot like the real experience, (4) the brain is concerned. And where are you most likely to find a wealth of suggestive details and colorful descriptions of people, places, situations, and actions? In fiction, of course. Reading a good novel stimulates all kinds of neurological activity in your brain.

But, as any avid reader is well aware, the experience of reading a novel is far more than gymnastics for the brain. In fiction, you can enter into the heads of characters and try to imagine what they are thinking and feeling. You can explore unknown emotional territory and experience novel social situations. According to Keith Oatley and his colleagues in neuropsychology at the University of Toronto, fiction provides us (5) a "simulation of reality" and gives the brain an opportunity to practice understanding and relating to other people. In fact, studies have found that people who read fiction are better able to guess the emotions of others than people who don't. As he has written, "We have discovered that fiction

at its best isn't just enjoyable, it measurably enhances our ability to empathize with other people."

(6) from a better understanding of an individual's motives and actions, fiction also gives the brain practice in understanding human relations, what happens when people get together. Oatley says: "Just as computer simulations of atmospheric pressure, winds, and humidity are used to generate weather forecasts, novels can be thought of as simulations of how people react to combinations of social forces." Research seems to confirm this: The more practice you get in navigating the complexities of fictional social worlds—whether with *Anna Karenina*^{*6} or *Harry Potter*^{*7}—the better your social skills will be in real life.

Oatley's theory about fiction has sparked interest in various fields, more notably in business. In a blog post by Anne Kreamer for *Harvard Business Review*, "The Business Case for Reading Novels," she discusses the importance of emotional intelligence (the ability to understand people's emotions) in the business world. "Emotions have an impact on the bottom line," she writes. She mentions studies showing that people with higher emotional intelligence receive the biggest pay raises and are promoted more. If emotional intelligence is so important, how can we improve it? Her answer is, by reading fiction. "It's when we read fiction that we have the time and opportunity to think deeply about the feelings of others, really imagining the shape and flavor of alternative worlds of experience.

Though business people might find the idea of learning from fiction surprising, Oatley's studies serve only to confirm what many others know from their experiences as teachers or readers. Oatley himself notes that there is nothing really new about his theory. "Two thousand years ago," Oatley writes: "Aristotle claimed that poetry—he meant the epics of Homer^{*8} and the tragedies of Aeschylus^{*9}, Sophocles^{*10}, and Euripides^{*11}, which we would now call fiction—is a more serious business than history. History, he argued, tells us only what has happened, (7) fiction tells us what can happen, which can stretch our moral imaginations and give us insights into ourselves and other people."

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- 注: *1 *The Big Bang Theory* 邦題『ギークなボクらの恋愛法則』米国のテレビドラマ。
 *2 fMRI (functional magnetic resonance imaging) scanning 「機能的磁気共鳴画像法」
 *3 Broca's and Wernicke's areas 「ブローカー野とウェルニケ野」言語の産出と理解に関与する脳の領域の一部。
 *4 primary olfactory cortex 「一次嗅覚皮質」嗅覚刺激の意識的認知に関与している脳の一部分。
 *5 motor cortex 「運動皮質」ヒトの脳で、前頭葉に存在する随意筋運動を支配する領域。
 *6 *Anna Karenina* 『アンナ・カレーニナ』19世紀ロシアの小説家レフ・トルストイの小説。
 *7 *Harry Potter* 『ハリー・ポッター』現代英国作家J・K・ローリングによるファンタジー小説。
 *8 Homer 「ホメロス」紀元前8世紀頃のギリシャの詩人で、英雄叙事詩『イリアス』と『オデュッセイア』の作者とされる。
 *9 Aeschylus 「アイスキュロス」古代ギリシャの三大悲劇詩人の一人で、ギリシャ悲劇の確立者。代表作は『オレスティア(三部作)』。
 *10 Sophocles 「ソポクレス」古代ギリシャの三大悲劇詩人の一人で、代表作に『オイディプス王』がある。
 *11 Euripides 「エウリピデス」古代ギリシャの三大悲劇詩人の一人で、代表作は『メデア』、『アンドロマケ』など。

問 1 本文中の(1)~(7)の空欄に入る最も適切なものを、それぞれ①~⑤の中から一つずつ選びなさい。

- (1) ① at ② of ③ on ④ off ⑤ to
 (2) ① although ② even though ③ in addition
 ④ on the contrary ⑤ what's more
 (3) ① given ② not if ③ provided that
 ④ supposedly ⑤ unless
 (4) ① whether ② for long ③ none the less
 ④ so far ⑤ as far as
 (5) ① about ② by ③ for ④ into ⑤ with
 (6) ① Aside ② Despite ③ Except ④ Instead ⑤ Versus
 (7) ① as the fact that ② independent of ③ accordingly
 ④ whereas ⑤ wherever

問 2 本文中の下線部(8)~(12)の語(句)に最も近い意味のものを、それぞれ①~⑤の中から一つずつ選びなさい。

- (8) irrelevant
 ① contemporary ② fashionable ③ immoral
 ④ pointless ⑤ reasonable
 (9) draws you in
 ① attracts you ② breaks your heart ③ discredits you
 ④ frustrates you ⑤ sets your heart at rest
 (10) avid
 ① dispassionate ② enthusiastic ③ inconstant
 ④ reluctant ⑤ typical
 (11) bottom line
 ① corner of the earth ② final profit ③ intermediate course
 ④ minimum standard ⑤ starting point
 (12) alternative
 ① current ② inner ③ multiple
 ④ other ⑤ physical

問 3 下記の(13)~(16)の各文の内容が本文と一致するように、書き出しに続く最も適切なものを、それぞれ①~⑤の中から一つずつ選びなさい。

- (13) A recent study in Spain has shown that when you read a word associated with a smell, your brain _____.
 ① acts as though you really smelled something.
 ② gets active only in the language centers.
 ③ performs better at school and at work.
 ④ acts in a different way from how it does when you really smell something.
 ⑤ will be refreshed and relaxed for a while.
- (14) The French study mentioned in the passage looked at activity of the brain when _____.
 ① children watched others playing sports and games.
 ② participants watched two children called John and Paul picking up a stick or kicking a ball.
 ③ participants read about people engaged in physical activities.
 ④ researchers picked up a stick or kicked a ball.
 ⑤ researchers watched participants picking up a stick or kicking a ball.
- (15) According to Oatley, people who read fiction _____.
 ① can use computers better than those who don't read fiction.
 ② can write stories better than those who don't read fiction.
 ③ can be better at gymnastics than those who don't read fiction.
 ④ are less likely to succeed in the business world than those who don't read fiction.
 ⑤ can relate to others better than those who don't read fiction.
- (16) It can be inferred from the passage that successful business people _____.
 ① don't have a clear understanding of people's emotions.
 ② carefully obey the company rules.
 ③ should never be concerned about the emotions of others.
 ④ usually have a deeper insight into how others may react emotionally.
 ⑤ are more concerned about working out at the gym than reading fiction.

問 4 下記の(17)~(20)の英問の答えとして最も適切なものを、それぞれ①~⑤の中から一つずつ選びなさい。

- (17) Which of the following ideas is mentioned in the passage?
 ① Students who read professional journals get ahead in their careers.
 ② Reading novels is a hobby which is deemed as part of self-satisfaction.
 ③ Parents who read to their children are helping them do well in school.
 ④ For students, reading novels helps improve only their language skills.
 ⑤ Students' performance in gymnastics has something to do with how long they read every day.
- (18) What do Keith Oatley and his colleagues believe fiction can provide for us?
 ① Models to better understand human behavior.
 ② The representation of landscapes.
 ③ Utopian images of the future.
 ④ The true history of the past.
 ⑤ A world where one is isolated from others.
- (19) Why does Keith Oatley mention Aristotle?
 ① Because Oatley regards Aristotle as the greatest Greek writer of fiction.
 ② Because Aristotle was against fiction as Oatley is.
 ③ Because Aristotle made a similar argument in favor of fiction.
 ④ Because Aristotle believed that people should read history to understand the world.
 ⑤ Because Aristotle thought that learning history was more important than reading fiction.
- (20) Which of the following represents an essential idea in the passage?
 ① Reading fiction causes business people to be passed over for promotions.
 ② Reading fiction enables us to be better prepared for having real social experiences.
 ③ Reading fiction is harmful for people in various ways.
 ④ Reading fiction is more useful to pupils and students than to business people.
 ⑤ Reading fiction can give us time to forget the cares of everyday life.

II 次の対話を読み、下記の設問に答えなさい。

Doctor: Good morning, Mrs. Canterbury. How are you enjoying this fine weather we're having?
 Patient: I love it. It's been the best we've had for a long time.
 Doctor: Yes, it's been remarkable. Let's hope it continues.
 Patient: Well, I think it may.
 Doctor: Yes. It looks like it. So, (21) ?
 Patient: Mmm, well, doctor, it's not really an illness, I think... I think I'm expecting.
 Doctor: I see, and are you happy about that?
 Patient: Oh, yes, we've been trying for ages.
 Doctor: OK. Well, let's take some details. Can you remember (22) ?
 Patient: Mmm, not exactly, but probably about six weeks ago.
 Doctor: So (23) ?
 Patient: Yes. I'm usually as regular as clockwork.
 Doctor: Are there (24) ?
 Patient: Er, I do feel a bit sick most mornings, and my breasts feel a bit tender.
 Doctor: Right, would (25), go to the toilet and (26) ?

(after the test)

Doctor: Well, congratulations, Mrs. Canterbury, you were right, (27) and if your dates are correct you're probably about four weeks pregnant.
 Patient: Oh, so the baby'll probably be born in October.
 Doctor: Around then, yes. We'll be able to be more precise (28) .
 Patient: When will that be?
 Doctor: It's usually done at about twelve weeks. By that time we can usually get a clear picture of the baby. Now, I take it (29) ?
 Patient: I haven't really thought about it.
 Doctor: Well, since it's your first, it's probably best. We'll check your details later and sort out the hospital.
 Patient: So you'll let me know which hospital it'll be?
 Doctor: Yes, that's right. Now I just want to ask you (30) . Do you eat sensibly?
 Patient: Generally yes, though I do skip meals sometimes when I'm rushed.
 Doctor: Well, it's very important now that you make sure you eat nutritious food regularly.
 Patient: I realize that. Um, does it matter what I eat?
 Doctor: Yes, there are certain things you need to steer clear of, like shellfish and soft cheese. You don't want to risk any kind of food poisoning. Now, what about alcohol?
 Patient: A couple of glasses now and then, but I haven't drunk enough to have a hangover for ages.
 Doctor: Good, we'll keep it that way. Alcohol should really be avoided in pregnancy, but the occasional single drink is OK. Do you smoke?
 Patient: Occasionally, but it's not a real habit.
 Doctor: Well, try to give it up altogether. With a growing baby inside you, you need to be very careful what you are putting into your body. Are there any questions you'd like to ask?
 Patient: No, not at this time.
 Doctor: So, congratulations, Mrs. Canterbury.
 Patient: Thank you very much, Doctor.

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問1 対話中の(21)~(30)の空欄に入る最も適切なものを、下の①~⑩の中から一つずつ選びなさい。

- ① a few questions about your lifestyle
- ② after you've had an ultrasound scan
- ③ any other changes you've noticed
- ④ bring back a urine sample for me
- ⑤ what can I do for you today
- ⑥ when your last period was
- ⑦ you are expecting
- ⑧ you'll have your baby in hospital
- ⑨ you take a paper cup
- ⑩ you think you've missed one

問2 次の(31)~(33)の英問の答えとして最も適切なものを、それぞれ①~⑤の中から一つずつ選びなさい。

- (31) Which of the following sentences appropriately describes the present condition of Mrs. Canterbury?
 ① Continued bad weather has done harm to her skin.
 ② She drinks too much alcohol.
 ③ She is going to have a baby for the first time.
 ④ Her due date is supposed to be in December.
 ⑤ Her period has been irregular for several months.
- (32) Which of the following sentences appropriately describes the doctor?
 ① The doctor guesses the patient is in the fourth month of pregnancy.
 ② The doctor begins the consultation without any small talk.
 ③ The doctor thinks the patient had better give birth in hospital.
 ④ The doctor gives the patient no chance to ask questions.
 ⑤ About eight days later, the doctor is likely to show the patient a picture of her unborn baby.
- (33) What does the doctor recommend the patient do?
 ① Avoid pregnancy.
 ② Eat more shellfish and soft cheese.
 ③ Keep drinking as much as she can.
 ④ Go to postnatal classes.
 ⑤ Stop smoking entirely.

III 次の(34)~(38)の各英文中の下線部の単語の最も強く発音される音節の母音と同じ発音の母音を含む単語を、それぞれ①~⑤の中から一つずつ選びなさい。

- (34) Even the minutest amount of peanut can trigger a dangerous reaction known as anaphylactic shock.
 ① bite ② kid ③ head ④ uncle ⑤ youth
- (35) Everyone has to learn the mechanics of his or her trade.
 ① cable ② damp ③ pitch ④ seize ⑤ threat
- (36) The distinction must be made between ordinary refuse and toxic waste.
 ① beat ② hue ③ meant ④ pinch ⑤ wool
- (37) I am learning how to make quilts with a sewing machine.
 ① board ② chin ③ frown ④ loan ⑤ tomb
- (38) Keep the thermometer under your arm for one minute.
 ① chief ② firm ③ hop ④ owl ⑤ soup

IV 次の(ア)～(カ)の日本語の文の意味を表すように、それぞれ①～⑩の語(句)を並べ替えて英文を完成させ、(39)～(50)の空欄に入るものの番号を答えなさい。

(ア) 2005年に出版されたカズオ・イシグロの『わたしを離さないで』は、もし歴史が違った経緯をたどったならば存在したかもしれない架空の世界を描くSF小説である。

Kazuo Ishiguro's *Never Let Me Go*, published in 2005, is a science fiction novel () () () (39) () () () (40) () () a different course.

- ① an imaginary ② existed ③ had ④ might
- ⑤ if history ⑥ presenting ⑦ world ⑧ taken
- ⑨ have ⑩ which

(イ) 主人公たちは見ず知らずの人間の遺伝物質から作られ、その後他の人たちに臓器を提供することを目的として育てられるクローンである。

The main characters are clones () () (41) () () and then () () (42) () () to other people.

- ① created ② for ③ unknown humans
- ④ material of ⑤ of donating ⑥ raised
- ⑦ from ⑧ their organs ⑨ the purpose
- ⑩ the genetic

(ウ) 人々は、自分たちが癌や心臓病のような致死の病から救われるために、クローンの存在を必要とするのだ。

People () () (43) () () (44) () () () (), such as cancer and heart disease.

- ① life-threatening ② be ③ diseases ④ the existence
- ⑤ from ⑥ need ⑦ saved ⑧ so that
- ⑨ of clones ⑩ they can

(エ) クローンたちは、他の人たちのために命を犠牲にするしか選択の余地がないことを知っているが、この状況から逃げ出そうとも、それに抗おうともしない。

The clones know they are () () () (45) () () () (46) () () of others, but they () away from or rebel against the circumstances.

- ① afforded ② but to ③ the benefit ④ for
- ⑤ choice ⑥ lives ⑦ no ⑧ won't run
- ⑨ their ⑩ sacrifice

(オ) 小説は、この制度がどのように確立されたのかを明らかにしないでなく、誰がその責任者なのかも暴露しない。

The novel doesn't make clear () () (47) (), () does it () (48) () () () it.

- ① charge of ② this system ③ how ④ reveal
- ⑤ who ⑥ is ⑦ has ⑧ in
- ⑨ nor ⑩ been established

(カ) それでもなお、ある種の差別がかつての奴隷制度のように当たり前のこととして受け入れられる暗黒社会の描写に、本の読者は慄然とせざるをえない。

Nevertheless, the book's readers () () (49) () () () () (50) () () () as once slavery was.

- ① a certain kind ② being horrified ③ cannot
- ④ at the portrayal of ⑤ help ⑥ where
- ⑦ as the norm ⑧ is accepted
- ⑨ a dystopian society ⑩ of discrimination