

I. 以下の各文の()内から、最も適切な語句をそれぞれ1つずつ選び、解答欄のその記号を○で囲みなさい。

1. I'm sorry to be late to class; it was (A. about B. because of C. due by D. for) a train delay.
2. Tobacco has many bad (A. affects B. effects C. influences D. powers) on our health.
3. When I was 16, I (A. broke my leg B. broke my leg C. had my leg broken D. had had my leg broken) playing tennis, and couldn't play in the championship.
4. I usually get an email from my mom almost every day, but I (A. didn't hear B. don't hear C. haven't heard D. heard not) from her in a week.
5. The students checked each (A. other B. others C. other's D others') homework.
6. (A. As B. As if C. If D. Such as) you know, this project is our school's top priority.
7. In order to achieve my dreams, I will need to (A. attempt B. do one's best C. effort D. work) very hard.
8. I know it sounds silly, but I just can't help (A. like B. liking C. to have liked D. to like) this song.
9. I really love Hokkaido. (A. Anywhere B. It C. That D. There) is beautiful.
10. We decided to go hiking (A. although B. despite C. in case of D. without) the weather forecast calling for rain.
11. Professor Shinozaki is married (A. and B. to C. with D. without) two kids.
12. After three days of rest, the patient (A. became good B. became fine C. got better D. got fine).
13. If you were in my position, what (A. did B. do C. will D. would) you do?

14. A student representative to the panel (A. is selected B. is selecting C. selected D. selects) every year.
15. When I become a nurse, I hope to support patients and (A. family B. some families C. their families D. their family).
16. As time goes on, the proportion of younger people in Japan (A. be decrease B. decrease C. decreases D. is decreasing).
17. There is only (A. a B. one C. some D. the) person in our group who is an expert on this topic.
18. The professor is sick today so class has been called (A. off B. on C. out D. upon).
19. I'm so tired this morning. I wish I (A. couldn't B. didn't have to C. hadn't to D. wouldn't) go to school today.
20. The flight has been delayed, so it's now (A. about B. bound C. due D. expecting) to land at 4:30 instead of 2:30.

- II. 下記文中の空欄(1)～(10)に入れるのに最適な語または句を、選択肢の中からそれぞれ1つずつ選び、解答欄のその記号を○で囲みなさい。

When I walk around New York City in my Buddhist monastic robes*, I often encounter little boys who ask me if I know kung fu like those Chinese monks at Shaolin Temple**. At first I didn't understand what they were asking, but soon enough I did—they assumed anyone with a shaved head, wearing robes, (1) know martial arts.

When adults find out that I am a Buddhist monk, they ask with curiosity, “How many hours do you sit every morning? Your mind must be very peaceful.” For many adults in the West, it seems (2) a Buddhist teacher is someone who is serene and collected thanks to daily meditation.

Although the assumptions of the child and the adult are different, there is an underlying similarity. Both child and adult are curious about what it is that a monk (3). In other words, when it comes to imagining a monk's identity, people in the West tend to zero in on his behavior.

When I am in Korea, a different set of questions (4) me, “Where is your home monastery?” or “Which temple do you currently reside in?” It seems that for many Koreans, one's identity is tied closely to his hometown rather than to what he is doing.

I also wonder (5) Koreans are so obsessed with their alma mater***. Of course, when it comes to finding a job, (6) a prestigious university is advantageous. But the degree alone is often not enough. Even if one has landed a good job, one's skills and experience are more important than (7) one has studied.

A good example is Steve Jobs, the cofounder of Apple. Jobs went to Reed College but dropped out after one semester. To (8) Korean, who has heard only of the Ivy League****, Reed would be considered subpar*****. If Jobs had been Korean, his educational background would have been a huge obstacle to a successful career. Nobody would have taken his ideas seriously or invested in his company; he would have been seen as not smart enough to have gone to an Ivy.

This (9) me. If we consider someone's identity as rooted primarily in his hometown or alma mater, we end up looking only at his past and not paying attention to his current skills or future vision. Only those born into good families with the right educational background are given a chance to succeed, while those from less-than-ideal backgrounds who are brimming with potential are (10) opportunities.

注

*monastic robe = 僧衣

**Shaolin Temple = 少林寺

***alma mater = 母校

****Ivy League = 米国の名門大学群

*****subpar = 標準以下の

1. A. can B. may C. need D. would
2. A. as B. granted C. that D. to be
3. A. does B. is C. preaches D. says
4. A. await B. awaits C. wait D. waits
5. A. how B. if C. whether D. why
6. A. graduating B. graduating of C. having graduated
D. having graduated from
7. A. how B. the school C. the subject D. where
8. A. an average B. a general C. a standard D. an educated
9. A. concerns B. confuses C. contradicts D. contrasts
10. A. deleted B. denied C. deprived D. discounted from

【出典】

Sunim, H. (2017). *The things you can see only when you slow down: How to be calm in a busy world*. Penguin UK.

- III. 次の枠内に示された 1～4 の各文を入れるのに最も適した箇所を、下記文中の空欄 ～ から 1 つずつ選び、解答欄のその記号を○で囲みなさい。ただし 1 つの空欄には 1 文しか入らない。

- 1 . Stop checking the internet to look at how other people are doing things, for one.
- 2 . The rise in perfectionism seems to have begun about forty years ago, which means that many of those early high achievers are parents now and are unknowingly passing that perfectionism along to their children.
- 3 . They only realize they're not okay when we send those messages to them.
- 4 . You might feel good about the dinner you make until you look on Instagram.

Research shows that perfectionism has been increasing among college students since the 1980s. Now, twenty-somethings* are more demanding of themselves than ever and more demanding of others. They expect perfection and are far less forgiving of mistakes than previous generations.

This perfectionism is a by-product of a society that is outwardly focused and constantly making comparisons. Social media sites like Pinterest provide a constant stream of images that convince us we could and should be doing better. Rachel Simmons, author of a book about young women, says, "Pinterest now makes people think their bedsheets aren't as good as they thought they were and your cupcakes are terrible compared to everyone else's."

"They can feel our anxiety about them," Simmons tells me. "They can feel our dissatisfaction with who they are. Why doesn't my kid want to build things? Why doesn't my daughter have many friends?

Parents may think they're helping their kids succeed by pushing them to reach the top of the class and be the best at whatever they do, but they may actually be increasing the pressure to win or go home.

This is the danger of unhealthy comparisons. When we measure ourselves against unrealistic or distorted ideals, we can do real psychological damage in

trying to match them. We can end this toxic habit of constant comparison. If you want to make cupcakes, grab a recipe and make them. Don't scour** Pinterest for the "ultimate cupcake recipe," buy special tools to decorate them perfectly, and then forget about those tools in a drawer somewhere because you've exhausted your interest in actually making the cupcakes.

注

*twenty-something = 20代

**scour A for B = B を求めて A を探し回る

【出典】

Headlee, C. (2020). *Do nothing: How to break away from overworking, overdoing, and underliving*. Harmony.

- IV. 以下の文中の枠内に 1～4 の文が入る場合、文意から考えてどの順で並べると最も適切か。下記の各問の答えを選択肢から選び、解答欄のその記号を○で囲みなさい。

段落A Who am I? What should I do in life? What is the meaning of life? Humans have been asking these questions from the very beginning. Every generation needs a new answer, because what we know and don't know keeps changing. Given everything we know and don't know about science, about God, about politics and about religion — what is the best answer we can give today? What kind of an answer do people expect?

1. This is because *Homo sapiens* is a storytelling animal that believes that the universe itself works like a story, replete* with heroes and villains, conflicts and resolutions, climaxes and happy endings.
2. In almost all cases, when people ask about the meaning of life, they expect to be told a story.
3. This role defines who I am, and gives meaning to all my experiences and choices.
4. When we look for the meaning of life, we want a story that will explain what reality is all about and what is my particular role in the cosmic drama.

段落B While a good story must give me a role, and must extend beyond my horizons, it need not be true. A story can be pure fiction, and yet provide me with an identity and make me feel that my life has meaning. Indeed, to the best of our scientific understanding, none of the thousands of stories that different cultures, religions and tribes have invented throughout history is true. They are all just human inventions. If you ask for the true meaning of life and get a story in reply, know that this is the wrong answer. The exact details don't really matter. Any story is wrong, simply for being a story. The universe just does not work like a story.

注

*replete with ... = ～でいっぱい

設問

1. 段落Aの後にすぐ続く文
A. 1 B. 2 C. 3 D. 4
2. 文1の後にすぐ続く文または段落
A. 2 B. 3 C. 4 D. 段落B
3. 文2の後にすぐ続く文または段落
A. 1 B. 3 C. 4 D. 段落B
4. 文3の後にすぐ続く文または段落
A. 1 B. 2 C. 4 D. 段落B
5. 文4の後にすぐ続く文または段落
A. 1 B. 2 C. 3 D. 段落B

【出典】

Harari, Y. N. (2019). *21 lessons for the 21st century*. Vintage.

V. 以下の各組の _ にアルファベット各 1 文字を入れると，【 】内に示す品詞および後に続く日本語と合致する英単語 1 語になる。各語の 1 文字目として最も適切なアルファベット 1 文字を選び，解答欄のその記号を○で囲みなさい。

- | | | | |
|-----------------------|-------|----------------|------|
| 《例》 _ u r _ _ | 【名詞】 | 看護師 | 正解：N |
| 1. _ a n _ _ _ _ | 【名詞】 | 豪邸，大邸宅 | |
| 2. _ p a _ _ | 【副詞】 | 離れて，隔たって | |
| 3. _ l a _ _ _ | 【動詞】 | 一瞥する，ざっと目を通す | |
| 4. _ o u _ _ | 【形容詞】 | 健全な，堅実な | |
| 5. _ e a _ | 【形容詞】 | こぎれいな，きちんとしている | |
| 6. _ o r _ _ | 【副詞】 | 前へ，先へ，外へ | |
| 7. _ u t _ | 【形容詞】 | 無言の，沈黙した | |
| 8. _ h a _ _ | 【名詞】 | 無秩序，混沌 | |
| 9. _ r e _ _ | 【名詞】 | 難破船，残骸 | |
| 10. _ u o _ _ | 【名詞】 | ノルマ，割り当て | |
| 11. _ e a _ _ _ _ | 【名詞】 | パンフレット | |
| 12. _ x i _ _ | 【動詞】 | 流罪に付す，国外追放する | |
| 13. _ e m _ _ _ | 【名詞】 | 性向，癩癩 | |
| 14. _ l a _ _ | 【動詞】 | 主張する，補償を求める | |
| 15. _ n s _ _ _ _ | 【動詞】 | 据え付ける，設置する | |
| 16. _ l t _ _ _ _ _ _ | 【副詞】 | すべてまとめて，全体的に見て | |
| 17. _ c a _ | 【動詞】 | 精査する，読み込む | |

18. _ e a _ _ _ _ _

【名詞】 その間

19. _ r o _ _ _ _ _

【動詞】 投影する, 見積もる

20. _ r a _ _ _ _ _

【副詞】 漸次, 徐々に

- VI. 下記文中の下線部(1)～(5)には、文脈から考えて不適切な語が3つ含まれている。各下線部の番号と対応する解答欄において、①その語が適切であればZを、②その語が不適切であれば、それに代わる語を下記の語群からそれぞれ1つずつ選び、その記号を○で囲みなさい。

Personality types are social or mental constructions, not actual realities. There is *no such thing* as a personality type. The notion is a surface-level, discriminative, dehumanizing, and inaccurate way of looking at the complexity of what is a human being.

Type-based personality tests are (1)scientific—and would have you believe that you are essentially more limited than you really are. They portray an overly simplified portrait of people, filled with broad and sweeping generalizations.

Social media “personality experts” may tell you anything and everything about you, from who you should date and marry to what you should do for work—all based on your score on a particular test. It *feels* (2)scientific, but it’s just superstition dressed up as science.

When done strategically, defining yourself as a certain “type” of person, or *giving yourself* a specific label, may be useful. Labels can serve goals, but goals should never serve labels. When a goal serves a label, you’ve made the (3)goal your ultimate reality, and you’ve created a life to prove or support that label. You see this when someone says, “I’m pursuing this because I’m an extrovert*.” This form of goal-setting occurs when you base your goals on your current persona** rather than setting goals that expand upon and change who you are.

You are not a single and (4)narrow “type” of person. In different situations, you are different. Moreover, your personality changes throughout your life. So rather than looking at personality as a “type” you fit into, view it as a continuum*** of behaviors and attitudes that is flexible and based on context.

Although we think of ourselves as consistent, our behavior and attitudes are often shifting. It isn’t our behavior that is consistent, but rather *our view of our behavior* that makes it seem (5)inconsistent. We selectively focus on what we identify with and ignore what we don’t. In the process, we often miss or purposefully disregard the many instances when we’re acting out of character.

注

*extrovert = 外向的な人

**persona = 人格

***continuum = 連続体

語群

A. beginning B. broad C. category D. consistent E. entrance
F. label G. onset H. purpose I. science J. unscientific
K. vast L. wide

【出典】

Hardy, B. (2020). *Personality isn't permanent: Break free from self-limiting beliefs and rewrite your story*. Penguin.

VII. 文中空欄 ～ に入れるのに最も適切な文となるように、各日本語文の下に示された語群中の単語（または句）を選んで並べ替え、各 に 1 つずつ入れなさい。このうち 1 ～ 5 に入る単語（または句）の記号を、解答欄ごとに○で囲みなさい。ただし以下の点に注意すること。

- 1) 語群中の単語・句は、文頭に来るべきものも小文字で始まっている
- 2) 各文内において、同じ単語・句が複数回使用される場合がある
- 3) 各語群には、必要でない単語・句も含まれている場合がある

Having friends in high school is important. New research indicates that close friendships in high school have long-term positive impact on mental health. Those teens who made a priority of developing close relationships during high school were found to have less social anxiety and higher self-esteem by age 25 compared to others. Those kids who were perceived to be popular in high school were found to have more social anxiety and depressive symptomology than those who cultivated close friendships.

The transition into high school means making new friends, possibly shedding the old ones. Unlike middle school, the stakes in high school are higher, as there is not only social but also academic pressure. That's why it's so important to have supportive friends in high school. Research indicates that a key protective factor during this stage is having friends who are going through a similar type of transition.

As you move into high school, you mature and develop new likes and dislikes that perhaps you didn't have in middle school. Maybe your eighth-grade best friend takes up robotics while you join the track team. A study completed by Florida Atlantic University that tracked 410 seventh graders and checked in with them until senior year of high school indicated that only one pair of them remained friends. From this study we can see how there is actually a very low probability that you will remain friends with those people you were close to in seventh grade.

In high school, friends serve as an important gateway for dating opportunities. Think back to high school and how many couples were introduced through mutual friends. Remember telling a friend about a crush* and hoping your crush would somehow hear about it? Or let's not forget when you got your heart broken and needed someone by your side — who was there to help?

注

*crush = 片思いの相手

空欄A 多くの人に好かれることは良質な友情を得ることほど有益ではないようだ。

It seems 1 _____ friendships.

語群

A. as B. being C. beneficial D. by E. having
F. is G. many H. not I. of J. people
K. quality L. well-liked

空欄B 友人間の違いがより明確になり、友情の終わりという結末を迎えることがよく起きる。

The _____ 2 _____ and often _____ 3 _____ ending.

語群

A. become B. between C. clearer D. differences E. friends
F. friendship G. in H. more I. pronounced J. result
K. the

空欄C それでもやはり、10代後半に手に入れたり手放したりする友情は何ものにも代え難く大切だ。なぜならばこのような友情は、自分はどのような人間かということを明確にする手助けとなるだけでなく、恋愛関係のような、他の人間関係をうまく進める助けにもなるからだ。

Nonetheless, those _____ 4 _____ and _____ in the later teenage years _____ as they _____ 5 _____, _____ navigate other relational needs, such as romantic relationships.

語群

A. are B. but also C. discarded D. friendships E. gained
F. help us G. identify H. not only I. of
J. unique and important K. we L. who

【出典】

Kelagher, H. (2020). *Here to make friends: How to make friends as an adult*. Ulysses.