

I 和文の意味を表わすように、( ) に入る最も適当なものを [ ] 内のイ～ヲよりそれぞれ選び、その記号を書きなさい。ただし、各選択肢は1回しか使えない。

- (1) どこでお昼ご飯を食べるのかは、彼次第です。  
It will be ( ) to him where we go for lunch.
- (2) 彼女にうそをつかないで。きっと彼女はそれを見抜くから。  
Don't lie to her. She is ( ) to find out about it.
- (3) 先週のスタッフ・ミーティングで自分の意見を言った。  
I put ( ) my opinions at the staff meeting last week.
- (4) 寝る前の1杯の温かいミルクは神経をやすめる飲み物になります。  
A glass of warm milk before bedtime can be a very ( ) drink.
- (5) 彼は次の仕事が見つからないことを恐れて、彼の歳で職を変えたくはないと思っています。  
He is ( ) to change jobs at his age, for fear he will not find another one.
- (6) 祭りの最中には、調子に乗って突拍子もないことをしでかす人もいた。  
Some people got carried ( ) and did out-of-the-ordinary things during the festival.

イ allowed	ロ away	ハ bound	ニ depending
ホ fixing	ヘ forward	ト last	チ on
リ reluctant	ヌ soothing	ル up	ヲ worn

II 英語による記述が指す1語となるように、破線部を補充する際に [ ] に入る2文字を [ ] 内のイ～タよりそれぞれ選び、その記号を書きなさい。(破線の数は文字数を表わす) 各選択肢は2回以上使ってよい。

- (1) Cause physical pain or injury to someone: \_ [ ] \_ t.
- (2) Having an acid taste like lemon or vinegar: \_ [ ] \_ r.
- (3) A room where you prepare and cook food: \_ \_ [ ] \_ \_ n.
- (4) Make something smooth, bright, and shiny by rubbing it: \_ [ ] \_ \_ h.
- (5) A piece of paper that you are given which shows that you have paid for something: \_ \_ \_ \_ [ ] \_ t.
- (6) Willing to give more of something, especially money, than is usual or expected: g \_ \_ [ ] \_ \_ s.

イ al	ロ ar	ハ au	ニ aw
ホ ch	ヘ ct	ト ea	チ ep
リ er	ヌ ip	ル ir	ヲ ol
ワ or	カ ou	ヨ tc	タ ur

III (1)～(5)の文章において下線部分が入るべき最適な位置をイ～トよりそれぞれ選び、その記号を書きなさい。

(1) shading

A small elegant umbrella used for (イ) women's faces (ロ) from the sun (ハ) became known (ニ) as a parasol and was (ホ) a standard element of (ヘ) fashionable women's outdoor clothes (ト) in the 18th and 19th centuries.

(2) for

Humans have always envied birds (イ) their ability to fly (ロ). In the 1700s and 1800s (ハ) humans flew in (ニ) lighter-than-air ships such as balloons, but not until 1903 did (ホ) people build (ヘ) the first heavier-than-air craft—(ト) the airplane.

(3) slow

Most of the (イ) service industries, which include banking, (ロ) communications, (ハ) transportation, and government, were relatively (ニ) to embrace automation technology. The United States telephone system was (ホ) one of the few notable exceptions until the 1970s when banks and certain other (ヘ) businesses began (ト) introducing innovative systems.

(4) did

Long before the invention of the electronic calculator or the computer (イ), people counted and (ロ) calculations with a device called an abacus (ハ). On this instrument (ニ), calculations are made with beads, or counters (ホ), instead of numerals. The beads are arranged on wires (ヘ) stretched across a frame. Each wire (ト) represents the ones, tens, hundreds, and so on.

(5) used

The Japanese version (イ) of the Global Positioning System, or GPS, is set to be (ロ) operational in 2018. The accuracy (ハ) of the U.S.-developed GPS will be drastically improved when the two systems are used together. Such navigation satellite systems are (ニ) networks of satellites that make it possible for people (ホ) with ground receivers to pinpoint their geographic location. The present GPS is widely used for various services, like car navigation. But it has a positioning error (ヘ) of about 10 meters. Its accuracy will be boosted to a margin of just a few centimeters when (ト) in combination with Japan's satellites.

IV 和文の意味を表わすように、( )内の語(句)を並べ換え、英文を完成しなさい。ただし、各( )内には余分なものが1つ含まれている。

(1) この会議はいつまで続くだろうか？

How ( an / come / end / long / meeting / the / to / soon / will ) ?

(2) 君が戻るまで何とか場を持たせるよ。

I can ( get / going / keep / manage / places / things / to / until / you ) back.

(3) 私が引っ越してくる前に、新しいカーペットに変えていただくことはできますか？

Would ( a new / be / carpet / have / installed / it / possible / to / you ) before I move in?

V 次の英文を読んで、以下の設問に答えなさい。

In 2010, I attended the Olympic Games as a sport science analyst. I had incredible experiences and saw amazing performances. One in particular is etched in my memory. Early one morning during the Winter Olympics, Slovenian cross-country skier Petra Majdic was warming up. Petra was one of the gold medal favorites in her event. But that morning everything went wrong. She slipped as she came around a corner and fell off an embankment, breaking her ribs. Her Olympic dream was now at ( a ).

Despite her injury, Majdic went on to compete. Each time she took a breath, her broken ribs scraped over each other. Every time she poled to drive herself forward, the vibration forces transferred through her arms and body. Her latissimus dorsi, a broad back muscle, pulled on her rib cage. The ( b ) must have been torturous. But she endured it. She competed in her first heat, and then her second heat, qualifying for the semi-final, where she was fast enough to make it ( c ) to the final. Somewhere along the way, one of the broken ribs punctured her lung and she suffered a pneumothorax. Still she kept going. In the final, she skied her ( d ) to a bronze medal.

There's an iconic picture of her receiving her medal. Two medical personnel supported her on the podium: she had refused to go to the hospital ( e ) she had been awarded that medal.

( f ) she stabilized in the hospital, the media were allowed to interview her. One of her answers to a question posed to her struck me as being life changing in its importance. The interviewer asked Majdic, "How could you keep skiing through the heats, semi-final, and final, despite all that pain?" Majdic's answer was fascinating. "The pain that I went through today to win that bronze medal," she said, "was ( g ) compared to the pain that I have gone through training for 20 years to achieve my dream."

She didn't say "achieve my goals," "reach my objective," or even "win a medal." Rather, she spoke of dreams. Why? Because dreams are more powerful than goals—despite goal setting being our traditional method for building self-motivation. I realized when I heard this that athletes, at least the great ones, use their dreams to ( h ) their passions and to drive action and growth.

The difference between goals and dreams is subtle but significant. Petra Majdic used a skill she had developed as an athlete to overcome incredible obstacles and deliver a medal-winning performance that inspired the world. She thought about her dream when she was faced with the decision of ( i ) to compete. She relied on the big picture—the ( j ) she had created when she was a child that she wanted to achieve. Her dream was to win an Olympic medal. That dream allowed her to compartmentalize the pain of her injury and focus on the performance that ultimately enabled her to successfully complete the competition.

The principle of thinking big and setting dreams applies to almost everything in our lives. By making small adjustments in the way we act, think, and feel—like moving from goals to dreams—we can move from average to iconic, just as Majdic did. We can learn from people who have pushed the limits of human performance, health, and achievement.

(注) pneumothorax: 気胸 (胸膜腔内に空気のたまった状態。肺は小さく収縮する)  
compartmentalize: ~の影響が及ばないようにする

(出典 Greg Wells. The Ripple Effect: Sleep Better, Eat Better, Move Better, Think Better. Toronto: Collins; 2017 一部改変)

問1. ( a )~( j )に入る最も適当なものをイ~ヌよりそれぞれ選び、その記号を書きなさい。ただし、各選択肢は1回しか使えない。(なお、文頭に来る語も小文字で示されている)

- |        |           |         |          |
|--------|-----------|---------|----------|
| イ fuel | ロ nothing | ハ once  | ニ pain   |
| ホ risk | ヘ through | ト until | チ vision |
| リ way  | ヌ whether |         |          |

問2. a ~ cの記述のうち、本文の内容に合うものを正、合わないものを誤とする時に得られる組合せをイ~チより選び、その記号を書きなさい。

- a. The author felt that one of the answers Majdic gave to the media was of such importance that it could change a life.
- b. The difference between goals and dreams stands out, yet its importance is often difficult to understand.
- c. By thinking big and setting dreams, we could achieve something like what Majdic did in the Olympic Games.

イ	a — 正	b — 正	c — 正
ロ	a — 正	b — 正	c — 誤
ハ	a — 正	b — 誤	c — 正
ニ	a — 正	b — 誤	c — 誤
ホ	a — 誤	b — 正	c — 正
ヘ	a — 誤	b — 正	c — 誤
ト	a — 誤	b — 誤	c — 正
チ	a — 誤	b — 誤	c — 誤

VI 次の英文を読んで、以下の設問に答えなさい。

One of the most remarkable features of human beings is their ability to convey and understand meaning through the use of signs of various kinds. This communication is largely achieved through language, but non-linguistic signs are also important: gestures, movements, and facial expressions can be highly communicative, and even clothes send messages to others about the identity of the wearer. The study of the production of meaning by the use of signs is called semiotics, and the basic goal of semiotics is to identify what constitutes a sign and what its meanings are.

In semiotics, there are three main kinds of sign: indexes, icons, and symbols. If someone points a finger at, say, a dog, this action will draw attention to the dog's location. An action which directs attention in ( a ) is known as an index. There is, however, more to indexes than just finger-pointing. Words such as *here*, *there*, *I*, and *you* are also indexical signs. When someone says "I am here, you are there," he or she is referring to the position of persons relative to each other. Such words as *I* and *you* are, of course, meaningful, but their referent is not fixed; that is, in different situations they refer to different people. In other words, their precise meaning is dependent on the context in ( b ) they are used, and as such they can be regarded as ways of "pointing" to and identifying different elements in that context.

An icon, on the other hand, is a sign that simulates or resembles the object to which it refers. A portrait, for instance, is intended as a reproduction of the actual face of a person as the artist sees it. Similarly, words such as *drip*, *bang*, or *screech* were obviously coined as attempts to imitate certain sounds. In everyday life, iconic representation—ranging from the icons on a computer screen to the signs for male and female outside public toilets—is so pervasive that people are hardly aware of it even as they respond to it.

The third kind of sign is a symbol. It is possible to refer to a dog by pointing at it (an index), or by drawing a picture of it (an icon), but the most efficient way to refer to it is by using the word *dog*. This, however, can only be done (あ) the speaker and the person he or she is talking to both know the English language. The word *dog* is, in fact, a symbol; that is, a sign that stands for what it refers to (its referent) in an arbitrary or conventional way. There is nothing particularly "dog-like" about the word *dog*; French speakers use a quite different sequence of sounds to refer to the same animal (*chien*), and the relation between the symbol and its referent is equally arbitrary in ( c ). Words, in general, are symbolic signs, but objects, sounds, images, or gestures can also be used symbolically. A cross can symbolize the concept "Christianity," or a "V" made with the index and middle fingers can symbolize the concept "peace."

In ( d ), some signs can combine iconic, indexical, and purely arbitrary modes of representation, as can be seen in the common traffic sign for a railway crossing. The cross on (1) this sign is iconic because its form visually represents a railway crossing. However, since the cross could be used symbolically to represent a church in other contexts (with minor changes to its shape), it is also conventional insofar as we need to know that it has been chosen specifically to refer to a crossing. Finally, the sign is an index because when it is placed near a railway crossing it indicates we are about to reach that crossing. Thus, many signs will be interpreted in ( e ) iconic, indexical, or symbolic ways, depending on their uses, their forms, and their purposes.

(出典 ポール・ロシター+東京大学教養学部英語部会. First Moves: An Introduction to Academic Writing in English. 東京: 東京大学出版会; 2004)

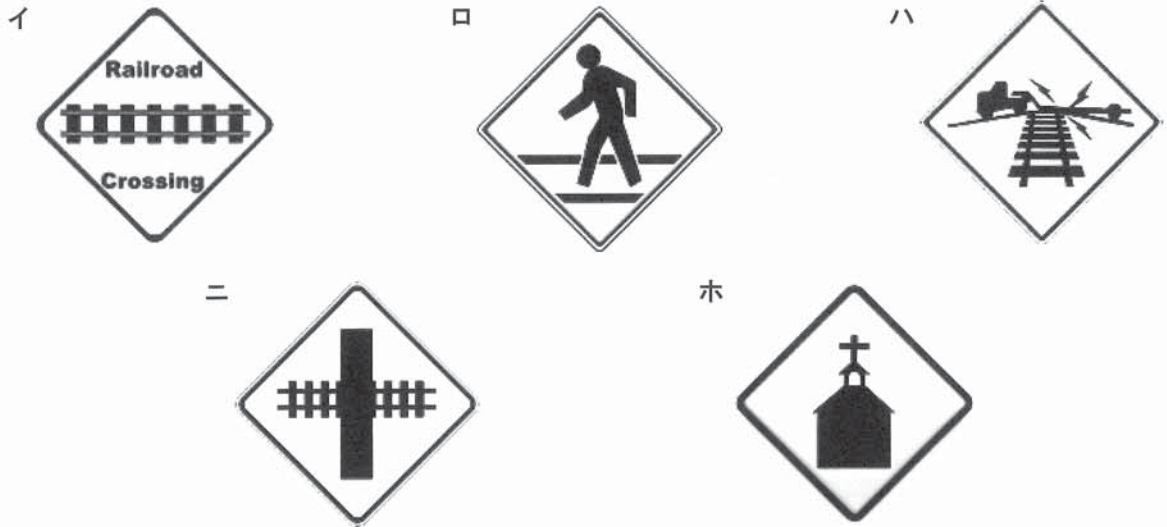
問1. ( a ) ~ ( e ) に入る最も適当なものをイ~へよりそれぞれ選び、その記号を書きなさい。ただし、各選択肢は1回しか使えない。

イ both cases      □ each and every      ハ more or less      ニ reality  
ホ this way      へ which

問2. (あ) に入る最も適当なものをイ~ホより選び、その記号を書きなさい。

イ although      □ if      ハ lest      ニ unless      ホ whereas

問3. 下線部(1)の指す図をイ~ホより選び、その記号を書きなさい。



問4. 次の文の(い)および(う)に入るものの組合せを、イ~へより選び、その記号を書きなさい。

According to the passage, the drawing of a container into which a person is throwing things is (い) because it visually represents a trash can; at the same time, when you see the sign on a container, you realize, through the (う) function of the sign, that there is a trash can here.



- |   |             |             |   |             |            |
|---|-------------|-------------|---|-------------|------------|
| イ | ① indexical | ② iconic    | ロ | ① indexical | ② symbolic |
| ハ | ① iconic    | ② indexical | ニ | ① iconic    | ② symbolic |
| ホ | ① symbolic  | ② indexical | へ | ① symbolic  | ② iconic   |

問5. a~cの記述のうち、本文の内容に合うものを正、合わないものを誤とする時に得られる組合せをイ~チより選び、その記号を書きなさい。

- Semiotics primarily aims to make clear and meaningful signs for better communication.
- Iconic representation is everywhere in our lives, so that people find it difficult to react when they notice it.
- The author demonstrates that a traffic sign can serve as an example of combining the three kinds of sign in semiotics.

- |   |       |       |       |
|---|-------|-------|-------|
| イ | a — 正 | b — 正 | c — 正 |
| ロ | a — 正 | b — 正 | c — 誤 |
| ハ | a — 正 | b — 誤 | c — 正 |
| ニ | a — 正 | b — 誤 | c — 誤 |
| ホ | a — 誤 | b — 正 | c — 正 |
| へ | a — 誤 | b — 正 | c — 誤 |
| ト | a — 誤 | b — 誤 | c — 正 |
| チ | a — 誤 | b — 誤 | c — 誤 |