

# 英 語

( 解答番号  ~  )

第 1 問 次の英文を読んで、後の問い(問 1~10)に答えなさい。

( \*印の語については、注釈を参照すること。 )

All I could conclude, looking at my technical ineptitude\* and flunking\* grades in math and science, was that I wasn't very smart. At least, not that way. I didn't realize it then, but my self-portrait as being technically, scientifically, and mathematically ( 1 ) was shaping my life. At the root of it all was my problem with mathematics. I had come to think of numbers and equations as akin\* to one of life's deadly diseases—(2)all / at / avoided / be / costs / to. I didn't realize then that there were simple mental tricks that could have brought math into focus for me, tricks that are helpful not only for people who are bad at math, but also for those who are already good at it.

I didn't understand that my type of thinking is typical of people who believe they can't do math and science. Now, I realize that my problem was rooted in two distinctly different modes for viewing the world. Back then, I only knew how to tap one mode for learning—and the result was that I was ( 3 ) to the music of math.

Mathematics, as it's generally taught in American school systems, can be a saintly\* mother of a subject. It climbs logically and majestically from addition through subtraction, multiplication, and division. Then it sweeps up toward the heavens of mathematical beauty. But math can also be a wicked stepmother. (4)She is utterly unforgiving if you happen to miss any step of the logical sequence—and missing a step is easy to do. All you need is a disruptive\* family life, a burned-out teacher, or an unlucky extended bout\* with illness—(5)even a week or two at a critical time can throw you off your game. Or, as was

the case with me, simply no interest or seeming talent whatsoever.\*

In seventh grade, disaster struck my family. My father lost his job after a serious back injury. We ended up in a hardscrabble school district where a crotchety\* math teacher made us sit for hours in the sweltering\* heat doing rote\* addition and multiplication. It didn't help that Mr. Crotchety refused to provide any explanations. He seemed to enjoy seeing us flounder\*.

By this time, I not only didn't see any use for math—I actively loathed\* it. And as ( 6 ) as the sciences went—well, they didn't. In my first chemistry experiment, my teacher chose to give my lab partner and me a different substance than the rest of the class. He ridiculed us when we fudged\* the data in an attempt to match everyone else's results. When my well-meaning\* parents saw my failing grades and urged me to get help during the teacher's office hours, I felt I knew better. Math and science were ( 7 ), anyway. The Gods of Required Coursework were determined to shove math and science down my throat. (8) My way of winning was ( A )( ) ( B )( ) ( C ), and to belligerently flunk every test. There was no way to outmaneuver\* my strategy.

注釈 : ineptitude 「愚かさ」

akin 「〜と同様の」

disruptive 「分裂を伴う」

whatsoever 「少しでも」

sweltering 「うだるように暑い」

flounder 「まごつく」

fudged 「ごまかしをする」

outmaneuver 「裏をかく」

flunking 「落第する」

saintly 「聖人のような」

bout 「一期間」

crotchety 「偏屈な」

rote 「機械的手順」

loathed 「忌み嫌う」

well-meaning 「善意の」

*"open the door" from A MIND FOR NUMBERS:HOW TO EXCEL AT MATH AND SCIENCE(EVEN IF YOU FLUNKED ALGEBRA) by Barbara Oakley, copyright*

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問1 本文中の空所( 1 )に入れるのに最も適当なものを、次の①～④の中から一つ選びなさい。

- ① able                      ② capable                      ③ incapable                      ④ unable

問2 本文中の下線部(2)[all / at / avoided / be / costs / to] の各語を正しく並べたものを、次の①～④の中から一つ選びなさい。

- ① at costs to be all avoided  
② all costs to be avoided at  
③ costs to be avoided at all  
④ to be avoided at all costs

問3 本文中の空所( 3 )に入れるのに最も適当なものを、次の①～④の中から一つ選びなさい。

- ① deaf                      ② dumb                      ③ empty                      ④ tasteless

問4 本文中の下線部(4)“She is utterly unforgiving if you happen to miss any step of the logical sequence”の内容として最も適当なものを、次の①～④の中から一つ選びなさい。

- ① たまたま論理的筋道のいずれかの段階を外すことがあれば、数学は全く情け容赦がない。  
② 論理的整合性の点でたまたま多少のミスがあっても、数学は許容する。  
③ 厳しい母親でも、論理性に欠ける発言をたまたま見逃すことがある。  
④ つじつまの合わない発言が何度繰り返されても、無頓着な母親は気にしない。



問5 本文中の下線部(5)“even a week or two at a critical time can throw you off your game”とあるが、そういった事態を引き起こす具体例として挙げられていないものを、次の①～④の中から一つ選びなさい。 5

- ① an unenthusiastic teacher      ② extracurricular activities  
③ serious illness                      ④ unstable family life

問6 本文中の空所(6)に入れるのに最も適当なものを、次の①～④の中から一つ選びなさい。 6

- ① far                      ② long                      ③ much                      ④ soon

問7 本文中の空所(7)に入れるのに最も適当なものを、次の①～④の中から一つ選びなさい。 7

- ① precious      ② priceless      ③ valuable      ④ worthless

問8 本文中の下線部(8)の空所に次の語(句)を補い、「私の勝利の方策は、何を教えられても理解することを拒み、すべてのテストに意地でも落第することだった」という意味の英文にすると、空所(A), (B), (C)に入る語(句)の組合せとして正しいものはどれか。下の①～④の中から一つ選びなさい。 8

anything that / taught / to refuse / to understand / was

- |   | (A)       |   | (B)           |   | (C)           |
|---|-----------|---|---------------|---|---------------|
| ① | taught    | — | to understand | — | anything that |
| ② | taught    | — | was           | — | to understand |
| ③ | to refuse | — | anything that | — | taught        |
| ④ | to refuse | — | was           | — | to understand |

問9 本文の内容に合うよう、次の(1)・(2)の空所に入れるのに最も適当なものを、それぞれ下の①～④の中から一つずつ選びなさい。

(1) As a student, the author seemed ( ). 9

- ① to be interested in no subjects whatever
- ② to have a few good classmates
- ③ to have no caring math or science teachers
- ④ to refuse to attend school

(2) When the author got low grades, ( ). 10

- ① her parents advised her to ask the teacher for extra help
- ② her parents decided to make her drop out of school
- ③ the teacher offered to give her extra help during his office hours
- ④ the teacher ridiculed her and refused to give her extra help

問10 次の(1)～(4)の各文が、本文の内容に合っていれば①、合っていなければ②と答えなさい。

(1) As a student, the author thought of herself as very smart. 11

(2) Math can be both a saintly mother of a subject and a wicked stepmother.

12

(3) When the author was a seventh-grade student, her father passed away.

13

(4) In her first chemistry experiment, the student was given a different substance to the one given to the other class members. 14

**第2問** 次の英文の空所  ～  に入れるのに最も適当なものを、それぞれ下の①～⑥の中から一つずつ選びなさい。ただし、同じものを繰り返し用いないものとする。なお、空所の番号は、解答欄の解答番号と一致させてある。  
(\*印の語句については、注釈を参照すること。)

Two financial advisers were in business together for over a decade, and then the market  sour. They put everything they had into the business, but it wasn't enough, and soon they  their business and all their money. When it was time to pick up the pieces\*, they both dwelled on\* the lost money and, in the process, lost their friendship.

Each  the other for the financial disaster. After not speaking to each other for over a year, though, they  each other for lunch. They both  to the other that they had  a major loss. And it wasn't the money, it was their friendship. One of them said, "Money is like a glove. Friendship is like your hand. One is useful, the other essential."

注釈 : pick up the pieces 「事態を收拾する」      dwelled on 「～をくよくよ考える」

- |            |          |               |
|------------|----------|---------------|
| ① admitted | ② blamed | ③ experienced |
| ④ lost     | ⑤ met    | ⑥ turned      |

*The 100 Simple Secrets of Happy People: What Scientists Have Learned and How You Can Use It by David Niven.  
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**第3問** 次の(1)~(5)の会話の空所  ~  に入れるのに最も適当なものを、それぞれ下の①~④の中から一つずつ選びなさい。なお、空所の番号は、解答欄の解答番号と一致させてある。

(1) A: Just give me a hand, will you?

B:

A: How useless you are!

- ① I'd be glad to.
- ② Oh, sure you will!
- ③ Sorry, I'm tied up at the moment.
- ④ You're welcome.

(2) A: I can't start the day without a cup of coffee.

B:

A: No. I'm not a breakfast person.

- ① Can a cup of coffee give you enough energy?
- ② Don't you need to eat something?
- ③ Don't you think it not good for your health?
- ④ Just a cup of coffee cannot make you fit.

(3) A: Shall we go swimming or fishing next Saturday?

B:

A: Then, we'll do both.

① I cannot swim, and I don't like fish.

② I don't mind. It's up to you.

③ I will thank you to leave me alone.

④ Sorry, I have a previous engagement.

(4) A: I was so embarrassed at the reunion.

B:

A: I called my homeroom teacher by the wrong name!

① What happened?

② Where was it held?

③ When was it closed?

④ Who planned it?

(5) A: Could you send me the file by Monday?

B:

A: I'd really appreciate it.

① I wish I could.

② I'm sorry to have kept you waiting.

③ It's impossible for me to do.

④ That won't be a problem.



第4問 次の(1)~(10)について、空所  ~  に入れるのに最も適当なものを、それぞれ下の①~④の中から一つずつ選びなさい。なお、空所の番号は、解答欄の解答番号と一致させてある。

(1) When I was spoken to by the lady, I realized I  her before.

- ① had met      ② have met      ③ met      ④ should meet

(2) I was surprised to  San Francisco very cool even in summer.

- ① feel      ② find      ③ know      ④ learn

(3) The comedian is considering  his family to Hawaii this summer.

- ① take      ② taken      ③ taking      ④ to take

(4)  the police officers, the kids quickly ran away.

- ① Saw      ② See      ③ Seeing      ④ Seen

(5) The United States used  the golden land opportunity.

- ① be      ② being      ③ to be      ④ to being

(6) Two passengers were rescued, one Japanese and  Korean.

- ① another      ② other      ③ others      ④ the other

(7) Mary is  of the two girls.

- ① young      ② younger      ③ a younger      ④ the younger

(8)  sunshine is to flowers, smiles are to humanity.

- ① That      ② What      ③ Where      ④ Which

(9) They wouldn't have won the game,  for Tanaka.

- ① it were not      ② not it were      ③ it not were      ④ were it not

(10) The children clapped their hands  the music.

- ① at      ② in      ③ to      ④ toward