29 M

英　　語

〔注　意　事　項〕

1. 監督者の指示があるまでは，この問題冊子を開かないこと。
2. 解答用紙は，コンピュータで処理するので，折り曲げたり汚したりしないこと。
3. 解答用紙に，**氏名・受験番号を記入し，受験番号をマークする。**マークがない場合や誤って記入した場合の答案は無効となる。

受験番号のマーク例(13015の場合)

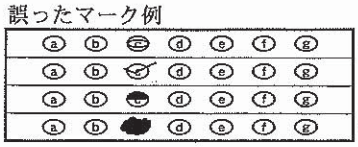
受	験	番	号	
1	3	0	1	5
万位	千位	百位	十位	一位
	⓪	●	⓪	⓪
●	①	①	●	①
②	②	②	②	②
③	●	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	●
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

4. 解答用紙にマークするときは，HBまたはBの黒鉛筆を用いること。**誤ってマークした場合には，消しゴムで丁寧(ていねい)に消し，消しくずを完全に取り除いたうえで，新たにマークし直す**こと。
5. 下記の例に従い，**正しくマークする**こと。

(例えばcと答えたいとき)

正しいマーク例

誤ったマーク例



6. 解答は，すべて解答用紙の所定の位置に記入すること。
7. 最後の問題 Ⅴ に自由英作文があるので，時間配分に注意すること。

I 次のインタビュー記事を読み，以下の設問に答えなさい。非母語話者に対するインタビューのため文法的な誤りがあるが，website の書き起こしと音声に基づき，そのまま提示した。

Psychiatrists know that fears and phobias — like being scared of spiders or needles — tend to run in families(a), and our sense of smell may be playing a part in the process. Jacek Dubiec told Chris Smith more...

Jacek: As a psychiatrist, I often see children of anxious parents that are anxious. So, I wanted to understand how does anxiety, how does fear is passed from parents to children. For that reason, we trained female rats to be scared of a smell. In our experiment, we use a peppermint smell. So, when the female rats were sniffing the smell, we gave them very mild electric shocks to produce fearful responses in these rats. Then we matched them with males and when they get (1) and delivered their babies, we re-exposed them to the smell in the presence of their newborn pups. We observed that the pups later expressed fear and avoidance of the smell. It was dependent on the mother expressing fear to the smell in their presence.

Chris: How do you know that the mother was actually frightened of the smell?

Jacek: So, rodents(b) that are usually very mobile, they move a lot. When they are scared, they freeze. They don't move.

Chris: When you then tested the pups, was that in the same way? You just presented this smell to them and then you saw them freezing as well.

Jacek: We did actually two behavioural tests. One was exposure to the smell and indeed, we observed that exposure to the smell caused them to freeze. Another test we did, it's a maze[注1] that has a shape of the (2), two arms. In one arm, we placed the smell that was triggering[注2] maternal fear and in the other arm, we had (3)

smell. What we observed with the pups, they were avoiding the arm with the smell that was causing mother to be scared.

Chris: So, how do you think that the pups are picking up on their mother's fear and then learning to be frightened of the same thing that she is.

Jacek: The pups — at 6, 7 days old — pups cannot see and cannot hear. So, we hypothesised, the pups learn about maternal fear through smells. In one experiment, we isolated[注3] pups from the mothers and we scared the mother and at the same time, through the tubing, we pumped the air from the mother to the pups. That was enough for the pups to learn about maternal fear. We then look at the activity of the brain and we found that the site that process smells were activated and also, another important site of the brain that is known to be involved in detecting danger, the amygdala[注4] was also activated.

Chris: So, putting all these together, some kind of smell is given out by a frightened mother. It goes to her offspring and the presence of that scared smell plus whatever the smell is that she's experiencing at the same time tells these youngsters to themselves establish the same fear circuitry in the brain that the mother's got. So, they're frightened of the same thing in the future.

Jacek: Correct.

Chris: But at the moment, you don't know what the chemical is that's triggering this infectious fear response.

Jacek: We don't know, but we have some hints. In earlier studies, researchers isolated so-called alarm pheromone. So, (4) that mice or rat produces when it's facing any threat. Other mice or rats (c) pick it up. We looked at the structures in the pup's brain that process alarm pheromones. We found that these structures were activated.

Chris: Do you think (5)?

Jacek: I do think I believe and I'm kind of almost convinced that it does

because we have clinical studies showing that children of parents who, for example have a dental phobia, so have their fear of dentist that these children will likely develop this fear of a dentist too. And there are also other (　6　). In this case, I say parents because dads and their emotions matter too. Now, the question is, how these fears are transmitted. We know from human studies that babies are very sensitive to the emotions that mum expresses. One of the well-known phenomena is so-called social referencing with the infant is with the mum or with the dad. A stranger approaches if the mum let's say is smiling, is happy then the baby will welcome the stranger. But if the mum is upset then the baby may be upset, unhappy. So, we know that the babies will respond to emotional communication.

注１：maze　迷路

注２：trigger　～を引き起こす

注３：isolate　～を分離する

注４：amygdala　扁桃体

出典：*The Naked Scientists*. (2014). August 4, 2014. Retrieved from http://www.thenakedscientists.com/HTML/interviews/interview/1000829/

問１　英文の内容に合うように，(1)～(6)の空所を補うものとして最も適したものを，それぞれ選択肢１～４の中から選びなさい。

(1) 1. pregnant
　　2. exhausted
　　3. disgusted
　　4. thirsty

(2) 1. letter-I
2. number-7
3. letter-Y
4. number-9

(3) 1. a similar
2. a neutral
3. an odd
4. an extraordinary

(4) 1. an emotion
2. light
3. water
4. a substance

(5) 1. this smell transmission effect can happen in animals
2. this phobia expression effect can also happen in mice
3. this fear transmission effect can also happen in humans
4. this fear re-exposure effect can only happen in pups

(6) 1. phobias that are transmitted from parents
2. illnesses that are shown by fathers
3. regrets that are taught by dentists
4. memories that are learned by mothers

問 2　英文の内容に合うように，(1)~(4)の質問に対する答えとして最も適したものを，それぞれ選択肢 1 ～ 4 の中から選びなさい。

(1) What does the phrase run in families (a) refer to?

1. be handed down from parent to child
2. be supported by parents and child
3. participate in family activities
4. escape as a family unit

(2) What does the word rodents (b) mean?

1. spiders
2. dogs
3. babies
4. mice

(3) What does the phrase pick it up (c) refer to?

1. choose it
2. lift it
3. carry it
4. notice it

(4) What is the best title for this conversation?

1. The importance of behavioural tests
2. Phobias made by electrical shock
3. Understanding danger
4. The smell of fear

Ⅱ　次の英文を読み，下記の設問に答えなさい。①～㉑は段落番号を表す。

① Measuring blood pressure seems so straightforward. Stick your arm in a cuff for a few seconds, and there they are: two simple numbers, all you need to know whether you are in a healthy range or high enough that you should be taking one of the many cheap generic drugs that can bring down your blood pressure.

② But the reality is more confusing, as I discovered recently when I tested mine.

1

③ It turns out that blood pressure can jump around a lot — as much as 40 points in one day in my case — which raises the question of which reading to trust.

2

④ Ever since I wrote about a woman who was in denial about her high blood pressure until she had a stroke, I have been worried that my blood pressure might creep up without my knowing it. I got interested again when I reported that a large study of people at high risk for a heart attack or stroke found that bringing blood pressure significantly below the current national guidelines — a systolic[注1] blood pressure below 120 instead of 140, or instead of 150 for people over 60 — significantly reduced the death rate and the rate of heart attacks, strokes and heart failure.

3

⑤ A week after that study was published, I decided to check my blood pressure with a home monitor before an upcoming physical exam. The first night I was startled to find that my systolic pressure was a scary 137. The next night it was only 117. The next morning, before I saw my doctor, it was a terrifying 152. At the doctor's office, it was 150. I measured it again that night, and it had plummeted to 110. And my diastolic pressure, the lower

number, was a rock-bottom 60 that evening.

4

⑥ It seemed unreal. Did I have hypertension[注2] because my pressure had hit 152 in the morning? But if I took a drug to bring it down, what would happen if my pressure was trying to go down to 110 in the evening?

⑦ I asked a few experts.

⑧ "Short answer is. . . you are normal," said David McCarron, a research associate at the University of California, Davis, adding that anyone whose pressure goes down to 120 or, in my case 110/60, does not have hypertension. His advice to patients is to abstain[注3] from obsessively monitoring their blood pressure.

⑨ "If you are healthy and have no related health conditions, you will lose more quality months or years of life by checking your B.P. frequently than if you did not," he wrote by email.[注4]

⑩ Blood pressure measurement is complicated, said Suzanne Oparil, the director of preventive cardiology at the University of Alabama at Birmingham and an investigator in the clinical trial, Sprint, that found that a pressure below 120 is preferable for high-risk patients.

⑪ "There is a lot of controversy over when and how to measure it," Dr. Oparil said. If it remains very high over time with multiple measurements, there is no mistaking the diagnosis[注5] of hypertension. And if it is normally very low, daily fluctuations[(a)] will not generally push it into a danger zone. The problems come when blood pressure is in between.

⑫ "The guidelines in the U.S. are based on clinic blood pressures taken in a way that few providers do," Dr. Oparil said. The patient should rest for five minutes in a chair, not on an exam table, and should not talk. The feet should be on the floor, the back straight and supported. The patient should not have had caffeine and should not have smoked in the past half-hour to an hour. If this procedure is not followed, she said, the reading is generally falsely

elevated (b) and does not reflect the true blood pressure.

⑬ Once Dr. Oparil makes a diagnosis of hypertension, she encourages her patients to learn to measure their own blood pressure correctly and keep a record of what it is outside an office setting. When she sees her patients, she considers their pressure numbers both at home and in the clinic in order to adjust their medications.

5

⑭ In Britain, Dr. Oparil said, this sort of ambulatory[注6] monitoring is required before a doctor can diagnose high blood pressure. But many patients in the United States refuse, saying they can't sleep with the cuff inflating through the night.

⑮ And yet the United States Preventive Services Task Force, a federally sponsored but independent group that draws up medical guidelines, concluded in a report last February that 24-hour ambulatory blood pressure monitoring is the preferred way to confirm whether a person has high blood pressure.

6

⑯ "This struck a lot of us as surprising," said David Maron, the director of preventive cardiology at Stanford University School of Medicine. In addition to the inconvenience, the test costs a couple of hundred dollars, though it is generally reimbursed through insurance.

7

⑰ Blood pressure measured in a doctor's office can be wrong about half the time, the task force reported. The group, though, found a lot of variability (c) from study to study.

8

⑱ In 24 studies in which patients had both an office blood pressure measurement and an ambulatory one, the proportion who had high blood pressure with both tests ranged from 35 percent to 95 percent in the different studies.

⑲ The task force concluded that people whose pressure is in the high normal range in office visits risk receiving misleading diagnoses and being treated unnecessarily. Although the group did not have data on how many people with normal blood pressure were treated for hypertension, it concluded that "a substantial number of people" could fall into that category.

⑳ My doctor suggested the 24-hour test, but I am uncertain at this point if I want it. If Dr. McCarron is correct that I do not have hypertension, what is the point? Or should I do as Dr. Oparil suggested and measure my pressure twice a day for several days and send the readings to my doctor? She said she was "very comforted" by my low readings and did not really think I had high blood pressure.

㉑ Oh for the simplicity of a cholesterol test!

注 1 ：systolic　心臓収縮期の

注 2 ：hypertension　高血圧

注 3 ：abstain　控える

注 4 ：この文には文法的に不必要な語があった。読みやすさを重視し，その語を削除した。

注 5 ：diagnosis　診断

注 6 ：ambulatory　歩行中の，移動性の

出典：Kolata, G. (2015). *International New York Times*. December 2, 2015.

問 1　英文の内容に合うように，(1)~(4)の各文の空所を補うものとして最も適したものを，それぞれ選択肢 1 ～ 4 の中から選びなさい。

(1) The word fluctuations (a) in paragraph ⑪ is closest in meaning to _____.

1. changes
2. exercises
3. habits
4. diets

(2) The word elevated (b) in paragraph ⑫ is closest in meaning to _____.

1. totaled
2. videotaped
3. kept
4. raised

(3) The word variability (c) in paragraph ⑰ is closest in meaning to _____.

1. effects
2. problems
3. differences
4. objectives

(4) Paragraphs ① and ② show that to measure blood pressure sounds __A__ but actually can be __B__.

1. A: common　B: avoidable
2. A: common　B: useless
3. A: simple　B: optional
4. A: simple　B: complex

問 2　次の段落([A]と[B])は文中の［ 1 ］～［ 8 ］で示したいずれかの位置に入る。最も適した場所を選択肢１～４の中から選びなさい。

(1)[A]　The results were so compelling[注7] that guideline committees are expected to revise their recommendations.　注７：無視できない

1.［ 1 ］　2.［ 2 ］
3.［ 3 ］　4.［ 4 ］

(2)[B]　There is another option: a device that automatically measures blood pressure every 15 to 30 minutes during the day and every 30 to 60 minutes at night. You wear the device for 24 hours.

1.［ 5 ］　2.［ 6 ］
3.［ 7 ］　4.［ 8 ］

問 3　英文の内容に合うように，(1)～(4)の質問に対する答えとして最も適したものを，それぞれ選択肢１～４の中から選びなさい。

(1)　According to Dr. Oparil, what prevents patients from getting stable numbers when they take blood pressure?

1. Smoking the day before
2. Remaining silent
3. Taking a break for a while
4. Drinking coffee

(2) What do paragraphs ⑰ to ⑲ imply?

1. Blood pressure is more difficult to measure correctly than heart rate.
2. An increasing number of people refuse to take blood pressure.
3. Some patients are mistakenly given medicine for high blood pressure.
4. Many people ask doctors questions about their blood pressure results.

(3) What does this passage imply?

1. Doctors should focus on patients' exact numbers.
2. Numbers can vary depending on circumstances.
3. Checking blood pressure sometimes is better than doing it for 24 hours a day.
4. Taking blood pressure at home is more accurate than doing it at a hospital.

(4) What word best describes the author's attitude at the end?

1. Dissatisfied
2. Convinced
3. Hopeful
4. Surprised

Ⅲ 次の英文を読み，下記の設問に答えなさい。①～⑧は段落番号を表す。

① To make healthy changes, it's long been recommended that people start with a small tweak[注1] to their lifestyle, and build upon it. But a new small study suggests that embracing a wide variety of healthier behaviors at once, including changes to diet and exercise, may be even more beneficial. [1]

② What the researchers found in a recent study, the *New York Times* reports, was that people who changed several aspects of their life to be healthier saw bigger improvements in their mood and stress levels compared to people in other trials who changed just one part of their lifestyle. The study was very small, with only about 30 college students. Half of them went about their days as normal, while the other half changed their behaviors significantly, by doing exercises in the morning, including stretching and resistance training, and attending an hour-long session in meditation and stress reduction. [2]

③ Before they started the interventions, men and women in the study underwent physical and cognitive tests, including graduate comprehension exams, as well as brain scans. A few weeks later they repeated the tests and brain scans and the researchers found that the control group performed(a) the same, but the students with intensive(b) behavior changes were more focused and reported improved happiness and memory.[注2] [3]

④ "Our findings suggest that making multiple lifestyle changes at once can lead to both larger and more numerous benefits than typically observed when focusing on just one thing at a time," says study author Michael Mrazek of the University of California Santa Barbara. "We found parallel and enduring improvements in more than a dozen different outcomes that truly matter in our lives — strength, endurance, flexibility, focus, reading comprehension, working memory, self-esteem, happiness, and more." [4]

⑤ Mrazek says it may be that each lifestyle change supports all the others, and that reinforcing lifestyle changes with other behavior tweaks may make the overall goal more sustainable.(c) "Exercising regularly makes it easier to sleep. Sleeping well makes it easier to meditate. Being mindful makes it easier to choose healthy foods," he says. "If you try to force a change like drinking less coffee without also addressing other relevant aspects of your life like sleep, you'll likely find that it's hard to make the new coffee habit stick." [5]

⑥ But is it possible to sustain so many lifestyle changes? And is it really better to transform all behaviors at one time — over smaller changes one after the other? Unfortunately those questions still remain. The study is too small to make any definitive conclusions on how to best achieve a healthier life, and some researchers are skeptical of the findings. [6]

⑦ "I think that this interpretation is way overblown," says Russell A. Poldrack, an Albert Ray Lang Professor of Psychology at Stanford University. "I don't see how the study tells us anything about different ways to give up bad habits, since it did not compare different interventions, just a single multifaceted intervention versus a very weak control. All it says is that changing lots of things at once can have an effect, but we don't really know where that effect(d) is coming from. In addition, the sample size is far too small for us to make any strong conclusions." [7]

⑧ More research will be needed to best understand the most successful ways to improve health and well-being. "Our findings suggest truly remarkable changes are possible if you're willing to put in the work," says Mrazek. [8]

注１：tweak　微調整

注２：この文には文法的な誤りがあった。読みやすさを重視し，その誤りを修正した。

出典：Sifferlin, A. (2016). *TIME*. May 12, 2016.

Retrieved from http://time.com/4327812/bad-habits-healthier-lifestyle/

問 1 次の文([A]と[B])は文中の [1] ～ [8] で示したいずれかの位置に入る。最も適した場所を選択肢 1 ～ 4 の中から選びなさい。

(1)[A] A couple times a week they also increased the intensity of their workouts and learned about sleep and nutrition, and they met with instructors to discuss personal challenges and were encouraged to partake in random acts of kindness.

1. [1]　　2. [2]
3. [3]　　4. [4]

(2)[B] Poldrack was not involved in the study.

1. [5]　　2. [6]
3. [7]　　4. [8]

問 2 以下の英文の書き出しに続くものとして最も適切なものを，それぞれ選択肢 1 ～ 4 の中から選びなさい。

(1) The word performed (a) in paragraph ③ is closest in meaning to _____.

1. behaved
2. entertained
3. ceased
4. observed

(2) The word intensive (b) in paragraph ③ is closest in meaning to _____.

1. demanding
2. expensive
3. exclusive
4. damaging

(3) The word sustainable (c) in paragraph ⑤ is closest in meaning to _____.

1. available
2. continuable
3. probable
4. understandable

問 3 英文の内容に合うように，(1)～(5)の質問に対する答えとして最も適したものをそれぞれ選択肢 1 ～ 4 の中から選びなさい。

(1) Which activity did the research participants with behavior changes experience as a part of the study?

1. a day-long session in meditation
2. making changes in food choices
3. a 60-minute session in lowering stress
4. stretching and resistance training in the afternoon

(2) Which one is NOT mentioned by Poldrack as a limitation of Mrazek's study?

1. The study does not explain why changing multiple things at once can have an effect.
2. The study did not consider the impact of the people around the participants.
3. The study does not compare different interventions.
4. The study does not have enough participants.

(3) What does the phrase "that effect" (d) in paragraph ⑦ refer to?

1. increased food consumption and strength
2. improved happiness and memory
3. decreased endurance and flexibility
4. declined focus and self-esteem

(4) What can be inferred from Mrazek's conclusive statement?

1. Big lifestyle changes can happen if you make serious efforts.
2. Positive attitude at work can result in true lifestyle change.
3. A small lifestyle change can lead to a great improvement over time.
4. Remarkable improvement should start from your everyday tasks.

(5) What is the best title for this passage?

1. What are the differences between good habits and bad habits?
2. Does regular exercise help us stop our bad habits?
3. Should you get rid of all your bad habits at once?
4. Which bad habits should you give up first?

Ⅳ 次の英文を読み，下記の設問に答えなさい。①～⑮は段落番号を表す。

① Anyone who has young children will tell you it's an emotional roller coaster ride. One second, their three-year-old is happily engaged in an elaborate make-believe scene full of their favourite dolls and toys. They're laughing and otherwise enjoying themselves. The next, they're crying, screaming, and writhing[注1] on the floor.

② Then there's the frequent obstinacy[注2] and resistance, physical violence and raised volumes. Perhaps they decide they want something they can't have and start fighting and screaming at their siblings. Maybe they refuse to eat their dinner, get dressed or sit in the car seat, resisting in all sorts of outrageous ways. They'll throw their food on the floor, rip their clothes off and stomp around wildly in nothing but a diaper. They'll scream and thrash[注3] while mom or dad struggles in vain to get the situation under control.

③ Minutes later, they'll be calm again, making precocious comments and expressing amazement over the kinds of minor worldly details most adults have long trained themselves to ignore.(a)

④ The truth is, toddlers are as delightful and fascinating as they are baffling[注4] and frustrating — which means they're pretty good at tripping their parents up at just about every opportunity. Many simply don't know how to react when faced with a young child's resistance; at the same time, however, they're afraid of doing something wrong. They may look to any number of parenting blogs and books for expert advice, but that only leads to further confusion.

⑤ It's this confounding set of circumstances that inspired Dr. Deborah MacNamara, a developmental psychologist at Vancouver's Neufeld Institute, to write her book, "Rest, Play, Grow: Making Sense of Preschoolers (Or Anyone Who Acts Like One)" (Aona Books, 2016). In it, she sets out to help parents understand why young kids behave the way they do, as well as adopt(b) more

effective strategies to respond to some of the more challenging situations.

⑥ "I wanted to give a voice to young children,(c) because I think as we are baffled by them, sometimes they're incredibly baffled by our response," says MacNamara. "And our message is that we don't understand them, we don't know how to take care of them, we don't know what's wrong with them. For a young child, this is incredibly provocative to hear."

1

⑦ The most important thing for parents to remember, she says, is that kids aren't entirely like us. Their brains aren't fully developed. They're not entirely self-aware. They're not logical. They have a limited understanding of the world. And while they often show a strong desire to be good, well-behaved human beings, they're impulsive[注5] : they have yet to develop the self-control to govern either their emotions or their actions.

⑧ That's not a judgment of their character; it's simply the way they are. And it's how most will remain until they reach school age.

⑨ "There's a tremendous developmental milestone[注6] that's reached between the ages of five to seven years of age," says MacNamara. "Fundamentally they are different at that point. We see spontaneous[注7] impulse control — you see that they think twice. They can use their words. It's like, 'Wow, did it suddenly just sink in?'"

2

⑩ "If you give a child a consequence, then we assume that in that moment, they're going to remember, 'If I do that, then this is going to happen,'" she says. "They don't. They're caught up in the moment. They only experience the world one thing at a time. They're not thinking about consequences."

⑪ It's this lack of impulse control that MacNamara says is one of the most important things to remember about preschoolers. It's something that's easy for parents to forget, especially in those moments when they're acting out.(d) Their brains aren't yet wired to stop them from doing something, even if

they've been told repeatedly that it's wrong. This means that, rather than simply forcing toddlers to take responsibility for their behaviour (which is rarely effective), parents need to intervene[注8] and essentially provide that impulse control for them, either anticipating when a child might be tempted to do something impulsive, or stepping in to stop it as it occurs. It also means parents need to constantly remind themselves that, when their kid is acting impulsively, it's not that they're "bad" or trying to be difficult; it's simply that they don't yet have the capacity to control themselves.

〈中略〉

⑫ Parents have an incredibly important role to play. We can't force it; we can only provide the conditions.

3

⑬ Ultimately, MacNamara hopes that her book will help parents gain some perspective on their child's development, as well as reaffirm what their role is in guiding and supporting them as they grow. For parents, that means both taking a deep breath when a toddler misbehaves, as well as accepting that they themselves are going to make plenty of mistakes. There's no such thing as a perfect parent — and that's fine.

⑭ Most of all, it means acknowledging what MacNamara considers to be the central role of parents: to be their child's "best bet": a solid, consistent and responsible presence who takes the lead in their child's life.

4

⑮ "Parents have an incredibly important role to play," she says. "We can't force it; we can only provide the conditions. It's about the relationships that they need, where we are in the lead, where we do the caretaking. We communicate to them that we will take care of them and their emotional systems so that they can grow. If we can do that, we're going to get there. Tripping over ourselves, tripping over our preschoolers, perhaps. But we can get there."

注１：writhing　身もだえして

注２：obstinacy　頑固さ

注３：thrash　転げ回る，もがく

注４：baffling　当惑させる，不可解な

注５：impulsive　衝動的な

注６：milestone　節目，画期的出来事

注７：spontaneous　自発的な

注８：intervene　介入する

出典：Kates, D. (2016). *National Post*. May 9, 2016.

問 1　英文の内容に合うように，(1)～(4)の各文の空所を補うものとして最も適したものを，それぞれ選択肢１～４の中から選びなさい。

(1) The word ignore (a) in paragraph ③ is closest in meaning to _____.

1. destroy
2. forgive
3. cancel
4. overlook

(2) The word adopt (b) in paragraph ⑤ is closest in meaning to _____.

1. make known
2. choose to use
3. come by
4. expand on

(3) The phrase give a voice to young children (c) in paragraph ⑥ is closest in meaning to _____.

1. speak for young children
2. protect the human rights of toddlers
3. make toddlers behave better
4. let young children be louder

(4) The phrase acting out (d) in paragraph ⑪ is closest in meaning to _____.

1. using their hands
2. playing a role
3. behaving badly
4. experiencing the world

問 2 英文の内容に合うように，(1)~(3)の各文の空所を補うものとして最も適したものをそれぞれ選択肢 1 ~ 4 の中から選びなさい。

(1) According to paragraphs ①~③, young children tend to _____.

1. like amusement parks
2. stand up for what they believe
3. behave unexpectedly
4. dislike their parents

(2) According to paragraph ⑨, children achieve a developmental milestone _____.

1. in a controlled manner
2. without warning
3. in various ways
4. step by step

(3) According to paragraphs ⑪ to ⑫, Dr. MacNamara argues that parents of toddlers need to _____.

1. repeatedly explain what is right and what is wrong to their young kids
2. enjoy the emotional roller coaster ride with their children
3. seek professional help to raise their children successfully
4. set the environment that may prevent their kids from acting impulsively

問 3　次の段落は文中の [1] ～ [4] で示したいずれかの位置に入る。最も適した場所を選択肢 1 ～ 4 の中から選びなさい。

Until that happens, parents need to recognize and accept that this developmental shift has not yet taken place. It's important to maintain realistic expectations towards them — and not to mistake a toddler for being any more mature than they are capable of being.

1. [1]　　2. [2]
3. [3]　　4. [4]

問 4　英文の内容に合うように，(1)~(2)の質問に対する答えとして最も適したものをそれぞれ選択肢１～４の中から選びなさい。

(1) What is implied in the passage?

1. There is little that parents can do when their young children start to misbehave.
2. MacNamara's book can assist its readers in becoming perfect parents.
3. It is important for parents to understand and support their young children.
4. Explaining consequences to young kids can help the development of their brain.

(2) What is the best title for this passage?

1. Making sense of toddlers, with a little help from a developmental psychologist
2. Behavioral intervention for young children: A solution-focused approach
3. Facilitating early emotional development, with help from a psychologist
4. Understanding emergence of logical thinking in young children: A quick guide

V 自由英作文問題

下記テーマについて，英語で自分の考えを述べなさい。書体は活字体でも筆記体でもよいが，解答は所定の範囲内に収めなさい。

In your 18 or more years on this earth, you have learned from many people, both formally at school and informally elsewhere. Based on your experiences and observations, think about your best teacher(s). Please describe in detail a few characteristics that made them great and give specific examples and reasons to support your idea. The writing will be evaluated from the viewpoint of both quantity and quality. The evaluation will also consider whether what you write responds to the question.