

I 次の英文を読んで、以下の設問に答えなさい。

Aimee Mullins has 12 pairs of legs. Like most people she was born with two, but unlike most people Mullins had to have both legs ⁽¹⁾amputated below the knee due to a medical condition. Mullins has lived with no lower legs since her first birthday.

Mullins grew up in a middle-class family in the middle-class town of Allentown, Pennsylvania, yet her achievements are (A) ordinary. Mullins's doctors suggested that an early amputation would give her the best chance to have a reasonable amount of mobility. As a child Mullins had no input into that decision, but as she grew up she refused to see herself as or to accept the label most people gave her—"disabled." Instead, she decided that prosthetic limbs would ⁽²⁾could only / her / that / of / superpowers / others / dream / give.

Mullins redefines what it means to be disabled. As she told comedian and talk-show host Stephen Colbert, many actresses have more prosthetic (a) in their breasts than she does in her whole body, "and we don't call half of Hollywood disabled."

Mullins tapped her superpower—her prosthetic limbs—to run track for an NCAA Division One program at Georgetown University. She broke three world records in track and field at the 1996 Paralympics, became a fashion model and an actress, and landed a spot on *People* magazine's annual list of the 50 Most Beautiful People.

In 2009 the 5'8" Mullins stood on the TED stage at 6'1" the height she chose for the (b). Mullins picks different legs to suit the event. She uses more-functional limbs for walking the streets of Manhattan and more-fashionable ones for fancy parties.

"TED literally was the launch pad to the next decade of my life's exploration," said Mullins. Mullins believes her TED appearance began a conversation that profoundly changed the way society looks at people with disabilities. Innovators, designers, and artists outside the traditional prosthetic medical community were inspired to see how creative and lifelike they could make legs. "It is no longer a conversation about overcoming (c). It's a conversation about potential. A prosthetic limb doesn't represent the need to replace loss anymore . . . So people that society once considered to be disabled can now become the architects of their own identities and indeed continue to change those identities by designing their bodies from a place of empowerment . . . it is our humanity, and all the potential within it, that makes us beautiful."

Mullins's (d) made her a world-class athlete; her passion won the hearts of the TED audience.

(注) prosthetic limb: an artificial arm or leg

NCAA Division One: 全米大学体育協会の認可する大学対抗運動競技の最も高いレベル区分

TED: 価値あるアイデアを広めることを目的とする米国の非営利団体。年一回大規模な講演会を主催する。

(出典 Carmine Gallo. Talk Like TED. New York: Macmillan; 2014)

問1. 下線部(1)に最も近い意味の1語を1～5より選び、その番号を書きなさい。

1. damaged 2. injured 3. numbed 4. paralyzed 5. removed

問2. (A)に入る適当な語句を1～5より選び、その番号を書きなさい。

1. as good as 2. far from 3. less than 4. no more than 5. nothing but

問3. 下線部(2)の語(句)を意味が通るように、並べ換えなさい。

問4. (a)～(d)に入る最も適当な1語を1～5より選び、その番号を書きなさい。ただし、それぞれの語は1回しか使えない。

1. deficiency 2. determination 3. material 4. occasion 5. welfare

問5. Mullinsは、何が自分たちを美しくすると述べているか、30字以内(句読点を含む)の日本語で書きなさい。

II 次の英文を読んで、以下の設問に答えなさい。

We often (1) think of the abstract idea of time in the concrete terms of space, saying we are “looking forward to the weekend” or “putting the past behind us.” These adages may be more than just metaphors. A study published in January in *Psychological Science* suggests that thinking of space may be a necessity to conceptualize time. When people’s minds are not able to accurately understand space, researchers found, they have difficulty with time as well.

People with a condition called left hemispatial neglect ignore the left side of space—not remembering the left half of a scene or even not eating off the left half of their plate—after an injury or stroke in their brain’s right inferior parietal lobe. In the new study, researchers investigated these patients’ understanding of time. Because people who speak languages written left to right, such as English or French, tend to think of timelines with the past to the left and the future to the right, the team focused on how left hemispatial neglect might alter the left side of their mental (2) chronology—that is, their thinking about the past.

Seven French speakers with hemispatial neglect, seven stroke patients without neglect and seven healthy people participated in a simple memory study. They learned facts about a fictional 40-year-old man (a) David—some of which were true of him 10 years in the past and some of which would be true 10 years in the future. They were then asked to remember as many of the facts as they could and to say whether they were true of David at age 30 or age 50. Sure enough, the people who have hemispatial neglect were worse than the others at (b) facts from the past—but not from the future.

When patients with this type of brain damage draw a face, says psychologist Lera Boroditsky of the University of California, San Diego, who led the study, they might (c) only the right eye and ear, or they might cluster all the face’s features on the right side. With memory, she notes, “we see a mix of those: to some extent, people weren’t good at remembering things that were associated with the past, and the other error people made was misremembering things that were associated with the past as though they were associated with the future.”

When someone’s internal understanding of space is (d) off, it seems, their corresponding ordering of time is disrupted. Boroditsky is planning to repeat the study with Hebrew or Arabic speakers, who read—and plot timelines—from right to left, to see if they neglect the (A) instead of the (B).

(注) stroke: 脳卒中
inferior parietal lobe: 下頭頂葉

(出典 Valerie Ross. Left in the Past. In: Scientific American: Mind. July/August 2014)

問1. 下線部 (1) の例になる表現を含む文を1～6より2つ選び、その番号を書きなさい。

1. He came back looking a bit annoyed.
2. Better times are just around the corner.
3. She might live to regret this stupid decision.
4. I look back on my early teenage years with some amazement.
5. He leaned forward to protect himself against the freezing wind.
6. She gave him some hope of her return, or at least of their future communication.

問2. 下線部 (2) に最も近い意味を表わすものを1～4より選び、その番号を書きなさい。

1. the act of identifying what something is
2. the quality of being easy to harm or damage
3. the order in which a series of events happened
4. the acquisition of knowledge or skills through experience

問3. (a)～(d)に入る最も適当な動詞を下語群より選び、それぞれの文脈に合う語形にして書きなさい。ただし、それぞれの語は1回しか使えない。

depict name remember throw undertake

問 4. (A) および (B) に入る最も適当な 1 語それぞれを本文中より抜き出し、書きなさい。

問 5. left hemispatial neglect の症状を、本文に即して 1 5 字以内（句読点を含む）の日本語で説明しなさい。

III A() ～ H() に入る最も適当な語(句)を、()内の1～3または1～4より選び、その番号を書きなさい。

Nine years ago, my husband, Richard, began helping two students from our local college improve their English skills by meeting with them one night a week. We had worked with refugees before, helping them A(1. adjust 2. admire 3. admit 4. adopt) to the country and becoming their friends. I was surprised at how much I enjoyed doing this and getting to know people from places I knew little about. And it seemed that the people we got to know B(1. felt 2. feeling 3. to feel 4. to have felt) comfortable with us.

It wasn't long C(1. before 2. since 3. while) the students began telling others about this man who was helping them for free. Richard asked a friend to help by tutoring them during the day because Richard's full-time job as a teacher in the public school system kept him busy then.

More students came, and more help was needed. Soon he separated the classes into two groups according to their skills and needs. That D(1. alternatively 2. decreasingly 3. eventually) became four classes: low beginner, high beginner, intermediate, and advanced. E(1. Before 2. Despite 3. Out of 4. Within) six years, more than one hundred students from around the world were coming to learn or improve their English reading, writing, and cultural understanding.

Child care was another way to help these families. Our daughter became a F(1. few 2. lot 3. part 4. whole) of a growing and changing group who babysat small children and helped the older ones with their homework.

By arranging for drivers, we were able to assist women and children who were anxious to learn English but lacked G(1. transaction 2. transformation 3. translation 4. transportation). Every Monday and Tuesday night we watched as vans filled with eager students arrived—students who soon became friends.

As a homeschooling mom, and the wife of a teacher, I was thrilled that my daughter was able to learn more about other cultures in a more H(1. imaginary 2. official 3. personal) way than just reading about them. She danced at a Kurdish wedding, ate chicken feet with college students from China, and heard stories of escape from war from a Bosnian family who became some of our dearest friends.

As teachers and volunteers, we've seen students get better jobs, feel more comfortable in meeting and making American friends, and pass their citizenship tests to become a part of the new country they love.

(出典 Todd Whitaker. For the Love of Teachers: True Stories of Amazing Teachers and the People Who Love Them. Deerfield Beach, Florida: Health Communications, Inc.; 2013)

IV 次の1., 2. の設問に答えなさい。

1. 英語による記述が指す1語となるように、破線部を補充しなさい。(破線の数は文字数を表わす)

- (1) Stay on the surface of a liquid and not sink: _ _ _ _ t.
- (2) Bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform: _ _ _ .
- (3) Look at something or someone for a long time without moving your eyes: s _ _ _ _ .
- (4) A building or group of buildings in which goods are produced in large quantities, using machines: _ _ _ _ _ ry.
- (5) A large area of countryside, especially in relation to its appearance: l _ _ d _ _ _ _ e.
- (6) A tool for cutting paper, cloth etc., made of two sharp blades fastened together in the middle, with holes for your finger and thumb: s _ _ _ _ _ s.

2. 和文の意味を表わすように、不足する1語を補った上で()内の語(句)を並べ換え、英文を完成しなさい。

- (1) 行進者のために一定のビートを保ちさえすればよい。
All (to / keep / have / you / do) a steady beat for the marchers.
- (2) きれいな水を当たり前だと思っはいけない。
We need to (for / clean water / stop / granted).
- (3) 我々がすることと同じくらい、我々がしないことを私は誇りに思う。
I'm as proud of what we don't do (what / of / I / we / am) do.