

I 次の英文を読み、下記の設問に答えなさい。

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【出典：Jones, Emma. “Can Weighted Blankets Help You Sleep Better?”
Healthing のウェブサイトから, 11 May 2021. 出題の都合上, 原文の一部に変更を加えている。】

設 問

1. 下線部(1)を日本語に訳しなさい。ただし, “one” の具体的内容を文脈に即して明らかにすること。
2. 下線部(2)の具体的内容を文脈に即して 30 字以内(句読点も含む)の日本語で説明しなさい。
3. 下線部(3)の具体的内容を文脈に即して 35 字以内(句読点も含む)の日本語で説明しなさい。
4. 下線部(4)を日本語に訳しなさい。
5. 下線部(5)を英語に訳しなさい。

6. ~ に入るもっとも適切な文章を下記の(ア)~(カ)から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (ア) However, for as many people who love the weighted blanket, there seem to be just as many theories for why it may help.
- (イ) It also might not be due to any specific physiological facts, but instead a preference.
- (ウ) Regardless of how you like to sleep at night, a weighted blanket might be unaffordable.
- (エ) The weighted blanket may not have been the cure of my insomnia.
- (オ) There aren't any studies that prove weighted blankets do indeed help people fall and stay asleep.
- (カ) Weighted blankets aren't for everyone, however.

7. [a] ~ [d] に入るもっとも適切な語を以下から選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (ア) compressing (イ) cutting (ウ) experiencing (エ) getting
- (オ) sleeping (カ) smelling (キ) throwing (ク) watching

II 次の英文を読み、下記の設問に答えなさい。

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【出典：Grant, Adam. *Think Again: The Power of Knowing What You Don't Know*. Viking, 2021, pp. 190-193. 出題の都合上、原文の一部に変更を加えている。】

設問

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)の文意がもっとも適切に通るように括弧内の14語を並べ替え、3番目、5番目、12番目、14番目の語をそれぞれ書き出しなさい。
3. 下線部(3)はどのような時代を指しているか、文脈に即して40字以内(句読点も含む)の日本語で説明しなさい。
4. 下線部(4)を日本語に訳しなさい。
5. 空欄

あ

 を構成する次の(A)~(E)の文を文脈にもっとも適した順に並べ替えなさい。
 - (A) In the end, this research convinced me I was wrong.
 - (B) In the physics experiment, the students took tests to gauge how much they had learned about statics and fluids.
 - (C) It turns out that despite enjoying the lectures more, they actually gained more knowledge and skill from the active-learning session.
 - (D) The result surprised me as I believed for a long time that we learn more when we're having fun.
 - (E) This required more mental effort, which made it less fun but led to deeper understanding.

6. [イ]～[ホ]に入るもっとも適切な語を選び、記号で答えなさい。ただし、各記号は1回しか使用できない。

- (A) boring (B) higher (C) ideal (D) identical
(E) lower (F) opposite (G) optimistic (H) pessimistic
(I) realistic (J) surprising

7. 以下の文のうち、本文の内容に合致するものを1つ選び、記号で答えなさい。

- (A) Active learning is likely to be less effective in fields outside science.
(B) The author believes that the active learning method is overrated.
(C) The results of the experiment suggest that the more students enjoy the class, the more they are likely to learn.
(D) The students' responses to the survey were different from what the author had expected.
(E) The success of active learning depends on the popularity of the instructor.

III Lucy is a British schoolgirl who lives in Oxford. She is talking to her father, Fred, in the kitchen of their home. Read the conversation below and answer the following questions.

Lucy: Good morning, Dad. Oh, sorry for yawning. What are you doing
(a) with that microwave oven? It looks heavy. Do you need a hand with moving it?

Fred: I think I'll be OK, Lucy. I'm just going to put it in the car and take it to the city dump.

Lucy: Couldn't you send it away to be repaired?

Fred: It's ten years old and well out of warranty now, so I very much doubt that the manufacturer would do it. They probably don't even carry the spare parts anymore.

Lucy: That's a shame. Oh, I know what! Why not take it to the Repair Café near my school?

Fred: What's that? I've never heard of it.

Lucy: It's brilliant! We visited it as part of our environmental science course
(b) recently. It's a meeting place where people can get together to mend broken items cooperatively. And have a chat and a cup of coffee!

Fred: I'm all ears. Tell me more.

Lucy: Well, the first Repair Café was started by a Dutch woman called Martine Postma in Amsterdam in 2009. 彼女は、使い捨て文化で環境
(1)が破壊されて、ゴミの量が地球規模で増えることを心配してたんだよ。
She wanted to find a local solution to this global problem.

Fred: That's what they call "thinking globally, acting locally," isn't it?

Lucy: Exactly. She also wanted to address the decline in community spirit amongst urban dwellers and do something about people's loss of practical skills and ingenuity.

Fred: And the idea caught on⁽²⁾

Lucy: Very much so. The concept has grown into a global movement. The one in Oxford started about four years ago.

Fred: Impressive! What kind of things do they repair?

Lucy: Oh, all sorts. Electrical appliances, clothes, furniture, crockery, bicycles, and even toys.

Fred: How successful are they at repairing things?

Lucy: Well, of course, they cannot guarantee to fix every item brought to them, but they have a fairly good success rate. One study found that on average 60 to 70 percent of items were repaired. The rate is higher for some items such as bicycles and clothes but lower for things like laptop computers.

Fred: I can understand that. Just between you and me, I think some electronics manufacturers deliberately make products in such a way that you cannot disassemble them and repair them unless you have specialized tools and equipment.^(c)

Lucy: Yes, and that's where Repair Cafés can help. But these cafés are not just about repairing things for people. They are places where we can meet others, share ideas, and be inspired. The volunteer repairers are very keen to involve the visitors in thinking about the repair and actually carrying out the repair themselves. They also encourage people to think about living together in more sustainable communities.

Fred: I suppose you could say they are about repairing our minds, not just our things.

Lucy: Quite so, although often the two are very closely related. Many people attach sentimental value⁽³⁾ to old things that might, for example, be part of their family history.

Fred: I see what you mean. It almost sounds too good to be true. Is^(d)

there a catch? For example, how much does it cost?

Lucy: Advice and help from the repairers is free, but people who use the café are invited to make a donation. That money is used to cover the costs involved in running the café. If specific spare parts are needed, the repairers will advise you on how to obtain them.

Fred: Well, that's marvelous! Then I'll take this old microwave there. Are they open today?
(e)

Lucy: Yes, and I'll come with you. I've got a pair of jeans that are badly in need of some attention.

QUESTIONS

1. Translate the underlined part after (1) into English.
2. What does the underlined phrase after (2) mean? Select the most appropriate expression from the list below.
 - (A) became popular
 - (B) hit a dead end
 - (C) occurred to you
 - (D) played a significant role
 - (E) worked in practice
3. The underlined phrase after (3) means the value of an object which is derived from personal or emotional association rather than its material worth. Give ONE object that has "sentimental value" for you and explain why it has such value. Your answer should be between 15 and 20 English words in length.

(Indicate the number of words you have written at the end of your answer.)
4. Select the most appropriate words from the list below to indicate how the speakers say the underlined parts in (a) to (e). Do not use any word more than ONCE.

(イ) conspiratorially	(ロ) cunningly	(ノ) decisively
(ニ) enthusiastically	(ハ) haltingly	(ヘ) indecently
(ト) lovingly	(チ) politely	(リ) sleepily
(マ) suspiciously		

5. Based on the conversation, which TWO of the following statements are true?

- (A) Fred decided to repair his microwave oven because it had sentimental value.
- (B) Fred has never volunteered at a Repair Café.
- (C) Lucy and Fred cannot afford to visit many Repair Cafés.
- (D) Lucy and Fred each have something they would like repaired.
- (E) Lucy has carried out the repair of her jeans herself.
- (F) Lucy has visited a Repair Café but not the one in Oxford.

IV Read the information and follow the instructions below.

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Describe the relation between the x axis and y axis in the figure and give ONE possible reason for what you have described. Your answer should be between 40 and 50 English words in length.

(Indicate the number of words you have written at the end of your answer.)

(Source: Bateson, Melissa, Daniel Nettle, and Gilbert Roberts. "Cues of Being Watched Enhance Cooperation in a Real-World Setting." *Biology Letters*, 2006, vol. 2, p. 413.)