高３ 英語ついて
オンライン授業の実施について

７月 15 日(水)の高３英語では、総合英語の過去問の解説をします。
授業までに 50 分はかって解いておいてくださいね！

【授業で使用するもの】

ノート、筆記用具、ダウンロードもしくは印刷した教材(問題を解いた状態で！)

担当　谷尻

Ⅰ 次の問いにおいて、下線部の発音が他の３つの場合と異なるものを１つ選び、記号で答えなさい。

問１　ア cognition　　イ dialect　　ウ criticism　　エ indicate

問２　ア social　　イ situation　　ウ symbolic　　エ acceptable

Ⅱ 次の問いにおいて、第一アクセント（第一強勢）の位置が他の３つと異なるものを１つ選び、記号で答えなさい。

問１　ア target　　イ extreme　　ウ region　　エ alter

問２　ア dilemma　　イ dependent　　ウ thoroughly　　エ physician

Ⅲ 次の英文に関して、日本語に合うように空所に入る英語１語を答えなさい。

問１　学生の一人が黙ってしまい、困惑しているように見えた。
One of the students became quiet and looked (p　　).

問２　本当のほほえみと偽りのほほえみでは、異なる筋肉を使うと主張している心理学者もいる。
Some psychologists have claimed that true smiles and false smiles use different (m　　).

問３　したがって，有機農業の生産物は，有機栽培ではないものと比べて一般的により安全であると考えられている。
So, organic (a　　) products are thought to be generally safer than non-organic ones.

問４　昔は，ボタンは非常に高価なもので，とても裕福な人々だけがそれらを手に入れる余裕があった。
In the past, buttons were quite expensive and only very rich people could (a　　) them.

問５　したがって，その英語表現は，人体についてのこの事実を反映しているのだ。
The English (e　　), therefore, reflects this fact about the human body.

問6　他の巻き貝とは違って，アクキガイは空気や光に接触すると色を変える，強いにおいのする液体を放出する。
(　　) other snails, Murex snails give off a strong-smelling liquid that changes color when it comes into contact with air and light.

問7　たいていの哺乳動物は，自分の肝臓の中でビタミンCを作り出すため，その不足に苦しむことは決してない。
Most mammals produce Vitamin C in their livers, so they never (s　　) (　　) a lack of it.

Ⅳ　次の問いにおいて、(　) 内の語 (句) を並べ替えて英文を完成させなさい。解答用紙には、(　) 内のみ答えなさい。なお文頭の文字も小文字で書いている。

問1　腹が立ったのは彼女の発言ではなく言い方です。
It was not what she said but (me / said it / she / made / that / way / angry / the) .

問2　ショーで私が細いロープの上を歩いているのを見てみんなはとても驚いた。
Everyone (see / surprised / on / me / so / to / was / walking) the thin rope in the show.

問3　10時前に空港へ着くようにしなさい。
(that / the airport / make / arrive / sure / you / at) before ten.

V 次の英文を読んで後の問いに答えなさい。

Early in 2012, teachers in Sheffield, an industrial city in England, introduced a policy to encourage their pupils, aged from 11 to 18, to use only standard English inside the school gates. The school said it wanted children to stop using slang and phrases such as "hiya" and "cheers" in favor of the more correct "good morning," "goodbye," and "thank you."

Shorter forms of words have become popular with the increase in text messages and the social networking website Twitter, in which the length of a message is limited. The school said using standard English would give its 1,100 students, who study in a working class area of Sheffield, (1)a better chance of impressing employers at interviews.

Kathy August, head teacher of the school, said, "We want to make sure that our students are not leaving school with just the necessary grades, but that they also have a whole range of job skills. What we want to make sure of is that they can confidently use standard English. Slang doesn't really give the right impression of the person."

"Young people going to interviews for their first job need to make a good impression so that employers have confidence in them," August said. "It's not difficult to get students to stop using slang."

She added, "(2)It is about knowing what language is acceptable between friends and what is (r　　) in more (f　　) situations. We want to give each of our students the best start possible, and understanding when it is and is not acceptable to use slang is just one part of this."

But a politician for the area, Angela Smith, has raised concerns that the policy might pose a risk to dialects and local accents. Smith, who previously taught English at a secondary school there, said, "(3)(　　). How will the school control this? Who will say what the difference is between slang and dialect? It could weaken the children's confidence at the school."

"If someone tells the students how to speak, they could refuse and do it all the more," Smith said. "I really think teachers have set themselves a task that is impossible to achieve. Who is going to decide? Who is going to say it is slang, dialect, or accent? And what is right, and what is wrong?"

Smith continued, "(4)Most people know when to use their 'telephone voice.' When people are on the phone or talk to anyone in authority they use a different voice."

August denied the school was trying to get rid of dialects or accents, and said it was only targeting slang. "It's not a case of forcing this policy on the students at our school. We are simply encouraging (5)it among the students," she added.

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VI 次の英文を読んで後の問いに答えなさい。

(1)What kind of childhood we have is the luck of the draw. The society and culture and income bracket we are born into is pure chance, as is the kind of parents we get. It is probably our parents that most determine what kind of childhood we go through, and what kind of person we become, though that has been disputed, most notably by (2)Judith Rich Harris in her 1998 book, The Nurture Assumption: Why Children Turn Out the Way They Do. Harris argued that nature is more important than nurture and that a child's peers — his social environment — are more important than parents. Most psychologists and sociologists, however, would say that who we grow up to be is a combination of both. And neuroscience, using brain-scanning technologies, is bearing this out.

Parents today, say some social critics, have a special dilemma to deal with. On the one hand, there is the pressure of competition: the need for moms and dads to give their kids a head start in life, to make sure their sons and daughters keep ahead of their peers in the race to success. As a result, parents push kids to grow up too fast, boasting that their boy or girl is already reading at age two, for example, or taking college-level math courses in middle school. (3)(　　), modern society is fraught with dangers of all kinds (particularly what the BBC calls the "sexualization and commercialization" of childhood by TV, movies, games, and ads that target kids), to which parents respond by "helicoptering" their children, hovering over them, solving all their problems, keeping them from growing up at all well into young adulthood. In other words, over-protecting them.

Of course, "over-parenting" is far superior to no parenting at all, since parental neglect is known to be the root cause of a variety of emotional and behavioral problems in children, even, most disturbingly, psychopathy, or so suggests Robert Hare in his 1993 book about the subject, Without Conscience. But helicoptering — or over-parenting — has its own consequences, not so extreme perhaps, but serious nevertheless. A study of university students by Neil Montgomery, a psychologist at Keene State College in New Hampshire, found that (4)students with helicopter parents were more apt to be neurotic than students with non-helicopter parents. They are less flexible and open to new ideas, as well as shier, more nervous, and more sensitive to criticism. About such students Montgomery concludes: "We have a person who is dependent, who is vulnerable, who is self-conscious, who is anxious, who is impulsive and undisciplined, not open to new actions or ideas. Is that going to make a successful college student and person? No, not exactly; it's really a sad story at the end of the day."

問１　下線部(１)の説明になるように、次の英文の空所に入る英語をそれぞれ１語で答えなさい。

Although our parents (d　　) what kind of childhood we go through, we cannot (c　　) our parents, the society and culture, nor the income bracket we are born into.

問２　下線部(２)の説明になるように、次の英文の空所に入る英語をそれぞれ１語で答えなさい。

Harris argued in her book that how parents (r　　) their children is (　　) influential than other factors, such as nature and social environment, in forming the children's character.

問３　空所(３)に入るものを次から一つ選び、記号で答えなさい。

ア On the other hand　　イ For instance

ウ In other words　　エ For these reasons

問４　下線部(４)の特徴として、文中で述べられているものを次からすべて選び、記号で答えなさい。

ア They are likely to succeed in competitions with their peers.

イ They pay extremely close attention to their children's experiences and problems.

ウ They cannot accept different ideas or actions easily.

エ They tend to care too much about being criticized.

問５　次の定義に最もよく当てはまる英語を文中より１語で探し、答えなさい。

[n] the state of not being properly attentive to someone or something

Ⅶ 次の英文を読んで後の問いに答えなさい。

Recent studies suggest clothing affects how we think and behave. For example, if we wear a white coat that we believe belongs to a doctor, our ability to pay attention increases sharply. But if we wear the same white coat believing it belongs to a painter, (1)we will show no such improvement. Scientists studying this phenomenon call it "enclothed cognition."

All you have to do is to see a doctor's coat hanging in your doorway, said Adam D. Galinsky, a professor at Northwestern University in the U.S.A. The effect occurs only if you actually wear the coat and know its symbolic meaning — that physicians tend to be careful and good at paying attention.

It has long been known that "clothing affects how other people think of us as well as how we think about ourselves," Dr. Galinsky said. Experiments have shown that women who dress in a masculine fashion during a job interview are more likely to be hired, and a teaching assistant who wears formal clothes is perceived as more intelligent than one who dresses more casually. But the deeper question (2)(you / affects / wear / the clothing / is / whether) your psychological processes. Does your outfit alter how you approach and interact with the world? Dr. Galinsky addressed this question by conducting several experiments in which the clothes did not vary but their symbolic meaning did.

In the first experiment, 74 students were assigned to one of three options: wearing a doctor's coat, wearing a painter's coat, or seeing a doctor's coat. Then they were given a test for attention. They had to look at two very similar pictures side-by-side on a screen and find the differences, writing them down as quickly as possible. Those who wore the doctor's coat, which was identical to the painter's coat, (3-あ). They had acquired heightened attention. Those who wore the painter's coat or were primed with seeing the doctor's coat (3-い) between the images.

The second experiment explored the priming effect more thoroughly by actually encouraging one group of students to look at a doctor's coat displayed on the desk in front of them for a long period of time. The other students either wore a doctor's coat or a painter's coat. All three groups wrote essays about their thoughts on the coats. Then they were tested for sustained attention. Again, the students (4)( ) showed the greatest improvement in attention.

(5)Findings from these experiments indicate that we think not just with our brains but with our bodies, Dr. Galinsky said. And our thought processes are based on physical experiences. You have to wear the coat, see it on your body, and feel it on your skin for it to influence your psychological processes, Dr. Galinsky said. Clothes put the wearer into a different psychological state, he said.

問１　下線部(１)の理由を説明した文になるように、空所に入る英語をそれぞれ１語で答えなさい。

Though the (　　) themselves are identical, our recognition of their symbolic meaning (　　).

問２　下線部(２)を並べ替えなさい。

問３　空所(３-あ)(３-い)に入る英語を次から一つ選び、記号で答えなさい。

ア　あ—found more differences　　い—found fewer differences

イ　あ—found fewer differences　　い—found more differences

ウ　あ—found more similarities　　い—found fewer similarities

エ　あ—found fewer similarities　　い—found more similarities

問４　空所(４)に入る英語を文中より４語で探し、答えなさい。

問５　次の会話文が、下線部(５)から導き出せる結論と一致するように、空所に入る英語をそれぞれ１語で答えなさい。

A: "I think I can run (　　) with these new shoes on."

B: "Where did you find them?"

A: "These are actually the same model that the famous sprinter (w　　) when he broke the record at the World Championship in Athletics."

問６　本文の展開に明らかに合わない一文を探し、その文の最初の３語を答えなさい。

Ⅷ 次の英文を読んで後の問いに答えなさい。

1 It can be hard to know what newborns want. They can't talk, walk, or even point at what they're thinking about. Yet babies begin to develop language skills long before they begin speaking, according to recent research. And, compared to adults, they develop these skills quickly. (1)People have a tough time learning new languages as they grow older, but (2)infants have the ability to learn any language, even fake ones, easily.

2 For a long time scientists have struggled to explain how such young children are able to learn the complicated grammatical rules and sounds required to communicate in words. Now, researchers are getting a better idea of what's happening in the brains of society's tiniest language learners. The insights might eventually help kids with learning disabilities as well as adults who want to learn new languages. The work might even help scientists who are trying to design computers that can communicate like people do. "(3)The brain of the baby is a new frontier," says Patricia Kuhl, co-director of the University of Washington's Institute for Learning and Brain Sciences.

3 For decades scientists have debated how the brains of young children figure out how to communicate using language. With help from new technologies and research strategies, scientists are now finding that babies begin life with the ability to learn any language. By interacting with other people and using their superb listening and watching skills, they quickly master the specific languages they hear most often.

4 "The baby brain is really flexible," says Rebecca Gomez, an experimental psychologist at the University of Arizona, Tucson. Babies "can't say much, but they're learning a lot." Kuhl's research, for example, suggests that the progression from babbles like "gaga" to actual words like "good morning" begins with the ability to tell the difference between simple sounds, such as "ga," "ba," and "da." Such studies show that, up to about six months of age, babies can (4)(all the languages / up / that / all the sounds / make / recognize) in the world. "Their ability to do that shows that babies are prepared to learn any language," Kuhl says. "That's why we call them 'citizens of the world.'"

5 (5)Scientists are particularly interested in the brains of people (　　) speak more than one language fluently because that skill is hard to (a　　) after about age seven. In (6)one of Kuhl's studies, for example, native Mandarin Chinese speakers spoke Chinese to nine-month-old American babies for twelve sessions over four weeks. Each session lasted about 25 minutes. At the end of the study, the American babies responded to Mandarin sounds just as well as did Chinese babies who had been hearing the language their entire lives. (English-speaking teenagers and adults would not perform nearly as well.)

6 If a child regularly hears two languages, her brain forms a different pathway for each language. However, once the brain (7)solidifies those electrical language pathways by around age seven, it gets harder to form new ones. By then, a baby's brain has disposed of, or pruned, all the unnecessary connections that the infant was born with. So, if you don't start studying Spanish or

Russian until middle school, you must struggle against years of brain development, and progress can be frustrating. A twelve-year-old's brain has to work much harder to forge language connections than an infant's brain does. "We ought to be learning new languages between ages zero and seven, when the brain does it naturally," Kuhl says.

[7] For teenagers and adults who want to learn new languages, baby studies may offer some useful tips too. For one thing, researchers have found that it is far better for a language learner to talk with people who speak the language than to rely on educational CDs and DVDs with recorded conversations. When infants watched someone speaking a foreign language on TV, Kuhl found, (8)they had a completely different experience than they did if they watched the same speaker in real life. With real speakers, the babies' brains lit up with electrical activity when they heard the sounds they had learned. "The babies were looking at the TV, and they seemed mesmerized," Kuhl says. Learning, however, did not happen. "There was nothing going on in their brains," she says. "Absolutely nothing."

問1　下線部(1)の理由を説明している段落を、[1]~[7]の段落番号より選び、数字で答えなさい。

問2　下線部(2)とほぼ同じ内容を持つ表現を文中より 10 語で探し、答えなさい。

問3　下線部(3)の説明となるように、空所に入る英語を1語で答えなさい。
This is the area that many researchers will work on to reveal how the brain of a baby works when learning languages, and the findings may also be (b　　) for others such as kids with learning disabilities and (a　　) language learners.

問4　下線部(4)を並び替えなさい。

問5　下線部(5)が以下の日本語になるように、空所に入る英語をそれぞれ1語で答えなさい。
「科学者たちは、2つ以上の言語を流暢に話す人々の脳に特に興味を持っている。というのも、それは7歳ぐらい以降に身につけるのは難しい能力だからだ。」

問6　下線部(6)の結果の説明となるように、空所に入る英語をそれぞれ1語で答えなさい。
Babies can respond to any sounds if they are (e　　) to them regularly, even for a (　　) period of time, regardless of the language that their parents use.

問7　下線部(7)の意味として最も適切なものを一つ選び、記号で答えなさい。
ア make something more definite　　イ reduce something in intensity
ウ take something away from a place　　エ bring something into use for the first time

問8　下線部(8)の説明となるように、空所に入る英語を1語で答えなさい。
The babies' brains were not (　　) when watching TV. Instead, (i　　) with others seemed to be necessary for the babies to learn.

補習用プリント

ここから

・2017 年年度 1 学期期末コミュ英初見問題
・2016 年度 1 学期末総合英語初見問題

Ⅷ **DIRECTIONS:** ***Read the passage and answer the following questions.***

1 It is hard to imagine that such a small country, the size of Indiana with the population of Alaska, tucked in the Himalaya Mountains, accessible only by two airplanes, is the "Happiest Country" in the world, the last standing Buddhist Kingdom and has one of the fastest growing GDP's in the world. This country is **(1)** Bhutan, "Land Of The Thunder Dragon." Bhutan is located in South Asia and is landlocked between India, Tibet, China, and Nepal.

2 Bhutan, until recently, has preserved much of their culture since the 17th century by avoiding globalization and staying isolated from the world. But over the past ten years, globalization has begun to change in Bhutan, but **(2)** things remain perfectly balanced.

3 Bhutan is the only country in the world that has a 'GNH.' You may think GNH is just another statistically based term with no real life application, but it refers to "Gross National Happiness." The process of measuring GNH began when Bhutan opened up to globalization. With his famous declaration in the 1970s, **(3)** the former King of Bhutan challenged conventional, narrow and materialistic notions of human progress. He realized and declared that the existing development paradigm – GNP (or GDP) – did not consider the ultimate goal of every human being: happiness.

4 Perhaps inspired by age-old wisdom in the ancient Kingdom of Bhutan, he concluded that GDP was neither an equitable nor a meaningful measurement for human happiness, nor should it be the primary focus for governance. The folly of an obsession with GDP, as a measure of economic activity which does not distinguish between those activities that **(4-①)** a nation's wealth and those that deplete its natural resources or result in poor health or widening social inequalities is so clearly evident. If the forests of Bhutan were logged for profit, GDP would **(4-②)**; if Bhutanese citizens picked up modern living habits adversely affecting their health, investments in health care systems would be made and GDP would **(4-③)**; and if environmental considerations were not taken into account during growth and development, investments to deal with landslides, road damages and flooding would be needed, and GDP would **(4-④)**. All of these actions could negatively affect the lives of the Bhutanese people yet paradoxically would contribute to an increase in GDP.

5 It was through understanding all of this that **(5)** the philosophy of Gross National Happiness: GNH was born.

6 Since that time this pioneering vision of GNH has guided Bhutan's development and policy formation. Unique among the community of nations, it is a balanced 'middle path' in which equitable socio-economic development is integrated with environmental conservation, cultural promotion and good governance.

7 GNH measures people's quality of life, and makes sure that "material and spiritual development happen together." Bhutan has done an amazing job of finding this balance. Bhutan has continually been ranked as the happiest country in all of Asia, and the eighth Happiest Country in the world according to Business Week. In 2007, Bhutan had the second

fastest growing GDP in the world, at the same time as maintaining their environment and cultural identity.

8 Bhutan has one of the stable ecosystems in the world and has virtually no environmental damage due to its long isolation. The restrictions on tourism and their protection of natural resources have let Bhutan preserve the beautiful landscape and physical country as well as their cultural identity.

9 In a world dominated by globalization, developing nations may benefit from globalization · economies made stronger, access to more advanced technology, better health care, but this all comes at a price. With globalization comes integrated western culture, loss of traditional languages, religions and ideas, and the destruction of many folk cultures worldwide. Though a developing country's GDP might benefit from globalization, does its Gross National Happiness? In many cases, developing nations lose their cultures, origins, and way of life, languages, as well as natural resources to globalization. The society and culture, as well as the economy, become linked to the rest of the world and the ideas of the world flow into that country, often destroying culture. Is it worth giving up culture for a better economy? If all nations worldwide used a (GNH) to judge "the preservation and promotion of cultural values," it is possible that many people would judge globalization (6).

10 Bhutan has found the perfect balance. In recent years, internet, cable television, cell phones, as well as many other modern technologies and ideas have become a part of Bhutan, but their desire to preserve of cultural values, as well as the desire to protect the environment has remained high. Bhutan's economy and culture are growing and changing. Bhutan's unique strategy has presented a solution to globalization. (7) They are able to adapt to globalization, to strengthen their economy, while still preserving thousand year old traditions and culture.

11 Enshrined in the Constitution of 2008 the role of GNH is firmly established now at the heart of the nation and government.

"...if the (8-①) *cannot create* (8-②) *for its people, there is no purpose for the Government to exist."*

– Legal Code of Bhutan 1729

12 As the present King, His Majesty Jigme Khesar Namgyel Wangchuck has said:

"Today GNH has come to mean so many things to so many people, but to me it signifies simply – development with values. Thus, for my nation today, GNH is the bridge between the fundamental values of kindness, equality and humanity and the necessary pursuit of economic growth. GNH acts as our National Conscience, guiding us towards making wise decisions for a better future."

問 1 Which of the following statements is true about (1)? Choose one.

ア It is as large as India, its neighboring country.
イ You can get there easily from Alaska by airplane.
ウ It is a South Asian country and is considered as one of the world's happiest nations.
エ It is a kingdom most of whose people believe in Christianity.

問 2 What is the reason for (2)? Fill in the blank with one word to complete the statement below.

Instead of GNP or GDP, Bhutanese people have developed and governed the country based on a philosophy called ( ).

問 3 Find words for each blank below to explain (3).

He thought a traditional, narrow and materialistic way of defining ①(TWO-word phrase) such as GNP and GDP did not include what should be the most important thing for all people, which is their ②(ONE word).

問 4 Blanks (4-①) through (4-④) in the passage share one word. Find that word from the passage.

問 5 Find words from the passage that fit in the blanks below to explain (5).

It is a measurement for people's overall quality of life. Therefore, according to this idea, when Bhutan develops socio-economically, they also make sure they protect the natural ①(ONE word) and their ②(TWO-word phrase) at the same time while using good governance.

問 6 Which of the following best fits (6) in the passage? Choose one.

ア positively　イ negatively　ウ hardly　エ beneficially

問 7 What does (7) mean? Find a SEVEN-word phrase from the passage that best fits the blank below.

Even as Bhutanese are exposed to Western culture, have a growing economy, and are able to enjoy the conveniences of modern technologies, they have not lost their ( ) and beautiful landscape to globalization.

問 8 Which of the following combinations best fits (8-①) and (8-②) in the passage? Choose one.

ア ①GNP ②happiness
イ ①GNP ②wealth
ウ ①Government ②happiness
エ ①Government ②wealth

問 9 According to paragraph 9, what would developing nations lose to globalization? Choose ALL that apply.

ア access to more advanced technology
イ better health care
ウ their traditional languages
エ their folk cultures

問 10 Choose one true statement.

ア Bhutan has been open to foreign tourists visiting the country since the beginning of the kingdom.
イ No other country but Bhutan measures their country's progress by GNH.
ウ The former king knew that the philosophy of GNH was inferior to GNP and GDP.
エ Bhutanese people are unable to balance their traditional aspects of life and their exposure to modern technologies.

問題は以上です。

Ⅶ 次の英文を読んで後の問いに答えなさい。

In the early 1990s by the psychologist K. Anders Ericsson and two colleagues at Berlin's elite Academy of Music. With the help of the Academy's professors, they divided the school's violinists into three groups. In the first group were the stars, the students with the potential to become world-class soloists. In the second were those judged to be merely "good." In the third were students who were (1) to ever play professionally and who intended to be music teachers in the public school system. All of the violinists were then asked the same question: over the course of your entire career, ever since you first picked up the violin, how (2) have you practiced?

Everyone from all three groups started playing at roughly the same age, around five years old. In those first few years, everyone practiced roughly the same amount, about two or three hours a week. But when the students were around the age of eight, real differences started to emerge. The students who would end up the best in their class began to practice more than everyone else: six hours a week by age nine, eight hours a week by age twelve, sixteen hours a week by age fourteen, and up and up, until by the age of twenty they were practicing well over thirty hours a week. In fact, by the age of twenty, the elite performers had each totaled ten thousand hours of practice. On the other hand, the merely good students had totaled eight thousand hours, and the future (3) had totaled just over four thousand hours.

Ericsson and his colleagues then compared amateur pianists with professional pianists. The same pattern emerged. The amateurs never practiced more than about three hours a week over the course of their childhood, and by the age of twenty they had totaled two thousand hours of practice. The professionals, (4), steadily increased their practice time every year, until by the age of twenty they, like the violinists, had reached ten thousand hours.

The striking thing about Ericsson's study is that he and his colleagues couldn't find any "naturals," musicians who floated effortlessly to the top while practicing a fraction of the time their rivals did. Nor could they find any "(5)grinds," people who worked harder than everyone else, yet just didn't have what it takes to break the top ranks. Their research suggests that once a musician has enough ability to get into a top music school, the thing that distinguishes one performer from another is how hard he or she works. That's it. And what's more, the people at the very top don't work just harder or even much harder than everyone else. They work much, *much* harder.

The idea that excellence at (6)performing a complex task requires (7)a critical minimum level of practice surfaces again and again in studies of expertise. In fact,

researchers have settled on what they believe is the magic number for true expertise: ten thousand hours.

"The emerging picture from such studies is that ten thousand hours of practice is required to achieve the level of mastery associated with being a world-class expert—in anything," writes the neurologist Daniel Levitin. "In study after study, of composers, basketball players, fiction writers, ice skaters, and what have you, this number comes up again and again. Of course, this doesn't address why some people get more out of their practice sessions than others do. But no one has yet found a case in which true world-class expertise was accomplished in less time. It seems that it takes the brain this long to absorb all that it needs to know to achieve true mastery."

問１　空所(1)に入る英語として最も適切なものを一つ選びなさい。

ア unlikely　イ supposed　ウ eager　エ starting

問２　空所(2)に入る英語２語を答えなさい。

問３　空所(3)に入るものとして最も適切なものを選びなさい。

ア student musicians　イ professional musicians

ウ music instruments　エ music teachers

問４　空所(4)に入るものとして最も適切なものを選びなさい。

ア to be specific　イ by contrast　ウ in other words　エ as a result

問５　下線部(5)を２５～３０字の日本語で説明しなさい。

問６　下線部(6)について、その具体例を本文中より２つ探し日本語で答えなさい。

問７　下線部(7)を具体的に説明している箇所を本文中から５語で探し、答えなさい。

問８　本文の内容と合うものを次の中から一つ選び答えなさい。

ア According to the study, anyone can be a world-class performer if they have natural ability.

イ The study shows that the earlier you start playing, the more likely it is that you will be the best performer.

ウ In the research there were some exceptional cases where musicians became star performers without practicing for long hours.

エ The research suggests that in order to be a world-class performer it is essential to practice for ten thousand hours.

（問題は以上です）