

- 問 1 下線部①、②と意味が近い語として、最も適当なものをそれぞれ選りなさい。
- ① ア amplified イ prolonged ウ separated エ shrunk

② ア deprived イ contemplated ウ removed エ sacrificed
- No. 5

No. 6

- 問 2

A

 ~

D

 に入る英語の組合せとして、最も適当なものを選りなさい。
- No. 7

1 Then as now, microscopes uncover worlds we simply had no idea about before

2 The London diarist Samuel Pepys called it 'the most ingenious' book he had ever read

3 Other scientific instruments allow us to detect these things, albeit with difficulty, but crucially none works with living specimens

4 At least initially, he didn't have any practical application in mind for his work

	A	B	C	D
ア	1	2	3	4
イ	1	4	3	2
ウ	2	1	3	4
エ	2	1	4	3
オ	2	4	1	3

- 問 3 本文の内容にあっている英文を選りなさい。
- No. 8

ア It was Antonie van Leeuwenhoek who created a microscope with Robert Hooke.

イ The first bacteria were discovered three years after the microscope was first created.

ウ Light-operated microscopes have enabled us to directly gaze at the processes of living cells.

エ Shimomura had been collecting jellyfish so long that the locals considered him a jellyfish researcher.

オ Every animal emits light as a means to preserve their species or sustain life.

Adapted from H. Douglas Brown, *PRINCIPLES OF LANGUAGE LEARNING AND TEACHING*
(Prentis Hall Regents)

問1 本文の内容から考えて、(A)～(C)に入る語として、最も適当なものをそれぞれ選びなさい。

- | | | | | | | | | | |
|-------|---|-------------|---|------------|---|-----------|---|------------|-------|
| (A) | ア | For example | イ | Therefore | ウ | However | エ | Meanwhile | No.9 |
| (B) | ア | feasible | イ | burdensome | ウ | rewarding | エ | lamentable | No.10 |
| (C) | ア | favor | イ | terms | ウ | advance | エ | awe | No.11 |

問2 下線部①～③と意味が近い語として、最も適当なものをそれぞれ選びなさい。

- | | | | | | | | | | |
|---|---|--------------|---|---------------|---|------------------|---|-------------|-------|
| ① | ア | integrated | イ | induced | ウ | inclined | エ | inscribed | No.12 |
| ② | ア | front | イ | beginning | ウ | outside | エ | moment | No.13 |
| ③ | ア | quick-witted | イ | down-to-earth | ウ | state-of-the-art | エ | hit-or-miss | No.14 |

問3 本文の内容から考えて、次の英文の()に入る英語として、最も適当なものを選びなさい。

- This passage primarily discusses ().
- ア detailed classroom language teaching techniques or strategies for effective learning in educational settings
- イ a variety of neurological processes underlying cognitive pruning or forgetting mechanisms
- ウ personal narratives illustrating experiences with cognitive pruning or language loss
- エ detailed cultural or historical influences on language attrition in bilingual individuals
- オ efficient learning through cognitive pruning and possible factors affecting language forgetting

問4 本文の内容にあっている英文の組合せとして、正しいものを選びなさい。

- 1 Concurrent interference significantly influences meaningful learning, aiding in the retention of isolated information.
- 2 Forgetting in meaningful learning occurs intentionally and purposefully as a continuation of the subsumption process.
- 3 Memorizing a single inclusive concept is more demanding than remembering numerous specific items.
- 4 Children form a concept of "hotness" by clustering experiences, gradually forgetting individual instances.
- 5 Long-term language attrition primarily revolves around minute-by-minute or day-by-day losses in the classroom context.
- ア 1、3 イ 1、5 ウ 2、4 エ 2、5 オ 3、4