

# 英 語 (筆記)

(解答番号  ~ )

第 1 問 次の問い(A・B)に答えよ。(配点 14)

A 次の問い(問 1～3)において、下線部の発音がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1

① input

② iron

③ island

④ item

問 2

① management

② stranger

③ target

④ tragedy

問 3

① absorb

② debt

③ doubt

④ thumbu

B 次の問い(問1～4)において、第一アクセント(第一強勢)の位置がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 

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- ① challenge      ② honest      ③ injure      ④ perform

問2 

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- ① adequate      ② benefit      ③ interpret      ④ quantity

問3 

6
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- ① anticipate      ② influential      ③ ridiculous      ④ technology

問4 

7
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- ① artificial      ② competition      ③ engineering      ④ phenomenon

第2問 次の問い(A～C)に答えよ。(配点 41)

A 次の問い(問1～10)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 If your muscles feel stiff and you want your body to be more flexible, I recommend  yoga exercises.

- ① did                      ② do                      ③ doing                      ④ done

問2 I really hate to see food , so I always try to eat everything on my plate.

- ① have wasted      ② to be wasted      ③ to waste      ④ wasted

問3 I recently bought a coffee maker with a timer. It's very convenient. Do you have  at home?

- ① it                      ② one                      ③ them                      ④ these

問4 Any of these books will help you find the information you need. You are welcome to take  book seems most interesting to you.

- ① what                      ② which                      ③ whichever                      ④ whose

問5 Our teacher is requiring us to write another report, and now I have two to finish by Friday. I  have finished the first assignment last week.

- ① may                      ② must                      ③ should                      ④ would

問 6 I 13 the employees of our president's arrival.

- ① conveyed      ② explained      ③ informed      ④ noticed

問 7 My daughter has been working as a nurse 14 she graduated from college.

- ① from      ② since      ③ until      ④ while

問 8 I hesitate to take long trips because I have to leave my cats 15, and I worry about them.

- ① aside      ② away      ③ behind      ④ over

問 9 In recent years, weather forecasters have become more accurate when they 16 the weather.

- ① predict      ② prepare      ③ propose      ④ provide

問10 Brushing vegetables with olive oil and roasting them in the oven is a good way to bring 17 their delicious natural flavors.

- ① down      ② in      ③ out      ④ up

B 次の問い(問 1～3)の会話の 18 ～ 20 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 Takeo: I'm planning a surprise birthday party for Susan next Saturday evening. Can you come?

Ellen: Sounds great. 18

Takeo: I'll pretend I need her help with my homework and ask her over to my house.

- ① Do you want me to tell her about the party?
- ② Have you found out how old she's going to be?
- ③ How are you going to keep it a secret from her?
- ④ Who else is going to come to the party?

問 2 Tomoko: I'm going to Seattle for the summer. What kind of clothes should I take?

John: In August it's pleasantly warm and dry, not nearly as hot and humid as here in Tokyo. It hardly ever rains, but the mornings and evenings can be quite chilly.

Tomoko: 19

- ① I didn't know it was going to be so hot and humid.
- ② I didn't know there were so many rainy days.
- ③ I guess I'll need to pack my raincoat and umbrella.
- ④ I guess I'll pack some long-sleeved shirts as well as T-shirts.

問 3 Kazuki: Sometimes I get a little irritated when I go out to eat with Kathy.

Cheryl: Why is that?

Kazuki: When the dishes are served, she's always taking pictures of the food with her cell phone and sending them to her friends.

Cheryl: Yeah, I know. 20 It's hard to enjoy the meal.

Kazuki: Maybe we could ask her to stop.

- ① I look forward to her emails.
- ② It kind of bothers me, too.
- ③ She's not good at taking pictures.
- ④ Sometimes I wonder about the food.

C 次の問い(問1～3)において、それぞれ下の語句を並べかえて空所を補い、最も適当な文を完成させよ。解答は 21 ～ 26 に入れるものの番号のみを答えよ。

問1 Salesclerk: How about these tires? They're on sale.

Customer: They're OK, but the ones over there 21  
\_\_\_\_\_ 22 \_\_\_\_\_, aren't they?

- |        |                |         |
|--------|----------------|---------|
| ① are  | ② eco-friendly | ③ more  |
| ④ much | ⑤ than         | ⑥ these |

問2 Hitomi: Eric! Long time no see!

Eric: Hello, Hitomi. It's good to see you again, too. I really \_\_\_\_\_  
23 \_\_\_\_\_ 24 \_\_\_\_\_ me.

- |               |              |          |
|---------------|--------------|----------|
| ① all the way | ② appreciate | ③ coming |
| ④ to          | ⑤ to talk    | ⑥ you    |

問3 Susan: Did you hike to the top of the mountain?

Jan: No. It began to rain heavily, so we 25  
\_\_\_\_\_ 26 \_\_\_\_\_ to the campground.

- |       |          |       |
|-------|----------|-------|
| ① but | ② choice | ③ had |
| ④ no  | ⑤ return | ⑥ to  |

第3問 次の問い(A～C)に答えよ。(配点 46)

A 次の問い(問1・問2)の英文を読み、下線部の語句の意味をそれぞれの文章から推測し、27・28に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

Richard: Hi, Diane, I heard that you moved to a new apartment.

Diane: Yes, I did. I just couldn't stand living in the old one anymore.

Richard: What was wrong with it? It seemed very convenient.

Diane: Where do I begin? The neighbors upstairs were ridiculously loud. Then there were the mice and spiders everywhere. But the last straw for me was the maintenance man. He was so rude and not helpful at all. It took him almost a week to fix my kitchen sink and it still leaked!

In this situation, the last straw means the final 27.

- ① chance to do something enjoyable
- ② reason for a person to give up
- ③ stage of a difficult project
- ④ warning that something will happen



問 2

Taxi drivers in Japan have a reputation for being very competent and treating their passengers very well. Salesclerks and waiters show similar consideration for their customers. While eating out or shopping, many visitors to Japan are surprised by service that is more deferential than what they experience at home.

In this situation, deferential means 

28
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- ① famous
- ② honest
- ③ ordinary
- ④ respectful

B 次の英文は、米国イリノイ州のある中学校の教師たちが卒業旅行について話合っている場面の一部である。 29 ～ 31 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Steve: Shall we start our meeting about this year's school trip? For the last five years we've been taking students to the state capital, Springfield, by train, and then taking a day trip by bus to St. Louis the next day. We go back to spend another night in Springfield and return home the next morning. Now, our new teacher, Amy Brown, has suggested that we might add another place to visit. Amy?

Amy: Thank you, Steve. I'd like to add a trip to Hannibal. As you all know, the students have read *The Adventures of Tom Sawyer* in my class. Hannibal is where Mark Twain grew up and it's the town he used in his story. It's just a couple of hours' bus ride from St. Louis along the Mississippi River. Hannibal has kept the neighborhood where Twain grew up just as it was in the 1840s. Students can experience what life was like during Tom Sawyer's time.

Steve: OK, Amy, you suggest visiting Hannibal because 29 .

- ① both Hannibal and St. Louis are located on the Mississippi River
- ② it will help students review what they learned in class
- ③ St. Louis is farther away from Springfield than Hannibal
- ④ the town is more beautiful than it was in the 19th century

Linda: I'm afraid it's not practical for us to add another place to visit. The students always enjoy visiting the museum in St. Louis. The exhibits there cover what they've studied about American history this year. The Lincoln home in Springfield is also important for a similar reason: we've studied a lot about Abraham Lincoln's life. We only have two nights and three days to visit both Springfield and St. Louis.

Steve: So, Linda, your point is that 30.

- ① students should study about Abraham Lincoln before the trip
- ② the visit to Springfield is more important than the one to St. Louis
- ③ there isn't enough time to include a visit to Hannibal
- ④ we should pay more attention to the museum than before

Jeff: Couldn't we visit both St. Louis and Hannibal without staying an additional night? The three sites are about a two-hour bus ride from one another. Instead of spending both nights in Springfield, we could take the train directly to St. Louis and spend the first day and night there. The next morning we could take the bus up to Hannibal and spend a few hours there. Then we could drive over to Springfield, tour the city, and stay there the second night.

Steve: So, it looks like 31. If everyone agrees, I'll make arrangements for the chartered bus and hotels.

- ① the distance between the three places is not important
- ② the tour to the state capital is the most popular choice
- ③ we can visit all three places without adding another day
- ④ we don't have to change our plan for where to stay overnight

C 次の文章の 32 ～ 34 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Many people who enjoy music know that it can provide various benefits in everyday life. On the other hand, when we are trying to study or think about something, music can bother us if it is too loud or too harsh; in other words, 32. Nevertheless, according to several studies, music can have positive effects on learning and attitude when used properly.

Some programs that make use of music have been found to produce positive changes in the learning processes of young people. One example is the “Learning To Read Through the Arts” (LTRTA) program, an elementary school curriculum where teachers use music and other types of arts as a primary means for teaching reading, writing, and other subjects such as social studies. In these classes, for instance, students listen to music, discuss what they hear, and read about the composers and historical backgrounds in order to understand and interpret the music. Research indicates that the LTRTA program 33, which leads to improvement of pupils’ reading, writing, thinking, and analytical skills. This result shows that the program enhances student motivation and ability.

Several studies have indicated that music can influence the attitude of adults towards learning as well. One study showed that background music helped participants to concentrate on tasks longer. Another study found that college students in a biology course were willing to stay longer in the laboratory when familiar music was playing. Apparently, the music worked effectively to reduce stress and to create a comfortable environment. However, the research also found that music which was too loud made it hard for listeners to focus their attention. In addition, what kind of music the listeners prefer must be considered so that the music can affect the person’s mood and attitude positively.

To summarize, 34. However, we need to study music more to understand its full impact on the human mind. Through further study, it will become possible for us to learn how to use the power of music more effectively.

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- ① exciting music can make us motivated to study
- ② music can interfere with what we are trying to do
- ③ quiet music can make us feel comfortable
- ④ the type of music does not affect concentration

33

- ① changes the number of subjects children study
- ② creates enthusiasm for learning among children
- ③ gives teachers opportunities to work with each other
- ④ makes children feel as if they were musicians

34

- ① music has long been used effectively as an elementary school subject
- ② subjects other than music should be developed in the school curriculum
- ③ there has been little educational research on developing music courses
- ④ under the right conditions, music can be a useful aid to learning

第4問 次の問い(A・B)に答えよ。(配点 33)

- A 次の文章とグラフを読み、下の問い(問1～3)に対する答えとして 35 ～  
37 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

For thousands of years, humans have been fascinated by the planets in our solar system. The ancient Romans identified five of them, naming them after some of their gods: Jupiter, Mars, Mercury, Venus, and Saturn. Uranus and Neptune were not discovered until after the telescope was invented centuries later. More recently, space exploration has helped us answer questions asked in science fiction novels and movies, for example, “Could Mars support human life?” Given the planet’s average surface temperature (AST) of  $-65^{\circ}\text{C}$ , it would be close to impossible for people to survive there. We have also learned about various factors contributing to AST.

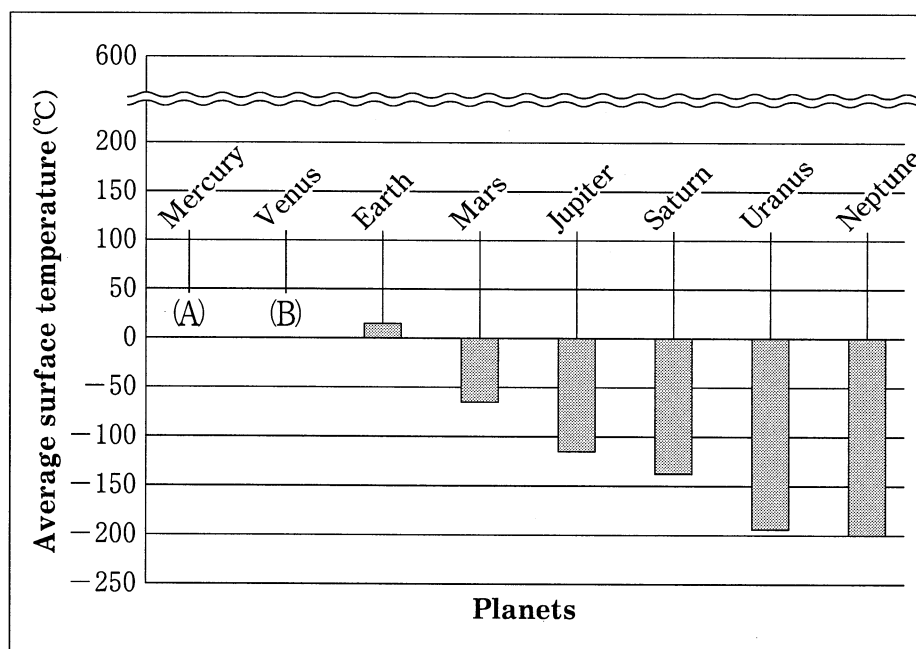
The most important factor determining a planet’s AST is its distance from the Sun. Figure 1 shows the ASTs of our solar system’s planets. They are arranged in order of distance from the Sun, with Mercury being the closest. In most cases, the farther from the Sun, the colder the planet. However, AST cannot be predicted only by a planet’s distance from the Sun. Other factors must be taken into consideration as well.

One of them is a planet’s atmosphere. For example, the atmosphere of Venus is composed primarily of carbon dioxide ( $\text{CO}_2$ ), which helps the planet retain the heat it receives from the Sun. Mercury’s atmosphere, on the other hand, contains no  $\text{CO}_2$ . As a result, although Venus is farther from the Sun, its AST is more than double that of Mercury.

In addition to atmosphere, other planetary features influence AST. One of these is the properties of a planet’s surface. The four planets closer to the Sun are called terrestrial planets because they are solid and rocky. The four

planets farther from the Sun are called gas giants, huge balls of gas which lack solid surfaces. Terrestrial planets tend to retain more of the Sun's heat than gas giants. Other minor aspects include a planet's size, its gravity, and the length of its day.

Since these factors are differently interconnected for each planet, it is difficult for us to describe AST in simple terms. The ancient Romans would be amazed at what we now know about our solar system. However, there are many more mysteries ahead of us that we have only begun to solve.



*Figure 1.* Average surface temperatures of planets in the solar system.  
(NASA (2011) の教育用ウェブサイトを参考に作成)

問 1 Which of the following combinations most likely represents the ASTs for Mercury (A) and Venus (B)? 35

- ① (A) 170 °C (B) 460 °C
- ② (A) 230 °C (B) 460 °C
- ③ (A) 290 °C (B) 560 °C
- ④ (A) 350 °C (B) 560 °C

問 2 Which combination of factors most strongly influences a planet's AST? 36

- ① Its distance from the Sun and the length of its day.
- ② Its distance from the Sun and the nature of its atmosphere.
- ③ The nature of its atmosphere and its size.
- ④ The nature of its surface and the length of its day.

問 3 Which of the following statements is true? 37

- ① All gas-based planets have ASTs lower than  $-150\text{ }^{\circ}\text{C}$ .
- ② The ASTs of different planets influence each other.
- ③ The atmosphere of Mercury contains more  $\text{CO}_2$  than that of Venus.
- ④ There is only one terrestrial planet with an AST below zero.



B 次のページのレストランの広告を読み、次の問い(問1～3)の 38 ～  
40 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 Which of the following statements is true? 38

- ① *Eating Green* will open its first restaurant uptown.
- ② *Multiseven* has written some songs about *Storyteller 76 FM*.
- ③ People can listen to *Eating Green*'s opening event on the radio.
- ④ You must be an *Eating Green* member to attend the opening event.

問 2 If you buy two Daily Specials, two Senior Specials, and one Pink Lemonade, you will get 39 .

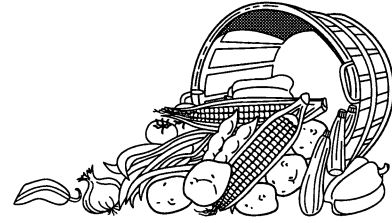
- ① a discount coupon for future purchases
- ② a free toy for a child under ten
- ③ an invitation to an opening event
- ④ one free Pink Lemonade

問 3 A customer 40 .

- ① can become a member for a \$30 annual fee
- ② can make an order by phone or online
- ③ will get free delivery with any order
- ④ will receive a discount for delayed deliveries

## Eating Green

New location opening soon!



The popular, family-friendly restaurant ***Eating Green*** is opening its second restaurant downtown, following its success uptown. Now, ***Eating Green*** will also deliver directly to your office or home, 24 hours a day, 365 days a year. You're invited to join ***Eating Green*** for our exciting grand opening event at our new location from 1 p.m. to 3 p.m. on June 22. Local band ***Multiseven*** will be performing songs they've composed just for ***Eating Green***. A variety of free drinks will be served, too. For those who cannot attend in person, the radio station ***Storyteller 76 FM*** will be broadcasting the event live.

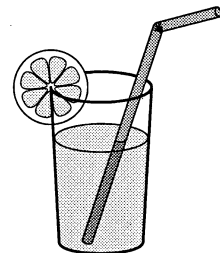
### Summer specials from our menu

Items	Prices	Details
Daily Special	\$14	Fish or chicken
Vegetarian Plate	\$12	
Kids' Special	\$8	Under age 10 only — comes with a toy!
Senior Special	\$10	65 or older only — low cholesterol, low calorie
Fruit Bowl	\$8	Seasonal selection
Green Salad	\$6	
Pink Lemonade	\$4	Buy two, get another one free

- Spend more than \$50 and get a coupon for \$10 off your next purchase.
- A \$5 delivery fee is added to orders of less than \$20.
- \$5 off on orders not delivered within one hour.

**Ordering:** Call 555-632-0226.

**Membership:** Members receive a free drink with each order. Visit us online at <http://www.eatinggreen.com> for more details about applying for membership.



**第5問** 次の文章は、二人の大学2年生が心理学科の新入生に向けて、それぞれの1年次の経験について大学に関する情報共有サイトに書いているものである。文章を読み、下の問い(問1～5)の 

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45
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 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。(配点 30)

**Message from Eri**

My experience

Hi! I'm Eri, a second year psychology student. Have you thought about which courses to take yet? Unlike in high school, where your classes and time schedule are mostly decided for you, here you have a lot more flexibility. Also, there are no Saturday classes! The freedom is cool, but you need to plan your schedule carefully. I'll share my experiences and make recommendations so that you might get some ideas about how to create the best schedule for yourself.

My original plan was to take as many courses as possible in my first two years and then have a more open schedule from my third year. Even as a kid, I was someone who liked to finish all of my homework at the beginning of summer so that I'd have plenty of time to have fun during the rest of my vacation. However, this initial plan did not quite work out, and I had to change my schedule for the second year.

At first, I scheduled 14 classes a week. Because I left one day completely open for my part-time job, I had to have four classes in a row on three of the other days. I was used to attending classes all day in high school, but I didn't realize how difficult university lectures would be. By fourth period, I was usually too exhausted to concentrate, and I ended up failing two afternoon classes. What's more, I had no time to review my notes or readings right before class on those full days, and that eventually hurt my test scores as well as my final grades.

### My advice

Now that I've told you about my first year, I'd like to give you a couple of recommendations for your weekly schedules. First, don't schedule four classes on one day. You'll get too tired by the end of the day. Also, try to have a break or free period between classes in order to leave time to prepare for your next class. It's best to avoid scheduling two classes in a row. I hope you've gotten some good ideas, and maybe even learned from my mistakes.

### **Message from Kosuke**

#### My experience

Congratulations and welcome! There's a lot to think about when making your schedules, and maybe my experience and advice will point you in the right direction. Overall, I did pretty well scheduling my first year courses. The best thing I did was to take Professor Sawada's Introductory Psychology right away because the course topics are essential for all the other psychology courses.

One of my concerns was how many classes to take per semester. Because I hate to have too many classes in one year, I chose to balance them out. By taking eight classes per semester, I can earn all the credits I need to graduate in four years. So, here's the routine I've established: work part-time in the mornings, take two afternoon classes, and have Wednesdays off for my club activity. This works for me because I won't be able to keep getting good grades if I take more than eight classes. However, one problem is that I'll have to take the same number of classes in my third and fourth years. I'll also have to start job hunting which will probably affect my daily routine. I may need to quit my club activity or part-time job, which is too bad.

#### My advice

Maybe my personal routine doesn't work for you, but here's some advice you really need for your first year. Along with Introductory Psychology on Tuesday third period, another good course to take early on is Statistics, which is always held on Thursday during fourth period. You may also want to find out your advisor's office hours and fit that into your schedule so you can visit if necessary. I know it's a lot to think about at first, but it gets easier. Don't worry! Have fun with your first year of college!

問 1 Eri describes herself as a person who 41 .

- ① doesn't worry about getting high grades
- ② is flexible and creative
- ③ is willing to take risks
- ④ tries to finish all of her work early

問 2 After her first year, Eri adjusted her plan because she 42 .

- ① couldn't join the club that she liked
- ② didn't do well in some of her classes
- ③ had fun during her summer vacation
- ④ wanted to take more morning classes

問 3 Kosuke's description of his experience implies that he 43 .

- ① couldn't attend Professor Sawada's Introductory Psychology class
- ② has been satisfied with the grades he has gotten so far
- ③ was used to having classes all day when he was in high school
- ④ will not change his everyday schedule in his third or fourth year

問 4 When planning their first year schedules, Eri and Kosuke 44 .

- ① chose to have classes four days a week
- ② included time for their club activities
- ③ used recommendations from other students
- ④ used their high school routines as models

問 5 Which of the following shows the best schedule for first year students if they follow both Eri's and Kosuke's advice? 45

①

	Mon	Tue	Wed	Thu	Fri
1		Class	Class		
2	Class			Office Hour	Class
Lunch Break					
3		Class	Class		
4	Class			Class	Class

②

	Mon	Tue	Wed	Thu	Fri
1		Class			
2	Class		Class	Class	Office Hour
Lunch Break					
3	Class	Class	Class	Class	Class
4					

③

	Mon	Tue	Wed	Thu	Fri
1	Class	Class			
2	Class	Office Hour			
Lunch Break					
3	Class	Class	Class	Class	Class
4	Class			Class	Class

④

	Mon	Tue	Wed	Thu	Fri
1			Class	Class	Class
2		Class			Office Hour
Lunch Break					
3	Class	Class	Class	Class	
4				Class	

**第6問** 次の文章を読み、下の問い(A・B)に答えよ。なお、文章の左にある(1)～(6)は段落の番号を表している。(配点 36)

- (1) Chikako has arrived in Australia for the first time to study English. Her host family picks her up from the airport and takes her to their home. When she steps through the front door, she has a strong feeling that she has been in the house before. She sees a white couch against a sky-blue wall and a glass coffee table covered with magazines in front of the couch. She cannot remember when she saw this scene, but she believes that this is not the first time.
- (2) The feeling that Chikako has is called *déjà vu*, which is French for “already seen,” and most of us have experienced it at some point in our lives. Some people choose to ignore it because the feeling of recalling a new experience seems unnatural. *Déjà vu*, however, is not uncommon and has been the subject of scientific studies since the 19th century. Many researchers today are starting to see the value in investigating *déjà vu*, and more than thirty possible theories have been offered to explain the phenomenon. Of these theories, three promising explanations will be reviewed here.
- (3) The first explanation for *déjà vu* is that we have a strong feeling of familiarity when we have unconsciously seen something a moment earlier. For example, suppose a man enters a museum for the first time, and a giant dinosaur in the center of the main exhibition area draws his attention. There is also a jungle-patterned staircase on his left, which he only sees unconsciously because his attention is on the dinosaur. A few minutes later, when he decides to go and see other exhibitions, his eyes directly catch the staircase. At this moment, he is struck by an unexpected sense that he has seen the same staircase before but cannot remember when and he announces his strange *déjà vu* experience to his wife.

- (4) In another situation, a woman first sees the living room of a friend's new apartment that has a similar arrangement to the one in her parent's house. In this case, she enters a new scene that is like one she has previously encountered. Even though none of the individual elements is familiar, she has experienced an arrangement very similar to this one — a lamp in the corner, a picture on the back wall, a couch in the middle of the room. Thus, the second explanation suggests that if we are in a place where the arrangement of objects is similar to that of a place we have been to before, we might have a feeling of knowing the place and call it *déjà vu*.
- (5) The last explanation for *déjà vu* has come from studies about how the brain functions. These studies have shown that it can be caused by unusual processing of information in the brain. When something is seen, the visual information is sent to a particular part of the brain through different pathways. The data from these pathways normally reach the destination at the same time to form a whole image, but sometimes there is a slight delay in one of the pathways. As a result, the brain interprets one experience as two and a *déjà vu* feeling occurs.
- (6) Three promising explanations of *déjà vu* have been presented here. Chikako's experience can be explained by one of the three theories or a combination of them. Learning about *déjà vu* can help us understand how we perceive the material world around us, and that, in turn, can reveal more about how our brains handle routine information. Although we know more about *déjà vu* now, questions still remain. For example, why does it occur frequently during everyday activities? Why does it decrease with age? It will be interesting to seek the answers to these questions.



A 次の問い(問1～5)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Paragraph (2) implies that .

- ① déjà vu is a lot more common in France
- ② déjà vu is considered a worthy topic for study
- ③ more studies will be done to stop people feeling déjà vu
- ④ people who have déjà vu tend to think about their own lives

問2 The man in paragraph (3) felt déjà vu because he .

- ① had seen an object without knowing it
- ② previously paid close attention to an object
- ③ saw an object that looked like one of his own belongings
- ④ saw an unexpected object in a familiar place

問3 According to paragraph (4), déjà vu can occur in a room where .

- ① the furniture is similar in color to your own
- ② the layout is familiar to you
- ③ there are items you have seen before
- ④ you have been before

問4 According to the explanation in paragraph (5), the studies of the brain show that  can cause déjà vu.

- ① a delay in the processing of information
- ② data delivered through different pathways
- ③ processing different information at the same time
- ④ sending whole images to the destination

問 5 The author argues that 50.

- ① Chikako's déjà vu experience doesn't fit any of the explanations
- ② déjà vu can show how the brain processes the things we see
- ③ research on déjà vu can help people learn how to avoid it
- ④ too little is known about déjà vu for scientific investigation

B 次の表は、本文の段落と内容をまとめたものである。51 ~ 55 に入るのに最も適当なものを、下の①～⑤のうちから一つずつ選び、表を完成させよ。ただし、同じものを繰り返し選んではいけない。

Paragraph	Content
(1)	<span style="border: 1px solid black; padding: 0 5px;">51</span>
(2)	An introduction of déjà vu
(3)	<span style="border: 1px solid black; padding: 0 5px;">52</span>
(4)	<span style="border: 1px solid black; padding: 0 5px;">53</span>
(5)	<span style="border: 1px solid black; padding: 0 5px;">54</span>
(6)	<span style="border: 1px solid black; padding: 0 5px;">55</span>

- ① A biological reason for déjà vu
- ② A déjà vu experience
- ③ Being unaware of things in our vision
- ④ Contributions of déjà vu research
- ⑤ Déjà vu and the placement of objects