

次の英文を読んで、あとの問いに答えよ。

It is frequently observed by travelers that Japanese crows are exceptionally intelligent, sometimes to an unnerving degree. (A)To those who regard birds merely as simple creatures, but the behavior of these urban residents may seem bizarre. In the concrete jungles of Tokyo or Osaka, crows do more than just survive; they have mastered their environment. They have been seen dropping walnuts onto crosswalks for cars to crush, or using coat hangers to build nests. Some even engage in play, such as sliding down snowy rooftops or dropping stones in mid-air, apparently for no other reason than amusement.

Biologists suggest that this "play" is the ultimate sign of intelligence, but it is also a sign of luxury. In Japanese cities, high-calorie garbage is often left in bags on the curb, and spilled drinks from vending machines offer easy sugar. (B)For these birds, the city is a vast, unguarded buffet. With no natural predators and an abundance of food, they have solved the problem of survival. Consequently, they possess the time and mental energy to experiment, to observe, and to learn.

Now, consider the American crow. Biologically, it is almost identical to its Japanese cousin, possessing the same brain capacity and potential. Yet, its behavior is strikingly different. (C)In the United States, the environment is no less forgiving; crows are often viewed as pests and are frequently hunted; food is not as easily accessible on every street corner. In such a world, a crow has no room for error. It must be constantly vigilant, hiding from threats and working harder for every calorie. (D)Its mind is entirely focused on the immediate necessity of staying alive. It does not play because it cannot afford to be. Intelligence is still there, but it is sharp, nervous, and strictly utilitarian.

This contrast reveals a fundamental truth not just about birds, but about ourselves. We often treat human intelligence as an isolated trait, ignoring the soil in which it grows. Some children, like the Japanese crow, are raised in environments of safety and abundance. They have books, stable homes, and, most importantly, freedom from fear. (E)These children have the mental "surplus" to solve abstract puzzles or learn music, and do not ask questions that have no immediate answer.

Conversely, children living in poverty or instability are forced into the position of the American crow. If a child is worried about their next meal or the safety of their home, their cognitive bandwidth is consumed by survival. (F)They are no less smart, but their intelligence is used to navigate danger rather than to explore ideas. Therefore, if we want to cultivate potential, we must stop blaming the individual. We should not ask how to change the child, but how to change the world around them. The child is not the problem;

the environment (X).

問 1

下線部(A)~(F)のうち **4 つの下線部**において、**不要な語が 1 語ある**ために、文法上あるいは文脈上の誤りが含まれている。その誤りを含むもの 4 つを記号で答えよ。さらに、それらの下線部について、不要語をそれぞれ指摘せよ。

問 2

英文の最後にある空所(X)に入れるのに、最も適当な 1 語を以下の選択肢から一つ選び、記号で答えよ。

ア appears

イ changes

ウ does

エ helps

オ is

カ survives