英

英　語

I　和文の意味を表わすように英文を完成させる時，（あ）および（い）に入る最適なものの組み合わせを①～⑨よりそれぞれ選び，その番号をマークしなさい。

1　「お飲み物はいかがですか？」
「オレンジジュースをお願いします。」

"Could I (あ) you a drink?"
"Orange juice (い)."

① あ have　い could be better　② あ have　い might be happy　③ あ have　い would be fine
④ あ help　い could be better　⑤ あ help　い might be happy　⑥ あ help　い would be fine
⑦ あ offer　い could be better　⑧ あ offer　い might be happy　⑨ あ offer　い would be fine

2　「私を見送るために遠くから来てくれて本当にありがとう。」
「友達だからね。行ってらっしゃい。」

"It was really nice of you to come all the way just to see me (あ)."
"That's what friends are (い). Have a nice flight."

① あ away　い for　② あ away　い in　③ あ away　い with
④ あ off　い for　⑤ あ off　い in　⑥ あ off　い with
⑦ あ over　い for　⑧ あ over　い in　⑨ あ over　い with

3　「あなたの新しいコートの肌触りはソフトね。毛布としても使えそう。」
「ソフトな上，暖かいわよ。いい毛布になりそう。」

"Your new coat (あ) so soft. You could use it as a blanket."
"It is as warm as it is soft. It would (い) a good blanket."

① あ feels　い come　② あ feels　い get　③ あ feels　い make
④ あ finds　い come　⑤ あ finds　い get　⑥ あ finds　い make
⑦ あ makes　い come　⑧ あ makes　い get　⑨ あ makes　い make

4　「君は将来のことをしっかり考えたことがあるの？」
「いえ，目先のことしか考えられなくて。」

"Have you ever (あ) serious thought to your future?"
"No. My mind's too (い) with what happens from day to day."

① あ given　い adopted　② あ given　い considered　③ あ given　い occupied
④ あ made　い adopted　⑤ あ made　い considered　⑥ あ made　い occupied
⑦ あ run　い adopted　⑧ あ run　い considered　⑨ あ run　い occupied

5　「雪まつりを見に北海道に行こうと思うんだけど。」
「今すぐ全部予約したほうがいいと思うよ。」
「こんなに早く？」
「そうさ，休みの間の予約は早くしないと何でもすぐにいっぱいになるから。」

"I'm planning to go to Hokkaido to see the snow festival."
"I'd recommend that you make all your reservations right (あ)."
"So soon?"
"Yeah, everything gets (い) up very quickly for the vacation."

① あ away　い booked　② あ away　い caught　③ あ away　い ended
④ あ down　い booked　⑤ あ down　い caught　⑥ あ down　い ended
⑦ あ on　い booked　⑧ あ on　い caught　⑨ あ on　い ended

6　「ジャネットのためにサプライズパーティやろうよ。」
「賛成！うちでやらない？食事を用意するわ。」
「じゃ，ほかは僕が準備するよ。」
「絶対彼女に気づかれないようにするのよ。いいわね。」

"How about having a surprise party for Janet?"
"(あ) not! Let's have it at my house. I'll prepare the food."
"OK, I'll organize the (い)."
"Be sure not to let her know about it, OK?"

① あ Afraid　い else　② あ Afraid　い other　③ あ Afraid　い rest
④ あ Of course　い else　⑤ あ Of course　い other　⑥ あ Of course　い rest
⑦ あ Why　い else　⑧ あ Why　い other　⑨ あ Why　い rest

II　(1)　英語による記述が指す１語となるように，破線部（破線の数は文字数を表わす）を補充する際に ☐☐ に入る２文字を①～⓪よりそれぞれ選び，その番号をマークしなさい。**各選択肢は２回以上使ってよい。**

7　careful to avoid danger or risks:　c _ _☐☐_ us

8　a very large area of land, such as Africa or Asia:　_ _ _☐☐_ _ nt

9　take part in or become involved in an activity:　_ _ _ _☐☐_ _ _ te

① ch　② ci　③ cs　④ ic　⑤ is　⑥ it　⑦ sc　⑧ sh　⑨ si　⓪ ti

(2)　英語による記述が指す１語となるように，破線部（破線の数は文字数を表わす）を補充する際に ☐☐ に入る２文字を①～⓪よりそれぞれ選び，その番号をマークしなさい。**各選択肢は２回以上使ってよい。**

10　a heavy load that is difficult to carry:　b☐☐_ _ n

11　extremely large in size or amount:　e _☐☐_ _ _ s

12　love someone or something very much and take care of them well:　c _☐☐_ sh

① al　② ar　③ au　④ el　⑤ er　⑥ ir　⑦ oa　⑧ or　⑨ ou　⓪ ur

III　英文が和文の意味を表わすように [　　] 内の語(句)を並べ換える時，(あ)(い)(う) に入るものの組み合わせを①～⓪よりそれぞれ選び，その番号をマークしなさい。**ただし，[　　] には余分なものが１つ含まれている。**（なお，文頭に来る語も小文字で示されている）

13　京都は何と美しいことかと，必ず感銘を受けるでしょう。

It would (　)(あ)(　)(い)(　)(う)(　)(　)(　).

beautiful	fail	happen	how	impress	is	Kyoto	never	to	you

①	あ fail	い happen	う beautiful	②	あ fail	い impress	う how
③	あ fail	い to	う how	④	あ happen	い is	う beautiful
⑤	あ happen	い never	う Kyoto	⑥	あ impress	い beautiful	う to
⑦	あ impress	い how	う Kyoto	⑧	あ impress	い Kyoto	う is
⑨	あ to	い fail	う how	⓪	あ to	い you	う beautiful

14　プロジェクトを進めるにあたって必要なのは資金より人材だ。

What we need (　)(あ)(　)(い)(　)(　)(　)(う)(　)(　).

as	get	going	is	money	much	not so	people	rather	the project	to

①	あ get	い going	う money	②	あ get	い the project	う money
③	あ get	い the project	う people	④	あ going	い is	う people
⑤	あ going	い not so	う people	⑥	あ going	い rather	う money
⑦	あ the project	い going	う people	⑧	あ the project	い not so	う money
⑨	あ to	い is	う people	⓪	あ to	い rather	う money

15　ジョージには妻の言ったことがしばらくは理解できなかった。

(あ)(　)(い)(　)(　)(う)(　)(　)(　) said.

a	George	his wife	it	to	took	understand	until	what	while

①	あ George	い a	う to	②	あ George	い it	う a
③	あ George	い it	う to	④	あ George	い until	う to
⑤	あ his wife	い George	う it	⑥	あ his wife	い George	う until
⑦	あ his wife	い took	う George	⑧	あ it	い a	う George
⑨	あ it	い George	う to	⓪	あ it	い George	う until

IV 次の各文章において下線部分が入るべき最適な位置を①～⑥または①～⑧よりそれぞれ選び，その番号をマークしなさい。

16 **had**

When you think back a few years, it's usually pretty easy to see that each of the major choices ① you made can be seen as forks ② in the road. In other words, ③ you made a decision or ④ choice that ⑤ led you in a certain direction; ⑥ you made a different choice, you would, in all likelihood, have gone in a different direction.

17 **it**

Recognize that your body is your own, no matter what shape or size ① comes in. Try to focus ② on how strong and healthy your body is and the things it can do, not what's wrong with it or what you want ③ to change about it. If you're worried about ④ your weight or size, check with ⑤ your doctor to verify ⑥ that things are OK.

18 **that**

If a river receives an unusually large amount of water, it may overflow its banks. The river is less likely to flood, however, if the surrounding land ① is very absorbent. The area ② drained by a river, like a giant sponge, ③ soaks up much of the moisture ④ falls upon it. A part of what is left evaporates. What remains, called the runoff, ⑤ flows into the river through streams. During the rainy seasons ⑥ the ground becomes saturated and the runoff is much greater. When winter snows ⑦ melt, if the ground remains frozen, no moisture ⑧ can soak into it and almost all the water runs off.

19 **evidence of**

Scientists use fossils to learn about ancient organisms as well as the world in which they lived. Fossils provide direct and indirect ① ancient climates, ecosystems, and even ② changes in landform location. For example, ③ fossils of marine organisms high in the Himalayas, Alps, and Rocky Mountains show that ④ these great mountains were once under the sea. From fossils scientists have learned that ancestors of the ⑤ camel once roamed North America, that ⑥ tropical forests once covered the United States and Europe, and that ⑦ plants and reptiles, including ⑧ dinosaurs, once inhabited Antarctica—though at the time, that land was closer to the Equator.

20 **Merchants and traders also came into being.**

As methods of farming improved, not everyone had to work in the fields in order to produce enough food for all. This development led to important changes in the way men lived. Some men were able to specialize in work other than farming. ① Experts at tool and weapon making could devote all their time to this work. ② They traded their products for food and other things they needed. ③ Thus a class of skilled workers, called artisans, appeared. ④ They made their living by buying goods from farmers or artisans and selling the goods to anyone who needed them. ⑤ Traders carried ideas as well as goods. ⑥ They transported not only things to sell, but, for example, systems of counting to show how many articles were bought and sold. ⑦ Trade became increasingly important as the river-valley civilizations developed. ⑧ Egypt, for example, lacked good supplies of tin and iron. Its people traded for them, exchanging surplus food and other products.

V　次の英文を読んで，以下の設問に答えなさい。

How many languages are there? That's one of those 'it all depends' questions: how you answer it depends on what you call a language. Deciding what is and what isn't a language is not as easy as you'd think.

Suppose your favorite breakfast food is thin round cakes of grilled batter with butter and syrup. You call them 'pancakes'. Your neighbor, who likes the same meal, might call them 'griddlecakes'. If either of you travelled to a restaurant in a nearby town you might find that you have to ask for 'flapjacks'. Now imagine that chain of contacts [21] out further. After a few hundred miles, even [22] differences along the way could add up to make it hard to understand people. They might even say something like 'Wassup?' to mean 'Hello!' Where do you draw the line between a dialect and a language? Where does one language leave off [23] another begin?

Sometimes it's not hard to figure out. People in Iraq speak Arabic; their neighbors in Iran speak Farsi, a completely unrelated language. At other times, [24], the linguistic differences are small, and the answer becomes a matter of politics and sociology. Swedes and Norwegians can understand each other easily. But they have different histories, customs, and governments, and they see themselves as two nations, speaking two languages, not one. The same thing, more or less, goes for Malaysians and Indonesians; or Macedonians and Bulgarians. Some groups go to [25] lengths to distinguish themselves from their linguistic cousins across a border: Serbs and Croatians understand each other's speech perfectly well, but they use two different writing systems. Other groups do just the opposite: a billion people live in China, with at least seven [26] incomprehensible forms of regional speech. But they're reluctant to see themselves as separate nations, so they've clung to a unique ancient writing system that can be used anywhere in the country and lets them think of themselves as united by a single language.

Another dimension that has to be considered is socioeconomic. Generally people with more education and economic opportunities adopt certain ways of talking. Those with less education and fewer opportunities often aren't able to learn the standard or prestigious forms. Frequently, [27] folk have a difficult time understanding those who aren't part of their social class. [28] this occurs much more often in societies where social differences are clearly marked and strongly enforced, a certain amount of it goes on in any society. What you call a 'flapjack', someone else in your society might prefer to call a 'crepe'. Sometimes the differences in speech are so [29] that people have difficulty understanding one another, and one or the other group in the society won't accept the variety they don't speak as being 'their language'. Also, sometimes the less prestigious group reacts by adopting their linguistic variety as a marker of their identity, and they may insist with great pride [30] they speak a different language.

(出典　E. M. Rickerson & Barry Hilton (Eds.). The Five-Minute Linguist: Bite-sized Essays on Language and Languages. Sheffield: Equinox Publishing Ltd.; 2012　一部改変)

[21] [22] [23] [24] [25] [26] [27] [28] [29] [30] に入る最適なものを①～⓪よりそれぞれ選び，その番号をマークしなさい。**ただし，各選択肢は１回しか使えない。**（なお，文頭に来る語も小文字で示されている）

① and	② educated	③ great	④ marked	⑤ mutually
⑥ stretching	⑦ that	⑧ though	⑨ tiny	⓪ while

a〜c の記述について，本文の内容に合うものを**正**，合わないものを**誤**とする時に得られる組み合わせを①〜⑧より選び，その番号を [31] にマークしなさい。

a. The number of languages in the world varies depending on what is seen as a language.

b. That people can understand each other does not necessarily mean that they speak the same language.

c. People from different socioeconomic classes may not understand each other because of different ways of speaking.

①	a — **正**	b — **正**	c — **正**	②	a — **正**	b — **正**	c — **誤**
③	a — **正**	b — **誤**	c — **正**	④	a — **正**	b — **誤**	c — **誤**
⑤	a — **誤**	b — **正**	c — **正**	⑥	a — **誤**	b — **正**	c — **誤**
⑦	a — **誤**	b — **誤**	c — **正**	⑧	a — **誤**	b — **誤**	c — **誤**

VI　次の英文を読んで，以下の設問に答えなさい。

When Richard Feynman was in graduate school at Princeton studying physics, a psychology article caught his attention. The author was suggesting that the "time sense" in our brain is somehow determined by a chemical reaction involving iron. Feynman quickly concluded that this was "a lot of baloney"—the chain of reasoning was too fuzzy, and it involved 32 (あ)(　)(い)(　),(　)(　)(う)(　) could have been wrong. Nevertheless, he became sufficiently fascinated by the question itself, what actually *does* control time perception, to start his own series of investigations, even though this problem had nothing to do with the research he was pursuing at the time.

He began by proving to himself that he could count in his head at a standard, roughly constant rate. Then he wondered what affected that rate. [33] he thought the rate might have something to do with the pace of heartbeats, but after repeating the experiment while running up and down the stairs (thereby increasing his heart rate), he was convinced the pace had no effect whatsoever. He then tried counting while preparing his laundry list and while reading a newspaper, and neither of those activities seemed to affect the rate. Eventually he realized that there was one thing he definitely couldn't do while counting: he couldn't speak. The reason for Ⓐ this handicap was that he was essentially talking to himself in the act of counting. [34], he discovered that one of his colleagues, with whom he had discussed the problem, was counting to himself using a different method, by visualizing in his head a moving tape with numbers on it. This colleague couldn't read while counting but could easily speak. From these seemingly trivial experiments, Feynman concluded that even the simple act of counting to oneself may involve dissimilar processes in the brains of different people: In one case counting primarily meant "talking," while in the other it meant "watching."

[35], in case you're curious, it is now known that there is no single area of the brain that is solely dedicated to recording the passage of time or the body's internal clock. [36], the system governing the perception of time (and the familiar jet lag) is highly distributed in the brain, involving the cerebral cortex, cerebellum, and basal ganglia. Genes in the liver, pancreas, and elsewhere keep the various parts of the body in sync. People who suffer from Parkinson's disease, for instance, tend to misjudge the passage of time in tasks of time estimation. This topic continues to be an active area of research.

The pattern of wanting to explore every phenomenon that appealed to him continued throughout Feynman's entire life. Alongside his monumental contributions to the quantum theory of electromagnetism and light, to the theory of superfluidity—explaining the peculiar characteristics of the frictionless liquid helium—and to the understanding of the weak nuclear force, which is responsible for some radioactive decays, he Ⓑ relentlessly sought solutions to seemingly ordinary, everyday puzzles. His curious mind apparently did not prioritize the problems he chose to tackle.

(注)　cerebral cortex: 大脳皮質　　cerebellum: 小脳　　basal ganglia: 大脳基底核　　liver: 肝臓　　pancreas: 膵臓

(出典　Mario Livio. Why?: What Makes Us Curious. New York, NY: Simon & Schuster Paperbacks; 2018　一部改変)

32 (あ)(　)(い)(　),(　)(　)(う)(　) に，文脈に合うように [　　] 内の語を並べ換える時，(あ)(い)(う) に入るものの組み合わせを①～⓪より選び，その番号をマークしなさい。

each	far	many	of	one	steps	too	which

①	あ each	い many	う too	②	あ each	い of	う many
③	あ far	い many	う of	④	あ far	い of	う which
⑤	あ many	い far	う of	⑥	あ many	い of	う far
⑦	あ one	い far	う many	⑧	あ one	い many	う too
⑨	あ too	い far	う which	⓪	あ too	い of	う far

[33], [34], [35], [36] に入る最適なものを①～⑤よりそれぞれ選び，その番号をマークしなさい。
ただし，各選択肢は１回しか使えない。

①　At first　　②　At the same time　　③　Incidentally　　④　Rather　　⑤　Therefore

Ⓐ this handicap の指す事柄を①～⑤より選び，その番号を [37] にマークしなさい。

① Feynman could not talk while he was counting in his head.
② Feynman could find no effect of the heartbeat pace on counting.
③ Feynman could not count in his head at any rate other than constant.
④ Feynman could neither prepare his laundry list nor read a newspaper.
⑤ Feynman could not pursue the research of his own interest at the time.

Ⓑ relentlessly sought の意味に最も近いものを①～⑤より選び，その番号を [38] にマークしなさい。

① was quick to seek
② was delayed in seeking
③ was determined to seek
④ was cooperative in seeking
⑤ was inconsiderate toward seeking

a～c の記述について，本文の内容に合うものを**正**，合わないものを**誤**とする時に得られる組み合わせを①～⑧より選び，その番号を [39] にマークしなさい。

a. Feynman found out that a person may count to themselves in different ways at different times.
b. Different parts of the body are kept coordinated by genes in the liver, pancreas, and elsewhere.
c. The way Feynman wanted to investigate anything he was interested in did not change during his life.

① a— **正**　b— **正**　c— **正**　　② a— **正**　b— **正**　c— **誤**
③ a— **正**　b— **誤**　c— **正**　　④ a— **正**　b— **誤**　c— **誤**
⑤ a— **誤**　b— **正**　c— **正**　　⑥ a— **誤**　b— **正**　c— **誤**
⑦ a— **誤**　b— **誤**　c— **正**　　⑧ a— **誤**　b— **誤**　c— **誤**

VII　次の英文を読んで，以下の設問に答えなさい。

We seem curiously unable to perceive in a way that leads us to prevent the adverse consequences of human systems, such as those for industry or commerce.

Here was the dilemma and opportunity for a major national retailer: its magazine buyers were reporting that close to 65 percent of all the magazines printed in the United States were never sold. This represented an annual cost of hundreds of millions of dollars to the system, but 40 (あ)(　)(い)(　)(　)(　)(う)(　) alone. So the retail chain—among the biggest customers for magazines in the country—got together with a group of publishers and magazine distributors to see what they could do.

For the magazine industry, squeezed by digital media and falling [41], the matter was urgent. For years no one could solve this problem; everyone just shrugged. Now the industry was ready to take a hard look.

"There was a huge amount of waste, whether you look at it from the [42] of sheer cost, trees cut, or carbon emitted," Jib Ellison, CEO of Blu Skye consulting, told me.

Ellison, who helped assemble the group, added, "We find this in most supply chains: they were built in the nineteenth century with a view toward what can be sold, not with ⓐ sustainability or reducing waste in mind. When one part of the chain optimizes for itself, it tends to suboptimize the [43]."

One of the biggest dilemmas was that advertisers paid according to how many magazines their ads appeared in—not how many were sold. But a magazine "in circulation" might just sit on a shelf for weeks or months, and then be ⓑ pulped. So publishers had to go back to their advertisers and explain a new basis for charging them.

The retail chain analyzed which were its best-selling magazines in what stores. It found, for example, that ⓒ *Roadster* might sell well in five markets but not at all in another five. The chain was able to adjust where magazines went by where they were wanted. All in all, the various [44] reduced waste by up to 50 percent. This was not only an environmental plus; it also opened shelf space for other products while saving beleaguered publishers money.

Solving such problems takes seeing the systems that are in play. "We look for a systemic problem that no one player can solve—not a person, a government, a company," Ellison tells me. The first [45] in the magazine dilemma was simply getting all these players together—and getting the system into the room.

(注)　beleaguered: experiencing a lot of criticism and difficulties

(出典　Daniel Goleman. Focus: The Hidden Driver of Excellence. New York, NY: HarperCollins; 2015　一部改変)

40 (あ)(　)(い)(　)(　)(　)(う)(　) に，文脈に合うように [　　] 内の語(句)を並べ換える時，(あ)(い)(う) に入るものの組み合わせを①～⓪より選び，その番号をマークしなさい。

could change	in	it	no	one	party	system	the

①	あ	no	い	could change	う	in	②	あ	no	い	could change	う	party
③	あ	no	い	party	う	could change	④	あ	no	い	party	う	system
⑤	あ	no	い	system	う	the	⑥	あ	the	い	could change	う	in
⑦	あ	the	い	could change	う	system	⑧	あ	the	い	party	う	no
⑨	あ	the	い	system	う	could change	⓪	あ	the	い	system	う	no

[41], [42], [43], [44], [45] に入る最適なものを①～⑥よりそれぞれ選び，その番号をマークしなさい。**ただし，各選択肢は１回しか使えない。**

① breakthrough　② fixes　③ perspective　④ sales　⑤ surrounding
⑥ whole

Ⓐ sustainability の意味に最も近いものを①～⑤より選び，その番号を 46 にマークしなさい。

① being short of natural resources that should be maintained in good condition
② being accustomed to using up natural resources so that there is not enough left
③ being susceptible to harm if a lot of damage has been done to natural resources
④ being able to use natural resources in a way that does not harm the environment
⑤ being capable of relieving people in chains from the responsibility for natural resources

Ⓑ pulped の意味に最も近いものを①～⑤より選び，その番号を 47 にマークしなさい。

① burned ② purchased ③ recycled ④ spared ⑤ viewed

© *Roadster* は何の例として使われているかを①～⑤より選び，その番号を 48 にマークしなさい。

① bookstore ② distributer ③ magazine ④ publisher ⑤ retail chain

この文章のタイトルとして最適なものを①～⑤より選び，その番号を 49 にマークしなさい。

① Problems in the digital age
② Problems for individual players
③ Problems from system blindness
④ Problems of environmental waste
⑤ Problems with network marketing