

一般選抜 出題傾向／対策・出題のねらい

英 語

〈出題傾向〉

前期A方式は両日とも80分の時間設定。Ⅰ・Ⅱともに説明文、評論文を素材にした長文読解。Ⅰは文脈把握力を問う問題が中心。昨年度までは、各設問で与えられている英語に続く最も適切なものを3つの選択肢から選ぶ問題のみで構成されていたが、今年度はⅡと同様、空所補充、同義語選択、内容一致問題など様々な形式の問題が出題されていた。段落ごとに文脈を押さえて、スピードを持って読み進める力と、ある程度まとまった語句を英語で言い換える力が要求される。Ⅱは昨年度より小問数が1問減少した。Ⅰと同様に文脈把握力を問う問題が中心だが、文章のタイトルを選ぶ問題など、全体の流れをつかむことも求められる。Ⅲは会話文の空所補充(6問、昨年度の8問から減少)。英文がかなり長いのが特徴である。設問は文脈を押さえて適文を選択する問題。Ⅳは文法・語法・熟語を中心とした4択空所補充(7問、昨年度の10問から減少)で、標準レベルの出題である。Ⅴは構文やイデオムを中心とした日本文付きの語句整序(5問)。こちらも頻出の標準的な知識が問われている。

前期B方式と後期は、60分程度の時間設定(2科目通して120分)。いずれも長文読解はⅠだけだが、前期A方式と同様の設問形式の変更(空欄補充、内容一致問題など)があった。Ⅱは会話文の空所補充(12問)。ⅢとⅣは昨年度と順番が入れ替わり、Ⅲは文法・語法・熟語を中心とした4択空所補充(13問、昨年度の11問から増加)、Ⅳは日本文付きの語句整序(5問、昨年度の6問から減少)であった。前期A方式と設問数が異なるので、時間配分には注意する必要がある。

〈出題のねらい〉

全体を通して

基本的な英語の力を総合的に測ることを大きなねらいとしています。具体的には次の4つの力を試しています。

1. ある程度の量の英文を正確に読み、かつその内容を理解し英語で表現する力。
2. 基本的な口語表現の知識を用いて、会話の自然な流れを理解し組み立て直す力。
3. 基本的な文法・構文・語法に関し、それらが適切かどうか判断する力。
4. 基本的な英文を構成する力。

前期A方式(1月29日)

Ⅰの文章は明治から昭和初期の霞ヶ浦近辺の生活についてのエッセイです。各設問につき4つの選択肢が与えられており、文章の内容が把握できているかどうかを問うています。

Ⅱの文章は視覚と色についてのエッセイ風の論説です。ここでの文章はⅠの文章より若干長くなっています。各設問につき4つの選択肢が与えられており、文章の内容が把握できているかどうかを問うています。

Ⅲには知人と一緒に出かけるかどうかについての会話が提示されています。会話全体の流れをつかみ、空所に適切な表現を埋める問題です。

Ⅳは基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。

Ⅴは基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

前期A方式(1月30日)

各大問の構成・目的は、A方式(1/29)のものと全く同様です。

〈学習対策〉

今年度は全日程で設問形式や設問数に変更が見られた。特に前期A方式では設問数が減少したが、一方でⅠの長文読解はより総合的な英語力が問われる問題に変わった。時間設定を考えると、いずれの日程も相当なスピードで解く力が求められている。標準的な知識を問う文法・語法・熟語の問題に加えて、文脈把握を中心とする長文読解問題、そして、こちらも文脈を問う会話文問題と、いずれも英文がかなり長いのが本学の問題の特徴である。秋以降に実戦的に過去問題を解いて、時間配分の感覚を身につけてもらいたい。

「速く」「正確に」問題を処理するために必要なこと、それは、単語、熟語、文法・語法の知識である。文法問題だけでなく、長文読解においてもこれらの基礎的な知識が不可欠となるため、反復して定着させる訓練を本番直前まで継続しよう。これと並行して実際に長文に取り組み、文脈を押さえて読み進める訓練も大切である。いきなり本学の長文に取り組みのではなく、まずは300～450語程度の長文から始めて、設定した時間内に設問を解くことに取り組もう。その際、主題と結論(筆者の主張)を意識して、段落ごとの主旨を押さえながら読む訓練を重ねる。また、設問箇所を中心に構造、構文、指示語、省略、因果関係、逆接語などに留意して、正確に読む訓練も同時に必要とされる。内容一致問題は、照合箇所英文と設問の選択肢の英文の正確な意味を押さえることが求められている。

本学の会話文問題は、英文がかなり長く、すべて文脈を問う問題である。会話の定型表現を問題集1冊で一通り押さえたあとで、本学の過去問題で練習をして文脈を把握する訓練をしていこう。

Ⅰの文章は日本の鉄道についての新聞記事、ないし雑誌記事的なものです。Ⅱの文章は文字や記号に関するもので、Ⅰの文章と比べ、やや長めになっています。Ⅲは友人同士の待ち合わせの場面での会話が題材となっています。Ⅳは基本的な文法・構文・語法を問うもので、Ⅴは基本的な英文を構成する力を問うものです。

前期B方式(1月31日)

B方式はA方式と比べて試験時間が短いため、大問は計4つです。

Ⅰの文章はプラスチックの代替物についての新聞記事、ないし雑誌記事的なものです。各設問につき4つの選択肢が与えられており、文章の内容が把握できているかどうかを問うています。

Ⅱは雨に降られたことに関する友人同士の会話を題材にしています。会話全体の流れをつかみ、空所に適切な表現を埋める問題です。

Ⅲは基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。

Ⅳは基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

後期(3月8日)

後期もA方式と比べて試験時間が短いため、大問は計4つです。各大問の構成・目的は、B方式のものと全く同様です。Ⅰの文章は日本人の独自性についての論説で、Ⅱの会話は食事に関する友人同士のものです。Ⅲは基本的な文法・構文・語法を問うもので、選択肢から適切な表現を選びます。Ⅳは基本的な英文を構成する力を問うもので、与えられた単語を並び替えて適切な英文を構成します。

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は ～ 。

My family lived originally in the town of Namegawa along the River Tone. We were weavers and dyers by trade, and had been for generations. River commerce flourished unbelievably in past centuries, and all sorts of cities and towns sprang up along the river, from Choshi in the east, to Sawara, then Toride, all the way to Sekiyado. Namegawa was another such town, and apparently it was a thriving place full of fine homes and storehouses. But the opening of railroads at the very end of the nineteenth century dealt a fatal blow to water trade. Goods were all transported by rail after that, and shopkeepers along the river — dyers, rice merchants, innkeepers, what have you — couldn't make a go of it anymore. They virtually disappeared. Naturally, the towns fell into ruin. My father racked his brains over what to do and finally made up his mind to move to Shitozaki. He used to travel all over Ibaraki taking orders, so he had connections everywhere; he'd married a woman from the village of Anju in Inashiki County, so they knew the area exceedingly well — and at the time there were no weaving or dyeing factories along the shores of Lake Kasumigaura, so he figured the future looked . He made the move right at the turn of the century.

Luckily for him, the area turned out to be one of the few regions in the country where sericulture^[注1] was practiced. From the mid-nineteenth century farming families had raised mulberry leaves and fed them to silkworms that they bred at home for the sake of the cocoons. The best cocoons were sold to dealers, but when there was a great quantity, some would be inferior. These were called “waste-cocoons.” They couldn't be sold, but many families would keep them and boil them to make their own silk thread. Dyers would dye the thread whatever color was^(B)

— 1 —

A1 (英)

wanted, but some of the bigger families would keep a vat^[注3] of indigo in the dirt-floor entryway of their house and dye it themselves. They couldn't manage other, more complicated colors, though — for those they turned to specialists like my father. Of course, rice farmers were too busy to take time off to make their orders in person, so we employed a number of women called *hiroiko* whose job it was to collect orders. We had five working in Namegata alone, another two in Inashiki, and countless more in Dejima, which was close to home.

Most of them were women past middle age. Often they did it to earn a little extra spending money after their son took a wife, since they had less to do at home then. They'd carry samples in a basket and go around from house to house looking for business. We would dye whatever they brought back, according to the customer's specifications^(C), and then the *hiroiko* would deliver the finished product and collect the payment for us. We always had a mountain of thread waiting to be dyed. You could also have someone make thread for you; one factory employed five or six girls to smoke waste-cocoons dry (till the silkworm larvae^[注4] died, which took all day and all night), then boil them and reel the silk.

The customers would use the thread to weave cloth. Today you have to go pretty far to find a loom, but back then every house had one. When the fall harvest was in^(D), everywhere you went, you'd see young women sitting out on the veranda working the loom. Again, for complicated patterns, or for special occasions such as a wedding, when no one wanted to take a chance on damaging fine material, people would turn to a professional weaver. Most people wove their own everyday clothes and had everything else made special. That's where my family came in.

— 2 —

A1 (英)

[注1] sericulture 養蚕業

[注2] mulberry クワ (の木)

[注3] vat (醸造などのための) 大きな桶

[注4] larvae (< larva) 幼虫

[注5] loom 織機

(1) に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① bright ② dismal ③ famous ④ smart

(2) 下線部(B) whatever color was wanted の表す意味に最も近いものを、次の

①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① the color chosen by the customer
② the color in the vat
③ the color the dyer liked best
④ the most popular color of that time

(3) 下線部(C) specifications の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① complaints ② instructions ③ materials ④ reasons

(4) 下線部(D) the fall harvest was in の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① the harvested items had all been eaten
② the harvested items had been sold
③ the harvested items had been stored
④ the harvested items had been washed

— 3 —

A1 (英)

(5) 本文中の父に関する説明として 適当ではないものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① He knew many people all over the area.
② He moved to an area with more weaving and dyeing factories.
③ His ancestors were also weavers and dyers.
④ His wife had lots of local knowledge.

(6) 本文中の鉄道開業のもたらした影響として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は 。

- ① People bought more cocoons.
② People didn't need to dye their own clothes any longer.
③ Trading on the rivers declined.
④ Weaving fabric with more complicated patterns became easier.

— 4 —

A1 (英)

II 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は [7] ～ [16] 。

It is estimated that humans can see approximately one million different colors. This is because the light-sensitive part of the eye, the retina, has three different types of cone cells. Each type of cone cell can distinguish about one hundred different color shades. In combination, this means that people can perceive roughly one million different colors. Even very fine differences between, for example, light blue and dark blue or light green and dark green can be seen by people who do not have some form of color blindness. Approximately eight percent of males and one percent of women have some form of color impairment that prevents them from seeing the full range of colors.

Although color perception is based on physical factors such as the types of cones in the retina and the wavelength of light, there is a large amount of variation in different cultures and languages of the world when it comes to color words.

One of the earliest descriptions of the cultural differences in color terms was made by the nineteenth century British politician William Gladstone. In addition to being a successful politician and Prime Minister of Great Britain, Gladstone was also a famous classical scholar who was fluent in both Latin and Ancient Greek. While studying the famous Greek epic poem *The Iliad*, Gladstone noticed that the descriptions of colors were rather odd. In the descriptions of the sea in the poem, there was no mention of the color blue. Rather, the sea was described as "wine dark." In another part of the poem, honey was described as green in color. When he counted the color words in *The Iliad*, Gladstone noticed that there were many mentions of the words black and white and just a few mentions of the colors red, green and

yellow. There was no mention of blue. This observation led Gladstone to propose that early civilizations and cultures started off with a limited number of color words. As the civilization developed, more color words were added.

Following on from these theories, a German linguist called Lazarus Geiger studied other ancient texts such as the Hebrew Bible, the sacred books of the Hindus and the Icelandic sagas. Geiger found the same pattern that Gladstone had seen in *The Iliad*. There were many references to black and white, a relatively small number of examples of red, green and yellow and either zero or very few references to other colors. It [B] that ancient peoples had a limited number of color words.

The theory of color names in different cultures was investigated in the twentieth century by Brent Berlin and Paul Key. These researchers compared data on color words from twenty different languages and found a predictable pattern in the ways that color words were organized. All languages have a way to express black and white. Some languages only have these two color words. If a language has just three words for color, then the colors will be black, white and red. If it has four color words, then they will be black, white, red and either green or yellow, but not both. If there are five color words, they will include both green and yellow. The next word to be added to this list will be blue and then brown. Pink, purple and gray will be added after these basic colors at the final level. The model predicts the order in which the color words are added. If a language has a word for green or yellow, then it must also have words for black, white and red. If a language has a word for blue, then that language must also have words for black, white, red, green and yellow.

This model of color words in different languages has been revised

over the years [D] not all languages have matching color words. For example, the word *blue* is not exactly translatable in Russian. In English there is a range of colors that are in the category blue. The middle point between light blue and dark blue is a color like the sky and is just called blue. However, in Russian there are two separate words. What English speakers would call light blue is called *goluboy* in Russian and what English speakers would call dark blue would be called *sinii* in Russian. These are two separate words and Russian speakers conceive of them as two different colors rather than two different shades of the same color as English speakers would.

[E], the distinction between blue and green is not as clear in some languages as it is in English. For example, in Japan, the "go" signal at traffic lights is clearly a green color for English speakers, similar to the color of fresh grass or leaves. However, in Japanese, the "go" signal is referred to as *ao*. This word can also be used to describe the color of the sky.

[注1] retina 網膜

[注2] cone 錐状体

(1) 下線部(A) impairment の表す意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。解答番号は [7] 。

- ① definition ② design ③ development ④ disability

(2) [B] に入れるのに最も適当な語句を、次の①～④の中から1つ選び、マークしなさい。解答番号は [8] 。

- ① did seem ② does sound
③ is doubtful ④ was uncertain

(3) 下線部(C) these basic colors に含まれないものを、次の①～④の中から1つ選び、マークしなさい。解答番号は [9] 。

- ① brown ② gray ③ red ④ yellow

(4) [D] に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は [10] 。

- ① after ② as ③ while ④ with

(5) [E] に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は [11] 。

- ① Conversely ② Quickly ③ Sharply ④ Similarly

(6) 次の [12] ～ [16] に入れるのに最も適当なものを、それぞれ①～④の中から1つずつ選び、マークしなさい。

1. According to paragraph three, William Gladstone [12]

- ① could speak Latin and Hebrew fluently.
② made the Greek epic *The Iliad* popular in Great Britain.
③ thought ancient people had fewer color words than modern people.
④ was Prime Minister of Ancient Greece.

解答番号は [12] 。

2. According to paragraphs four and five, .
- ① Brent Berlin and Paul Key found clear patterns in the development of color words.
 - ② Brent Berlin and Paul Key studied Icelandic sagas to find the color words.
 - ③ Lazarus Geiger rejected the theory of color names.
 - ④ Lazarus Geiger translated *The Iliad* into German.

解答番号は 。

3. According to paragraph six, .
- ① in English terms, there are several different shades of blue.
 - ② Russian people think light blue and dark blue are the same.
 - ③ *siniy* is the English word to express the dark sky in Russia.
 - ④ there is an equivalent word for the English word *blue* in Russia.

解答番号は 。

4. According to the article, .
- ① English doesn't have a single word for the color of the sky.
 - ② English speaking people refer to the "go" signal as blue.
 - ③ in *The Iliad*, there are a few mentions of the color blue.
 - ④ the theory of color names was developed starting in the nineteenth century.

解答番号は 。

5. The best title for this article would be .
- ① "A Study of Black and White"
 - ② "Colors in *The Iliad* and the Bible"
 - ③ "Color Terms in History and Culture"
 - ④ "Functions of the Retina"

解答番号は 。

Ⅲ 次の会話の中の ～ に入れるのに最も適当なものを、後の①～⑥の中から1つずつ選び、それぞれマークしなさい。なお、同じ記号は一度しか使えません。解答番号は ～ で、空欄番号と同じ番号の解答欄にマークしなさい。

Ryan: I was speaking to Steve yesterday, and he was saying that there is an event on at a jazz café this weekend, and he was wondering if I'd like to go with him.

Anne: Oh, yeah? Are you going to go?

Ryan: Well, actually I was kind of unclear about it and gave him some excuse about having made other plans.

Anne: Oh, really? Why is that? Are you not so interested in jazz?

Ryan: To tell the truth, not really. I mean, I'm not saying I hate it or anything. Like, I don't really want to spend an evening in some club listening to that kind of music. It was kind of expensive as well. He was saying that the tickets were around thirty pounds or something.

Anne: Oh, that is expensive. Especially if you are not really interested in that sort of music. So, what did you say?

Ryan: Well, I was trying to be vague. I mean, I was saying that I might have to check my schedule, and that I thought that I might have made plans to meet up with some old friends from university, or something like that. You know, trying to drop a

hint that I'm not really that interested.

Anne: I know. It's sometimes kind of hard to be subtle. You just hope that they get the message and drop the topic.

Ryan: I know. I felt kind of bad for him. I can understand that. Going places on your own can be a bit lonely. I mean, it can feel a bit strange.

Anne: I know what you mean. Like at lunchtime or something, it's quite easy to just drop by some fast-food place and have a burger or something, but in the evening, going to an expensive restaurant on your own feels a bit strange. Have you ever done that?

Ryan: Oh, yeah. A few times actually. Like, I was on a business trip, and I had to stay over a few nights. Where was it?

Anne: Oh, I remember.

Ryan: Yeah. I didn't know anyone there, and I thought I don't want to just eat fast-food or get a takeaway and eat it in my hotel. So, I walked around and found a nice restaurant and went in. It was a French place actually. I was the only person on my own. Apart from that it was couples or groups of friends. It felt a bit strange at first and the waiter asked me if I was waiting for someone to join me.

Anne: Yeah, I guess that I might feel a bit uncomfortable going in

somewhere like that on my own.

Ryan: Yeah, but when I was a university student, I went backpacking in Australia one summer. You know, just traveling around on my own. I mean, other backpackers. Like it was all young people, and you could tell that they were backpackers. I had some really good times and met some interesting people. I met this one guy from Israel, and he was doing a round-the-world trip. On his own! He had some interesting stories to tell.

Anne: Yeah, my friend Jenny went backpacking around Europe on her own. You know Jenny, right?

Ryan: Oh, yeah. I met her once. She works at that fashion company, right?

Anne: Yeah, that's her. Well, she travelled around for like six months all on her own. She went all around Europe, like to Spain and Greece and those Mediterranean countries, but also to Eastern Europe as well. She said that before she went, she was quite shy. But just traveling around alone really helped her grow up. She says that she got much more confident and just really had a good time meeting lots of new people.

Ryan: Right. I think those kinds of experiences are really good for building confidence. Especially when you are young.

Anne: I think so too. I think most people are a bit shy and unsure of themselves when they are young. Maybe it takes some

people longer to develop this kind of confidence, but I think we all do it in the end.

Ryan: Yeah, maybe it is a good idea for Steve to go to that concert on his own. You never know, he might meet some really interesting people.

- ① Did you tell him that you couldn't go?
- ② I think he doesn't have anyone else to go with and he doesn't want to go alone.
- ③ It was actually quite easy to meet other people.
- ④ It's just that I'm not what you would call a fan.
- ⑤ Oh, yeah. It was when I had to go to York last year.
- ⑥ Then, as they grow older, they just get used to meeting new people.

IV 次の(1)~(7)の ~ に入れるのに最も適当な語句を、それぞれ①~④の中から1つずつ選び、マークしなさい。

解答番号は ~ 。

(1) I always try to plan ahead there's a problem.
 ① altogether ② in case ③ on condition ④ nevertheless

解答番号は 。

(2) I'm hoping Bob can on how the accident happened.
 ① shake a little light ② share a little light
 ③ shed some light ④ shoot some light

解答番号は 。

(3) Don't keep interrupting me I'm trying to concentrate!
 ① however ② whatever ③ when ④ which

解答番号は 。

(4) It's always much more difficult than expect to break a habit.
 ① we didn't ② we won't ③ we'd ④ we've

解答番号は 。

(5) The accused denied those charges the evidence against her.
 ① as well ② despite ③ in spite ④ instead

解答番号は 。

(6) Have you heard the end result of the meeting was?
 ① already when ② still when
 ③ till what ④ yet what

解答番号は 。

(7) This year a dramatic improvement in Bill's math scores.
 ① has become ② has seen ③ it has been ④ it has had

解答番号は 。

英語〔前期A方式 1 / 29〕

V 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、
その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の
中から1つずつ選び、マークしなさい。解答番号は **30** ～ **39**。

(1) 誰かがリストから漏れていてはいけないので、点検してください。

Check to (① anyone ② don't ③ leave ④ make ⑤ off
⑥ sure ⑦ that ⑧ you) the list.

解答番号は3番目 **30**、6番目 **31**。

(2) 10年間の試行錯誤のすえ、ついに解決策を見つけた。

I finally (① after ② hit ③ of ④ on ⑤ solution
⑥ ten ⑦ the ⑧ years) experimenting.

解答番号は3番目 **32**、6番目 **33**。

(3) ジョンはすごく怒ったので、翌日辞表を提出した。

John was (① furious ② handed ③ he ④ his ⑤ letter
⑥ of ⑦ so ⑧ that) resignation in the next day.

解答番号は3番目 **34**、6番目 **35**。

(4) 警官は彼が車を盗んでいるところを見つけたので、彼の後を追った。

The police officer (① after ② and ③ car ④ him ⑤ saw
⑥ stealing ⑦ the ⑧ went) him.

解答番号は3番目 **36**、6番目 **37**。

(5) 就職の面接が終わるといいな、それで気がかりがなくなるし。

I just want to get the (① can ② I ③ interview ④ job
⑤ over ⑥ stop ⑦ so ⑧ with) worrying about it.

解答番号は3番目 **38**、6番目 **39**。

(英語問題 おわり)

英語〔前期A方式 1 / 30〕 (時間80分)

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。

解答番号は **1** ～ **6**。

著作権の関係上、掲載できません。

著作権の関係上、掲載できません。

著作権の関係上、掲載できません。

著作権の関係上、掲載できません。

II 次の文章を読んで、後の(1)～(8)の各問いに答えなさい。

解答番号は ～ 。

Across the world, people write their languages with a wide variety of scripts. The Roman alphabet is used in a huge number of different countries, but other scripts such as Arabic in the Muslim world, Devanagari in India, Hangul in Korea and Chinese characters in China and Japan are all used on a daily basis and taught in schools. People from one country may arrive in another country and be completely unable to read the script of the local language.

writing systems for the words of a language, there are also systems for writing numbers. The most widely used written number system in the world today is the Indo-Arabic number system (0, 1, 2, 3, etc.). These numerical characters were developed by Indian mathematicians from the first to the fourth centuries and from there spread to the Arabic world by the ninth century. This number system had been fully adopted in Europe by the fifteenth century. The Indo-Arabic numbers largely replaced the Roman Numeral system that had been in use since the time of the Roman empire. Roman numerals are still used in some places, such as on clock faces, on monuments and on copyright screens on movies to show the year. Most speakers of European languages are familiar with the basics of this system, but may struggle to read the larger, more complex numbers such as MCLXXIX, which is written as 1,179 in Indo-Arabic numerals.

The Indo-Arabic numerals also spread into Asia and have come to be used alongside the traditional number systems of China and Japan. These traditional number systems are still used alongside Indo-Arabic numerals, sometimes in a similar way that Roman numerals are used in the West. That is, they ^(B) are used on decorative or monumental

inscriptions and documents, especially those documents that seek to create an "old fashioned" or traditional feel. Compared to the use of Roman numerals in Western countries, Chinese numerals are more widely used in daily life in east Asian countries. In Japan, texts that are written horizontally tend to use the Indo-Arabic numerals, while texts that are written vertically tend to keep the numeral system that was inherited from China. Menus in restaurants will sometimes have the prices written in these Chinese numerals.

Number systems such as Indo-Arabic, Roman and Chinese are all very ancient. There is another aspect of number writing which is much more modern — mathematical notation. The symbols that are in everyday use to indicate plus (+), minus (−), multiply (×), divide (÷) and equals (=) are known in many countries around the world, and feature on computer keyboards the world over.

However, unlike the writing systems that were developed hundreds or even thousands of years ago, these symbols were not used by ancient mathematicians. For example, in ancient Egyptian writing, the way to show plus was a hieroglyphic sign for a pair of legs walking in the direction the text. In early medieval Europe, the letter *P* (often with a small line above it) was used to show the plus function and the letter *M* (again with a small line above it) was used to show minus.

The manuscripts of the French mathematician and philosopher Nicole Oresme in the fourteenth century are probably the earliest uses of the plus and minus signs in Europe. The use of these signs ^(D) gradually spread to other parts of Europe during the fifteenth century. These two important symbols were introduced into Britain by the Welsh mathematician Robert Recorde in a book published in 1557. As well as introducing the plus and minus signs to England, Recorde also invented

another important mathematical sign: the equals sign. At that time mathematicians often wrote out the full expression “is equal to” in their calculations. Recorder thought that this was tedious and too long so he introduced the symbol of two lines of equal length as a convenient way to indicate “is equal to”. The sign was not immediately popular and only became **E** in the eighteenth century. It is now universally recognized by anyone who has studied even basic level mathematics.

Another symbol that is quite recent is the horizontal line with a dot above and a dot below to show the mathematical function of division. This symbol was first used in a mathematics textbook published in Switzerland in 1659.

The final common mathematical symbol, the × that is used to show multiplication was also developed in Europe in the early seventeenth century. The symbol appeared in a book by the Scottish mathematician John Napier in 1618 although it is not certain **F** he actually invented the symbol or whether a contributor to the book suggested this symbol for multiplication.

It seems incredible to realize that some of the most common signs that are in everyday use and are used for the most fundamental mathematical operations are not very old. They were all invented in a relatively short space of time in Western Europe and from there **G** throughout the entire world.

- (1) **A** に入れるのに最も適当な語句を、次の①～④の中から1つ選び、マークしなさい。解答番号は **7**。
- ① As an example of ② Because of
③ In addition to ④ Instead of

- (2) 下線部(B) **they** の指すものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **8**。

- ① Indo-Arabic numerals
② mathematical notations
③ Roman numerals
④ the traditional number systems of China and Japan

- (3) **C** に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は **9**。

- ① beside ② of ③ over ④ under

- (4) 下線部(D) **these signs** の指すものとして最も適当なものを、次の①～④の中から1つ選び、マークしなさい。解答番号は **10**。

- ① multiply and divide ② multiply, divide, and equals
③ plus and minus ④ plus, minus, and equals

- (5) **E** に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は **11**。

- ① established ② flexible ③ lost ④ public

- (6) **F** に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は **12**。

- ① for ② if ③ since ④ so

- (7) **G** に入れるのに最も適当な語を、次の①～④の中から1つ選び、マークしなさい。解答番号は **13**。

- ① covered ② hid ③ spread ④ stopped

- (8) 次の **14** ～ **16** に入れるのに最も適当なものを、それぞれ①～④の中から1つずつ選び、マークしなさい。

1. According to the second paragraph, many speakers of European languages **14** .

- ① do not know what Roman numerals are
② do not understand even simple Roman numerals
③ understand every single Roman numeral
④ understand simple Roman numerals

解答番号は **14** 。

2. According to the article, the most widely used written number system is the **15** number system.

- ① Chinese ② Hieroglyphic ③ Indo-Arabic ④ Roman

解答番号は **15** 。

3. According to the article, **16** .

- ① in early medieval Europe, the plus sign often had a small line above it
② Indo-Arabic numbers tend to be used to give documents a traditional feel
③ the equals sign introduced by Recorder quickly became popular
④ the sign used to indicate division first appeared in a textbook in Switzerland

解答番号は **16** 。

- III 次の会話の中の **17** ～ **22** に入れるのに最も適当なものを、後の①～⑥の中から1つずつ選び、それぞれマークしなさい。なお、同じ記号は一度しか使えません。解答番号は **17** ～ **22** で、空欄番号と同じ番号の解答欄にマークしなさい。

Kelly: Hi there, Deb. Sorry I'm late.

Deb: Oh, hi, Kelly. No problem. I got your text, so I just got a coffee and was looking at some stuff on my phone.

Kelly: Yeah, I left the house in good time, but just as I was halfway to the bus stop, I realized that I had left my phone at home. You know, I had plugged it into the charger to get it to full power before I came out. **17** I had to go back and get it.

Deb: Oh, I've done that before. It's annoying, isn't it? But I know what you mean about making sure it's fully charged before you go out. It's such a bother when the battery runs out.

Kelly: I know. **18** Like, when I first got it, if I charged it to full power, it was okay for the whole day, even if I was using it a lot. You know, like texting back and forth or watching videos. I always had plenty of battery life. But now I have to be careful and make sure that it is fully charged before I leave the house in the morning.

Deb: Sounds like you need to get a new phone.

Kelly: Right. I've been putting it off, but I think that it's time. So, by

総合型選抜
 公募型学校推薦選抜
 英 公募型学校推薦選抜
 語
 数 公募型学校推薦選抜
 学
 生 公募型学校推薦選抜
 物
 化 公募型学校推薦選抜
 学
 国 公募型学校推薦選抜
 語
 一 般 選 抜
 一 般 選 抜 英 語
 一 般 選 抜 日 本 史
 一 般 選 抜 世 界 史
 一 般 選 抜 生 物
 一 般 選 抜 化 学
 一 般 選 抜 数 学
 一 般 選 抜 国 語
 音 楽 実 技

the way, is Tanya coming? Have you heard from her?

Deb: Yeah.

Kelly: Oh, now I feel really bad. You were the only one that was on time.

Deb: Seriously, it's no problem. I'm just sitting here with a nice cup of coffee and my earphones—it's not a bad way to pass the time. Oh. Hold on. That sounds like a text from Tanya.

Kelly: What does she say?

Deb: She says she is almost here. Another couple of minutes.

Kelly: Oh, good. I can give her trouble for being late, ha ha.

Deb: You're so funny! Ha ha. Oh, look, here she is now. Hey, Tanya, over here.

Tanya: Hi guys. Sorry I'm late.

Kelly: Actually, I just got here myself. Deb has been here for hours.

Deb: Ha ha. No, I haven't. I was a little bit early, so I decided to get a coffee and just hang out.

Kelly: So, what's your excuse? I was telling Deb that I forgot my phone and had to go back for it.

Tanya: No excuse. I just couldn't get myself organized. You know me. You know that I'm just one of those people that struggles to be on time.

Deb: Oh, yeah. We know you very well. I'd actually be surprised if you were on time.

Tanya: Well, it's only like ten, fifteen minutes today. That's not bad for me, is it?

Deb: That's true. I remember that time we went out with Dave and Terry and those guys. You know, it was Terry's birthday. And you kept texting, 'I'm on my way' and 'nearly there'. We were all waiting at the meeting place for about 45 minutes.

Tanya: Yeah, that was pretty bad. I felt awful for keeping everyone waiting.

Kelly: Anyway, I think I'll go and get a coffee as well. Tanya, what are you having?

Tanya: Oh, are you buying?

Kelly: Yeah. It's on me. Actually, I am going to use my phone to pay. I've got a coupon for this coffee shop. So, if I pay by phone, I get points and I get cashback. So, what do you want?

Tanya: Oh, I'll have a latte. Medium is okay for me.

Kelly: Okay, back in a moment.

Deb: I used my phone as well and got some points. It's amazing how much we rely on our phones these days. I mean, I just use it for paying almost everywhere. Like, I hardly use cash at all these days.

Tanya: I know, me too. My mum is still resisting it. I told her about getting electronic payment on her phone and how convenient it is and how you can get cashback and discounts and stuff. But she still likes to use cash.

Deb: Yeah, I guess it is the older generation. Oh, here comes Kelly. That was quick.

Kelly: Yeah. There was nobody in line ahead of me, and they just took the order and said they would bring it over. Paying by phone is so easy and quick.

- ① Actually, my phone is getting a bit old, so the power seems to run out quite quickly.
- ② And then I forgot to disconnect it and put it in my bag.
- ③ I've only been here for like, twenty, twenty-five minutes.
- ④ She says she doesn't trust electronic payment systems.
- ⑤ She texted me just after you did and said that she was running late as well.
- ⑥ Whenever we make plans to meet, I always count on you being a bit late.

IV 次の(1)～(7)の ～ に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は ～ 。

- (1) Some parents blame teachers started within the family.
- ① for problems of what
 - ② for problems which
 - ③ for which of the problems
 - ④ for which problems

解答番号は 。

- (2) She'll hit the roof when she finds out .

- ① how you've been to up
- ② how you've been up to
- ③ what you've been to up
- ④ what you've been up to

解答番号は 。

- (3) To be honest, I crime is linked to poverty.

- ① am intent to agree that
- ② am tending that
- ③ intend that
- ④ tend to agree that

解答番号は 。

- (4) The politician strongly denied the claims .

- ① against corruption made her
- ② against her made corruption
- ③ of corruption against her made
- ④ of corruption made against her

解答番号は 。

- (5) There's in the living room!
 ① a surprise waiting for you ② a waiting for surprise you
 ③ waiting a surprise for you ④ waiting for you a surprise
 解答番号は 。

- (6) The teacher gave .
 ① a test of paper each the students
 ② a test paper the students of each
 ③ each of the students a test paper
 ④ each the students a test of paper
 解答番号は 。

- (7) Nancy her arm if she hadn't slipped on the stairs.
 ① hadn't broken ② wouldn't break
 ③ wouldn't have broken ④ wouldn't have had broken
 解答番号は 。

V 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、
 その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の
 中から1つずつ選び、マークしなさい。解答番号は ～ 。

- (1) 彼らはどんな種類の野外活動でも楽しくやります。
 They really (① activity ② any ③ for ④ go ⑤ in
 ⑥ kind ⑦ of ⑧ outdoor).
 解答番号は3番目 、6番目 。

- (2) 彼女の上から目線の話し方には腹が立つ。
 I am (① about ② down ③ furious ④ she ⑤ talks
 ⑥ the ⑦ to ⑧ way) me!
 解答番号は3番目 、6番目 。

- (3) 彼女が最前列のチケットを取ってくれた時には驚いたよ、彼女は取って
 言ってたけど。
 I was surprised when she (① came ② front ③ just ④ like
 ⑤ row ⑥ through ⑦ tickets ⑧ with) she said she
 would.
 解答番号は3番目 、6番目 。

- (4) このクラスの中のごく一部の学生のみがそのニュースを知っていた。
 Only (① a ② class ③ few ④ in ⑤ of ⑥ students
 ⑦ the ⑧ this) were aware of the news.
 解答番号は3番目 、6番目 。

- (5) 私に隠し事しないで、何が起きているか説明しなさい。
 Just (① and ② be ③ explain ④ going ⑤ me
 ⑥ straightforward ⑦ what's ⑧ with) on.
 解答番号は3番目 、6番目 。

(英語問題 おわり)

英語〔前期B方式 1/31〕（時間：他の試験科目1科目とあわせて2科目で120分）

B 英 語

I 次の文章を読んで、後の(1)～(5)の各問いに答えなさい。

解答番号は ～ 。

著作権の関係上、掲載できません。

— 1 —

B (選)

著作権の関係上、掲載できません。

— 2 —

B (選)

著作権の関係上、掲載できません。

— 3 —

B (選)

著作権の関係上、掲載できません。

— 4 —

B (選)

総合型選抜

公募型学校推薦選抜

英 語
公募型学校推薦選抜

数 学
公募型学校推薦選抜

生 物
公募型学校推薦選抜

化 学
公募型学校推薦選抜

国 語
公募型学校推薦選抜

一般選抜

一般選抜英語

一般選抜日本史

一般選抜世界史

一般選抜生物

一般選抜化学

一般選抜数学

一般選抜国語

音楽実技

著作権の関係上、掲載できません。

II 次の会話 Part 1 と Part 2 の ～ に入れるのに最も適当なものを、それぞれの Part の後の①～⑥の中から1つずつ選び、マークしなさい。なお、各 Part につき、同じ記号は一度しか使えません。解答番号は ～ で、空欄番号と同じ番号の解答欄にマークしなさい。

Part 1

Gary: Did I tell you about what happened to me last week in the rain?

Don: No, I don't think so. What happened?

Gary: So, you know how there was really heavy rain last week? Like just pouring down all day on Wednesday, Thursday and Friday.

Don: Oh, yeah. It was terrible. I really hate this time of year. So many rainy days. And it's quite cold as well.

Gary: Right. So anyway, I had to go downtown. You know, the one that sells all of that Chinese and Thai food and stuff. They've got a really good selection of spices and all that kind of thing.

Don: Oh, yeah. I know the place. It's called World Supermarket or World Kitchen or something like that.

Gary: Yeah. Just north of the station. It's called World Kitchen. So, I went out at about ten o'clock. I thought I'd go downtown, and do my food shopping. Well, anyway, I left the house, and it was kind of grey and cloudy, but it wasn't actually raining

when I set off.

Don: I see. But it's always best to take an umbrella when it looks like that.

Gary: Yeah. I knew it was going to rain a bit later, but it wasn't actually raining when I left the house. It was just kind of grey and overcast. Now the thing is, I usually don't carry one of those big umbrellas. I mean, I always have a folding umbrella in my bag. Like, I just carry it with me at all times.

Don: Yeah. It's always better to be prepared, isn't it?

- ① Had you checked the weather forecast?
- ② I mean, it's difficult to do laundry or do any exercise outside or anything.
- ③ I wanted to pick up some stuff from that international supermarket.
- ④ It's just down the street from the station, right?
- ⑤ It's nice and compact, and convenient.
- ⑥ Then, after that, maybe drop by the bookshop.

Part 2 (Conversation continues.)

Gary: So, I set off and started walking to the bus stop. I decided to cross the park, but just as I was about halfway there—it's about a ten-minute walk—when the rain suddenly started. I mean, it was absolutely pouring down.

Don: Right. It sometimes starts really suddenly, doesn't it?

Gary: So, I looked in my bag and then I remembered. And when I arrived back home, I had put it out on the balcony to dry. And I had forgotten to put it back in my bag.

Don: Oh no! You must have gotten soaked.

Gary: No, just a light sweater. Now, I don't mind getting a little bit wet, but the thing I was worried about was my phone.

Don: Oh, yeah. That's right. You really need to keep your phone from getting wet.

Gary: That's what I thought. It was in my bag, but my bag is not waterproof, and it was already starting to get wet through. You know, it's just one of those lightweight rucksacks for daily use. So, I took my phone out and kind of held it in my hands against my chest and tried to bend over to protect it from the rain. But it was kind of windy as well and the rain was coming from the side.

Don: Sounds like a real nightmare.

Gary: Yes, it was just then that I remembered that I had a plastic bag in my rucksack. You know, like the kind of thing you get from a convenience store. So, I got it out and put my phone in it and wrapped it up pretty tightly and held it in my hand.

Don: Oh, that was lucky. You know, just having a plastic bag ready to use like that.

Gary: Yeah, when I got to the bus stop, I checked the phone.

You know, like on the screen and cover, but none had gone inside, and it was still working okay.

Don: That was lucky. I bet you were relieved.

Gary: I certainly was. I mean, it's still quite a new phone. I really didn't want to have to buy a new one. Once they get wet, they are usually completely broken.

Don: I know. Technology usually doesn't do well with water. This friend of mine, Hayley, was telling me that one time she dropped a whole glass of juice on the keyboard of her laptop. The whole glass. It completely broke the computer, and there was nothing she could do about it.

Gary: Oh, that sounds terrible. I feel really sorry for her. I'm glad I didn't have to buy a new phone.

- ① I had been out the night before and I had taken my umbrella because of the rain.
- ② She just had to go and buy a new one.
- ③ So, did you manage to keep it dry?
- ④ That's a really important thing.
- ⑤ There was a little bit of water on it.
- ⑥ Were you wearing a coat or jacket or anything?

III 次の(1)～(3)の ～ に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は ～ 。

(1) Sue to class on time this morning if the train hadn't been late.

- ① has made it
- ② hasn't been
- ③ would have made it
- ④ wouldn't have been

解答番号は 。

(2) Mary ill the other day. She's in hospital.

- ① has been taken
- ② had taken
- ③ is taken
- ④ was taken

解答番号は 。

(3) I wish she here next week.

- ① is
- ② is going to be
- ③ had been
- ④ were going to be

解答番号は 。

(4) This is going to be a great holiday — we are for a good time!

- ① bellying
- ② footing
- ③ heading
- ④ mouthing

解答番号は 。

(5) While I in the U.S. next year, I'm going to save money by staying in youth hostels.

- ① am traveling
- ② traveled
- ③ were to travel
- ④ will travel

解答番号は 。

(6) I will go to bed after I my homework.

- ① had finished
- ② have finished
- ③ will finish
- ④ would finish

解答番号は 。

(7) She's so difficult to get these days. What is she up to?

- ① in touch with
- ② on target to
- ③ ready with
- ④ within reach

解答番号は 。

(8) Unfortunately, in this area.

- ① hardly any rice grows
- ② hardly many rices grow
- ③ only a few rice grows
- ④ only for a few rices grow

解答番号は 。

(9) I like to stream movies online. I watch every week.

- ① a few
- ② a little
- ③ little
- ④ much

解答番号は 。

(10) I'd on a beach in Hawaii than sitting in class right now.

- ① be rather lying
- ② be rather lie
- ③ rather be lying
- ④ rather to be lying

解答番号は 。

11) You're never going to skate in the Olympics. It's time you 29 up to the facts.
 ① faced ② have faced ③ will face ④ would face
 解答番号は 29。

12) I don't want 30 such a famous person.
 ① chance up to pass
 ② the chance to meeting
 ③ to chance the pass of meeting
 ④ to pass up the chance of meeting
 解答番号は 30。

13) I'm not finished yet. I need 31 five minutes.
 ① another ② other ③ much ④ such
 解答番号は 31。

IV 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。解答番号は 32 ～ 41。

(1) その法改正は金融犯罪を減ずるの目的だ。
 The (① aimed ② are ③ at ④ crime ⑤ financial ⑥ legal ⑦ reducing ⑧ reforms).
 解答番号は3番目 32、6番目 33。

(2) 彼らがその件について話し合ったあと、これらの誤解はなくなった。
 Those misunderstandings (① about ② after ③ cleared ④ talked ⑤ the ⑥ they ⑦ up ⑧ were) matter.
 解答番号は3番目 34、6番目 35。

(3) もっと金を儲けるすこい方法を考えついた。
 I've (① a ② great ③ make ④ more ⑤ thought ⑥ to ⑦ up ⑧ way) money.
 解答番号は3番目 36、6番目 37。

(4) メアリーは花粉症に見舞われ、くしゃみをしばしばしなった。
 Mary (① an ② and ③ attack ④ fever ⑤ had ⑥ hay ⑦ of ⑧ was) sneezing non-stop.
 解答番号は3番目 38、6番目 39。

(5) 来年、新しい自転車を買うために、私は毎月少しずつお金を貯めています。
 I'm saving a (① a ② buy ③ each ④ little ⑤ money ⑥ month ⑦ new ⑧ to) bicycle next year.
 解答番号は3番目 40、6番目 41。
 (英語問題 おわり)

英語〔後期 3/8〕(時間：国語・英語の2科目通しで120分)

D 英語

I 次の文章を読んで、後の(1)～(6)の各問いに答えなさい。
 解答番号は 1 ～ 6。

One final, vital fact about the geographic setting of the Japanese is their relative isolation. Japan lies off the eastern end of the Old World in much the same way the British Isles lie off its western end, though at considerably greater distance. The more than 100 miles that separate the main Japanese islands from Korea is roughly five times the width of the Straits of Dover. In the time of primitive navigation it constituted a considerable barrier, and the roughly 450 miles of open sea between Japan and China were even more formidable.

Throughout most of its history Japan has been perhaps the most isolated of all the major countries of the world. Until the dawn of oceanic commerce in the sixteenth century it was fitfully in contact with its two closest neighbors, Korea and China, and influences from further afield came to Japan only as filtered through these two lands. In more modern times, Japan's rulers took advantage of their natural geographic isolation to fix on the country a firm policy of seclusion from the outside world. For more than two centuries, from 1638 to 1853, the Japanese were almost completely sequestered from foreign contacts. It was a A experience at a time of quickening international and interregional relations elsewhere in the world.

Thus natural geographic isolation, magnified later by human design, forced the Japanese to live more separately from the rest of the world than any other comparably large and advanced group of people. Or perhaps one should say that this combination of natural and artificial

isolation enabled them more than most other peoples to develop on their own and in their own way. Certainly the Japanese throughout history have been culturally a very distinctive people, diverging sharply even from the patterns of nearby China and Korea, from which much of their higher civilization originally came. Even today, Japan occupies a unique place in the world as the one major industrialized and fully modernized nation that has a non-Western cultural background.

Isolation has had a number of important by-products. It has made other people, even the nearby Koreans and Chinese, look on the Japanese as being somehow different and has produced in the Japanese a strong sense of self-identity and also an almost painful self-consciousness in the presence of others. Such things are hard to measure, but the Japanese do seem to view the rest of the world, including even their close cultural and racial relatives in Korea and China, with an especially strong “we” and “they” dichotomy. Throughout history they have displayed almost a mania for distinguishing between “foreign” borrowings and elements regarded as “native” Japanese.

Isolation thus has ironically caused the Japanese to be acutely aware of anything that comes from outside and to draw special attention to its foreign provenance. ^[註2] The civilization of any country is much more the product of external influences than of native invention. If one subtracted everything from English culture that had foreign roots or antecedents, there would be little left. But borrowing from abroad has usually been a slow and unconscious process or at least has gone unrecorded. The Japanese, D, have always been sharply conscious of the distinction between “foreign” and “native” and made the fact of cultural borrowing a major theme of their history. Thus they have given themselves and others the impression that they are somehow uniquely cultural borrowers. A myth has grown up that, unlike other

peoples, the Japanese are , incapable of invention themselves and unable to understand the inner essence of what they have borrowed. In actuality, their isolation has probably forced them to invent a greater part of their culture and develop a more distinctive set of characteristics than almost any comparable unit of people in the world. What distinguishes them is not their imitativeness but rather their distinctiveness and their skill at learning and adapting while not losing their own cultural identity. Others have tried to do the same but with less success.

[注1] sequester 切り離す, 隔離する

[注2] provenance 出所, 由来

- (1) 第1段落の内容と合致していないものを, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① Both Japan and Britain share the commonality of being island nations.
 - ② The British Isles and Japan are located at the western and eastern ends of the Old World, respectively.
 - ③ The sea separating Japan and China was a major obstacle to shipping between the two countries.
 - ④ The Straits of Dover is much wider than the sea separating Japan's mainland and Korea.
- (2) に入れるのに最も適当な語を, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① ubiquitous ② unanimous ③ unique ④ universal

- (3) 下線部(B) human design の具体的説明として最も適当なものを, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① Because of its geographical situation, Japan was forced to isolate itself economically from the rest of the world.
 - ② Before the modern era, Japan's rulers maintained a policy of seclusion from the rest of the world for more than 200 years.
 - ③ Japanese rulers attempted to carry out territorial expansion through wars of aggression against other countries.
 - ④ Throughout Japan's history, Japanese rulers for generations have adopted an open-door policy toward other countries.
- (4) 下線部(C) by-products の具体的説明として適当ではないものを, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① Korean and Chinese people tend to think of the Japanese as somehow different.
 - ② The Japanese are eager to actively absorb foreign cultures.
 - ③ The Japanese have a keen awareness of the distinction between themselves and others.
 - ④ The Japanese have a sharp sense of self-identity and self-consciousness.
- (5) に入れるのに最も適当な語句を, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① in consideration ② in due course
 - ③ on second thought ④ on the other hand

- (6) に入れるのに最も適当な語句を, 次の①～④の中から1つ選び, マークしなさい。解答番号は 。
- ① ardent patriots ② energetic people
 - ③ lovers of solitude ④ mere mimics

- II 次の会話 Part 1 と Part 2 の ～ に入れるのに最も適当なものを, それぞれの Part の後の①～⑥の中から1つずつ選び, マークしなさい。なお, 各 Part につき, 同じ記号は一度しか使えません。解答番号は ～ で, 空欄番号と同じ番号の解答欄にマークしなさい。

Part 1

Dale: Okay, listen Mike, I'm going to have to leave shortly. I want to drop by the supermarket on my way home.

Mike: Oh yeah? What are you going to cook? Something nice?

Dale: Well, I haven't decided yet. Sandra gets home from work at seven thirty so I want to have something ready for her when she gets in. I don't know, maybe some pasta or something like that.

Mike:

Dale: Not really. I mean, we just decide day by day. Like, Sandra usually works late on Mondays and Wednesdays. If I'm sure that I'm going to be home before her, I usually plan to cook something. Apart from that, we just see how it goes.

Mike: Yeah, it's sometimes pretty hard to make plans when you are both working. I mean, Kate and I often eat separately. Like, if I get home first and I'm not sure what time she will be back, I'll just make myself something quickly.

Dale: And on Fridays we often just meet up straight after work and go

and eat out. I mean, on Fridays we are usually tired and just want to enjoy ourselves at the beginning of the weekend.

Mike: Yeah, I know what you mean. Usually once or twice a week.

Dale: Where do you usually go? Like, do you have some regular places that you always end up going to?

Mike: Oh yeah. We have our regular places. I guess we are kind of regulars there. It's a family-run restaurant, the food is great and not too expensive. Then there are some other places that we go to a lot.

Dale: I know what you mean. We often go to this sushi place near where we live. We have been there so many times, and the staff knows us. The food is pretty standard, you know, just a kind of regular, chain place. Like, there are families with kids, couples, groups of people who look like coworkers or something. It's always nice to eat in a lively place.

Mike: That's right. It's fun to look around the place. You know, like doing some people watching. Just seeing other people having a good time.

- ① Do you always take turns cooking?
- ② It's my turn to cook tonight.
- ③ One of the things I like about it is that there is always a good atmosphere.
- ④ Or, if she gets home first, she'll cook for herself.
- ⑤ There's this Italian place that we go to quite a lot.
- ⑥ We eat out fairly often these days.

Part 2 (Conversation continues.)

Dale: I know. It's kind of bad if you are sitting in a restaurant and the place is nearly empty and it's just kind of silent. I remember one time we were on holiday, and we were in this shopping center. You know, like, it mixes Thai, Korean, Indonesian foods, that sort of stuff.

Mike: Oh, that sounds good. I really like those unusual restaurants. You know, they have a kind of different menu.

Dale: Yeah, that's what we thought. We didn't think anything of it because it was mid-afternoon on like a Tuesday or Wednesday or something.

Mike: So, was it okay?

Dale: No, not at all. It was actually really bad. I mean terrible.

Mike: What? Was the food not good?

Dale: But we waited ages for our order. I mean, I could understand it if they were busy, but we were the only people there. Well, us and another couple.

Mike: I wonder why the service was so slow. Maybe a new waiter or something.

Dale: I don't know. But when the food finally did arrive it wasn't exactly what we had ordered. And there was no spoon or fork on the table so we had to ask for them. It was kind of funny actually. I mean, they just couldn't do anything right.

Mike: Oh no, that's too bad. Did you complain?

Dale: No. The waiter was kind of embarrassed and apologetic so I couldn't really be angry with him. He was just a young guy, like a university student or something.

Mike: Yeah. I had a part-time job in a restaurant when I was a student. It was like a Tex-Mex place. You know, like Texas and Mexican food. Steaks, tacos, burritos, all that kind of food. It got really busy on Fridays and Saturdays. Wow, it was hard work.

Dale: I know what you mean. Like just hamburgers and fries and stuff. But the really hard job was the bar I worked in when I was at university. Now that was busy!

- ① And then they forgot to bring us our drinks.
- ② Anyway, when we went in, it was pretty quiet.
- ③ I worked in a fast-food place when I was a teenager.
- ④ We just ate our food and left.
- ⑤ We went into an Asian fusion restaurant.
- ⑥ Well, the food tasted okay when it finally arrived.

英語〔後期 3/8〕

Ⅲ 次の(1)～(13)の [19] ～ [31] に入れるのに最も適当な語句を、それぞれ①～④の中から1つずつ選び、マークしなさい。

解答番号は [19] ～ [31] 。

(1) You'd [19] be late.

- ① better not ② better not to
③ not better ④ not better to

解答番号は [19] 。

(2) I [20] longer and talk if I had more time.

- ① have stayed ② were to stay
③ would have stayed ④ would stay

解答番号は [20] 。

(3) Relax, it's all going to [21] out OK.

- ① carry ② do ③ put ④ work

解答番号は [21] 。

(4) As soon as the taxi [22] , we'll be able to leave for the airport.

- ① arrived ② arrives
③ will arrive ④ would arrive

解答番号は [22] 。

(5) There's no way to fix this bicycle. It has completely [23] .

- ① failed apart ② failed on ③ fallen apart ④ fallen on

解答番号は [23] 。

(6) His daughter is going through a difficult stage, but [24] out of it soon.

- ① she grows ② she'd grew ③ she'll grow ④ she's grew

解答番号は [24] 。

(7) A great deal of research [25] on the subject.

- ① has been done ② has done
③ have been done ④ have done

解答番号は [25] 。

(8) I've got an extra ticket for the live event. Do you [26] coming?

- ① candy ② dandy ③ fancy ④ handy

解答番号は [26] 。

(9) How am I [27] to do that when I won't even be there?

- ① cared ② hoped ③ maintained ④ supposed

解答番号は [27] 。

(10) The price is higher than I was [28] to pay.

- ① doing ② looking ③ making ④ seeing

解答番号は [28] 。

(11) I'm sorry to hear that the party was canceled. Look [29] side. You can save money.

- ① at the fright ② in the right
③ on the bright ④ to the light

解答番号は [29] 。

— 11 —

D

— 12 —

D

(12) I'm not brilliant with PowerPoint. It's all a bit [30] me.

- ① beyond ② distant ③ further ④ outside

解答番号は [30] 。

(13) Excuse me if I'm out of [31] , but I think there's been a bit of a misunderstanding.

- ① date ② line ③ scope ④ sight

解答番号は [31] 。

Ⅳ 次の(1)～(5)の日本語の内容を表すように()内の語を並べ替えた場合、その中で3番目と6番目にくる語として最も適当なものを、それぞれ①～⑧の中から1つずつ選び、マークしなさい。解答番号は [32] ～ [41] 。

(1) 金を投ずれば、その問題を解決できると彼らは思っている。

- They think they can (① at ② by ③ it ④ money
⑤ problem ⑥ solve ⑦ the ⑧ throwing).

解答番号は3番目 [32] , 6番目 [33] 。

(2) もしよかったら、明日、早く出発してもいいですよ。

- You (① an ② can ③ early ④ if ⑤ make ⑥ start
⑦ tomorrow ⑧ you) like.

解答番号は3番目 [34] , 6番目 [35] 。

(3) 金が十分あったら、車を買っただろう。

- I (① a ② bought ③ car ④ had ⑤ have ⑥ I
⑦ if ⑧ would) had enough money.

解答番号は3番目 [36] , 6番目 [37] 。

(4) 食品添加物は私たちの長期的な健康の面でよくないと思います。

- I (① additives ② are ③ don't ④ food ⑤ for ⑥ good
⑦ our ⑧ think) long-term health.

解答番号は3番目 [38] , 6番目 [39] 。

(5) 政府が偽の高級ブランド品の取り締まりを始めたって知ってた?

- Did you know that (① crack ② down ③ government ④ has
⑤ on ⑥ started ⑦ the ⑧ to) fake luxury-brand goods?

解答番号は3番目 [40] , 6番目 [41] 。

(英語問題 おわり)

— 13 —

D

— 14 —

D