

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より選び、その番号をマークしなさい。

1 「トミー！あなた、わざとやったでしょ。」  
「ううん、偶然そうなっちゃったんだよ。」  
“Tommy! You did that ( あ ), didn't you?”  
“No, it was ( い ).”

- |                  |               |                  |           |                  |            |
|------------------|---------------|------------------|-----------|------------------|------------|
| ① あ by chance    | い an accident | ② あ by chance    | い my turn | ③ あ by chance    | い the case |
| ④ あ on purpose   | い an accident | ⑤ あ on purpose   | い my turn | ⑥ あ on purpose   | い the case |
| ⑦ あ to intention | い an accident | ⑧ あ to intention | い my turn | ⑨ あ to intention | い the case |

2 「あの子がサッカーにこんなのにのめり込むなんて、思いもしなかったわ。」  
「あの子ったらサッカー一筋なんだから。」  
“I never expected her to be so ( あ ) soccer like this.”  
“( い ) she does is just play soccer.”

- |             |       |             |         |             |        |
|-------------|-------|-------------|---------|-------------|--------|
| ① あ into    | い All | ② あ into    | い Every | ③ あ into    | い Once |
| ④ あ through | い All | ⑤ あ through | い Every | ⑥ あ through | い Once |
| ⑦ あ upon    | い All | ⑧ あ upon    | い Every | ⑨ あ upon    | い Once |

3 「誰かに写真を撮ってもらおう…すみません。写真撮っていただけますか。」  
「キャシー、もっと近くに来なさい。写真に入りきれないわよ！」  
“Let's ask someone to take our picture. Excuse me. Can you take a picture of ( あ )?”  
“Kathy, come closer. You won't ( い ) into the picture!”

- |          |         |          |       |          |        |
|----------|---------|----------|-------|----------|--------|
| ① あ our  | い enter | ② あ our  | い fit | ③ あ our  | い look |
| ④ あ ours | い enter | ⑤ あ ours | い fit | ⑥ あ ours | い look |
| ⑦ あ us   | い enter | ⑧ あ us   | い fit | ⑨ あ us   | い look |

4 「新しい駅ビルは間違いなく人気がありますよ。」  
「私もあなたに大賛成です。」  
“No ( あ ), the new station building will be very popular.”  
“I ( い ) agree with you more.”

- |            |         |            |            |            |               |
|------------|---------|------------|------------|------------|---------------|
| ① あ chance | い could | ② あ chance | い couldn't | ③ あ chance | い was able to |
| ④ あ doubt  | い could | ⑤ あ doubt  | い couldn't | ⑥ あ doubt  | い was able to |
| ⑦ あ way    | い could | ⑧ あ way    | い couldn't | ⑨ あ way    | い was able to |

5 「勉強したわりに成績は今ひとつだったよ。」  
「でも上がったんならいいんじゃないか。」  
“For the amount of studying I did, my grades leave ( あ ) to be desired.”  
“But isn't it enough that they ( い ) up?”

- |               |           |               |       |               |        |
|---------------|-----------|---------------|-------|---------------|--------|
| ① あ anything  | い brought | ② あ anything  | い put | ③ あ anything  | い went |
| ④ あ nothing   | い brought | ⑤ あ nothing   | い put | ⑥ あ nothing   | い went |
| ⑦ あ something | い brought | ⑧ あ something | い put | ⑨ あ something | い went |

6 「あの人、図々しかったな。」  
 「ああ、みんなが並んでいたのに、平然と割り込んできたもんな。」  
 “That woman sure had her ( あ ).”  
 “Yeah. Even ( い ) everyone was standing in line, she cut right in without batting an eye.”

- |            |      |            |          |            |       |
|------------|------|------------|----------|------------|-------|
| ① あ bone   | い if | ② あ bone   | い though | ③ あ bone   | い yet |
| ④ あ nerve  | い if | ⑤ あ nerve  | い though | ⑥ あ nerve  | い yet |
| ⑦ あ muscle | い if | ⑧ あ muscle | い though | ⑨ あ muscle | い yet |

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  内よりそれぞれ選び、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 the crops, or the amount of crops, cut and gathered:   st

8 the scientific idea that plants and animals develop and change gradually over a long period of time:     n

9 continue to live after an accident, war, or illness:   ve

- ① al    ② ar    ③ el    ④ er    ⑤ il    ⑥ ir    ⑦ ol    ⑧ or    ⑨ ul    ⑩ ur



(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  内よりそれぞれ選び、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 plan of what someone is going to do and when they are going to do it:    le

11 come or go down from a higher to a lower level:    d

12 not awake especially because of an injury, drug, etc.:     us

- ① cc    ② ch    ③ ck    ④ cs    ⑤ ke    ⑥ sc    ⑦ se    ⑧ sh    ⑨ ss    ⑩ ti

III 英文が和文の意味を表わすように [ ] 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①～⑩より選び、その番号をマークしなさい。ただし、選択肢には余分な1語が含まれている。

13 おまえが素晴らしい成績で大学課程を修了することを、私たちがどれほど誇りに思っているかを知っておいておくれ。

We want ( )(あ)( )( )(い)( )(う)( ) you for successfully completing your university studies.

are have how know of proud to we you

- |          |         |         |          |         |       |
|----------|---------|---------|----------|---------|-------|
| ① あ have | い how   | う we    | ② あ have | い proud | う are |
| ③ あ have | い we    | う proud | ④ あ know | い are   | う of  |
| ⑤ あ know | い of    | う we    | ⑥ あ know | い proud | う are |
| ⑦ あ to   | い are   | う proud | ⑧ あ to   | い how   | う we  |
| ⑨ あ to   | い proud | う are   | ⑩ あ to   | い proud | う we  |

14 大雨に続いて台風が来た。

The ( )( )(あ)( )(い)( )(う).

a after by followed heavy rain typhoon was

- |              |           |            |              |       |           |
|--------------|-----------|------------|--------------|-------|-----------|
| ① あ a        | い rain    | う followed | ② あ after    | い a   | う rain    |
| ③ あ after    | い typhoon | う followed | ④ あ by       | い a   | う rain    |
| ⑤ あ by       | い typhoon | う followed | ⑥ あ followed | い a   | う rain    |
| ⑦ あ followed | い by      | う rain     | ⑧ あ followed | い was | う typhoon |
| ⑨ あ was      | い after   | う typhoon  | ⑩ あ was      | い by  | う typhoon |

15 狼がベティを襲おうとしたその時に、ジャックはありったけの力を出して狼の頭をなぐりつけた。

The wolf was going to attack Betty, when Jack struck (あ)( )(い)( )(う)( )( ) might.

all head his it on power the with

- |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| ① あ all | い power | う his   | ② あ all | い power | う it    |
| ③ あ his | い on    | う power | ④ あ his | い with  | う power |
| ⑤ あ it  | い his   | う with  | ⑥ あ it  | い the   | う with  |
| ⑦ あ on  | い head  | う all   | ⑧ あ on  | い head  | う it    |
| ⑨ あ the | い on    | う power | ⑩ あ the | い with  | う power |

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

16 that of

The giraffe is the tallest of all ① living land animals. Males may exceed ② 18 feet in height, and the tallest females are ③ about 15 feet. The giraffe's height comes ④ mostly from its legs and ⑤ neck, for its body is smaller than ⑥ the average horse.

17 without

Muscles allow you to move by pulling and pushing ① your skeleton along. Some ② muscles, such as your heart, are involuntary. That means they work ③ your doing anything about it. Other muscle ④ movements are voluntary, like when you move ⑤ your hand to pick up ⑥ and clench a ball.

18 used

Hydrogen is ① the most common element in the universe. It is everywhere, but it doesn't exist on its own ②. Instead, hydrogen atoms ③ bind with the atoms of other elements to form such compounds ④ as water, methane, and ammonia. Up-to-date technology is being ⑤ to separate hydrogen molecules and ⑥ turn the hydrogen gas ⑦ into a liquid that can be used in fuel cells. These fuel cells can power vehicles and ⑧ electrical generators.

19 into slavery

New US bank bills will feature an African American woman ① for the first time. The Treasury Department has announced ② that anti-slavery activist Harriet Tubman will appear ③ on the front of 20-dollar bills to be issued ④ in or after 2020. Tubman was born ⑤ in the eastern state of Maryland, and engaged in underground activities in the 1850s to lead slaves ⑥ to freedom. She worked ⑦ for the protection of the rights of women and African Americans after slavery was abolished ⑧ following the Civil War.

20 measures

The 1.9 million people who live in Las Vegas, Nevada, ① have to watch their water ② use. The area receives just 4 inches of rain per year. Each ③ resident uses 165 gallons of water a day, on average. City leaders have put in place tough ④ to conserve water. Users pay ⑤ a steep price for it. Homeowners who ⑥ waste water are given large fines. The measures are working. Las Vegas has grown ⑦ by more than 300,000 people since 2002, but it uses less water today than it did ⑧ seven years ago.

V 次の英文を読んで、以下の設問に答えなさい。

In 2013, the *Oxford English Dictionary* announced that its word of the year was 'selfie', which it defined as 'a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website'. Apparently, the word was used 17,000 percent more often between October 2012 and October 2013 than the previous year, due in part [ 21 ] the popularity of the mobile photo-sharing site Instagram. In 2013, 184 million pictures were tagged as selfies on Instagram [ 22 ]. The selfie is a striking example of [ 23 ] once elite pursuits have become a global visual culture. At one time, self-portraits were the preserve of a highly skilled few. Now anyone with a camera phone can make one.

The selfie resonates not because it is new, but because it expresses, develops, expands and intensifies the long history of the self-portrait. The self-portrait showed to others the status of the person [ 24 ]. In this sense, what we have come to call our own 'image' – the interface of the way we think we look and the way others see us – is the first and fundamental object of global visual culture. The selfie depicts the drama of our own daily performance of ourselves in tension with our inner emotions that may or may [ 25 ] be expressed as we wish. At each stage of the self-portrait's expansion, more and more people have been able to depict themselves. Today's young, urban, networked majority has reworked the history of the self-portrait to make the selfie into the first visual signature of the new era.

For most of the modern era, the possibility of seeing an image of oneself was limited to the wealthy and the [ 26 ]. The invention of photography in 1839 soon led to the development of cheap photographic formats that placed the portrait and the self-portrait in the [ 27 ] of most working people in industrialized nations. In 2013, these two histories converged. At the funeral of Nelson Mandela on December 10 that year, Danish prime minister Helle Thorning-Schmidt took a selfie that included President Barack Obama and Prime Minister David Cameron. While some commentators questioned the propriety of the moment, it marked a departure [ 28 ] the lifeless posed official photograph and a new investment in a popular format. The photograph of the selfie being taken was reprinted worldwide, although the selfie itself was not [ 29 ] to the media.

- (注) resonate: have a special meaning or be particularly important  
converge: move towards each other and meet at a point to become one thing  
propriety: conformity to conventionally accepted standards of behavior or morals

(出典 Nicholas Mirzoeff. *How to See the World*. London: Penguin Random House UK; 2015 一部改変)

[ 21 ] [ 22 ] [ 23 ] [ 24 ] [ 25 ] [ 26 ] [ 27 ] [ 28 ] [ 29 ] に入る最も適当なものを①～⑨より選び、その番号をマークしなさい。ただし、それぞれの選択肢は1回しか使えない。

- ① alone                      ② depicted                      ③ from                      ④ how                      ⑤ not  
⑥ powerful                      ⑦ reach                      ⑧ released                      ⑨ to

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 [ 30 ] にマークしなさい。

- a. The word 'selfie' was used 170 times more often in October 2013 than in October 2012.  
b. Our own so-called 'image' is a combination of other people's images that we look at and images of us that they see.  
c. Some commentators thought the Danish prime minister's taking a selfie at Nelson Mandela's funeral was inappropriate for the occasion.

- 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。

The populations of all advanced countries, as well as many developing nations, are aging rapidly. The United States is projected to have over 70 million senior citizens, making up about 19 percent of the population, by 2030. That's up from just 12.4 percent in 2000. In Japan, longevity combined with a low birth rate make the problem even more extreme; by 2025 fully a third of the population will be over sixty-five. The Japanese also have an [31] aversion to the increased immigration that might help mitigate the problem. As a result, Japan already has at least 700,000 fewer elder-care workers than it needs—and the [32] is expected to become far more severe in the coming decades.

This surging global demographic imbalance is creating one of the greatest opportunities in the field of robotics: the development of affordable machines that can assist in caring for the elderly. The 2012 movie *Robot & Frank*, a comedy that tells the story of an elderly man and his robotic caretaker, offers a very hopeful take on the kind of [33] we're likely to see. The movie opens by announcing to the viewer that it is set in the "near future." The robot then proceeds to exhibit extraordinary dexterity, carry out intelligent conversations, and generally act just like a person. At one point, a glass is knocked off a table, and the robot snatches it out of [34]. That, I'm afraid, is not a "near future" scenario.

Indeed, the main problem with elder-care robots as they exist today is that they really don't do a whole lot. Much of the initial progress has been with therapeutic pets like Paro, a robotic baby seal that provides [35] (at a cost of up to \$5,000). Other robots are able to lift and move elderly people, saving a great deal of wear and tear on human caretakers. However, such machines are expensive and heavy—they may weigh ten times as much as the person they are lifting—and will, therefore, probably be deployed primarily in nursing homes or hospitals. Building a low-cost robot with sufficient dexterity to assist with personal hygiene or using the bathroom remains an extraordinary challenge. Experimental machines (あ)( )(い)( )( )(う). For example, researchers at Georgia Tech have built a robot with a soft touch that can give patients a gentle bed bath, but the realization of an affordable, multitasking elder-care robot that can autonomously assist people who are almost completely dependent on others probably remains far in the future.

One of the ramifications of that daunting technical hurdle is that, despite the theoretically huge market opportunity, there are relatively few start-up companies focused on designing elder-care robots and little venture [36] flowing into the field. The best hope almost certainly comes from Japan, which is on the brink of a national crisis and which, unlike the United States, has little [31] aversion to direct collaboration between industry and government. In 2013, the Japanese government initiated a program in which it will pay two-thirds of the costs associated with developing inexpensive, single-task robotic devices that can assist the elderly or their caretakers.

(注) mitigate: 軽減する      demographic: 人口統計の      dexterity: 器用さ

(出典 Martin Ford. *Rise of the Robots: Technology and the Threat of a Jobless Future*. New York, NY: Basic Books; 2015 一部改変)

文中の2ヶ所で使われている [31] aversion の意味に最も近いものを①～④より選び、その番号をマークしなさい。

- ① an embarrassing mistake in a social situation
- ② a state or condition of being dissimilar or unlike
- ③ a strong feeling of not liking somebody or something
- ④ a process of receiving or giving systematic instruction

[32], [33], [34], [35], [36] に入る最も適当なものを①～⑥より選び、その番号をマークしなさい。ただし、それぞれの選択肢は1回しか使えない。

- ① capital                      ② companionship                      ③ midair                      ④ population
- ⑤ progress                      ⑥ shortage

(あ)( ) (い)( ) ( ) (う) に, 意味が通るように [ ] 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①～⑩より選び, その番号を  にマークしなさい。

appeared      capable      have      of      specific      tasks

- |              |            |            |              |         |            |
|--------------|------------|------------|--------------|---------|------------|
| ① あ appeared | い of       | う specific | ② あ appeared | い tasks | う of       |
| ③ あ capable  | い specific | う appeared | ④ あ capable  | い tasks | う specific |
| ⑤ あ have     | い capable  | う appeared | ⑥ あ have     | い tasks | う of       |
| ⑦ あ of       | い capable  | う appeared | ⑧ あ of       | い tasks | う capable  |
| ⑨ あ specific | い have     | う of       | ⑩ あ specific | い tasks | う capable  |

*Windom*

## VII 次の英文を読んで、以下の設問に答えなさい。

Alfred Nobel's will of 1895 made provision for the award of five prizes in his name, to be awarded in the areas of physics, chemistry, physiology or medicine, literature and peace. What about the Nobel Prize in economics? That prize was a latecomer, endowed 'in memory of Alfred Nobel' by the Sveriges Riksbank in 1968, for work in the area of 'economic science'. But merely calling something a science does not make  38 it so, as the examples of 'creation science' and 'Christian Science' remind us. Is economics a true science, or is the generosity of the Sveriges Riksbank best understood as an effort to see that some scientific sparkle rubs off from physics, chemistry and physiology on to a field that does not merit it?

The diversity of scientific practice, combined with the diversity of approaches to economics, make this a difficult question to answer in any straightforward way. Some styles of economics  39 an experimental rigour and a curiosity that allies them closely with work in experimental psychology. Some economists, for example, are interested in understanding how real people make real decisions, and they  40 people in laboratories in order to find out. Daniel Kahneman's 2002 prize in memory of Alfred Nobel was awarded for experimental work of this sort. Kahneman's research (much of it done in collaboration with Amos Tversky) has aimed to demonstrate the ways in which people think, especially the rules of thumb they  41 when making judgements about uncertain events. A few researchers have gone ( )(あ)( )(い)( )(う) ( ) decision-making differs from one culture to another. This sort of work has as good a claim as any to the status of science.

The economist Amartya Sen won the Sveriges Riksbank prize in 1998, and his work, too, can hardly be accused of paying insufficient attention to the details of how things are. One of Sen's most famous pieces of work concerns the causes of famines.  42 famines are caused by a general decline in the availability of food. Sen argues, with painstaking attention to empirical data, that this is not the best explanation: on many occasions, famines can occur with no decline in food availability. Instead, the question to ask is why, in a famine, some people are unable to get their hands on the food that is available. Sen's answer, which points to the ways in which people acquire power to amass resources, suggests a variety of practical ways to reduce the incidence of starvation.  43 we should not count this work, alongside that of Kahneman, as bona-fide science.

In contrast to these empirically rich forms of economic inquiry, much work in neoclassical economics is instead concerned with the largely theoretical analysis of how markets would work if they were populated with individuals endowed with perfect rationality. In other words, this work concerns creatures of fantasy. We might be tempted to classify these areas of economics as science fiction.  44 we might think that this brand of economics does not tell us how the world is; instead, it tells us how the world ought to be, if only people would think straight. Both reactions suggest a gulf between neoclassical economics and the typical practice of science. Both reactions are too hasty.

Economics is not alone in its use of simplification and idealization. Simple physics can show us how far a cannonball would travel, if it were subject only to the force of gravity and the force imparted by the ignition of the gunpowder. Of course, no real cannonball is like this: a real cannonball is subject to other forces, like wind-resistance.  45 our simplified analysis of the ball's trajectory is without value. First, it helps us understand something about the cannonball's basic tendencies, which may sometimes be impeded by other forces that are too complex for us to take into account. Second, if we can measure how far a real cannonball travels, and if we compare this with our analysis of how far the cannonball would travel if it were affected only by gravity and its initial accelerative force, then we have clues about the nature of the other forces that must have prevented the real cannonball travelling the distance predicted by our simplified calculation.  46 unrealistic idealizations help us to understand more complex real-world events.

(注) the Sveriges Riksbank: スウェーデン銀行      amass: accumulate  
gulf: a large difference between viewpoints, concepts, or situations

bona-fide: genuine  
trajectory: 軌道

(出典 Tim Lewens. The Meaning of Science. London: Penguin Random House UK; 2015)

38 it が指し示すものを①～⑤より選び、その番号をマークしなさい。

- ① calling      ② a science      ③ something  
④ calling something a science      ⑤ memory of Alfred Nobel

39, 40, 41 に入る最も適当なものを①～④より選び、その番号をマークしなさい。ただし、それぞれの選択肢は1回しか使えない。

- ① involve      ② place      ③ spend      ④ use

42, 43, 44, 45, 46 に入る最も適当なものを①～⑤より選び、その番号をマークしなさい。ただし、それぞれの選択肢は1回しか使えない。

- ① Alternatively,      ② In this way,      ③ It does not follow that  
④ It is hard to see why      ⑤ It might seem obvious that

( ) (あ) ( ) (い) ( ) (う) ( ) に、意味が通るように [ ] 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①～⑩より選び、その番号を 47 にマークしなさい。

as      economic      far      how      investigate      so      to

- |              |               |               |              |               |            |
|--------------|---------------|---------------|--------------|---------------|------------|
| ① あ as       | い investigate | う economic    | ② あ as       | い to          | う far      |
| ③ あ economic | い how         | う investigate | ④ あ economic | い investigate | う far      |
| ⑤ あ economic | い to          | う how         | ⑥ あ far      | い investigate | う economic |
| ⑦ あ far      | い how         | う investigate | ⑧ あ far      | い to          | う how      |
| ⑨ あ to       | い how         | う as          | ⑩ あ to       | い how         | う so       |

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 48 にマークしなさい。

- a. The work of Daniel Kahneman has no less good a claim than any to the status of science.  
b. The economist Amartya Sen explains that people starve in a famine because the food availability stays the same.  
c. No real cannonball is subject exclusively to gravity and its initial accelerative force when it travels.

- |       |     |     |       |     |     |
|-------|-----|-----|-------|-----|-----|
| 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 |