

# 英 語

(1～13 ページ)

## 注 意

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 解答用紙に受験番号・氏名を記入しなさい。  
受験番号は、下記の「受験番号欄記入例」に従って正確にマークしなさい。
3. 解答用紙にはマーク式解答欄の番号が **1** ～ **50** までありますが、使用しない解答欄も含まれています。
4. 試験時間は **60分** です。
5. 試験開始後、問題用紙に不備(ページのふぞろい・印刷不鮮明など)があったら申し出なさい。
6. 問題の内容についての質問には、いっさい応じられません。
7. 中途退出は認めません。試験終了後、この問題用紙は持ち帰りなさい。

受験番号欄記入例

受 験 番 号 欄				
H	5	7	0	9
A	0	0	●	0
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	●	5	5	5
G	6	6	6	6
●	7	●	7	7
J	8	8	8	8
K	9	9	9	●
L				
M				
N				
P				
R				
S				
T				
U				
V				
W				
X				

アルファベットと数字の位置に注意してマークしなさい  
(アルファベットのー・O・Qはありません)

マーク式解答欄記入上の注意

1. 解答は、HBの黒鉛筆を使用して丁寧にマークしなさい。  
《マーク例》  
良い例 ●  
悪い例 ⊖ ⊙ ⊗ ○ ○
2. 訂正する場合は、プラスチック消しゴムで、きれいにマークを消し取りなさい。
3. 所定の記入欄以外には、何も記入してはいけません。
4. 解答用紙を汚したり、折り曲げたりしてはいけません。

I 次の英文 (1) ~ (6) の空所  1  ~  6 を埋めるのに最も適切なものを、それぞれ下の選択肢①~④から1つずつ選びなさい。

- (1) (  1  ) with five years ago, there are a larger number of people using social media.  
 ① Comparing      ② Compared      ③ By comparing      ④ Having compared
- (2) My friend Jessie has (  2  ) clothes as I have.  
 ① as many twice      ② twice many as      ③ twice as many      ④ as twice many
- (3) After James finished his presentation for his project, he looked very pleased (  3  ).  
 ① at him      ② by him      ③ to himself      ④ with himself
- (4) I wasn't sure that I (  4  ) the man before.  
 ① was meeting      ② met      ③ have met      ④ had met
- (5) (  5  ) members of the team can play in the baseball game next month.  
 ① Most of      ② Almost of      ③ Not all the      ④ Not every
- (6) She is devoting all her energy (  6  ) comic books.  
 ① to draw      ② to drawing      ③ by drawing      ④ of drawing

Ⅱ 次の英文 (1) ～ (6) の空所  ～  を埋めるのに最も適切なものを、それぞれ下の選択肢 ①～④から 1 つずつ選びなさい。

(1) There are a lot of people enjoying a walk in the beautiful park, young and old (  ).

- ① similar                      ② same                      ③ alike                      ④ close

(2) I didn't (  ) Lisa since she was wearing sunglasses and had her cap pulled down.

- ① realize                      ② admit                      ③ acknowledge                      ④ recognize

(3) When I landed at Narita, my suitcase was (  ) to be found.

- ① anywhere                      ② elsewhere                      ③ everywhere                      ④ nowhere

(4) The date of the next meeting is still up in the (  ). I'll let you know once it's been decided.

- ① space                      ② air                      ③ sky                      ④ earth

(5) Eddie's parents tried to (  ) him from going abroad alone.

- ① disappoint                      ② dislike                      ③ dispute                      ④ discourage

(6) At my university, more than half of the students work part-time jobs to make (  ) meet.

- ① ends                      ② accounts                      ③ living                      ④ earning

Ⅲ 次の英文 (1) ～ (6) の空所 13 ～ 18 を埋めるのに最も適切なものを、それぞれ下の選択肢①～④から 1 つずつ選びなさい。

- (1) Although I ( 13 ) all the rooms in my house, I couldn't find my cell phone.  
① went through      ② ran into      ③ looked after      ④ saw in
- (2) I've ( 14 ) five topics that I would like to take up at the next meeting.  
① picked on      ② picked up      ③ picked out      ④ picked off
- (3) They did everything they could, but all their efforts were ( 15 ).  
① in vain      ② for something      ③ at a loss      ④ in the end
- (4) When Jenny is ( 16 ), she usually goes to the supermarket to buy daily necessities.  
① off day      ② off time      ③ off duty      ④ out of work
- (5) Surprisingly, the man sitting in front of us ( 17 ) to be a famous baseball player.  
① came about      ② let out      ③ turned out      ④ brought about
- (6) What my teacher says is usually simple, explicit, and ( 18 ).  
① to the good      ② to the limit      ③ to the minute      ④ to the point

Ⅳ 次の英文を読み、空所 [19] ～ [23] を埋めるのに文脈上最も適切なものを、それぞれ下の選択肢①～④から1つずつ選びなさい。\*の付いた語には [Notes] があります。

Parents often [19] a difficult time prying\* children away from video screens and getting them outdoors for some good old-fashioned exercise. Today, they might not have to. Exergaming, a combination of physical exercise and video games, is becoming a hot fitness trend all over the world.

Exergaming was popularized by the Nintendo Wii. This game system allows players to experience virtual [20] in sports like baseball, tennis, and bowling. But the roots of exergaming reach back into the 1980s. The first exergaming device, Computrainer, led stationary bike riders on a trip through a virtual landscape. Similar “virtual reality” systems followed, but they proved too expensive and complicated for the average person. In 1998, Konami’s fun and affordable “Dance Dance Revolution” brought exergaming into the mainstream. Players stand on a platform and tap colored arrows [21] their feet in tune to musical and video cues.

Today, fitness clubs, schools, and community centers in several countries offer exergaming machines. Some schools even include exergaming workouts alongside traditional PE classes. [22] parents are happy to see their children exercising, many still worry.

Health experts have mixed views. “Exergames burn calories, raise heartbeats, and offer a physical benefit for kids,” says Lisa Hanson, co-director of a Florida research laboratory. But she adds that it is [23] whether active gaming offers the same benefits as traditional workouts. A British study found that many Wii games, for example, don’t provide intense enough exercise.

出典：Moraig Macgillivray et al., *Reading for the Real World 2*, Third Edition

[Notes]

pry 「～を引き離す」

- |      |           |              |               |                 |
|------|-----------|--------------|---------------|-----------------|
| [19] | ① hand    | ② head       | ③ face        | ④ shoulder      |
| [20] | ① network | ② instrument | ③ perspective | ④ participation |
| [21] | ① with    | ② on         | ③ over        | ④ into          |
| [22] | ① Once    | ② Though     | ③ Because     | ④ In case       |
| [23] | ① obvious | ② inevitable | ③ unclear     | ④ certain       |

英語の試験問題は次に続きます。

V 次の英文を読み、 ～  の各文を完成させるのに最も適切なものを、それぞれ下の選択肢①～④から1つずつ選びなさい。＊の付いた語には [Notes] があります。

Native American and Canadian Indian tribes have passed down stories going back thousands of years about giant ape-men, or Bigfoot, living in the forests of the western United States and Canada. They called these creatures Sasquatch, Yerin, or Mountain Devils. Regardless of the name, the descriptions of these animals are usually the same. The Bigfoot is usually described as being very tall, well over two meters. It is covered in thick, dark hair and usually gives off a bad odor. The Bigfoot's body is usually very muscular and ape-like, yet it walks upright and has a face more similar to that of humans than of apes. For the most part, these creatures appear not to be violent or aggressive. Bigfoot sightings are usually of lone, or single, creatures, but there have been reports of people seeing groups, or families, of Bigfoot.

People in other countries also tell stories of similar ape-men. In the Himalayas, a mountain range in Nepal, people call these creatures Yeti, or Abominable Snowmen. The Africans call them Ngoloko, and the Chinese tell stories of the Gin-Sung, or Bearman.

Though sightings have been reported for centuries, is there any scientific evidence for the existence of these creatures? Some say yes, and others say no. Dr. Grover Krantz, a physical anthropologist\* at the University of Oregon, believes that Bigfoot may be a type of creature known as a Gigantopithecus. A Gigantopithecus is an animal that lived in Asia over 300,000 years ago and looked like a mix between an ape and a very large man. Dr. Krantz believes that these animals, which lived long before humans, may have migrated from Asia and decided to settle in the heavily wooded area of the Pacific Northwest, where food was plentiful.

Is it possible that creatures like these could have survived for so many years unknown to humans? Cryptozoologists\* compare the case of Bigfoot to that of the coelacanth. The coelacanth is a type of fish that was believed to have gone extinct over 70 million years ago, but this fish has been discovered to be still living off the coast of South Africa. Cryptozoologists believe that the animals that we now call Bigfoot have been able to survive by living in an area that people, until recently, have seldom gone.

There are, however, some questions that science has been unable to answer. For example, why have no dead Bigfoot bodies ever been discovered? And where is the physical proof of their existence? Bigfoot researchers point out that it is unusual to find the dead remains of any animal in the forest. Most of the time, they say, other animals eat the remains soon after death; this may be the case for Bigfoot, too. Many skeptics, people who do not believe in Bigfoot, say that the videos and photographs of Bigfoot are really pictures of people wearing ape costumes. They also believe that the Bigfoot footprints are really the footprints of bears, or footprints made by tricksters\* trying to fool scientists.

It is possible that we may never know the truth about these animals. If they have avoided being seen for the last several thousand years, then maybe they will stay hidden for another several thousand. Or it may be that as we humans go deeper and deeper into the forests of Northwest

America and Canada, we may finally come face to face with the elusive\* Bigfoot.

出典：Casey Malarcher et al., *Reading For The Real World 1*, Second Edition

[Notes]

anthropologist 「人類学者」      cryptozoologist 「未知動物学者」      trickster 「詐欺師」

elusive 「見つけにくい」

24 In stories about giant ape-men in the United States and Canada, we can see that

- ① Native American and Canadian Indian tribes have feared these giant creatures and stayed away from them.
- ② people have given different names to giant creatures that have the same physical characteristics.
- ③ the descriptions of giant ape-men have changed, indicating that the creatures have evolved over time.
- ④ most giant ape-men appear to be gentle, but they become aggressive when trying to protect their families.

25 Dr. Grover Krantz, a physical anthropologist at the University of Oregon,

- ① points out the possibility of Bigfoot being an animal that is known to have existed on earth.
- ② argues that Bigfoot could be the name of an imaginary creature that looked like a mix between an ape and a man.
- ③ claims that the Bigfoot and the Gigantopithecus are different in their appearances and migration patterns.
- ④ believes that humans forced the Gigantopithecus to migrate from Asia to the Pacific Northwest.

26 The Bigfoot has been compared to the coelacanth because

- ① they are both believed to have gone extinct because humans invaded their habitats.
- ② the coelacanth is an animal that has survived in areas populated by humans and other animals.
- ③ the coelacanth is an example of a creature that has survived for a long time without being discovered by humans.
- ④ the Bigfoot was most recently spotted off the coast of South Africa where the coelacanth was first discovered.



27 According to some researchers, one possible reason why we have no physical proof of Bigfoot's existence is because

- ① other animals could have consumed dead Bigfoot bodies, making them disappear.
- ② the dead remains of animals are usually found in places where humans don't explore.
- ③ the people who have found physical proof have kept it to themselves for their own benefit.
- ④ the bodies and footprints of Bigfoot have been often mistaken for those of bears.

28 The author implies that

- ① the Bigfoot should remain a mystery as it has been for the past several thousand years.
- ② we should not try to find out the truth about the Bigfoot as it would only result in conflict.
- ③ we cannot say if the Bigfoot is real or not because there is not enough evidence to support either side.
- ④ seeking the truth about the Bigfoot will lead us to take better care of our environment.

英語の試験問題は次に続きます。

VI 次の会話文を読み、29 ～ 33 の各文を完成させるのに最も適切なものを、それぞれ下の選択肢①～④から1つずつ選びなさい。\*の付いた語句には[Notes]があります。

Min Young: Thanks for talking with me today, Lisa. Tell us a little about yourself.

Lisa: Well, I'm 21, and I'm a junior\* at a university in Chicago.

Min Young: How are you paying for your college education?

Lisa: My expenses for every semester are almost \$15,000. At the start of each semester, I get \$2,000 from my college scholarship. My parents pay the rest of the \$10,000 tuition, and they give me \$2,000 for personal expenses. I have to pay the remaining \$3,000 myself.

Min Young: How do you do that?

Lisa: I have a part-time job as a waitress. I work three nights a week, and I usually earn about \$400 a week. In a good week I can make \$600, but in a bad week it can be less than \$300.

Min Young: How do you spend that money?

Lisa: I use it to pay for my rent and meals at college. I also pay for things like my cell phone, books, transportation, and clothes.

Min Young: You don't have much money for fun, do you?

Lisa: That's true! My mother advised me to stick to my budget carefully so I don't have to borrow. I don't like to owe money. And I don't want to pay the bank any interest. I hardly ever go to the movies. My roommates and I usually rent movies and split the cost. Also, I don't go to restaurants very often. My roommates and I usually cook our own food, so it's cheaper to eat.

Min Young: How else do you save money?

Lisa: I try to walk or ride my bicycle to college. Oh, and I buy a lot of my clothes at second-hand stores. You can find some very cheap, nice clothes in those stores. I also try to borrow books and magazines from the library, rather than buy them. My roommates and I are also very careful to save water and electricity, so we don't have to pay a lot for those things.

出典 : Neil J Anderson, *Active Skills for Reading 1*, Third Edition

[Notes] Cengage Learning Inc. Reproduced by permission. [www.cengage.com/permissions](http://www.cengage.com/permissions)  
junior 「3年生」

29 Lisa tells Min Young that

- ① she has to pay \$15,000 for tuition every semester.
- ② she wishes she could get some money from a college scholarship.
- ③ she gets \$2,000 from her parents every semester.
- ④ she has saved enough money to pay her own tuition.

30 In regards to her part-time job, Lisa says that

- ① she can make at most \$400 a week.
- ② she can make at least \$600 a week.
- ③ her pay doesn't always reach \$400 a week.
- ④ her pay is usually less than \$300 a week.

31 Min Young's questions to Lisa show that

- ① she is interested in how Lisa manages her academic and personal expenses.
- ② she wants to know how college students enjoy their social lives with their friends.
- ③ she wants to know the best way to save money without buying or using second-hand products.
- ④ she thinks college students should do their best to pay their own tuition fees.

32 One thing we learn about Lisa is that

- ① she is thinking about moving back in with her parents to save money.
- ② she is planning to get a new job.
- ③ she wants to avoid borrowing money.
- ④ she often goes to the movies with her roommates.

33 Lisa can be described as someone who

- ① is willing to work more often to make more money.
- ② cares a lot about her parents and how she can make them happy.
- ③ wants to make the most of her college life by having fun with her roommates.
- ④ tries to find ways to have fun without spending much money.

VII 次の  ～  の英訳文を完成させるように、( ) 内の①～⑦を並べかえ、その7つの中で4番目にくる語句の番号を選びなさい。なお、( ) の中では、文のはじめにくる語句も小文字になっています。

10分前にチャイムが鳴るのが聞こえなかったので、先生は授業を続けた。

(①heard ②sound ③the chime ④before ⑤having ⑥ten minutes ⑦not), the teacher kept on teaching.

あなたは全力を尽くしさえすればよい。

(①try ②to ③is ④you ⑤all ⑥do ⑦have) your best.

彼女は家賃が高すぎるといつも不満を言っている。

She is always (①being ②rent ③high ④of ⑤complaining ⑥too ⑦the).

この辺りで何か疑わしいものにお気づきの際は、遠慮なく我々にお知らせください。

When you notice something suspicious in this area, (①it ②of ③hesitate ④to ⑤us ⑥inform ⑦don't).

いかなる事情においても、社有車の私的な利用は認められていない。

Under (①employees ②to ③are ④circumstances ⑤permitted ⑥use ⑦no) company cars for private purposes.

お気に入りの車を売らなければいけないなどとは思いませんでした。

(①I ②me ③didn't ④it ⑤that ⑥to ⑦occur) would have to sell my favorite car.

VIII 次の [ 40 ] ～ [ 45 ] の英文を完成させるように、[ ] 内の①～⑤を並べかえ、その5つの中で3番目にくる語句の番号を選びなさい。なお、[ ] の中では、文のはじめにくる語句も小文字になっています。

The human body is an amazing thing. People can train themselves to achieve unbelievable feats, from setting Olympic records to finding ways to overcome physical disabilities. Ben Underwood is a great example of someone who trained [ 40 ] [①incredible ②to ③something ④do ⑤his body].

At the age of three, Ben went blind from retinal cancer, a type of eye cancer. When Ben was about five years old, [ 41 ] [①making ②him ③his mother ④a clicking sound ⑤noticed] with his tongue that seemed to help him understand his surroundings. This skill, known as echolocation, is normally used by animals with very sensitive hearing, like dolphins and bats, for communication and to find food. They make sounds and listen for the echo [ 42 ] [①hit ②an object ③made ④the sound waves ⑤when] and bounce back. Doctors tested Ben's hearing ability but found it was normal. If Ben did not have superior hearing, how was he able to use echolocation?

Doctors [ 43 ] [①developed ②to ③blind people ④used ⑤believe] a sharper sense of hearing to help them overcome their loss of sight. Doctors did tests to try to confirm this, but just like in Ben's case, the research showed that the test subjects generally had normal human hearing. [ 44 ] [①through ②that ③it ④brain scans ⑤was] doctors began to understand the phenomenon of echolocation. The scans showed that when a blind person hears an echo, the parts of the brain that are related to vision are stimulated.

So even though blind people can't see with their eyes, their brains are able to determine the shape and size of nearby objects. They move around an object, clicking and listening, to better understand its shape. This refines the picture of the object in their minds. In this way, blind people come to "see" their environment.

By the time he was a teenager, Ben Underwood could safely ride a bike and skateboard around his neighborhood using echolocation. Of course, it took Ben years of training his mind and his senses to overcome his lack of sight. Sadly, Ben passed away in 2009 at the age of 16, but his story remains a shining example of [ 45 ] [①of ②people ③capable ④what ⑤are] if they are determined enough.

出典：Neil J Anderson, *Active Skills for Reading 2*, Third Edition  
Cengage Learning Inc. Reproduced by permission. [www.cengage.com/permissions](http://www.cengage.com/permissions)

英語の問題はここまでです。