

〔 I 〕 次の各文の空欄に入れるべき最も適切な語(句)を①～④の中からそれぞれ1つずつ選びなさい。

問 1 I could not make of what he said.

- ① context ② idea ③ matter ④ sense

問 2 this job, he has three other part-time jobs.

- ① Apart of ② Aside from
③ On the other hand of ④ With respect to

問 3 By this time tomorrow, we our destination.

- ① are reaching ② have reached
③ reach ④ will have reached

問 4 Mrs. Lee and I have been living here last November with the possibility that we may make it our future home.

- ① at ② for ③ in ④ since

問 5 I couldn't help when I heard the news.

- ① but laugh ② but laughing ③ laugh ④ that laughing

問 6 The lecture was so boring that some students could hardly awake.

- ① hold ② keep ③ leave ④ make

問 7 When Mary saw the car speeding up towards them, she her daughter's arm.

- ① seized ② signaled ③ sized ④ stopped

〔 II 〕 次の各文において、それぞれ下の選択肢①～⑤の語(句)を並べ替えて空欄を補い、和文と同じ意味の英文を完成させるとき、空欄 ～ に入れるべき語(句)を選択肢の中からそれぞれ1つずつ選びなさい。

問 1 Let me know if there's () () () with.

[もし何かお手伝いできることがあれば、教えてください。]

- ① anything ② assist ③ can
④ I ⑤ you

問 2 We were surprised () () () .

[私たちは景色がどれほど美しいかに驚かされた。]

- ① beautiful ② by ③ how
④ the scenery ⑤ was

問 3 A real estate agent () () () a house.

[不動産業者は、私を説得して家を購入させようとした。]

- ① me ② persuade ③ purchase
④ to ⑤ tried to

〔Ⅲ〕 次の各問に答えなさい。

問 1 次の2つの会話を完成させるために、空欄 と に入れるべき最も適切な文を①～④の中からそれぞれ1つずつ選びなさい。

会話 1

Jane : Oh no, the museum is closed today! What are we going to do now?

Anna : How about going to the large nature park over there?

Jane :

- ① I hate parking.
- ② I loved the museum.
- ③ In these shoes?
- ④ It is human nature.

会話 2

Jessica : I think I left my purse at the café.

Stacy : Are you sure?

Jessica : Yes, I remember having it there.

Stacy :

- ① I don't know what you mean.
- ② I liked the café.
- ③ I'll get a coffee, too.
- ④ Then let's call them right away.

問 2 次の文書を読み、各問の答えとして最も適切なものを①～④の中からそれぞれ1つずつ選びなさい。

National Park Tour Welcome Talk

Hello, I'm here to give the welcome talk for today's guided tour. I would like to discuss how the United States National Park Service contributes to the protection of wildlife by providing visitors with opportunities to explore nature and observe animals in national parks. Indeed, national parks are great places for people to learn about the importance of the natural environment. At the same time, there are also risks that can potentially cause danger to both humans and wildlife. However, proper knowledge of the nature of particular animals that live in the national park you plan to visit can help you avoid unnecessary harm caused by encountering wildlife. Providing potential visitors with information about animals is also a part of protecting the environment. For example, the National Park Service offers the following instructions about mountain lions here on this poster:

In the event that you encounter an aggressive mountain lion:

- Do not run. A mountain lion might attack if you run.
- Keep children close and do not let them run ahead while hiking.
- Maintain eye contact and never turn away from the lion.
- Stand up straight with your arms above your head in order to appear larger.
- Back away very slowly in case the lion is guarding food or her family.
- If the lion approaches, throw rocks or sticks and yell at the animal.
- If the lion does attack, fight back.

出典

National Park Service. "Encountering a Mountain Lion in the Guadalupe Mountains." September 20, 2022, <https://www.nps.gov/gumo/planyourvisit/mountain-lion-safety.htm> を基に一部改変

1. According to the lecture, how does the National Park Service protect wildlife and the environment?

- ① By feeding mountain lions when they are stressed for food.
- ② By guarding the babies of mountain lions.
- ③ By keeping an eye on the children of visitors.
- ④ By providing information about the nature of animals.

2. If you encounter a mountain lion, what are you supposed to do?

- ① Keep eye contact and raise your hands.
- ② Maintain a close distance.
- ③ Move slowly and turn around.
- ④ Run away as quickly as possible.

〔IV〕 次の文章を読み、問に答えなさい。

Have you ever heard politicians criticize the Japanese school system or complain about English education in Japan, saying things like, "Although Japanese students study English from junior high (or primary) school to high school, they can't speak English! English education in Japan is a failure!" Most people in Japan study English for at least six years, but few can speak English fluently* by the time they graduate high school. It is odd, isn't it? They studied English at school every day, after all. Perhaps there is something with English education in Japan?

In fact, there is nothing strange about the relatively English fluency of Japanese people. One will never be able to speak English only by studying it at school. What are the reasons for this depressing truth? There are various factors, but here I will introduce two of the major ones.

First, because English and Japanese are very different languages, it takes a lot of time for Japanese speakers to learn English. There are only a few languages which share an ancestor language with Japanese—Ryukyuan languages, or languages spoken in Okinawa and the Amami Islands, are relatives of the Japanese language. In contrast, many of the European languages share an ancestor language, so some of them are very similar. The distance between English and Dutch is relatively close, and Spanish, French, and Italian could also be regarded as distant relatives. They have much in common in terms of vocabulary due to the influence of Latin, the most powerful language in Europe in the past.

When the distance between two languages is close, a speaker of one language can learn the other in a relatively short amount of time. For example, according to the U.S. government, English speakers can learn Dutch in 552-690 class hours. The farther the distance is, the more difficult it is to learn the other language. It takes about 2,200 class hours for English speakers to learn Japanese. Some teachers believe that Japanese speakers

need a similar amount of time to learn English. Japanese students only spend about 850 class hours on studying English during junior high and high school, which is not nearly enough.

Second, most Japanese people can live their lives without using English in Japan. If you live in a small European country, such as Switzerland, you will often need to speak other languages because the people next door do not always speak the language that you speak at home. To do well at school, get a job, and communicate with your neighbors, you have to learn one or two additional languages other than your first one. Japanese speakers in Japan, however, have few opportunities to speak languages other than Japanese. Unlike some Europeans, a person can survive in Japan by only speaking Japanese. The number of Japanese people who speak English on a daily basis is estimated to be under 10 percent of the whole population.

When you do not need it, you will not learn it. For example, in Ireland, most Irish people speak English as their first language but also have to learn Irish, a language very distant from English, at school. Despite the school curriculum, most Irish people only know seasonal greetings, small conversations, and simple sentences in Irish such as “Where is the nearest post office?” and cannot speak it fluently. This is because most Irish people can manage their lives by only speaking English. You can do everything that you need in everyday life by using English in Ireland—going to the hospital, getting on a bus or train, or communicating with your neighbors. Irish people’s knowledge of Irish is strikingly similar to Japanese people’s knowledge of English: they have to study it at school for a long time, but they cannot speak it and do not use it.

For these reasons, studying English at school is not enough for Japanese speakers to achieve fluency. You have to revisit and practice what you have learned at school every day at home, preferably spending a considerable amount of time doing so. Without everyday training, you will never achieve

the fluency you want.

*fluently 流ちょうに, 堪能に。fluently は副詞で, fluent が形容詞, fluency が名詞。

問 1 空欄 に入れるべき最も適切な語を①～④の中から1つ選びなさい。

- ① beautiful ② gross ③ successful ④ wrong

問 2 空欄 に入れるべき最も適切な語を①～④の中から1つ選びなさい。

- ① amazing ② distant ③ full ④ low

問 3 下線部(3) depressing の意味として最も適切なものを①～④の中から1つ選びなさい。

- ① that which makes someone feel familiar
② that which makes someone feel near
③ that which makes someone feel sad
④ that which makes someone feel similar

問 4 第1段落から第2段落(Have you ever ... the major ones.)の内容と一致するものを①～④の中から1つ選びなさい。

- ① A number of politicians have been concerned about the quality of Japanese-language education.
② It is nearly impossible for students to achieve English fluency just from school lessons.
③ Most Japanese students stop learning English after six years of study.
④ People who complain about Japanese education make a good argument for why it needs improvement.

問 5 下線部(5) close の言い換えとして最も適切な語を①～④の中から1つ選びなさい。

- ① friendly ② long ③ small ④ tall

問 6 第3段落(First, because English ... in the past.)の内容と一致するものを

①～④の中から1つ選びなさい。 6

- ① Historically, Latin was by far the most powerful language across the world and influenced European languages as well as Japanese vocabulary.
- ② Japanese is the only language descended from its ancestor language.
- ③ The distance between English and Dutch is far greater than that between English and Japanese.
- ④ The relationship between the Japanese language and Ryukyuan languages is similar to that between English and certain European languages.

問 7 第4段落(When the distance ... not nearly enough.)の内容と一致するものを

①～④の中から1つ選びなさい。 7

- ① English speakers can learn Dutch relatively quickly.
- ② It takes longer for a Japanese speaker to learn English than for an English speaker to learn Japanese.
- ③ Japanese speakers have to spend a great deal of time learning their own language at school.
- ④ The U.S. government takes much more interest in teaching Japanese than Dutch.

問 8 下線部(8) the language that you speak at home と同じものを指している

本文中の語(句)を①～④の中から1つ選びなさい。 8

- ① an ancestor language
- ② English
- ③ Japanese
- ④ your first language

問 9 第5段落(Second, most Japanese ... the whole population.)の内容と一致

するものを①～④の中から1つ選びなさい。 9

- ① A small number of people in Japan have to speak English in daily life.
- ② In small countries like Switzerland, people do not need to speak multiple languages.
- ③ Japanese people can benefit from learning other languages for the sake of communicating with their neighbors.
- ④ The whole population of Japan needs to speak English on a daily basis.

問10 第6段落(When you do ... not use it.)の内容からして、英語を第一言語とする

アイルランドの人々がアイルランド語でできないと思われることを①～④の中から1つ選びなさい。 10

- ① Asking where a particular building is
- ② Discussing the language policy of Ireland
- ③ Greeting your colleagues at the office
- ④ Wishing someone happy holidays

問11 下線部(11) You have to revisit and practice what you have learned at

school every day at home, preferably spending a considerable amount of time doing so. が述べていることに合致する英語のことわざを①～④の中から1つ選びなさい。 11

- ① It is no use crying over spilt milk.
- ② Love me, love my dog.
- ③ Practice makes perfect.
- ④ Seeing is believing.

問12 本文全体の内容と一致するものを①～④の中から1つ選びなさい。 12

- ① Although Japanese students spend an enormous amount of time studying English, they cannot achieve fluency due to the problematic education system in Japan.
- ② Because Japanese students do not spend enough time in class and live in a Japanese-language environment, they must study English hard outside of classroom hours in order to achieve fluency.
- ③ In order to speak English fluently, Japanese students simply have to live in English-language environments, such as Ireland or Switzerland.
- ④ Most Japanese students live in English-language environments but do not spend enough time in class to learn English, which means they need to practice English every day at home for greater fluency.

[V] 次の文章を読み、問に答えなさい。

Mary Shelley's *Frankenstein* is, without a doubt, one of the best-known horror novels in the English language. The novel has directly influenced numerous works across various forms of media: movies, television, and video games, to name a few. Some of which,⁽¹⁾ such as the 1931 film version of the novel starring Boris Karloff, are even more widely known than the original. Many of the motifs and themes of the novel, such as a mad scientist obsessed with* his experiment, a zombie-like creature assembled of spare body parts, and questions surrounding scientific ethics, have become foundational in both the horror and science fiction genres. In fact, some have argued that Shelley's work is the first science fiction story for this very reason.

In the summer of 1816, while on holiday at Lake Geneva in Switzerland, Shelley and a group of friends decided to pass a rainy night by reading German ghost stories. From that emerged⁽²⁾ the idea for a "ghost story contest," to try and see who could write the best horror story. The story Mary Shelley wrote became the basis for *Frankenstein*, which she expanded into a novel and published on 1 January 1818.

The core narrative of Shelley's novel focuses on the life of Victor Frankenstein, a young Swiss scientist who loses himself in the pursuit of creating life. While at university, Victor 4 all of his free time to his grim experiment of creating a living being out of dead body parts, which he eventually succeeds in doing. However, Victor is so sickened by the resulting ugliness of his own creation that, almost as soon as the creature comes to life, he flees from it. Abandoned by his creator, the creature wanders out into human society, only to be hated and rejected by humans wherever he goes. And so, angry at having to endure a lonely, miserable existence, the creature decides to take revenge on Victor by killing Victor's family and friends. The novel ends tragically, with the mutual destruction of both Victor and the creature.

問 6 第3段落から第4段落(The core narrative ... than his creator.)の内容と一致するものを①～④の中から1つ選びなさい。

- ① The creature desires to take revenge on Victor because he was never given a name and thus cannot fit into human society.
- ② The creature is not given a name in the novel because there was no time to, as Victor ran away as soon as the creature came to life.
- ③ Though Victor perceives the creature as evil, the creature is not necessarily portrayed as a totally evil being.
- ④ Victor avoids taking responsibility for his creature because the burden of raising another living being is too great for him.

問 7 空欄 に入れるべき最も適切な語を①～④の中から1つ選びなさい。

- ① breaching ② observing ③ protecting ④ studying

問 8 下線部(8) enduring の言い換えとして適切でない語を①～④の中から1つ選びなさい。

- ① continuing ② lasting ③ moving ④ persisting

問 9 第5段落から第6段落(One of the ... and cultural history.)の内容と一致するものを①～④の中から1つ選びなさい。

- ① Many of the themes in *Frankenstein* appeal to young people, which is unsurprising as Mary Shelley was just a teenager when she began writing the novel.
- ② It is impressive that Shelley was so young when she wrote *Frankenstein*, but it is even more impressive that she was able to predict the rise of artificial intelligence.
- ③ Shelley's novel seems to tell us that all knowledge is worth pursuing, no matter what effects it might have on human society.
- ④ Victor Frankenstein is similar to Prometheus in that he attempts to further advance human technology but ends up suffering from the consequences of doing so.

問10 本文全体の内容と一致するものを①～④の中から1つ選びなさい。

- ① Many scientists have credited *Frankenstein* for helping to develop their research in fields such as genetic engineering.
- ② Mary Shelley wrote *Frankenstein* for a literary contest among friends and ended up producing one of the most influential novels in history.
- ③ Mary Shelley's novel *Frankenstein* is profoundly influential because it was the first novel to feature a zombie.
- ④ The novel *Frankenstein* provides us with answers to some of the most important questions surrounding scientific ethics.