

〔Ⅰ〕 次の各文の空所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 When verbal and nonverbal messages  with each other, it's wise to trust the nonverbal.

- ① conflict      ② match      ③ share      ④ construct

問 2 Please tidy  your room before the guests arrive.

- ① about      ② on      ③ out      ④ up

問 3  no circumstances is anyone to enter the studio if the red light is on.

- ① Aside      ② Before      ③ Under      ④ With

問 4 The government will  extremely high taxes on jewelry from next year.

- ① imply      ② input      ③ impose      ④ insult

問 5 I can't believe it's already been a year since we started this project. Time flies when you  fun.

- ① are having      ② had      ③ has      ④ will have

問 6  how expensive the airplane ticket is, Tom plans to travel to Europe this summer.

- ① However      ② Whatever      ③ No matter      ④ Even if

問 7 The carnival has been postponed until next week  the clown from the neighboring city can join.

- ① also      ② if      ③ than      ④ so that

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

問 1 The percentage of Europe's purchases from the United States represented by foodstuff ( ) ( )   ( ) war.

[食料に代表されるヨーロッパによるアメリカからの購入の割合は戦前に比べて上昇してきた。]

- ① before      ② has      ③ risen  
④ since      ⑤ the

問 2 Mahatma Gandhi once said, "In doing something,  ( ) ( )  ( ) never do it at all."

[マハトマ・ガンディーは、以前、「何かを行う際は、愛を持って行うか、何もしないかにしなさい」と述べた。]

- ① do      ② it      ③ love  
④ or      ⑤ with

問 3 Taking a deep breath ( )  ( ) ( )  when you get nervous.

[緊張しているときは、深呼吸をするとリラックスする助けになるかもしれない。]

- ① feel      ② help      ③ may  
④ relaxed      ⑤ you

〔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、空所  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

Jack : I'm sorry. I have to hang up now.

Jill : Why? What happened?

Jack : I forgot to put the groceries in the refrigerator. My ice cream is going to melt.

Jill :

- ① Why don't we have another one?
- ② In this weather, it's probably too late.
- ③ My favorite flavor is chocolate.
- ④ I am going to eat ice cream, too.

会話 2

CEO : Our company made the biggest profit ever this year. Do you have any idea why?

Employee : I assume the new beverage we marketed sold well and that contributed to the company's profitability.

CEO :

Employee : Hmm ... then, perhaps it was the cost-cutting measures we took at our factory?

- ① Yes, that beverage tastes great. I always drink two bottles a day.
- ② Well, that beverage uses expensive ingredients and was not that profitable.
- ③ I would promote the beverage rather than the chips.
- ④ Congratulations! Your idea makes sense.

問 2 次の文を読み、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。

Registration Overview

All registration for courses is done through Student Support System (3S).

Select a term to begin your registration. The steps below must be completed in order to ensure successful registration.

⇒STEP 1: Getting Started

Review course requirements and any other items that may restrict you from registering. Review curriculum information.

⇒STEP 2: Build Your Timetable/Registration

We suggest you complete Step 1 and build your timetable before your registration begins. Steps 3 and 4 can only be accessed once registration has started.

⇒STEP 3: Student Timetable

At this step you can display the timetable for all of your classes. Your timetable will automatically be updated as you make course changes throughout the term.

⇒STEP 4: Payment Arrangements & Account Summary

**Help:**

If you are encountering difficulties using 3S, you can click the “HELP” button for an extensive help menu.

If you are having troubles with registration, you may wish to speak with the student registration assistance team or an academic advisor.

If you need technical assistance (for example, help with logging in), please contact Information Technology Services.

**Your University Email:**

All university correspondence will be sent to your university email address. Your university email address will be in the form of NameSurname@univ.ac.jp. Once activated, you can access your email through 3S. If you need help setting up your email account, contact Information Technology Services.

1. Which of the following is true? 3

- ① Building your timetable is the first step in registering for courses using 3S.
- ② Students should review course requirements before they begin registration.
- ③ The timetable cannot be updated once the term begins.
- ④ Payment should be completed before students start course registration.

2. Which of the following is FALSE? 4

- ① Students can talk to their academic advisor if they have troubles with registration.
- ② The “HELP” button is for students experiencing troubles with registration.
- ③ The university staff uses the university email service to contact students.
- ④ Questions about registration will be answered by Information Technology Services.

〔Ⅳ〕 次の文章を読み、問に答えなさい。

Nearly 2.4 billion people around the world used a smartphone in 2017. By the end of 2018, more than a third of the global population will be using a smartphone. Those numbers—from *Mobile Marketing Magazine*—sound great, don't they? More people will have more information at their fingertips. However, smartphone technology can be a double-edged sword. On the one <sup>(1)</sup> hand, it sends us unlimited amounts of information. We don't have to wait. Our devices ring, ping, vibrate and light up with the latest news from family, friends and around the world. On the other hand, this immediate access to information may become an addiction\*. And it may make some people feel lonely, anxious and depressed.

These findings are from a 2018 study from San Francisco State University and have been published in *NeuroRegulation*. Erik Peper and Richard Harvey are both health education professors at the university. They led the study. In a statement to the press, the two professors claim that “overuse of smartphones is just like any other type of substance abuse.” Peper explains that smartphone addiction forms connections in the brain that are similar to drug addiction. And these connections form slowly over time. Also, addiction to social media may affect our emotional state. The two professors asked 135 university students about their smartphone use and their feelings. They found that “students who used their phones 2 reported higher levels of feeling ... lonely, depressed and anxious.”

Peper and Harvey do not blame users for their technology addiction. They blame the “tech industry's desire to increase corporate profits.” As <sup>(4)</sup> Peper writes, “More eyeballs, more clicks, more 4 .” The researchers warn that workers in the technology industry know how to manipulate our brains and turn us into addicts.

But the researchers also suggest ways to fight back. They say that we can train our brains to be less addicted to our phones and computers. Erik

Peper suggests turning off push notifications and other such alerts on our phones. These instant announcements excite the same pathways in our brains that once warned us of dangers in our environment. But instead of warning us of a large predator looking for dinner, we are alerted to a sale on shoes or the fact that a friend from high school is eating a hamburger in Las Vegas. More often than not, our devices share unimportant information as if our lives 5 it. Our brains see the notices the same way. And that is a problem. So, just turn them off.

The researchers also suggest taking control of when and where you answer a text or email. You do not need to answer them all. And you certainly don't need to answer them as soon as you get them. They also suggest setting limits on the time you spend on social media. If you want to catch up with friends on Facebook, set aside a small amount of time to it. Schedule periods of the day to focus on important tasks and do not allow technology to 7 .

Two of Erik Peper's students share ways they have changed their use of technology. One student, Khari McKendell, closed his social media accounts. He says he still calls and texts people. But he adds that he wants to spend most of his time with his friends 8 person, not online. Another student, Sierra Hinkle, says she has stopped wearing headphones while she is out. She says this makes her more aware of her surroundings. And when she is with friends at a bar or restaurant, they all put their phones in the center of the table. The first one to touch a phone buys everyone a drink. Hinkle says that she and her friends aim to use technology in ways that are useful, but that don't “take away from real-life experiences.”

\*addiction 依存症

出典

Matteo, Anna. "Smartphone Use May Lead to Addiction, Loneliness, Depression." *Voice of America Learning English*. April 30, 2018. <https://learningenglish.voanews.com/a/smartphone-use-may-lead-to-addiction-loneliness-depression/4365973.html>

問 1 下線部① smartphone technology can be a double-edged sword 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 Smartphone technology can be harmful to our well-being.
- ② Smartphone technology not only leads to addiction to social media but also affects our emotional state.
- ③ Smartphone technology brings much fun but also creates new social problems, such as online harassment.
- ④ Smartphone technology may make our lives more convenient but also potentially causes negative behavioral patterns and emotional states.

問 2 空所 

2
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 に入れるべき最も適切な語(句)を①～④の中から1つ選べなさい。

- ① the most      ② the least      ③ moreover      ④ seldom

問 3 第 2 段落(These findings are ... depressed and anxious.)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 Smartphone addiction can lead to brain conditions similar to substance addiction.
- ② 135 college students conducted surveys to explore the relationship between smartphone use and emotional states, arriving at conclusions similar to those of Peper and Harvey.
- ③ Erik Peper and Richard Harvey developed a new technology that affects the emotional state of smartphone users.
- ④ Smartphone technology instantly transforms the way our brain functions.

問 4 下線部④ tech industry's desire to increase corporate profits の内容をふまえて、空所 

4
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 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 money                      ② smartphones  
③ time                        ④ waste

問 5 空所 5 に入れるべき最も適切な語句を①～④の中から1つ選びなさい。

- ① consisted of ② depended on ③ insisted on ④ prepared for

問 6 第3段落から第4段落(Peper and Harvey ... turn them off.)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 Smartphone alerts may protect us from dangers in our environment.
- ② The researchers propose combating smartphone addiction by training our brains to reduce reliance on devices.
- ③ Smartphone technology can lead our brains to identify shoe sales as actual threats from nearby predators.
- ④ The tech industry has developed technology to fight back against the negative effects of smartphones.

問 7 空所 7 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 control      ② develop      ③ affect      ④ interfere

問 8 空所 8 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 in      ② of      ③ with      ④ among

問 9 第6段落(Two of Erik ... from real-life experiences.)の内容と一致しないものを①～④の中から1つ選びなさい。 9

- ① One of Peper's students decided to stay away from social media and meet his friends face-to-face more often.  
 ② One of Peper's students began to pay attention to and appreciate her surroundings whenever she was out.  
 ③ Two of Peper's students have made changes to their lifestyles to reduce their dependence on their devices.  
 ④ One of Peper's students began socializing more with her friends at bars and restaurants.

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。 10

- ① Researchers have found that smartphone use significantly improves social interactions among users, despite minor disadvantages.  
 ② Learning to limit smartphone use can help us overcome substance addiction.  
 ③ Researchers highlighted the seriousness of smartphone addiction among university students, attributing its origins to negative emotional states.  
 ④ Researchers have proposed ways to maintain healthier relationships with our smartphones.

〔V〕 次の文章を読み、問に答えなさい。

“Bura Tamori Guide.” Recently, I’ve noticed scholars in geology\* and geography using this term on their business cards and in their 1. This playful “title” indicates that the person has appeared in “Bura Tamori,” a weekly educational entertainment TV program broadcast by Japan Broadcasting Corp. (NHK) that ended last month. The unofficial title suggests that the expert makes a point of offering easy-to-understand explanations about topics in their fields of research to make them accessible to laypersons\*\*.

In the show, popular comedian Tamori, whose real name is Kazuyoshi Morita, and a female NHK announcer, guided by local experts, explore various parts of the nation, solving various questions concerning the areas they stroll around and discovering the relationship between the natural environment and the local communities. Many scenes developed into geological and geographical exploration. Earth science, encompassing fields such as geology, directly impacts our daily lives. However, its 2 presence in school curricula leaves it underappreciated and less likely to attract student interest.

Researchers welcomed the program, which they thought would help popularize the field of research. Academic societies related to the field have analyzed and utilized the program’s methods, holding discussions themed around the show and featuring it in special issues of professional journals. Related societies and the Geospatial Information Authority of Japan have commended the program for its 4 to popularizing earth science. The show has even been added as a new entry in the “New Encyclopedia of Earth Sciences,” published last month.

How the show integrates academic fields is also intriguing\*\*\*. The process by which the geology and topography\*\*\*\* of a land shape its regional characteristics is connected to history, agriculture, engineering and

literature. The show has also provided experts with an opportunity to reconsider their public outreach efforts. Simplifying the content is necessary to make academic topics accessible to the public, but this can sometimes compromise academic accuracy. The issues involved in such scientific communication include whether there is a solid basis for specific theories, what should be omitted in explanation, and which one theory among many should be introduced. The program's guides navigated these challenges by balancing entertainment and accuracy.

Now, the term "Bura Tamori" is synonymous\*\*\*\*\* with activities that spread knowledge of studies that require field research and outdoor surveys to the public. Experts can 6 the appeal of their initiatives by calling them "Bura xxx." Geographer and associate professor Tatsuto Aoki of Kanazawa University has named his public lecture "Bura Aoki." He walks with citizens and teachers, explaining the natural conditions and the development of towns. "Through learning about the land's history, I aim to show that its blessings and 7 are two sides of the same coin," Aoki says. For example, the Noto Peninsula is dotted with patches of agricultural land created by utilizing gentle slopes formed by ancient landslides, such as the "senmaida" terraced rice paddies affected by the recent earthquake. Humans have also utilized plateaus formed by past earthquakes in various ways. Exploring the features of the land helps in understanding the risks behind them, contributing to disaster prevention.

The beautiful landscapes we see in our hometowns or travel destinations and the <sup>(8)</sup>winding streets in towns are among the wealth of materials we can find in aimlessly walking "bura bura." We can use these materials for delving into the natural processes that created them and contemplating their connection to regional history, industry and their formidable power. Deepening one's own bura bura wherever curiosity leads us is surely an enjoyable endeavor.

\*geology 地質学

\*\*laypersons 専門家ではない一般の人々

\*\*\*intriguing 興味深い

\*\*\*\*topography 地形学

\*\*\*\*\*synonymous 同意語の

出典

"Editorial: 'Bura Tamori' Show Motivated Us to Learn More about Our World." *The Asahi Shimbun Asia & Japan Watch*. April 8, 2024. <https://www.asahi.com/ajw/articles/15223158>

※一部、試験に必要な空所、下線、脚注を設けている。

※朝日新聞社に無断で転載することを禁止する。(承認番号: 25-0796)

問 1 空所 1 に入れるべき最も適切な語(句)を①～④の中から 1 つ選びなさい。

- |                   |                 |
|-------------------|-----------------|
| ① landscapes      | ② introductions |
| ③ rock formations | ④ lifespan      |

問 2 空所 2 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 labeled | ② limited | ③ linked | ④ lived |
|-----------|-----------|----------|---------|

問 3 第 1 段落から第 2 段落 (“Bura Tamori Guide.” ... attract student interest.)の内容と一致するものを①～④の中から 1 つ選びなさい。 3

- ① The end of the popular TV program “Bura Tamori” disappointed researchers from the earth science fields, including geology and geography.
- ② “Bura Tamori” highlights the connections between geological and geographical features across Japan and their nearby communities.
- ③ The TV program “Bura Tamori” revealed the importance of conservation projects in various local communities in Japan.
- ④ The famous comedian Tamori sadly but proudly announced the end of the academic entertainment TV Program “Bura Tamori” and celebrated its achievements last month.

問 4 空所 4 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 concentration | ② consumption  |
| ③ contradiction | ④ contribution |

問 5 第 3 段落から第 4 段落 (Researchers welcomed the ... entertainment and accuracy.)の内容と一致するものを①～④の中から 1 つ選びなさい。

5

- ① Although Tamori and researchers of geology and geography discussed scientific questions frankly in the show, they sometimes disagreed over how to present facts.
- ② Although the program had a significant impact on raising public awareness of scientific issues, scholars faced difficulties in balancing academic accuracy and entertainment value.
- ③ Although researchers welcomed the program, academic societies distanced themselves from the show because of its limited capacity to present academic theories due to prioritizing entertainment value.
- ④ Although explaining academic concepts and theories to ordinary people on TV shows is difficult in general, the most challenging thing was selecting one theory amongst many to introduce in the show.

問 6 空所 6 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 assign | ② comply | ③ enhance | ④ resume |
|----------|----------|-----------|----------|

問 7 空所 7 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 brilliance | ② competencies |
| ③ hazards    | ④ sanctions    |

問 8 下線部(8) winding 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。 8

- |           |         |           |            |
|-----------|---------|-----------|------------|
| ① bending | ② broad | ③ crowded | ④ charming |
|-----------|---------|-----------|------------|



問 9 第5段落から第6段落(Now, the term ... an enjoyable endeavor.)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 Researchers use the term “Bura” in order to make money from their connection to a famous television program.
- ② “Bura Tamori” has provided a way for citizens and teachers to become experts in geography.
- ③ “Bura Tamori” focuses on teaching people about the natural disasters that occurred in the area, rather than discussing the benefits or beauty of the land.
- ④ The author encourages us to aimlessly wander, or “bura bura,” so that we may discover more about our surroundings.

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。 10

- ① “Bura Tamori” and similar initiatives help the public understand the historical geography of the land, supporting disaster prevention and the appreciation of regional landscapes.
- ② Since Japanese people lost knowledge about the history of the land, Japanese society became more vulnerable to big earthquakes.
- ③ “Bura Tamori” aimed to increase the country’s material wealth by connecting various fields of study, including geography, topography, regional history, and literature.
- ④ Because scientists have developed sophisticated theories that laypeople cannot easily understand, students need to learn earth science in high schools.