

I 各日本語の意味を表すように、英文中の空所に入る最適なものを [ ] 内のイ～ワよりそれぞれ選び、その記号を書きなさい。各選択肢は 1 回しか使えない。

- 「家系で高血圧になりやすいってことがありますか？」

“Does high blood pressure tend to [ 1 ] in families?”

- 「パンデミックの最中でも祭りは中止にはならなかったよ。」

“They did not [ 2 ] off the festival even in the midst of the pandemic.”

- 「今晚ミス・サイゴンを観に行くんだ。」 「あのミュージカルには絶対に感動するよ。」

“We are going to see Miss Saigon tonight.” “That musical will surely [ 3 ] your heart.”

- 「(朝食に) 目玉焼き食べる？」

「コーヒーとパンだけでいいよ。早く出社してプレゼンの準備しなくちゃいけないんだ。」

“Do you want some fried eggs?”

“Coffee and bread will [ 4 ]. I have to go to the office early today to prepare for a presentation.”

- 「(電話をかけて) 田中さんお見えになりますか？」

「あいにく田中は外出中です。ご伝言承りましょうか？」

“I’d like to talk to Mr. Tanaka.”

“I’m afraid he is out right now. May I [ 5 ] a message?”

イ ask	ロ buy	ハ call	ニ cook	ホ do	ヘ eat
ト feel	チ put	リ run	ヌ take	ル touch	ワ water

II 各英語の記述が意味する 1 語となるように、破線部 ( 破線の数 は 文字数 を 表す ) を 補充する際に [ ] に入る 2 文字を [ ] 内のイ～ネよりそれぞれ選び、その記号を書きなさい。各選択肢は 2 回以上使ってよい。

- [ 6 ] feeling uncertain about something: d \_ ? ? \_ \_ ul

- [ 7 ] to try to make someone not want to do something: d \_ \_ \_ ? ? \_ \_ ge

- [ 8 ] to get the soil of farmland ready for growing plants or crops: c \_ \_ ? ? \_ \_ te

- [ 9 ] man-made; not natural or real: a \_ \_ \_ \_ ? ? \_ \_ l

- [ 10 ] an electrical device or machine that is used in the house, such as a cooker or washing machine: a \_ ? ? \_ \_ \_ ce

イ ar	ロ au	ハ fi	ニ he	ホ ic
ヘ it	ト la	チ lt	リ ol	ヌ or
ル ou	ワ ph	フ pl	カ pr	ヨ ra
タ si	レ ti	ソ tu	ツ ub	ネ ut

III 日本語の意味を表すように、(     ) 内の語(句)を並べ換え、英文を完成させなさい。

- 11 バドミントンのラケットもテニスのラケットと同じように変化している。

Badminton rackets have ( as / changed / in / same / the / those / used / way ) in tennis.

- 12 彼女はユーモアのセンスがあるので、本当に楽しい人でした。

She ( a / a lot of fun / had / humor / in / of / she / that / was / wonderful sense ).

- 13 展覧会の人気は、美術館の入場者数の記録を塗り替えるほどでした。

Such ( broke / exhibition / its / popularity / that / the / was ) the museum's attendance records.

IV 各文章において太字の英語が入るべき最適な位置をイ～ヘよりそれぞれ選び、その記号を書きなさい。

● 14 free

Children under three years of イ age may be admitted □ of charge provided ハ they do not occupy a ≡ seat. They must be seated ホ on the lap of a ヘ parent or guardian.

● 15 ourselves

On behalf of the peoples we serve イ, we have adopted □ a historic decision on a comprehensive, far-reaching and people-centred set of universal and transformative goals and targets. We commit ハ to working tirelessly for the full implementation of this agenda by 2030. We recognize ≡ that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for ホ sustainable development. We are committed to achieving □ sustainable development in its three dimensions—economic, social and environmental—in a balanced and integrated manner.

● 16 a kind of code

Most light has a two-stage journey to reach our eyes. Starting イ from the sun or a lamp, it falls on different objects and is then scattered by them so that some light ends up □ in the eyes. This scattered light carries with it ハ containing all the information needed for us to imagine ≡ what the objects are like. The word ‘imagine’ is used deliberately here, because that is just ホ what the brain has to do. However, the process is more usually ヘ called perception.

● 17 turn-by-turn

Wayfinding is the ancient art of figuring out where you are going when you don’t actually know your イ destination. For wayfinding □, you need a compass and you need a direction. Not a map—a direction. Think of the American explorers Lewis and Clark. They didn’t have a map when Jefferson sent them ハ out to travel through the land acquired in the Louisiana Purchase\* and make their way ≡ to the Pacific. While wayfinding to the ocean, they mapped the route (140 maps, to be exact). Wayfinding your life ホ is similar. Since there’s no one destination in life, you can’t put your goal into your GPS and get the ヘ directions for how to get there. What you can do is pay attention to the clues in front of you, and make your best way forward with the tools you have at hand.

(注) Louisiana Purchase ルイジアナ買収 (1803年に米国が仏領ルイジアナを1500万ドルで購入したこと。)

V 次の英文を読んで、以下の設問に答えなさい。

There are two ways to create change: either find a new answer for an old question or find a new question that has never been asked before. It's hard to say which is more difficult. But clearly, the art of asking questions is one of the most important skills in our lives, and yet we never learn it in school.

I remember reading a Douglas Adams novel, *Dirk Gently's Holistic Detective Agency*, where Dirk says, "Don't you understand that we need to be childish in order to understand? Only a child sees things with perfect clarity, because it hasn't developed all those filters which prevent us from [18]." I could not have come up with a better way of [19] for my entire life. We all need to become more childish in order to understand more. As we grow older, the filters seem like thick vines and ivy that often cover up beautiful old buildings. [20] is a special challenge.

Learning is not about merely [21]; it's a wholly different process. In a way, knowledge partly consists of data, while learning is a skill that you achieve after you practice it over and over again. Soon you are able to do whatever it is more quickly and more competently. When one learns something, one collects both data and the skills to master that data, and the final product is knowledge. Knowledge is something deeper, not just the facts but their relationships, their connections to each other. Knowing how to handle whatever knowledge we accumulate through learning is very important. In fact, it's yet another layer added to the process of learning. In a way, it's like [22] on the internet: You are capable of being online, but \*are / find / looking for / requires / to / what you some skill, some ability to separate the useful information from the dross\*. Knowledge is how we can reach our goals, through a series of successes and failures. If we are lucky, we remember both.

Learning is a lifelong process, but it is most intense when we are children. How wonderful it would be if our ways of teaching were more sensitive to the best way of learning. There is the old cartoon of all the students sitting in class and the teacher is pouring knowledge onto each student's head, a perfect description of a process that is [24].

(注) dross: something that has no use or no value

(出典 Erő Rubik. Cubed: The Puzzle of Us All. London: Weidenfeld & Nicolson; 2021 一部改変)

● [18], [19], [20], [21], [22] に入る最適なものをイ～へよりそれぞれ選び、その記号を書きなさい。各選択肢は1回しか使えない。(なお、文頭に来る語も小文字で示されている。)

- |                                    |   |
|------------------------------------|---|
| イ clearing away all the underbrush | □ collecting knowledge                      |
| ハ expressing what I have believed  | ニ originating anywhere else                 |
| ホ searching for something          | ヘ seeing things that we don't expect to see |

● 下線部あの語(句)を文脈に合うように並べ換え、[23] に書きなさい。

You are capable of being online, but are / find / looking for / requires / to / what you some skill,...

● [24] に入る最適なものをイ～ホより選び、その記号を書きなさい。

- |                                 |                               |
|---------------------------------|-------------------------------|
| イ both teaching and learning    | □ either learning or teaching |
| ハ neither teaching nor learning | ニ not learning but teaching   |
| ホ not teaching but learning     |                               |

- 25 イ～ハの記述のうち、本文の内容に合うものを全て選び、その記号を書きなさい。合うものが1つもなければ「なし」と書きなさい。

- イ The author believes that it is harder to think of a new question than to think of a new answer to an old question.
- ロ Dirk Gently's motto is that we should look at things without assumptions in order to see things clearly.
- ハ The human learning process is to analyze collected data and create knowledge out of it.

## VI 次の英文を読んで、以下の設問に答えなさい。

In November 1980, a violent earthquake hit southern Italy near Naples. Four thousand people were killed and 250,000 left homeless. Torrential rains caused mudslides and flooding. The mountainous [26] around Naples was a nightmare for relief groups. The rugged Apennine Mountains rise steeply from the coast, and one-lane roads snake through the valleys to hundreds of small towns. Mudslides blocked roads, bridges collapsed, and telephone and utility lines came down. It took days to organize an official response; the army didn't reach some mountain villages for three days.

Within a few hours, television reporters who had descended upon the disaster area reported horrible scenes, and they revealed to all Italy that there was no organized relief [27]. Many people, frustrated and angry with the slow official response, decided that informal action was the only [28] for the region. Almost six thousand volunteers rushed in to help. There were problems—these rescue groups caused traffic that blocked roads; some of them had no equipment; and a few hadn't even brought food for themselves. But soon a surprising thing happened: without any management or leaders, the volunteers formed themselves into unofficial organizations, emergent groups that saved hundreds of lives.

Students at a nearby university loaded a van and a couple of cars with whatever food and blankets they could find in their rooms and drove to a village that had been destroyed. They passed out the food and blankets and started search-and-rescue operations through the [29] buildings. The official response was still two days away; trapped survivors might well have died by that time.

The next day, friends of these students back at the university found a location where people could [30] relief supplies or volunteer to go into the affected region. Soon, there emerged a complex system consisting of a collecting point on campus, a couple of trucks that went back and forth to the village, and a team in the village that distributed supplies and helped in search and rescue.

This system operated successfully for a few days until the army took over and restricted [31]. The students' efforts were thwarted because the military brass\* insisted that relief efforts go through official procedures. But, paradoxically, the soldiers—although they enjoyed superior training in advance planning techniques—were initially less effective than the ad hoc group: they needed time to [32] their procedures to the unique features of the disaster. The surprising lesson from the 1980 Italian earthquake is that the planned and organized response was less effective than the improvised emergent response.

The Italian earthquake wasn't unique in benefiting from the improvisational wisdom of spontaneous response. After 2005's Hurricane Katrina, the biggest success story was the US Coast Guard's search-and-rescue operation, and it succeeded because of improvisation. The Coast Guard rescued twice as many people after Katrina as it had in the [33] fifty years—twenty-two thousand people stranded\* in attics and on rooftops. Improvisation was a necessity, because the Coast Guard's main staging area, in Gulfport, Mississippi, had been destroyed. And the Coast Guard didn't do it alone—an emergent flotilla\* became available when civilian boaters came to help. Coast Guard commanders acted autonomously in the field and worked together with these emergent operations to multiply their [34].

Most of us tend to believe that planning in advance makes groups more effective and that centralized control is especially important in a disaster. But studies repeatedly show the importance of these emergent groups. Strangers come together spontaneously in response to unexpected events and fade away once they're no longer needed. After decades of disaster research, we know that [35] groups are often the [36] and most effective responders in the [37] and rapidly [38] conditions caused by a natural disaster.

(注) military brass: high-ranking members of the military

stranded: unable to move from a place

flotilla: a large group of boats

(出典 Keith Sawyer. Group Genius: The Creative Power of Collaborations. New York, NY: Basic Books; 2017 一部改変)

- [26], [27], [28], [29], [30], [31], [32], [33], [34] に入る最適なものをイ～リよりそれぞれ選び、その記号を書きなさい。各選択肢は1回しか使えない。

イ access

ロ adapt

ハ donate

ニ effectiveness

ホ effort

ヘ fallen

ト hope

チ previous

リ region

- 本文全体の締めくくりの文となるように  35  36  37  38 に入る最適なものをイ～ホよりそれぞれ選び、その記号を書きなさい。各選択肢は1回しか使えない。

After decades of disaster research, we know that  35 groups are often the  36 and most effective responders in the  37 and rapidly  38 conditions caused by a natural disaster.

イ changing    □ fastest    ハ improvisational    ニ officially organized    ホ uncertain

- 下線部 あ thwarted の意味に最も近いものをイ～へより選び、その記号を  39 に書きなさい。

イ approved    □ completed    ハ disappeared    ニ hindered    ホ rewarded    ヘ sustained

- 40 イ～ハの記述のうち、本文の内容に合うものを全て選び、その記号を書きなさい。合うものが1つもなければ「なし」と書きなさい。

- イ In 1980, an earthquake struck southern Italy, killing 4,000 people and forcing 250,000 to leave their hometowns.  
 □ More victims might have died without the swift rescue operations of university students after the earthquake.  
 ハ As the Coast Guard base was destroyed by Hurricane Katrina, mainly civilian boaters rescued stranded people.