

I 日本語の意味を表すように英文を完成させるとき、(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 A: 本当に今年卒業できていると思っているの?  
B: 卒業してウォール街に就職するから見てくれよ。  
A: 夢みたいなことを言って。現実的になりなさいよ。
- A: You really expect to graduate this year?  
B: Graduate and go on to get a job on Wall Street, you'll ( あ ).  
A: You're building ( い ) in the sky. Get real.

- |          |           |         |           |           |           |
|----------|-----------|---------|-----------|-----------|-----------|
| ① あ look | い castles | ② あ see | い castles | ③ あ stare | い castles |
| ④ あ look | い houses  | ⑤ あ see | い houses  | ⑥ あ stare | い houses  |
| ⑦ あ look | い towers  | ⑧ あ see | い towers  | ⑨ あ stare | い towers  |

- 2 A: 中華料理を食べに行くか日本食にするか大した違いはないよね?  
B: どちらでも良いけど。ハンバーガーでなければね。
- A: What difference does it make ( あ ) we go to eat Chinese or Japanese food?  
B: Either one is fine. It's just ( い ) I don't like hamburgers.

- |        |        |           |        |            |        |
|--------|--------|-----------|--------|------------|--------|
| ① あ if | い so   | ② あ since | い so   | ③ あ though | い so   |
| ④ あ if | い that | ⑤ あ since | い that | ⑥ あ though | い that |
| ⑦ あ if | い why  | ⑧ あ since | い why  | ⑨ あ though | い why  |

- 3 A: ここで停めてくれ、あとは降りて歩くから。  
B: 自宅の前まで送ってくよ。  
A: 大丈夫。この辺りは一方通行が多いから。
- A: Just ( あ ) over here, and I'll get out and walk the rest of the way.  
B: I can drive you to your house.  
A: That's OK. Too many ( い ) streets around here.

- |          |               |          |               |          |               |
|----------|---------------|----------|---------------|----------|---------------|
| ① あ hold | い dead-end    | ② あ pull | い dead-end    | ③ あ turn | い dead-end    |
| ④ あ hold | い one-way     | ⑤ あ pull | い one-way     | ⑥ あ turn | い one-way     |
| ⑦ あ hold | い single-lane | ⑧ あ pull | い single-lane | ⑨ あ turn | い single-lane |

- 4 A: 太郎, 今すぐここにいらっしやい。  
 B: はい, お母さん。  
 A: これで, この部屋が「片付いた」なんて, どうしたら言えるの。お母さんには想像できないわ。  
 豚小屋じゃないの。午前中いっぱい何をしてたの。  
 B: うんまあ, 模様替えていうか。僕は結構気に入ってるんだけど。  
 A: Taro, come here this minute!  
 B: Coming, Mom.  
 A: It's ( あ ) my imagination how you could say this room is "neat and tidy." It's a pigsty!  
 What were you doing in here all morning?  
 B: Yah, well, reorganizing I guess you'd ( い ) it. I really like it this way.

- |                   |                    |                     |
|-------------------|--------------------|---------------------|
| ① あ among い allow | ② あ beyond い allow | ③ あ through い allow |
| ④ あ among い call  | ⑤ あ beyond い call  | ⑥ あ through い call  |
| ⑦ あ among い tell  | ⑧ あ beyond い tell  | ⑨ あ through い tell  |

- 5 A: 給料は上がるだろう, でも責任と労働時間も同じように増えるよ。  
 B: 当然のことです。仕事では犠牲を払わなければ何も手に入りません。  
 A: Your pay will increase, but ( あ ) will your responsibilities and the hours you work.  
 B: I can accept that. You can't get something for ( い ) in business.

- |                     |                     |                     |
|---------------------|---------------------|---------------------|
| ① あ do い anything   | ② あ it い anything   | ③ あ so い anything   |
| ④ あ do い everything | ⑤ あ it い everything | ⑥ あ so い everything |
| ⑦ あ do い nothing    | ⑧ あ it い nothing    | ⑨ あ so い nothing    |

- 6 A: うちの社員たちは, 我が社の経営方針が理解できないらしい。なぜなんだ?  
 B: コツは相手の立場になって, 彼らの観点から世界を眺めることだよ。  
 A: It seems our ( あ ) don't understand our management policies. Why is that?  
 B: The trick is to put yourself in their ( い ) and see the world from their perspective.

- |                         |                         |                           |
|-------------------------|-------------------------|---------------------------|
| ① あ employees い glasses | ② あ employers い glasses | ③ あ employments い glasses |
| ④ あ employees い jackets | ⑤ あ employers い jackets | ⑥ あ employments い jackets |
| ⑦ あ employees い shoes   | ⑧ あ employers い shoes   | ⑨ あ employments い shoes   |

II

- (1) 英語の記述が意味する 1 語となるように、破線部（破線の数文字数を表す）を補充する際に ?? に入る 2 文字を①～⑩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 ability to read and write: l \_ \_ ? ? \_ \_ y

● 8 the height of an object or place above the sea: \_ ? ? \_ tude

● 9 a treatment that helps someone feel better, grow stronger especially after an illness: \_ ? ? \_ \_ py

① al    ② ar    ③ at    ④ el    ⑤ er    ⑥ he    ⑦ lt    ⑧ lu    ⑨ ru    ⑩ tt

- (2) 英語の記述が意味する 1 語となるように、破線部（破線の数文字数を表す）を補充する際に ?? に入る 2 文字を①～⑩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 to make a high sound by blowing air out through a small hole between lips: w \_ \_ ? ? \_ e

● 11 to pause before saying or doing something because you are nervous or not sure: h \_ ? ? \_ \_ te

● 12 to encourage someone to do something and make them willing to work hard: mo \_ ? ? \_ \_ e

① gi    ② hi    ③ ib    ④ it    ⑤ iv    ⑥ si    ⑦ sl    ⑧ ss    ⑨ st    ⑩ zi

III 英文が日本語の意味を表すように下記[ ]内の語(句)を並べ換えるとき、(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[ ]には余分なものが1つ含まれている。  
(なお、文頭に来る語も小文字で示されている。)

- 13 私が流れに逆らって泳ぐことができたのは、父がそばで一緒に泳いでくれたおかげだった。  
( ) ( ) (あ) ( ) (い) ( ) ( ) (う) ( ) my father swimming along beside me.

[ for / it / made / me / owing / possible / swim against the current / to / was / what ]

- |          |                            |                            |              |         |                            |
|----------|----------------------------|----------------------------|--------------|---------|----------------------------|
| ① あ it   | い for                      | う owing                    | ② あ it       | い for   | う swim against the current |
| ③ あ it   | い made                     | う swim against the current | ④ あ made     | い for   | う me                       |
| ⑤ あ made | い possible                 | う for                      | ⑥ あ made     | い to    | う me                       |
| ⑦ あ me   | い for                      | う owing                    | ⑧ あ me       | い owing | う was                      |
| ⑨ あ me   | い swim against the current | う for                      | ⑩ あ possible | い me    | う was                      |

- 14 彼は複数の仕事を同時並行的に成し遂げてきたが、その仕事のどれ一つを見ても普通の人が一生涯かけて成し遂げる仕事よりもすごい。

He has had multiple simultaneous careers, ( ) (あ) ( ) (い) ( ) (う) achievement of most people.

[ any / more than / no / of / the lifetime / which / would be ]

- |                  |                |                |                  |                |                |
|------------------|----------------|----------------|------------------|----------------|----------------|
| ① あ any          | い the lifetime | う more than    | ② あ any          | い the lifetime | う of           |
| ③ あ of           | い would be     | う more than    | ④ あ of           | い would be     | う the lifetime |
| ⑤ あ the lifetime | い more than    | う of           | ⑥ あ the lifetime | い no           | う any          |
| ⑦ あ which        | い any          | う the lifetime | ⑧ あ which        | い no           | う the lifetime |
| ⑨ あ would be     | い more than    | う of           | ⑩ あ would be     | い the lifetime | う any          |

- 15 そのニュースが彼女に大きなショックを与えたことは否定できない。

It ( ) ( ) (あ) ( ) (い) ( ) (う) ( ) to her.

[ a great shock / denied / given / is / not / that / the news / to be / was ]

- |            |                 |          |            |                 |          |
|------------|-----------------|----------|------------|-----------------|----------|
| ① あ denied | い a great shock | う given  | ② あ denied | い a great shock | う to be  |
| ③ あ denied | い the news      | う not    | ④ あ denied | い was           | う given  |
| ⑤ あ given  | い denied        | う was    | ⑥ あ given  | い to be         | う was    |
| ⑦ あ given  | い was           | う denied | ⑧ あ to be  | い a great shock | う given  |
| ⑨ あ to be  | い that          | う was    | ⑩ あ to be  | い the news      | う denied |

IV 各文章において太字部分が入るべき最適な位置を①～⑥より選び、その番号をマークしなさい。

● 16 want of

For ① high-quality clay, many brick and tile factories ② in and around Thrissur are facing closure. Experts say that a solution to ③ the problem lies in ④ the development of technology that facilitates minimum use of clay in building material. Use of solid industrial wastes ⑤ to manufacture building material is ⑥ being encouraged.

● 17 common

Most languages die out gradually as successive generations of speakers become bilingual ① and then begin to lose proficiency in their traditional languages. This ② often happens when speakers seek to learn a more prestigious language in order to gain social and economic advantages or to avoid discrimination. The gradual ③ disappearance of Coptic\* as a spoken language in Egypt following the ④ rise of Arabic in the 7th century is one example of this type of transition. Modernity and ⑤ globalization have strengthened these forces, and people around the world now face unprecedented pressure to adopt the ⑥ languages used in government, commerce, technology, entertainment, and diplomacy.

(注) Coptic コプト語

● 18 in content and quality

The motion picture, one of the most popular forms of entertainment throughout the world, is both an art and an industry ①; it is a means of expression and a means of making money ②. This is why the making of a commercial motion picture requires a collaboration between people whose interests often conflict ③. Perhaps it is this tension, this uneasy but exciting union between art and business, which makes the movies so dynamic and also so inconsistent ④. One film may offend us because it seems to use contemporary issues or new technological devices ⑤ simply to get people to buy tickets. Another film, however, may move us deeply or make us aware of the artistic use of cinematic techniques ⑥.

● 19 fail to

If you knew all the joy I feel in being able to speak to you today, I think you would ① have some idea of the value of speech to the deaf, and you would ② understand why I want every little deaf child in all this great world to have an opportunity to learn to speak. I ③ know that much has been said and written on this subject, and that there is a wide difference of opinion among teachers of the deaf in regard to oral instruction. It seems very strange to me that there should be this difference of opinion; I cannot understand how anyone interested in our education can ④ appreciate the satisfaction we feel in being able to express our thoughts in living words. I ⑤ use speech constantly, and I cannot begin to tell you how much pleasure it gives me to do so. Of course I know that it is not always easy for strangers to understand me, but it will be by and by; and in the meantime, I ⑥ have the unspeakable happiness of knowing that my family and friends rejoice in my ability to speak.

V 次の英文を読んで、以下の設問に答えなさい。

Suicide prevention must be prioritized after 18 months of the COVID-19 pandemic, the Americas office of the World Health Organization (WHO) warned ahead of World Suicide Prevention Day, commemorated annually on 10 September.

Studies show that the global crisis has exacerbated\* risk factors associated with suicidal behaviours, such as job [20], trauma or abuse, mental health disorders and barriers to accessing health care.

“Suicide is an urgent public health problem and its prevention must be a national [21],” said Renato Oliveira e Souza, head of the Mental Health Unit at the Pan American Health Organization (PAHO). “We need [22] action from all elements of society to put an end to these deaths, and for governments to create and invest in a comprehensive national strategy to improve suicide prevention and care,” he added. Globally, one in 100 deaths is by suicide, making it among the leading causes of death worldwide and the fourth leading cause of death among 15- to 29-year-olds, [23] road traffic accidents, tuberculosis\* and interpersonal violence. More people die each year from suicide than from HIV, malaria, or breast cancer, or from war and homicide, according to WHO.

Some of the verbal or behavioural warning signs for suicide [24] talking about wanting to die, feeling immense guilt or shame, or feeling like a burden to others. Other signs are feeling empty, hopeless or trapped, or having no [25] to live, or feeling extremely sad, anxious, agitated, or full of anger. [26] behavioural changes that can also be warning signs are researching ways to die, staying away from friends, giving away important items, showing extreme mood swings, eating or sleeping too much or too little, and using drugs or alcohol more often. Anyone who detects warning signs of suicide, whether in themselves or in someone they know, should [27] help from a health care professional as soon as possible.

World Suicide Prevention Day is organized by the International Association for Suicide Prevention (IASP) and endorsed by WHO. This year’s theme, ‘Creating hope through action’, focuses on the need for collective action to [28] the issue. WHO recently published guidance that supports national efforts to help reduce the global suicide rate [29] one-third by 2030, in line with the Sustainable Development Goals (SDGs). Key prevention measures include limiting access to means of suicide, such as firearms and pesticides, as well as early identification, assessment, management and follow-up of people affected by suicidal thoughts and behaviours. Other actions include fostering adolescent social-emotional skills, and educating the media in responsible reporting on suicide.

(注) exacerbate を悪化させる tuberculosis 結核

(出典 United Nations. Pandemic increasing risk factors for suicide, UN health agency warns. UN News; 2021 一部改変)

● [20], [21], [22], [23], [24], [25], [26], [27], [28], [29] に入る最適なものを①～⑩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。)

- |           |         |            |          |            |
|-----------|---------|------------|----------|------------|
| ① address | ② after | ③ among    | ④ by     | ⑤ concrete |
| ⑥ include | ⑦ loss  | ⑧ priority | ⑨ reason | ⑩ seek     |

● 次の a～c の記述について、本文の内容に合致するものを正、しないものを誤とするとき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。

- With the ongoing COVID-19 pandemic, WHO has stressed the importance of suicide prevention.
- Suicide is the fourth leading cause of death in the world, killing 1% of the total population each year.
- For suicide prevention, we should keep people away from the means of suicide and detect early warning signs.

- |         |       |       |         |       |       |
|---------|-------|-------|---------|-------|-------|
| 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。

By the time Jeff Bezos was in high school, his family had moved to Miami. He was a straight-A student, somewhat nerdy\*, and still completely [ 31 ] with space exploration. He was chosen as the valedictorian\* of his class, and his speech was about space: how to colonize planets, build space hotels, and save our fragile planet by finding other places to do manufacturing. "Space, the final frontier, meet me there!" he concluded.

He went to Princeton with the goal of studying physics. It [ 32 ] like a smart plan until he smashed into a course on quantum mechanics\*. One day, he and his roommate were trying to solve a particularly difficult partial differential equation, and they went to the room of another person in the class for help. He stared at it for a moment, then gave them the answer. Bezos was amazed that the student had done the calculation—which took three pages of [ 33 ] algebra to explain—in his head. "That was the very moment when I realized I was never going to be a great theoretical physicist," Bezos says. "I saw the writing on the wall, and I changed my major very quickly to electrical engineering and computer science." It was a difficult realization. His heart had been set on becoming a physicist, but finally he had [ 34 ] his own limits.

After graduation, Bezos went to New York to apply his computer skills to the financial industry. He [ 35 ] up at a hedge fund run by David E. Shaw, which used computer algorithms to discover pricing disparities in the financial markets. Bezos took to the work with a disciplined zeal. Foreshadowing the workplace fanaticism he would later try to instill at Amazon, he kept a sleeping bag in his office in case he wanted to sleep there after a late night of work.

While working at the hedge fund in 1994, Bezos came across the statistic that the web had been growing by more than 2,300 percent each year. He decided that he wanted to get aboard that rocket, and he came up with the idea of opening a retail store online, sort of a Sears\* catalogue for the digital age. Realizing that it was prudent to start with one product, he chose books—partly because he liked them and also because they were not perishable, were a commodity, and could be [ 36 ] from two big wholesale distributors. And there were more than three million titles in print—far more than a bricks-and-mortar store could possibly keep on display.

When he told David Shaw that he wanted to leave the hedge fund to pursue this idea, Shaw took him on a two-hour walk through Central Park. "You know what, Jeff, this is a really good idea. I think you're onto a good idea here but this would be a better idea for somebody who didn't already have a good job." He [ 37 ] Bezos to think about it for a couple of days before making a decision. Bezos then [ 38 ] his wife, MacKenzie, whom he had met at the hedge fund and married the year before. "You know you can count me in 100 percent, whatever you want to do," she said.

To make the decision, Bezos used a mental exercise that would become a famous part of his risk-calculation process. He called it a "regret minimization framework." He would imagine what he would feel when he turned 80 and thought back to the decision. "I want to have minimized the number of regrets I have," he explains. "I knew that when I was 80, I was not going to regret having tried this. I was not going to regret trying to participate in this thing called the Internet that I thought was going to be a really big deal. I knew that if I failed, I wouldn't regret that, but I knew the ( ) ( あ ) ( ) ( ) ( い ) ( ) ( う ) ( ) ( ). I knew that that would haunt me every day."

(注) nerdy オタクっぽい

valdictorian 卒業生代表

quantum mechanics 量子力学

Sears アメリカの百貨店

(出典 Walter Isaacson. Invent & Wander: The Collected Writings of Jeff Bezos. Boston, Massachusetts: Harvard Business Review Press; 2021 一部改変)

● [ 31 ] [ 32 ] [ 33 ] [ 34 ] [ 35 ] [ 36 ] [ 37 ] [ 38 ] に入る最適なものを①～⑨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1回しか使えない。

① avoided

② bought

③ confronted

④ consulted

⑤ convinced

⑥ detailed

⑦ ended

⑧ obsessed

⑨ sounded

●本文中の次の文において文脈に合うように下記 [       ] 内の語(句)を並べ換えるとき、(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 39 にマークしなさい。

I knew that if I failed, I wouldn't regret that, but I knew the (    )( あ )(    )(    )( い )(    )( う )(    )(    ).

[ ever having / I / is / might / not / one / regret / thing / tried ]

- |   |   |
|---|---|
| ① あ I            い one            う not           | ② あ I            い regret          う ever having    |
| ③ あ I            い regret          う one          | ④ あ I            い thing            う ever having   |
| ⑤ あ one          い I                う ever having | ⑥ あ one          い I                う not           |
| ⑦ あ one          い might            う ever having | ⑧ あ thing          い not              う ever having |
| ⑨ あ thing        い not              う is          | ⑩ あ thing        い regret            う not          |

●次の a～c の記述について、本文の内容に合致するものを正、しないものを誤とするとときに得られる組み合わせを①～⑧より選び、その番号を 40 にマークしなさい。

- a. Jeff was a top student in high school, who gave a speech at graduation about his future dream of space exploration.
- b. Jeff realized he was not smart enough when he saw his roommate easily solve a physics problem he couldn't solve.
- c. When Jeff was undecided about starting a new business, his wife said she would support any decision he made.

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



## VII 次の英文を読んで、以下の設問に答えなさい。

When looking for the most revealing measures of human quality of life, economists prefer to rely on per capita values of gross domestic product (GDP) or disposable income\*. Both measures are obviously [41]. GDP goes up in a society where increasing violence requires more policing, higher investment in security measures, and more frequent admissions to hospitals; and average disposable income tells us nothing about the degree of economic inequality or about the social net available to disadvantaged families. Even so, these measures do give a pretty good overall ranking of countries. Not too many people would prefer to live in Iraq (2018 nominal GDP of about \$6,000) than in Denmark (2018 nominal GDP of about \$60,000). And the average quality of life is undoubtedly higher in Denmark than in Romania: both belong to the EU, but the disposable income\* is 75 percent higher in [42] the former.

Since 1990, the most common alternative has been to use the Human Development Index (HDI), a multivariable measure constructed in order to provide a better yardstick. It combines life expectancy at birth and educational achievements with the gross national income per capita—but it correlates highly with the average per capita GDP, making [43] the latter variable about as good a measure of the quality of life as the more elaborate index.

My own choice of a single-variable measure for rapid and revealing comparisons of quality of life is infant mortality: the number of deaths during the first year of life that take place per 1,000 live births.

Infant mortality is such a powerful indicator because low rates are impossible to achieve without having a combination of several critical conditions [44]—good healthcare in general, and appropriate prenatal, perinatal, and neonatal care\* in particular; proper maternal and infant nutrition; adequate and sanitary living conditions; and access to social support for disadvantaged families—and that are also based on relevant government and private spending, and on infrastructures and incomes [45]. A single variable thus captures a number of prerequisites\* for the near-universal survival of the most critical period of life: the first year.

Infant mortalities in preindustrial societies were uniformly and cruelly high: even by 1850, the rates in Western Europe and in the United States were as high as 200–300. By 1950, the Western mean was reduced to 35–65, and now the lowest rates in affluent countries are below 5. After leaving out extremely small countries—from Andorra to San Marino—this group with infant mortalities lower than 5 per 1,000 includes about 35 countries ranging from Japan (at 2) to Serbia (at just under 5), and its frontrunners show why the measure cannot be used for simplistic ranking without reference to wider demographic\* conditions.

Countries with the lowest infant mortalities are mostly small (with populations less than 10 million), they include the world's most homogeneous societies (Japan, Iceland and Finland), and most of them have very low birth rates. Obviously, it is more challenging to reach and maintain very low infant mortalities in larger, heterogeneous societies with high rates of immigration from less affluent countries, and in countries with higher birth rates. As a result, it would be difficult to replicate the Icelandic rate (at 3) in Canada (at 5), a country whose population is more than 100 times larger and [46] about as many newcomers (mostly from low-income societies in Asia) as there are total people living in Iceland. The same realities affect the United States, but the country's relatively high infant mortality (at 6) is undoubtedly influenced by higher economic inequality.

In this sense, infant mortality is a better indicator of quality of life than the income average or the Human Development Index, but it still needs qualifications: no single measure is a fully satisfactory substitute for understanding a nation's quality of life. What is not in doubt is [47] in a dozen of sub-Saharan nations. Their rates (at above 60) are equal to those in Western Europe some 100 years ago, a timespan [48] those nations have to close in order to catch up with affluent economies.

(注) disposable income 可処分所得

prenatal, perinatal, and neonatal care 出生前, 周産期, 新生児期の医療

prerequisite 必要条件

demographic 人口動態の

(出典 Vaclav Smil. Numbers Don't Lie: 71 Things You Need to Know about the World. London: Penguin Random House UK; 2021 一部改変)

● [41] に入る最適なものを①～⑤より選び、その番号をマークしなさい。

- ① acceptable    ② questionable    ③ sustainable    ④ unchangeable    ⑤ valuable

●42 the former 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 Iraq      ② Denmark      ③ the average quality of life      ④ Romania      ⑤ the EU

●43 the latter variable 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 the Human Development Index      ② a multivariable measure  
③ a better yardstick      ④ the gross national income per capita  
⑤ the average per capita GDP

●44, 45, 46, 47, 48 に入る最適なものを①～⑤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1回しか使えない。

- ① that infant mortalities remain unacceptably high  
② that can maintain usage and access  
③ that evokes the developmental gap  
④ that define good quality of life  
⑤ that welcomes annually

●次の a～c の記述について、本文の内容に合致するものを正、しないものを誤とするとときに得られる組み合わせを

①～③より選び、その番号を 49 にマークしなさい。

- a. HDI is a combination of life expectancy at birth, educational achievements, and gross domestic product.  
b. By 1850, about one-fifth to one-third of children did not survive the first 365 days in Western Europe and in the US.  
c. Keeping low infant mortality rates is more difficult in a heterogeneous country than in a homogeneous one.

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