

## 外国語(英語) E/P/G方式 (2023)

- (注意事項)
- 1 問題文は18ページあります。
  - 2 解答は解答用紙の所定欄に記入してください。下書きは、問題冊子の余白を利用してください。ただし、回収はしませんので採点の対象とはなりません。
  - 3 解答はすべてマークセンス方式となっていますので、解答用紙の注意事項をよく読み解答してください。
  - 4 複数の箇所をマークする設問については、マークの順序を問いません。
  - 5 受験番号・氏名・フリガナは、監督者の指示に従って、解答用紙の所定欄に丁寧に記入してください。
  - 6 解答用紙にマークセンス方式の受験番号欄があります。受験番号をマークする際は濃く丁寧にぬってください。
  - 7 試験中に問題冊子の印刷不鮮明、ページ落丁・乱丁及び解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせてください。

I 次の英文の空所①～⑮に入れるのに最もふさわしい語をそれぞれ1～4の中から一つ選び、その番号をマークしなさい。

Everyone loves going to the movies. In a little over a century, film has ( ① ) from being a technological novelty to one of the world's most popular forms of entertainment and it has changed a lot over time. Here, then, are some of film history's most important firsts.

*Roundhay Garden Scene* is probably the first film made with a moving picture camera. It was shot by French inventor Louis Le Prince and ( ② ) just 2.1 seconds. While *The Jazz Singer* is believed to be the first proper talking film, the earliest ( ③ ) recording of sound with moving pictures was made by William Dickson. It was only a few seconds long and featured a violinist playing a simple melody. By the 1930s, nearly all feature-length movies were ( ④ ) with sound and by the mid-1930s, some were in colour, too. The arrival of 'talking pictures' ( ⑤ ) rise to the 'Golden Age of Hollywood'.

During the 1930s and 1940s, cinema was the main form of ( ⑥ ) entertainment, with people often attending cinemas twice a week. Elegant 'super' cinemas or 'picture palaces', offering extra ( ⑦ ) such as cafés and ballrooms, came to towns and cities; many of them could hold over 3,000 people in a single building. In Britain, the highest attendances occurred in 1946, with over 31 million visits to the cinema each week.

Sherlock Holmes is one of the most ( ⑧ ) portrayed characters in film history. The first film about Sir Arthur Conan Doyle's famous detective is a 30-second recording that was originally made to be watched in coin-operated machines; to date, over a thousand films about him ( ⑨ ) made.

Animated films are very popular and one of the best loved is *Snow White and the Seven Dwarves*. People ( ⑩ ) Walt Disney that the film would fail, arguing that adults would not want to sit through a 90-minute animated movie. But ( ⑪ ) all odds, the film was a hit: Everyone loved it, and comedian Charlie Chaplin even told *The Los Angeles Times*, "Disney has created one of the greatest films of all time."

*Titanic*, ( ⑫ ) Leonardo de Caprio, became the first motion picture to make over one billion dollars. It was the most successful film of all time ( ⑬ ) director James Cameron beat his own record with 2009's *Avatar*.

For the past few decades, the film industry has been under ( ⑭ ) from other entertainment sources. While cinemas have had some success in fighting competition from television and online streaming services, it has not regained the position that it ( ⑮ ) in

the 1930s and 40s. For example, by 1984 cinema attendance in Britain had fallen to one million a week.

①	1	become	2	been	3	gone	4	arrived	<input type="text" value="1"/>
②	1	runs	2	stays	3	exists	4	finishes	<input type="text" value="2"/>
③	1	possible	2	entertaining	3	clear	4	actual	<input type="text" value="3"/>
④	1	established	2	produced	3	compared	4	manufactured	<input type="text" value="4"/>
⑤	1	made	2	gave	3	brought	4	created	<input type="text" value="5"/>
⑥	1	general	2	common	3	popular	4	home	<input type="text" value="6"/>
⑦	1	room	2	alternatives	3	facilities	4	resources	<input type="text" value="7"/>
⑧	1	successively	2	occasionally	3	arguably	4	frequently	<input type="text" value="8"/>
⑨	1	were	2	have been	3	had been	4	to be	<input type="text" value="9"/>
⑩	1	warned	2	predicted	3	taught	4	reported	<input type="text" value="10"/>
⑪	1	against	2	at	3	for	4	with	<input type="text" value="11"/>
⑫	1	starred	2	to star	3	starring	4	was starred	<input type="text" value="12"/>
⑬	1	since	2	for	3	prior	4	before	<input type="text" value="13"/>
⑭	1	stress	2	pressure	3	advances	4	control	<input type="text" value="14"/>
⑮	1	defended	2	owned	3	held	4	controlled	<input type="text" value="15"/>

II 次の英文を読んで、空所1～7にあてはまる最も適切な表現を、また設問8～10に対する最も適切な答えを、それぞれ1～4の中から一つ選び、その番号をマークしなさい。

*Peter, Angela and David have just finished high school and are at their graduation party.*

Angela: I can't believe we've finished school. The years have just flown by, haven't they?

Peter: You can say that again. It feels like only yesterday that we were sitting in that first class, all nervous and excited.

David: ( 1 ) You had to borrow a pen off me, didn't you? And some writing paper.

Peter: Mum forgot to pack my things. I think she was just as nervous as me.

Angela: It's been good, though. I'm going to miss this place. ( 2 ).

David: Even Mr Roberts? He was awful! I don't think I ever stayed awake during one of his classes.

Angela: Yeah, well. You can't have everything, can you? So, what are your plans now? Congratulations on getting that place at Edinburgh, David. It's a great university. What are you going to be doing?

David: Yeah, I'm pretty happy. I'll be studying Politics and Philosophy. It looks like a really good course. And I'm ( 3 ) looking forward to moving to Scotland. It's such a beautiful part of the country.

Angela: We'll have to come up and visit you some time. They filmed some of the Harry Potter movies up there, didn't they? That would be fun to see.

Peter: Sounds like a plan! I hope you'll remember us when you're running the country, David. How about you, Angela? You're staying in London, aren't you?

Angela: Yeah, that's right. I've got a job at Oswald Boateng, one of the top designers here. The money's not too good at first, but they train you up and with any luck, five or ten years from now, I'll be starting my own fashion house.

Peter: That's quite the dream you both have. I wish I knew what I really wanted to do.

David: ( 4 )

Peter: Yeah, I'm going to travel for a bit. See the world, you know?

Angela: Where are you heading off to?

Peter: Actually, I just volunteered with Habitat for Humanity. So I'll start off helping to build houses in Cambodia for a few months. After that, I don't really know. I might go down to New Zealand. I've got relatives there.

Angela: You know what? I've just had a crazy idea. Why don't we meet up for Christmas

in New Zealand? There's a really big fashion show around then and I've been asked to go by my company. What a great chance to catch up.

David: ( 5 ) You know what my parents are like. And money's always been pretty tight. I don't think I'll be able to afford it. I'd love to, though.

Peter: It's a great idea. Come on, David. You could stay with me. I'm sure my uncle and aunt won't mind. They're pretty easy-going.

David: Well, let's decide nearer the time. Oh, look who's coming over!

Roberts: Well, now. If it isn't my three favourite students. Enjoying yourselves?

Angela: Yes, it's a lovely party. We're going to miss this place. And you of course, sir. Are you going to miss us too, Mr Roberts?

Roberts: ( 6 ), Angela. You caused a lot of trouble over the years! I still remember that rubber snake you left in my drawer. Gave me quite a scare.

David: It was just a joke, sir. And it was your birthday, wasn't it?

Roberts: A lovely present, David. I shall treasure the memory forever.

Peter: Are you looking forward to next year, sir? A whole new group of students for you to teach.

Roberts: Not for me, Peter. You're not the only ones who are leaving. So am I.

Angela: Really, sir? ( 7 )

Roberts: No, I'm retiring. I think I've done all I can here. Time for me to try something different.

Peter: What are you planning to do, sir?

Roberts: Well, I've always wanted to write. So, I think I'll try and finish that novel I've been working on these last twenty years.

Angela: Good luck with that, sir. So, I guess we're all going to be starting a new chapter of our lives, then.

David: Let's hope they turn out to be chapters worth publishing.

1. 1 Time went so slowly.
- 2 I remember that first day.
- 3 Our parents weren't, though.
- 4 Were you in my class?

2. 1 So many happy memories  
2 But not the teachers that much  
3 And the friends we made  
4 My parents will, too 17
3. 1 only  
2 so  
3 probably  
4 always 18
4. 1 Why don't you travel the world?  
2 Don't worry, you'll think of something.  
3 That's right, you're taking a year off, yes?  
4 You could always work with Angela. 19
5. 1 What a brilliant idea.  
2 I'm not sure.  
3 Is your company paying?  
4 I'm afraid I've already got plans. 20
6. 1 That's up to you  
2 Especially this old building  
3 I wouldn't go that far  
4 Not as much as them 21
7. 1 Are you going to retire, then?  
2 We didn't know that you're going.  
3 Moving to a new school, perhaps?  
4 It won't be the same without you. 22

8. Who is the least certain about the future?

- 1 Peter
- 2 Angela
- 3 David
- 4 Mr Roberts

23

9. Which ONE of the statements is NOT true?

- 1 Angela is quite ambitious.
- 2 Peter wants to do charity work.
- 3 David's family is not wealthy.
- 4 Mr Roberts is also a respected author.

24

10. Where will the three friends meet again?

- 1 Somewhere in Scotland.
- 2 Somewhere in New Zealand.
- 3 At the next reunion party.
- 4 It is undecided.

25

Ⅲ 次の英文を読み、設問に答えなさい。

著作権の都合上、省略。

What Is an Endangered Language?, Linguistic Society of America by Anthony C. Woodbury.



著作権の都合上、省略。

(1) 下線部(1)の意味を表しているものを以下から一つ選び、その番号をマークしなさい。

26

- 1 言語が消滅していく状況が一変しなければ
- 2 少数民族の言語が廃れるとき
- 3 言語に対する考え方が一変しないのであれば
- 4 少数民族の言語が保護されない限りは

(2) 空所( 2 )に入る最もふさわしい語句を以下から一つ選び、その番号をマークしなさい。

27

- 1 By contrast
- 2 Still
- 3 In conclusion
- 4 Moreover

(3) 空所( 3 )に入る最もふさわしい語句を以下から一つ選び、その番号をマークしなさい。

28

- 1 as well
- 2 for instance
- 3 mysteriously
- 4 unexpectedly

(4) 下線部(4)を指しているものを以下から一つ選び、その番号をマークしなさい。

29

- 1 自分の言語だけでなく、征服者の言語も学ぶこと
- 2 ヨーロッパ人征服者によって殺害されてしまうこと
- 3 少数民族の言語と誇りを維持すること
- 4 言語とともに民族としてのアイデンティティを放棄させられること

(5) 空所( 5 )に入る最もふさわしい語句を以下から一つ選び、その番号をマークしなさい。

30

- 1 strange and usual
- 2 dangerous and peaceful
- 3 sudden and gradual
- 4 consistent and slow

(6) 一世代の間に消滅してしまった言語を以下から一つ選び、その番号をマークしなさい。

31

- 1 Modern Greek
- 2 Mohawk
- 3 Yupik
- 4 Latin

(7) 今から百年後の言語事情について予測されていることを以下から一つ選び、その番号をマークしなさい。

32

- 1 現在の言語数の半分か、数百程度になってしまう
- 2 アメリカ大陸では、スペイン語が共通語となっている
- 3 世界中にあるほとんどの言語が消滅する
- 4 英語が世界共通語となっている

(8) 下線部(6)を説明しているものを以下から一つ選び、その番号をマークしなさい。 33

- 1 ある言語が失われても、ある言語が取って代わるから
- 2 言語によって受け継がれる文化は、神話や儀式、詩、日常的な語を含むから
- 3 言語は消滅しても、しばしば力のある文化集団によって受け継がれるから
- 4 言語の消滅は、膨大な文化資産を失うことを意味するから

(9) 下線部(7)から始まる段落の趣旨を述べているものを以下から一つ選び、その番号をマークしなさい。 34

- 1 言語を通して経験される社会の側面を研究する必要がある
- 2 調査対象としての言語が廃れると、それだけ人間について学べなくなる
- 3 世界中のあらゆる言語に共通する仕組みが存在する
- 4 民族の歴史は、言葉によって語り継がれる

(10) 空所( 8 )に入る最もふさわしい語句を以下から一つ選び、その番号をマークしなさい。 35

- 1 almost broadens
- 2 often assists
- 3 clearly reveals
- 4 severely limits

(11) 言語が消滅する原因として著者があげていないものは以下のうちどれか。二つ選び、その番号をマークしなさい。 36 37

- 1 ある言語が優勢言語となり、多くの他の言語が使われなくなること
- 2 話者が自分の言葉に誇りを持たなくなること
- 3 当該言語の使用者が、他民族の侵略により殺害されてしまうこと
- 4 古代ギリシャ語のように、言語そのものが変化すること
- 5 その言語の最後の話者が、死亡してしまうこと
- 6 話し言葉だけでなく、書き言葉としても社会で使われなくなること

#### IV 次の英文を読み、設問に答えなさい。

Around a third of the population has trouble sleeping, including difficulties maintaining sleep throughout the night. While night time awakenings are upsetting for most sufferers, there is some evidence from our recent past that suggests this period<sup>(1)</sup> of wakefulness occurring between two separate sleep periods was common. During this waking period, people would relax or think about their dreams. Some would engage in activities like sewing, chopping wood or reading.

Researchers have found evidence that in Europe, two sleep periods were considered normal before the Industrial Revolution. People went to bed once they had completed their chores and not, unlike today, at a regular time. Historian A. Roger Ekirch's book *At Day's Close: Night in Times Past* describes how families at this time slept a couple of hours after around the end of daylight, woke a few hours later for one to two hours, and then had a second sleep until dawn.

Ekirch found references<sup>(2)</sup> to the first and second sleep began to disappear during the late 17th century. This is thought to have started in the upper classes in Northern Europe and filtered down to the rest of Western society over the next 200 years.

Interestingly, the appearance of insomnia\* in the literature<sup>(3)</sup> in the late 19th century occurs along with the period ( 4 ) accounts of split sleep start to disappear. Thus, modern society may place unnecessary pressure on individuals to obtain a night of continuous stable sleep every night.

To this day, many cultures retain the two-sleep period during the day. This is because our body clock lends itself to<sup>(5)</sup> such a schedule, having a reduction in alertness in the early afternoon.

In the early 1990s, psychiatrist Thomas Wehr conducted a laboratory experiment in which he exposed a group of people to a short photoperiod\* — that is, they were left in darkness for 14 hours every day instead of the typical eight hours — for a month. It took some time ( 6 ) their sleep to regulate but by the fourth week a distinct two-phase sleep pattern emerged. They slept first for four hours, then woke for one to three hours before falling into a second four-hour sleep. This finding ( 7 ) the idea that *bi-phasic* sleep is a natural process with a biological basis.

Today's society often doesn't allow for this type of flexibility, thus we have to obey today's sleep/wake schedules. It is generally thought that a continuous seven to nine-hour unbroken sleep is probably best for feeling refreshed.

<sup>(8)</sup> Some of the key advantages of a split sleep schedule include the flexibility it allows with work and family time (where this flexibility is afforded). Some individuals in modern society have adopted this type of schedule as it provides two periods of increased activity, creativity and alertness throughout the day, rather than having a long wake period where sleepiness builds up across the day and productivity decreases.

( 9 ), there is growing evidence suggesting naps can have important benefits for memory and learning, increasing our alertness and improving mood states. Some believe sleep disorders, like insomnia, are rooted in the body's natural preference for split sleep. Therefore, split sleep schedules may be a more natural rhythm for some people.

Split-shift schedules in factories that maintain good sleep time per 24 hours may be beneficial for sleep, performance and safety. A number of recent studies have found split sleep provides comparable benefits for performance to one big sleep, if the total sleep time per 24 hours was maintained (at around seven to eight hours total sleep time per 24 hours).

However, as might be expected, performance and safety can still be harmed if wake-up and start-work times are in the early hours of the morning; we don't know if these schedules provide any benefits for health or reduce the risk for chronic\* disease.

Although we aim to have solid and unified sleep, this may not suit everyone's body clock or work schedule. In fact, a return to the bi-modal sleep pattern from our pre-industrial ancestors may work well in a modern industrial setting.

(注)

\*insomnia : 不眠 (症)

\*photoperiod : 照光時間

\*chronic : 慢性の

(1) 下線部(1)の内容として最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

38

- 1 眠りの周期に関する二つのパターン
- 2 夜中に起こる、眠りと眠りの間の時間
- 3 夜の眠りと昼の眠りの間の時間
- 4 夢か現実かわからないような時間

(2) 下線部(2)が参照しているものとして最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

39

- 1 用事が済んだら眠りにつくという習慣
- 2 眠りについてから日が明けるまでの数時間
- 3 眠りが二回に分かれていたこと
- 4 17世紀の終わり頃

(3) 下線部(3)literature の意味として最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

40

- 1 文学
- 2 文献
- 3 文字
- 4 学識

(4) 空所( 4 )に入らない語(句)を次の1～4の中から一つ選び、その番号をマークしなさい。

41

- 1 where
- 2 when
- 3 in which
- 4 what

(5) 下線部(5) lends itself to の意味として最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

42

- 1 does not fit
- 2 is suitable for
- 3 makes much of
- 4 stops short at

(6) 本文の内容に合うように空所( 6 )に入れるものとして最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

43

- 1 as
- 2 by
- 3 for
- 4 with

(7) 本文の内容に合うように空所( 7 )に入れるものとして最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

44

- 1 supports
- 2 challenges
- 3 summarizes
- 4 replaces

(8) 下線部(8)の内容に含まれるものとして最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

45

- 1 長時間の睡眠の後の起床時に得られる爽快感
- 2 起きている間に心身ともに活発になること
- 3 起きているときに集中力が低下すること
- 4 労働の生産性が下がること

(9) 空所( 9 )に入れるものとして最も適切なものを次の1～4の中から一つ選び、その番号をマークしなさい。

46

- 1 On the other hand
- 2 In support of this
- 3 As a result
- 4 In other words

(10) 本文の内容と合う記述として最も適切なものを次の1～6の中から二つ選び、その番号をマークしなさい。

47

48

- 1 夜中に一度も起きずに眠ることは体に悪い。
- 2 西洋で1日に1回睡眠を取る習慣が広まるには数百年かかった。
- 3 現代の社会では、1日の睡眠を2回に分けて取る文化は見られない。
- 4 Thomas Wehr の実験では、1日14時間暗い場所にいるとどうなるか3ヶ月間観察した。
- 5 昼寝をすると、記憶や学習のみならず精神面にも良い効用があると考えられる。
- 6 不眠症と1日2回睡眠との間に有意義な関係は認められない。

V Read the passage and answer the questions.

A long time ago, the king of a little town in Italy bought a fine large bell, and had it hung up in a tower in the market place. A long rope that reached almost to the ground was fastened to the bell. The smallest child could ring the bell by pulling upon this rope.

"It is the bell of justice," said the king. "My people," said he, "do you see this beautiful bell? It is your bell; but it must never be rung except in case of need. If any one of you is treated unfairly at any time, he may come and ring the bell; and then the judges will come together at once, hear his complaint, and give him justice. Rich and poor, old and young, anyone may come; but no one must touch the rope unless he knows that he has been wrongly treated."

Many years passed and many times the bell in the market place rang, calling the judges together. At last the rope was almost worn out. It became so short that only tall people could reach it. "This will never do," said the judges one day. "Children can't reach the bell. That is not fair."<sup>(1)</sup>

"Let me fix it for you," said a man who was standing by. He ran into his garden, which was not far away, and soon came back with a long grapevine in his hands. "This will do for a rope," he said; and he climbed up, and fastened it to the bell. The vine fell to the ground. "Yes," said the judges, "it is a very good rope."

Now, on the hillside above the village, there lived a man who had once been a brave knight. In his youth he had been to many lands, and he had fought in many battles. His best friend through all that time had been his brave and noble horse.

But the knight, when he grew older, thought of nothing but gold; he was now a miser.<sup>(2)</sup> At last he sold all that he had, except his horse, and went to live in a little hut on the hillside. Day after day he sat among his money bags, and planned how he might get more gold; and day after day his horse stood, half-starved and shivering with cold.

"What is the use of keeping that lazy horse?" he said to himself one morning. "Every week it costs me more to keep him than he is worth. I will let him go and he can take care of himself. If he starves to death, so much the better."<sup>(3)</sup> So the brave old horse was sent away.

One hot afternoon, the horse wandered into the market place. He saw the grapevine rope that hung from the bell of justice. The leaves upon it were still fresh and green, for it had not been there long. What a fine dinner they would be for a starving horse! He stretched his thin neck, and took one of the tempting leaves in his mouth. It was hard to



pull off but he pulled at it, and the great bell above him began to ring.

The judges heard it and went to the bell, where they saw the horse eating the leaves on the vine. "It is the miser's horse," one of the judges said, "he has come to call for justice; for his master, as everybody knows, has treated him most shamelessly."

"Go bring the miser to us," said all the judges. And when he came, they told him to stand and hear their judgment.

"The horse served you well for so many years," they said. "He saved you so many times. He helped you to become rich. Therefore we order that one half of all your gold shall be set aside to buy him food and shelter, a green pasture where he may eat, and a warm home for his old age."

The miser hung his head, angry at the loss of so much money; but the people shouted for joy, and for the rest of his life, the horse enjoyed the happy life he deserved.<sup>(4)</sup>

(1) The bell of justice is a sign of the king's \_\_\_\_\_.

49

- 1 sense of humour
- 2 religious faith
- 3 love of animals
- 4 democratic attitude

(2) The people were allowed to ring the bell \_\_\_\_\_.

50

- 1 only when it was necessary
- 2 if they felt impressed with its beauty
- 3 when they saw animals treated cruelly
- 4 if the judges gave them permission

(3) Which one of the following best explains the meaning of This will never do?<sup>(1)</sup>

This will no longer \_\_\_\_\_.

51

- 1 work well
- 2 ring loudly
- 3 be short
- 4 be beautiful

(4) Which one of the following best explains the word miser?<sup>(2)</sup>

52

A person who \_\_\_\_\_.

- 1 loves money and hates spending it
- 2 does not love animals at all
- 3 fights bravely on a horse
- 4 lives an extremely poor life

(5) Which one of the following CANNOT describe the meaning of the phrase so much the better?<sup>(3)</sup>

53

The horse's possible starvation would \_\_\_\_\_.

- 1 be better than its cost
- 2 bring him much more money
- 3 be even more desirable than otherwise
- 4 be more imaginable than its death in a battle

(6) What brought the horse to the bell of justice?

54

- 1 its sense of direction
- 2 the judges' suggestion
- 3 the bell's beauty
- 4 its terrible hunger

(7) The judges stressed the miser's \_\_\_\_\_.

55

- 1 lack of gratitude towards the horse
- 2 poverty after his brave fighting
- 3 illegal way of life
- 4 excessive love of money

(8) Which one of the following best explains the people's reaction to the judgment?

56

- 1 bitter disappointment
- 2 lack of interest
- 3 complete agreement
- 4 aggressive anger

(9) After hearing the judgment, the owner of the horse \_\_\_\_\_.

57

- 1 argued against it
- 2 was furious but obeyed it
- 3 felt sorry for the horse
- 4 tried to keep his money

(10) Which one of the following best explains the meaning of the phrase the happy  
life he deserved?<sup>(4)</sup>

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The horse's happy life was \_\_\_\_\_.

- 1 a natural reward for his faithfulness
- 2 a legal right given by the judges
- 3 something beyond his imagination
- 4 something finally celebrated by his master

(11) Choose TWO statements that are true according to the passage.

59

60

- 1 A great number of crimes in the town made the king concerned about the safety of his people.
- 2 A grapevine was used as a rope for the bell because it could attract children and animals.
- 3 It was one of the judges who suggested to the king that they have the bell of justice.
- 4 The judges in the town knew just how unfairly the horse was treated by the cruel owner.
- 5 The horse helped the owner when he fought as a knight but it became less loyal after the battles.
- 6 The judges seemed to misunderstand the reason why the horse came to the bell of justice and rang it.

問題は以上となります。解答用紙の裏面は使用しません。