

# 外国語(英語) (2024)

- (注意事項)
- 1 問題文は14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 解答は一部記述を含む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 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。
  - 5 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。
  - 6 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1～10の日本語と一致するように、それぞれの語群の語(句)を( )に入れて、正しい英文を作りなさい。解答欄には、空所( 3 )に入る語の記号をマークしなさい。ただし、それぞれの語群には不要な語が一つずつあり、文頭にくる場合も頭文字を小文字にしてあります。

1. 例外的な状況のみ、遅れた申し込みも受け付けます。

Only ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) we accept late applications.

- a. when    b. are    c. will    d. the circumstances    e. allows  
f. exceptional

2. スマートフォンのおかげで、以前にはなかった便利さをわたしたちは享受している。

Smartphones have ( 1 ) us to ( 2 ) ( 3 ) we could not ( 4 ) ( 5 ).

- a. enjoy    b. afford    c. conveniences    d. enabled    e. nonetheless  
f. before

3. 泥棒は侵入したとき指紋を残さないように手袋をはめていたにちがいないとホームズは考えた。

Holmes thought the thief ( 1 ) ( 2 ) ( 3 ) gloves so as ( 4 ) ( 5 )  
leave any fingerprints when he broke in.

- a. have    b. been    c. must    d. worn    e. to    f. not

4. 静かにと言うかのように、父は手をあげた。

My father raised his hand ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ).

- a. silence    b. demand    c. if    d. likewise    e. to    f. as

5. わたしの現在の収入は10年前の2倍になった。

My present income ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) ten years ago.

- a. doubled    b. is    c. twice    d. was    e. it    f. what

6. 一般に医療業界は厚生省の規制にさらされやすい。

Generally speaking, the medical ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) by the  
Ministry of Health.

- a. regulation    b. subject    c. industry    d. depend    e. to    f. is

7. ジョンは一生懸命勉強したので、化学ではクラスのだれよりもまざっている。

John studied so hard that he ( 1 ) ( 2 ) ( 3 ) ( 4 ) the rest of ( 5 )  
in Chemistry.

a. his class    b. is    c. of    d. superior    e. ahead    f. far

8. 彼女がひどい目にあわないように、あなたが気をつけなくてはなりません。

You must ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) harm comes to her.

a. careful    b. see    c. it    d. no    e. to    f. that

9. 日本政府はヨーロッパからの輸入品に対して規制をゆるめたばかりである。

The Japanese government has ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) from  
Europe.

a. controls    b. imports    c. on    d. regulated    e. relaxed  
f. just

10. 日本がイタリアを2対1で破ったとき、トーナメントは活気づいた。

( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) the tournament when Japan beat Italy  
by two goals to one.

a. life    b. revival    c. into    d. was    e. breathed    f. new

II 次の英文を読んで、空所 1～5 にあてはまる最も適切な表現を、また設問 6～8 に対する最も適切な答えを、それぞれ a～d の中から一つ選び、その記号をマークしなさい。

*Baker Street School in London has received a gift of £30,000 (about ¥5,000,000). A group of teachers is discussing how to use the money.*

Rachel: Thank you all for making time today. So, what are your thoughts on how best to use this wonderful present? There's certainly a lot we could do with it.

Andrew: Well, I think you all know where my heart is. We should update the library. It's been a long time since we bought any new books.

Joe: It's a good point, Andrew. The school would definitely benefit from that. But I think there are better options.

Rachel: ( 1 )

Joe: I'd like to see us improve the computer lab. A lot of the software is out of date and some of the tablets the kids are using are over ten years old. It's a great opportunity to catch up to the 21st century.

Rachel: ( 2 ) One of my students was complaining just the other day that it was taking her ages to download a file.

Andrew: Yes, but the thing is, computers will only be good for the older students. We should use this money to help as many kids as possible. So really, I think books are the way to go.

Rachel: Okay, so we've got a couple of good ideas. But how about something completely different.

Andrew: Like what? Anything in mind, Rachel?

Rachel: Well, we could do something with the playground. Put in a fishpond, maybe a few swings.

Andrew: Sounds nice, but that's really only going to be for the younger ones. The money should help all the children.

Joe: You know, that's another good point. ( 3 )

Rachel: You're pretty quiet, Mike. What do you think?

Mike: I've been listening and they're all good suggestions. But I'd like to look at this another way.

Rachel: Go on, then. Tell us about your "another" way.

Mike: Let's face it, we're all rushed off our feet these days. Too many kids per class and too little time.

Joe: I couldn't agree more. But that's just the life of a schoolteacher these days.

Mike: It doesn't have to be. With £30,000 we can really make a difference. So, what about hiring a few teaching assistants?

Rachel: You know, you might have something. How would that work?

Mike: We'd advertise at some of the universities in the city. There must be plenty of graduate students keen to make a little extra money. They'd come in once or twice a week and help us out with the main subjects: English, Maths, Science, maybe a foreign language or two.

Joe: I'd love some help like that. You know, I really like this idea. We should do it!

Andrew: Hang on a minute, now. ( 4 ).

Rachel: How so? I'm kind of warming to it as well.

Andrew: £30,000 is a nice sum of money, a small fortune, even. But how long before it runs out? Two or three years, perhaps. Five at most.

Mike: I don't consider that a problem.

Andrew: Don't you see? It means we help maybe one generation of our kids and then that's it. We can't guarantee further funding. It doesn't seem right that this one-off gift will only help our students for five years. Surely we need to use the money with the long term in mind.

Rachel: Like brightening up the playground area? Or books for the library?

Joe: Don't forget the computer lab. As we've agreed, there's lots we could do there.

Andrew: You know, this is a really big decision and there are so many interesting ideas. We need more data, don't we?

Rachel: ( 5 )

Andrew: I think we should put out a survey and get everyone's opinion. We'll draw up a shortlist of choices and then ask people to pick their favourite. I think that would be the fairest thing to do.

Mike: An excellent idea. But who gets to choose? Just us teachers, or parents and students as well?

Rachel: Who doesn't deserve a voice? Let's ask the school community.

1.
  - a. For instance?
  - b. No, there aren't.
  - c. Who told you so?
  - d. There are always difficulties.
  
2.
  - a. How many options?
  - b. Are you sure about that?
  - c. It's interesting you should say that.
  - d. The software's more than good enough.
  
3.
  - a. It could well be true
  - b. It's something to think about
  - c. It doesn't really make any sense
  - d. It's going to be expensive, though
  
4.
  - a. I'm far too busy as it is
  - b. We need to ask other teachers
  - c. There's a real problem with this
  - d. Mike's not in charge of the money
  
5.
  - a. How about a survey?
  - b. What do you suggest?
  - c. But we don't have enough time.
  - d. We might get too much of it, though.
  
6. Which suggestion do the teachers like the most?
  - a. Books for the library.
  - b. Improvements to the playground.
  - c. Equipment for the computer room.
  - d. There is not enough information to say.

7. Who will be allowed to vote on how to use the £30,000?
- a. Just the teachers.
  - b. Teachers and students.
  - c. Students and their parents.
  - d. Teachers, students, and parents.
8. Which word best describes this meeting?
- a. effective
  - b. peculiar
  - c. confused
  - d. life-changing

### Ⅲ 次の英文を読み、設問に答えなさい。

The swimming pools, well-watered gardens and clean cars of the rich are driving water crises in cities at least as much as the climate emergency or population growth, according to an analysis.

The researchers said the vast difference in water use between rich and poor citizens had been largely overlooked in seeking solutions to water shortages, with the focus instead on attempts to increase supply and higher prices for water. They said the only way to protect water supplies was by redistributing water resources more equally.

The study used Cape Town in South Africa as a case study and found the richest people used 50 times more water than the poorest. When the Day Zero water crisis\* struck the city in 2018, after several years of drought\*, the poorest were left without enough water for their basic needs, the scientists said.

Cape Town was far from unique, the researchers said, with similar problems in many cities around the world. Since 2000, more than 80 big cities had experienced extreme drought and water shortages, they said, including Miami, Melbourne, London, Barcelona, São Paulo, Beijing, Bengaluru and Harare.

The researchers said urban water crises were expected to become more frequent, with more than 1 billion city dwellers expected to experience water shortages in the near future. In March, a report by the Global Commission on the Economics of Water concluded that the world faces an imminent water crisis, with demand expected to outstrip\* supply by 40% by 2030.

Prof Hannah Cloke, at the University of Reading, UK, and co-author of the new study, said: “Climate change and population growth mean that water is becoming a ( A ) resource in big cities, but we have shown that social inequality is the biggest problem for poorer people getting access to water for their everyday needs.

“Our projections show this crisis could get worse as the gap between the rich and the poor widens in many parts of the world. Ultimately, everyone will suffer the consequences

unless we develop fairer ways to share water in cities.”

The study, published in the journal Nature Sustainability, used data to develop a model of city water use that took account of ( B ). In Cape Town, it found the richest group — 14% of the city’s population — used 51% of the water consumed in the city. In contrast, the poorest group — 62% of the population — used just 27% of the water. (中略)

The model, which could be applied to other cities, showed that changes in water use by the richest group had a bigger impact on overall water availability than changes in population or droughts related to the climate crisis. The researchers also said increased use of private boreholes\* in times of shortage by the richest citizens substantially depleted\* groundwater\* resources.

The scientists said failing to account for ( C ) in a water crisis often led to technocratic\* solutions that simply reproduced the uneven and unsustainable water use patterns that contributed to the water crisis in the first place.

Prof Mariana Mazzucato, at University College London, UK, and a lead author of the report from the Global Commission on the Economics of Water, said: “We need a much more proactive, and ambitious, common good approach [to the water crisis]. We have to put justice and equity at the centre of this, it’s not just a technological or finance problem.”

The new analysis quoted the conclusion of a 2016 report that said: “For most of the world, the era of cheap and plentiful drinking water has passed.”  
(3)

Cloke and her colleagues added: “It is time to agree about how society should share life’s most essential natural resource.”

(注)

\* the Day Zero water crisis: ケープタウンにおける2018年の水不足問題

\* drought: 干ばつ, 日照り続き

\* outstrip: ～を上回る

\* borehole: 井戸

\* deplete: ～を使い果たす

\*groundwater: 地下水

\*technocratic: 技術主義的な

1. 下線部(1)が意味するものを以下から一つ選び、その記号をマークしなさい。
  - a. 珍しいケースではなかった
  - b. 特別なケースだった
  - c. 滑稽には思われない深刻な問題だった
  - d. 現実からかけ離れた問題だった
  
2. 空所 ( A ) に入る最もふさわしい表現を以下から一つ選び、その記号をマークしなさい。
  - a. less expensive
  - b. less valuable
  - c. more precious
  - d. more abundant
  
3. 下線部(2)が意味するものを以下から一つ選び、その記号をマークしなさい。
  - a. 世界各地で気候変動が起こること
  - b. 都市に人口が集中すること
  - c. 貧しい人々が水資源を得られないこと
  - d. 水不足により洗車や庭の水やりができなくなる
  
4. 空所 ( B ) に入る最もふさわしい表現を以下から一つ選び、その記号をマークしなさい。
  - a. the frequency of water shortages
  - b. when people consume water
  - c. the problems caused by the water crisis
  - d. different income levels
  
5. 空所 ( C ) に入る最もふさわしい表現を以下から一つ選び、その記号をマークしなさい。
  - a. social inequality
  - b. climate change
  - c. prices for water
  - d. population growth

6. 下線部(3)が意味するものを以下から一つ選び、その記号をマークしなさい。
- a. has begun
  - b. has succeeded
  - c. is coming
  - d. is over
7. 本文全体につけるタイトルとして最も適切なものを以下から一つ選び、その記号をマークしなさい。
- a. Experts Argue Over the Causes of Global Water Shortages
  - b. Swimming Pools of the Rich Driving City Water Crises
  - c. Water Shortages Expected in Major Cities by 2030
  - d. How Climate Change Worsens Urban Water Crises
8. 本文の内容と合致するものを以下から三つ選び、その記号をマークしなさい。
- a. 水不足問題を引き起こしているのは気候変動や人口増加ではなく、富裕層による水の無駄遣いである。
  - b. これまで水不足問題の解決法として、水の供給を増やすことや水道の使用価格を上げることが考えられてきた。
  - c. 先進国の人口減少により、主要都市の水不足問題は今後解消される可能性がある。
  - d. 世界に迫る水不足の危機への対策に関して、Mazzucato教授はより社会全体の利益を考えた解決法が必要だと考えている。
  - e. ケープタウンでは、富んだ人々が用いた水のほとんどが生活に必要な用途に用いられていた。
  - f. 研究者たちは富裕層による井戸の使用がケープタウンの地下水を枯渇させた原因であったと指摘している。
  - g. 水不足問題は技術的かつ経済的な問題であるがゆえに簡単には解決できないと考えられている。
  - h. 2016年の報告書において大量の飲料水が安く手に入る時代が到来したと指摘されていた。

IV 以下の文章は、アメリカ人大学生 Christie が交換留学生としてイギリスに滞在している間に書いたものです。文章を読んで設問に答えなさい。

It's been two weeks since I arrived in London. I still remember how excited I was to be here. There are those red double-decker busses all over the city, and the black box-like taxies, too. I ( A ) thought that busses and taxies could make me feel excited in any way! And then there are many buildings that are old and look important, which makes me feel like I'm in a city from a history book, and I'll tell you now, history is one of my favorite subjects. I've been to Buckingham Palace, the British Museum, the Tower of London, and all those places that tourists go to. And I think I'm now comfortable using the subway trains, which they call 'the Tube' here.

It's been like a dream, really, because I'm living in the middle of all those things. For real. Then why do I feel like something's gone wrong?

You see, I thought coming to London would be the easiest option for an exchange program. No need to study a different language, like studying in France or Japan. How wrong I was. I didn't expect all these differences between American English and British English.

Let me start with the accents. At first, the British accent sounded very sophisticated and even cool, like from a James Bond movie, but now I'm not so sure. There are times when I don't understand half of what people are saying, (I'm not talking about the university professors — I understand them just fine — but people I meet in shops and on the streets), and I often have to ask them to repeat themselves, which is really embarrassing, like I don't speak English. Some strong accents are just impossible. I'd love to see how Mr. Richards, my high school English teacher, would react to them. He used to go on and on about the 'beautiful' English spoken in England. I swear he would change his mind if someone from, say, Newcastle talks to him in their thick accent. The Newcastle accent, by the way, is called 'Geordie' for some reason. Don't ask me why. To make things worse, some basic words such as *can't* and *schedule* are pronounced differently here. You know how 'tomato' is pronounced differently — *to-may-to* for us and *to-mah-to* for them — but there are so many more.

( B ) also give me a headache. They use words like 'bloody' and 'mate' all the time. And

'bloody' doesn't mean that something is covered in blood. It is used for emphasis as in, "It's bloody cold in here." 'Mate' is used perhaps a bit like 'dude', but it's not just young people who say it. Other words which have completely different meanings here include 'chips' and 'crisps', which mean 'French fries' and 'potato chips' in America. "Give me a ring", means "Call me", and has nothing to do with a wedding ring. ( C )

Differences don't end there. There are cultural differences, too. People take lining up — or queuing, as it is called here — very seriously. If you fail to follow the line, the look people give you would make you wish you weren't there (No, I'm not joking). I'm used to just gathering around a counter, trying to find my way to the front, and that's what everybody does in our town, right? But here, that could be a death sentence.

Also, I'm not yet used to the way they put emphasis on politeness. British people sound incredibly polite, using 'please' and 'thank you' a lot. It's not that American people are rude — I don't think they are — but I think we tend to be more direct. So here, I feel like I need to be extra polite, trying not to forget to add 'please' when I ask someone something and to say 'thank you' to everyone. All these efforts make me feel exhausted by the end of the day.

Oh, and did I mention the difference in humor? British humor tends to be sarcastic\* and full of irony (and I suspect that they think that is pretty cool), and sometimes I'm not sure if I should laugh or not. Also, I find some jokes offensive when they are making fun of something serious, you know, like death or racial prejudice. They even make fun of the Royal Family. So, this is what I've learned: if I don't want to embarrass myself, I'd better decide if I should laugh only after I've observed other people.

Despite all these challenges, though, I think I'm still excited to be here and learning more about British culture and literature. After all, you can't find a better place to study English literature than in London — The Globe Theatre, The British Library, and all the other places associated with literary giants are here. Maybe by the end of this exchange program, I'll have picked up a British accent and some slang. Hey, did you notice how I spelled 'Theatre'? And today when I felt the need to, well, use the toilet, I asked a sales assistant where the 'loo' was. She told me that it's on the 'first floor'. I only had to think for a few seconds before I went upstairs to what we know as the 'second floor'. And there, I found the restroom just fine!

(注)

\*sarcastic: 皮肉のこもった, 辛辣な

1. Fill Blank ( A ) from the following.
  - a. really
  - b. almost
  - c. often
  - d. never
  
2. Fill Blank ( B ) from the following.
  - a. Difficult academic words
  - b. Older people's favorite expressions
  - c. Slang and other informal expressions
  - d. Words pronounced very differently
  
3. Fill Blank ( C ) from the following.
  - a. And here I thought we spoke the same language!
  - b. Londoners are worse because they pronounce 'day' like 'die'.
  - c. Why do they speak English with such elegance?
  - d. Only Mr. Richards will be able to understand the differences.
  
4. Who do they<sup>(d)</sup> and we<sup>(e)</sup> refer to?
  - a. the Americans<sup>(d)</sup>, the Americans<sup>(e)</sup>
  - b. the British<sup>(d)</sup>, the British<sup>(e)</sup>
  - c. the British<sup>(d)</sup>, the Americans<sup>(e)</sup>
  - d. the Americans<sup>(d)</sup>, the British<sup>(e)</sup>
  
5. 次の英文を日本語に訳しなさい。
 

if I don't want to embarrass myself, I'd better decide if I should laugh only after I've observed other people.<sup>(f)</sup>
  
6. What can be understood from (g)?
  - a. 'Theatre' is an American spelling.
  - b. There is no 'first floor' in buildings in the UK.
  - c. British people use the word 'loo' to mean a restroom.
  - d. A 'loo' in the UK is usually on the second floor.

7. What was the author feeling when she wrote (g)?  
A sense of \_\_\_\_\_ .
- a . shame
  - b . achievement
  - c . safety
  - d . wonder
8. In which academic subject does Christie most likely major?
- a . World History
  - b . Urban Tourism
  - c . International Relations
  - d . English Literature
9. Which phrase best describes Christie's text?
- a . academic report
  - b . personal account
  - c . scientific investigation
  - d . critical analysis
10. Choose THREE statements that are true according to the text.
- a . Christie finds her university classes very helpful to understand differences between British and American English.
  - b . Christie had all sorts of fun being a tourist in London.
  - c . Christie believes that British English sounds cool and sophisticated.
  - d . An American tourist in England will have difficulties understanding a Geordie accent.
  - e . Christie now has doubts about Mr. Richards' knowledge of British English.
  - f . When an Englishwoman says to an Englishman 'Give me a ring,' it means 'Marry me.'
  - g . Christie thinks Americans should learn about queuing from the British people.
  - h . British humor is cool because it is sarcastic and makes fun of serious issues.