

2024年度 一般選抜 学力検査 (外国語)

「コミュニケーション英語Ⅰ・コミュニケーション英語Ⅱ・
コミュニケーション英語Ⅲ・英語表現Ⅰ・英語表現Ⅱ」

設問【1】～【7】

【1】～【7】	マーク式 解答番号 <input data-bbox="820 1182 902 1248" type="text" value="1"/> ～ <input data-bbox="948 1182 1030 1248" type="text" value="57"/>
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【1】 次の対話文が自然な流れをもつように、 ~ に入る最も適当な応答文を、それぞれ①~④の中から選びなさい。

解答番号は、(1) ~ (6) 。

(配点 18 点)

[A couple are talking.]

A :

- (1) ① I knew we'd be far too late. The taxi has already been here and gone.
- ② Please hurry, my dear. There isn't much time before we have to leave.
- ③ I'm worried that we should have booked a taxi instead of going on foot.
- ④ Please don't hurry, my dear. There's enough time to book another taxi.

B : Don't worry. We still have enough time. What time did you book the taxi for?

A :

- (2) ① For five o'clock. And it's almost two o'clock now.
- ② For five o'clock. And it's longing for us to be on time.
- ③ For five o'clock. And it's ready for us when we arrive.
- ④ For five o'clock. And it's ten minutes before five now.

B : Oh dear. We don't have as long as I'd thought. How about you? Are you ready?

A : **3**

- (3) ① Of course. You know me; I always give myself plenty of time to get ready.
- ② You can't be serious. You know I always wait until you're ready before I start.
- ③ What are you asking me? I don't have any time to read before we have to go.
- ④ Excuse me? Which direction did you say our taxi would have to take today?

B : All right, all right. I know how organized you are.

A : Let's not waste time arguing. What else do you need to do?

B : **4**

- (4) ① I need to go to a department store to buy myself a few tee shirts.
- ② I need to get off this beach and start packing my suitcase at once.
- ③ I need to stop exercising so hard. It's making me sweat too much.
- ④ I just need to pack a few more warm clothes, in case it gets cold.

A : We're going to a tropical island! You won't need sweaters.

B : **5**

- (5) ① There are so many people on this plane. I hope we'll have enough space for our baggage.
- ② I'm not worried about sweat. I bought something at the pharmacy to solve that problem.
- ③ I'll just put one sweater in to be safe. Now I'd like you to help me to close this suitcase.
- ④ We'll never both fit inside your suitcase. You've got far too many pairs of sandals in it.

A : OK, but it seems very full.... Try to close the suitcase locks now.

B :

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(6) ① I don't want them to shut. There you are; everything is now ready and wide open.

② They don't want to shut. Ah, that's done it! They're closed. We are ready to go.

③ I only wanted to close them one time. Now we'll just have to start all over again.

④ They shut very easily before, so why aren't they closing now? I just don't get it.

A : Thank goodness for that. And that's our taxi outside. Come on. I'll bring your suitcase.

- (3) カナダの大きな街ならどんな街でも、通りを歩いていると数多くの異なる言葉を耳にする。それも当然のことで、この国全体には200以上の異なる民族集団が住んでいて、ほぼ同数の言語を話しているからだ。

Walking down the street 9 in Canada, you hear many different languages. This is not surprising, since there are more than 200 different ethnic groups speaking languages throughout the country.

- ① as ② any ③ roughly ④ city
⑤ many ⑥ large ⑦ in

- (4) 私の友人はかつて、患者の動きを一晩中モニターする病院用ベッドの実験に協力したことがある。しかし熟睡しすぎたのか、気づけば看護師に揺り起こされ、少しは動くようにして見て、と言われたそうだ。

A friend of mine once a hospital bed that monitored a patient's movements through the night. But she slept too well, maybe, and the next thing she knew, a nurse shook her awake and 10 moving a bit.

- ① told ② with ③ to ④ helped
⑤ her ⑥ try ⑦ experiment

- (5) 2022年時点で、世界におよそ80億の人々が暮らしているが、そのうち3億7千万人から5億人、つまり、その人口のおよそ5パーセントが90以上の国々で暮らしている「先住民」たちである。

As of 2022, there are some living in the world, and between 370 and 500 million, 11 of the population, are “indigenous peoples” who live in over ninety countries.

- ① about ② billion ③ or ④ people
⑤ percent ⑥ eight ⑦ five

- (6) 「モナリザ」のモデルについては諸説あり、いまだに確定されていない。しかし、レオナルド・ダ・ヴィンチが生涯それを手放さなかったことからすると、この肖像画は彼にとってかけがえのないものだったようだ。

There are many theories 12 of the “Mona Lisa”, but she is yet to be identified. However, it seems that the portrait was invaluable to Leonardo da Vinci, as throughout his life.

- ① to ② it ③ he ④ as
⑤ the ⑥ kept ⑦ model

【3】 次の(1)～(11)の各文には4か所下線が施してある。そのうち1か所を訂正すれば、その文は正しい英文になる。その箇所をそれぞれ①～④の中から選びなさい。解答番号は、(1) 13 ～(11) 23。(配点 22 点)

- (1) Clearing forests on earth ①increase the ②amount of CO2 ③released into the air, ④causing the planet to become warmer. 13
- (2) Last year's conference on international peace was ①noted for ②highest attendance of ③all similar ④occasions held in the world. 14
- (3) Whether ①any news is ②fake or not can sometimes ③detected by examining who is the ④sender of the news. 15
- (4) Jupiter is the largest ①of the eight planets which ②revolve around ③our sun in ④circle orbits. 16
- (5) The jazz pianist is remembered ①for dominating the world of jazz for ②nearly thirty years ③with the unique way ④which he played the piano. 17
- (6) According to statistics ①gathered in 2020, lung cancer in ②males is most responsible ③to deaths associated ④with cancer. 18
- (7) ①Even elementary school pupils are ②very attached ③to their smartphones that it is ④becoming a serious social problem. 19
- (8) The company, ①in consideration of its workers' ②health, does not allow employees ③working overtime ④beyond seven o'clock in the evening. 20

(9) Kyoko spent a year ①abroad after graduating ②from college and before beginning to work ③full-time, ④alike her sister.

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(10) A foreign exchange rate is defined ①for the ②value of a country's currency ③compared with ④that of another country.

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(11) ①What to change our environmentally damaging habits is ②among the most important ③issues of the world ④today.

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【4】 次の(1)～(4)のAの文に対するBの応答として、最も不適切なものを、それぞれ①～④の中から選びなさい。

解答番号は、(1) ～(4) 。

(配点 16 点)

(1) A : I think we should consider doing without a holiday this spring.

B :

- ① Really? Don't you think we need a break then?
- ② That's a surprise. You were keen on it earlier.
- ③ Great idea! I love going away on our holidays!
- ④ I'm sorry, that's a bad idea. I think we should go!

(2) A : Did you ever make up with Mary after your argument?

B :

- ① We did. After she calmed down, she could see my point of view better.
- ② I always take her advice. She always gets such great tips on YouTube.
- ③ Unfortunately not yet, but I'm meeting her tomorrow to talk it over.
- ④ You know how difficult it is to do that. Mary is always very stubborn.

(3) A : It's not that I can't understand this, it's just that the print is so small.

B : 26

- ① Why doesn't it make sense to you? Try again, and you'll get the idea.
- ② Here, borrow my reading glasses. They should make it easier to read.
- ③ I don't think that part is so important. Don't worry about it at all.
- ④ You're right. They should make these instructions a little bit larger.

(4) A : When you eat out, what kind of food do you go for?

B : 27

- ① For me, Chinese food is the best, but I like to try something different each time.
- ② It's hard to say. There are so many things that I like. It depends on my mood.
- ③ Without a doubt, I'd choose Japanese food every time. It's so tasty and healthy.
- ④ I usually go for an evening meal, but sometimes lunch out makes a nice change.

【5】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。(配点 40 点)

“It’s not the mountain we conquer, but ourselves.” These are the words of the famous mountaineer Sir Edmund Hillary. He was born in 1919 and grew up in Auckland, New Zealand. It was in New Zealand that he became interested in mountain climbing. Although he made his living as a beekeeper, he climbed mountains in New Zealand, then in the European Alps, and finally in the Himalayas, where he climbed eleven different peaks of over 20,000 feet. By this time, Hillary was ready to (a) confront the world’s highest mountain.

Mount Everest lies between Tibet and Nepal. Between 1920 and 1952, seven major expeditions had failed to reach the summit. In 1924, the famous mountaineer George Leigh-Mallory had perished in the attempt. In 1952, a team of Swiss climbers had been forced to turn back after reaching the south peak, only 1,000 feet from the summit. Edmund Hillary joined in Mount Everest expeditions in 1951 and again in 1952.

These exploits brought Hillary to the attention of Sir John Hunt, leader of an expedition sponsored to make the attempt on Everest in 1953. The expedition reached the south peak in May, but all but two of the climbers who had come this far were so tired that they were forced to turn back. At last, Hillary and Tenzing Norgay, a native Nepalese climber who had participated in five previous Everest trips, were the only members of the party able to make the final attempt on the summit. At 11:30 on the morning of May 29, 1953, Edmund Hillary and Tenzing Norgay reached the summit, 29,028 feet above sea level, the highest spot on Earth.

By coincidence, the conquest of Everest was announced to the British public three days later on the eve of the crowning of Queen Elizabeth II.

The triumph of the British-led expedition combined with the crowning of the new Queen did much to restore the confidence of a nation ^(b)weary from long years of wartime hardship and postwar shortages.

Hillary went on to organize further mountain-climbing expeditions but as the years passed, he became more and more concerned with the welfare of the Nepalese people. In the 1960s, he returned to Nepal to aid in the development of the society, building clinics, hospitals and seventeen schools. To facilitate these projects, two airstrips were built. These airstrips brought more tourists and would-be mountain climbers to the ^(c)isolated region. The Nepalese cut down ever more of their forests to provide fuel for the mountaineers. Edmund Hillary became concerned about the worsening environment of the Himalayas and persuaded the Nepalese government to pass laws protecting the forest and to ^(d)declare the area around Everest a national park. The government of New Zealand provided the necessary aid.

Sir Edmund's life was darkened by personal tragedy. In 1975, his wife Louise and their teenage daughter Belinda were killed in a plane crash while on the way to join Hillary in Nepal, where he was helping to build a hospital. He continued to ^(e)occupy himself with environmental causes and humanitarian work on the behalf of the Nepalese people for the rest of his life.

Sir Edmund was named by *Time* magazine as one of the 100 Most Influential People of the 20th Century. He died at home in New Zealand at the age of 88, mourned by his countrymen and by his many admirers around the world.

(From the website of Academy of Achievement: Sir Edmund Hillary)

Sir Edmund Hillary—Academy of Achievement. March 2, 2022, from <https://achievement.org/achiever/siredmund-hillary/>

I According to the passage, choose the best answer.

(1) Which of the following is not true about Edmund Hillary?

- ① He practiced climbing mountains in countries apart from his own.
- ② His love of climbing mountains led him to take a job keeping bees.
- ③ He climbed on Everest twice before finally reaching the summit.
- ④ His successful climb of Everest came after many failures by others.

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(2) How did Hillary and Sir John Hunt become connected?

- ① Hillary had climbed with Hunt before on Everest, and wanted to climb again with him.
- ② Hillary and Hunt had both joined a mountaineering expedition with Swiss climbers in 1952.
- ③ Hunt was asked by Hillary to join his sponsored expedition to climb Mount Everest in 1953.
- ④ Hunt had heard of Hillary's experience on Everest, and wanted him to join his expedition.

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(3) When did the British people learn of Hillary's successful attempt on Mount Everest?

- ① They heard the news at the beginning of June, just before Queen Elizabeth's crowning.
- ② They were told by Queen Elizabeth on June 1st to give them some cheerful news at last.
- ③ They learned the news when Tenzing and Hillary finally reached the summit of Everest.
- ④ They were told the good news while Britain was still fighting and suffering in the war.

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(4) Why did Hillary become so concerned about the changes to Nepalese society?

- ① He was unsure how many new airstrips Nepal would need to develop its economy.
- ② He was unhappy that New Zealand offered to help Nepal financially with tourism.
- ③ He was worried that increasing tourism was damaging Nepal's natural environment.
- ④ He was convinced that improving Nepal's education system would finish up badly.

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(5) How does Hillary's comment at the beginning of this passage relate to the way he lived his life?

- ① Climbing a mountain is like life; everyone should try to climb Mount Everest at least once.
- ② Helping others in need is less important than trying to make yourself a stronger person.
- ③ Taking on challenges is the way people overcome their fears and strive to be better people.
- ④ Being chosen by *Time* magazine as one of the 20th century's top people was his real goal.

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【6】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。(配点 40 点)

Children who grow up with two languages have a unique chance to acquire them both in a way that is not possible for those who meet their second language later in life. These children have potential access to the riches of two cultures and may become extraordinarily linguistically and culturally competent adults, with the best of both worlds. These children are exceptionally favoured and privileged. However, the presence of two languages may well give them some troubles at all levels of language learning. Children find themselves in a position where they are exposed to more than one language through no (a) doing of their own. We adults have made the choices; the children have not chosen any part of the experience they are going through.

For the youngest children, living with two languages is primarily negative. Their initial attempts to analyse the streams of sound flowing over them into meaningful words are slowed by the sheer number of different words they hear. Later they need to learn two words for everything, and later still, two systems for putting words together. They also have to understand the system of rules regulating who uses which language to whom, and when. Failure to grasp the mechanisms of this system will lead to frustration and failed communication, which must be added to the communication difficulties experienced by any child just beginning to talk.

Older children also have to work harder if they regularly use two languages. They are required to learn more words (although they may not have as large a vocabulary as monolingual speakers even in their dominant language), and more ways of saying things. They will be expected to achieve literacy in both languages, a task which is (b) demanding enough for some

children in a single language. However, children learning two languages with alphabetical writing systems will not have to go through all the stages of learning to read twice. The ^(c)principles of alphabetic writing are common to all the languages of Europe and many other languages. Even languages like Greek, Arabic and Russian have alphabetic systems, and children who can read in one language can usually transfer their acquired skills to another language, even if the ^(d)correspondences between letters and sounds are not quite the same in both languages. Children needing to learn to read and write in Chinese or Japanese as well as a language with an alphabetic writing system have a harder time.

Acquiring literacy in the minority language can open up a new world of literature and thereby language to the child. No amount of visiting the country where the language is spoken or contact with other speakers can hope to give a child as rich a vocabulary and such a mastery of the nuances of a language as a ^(e)thorough familiarity with its children's literature. In some countries, such as Sweden, some schools offer education in the home language, often concentrating on reading and writing. In other countries, such as England, Saturday schools run by the minority language community have served the same purpose. If neither of these options is available, it is up to the parents to support their children as best they can either within the family or in cooperation with other families in a similar situation.

(Cunningham-Andersson, U. and Andersson, S. (1999) *Growing Up with Two Languages*)

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a practical guide for the bilingual family by Una Cunningham-Andersson, 2011;
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I According to the passage, choose the best answer.

(1) Which group of children are described in the passage as “exceptionally favoured”?

- ① It is those children who get the chance to learn a second language when they are older.
- ② It is those children who meet speakers of other languages who are older than they are.
- ③ It is those children who can choose whichever of their two languages is easier to learn.
- ④ It is those children who are exposed to two languages from their earliest years of life.

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(2) Why is growing up with two languages a negative point for many children?

- ① They have to understand many negative ideas and expressions in two languages.
- ② They need to learn double the number of language skills and rules than others.
- ③ They do not mean to understand all the sounds around them, just the words.
- ④ They make life very frustrating for the adults who are trying hard to teach them.

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(3) What problems do older children have in maintaining their bilingualism?

- ① They have to learn a much wider vocabulary than monolingual children do.
- ② They have to spend less time on one of their languages than on the other.
- ③ They have to find jobs that require them to work hard in both languages.
- ④ They have to accept that one language must be dominant over the other.

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(4) Why is learning to write a particular problem for some bilingual children?

- ① Having to learn one writing and spelling system, but not the other, can make bilingual children very confused.
- ② Greek and Russian do not both have an alphabetic system, so writing these languages is hard for such speakers.
- ③ Not all languages use an alphabet, so some children have to master two completely different writing systems.
- ④ It is very difficult for young bilingual children to write down the sounds of letters if they have to do this twice.

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(5) What advice does the writer give about reading?

- ① Parents of bilingual children who cannot read should seek advice and help from members of their language community.
- ② Encouraging children to read children's literature in their minority language is the best way to increase their vocabulary in it.
- ③ It is better if the family is very rich, then they can much more easily afford to buy a lot of books for their bilingual children.
- ④ Schools in all countries should introduce reading books in Swedish, in order to develop the reading skills of bilingual children.

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II Choose the word that can best replace the underlined word.

(1) (a) doing :

- ① action
- ② dislike
- ③ reading
- ④ defect

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(2) (b) demanding :

- ① exciting
- ② asking
- ③ refusing
- ④ challenging

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(3) (c) principles :

- ① leaders
- ② beginnings
- ③ rules
- ④ results

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(4) (d) correspondences :

- ① mails
- ② disagreements
- ③ connections
- ④ spellings

46

(5) (e) thorough :

- ① passing
- ② deep
- ③ tough
- ④ harmful

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【7】 次の英文を読み、下記の設問 I、II に対する最も適切な答えを、それぞれ①～④の中から選びなさい。

解答番号は、I (1) ～(5) 、II (1) ～(5) 。(配点 40 点)

Even before the start of history, the sky must have been commonly used as a compass, a clock, and a calendar. It could not have been difficult to see that the Sun rises every morning in more or less the same direction, that during the day one can tell how much time there is before the night from the height of the Sun in the sky, and that hot weather will follow the time of year when the day lasts longest.

We know that the stars were used for similar purposes very early in history. Around 3000 BC the Egyptians knew that the ^(a)crucial event in their agriculture, the flooding of the Nile in June, coincided with the “heliacal rising” of the star Sirius. This is the day in the year when Sirius first becomes visible just before daybreak; earlier in the year it is not visible at night, and later it is visible well before dawn.

By watching the stars at night, not ^(b)obscured by the light of modern cities, observers in many early civilizations could see clearly that, with a few exceptions (the planets), the stars always remain in the same places relative to one another. This is why constellations do not change from night to night or from year to year. But the whole sphere of these fixed stars seems to revolve each night from east to west around a point in the sky that is always due north. In modern times, this is the point toward which the axis of the Earth extends if it is continued from the Earth’s pole out into the sky. This observation made it possible for stars to be used very early by ^(c)mariners for finding directions at night.

The Sun also seems during the day to revolve from east to west. Of course, we cannot usually see stars during the day, but Heraclitus, a Greek philosopher who lived from around 540 BC to 480 BC, and perhaps others

before him, seem to have ^(d)noticed that the stars are always there, though with their light blotted out during the day by the light of the Sun. Some stars can be seen just before dawn or just after sunset, when the position of the Sun in the sky is known, and from this it became clear that the Sun does not keep a fixed position relative to the stars. Rather, as was well known very early in Babylon and India, in addition to seeming to revolve from east to west every day along with the stars, the Sun also moves each year around the sky from west to east. It is the Greek philosopher Thales (who lived from around 624 BC to 546 BC) that is supposed to have given 365 days as the time it takes for the Sun to make one complete circuit.

The Moon also seems to revolve like the stars each night from east to west; and over longer times it moves, like the Sun, from west to east, but taking a little more than 27 days instead of a year to make a full circle against the background of stars. In some respects, the Moon provides a more convenient calendar than the Sun. Observing the phase of the Moon on any given night, one can effortlessly tell about how many days have passed since the last new moon — much more ^(e)readily than one can judge the time of year just by looking at the Sun. So lunar calendars were common in ancient world, and still survive, for example for religious purposes in Islam.

(Weinberg, S. (2016) *To Explain the World: The Discovery of Modern Science*)

To Explain the World: The Discovery of Modern Science by Steven Weinberg.
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I According to the passage, choose the best answer.

(1) How was the Sun useful as a compass, a clock, and a calendar in prehistoric ages?

- ① Roughly speaking, the Sun always rises in the east, so that it was used as a calendar.
- ② The Sun can always be seen in the day, so it could be a sign that night has come.
- ③ The movement of the Sun could serve as a compass to inform people of the time.
- ④ The longest daytime of a year could tell people that real summer was coming soon.

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(2) Which of the following describes most correctly the “heliacal rising” of the star Sirius?

- ① It is the day when Sirius can be seen in early morning before the Sun rises.
- ② It is the day when Sirius becomes visible just after the Sun has set in the west.
- ③ It is the day when Sirius can be seen for a fixed time after the Sun comes up.
- ④ It is the day when Sirius becomes invisible just at the time when the Sun rises.

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- (3) Which of the following is true about various kinds of stars?
- ① Planets are the only kind of stars that do not remain in the same positions in the sky.
 - ② Constellations, which always remain the same, consist of fixed stars and planets.
 - ③ All stars move from east to west, in a pattern fixed around one point in the sky.
 - ④ Fixed stars are understood to move along the line connecting north and south poles.

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- (4) What did the Greek philosophers, Heraclitus and Thales, find out about the stars?
- ① Heraclitus was definitely the first person who discovered that the Sun does not remain in the same position among the stars.
 - ② Heraclitus found it impossible to determine the position of the Sun because the other stars are invisible in daylight.
 - ③ Thales knew that the Sun not only moves around the sky every day but also moves together with other stars every day.
 - ④ Thales found out how long it takes for the Sun to return to its original position while changing its position among the stars.

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(5) According to the author, why is the Moon more convenient than the Sun as a basis of a calendar?

- ① Because the Moon is closer to the Earth and was a more precise guidance than the distant Sun
- ② Because the Moon changes its shape and can tell people more simply about the passing of days
- ③ Because the Moon makes a full circle against the background stars in a shorter time than the Sun
- ④ Because the Moon can be watched with less effort at night than the Sun being watched in daylight

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II Choose the word that can best replace the underlined word.

- (1) (a) crucial : ① natural ② important
 ③ proverbial ④ astronomical

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- (2) (b) obscured : ① broken ② moved
 ③ hidden ④ helped

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- (3) (c) mariners : ① sailors ② observers
 ③ pilots ④ farmers

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- (4) (d) noticed : ① warned ② realized
 ③ hoped ④ calculated

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- (5) (e) readily : ① easily ② steadily
 ③ exactly ④ willingly

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