

2022—(A)

# 英語問題

10:00~11:30 (90分)

## 受験についての注意

1. 試験開始の合図があるまで、問題を見てはいけません。
2. 英語の試験用紙は、問題用紙1部(16ページ)、マーク式解答用紙1枚から構成されています。過不足があれば監督者に申し出てください。
3. 試験中に試験用紙の印刷の不鮮明、ページの欠落、乱れおよび解答用紙の汚れなどに気づいた場合は、監督者に申し出てください。
4. 監督者の指示に従って、マーク式解答用紙の受験番号の記入欄に受験番号を1カ所記入し、さらにその下のマーク欄にマークしてください。
5. 解答はすべてHBの黒鉛筆またはHBで0.5mm以上の芯のシャープペンシルで記入してください。
6. 解答用紙は丁寧に取り扱いってください。  
(マーク式解答用紙は折り曲げたり、破ったり、汚したりしないよう、特に注意してください。)
7. 解答は解答用紙の各問指定の枠内に記入してください。解答用紙の裏面にはいっさい記入してはいけません。下書きなどには問題用紙の余白を利用してください。
8. 解答中以外の解答用紙は必ず裏返しに置いてください。
9. 受験中は不審な行動をとってはいけません。不正行為があれば当該年度の全入学試験を無効とします。
10. 試験時間の途中で退場することはできません。  
ただし、気分が悪いなど身体の調子が悪くなった場合は、手を挙げて監督者に申し出てください。
11. 試験終了の合図と同時に解答をやめてください。
12. 問題用紙は試験終了後、持ち帰ってください。

## マーク式解答用紙の記入上の注意

### 1. 受験番号の記入方法

受験番号は受験番号欄にアラビア数字で記入のうえ、受験番号マーク欄に下の例に示すようにマークしてください。

[例] 受験番号が00012番のときは、

受 験 番 号				
P	0	0	0	1 2
	万位	千位	百位	十位 一位
	0	0	0	0
①	①	①	①	①
②	②	②	②	②
③	③	③	③	③
④	④	④	④	④
⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨

### 2. マークの記入方法

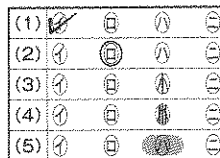
次に示す㊤「正しい例」のようにマークし、㊦「悪い例」のようにマークしてはいけません。

#### ㊤ 正しい例



例えばロと解答したい場合、㊤のマーク枠の中を完全にぬりつぶしてください。

#### ㊦ 悪い例



✓印をつける

○印でかこむ

線を引く

ぬりつぶしが不完全

範囲をおおきくこえる

このようなマークをしてはいけません。

3. 一度記入したマークを訂正する場合、消しゴムで完全に消してからマークしなおしてください。



左図のように×印をつけても消したことはありません。

4. 正しくマークされていない場合、採点できないことがあります。

## 解答はすべて別紙の解答用紙に記入しなさい

[ I ] 次の英文を読み、下記の設問 (A~D) に答えなさい。

A common way in which observation is understood by a range of philosophers is to see it as a passive, private affair. It is passive in that it is presumed that when seeing, for example, we simply open and direct our eyes, let the information flow in, and record what is there to be seen. It is the perception itself in the mind or brain of the observer that is taken to directly confirm the fact, which may be "there is a red tomato in front of me," for example. If it is understood in this way, then the establishment of observable facts is a very private affair. It is accomplished by the individual <sup>(ア)</sup> closely attending to what is presented to him or her in the act of perception. Since two observers do not have ( 1 ) to each other's perceptions, there is no way they can enter into a dialogue about the validity\* of the facts they are supposed to establish.

This view of perception or observation, as passive and private, is not adequate, and does not give an accurate account of perception in everyday life, <sup>(イ)</sup> let alone science. Everyday observation is ( 2 ) passive. There is a range of things that are *done*, many of them automatically and perhaps unconsciously, to establish the validity of a perception. In the act of seeing, we scan objects, move our heads to test for expected changes in the observed scene, and so on. If we are not sure whether a scene viewed through a window is something outside the window or a reflection in the window, we can move our heads to check for the ( 3 ) this has on the view. It is a general point that if for any reason we doubt the validity of what seems to be true on the basis of our perceptions, <sup>(イ)</sup> there are various actions we can take to remove the problem. If, in the tomato example above, we have reason to suspect that the tomato is some cleverly constructed image rather than a real tomato, we can touch it as well as look at it, and, if necessary, we can taste it.

With these few, somewhat elementary, observations I have only touched the surface of the detailed process psychologists can explain about the range of things that are done by individuals in the act of perception. More important for our task is to consider the significance and role of observation in science. An example that illustrates my point well is ( 4 ) from early uses of the microscope\*\* in science. When scientists such as Robert Hooke and Henry Power used the microscope to look at small insects such as flies and ants, they often disagreed about the observable facts, at least <sup>(ウ)</sup> initially. Hooke traced the cause of some of the disagreements to different kinds of light. He pointed out

that the eye of a fly appears like a surface covered with holes in one kind of light (which seems to have led Power to believe that <sup>(ii)</sup>this was indeed the case), like a surface covered with cones in another, and in yet another light, like a surface covered with pyramids. Hooke proceeded to clear up the problem. He endeavoured to ( 5 ) false information arising from complicated reflections by illuminating samples uniformly. He did this by using the light of a candle diffused\*\*\* through salt water. He also illuminated his samples from various directions to determine which features remained ( 6 ) under such changes.

Hooke's book, *Micrographia* (1665), contains many detailed descriptions and drawings that resulted from his actions and observations. These productions were, and are, public, not private. They can be checked, criticised, and added to by others. If a fly's eye, in some kinds of light, appears to be covered with holes, then that state of affairs cannot be usefully evaluated by the observer closely attending to his or her perceptions. Hooke showed what could be done to check the accuracy of the appearances in such cases, and the measures he recommended could be ( 7 ) by anyone with the required skill.

\*validity : 妥当性、正当性

\*\*microscope : 顕微鏡

\*\*\*diffuse : 放散する、発散する

## 設 問

A. 本文中の下線部（ア～ウ）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(ア) closely

a. officially      b. carefully      c. similarly      d. evenly

(イ) let alone

a. much less                                      b. no longer than  
c. on account of                                      d. speaking of

(ウ) initially

- a. in formal terms
- b. at the beginning
- c. in character
- d. with due respect

B. 本文中の空所（1～7）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (1) a. threat                      b. contract                      c. debt                      d. access
- (2) a. far from                      b. nothing but                      c. at best                      d. by all means
- (3) a. disaster                      b. infection                      c. concept                      d. effect
- (4) a. drawn                      b. hidden                      c. worn                      d. broken
- (5) a. spread                      b. celebrate                      c. eliminate                      d. compose
- (6) a. conventional                      b. consistent                      c. contemporary                      d. constitutional
- (7) a. emptied out                      b. carried out                      c. locked out                      d. left out

C. 本文中の二重下線部（i、ii）が文中で表している内容に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(i) there are various actions we can take to remove the problem

- a. we are allowed to use different tools to move the window again
- b. we have many options to solve the issue
- c. there are several methods to get rid of the real tomato
- d. few things are available to answer the question

(ii) this was indeed the case

- a. the fly was certainly put in a case covered with holes
- b. the holes actually served as a container for the fly
- c. the eye of a fly was really covered with holes
- d. cones and pyramids played an essential role when Power used a microscope

D. 次の英文（a～h）の中から本文の内容と一致するものを3つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. We can conduct an active observation by simply opening and directing our eyes.
- b. When people perceive individually that there is a red tomato in front of them, they are making a public observation.
- c. In our everyday act of seeing, we do not merely record what is present before us; we do a lot of things to ensure that our perception is correct.
- d. When seeing objects, we tend to move our heads uselessly to make certain that expected changes take place in the observed scene.
- e. It is reasonable to suspect that an image of a tomato tastes better than a real tomato.
- f. Hooke claimed that what scientists saw through the microscope varied according to the kinds of light they used.
- g. Hooke's use of a candle light diffused through salt water turned out to be the cause of a controversy.
- h. We are able to examine whether or not Hooke's descriptions and drawings in his book are reliable.

〔Ⅱ〕 次の英文を読み、下記の設問（A～C）に答えなさい。

When I was about fourteen years old, I <sup>(ア)</sup>signed up for something called Junior Achievement. It was a nonprofit group that promoted business skills in children. Or basically, it was a bunch of kids in a room every Thursday night acting like managers with adult supervision.

My group <sup>(イ)</sup>came up with a business called Roc Creations. This was a clever play on our core product: cheap, homemade rock necklaces. We thought it was a brilliant plan. After all, who likes necklaces? Everybody, of course. And how cheap are rocks? Pretty cheap. We spent one Thursday at the beach collecting rocks, <sup>(1)</sup>the next one painting, and a final Thursday drilling holes and tying string through them. We figured it was a <sup>(ウ)</sup>solid, well-executed plan.

Sadly, after a few weeks we realized we'd made a huge mistake. The necklaces failed to generate enough excitement at the flea markets\*, despite our shouting about our product at surprised housewives, and we quickly <sup>(2)</sup>fell into the red with piles of dead stock exposing our poor judgment.

But then, like any good business, we <sup>(エ)</sup>evolved. We quickly changed our name to Roc-Cal Creations and produced cheap, plastic calendars. We tied on a marker, attached some magnets on the back, and went door-to-door, neighbor-to-neighbor, selling them to be put on refrigerators for four dollars each.

Well, we managed to sell enough to <sup>(オ)</sup>get back our loss. We started to make money and established a strong partnership with the lady working at a stationery\*\* store. Yes, it all ended well, but not without some late nights under a lamp with a calculator, a stack of paper, and a pile of pencil crayons, trying desperately to finish the numbers for our annual report.

It was a great experience for me. That's why I think it's always fun when you see children running some sort of strange, funny, or terrible business. Because really, you're just watching them learn things they don't learn in the classroom, while they have fun doing it. They're learning how to sell, <sup>(カ)</sup>picking up social skills, and jumping right into the marketplace. And honestly, they're doing all this by just getting out there and giving it a try.

How cute are the twins selling lemonade on the street corner? The soccer team running the barbecue outside the mall? Or the kid who takes your shopping cart back if

he gets to keep the twenty-five-cent deposit?

Those kids are all playing the game. So we say: Go on, kids. Do it well. Next time you're selling some rock-hard cookies at a bake sale, let us know. Because we're not just buying some mild indigestion\*\*\*, are we? No, we're <sup>(3)</sup>investing in the future.

\*flea market : のみの市、フリーマーケット

\*\*stationery : 文房具

\*\*\*indigestion : 消化不良

## 設 問

A. 本文中の二重下線部(1～3)が文中で表している内容に最も近いものを、それぞれ下記(a～d)の中から1つ選び、その記号をマークしなさい。

(1) the next one painting

- a. the next day of the same week was spent painting the rocks
- b. the next Thursday was devoted to coloring one stone
- c. the next member of the group was responsible for painting the necklaces
- d. the same day of the following week was used to color the stones

(2) fell into the red

- a. earned enough money
- b. fell short of the products
- c. experienced a deficit
- d. turned red with shame

(3) investing in the future

- a. expecting a new cookie shop to open
- b. providing children with the opportunities to use their money carefully
- c. saving money for our own business in the future
- d. spending our money so that children can learn how to run a business

B. 本文中の下線部（ア～カ）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(ア) signed up for

- |                         |                               |
|-------------------------|-------------------------------|
| a. joined               | b. found an advertisement for |
| c. became interested in | d. searched for               |

(イ) came up with

- |                    |               |
|--------------------|---------------|
| a. rejected        | b. gave up    |
| c. participated in | d. thought of |

(ウ) solid

- |         |                 |              |              |
|---------|-----------------|--------------|--------------|
| a. hard | b. satisfactory | c. difficult | d. financial |
|---------|-----------------|--------------|--------------|

(エ) evolved

- |             |            |           |           |
|-------------|------------|-----------|-----------|
| a. improved | b. started | c. united | d. worked |
|-------------|------------|-----------|-----------|

(オ) get back

- |                   |                 |
|-------------------|-----------------|
| a. run up against | b. make up for  |
| c. finish up with | d. look down on |

(カ) picking up

- |           |            |            |             |
|-----------|------------|------------|-------------|
| a. losing | b. gaining | c. lifting | d. stealing |
|-----------|------------|------------|-------------|



C. 次の問い (i、ii) の答えとして最も適当なものを、それぞれ下記 (a～d) の中から1つ選び、その記号をマークしなさい。

- (i) Which of the following is true about the first business: Roc Creations?
- a. Its members were not confident enough to be successful at selling their merchandise.
  - b. Its members spent around three days to create their merchandise.
  - c. Its products did not sell well partly because the members did not advertise them at the flea markets.
  - d. Its core products included homemade rock necklaces and rock-hard cookies.
- (ii) Which of the following is NOT true about the second business: Roc-Cal Creations?
- a. Its members had a hard time before succeeding in their business.
  - b. Its members visited many houses in order to sell their merchandise.
  - c. Its members built a good relationship with a clerk at a stationery store.
  - d. Its core product was a plastic calendar in the shape of a refrigerator.

〔Ⅲ〕 次の英文を読み、下記の設問（A、B）に答えなさい。

The Industrial Revolution ( 1 ) off between the end of the 1700s and the mid-nineteenth century. Starting in northern England and Scotland, then spreading to parts of Europe and North America, urban areas transitioned to factory production. Factory work demanded alert minds and quick-moving hands to operate machinery, and the traditional beverages of choice throughout Europe—beer and wine—did not fit these new contexts well.

Previously, beer and wine had been safer to drink than most water. Hot drinks were basically unknown. The average adult in England consumed weak beer throughout the day, starting with beer soup (prepared with eggs and poured over bread) for breakfast. Beer provided an important source of nutrition, and most households produced their own beer to ( 2 ) family needs. A typical English family consumed about three liters of beer per day per person, including children. Depending on the strength of the home production, an average person might pass the day in a half-drunk state. Coffee provided a novel ( 3 ): instead of quieting the mind and slowing the body, it woke them up.

Important technological innovations promoted the growth of the coffee industry and trade, especially the steam engine. The steam engine, which was adapted to sailing vessels around 1840, ( 4 ) revolutionary for sea as well as land transportation. Sailing ships had been ( 5 ) to trade easily with Central America because seasonal winds could keep the ships trapped in harbors for months. By contrast, the outer Caribbean islands benefited from favorable winds and could be visited all year round.

Coffee became a profitable export for Central America and southern Mexico when steam-driven ships appeared, because they could enter and leave ports ( 6 ) of wind direction. Central American coffee production soared hand in hand with industrial expansion in Europe. Prices for coffee, tea, and sugar declined as monopolies ended, and supplies expanded along with increasing demand.

Coffee and tea, drunk with sugar, became a part of daily diets across Europe's social classes. The sweet drinks offered minimal nutrition, but ( 7 ) calories and an energy boost. In France, coffee consumption climbed from 50 million pounds in 1853 to 250 million pounds by 1900, a fivefold increase. In Germany, the 100 million pounds consumed in 1853 increased to 400 million pounds by 1900. Consumption also ( 8 ) among the Dutch, Italians, and Scandinavians.

## 設 問

A. 本文中の空所（1～8）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- |     |             |               |                |              |
|-----|-------------|---------------|----------------|--------------|
| (1) | a. left     | b. took       | c. put         | d. turned    |
| (2) | a. meet     | b. argue      | c. confuse     | d. regret    |
| (3) | a. native   | b. attractive | c. alternative | d. expensive |
| (4) | a. proved   | b. excluded   | c. wasted      | d. quoted    |
| (5) | a. glad     | b. willing    | c. likely      | d. unable    |
| (6) | a. instead  | b. regardless | c. scared      | d. guilty    |
| (7) | a. offended | b. defeated   | c. provided    | d. decreased |
| (8) | a. burned   | b. damaged    | c. reduced     | d. exploded  |

B. 次の英文（a～f）の中から本文の内容と一致するものを2つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. Beer and wine were not suitable for factory work that required attention to detail.
- b. The average adult in England did not consume weak beer except during breakfast.
- c. Alcohol was strictly forbidden to children in a typical English family.
- d. Sailing ships were capable of visiting the outer Caribbean islands throughout the year.
- e. Only wealthy people could afford to consume coffee and tea with sugar.
- f. Coffee consumption in France nearly doubled during the latter half of the nineteenth century.

[IV] 次の英文(1~10)の空所に入れるのに最も適当なものを、それぞれ下記(a~d)の中から1つ選び、その記号をマークしなさい。

- (1) Dan stayed up all night to get his work done. So ( ) I.  
a. were                      b. was                      c. had                      d. did
- (2) He told me that I should complete the application form a week in ( ) of the due date.  
a. early                      b. advance                      c. front                      d. before
- (3) ( ) he acted more sincerely, she might not have gotten upset.  
a. Having had                      b. Were                      c. Had                      d. Had been
- (4) We'd better ( ) over these documents to check that there are no mistakes.  
a. gone                      b. go                      c. going                      d. to go
- (5) ( ) for the scholarship, I wouldn't be here at Cambridge to study English.  
a. But                      b. Within                      c. Unless                      d. Without
- (6) Most of the items on this shelf are items ( ) I cannot do without.  
a. how                      b. what                      c. that                      d. those
- (7) I wish I had written to her. ( ) it is, I will have to apologize for my long silence.  
a. For                      b. Since                      c. About                      d. As
- (8) He tried to ( ) me that staying home was the only way to keep out of trouble.  
a. convince                      b. explain                      c. propose                      d. say
- (9) We will serve a variety of local dishes. Please come to the table and ( ) yourselves.  
a. help                      b. give                      c. hand                      d. keep

- (10) He is very positive in the way that he makes the ( ) of his failures.
- a. biggest            b. most            c. highest            d. largest

[V] 次の日本文（1～5）に相当する意味になるように、それぞれ下記（a～h）の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から2番目と7番目に来るものの記号をマークしなさい。

(1) これは多くの有名な数学者が答えを見つけようと試みてきた問題である。

This is a problem ( ).

- a. famous            b. have            c. many            d. mathematicians  
e. the answer        f. to                g. to find            h. tried

(2) その著者は2冊目の本ではじめて世界中の人々から注目を集めた。

It was ( ) from people around the world.

- a. attention          b. attracted        c. his                d. not  
e. second book        f. that              g. the author        h. until

(3) 昨晚、地下鉄から降りるときに財布を盗まれてしまった。

I ( ) last night.

- a. getting            b. had                c. my                d. off  
e. stolen              f. the subway        g. wallet            h. when

(4) その記事を翻訳するのは我々が予想していたよりも労力がいらなかった。

It ( ) expected.

- a. had                b. less effort        c. than                d. the article  
e. translate          f. took                g. to                h. we

(5) ネット配信のおかげでだれでもニュースキャスターになることが可能であるとする人もいる。

Some people think that online streaming ( ) broadcaster.

- a. a                    b. be                c. everyone          d. for  
e. it                    f. makes            g. possible            h. to

[VI] 次の会話文を読み、空所（1～10）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

*James is speaking to Rick at the university cafeteria.*

*James* : Rick, I finally found you! I've been trying to get in ( 1 ) with you for the past few days. I wanted to ask you ( 2 ) about the upcoming French exam. Did you get my messages?

*Rick* : Sorry, James. My cell phone broke last Monday.

*James* : Really? How?

*Rick* : I dropped it while I was in the bath. I was playing a game on my phone, ( 3 ) it slipped out of my hands.

*James* : You use your cell phone in the bath? Without putting it in a water-proof case or anything?

*Rick* : I know. I had it coming, ( 4 ). But the thing is, I'm actually rather glad I broke it.

*James* : How so?

*Rick* : I realized how much I'd become addicted to that tiny ( 5 ). Quite literally, I used to live with my phone, whether in the bath or in bed. It was really hard to live without a phone at first, but after a few days, the strangest thing happened.

*James* : What was that?

*Rick* : All of a sudden, I found myself in control of my life again. I was suddenly in ( 6 ) of all this time that was only mine. If I hadn't dropped my phone, I ( 7 ) would have realized how it had taken over my life. Living without a phone for the past week has been such an eye-opening experience.

*James* : You mean, you've decided not to buy a new one? How am I going to ( 8 ) you then?

*Rick* : You could write me a letter.

*James* : A letter? How am I going to do that?

*Rick* : ( 9 ) I've ordered a new one. It's coming tomorrow. I'll ( 10 ) my phone-free days!

- (1) a. place            b. touch            c. space            d. time
- (2) a. anything        b. what            c. something        d. that
- (3) a. because        b. when            c. after            d. while
- (4) a. sooner or later            b. inside out  
c. on and off            d. more often than not
- (5) a. water            b. bath            c. bed            d. device
- (6) a. defect            b. possession        c. danger            d. case
- (7) a. exactly            b. incorrectly        c. never            d. ever
- (8) a. assume            b. reach            c. hand            d. let
- (9) a. Work too hard!            b. What a treat!  
c. Thanks a lot!            d. I'm joking!
- (10) a. miss            b. live            c. adopt            d. focus