

I 次の問い(問 1 ~20)の空所に入る最も適切なものを、それぞれ(A)~(D)から 1 つずつ選びなさい。

問 1 They don't _____ what I do.

- (A) smile
- (B) care
- (C) push
- (D) ride

問 2 He was charged with _____ driving.

- (A) alcoholic
- (B) alcohol
- (C) drinking
- (D) drunk

問 3 Long time no see! How is _____ going?

- (A) nobody
- (B) somebody
- (C) everything
- (D) something

問 4 I don't like it at all. I can't _____ it.

- (A) stand
- (B) want
- (C) hope
- (D) assist

問 5 It's cold outside. Put _____ a sweater.

- (A) for
- (B) off
- (C) in
- (D) on

問 6 I stayed _____ all night.

- (A) awake
- (B) woke
- (C) sleeping
- (D) upper

問 7 It was a happy _____ that he won the first prize.

- (A) reason
- (B) contrast
- (C) surprise
- (D) manner

問 8 He's _____ a goal.

- (A) played
- (B) scored
- (C) won
- (D) cut

問 9 "Nice day, isn't it?" "It _____ is."

- (A) certainly
- (B) beautifully
- (C) casually
- (D) kindly

問10 "We're having a party. I hope you can come." "Sounds like _____."

- (A) good
- (B) better
- (C) fun
- (D) funny

問11 My little brother is afraid _____ the dark.

- (A) of
- (B) at
- (C) for
- (D) with

問12 We need to _____ a decision before Friday.

- (A) do
- (B) end
- (C) make
- (D) lose

問13 Sally left early _____ catch the bus.

- (A) so that
- (B) to
- (C) because
- (D) for

問14 The girl _____ we talked to is my cousin.

- (A) which
- (B) where
- (C) whose
- (D) who

問15 My brother helped me _____ the heavy box.

- (A) have carried
- (B) carried
- (C) carry
- (D) to carrying

問16 Are you going to _____ the workshop?

- (A) drive
- (B) listen
- (C) attend
- (D) say

問17 I'm not good _____ remembering names.

- (A) at
- (B) for
- (C) in
- (D) by

問18 His manager asked him _____ the room.

- (A) to clean
- (B) cleaning
- (C) clean
- (D) cleaned

問19 She speaks English very _____.

- (A) actually
- (B) clearly
- (C) purely
- (D) totally

問20 They believe that in the long _____, things will improve.

- (A) way
- (B) road
- (C) round
- (D) run

Ⅱ 次の表と会話を読み、下の問い(問 21～25)に答えなさい。

Two American university students, Lena and Tara, chat between classes in the campus cafeteria.

Lena: Hi, Tara. I need some help choosing classes for this term. I already signed up for one afternoon class, but I still need to choose some morning classes. Last semester, I put all my classes on just two days. I was always tired and couldn't focus well.

① Tara: Yeah. I had a busy schedule last term, too, and didn't enjoy it. This time, I want to make a better plan. One class I'll take for sure is Psychology 101. I heard it fills up fast. They say Professor Barnes uses good examples and makes things easy to understand.

Lena: I'm thinking about that, too. It's at 9:00 on Mondays and Wednesdays. If I also take Intro to Philosophy, I could stay on campus just two mornings a week. But I heard Dr. Shaw often asks students to speak in class. I'm not sure if I'm ready for that.

Morning Class Options

Course Name	Day	Time	Instructor
Psychology 101	Mon/Wed	9:00-10:15	Prof. Barnes
World History II	Tue/Thu	10:30-11:45	Prof. Kim
Intro to Philosophy	Mon/Wed	10:30-11:45	Dr. Shaw
② _____	Tue/Thu	8:30-10:15	Ms. Ramirez
Public Speaking	Fri	9:00-11:30	Mr. Dunham

Tara: Well, a friend told me it's not so difficult. Students just share their opinions, and the topics are interesting. Dr. Shaw also gives help when

students aren't sure what to say.

Lena: That's good to know. I'm also looking at Studio Art Basics. It starts at 8:30 on Tuesdays and Thursdays. It's a little early, but the class seems relaxing. Students draw and sometimes listen to music while drawing or painting, and the teacher doesn't give too much homework.

Tara: I thought about that one, too. I'm not good at drawing, but I heard it's okay even for beginners. I want to take that class and then World History II after that. Both are on the same days, so I can finish before lunch and use the afternoon for other things.

Lena: But I heard World History II has weekly quizzes. I agree it would be nice to be finished by lunchtime, so you're not too tired later in the day but _____.

Tara: You're ^③right about that extra work, I guess. What about Public Speaking? It's only once a week for two and a half hours. I want to get better at speaking in front of people, so that class will help me be better in job interviews or meetings in the future.

Lena: That's true. I'm not confident either when I speak in front of others. I heard Mr. Dunham gives students time to practice in pairs first. You don't have to stand up in front of the whole class at the beginning, so it feels safer.

Tara: That's exactly what I hoped to hear. So, we've looked at all the options. Have you decided what you want to take?

Lena: I'll probably take Barnes, Intro to Philosophy, and Public Speaking. That gives me three mornings, and they're spread out over the week, so I'll have time to rest and do homework.

Tara: I'll take Psychology 101, too, but I'll add Studio Art Basics and World History II. That means I'll be on campus four mornings, but finish by lunch almost every day. I think that kind of schedule works best for me.

Lena: Perfect. I feel much better now that I've talked about all of this!
Making a good schedule is really important. I want this semester to
be less stressful and more enjoyable than the last one.

問21 下線部 I was always tired and couldn't focus well の理由として、最も適切なものを次の(A)～(D)から1つ選びなさい。
①

- (A) She had to prepare for a test almost every week.
- (B) She worked part-time after class almost every day.
- (C) She put her classes only in the afternoon to make mornings free.
- (D) She made a schedule so she had fewer days at school each week.

問22 表の下線部 _____ に入る授業の記述として最も適切なものを、次の
② (A)～(D)から1つ選びなさい。

- (A) A morning class that meets before Psychology 101 starts
- (B) A class for students who want to improve their drawing skills
- (C) A class that includes weekly quizzes about art history
- (D) A class that meets at the same time as Intro to Philosophy

問23 下線部 _____ に入る最も適切なものを、次の(A)～(D)から1つ選びなさい。
③

- (A) I'm not sure about having weekly quizzes to prepare for
- (B) that's why I only take classes in the afternoon
- (C) I already decided to take Public Speaking instead
- (D) the teacher for World History is the same as Studio Art

問24 Lena が同じ日の午前中にとろうとしている授業の組み合わせとして最も

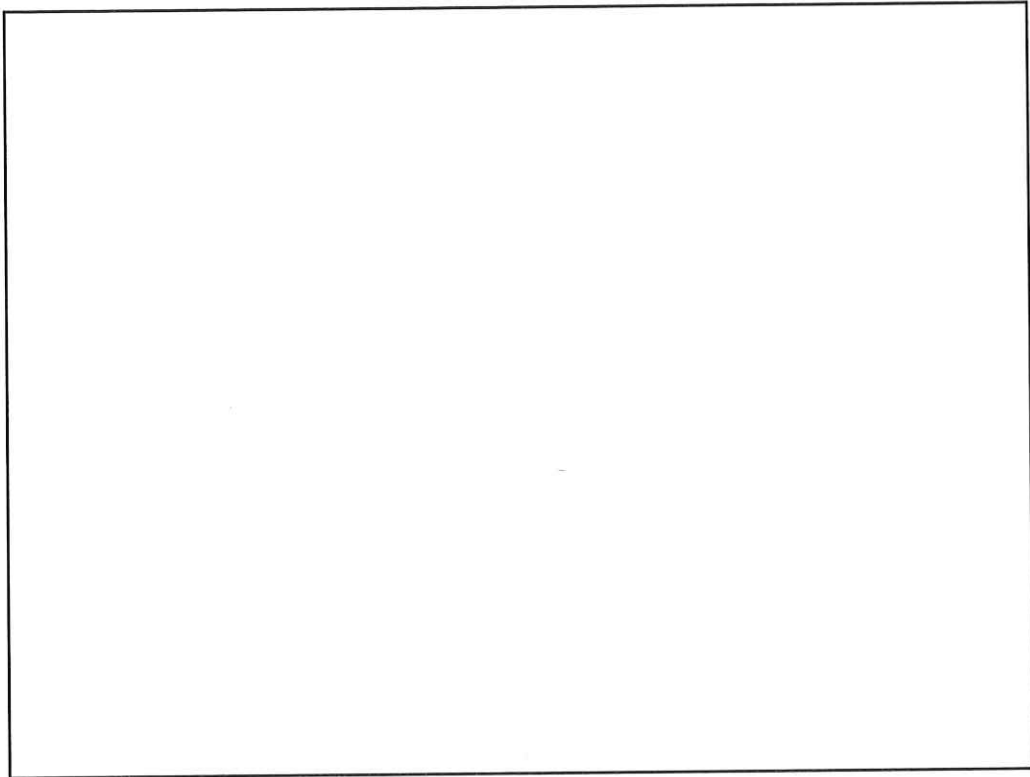
適切なものを、次の(A)~(D)から1つ選びなさい。

- (A) Psychology 101 and Intro to Philosophy
- (B) World History II and Public Speaking
- (C) Psychology 101 and World History II
- (D) Public Speaking and Intro to Philosophy

問25 会話の内容に合う最も適切なものを、次の(A)~(D)から1つ選びなさい。

- (A) Lena and Tara both chose only classes that meet twice a week.
- (B) Lena and Tara want to take all their classes before 10:00 a.m.
- (C) Lena and Tara plan to choose more than two classes with the same instructors.
- (D) Lena and Tara are trying to make a schedule that balances study and rest.

- Ⅲ イギリス(the UK)における白人系イギリス人(white Britons)と少数民族(ethnic minorities)の統合について書かれた次の記事を読み、下の問い(問 26～30)に答えなさい。



出典：C. James and M. Priya, *Multicultural Britain in the 21st Century*. Opinium Research, 2017.

*disconnect over perceived integration levels：統合レベルの見解の違い

[・・・] 原文より削除しました。

問26 下線部 reducing immigration now is locking the door after the horse has

bolted の意味に最も近いものを、次の(A)～(D)から1つ選びなさい。

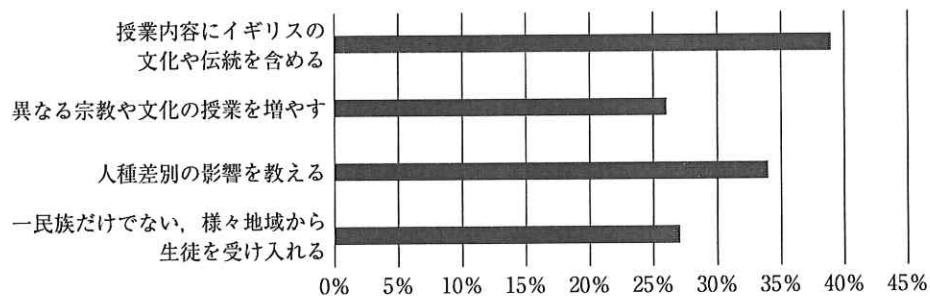
- (A) 馬の取り締まりが、移民問題より先決だ。
- (B) 入国制限をして、移民の数を減らしていく。
- (C) 移民が増えてしまったあとに、制限をしても意味がない。
- (D) 馬の輸出入問題の解決後に、移民の入国取り締まりがようやく始まった。

問27 およそ半数のイギリスの成人が支持する内容として最も適切なものを，次の(A)～(D)から1つ選びなさい。

- (A) Giving free English lessons to all immigrants
- (B) Teaching children only about British traditions
- (C) Requiring immigrants to take English lessons
- (D) Limiting the number of immigrants to the UK

問28 本文のデータをもとにつくられた以下のグラフの見出しの【 】の空所に入る最も適切なものを，次の(A)～(D)から1つ選びなさい。

学校における社会および文化的統合のための方法と【 】



- (A) その効果があると考える少数民族の回答の割合
- (B) その効果があると考えるイギリス人の回答の割合
- (C) その手助けができると考える少数民族の回答の割合
- (D) その手助けができると考えるイギリス人の回答の割合

問29 本文の(ア)，(イ)に入る数値の組み合わせとして最も適切なものを，次の(A)～(D)から1つ選びなさい。

- (A) (ア) — 20% (イ) — 36%
- (B) (ア) — 20% (イ) — 16%
- (C) (ア) — 26% (イ) — 36%
- (D) (ア) — 26% (イ) — 16%

問30 白人系イギリス人と少数民族の統合を進めるために有効なこととして最も

適切なものを、次の(A)～(D)から1つ選びなさい。

- (A) 移民規制を緩和すること
- (B) 移民にイギリス国籍を取らせること
- (C) 互いの交流や接触の機会を増やすこと
- (D) 少数民族の教育と就労の機会を増やすこと

I

- 問 1. B
- 問 2. D
- 問 3. C
- 問 4. A
- 問 5. D
- 問 6. A
- 問 7. C
- 問 8. B
- 問 9. A
- 問 10. C
- 問 11. A
- 問 12. C
- 問 13. B
- 問 14. D
- 問 15. C
- 問 16. C
- 問 17. A
- 問 18. A
- 問 19. B
- 問 20. D

【出題意図】 文脈の中で適切な語を選択させ、語彙力をみる。基礎的な文法の理解力をみる。

II

- 問 21. D
- 問 22. B
- 問 23. A
- 問 24. A
- 問 25. D

【出題意図】 「探究」を意識し、簡単な日常会話の理解力と、表の読み取りの両方をみる。

III

- 問 26. C
- 問 27. C
- 問 28. B
- 問 29. D
- 問 30. C

【出題意図】 平易な英文の内容理解と読解力をみる。