

I 次の対話文の空所に入れるのに最も適当なものを、それぞれア～ウから一つ選べ。

[A]

A: Good morning. I just arrived from Tokyo, and I have a connecting flight to Toronto. Is this the gate for Flight 822?

B: Yes, it is. However, the flight will be postponed 1 .

A: Oh no. How long is the delay expected to be?

B: Right now, the estimated repair time is approximately four hours, but it may be extended.

A: That's disappointing, but I understand. Am I allowed to leave the airport?

B: Since you're currently in the international transit zone, 2 .

A: Ah, that's what I thought. I guess I have no choice but to keep myself occupied here.

B: Sorry for the inconvenience. We'll announce updates when they become available.

A: Thanks. 3

B: Yes, if you show your boarding pass at the airline service desk, you can receive a twenty-dollar meal voucher.

A: That should be enough to cover my lunch. Where's the service desk located?

B: It's next to the café near Gate 46.

A: OK. Thanks for your help.

1. ア. as we are waiting for the flight crew
- イ. because of thunderstorms
- ウ. due to a mechanical issue

2. ア. you're permitted to leave
イ. you're prohibited from leaving
ウ. you're required to leave
3. ア. Are we entitled to a seat upgrade because of the delay?
イ. Do we get any compensation for the delay?
ウ. Is there a flight refund being offered for the delay?

(次ページに続く)

[B]

A: Hey Rachael, are you free on Saturday? Let's do something fun!

B: Yeah, I might have some free time. What were you thinking of doing?

A: Well, we talked about going for a hike. How about climbing Mount Major? 4

B: That sounds like a good plan. I'm sure the view will be extra special with all those beautiful colors.

A: I was thinking we could wake up early in the morning and be one of the first groups to reach the hiking area.

B: Normally, that would be fine, but I need to work late on Friday.
5

A: Oh yeah, I forgot! Let's do that. You'll be able to sleep a bit longer, and I can use the extra time to prepare for the hike.

B: Thanks for understanding. We'll need some lunch, snacks, and of course something to drink.

A: I can pack some sandwiches and mixed nuts. Can you bring the rest?

B: That's perfect. I'll 6.

A: Sounds good! I'll be sure to check the weather when you're at work on Friday.

B: Yes, please do that. If it looks like it'll rain, we could postpone to Sunday or bring our rain jackets.

A: Either of those options would be good. Anyway, see you this weekend!

4. ア. The flowers near the top are in full bloom this time of year.
イ. The weather's going to be good, and the sky will be blue.
ウ. You can see millions of stars up there on a clear night.
5. ア. It'd be better for me if we hiked on Sunday instead.
イ. Maybe departing around midmorning would be better.
ウ. So, I think it's better to get there the night before.
6. ア. bring some water and some fresh fruit
イ. pack some rice balls and a few protein bars
ウ. prepare some bread, cheese, and fresh apples

(次ページに続く)

Ⅱ 次の英文の空所に入れるのに最も適当な語を、ア～クから選べ。ただし、同じものを繰り返し用いてはならない。

Humans are evolutionarily successful because our big brains have allowed us to bond and cooperate in more complex ways than any other animal. The capacity to observe how the world operates, to imagine how it might (7), and to turn that vision into reality is a key aspect of our humanity. And there lies the (8) to the problem. We are (9) with the skill set to calm aggression, and to encourage cohesion.

For thousands of years, people have acted collectively to punish and shame aggressive antisocial actions such as bullying or abuse. On social media—where the aggressor is remote and anonymous—even the best-intentioned individual challenge may turn into a shouting (10). But confronting the bully with a group action—a (11), communal response rather than a solo gesture—can be more effective at shutting down aggression. Look at the public pressures placed on media corporations to (12) hate speech and fake news online, for instance. These are examples of how humans can collaborate to encourage what's positive and discourage what's negative.

ア. equipped

イ. improve

ウ. match

エ. monitor

オ. reasoned

カ. solution

キ. speculative

ク. yield

Ⅲ 次の各英文の空所に入れるのに最も適当な語句を、ア～エから一つ選べ。

13. Tim looked as if () determined to say something.

ア. he is イ. he were ウ. it is エ. it were

14. Your essay needs () before submitting.

ア. edit イ. edited ウ. editing エ. to edit

15. Charlotte twisted her ankle () she was playing golf in Scotland.

ア. during イ. if ウ. that エ. while

16. () of the two innovations could make things easier.

ア. All イ. Either ウ. Every エ. Some

17. () being no objections, the proposal was approved by the committee.

ア. Then イ. There ウ. When エ. Where

18. After getting on the train, I realized that I () forgotten my smartphone at home.

ア. am イ. had ウ. have エ. was

19. Peggy is going to get some hooks () to hang the picture frame.

ア. of that イ. that ウ. which エ. with which

20. He finally got his father () a full medical examination.

ア. to have undergone イ. to undergo
ウ. undergo エ. undergone

IV 次の各英文の意味に最も近いものを，ア～エから一つ選べ。

21. The new sculpture looked out of place in the historical village.
ア. The modern sculpture blended perfectly into the historical village.
イ. The modern sculpture was moved to a different area of the historical village.
ウ. The new sculpture did not fit well with the historical village.
エ. The new sculpture was the highlight of the historical village.
22. The candidate was a dark horse in the presidential election.
ア. The popular candidate easily won the presidential election.
イ. The popular candidate unexpectedly lost the presidential election.
ウ. The unknown candidate predictably lost in the presidential election.
エ. The unknown candidate surprisingly won the presidential election.
23. She does not look down on people who have different ideas.
ア. She does not help people who have different beliefs.
イ. She does not think she is better than those with opposing beliefs.
ウ. She never criticizes those with different opinions.
エ. She never tries to understand people who have opposing opinions.

24. I am confident that our new boss will solve the problem once and for all.

ア. I am hopeful our new boss will resolve one part of the whole problem.

イ. I am hopeful that our new boss will handle the problem for everyone.

ウ. I am optimistic our new boss will help each person solve the issue.

エ. I am optimistic that our new boss will permanently fix the problem.

(次ページに続く)

V 次の(a)に示される意味を持ち、かつ(b)の英文の空所に入れるのに最も適した語を、それぞれア～エから一つ選べ。

25. (a) to emphasize something important

(b) Some reviews () the strengths of the book.

ア. find イ. highlight ウ. ignore エ. mention

26. (a) the number of times something happens within a particular period

(b) Teenagers were surveyed about the () of their online interactions.

ア. duration イ. frequency ウ. volume エ. weight

27. (a) a set of ideas that tries to explain why something happens

(b) Every scientific () must be tested through careful experimentation.

ア. requirement イ. schedule
ウ. statement エ. theory

28. (a) to begin something such as a plan or system

(b) The IT department failed to () the new procedures correctly.

ア. consider イ. discuss
ウ. implement エ. recommend

29. (a) in a way that is appropriate to a particular situation

(b) The feedback was disappointing, so the company adjusted their plan ().

ア. accordingly

イ. basically

ウ. occasionally

エ. regrettably

(次ページに続く)

Ⅵ 次の [A]～[D] の日本文に合うように、空所にそれぞれア～カの適当な語句を入れ、英文を完成させよ。解答は番号で指定された空所に入れるもののみをマークせよ。なお、文頭に来る語も小文字にしてある。

[A] カタログからどの製品を選んでも満足していただけるでしょう。

You will be satisfied ()(30)()(31)()
() our catalog.

- | | | |
|--------------|---------|------------|
| ア. from | イ. pick | ウ. product |
| エ. whichever | オ. with | カ. you |

[B] ジェームズは、故郷の町の魅力が永遠に失われてしまったことにふと気づいた。

()()(32)()(33)() of his hometown
had been lost forever.

- | | | |
|---------|--------------|-------------|
| ア. it | イ. James | ウ. occurred |
| エ. that | オ. the charm | カ. to |

[C] 試験勉強を頑張った後、ピスタチオのアイスクリームほど私を元気にさせてくれるものはない。

After studying hard for my exams, (34)()()()
()(35) pistachio ice cream.

- | | | |
|------------|---------|---------|
| ア. cheers | イ. me | ウ. more |
| エ. nothing | オ. than | カ. up |

[D] 会議中, そのスパイの名前は出なかった。

During the meeting, () (36) () () (37)
() name.

ア. made

イ. mention

ウ. no

エ. of

オ. the spy's

カ. was

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VII 次の英文を読み、あとの問いに答えよ。

The colonial period witnessed significant changes in Indian society. The British introduced modern education and legal systems in the 19th century. This led to both positive and negative effects on traditional Indian structures. The British also introduced new technologies and industries, like the railways, which transformed transportation and trade. In addition to these advancements, a new social class of Indians had begun to emerge by the mid-1800s. This class was formed of elites educated in British schools and universities. However, these changes came at a high cost to Indian society. The Indian people experienced economic exploitation, social inequality, and political repression under the British.

The early 20th century saw the rise of a widespread independence movement in India. Leading lights such as Mahatma Gandhi, Jawaharlal Nehru, and Subhas Chandra Bose played important roles in this struggle, particularly during the period from the early 1900s to 1947. This movement sought to challenge the British Raj* and demand greater political rights and freedoms for Indians.

The Indian independence movement was marked by a series of nonviolent protests, civil disobedience campaigns, and acts of resistance against the British Raj. The Salt March of 1930 became a symbol of the movement's spirit of nonviolent resistance. Mahatma Gandhi led a group of protesters on a long march to the sea in order to protest British salt taxes. Upon reaching the coast, Gandhi and his followers collected natural salt from the sea, defying British law. This act symbolized self-sufficiency and independence from British interference.⁽⁴⁰⁾

Subhas Chandra Bose did not have as much confidence in civil

disobedience as other leaders. In 1939, he formed the Forward Bloc, a political organization that wanted complete and immediate independence from British rule. In 1942, Bose formed the Indian National Army (INA), which was made up of Indian soldiers who had been captured by the Japanese in Southeast Asia. The INA's goal was to overthrow British rule in India. Despite the efforts of the independence movement, India remained under the British Raj until the end of World War II. However, the war significantly weakened Britain's hold on India, and the Indian independence movement gained momentum in the post-war period.

In 1947, India finally achieved independence from the British Raj. The Indian Independence Act was passed on August 15, 1947. Jawaharlal Nehru became India's first prime minister, and the period of British control came to an end. At this time, the country was divided into two separate nations: India and Pakistan, based largely on religious lines. The division led to violence, as Hindus and Muslims fought over religious differences and territorial claims.

*The British Raj 「英国統治」

問1 本文の第1段落の内容に合うものとして最も適当なものを、ア～エから一つ選べ。(38)

- ア. During the 19th century in India, the British introduced traditional Indian structures along with modern education.
- イ. Indian technologies, such as railways, transformed transportation and trade in Britain.
- ウ. Indians who attended British educational institutions became part of a new social class in the mid-1800s.
- エ. The new social class of Indians led to equal treatment in their relations with the British during the colonial period.

問2 本文の第2段落の内容に合わないものを、ア～エから一つ選べ。(39)

- ア. Bose and Gandhi participated in India's independence movement during the period between the early 1900s and 1947.
- イ. Gandhi, Nehru, and Bose were leaders of the British Raj who played important roles in the independence movement.
- ウ. The Indian independence movement began to develop and become widespread during the early 20th century.
- エ. The struggle for independence in India sought expanded political rights and freedoms for Indians.

問3 下線部(40)の内容として最も適当なものを、ア～エから一つ選べ。

- ア. collecting natural salt from sea water
- イ. leading the resistance of a non-violent approach
- ウ. reaching the coast of India after the march
- エ. showing independence from British interference

問4 本文の第3段落の内容に合わないものを，ア～エから一つ選べ。(41)

- ア. A British law in India in 1930 required that Gandhi pay taxes by traveling to the sea and collecting salt.
- イ. The Indian independence movement adopted a spirit of nonviolent protest and civil disobedience.
- ウ. The Salt March became a symbol of nonviolent resistance in 1930 during the independence movement.
- エ. To protest British taxes on salt, Gandhi led his followers on a long march to the ocean to collect salt.

問5 本文の第4段落の内容に合うものとして最も適当なものを，ア～エから一つ選べ。(42)

- ア. Bose formed the Indian National Army to fight against the Japanese in Southeast Asia.
- イ. Subhas Chandra Bose's Forward Bloc organization sought a gradual separation from British control.
- ウ. The Indian independence movement grew stronger after the end of World War II.
- エ. The other leaders of the independence movement did not have as much confidence as Bose in civil disobedience.

問6 本文の第5段落の内容に合うものとして最も適当なものを、ア～エから一つ選べ。(43)

ア. Fights over religious differences between Hindus and Muslims prevented the division of the British controlled territory.

イ. Jawaharlal Nehru's period of control as India's prime minister came to an end in 1947.

ウ. The British Raj finally took control of India in 1947 by passing the Indian Independence Act.

エ. The Indian territory controlled by the British Raj became the nations of Pakistan and India after the independence act was passed.

問7 本文の内容と合わないものを、ア～キから二つ選び、(44)と(45)に一つずつマークせよ。ただし、マークする記号（ア、イ、ウ、...）の順序は問わない。

- ア. Traditional Indian structures were positively and negatively affected by changes during the colonial period.
- イ. Indians under British control endured political repression and economic exploitation, in addition to social inequality.
- ウ. Mahatma Gandhi and Subhas Chandra Bose were leading figures who demanded greater political rights for the British.
- エ. Nonviolent protest and civil disobedience were a major part of the Indian independence movement.
- オ. The Forward Bloc and the Indian National Army were formed by Mahatma Gandhi to protest British rule.
- カ. The events of World War II weakened British control of India significantly.
- キ. The division of British Raj territory into the nations of India and Pakistan was based on religious lines.

(以下余白)