

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 evening! Have you decided what you'd like to order?

B: Yes, I was hoping to try the seafood paella tonight.

A: _____ 1 _____

B: That's disappointing. I've been looking forward to it all day!

A: I understand. It's very popular, so we sold out quickly. May I recommend the beef stew, instead?

B: I don't eat beef, unfortunately. Do you have anything without red meat?

A: Let me see. _____ 2 _____

B: I prefer something mild—nothing too strongly flavored, please.

A: The mushroom cream pasta and garden vegetable salad are both mild and also vegetarian.

B: That sounds great! I'll get the pasta, please. And I'd also like a lemon soda.

A: Oh, I'm sorry. We don't have any more lemon soda tonight.
_____ 3 _____

B: OK, I guess that's pretty similar. As long as it's cold and sweet, I'm happy!

A: You've come on a really busy night! I'll get your order started right away.

1. ア. Ah, we just sold the last order of that a few minutes ago.
イ. There's just enough left for one more person, if you're interested.
ウ. Well, since it's Monday, today we only serve the vegetable paella.

2. ア. I like the plain hamburger combo, which comes with french fries.
イ. Our grilled sirloin steak and vegetable set is always a good choice.
ウ. We have a fantastic Thai chicken curry, but it's quite spicy.

3. ア. Could I offer you a pot of hot citrus tea instead?
イ. How about trying our signature homemade lemonade?
ウ. Would you be alright with ice water with a lemon slice?

[B]

A: Good afternoon. Thank you for coming in for the interview today.

B: Thank you for the opportunity. I'm excited to learn more about the position.

A: Well, it's a cleaning job in airplane cabins between flights.

4

B: No, but when I was in high school, I worked part-time at a hotel, mainly doing room vacuuming and dusting.

A: That's helpful. How often did you work?

B: I was busy 5, so I only had time for two shifts per week, both on the weekend.

A: I'm sure it was a good experience. How long were your shifts?

B: It varied depending on the number of rooms that needed to be cleaned, but usually six hours.

A: On average, how long did it take you to clean a hotel room?

B: It took me about 30 minutes to clean a standard room at a relaxed pace. During a six-hour shift, I was able to clean between 11 and 13 rooms.

A: Wow, that must have taken a lot of stamina. Here we only clean a few planes a day, but have to finish each one within 15 minutes.

B: Wow, that's fast! I guess airplane preparation is 6. I think I'll like this job!

A: Yes, that's a good comparison. I'm sure you'll enjoy working here.

4. ア. Have you done a cleaning job before?

イ. Have you ever been employed at an airport?

ウ. Have you got any work experience?

5. ア. finishing my university course
イ. preparing to go to university
ウ. trying to get into graduate school
6. ア. about speed, and hotel room cleaning is more about endurance
イ. similar to a marathon, and hotel room cleaning is more like a
50-meter dash
ウ. slower paced, and hotel room cleaning is more rushed

(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。

Many people believe that economic growth is the most important factor in human well-being. However, climate and pollution issues tend to be (7) for our economy to do well. The main (8) of these environmental problems are the irresponsible consumption and production of goods. One important (9) is e-waste. What happens to our old smartphones, computers, and household (10) when we are finished with them? 7.3 kg of e-waste was produced per person in 2019. We may think that (11) metals, such as gold and copper, are recycled and reused in new products. In fact, only 1.7 kg of e-waste per person was recycled in an environmentally-responsible way. Sadly, most of us don't know that the amount of e-waste per person is growing faster than it can be recycled. A huge amount of our e-waste ends up as (12). This results in chemicals and metals polluting the soil and groundwater.

ア. appliances

イ. causes

ウ. considerate

エ. example

オ. fabric

カ. landfill

キ. neglected

ク. valuable

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. We finished watching the TV series, the ending () was a surprise.

- ア. at which イ. of which ウ. that エ. where

14. The art student picked up the phone with his hand () in paint.

- ア. cover イ. covered
ウ. covering エ. having covered

15. The organizers need to discuss the budget, schedule, room arrangements, and anything else we have time ().

- ア. for イ. off ウ. on エ. with

16. If the man () his father at the firm in his 20s, he would be living a life of wealth now.

- ア. be succeeded イ. had succeeded
ウ. has succeeded エ. succeeded

17. We were made () for almost an hour before being served.

- ア. to be waiting イ. to wait
ウ. waited エ. waiting

18. I have a lot of good friends, most of whom I was ().

- ア. at school together イ. at school with
ウ. at school with them エ. together at school

19. Scott will decide whether to invest when the market ().

ア. have stabilized

イ. stabilized

ウ. stabilizes

エ. will stabilize

20. This is a more useful method of losing weight than () I have ever tried.

ア. anything

イ. nothing

ウ. something

エ. thing

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 employees were told to hold their horses until the client responded.

ア. The employees were told to keep everything a secret until the client replied.

イ. The employees were told to wait patiently until the client replied.

ウ. The workers were told to maintain their output until the client responded.

エ. The workers were told to offer the same service until the client responded.

22. All at once, the children began singing.

ア. Individually, the children started singing.

イ. Suddenly, the children started singing together.

ウ. The children hesitated before they started singing.

エ. The children started singing one after another.

23. The athlete decided to stick to her training plan.

ア. The athlete chose to continue her training plan.

イ. The athlete chose to simplify her training schedule.

ウ. The athlete made the decision to change her training plan.

エ. The athlete made the decision to ignore her training schedule.

24. Lesley's feeling of excitement started to wear off.

ア. Lesley's feeling of excitement began to grow stronger.

イ. Lesley's feeling of excitement was noticed by others.

ウ. Lesley's sense of excitement began to slowly disappear.

エ. Lesley's sense of excitement spread to others.

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 make something stronger or more effective

(b) Evidence is needed to () any claims made by the police.

ア. complicate

イ. defer

ウ. reinforce

エ. weaken

26. (a) done on purpose, not by mistake

(b) He () ignored my question to avoid answering it.

ア. casually

イ. deliberately

ウ. effortlessly

エ. hastily

27. (a) modern or happening in the present time

(b) Many () musicians blend analog and digital sounds.

ア. contemporary

イ. established

ウ. historical

エ. international

28. (a) having a good or helpful effect

(b) Group discussions can be highly () in understanding complex topics.

ア. beneficial

イ. cooperative

ウ. temporary

エ. unknown

29. (a) to make something easier or more possible

(b) The new software is designed to () communication between teams.

ア. delay イ. facilitate ウ. monitor エ. observe

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] 単に理論を理解することによって名画を描くことができないのは、シンフォニーを作曲できないのと同じである。

You can no ()(30)()(31)()() write a symphony, merely by understanding the theory.

- | | | |
|------------------|---------|---------|
| ア. a masterpiece | イ. can | ウ. more |
| エ. paint | オ. than | カ. you |

[B] 新年度が始まっており、生徒がこの一年の目標を決められるように先生たちは助言をしている。

(32)()()()()(33), teachers are advising students on how to set appropriate goals for the year.

- | | | |
|-------------|-----------|------------|
| ア. being | イ. school | ウ. the new |
| エ. underway | オ. with | カ. year |

[C] 苦難を経験したことのない人は、困難を通して得る教訓を理解しにくいものだ。

(34)()()()(35)() often fail to grasp the lessons of struggle.

- | | | |
|----------|-------------|---------|
| ア. faced | イ. hardship | ウ. have |
| エ. never | オ. those | カ. who |

[D] その学生はとても驚いたので、自分も先生になっていつか心温まる卒業パーティーを開くと心に決めた。

The student's surprise ()()(36)(37)()
() become a teacher and have a heartwarming graduation party
someday.

ア. decided

イ. she

ウ. such

エ. that

オ. to

カ. was

VII 次の英文を読み、あとの問いに答えよ。

In 1977, Irene Pepperberg, a recent graduate of Harvard University, did something very unusual. Pepperberg was interested in learning if animals could think, and the best way to do this, she reasoned, was to talk to them. To test her theory, she bought an African gray parrot she named Alex and taught him to reproduce the sounds of the English language. “I thought if he learned to communicate, I could ask him questions about how he sees the world,” she explains.

When Pepperberg began her research with Alex, very few scientists acknowledged that animals were capable of thought. The general belief was that animals reacted to things in their environment but lacked the ability to think or feel. How, then, could a scientist demonstrate that animals might, in fact, possess intelligence? “That’s why I started my studies with Alex,” Pepperberg says.

Certain skills are considered key signs of higher mental abilities: a good memory, an understanding of symbols, self-awareness, understanding of others’ motives, and creativity. Little by little, researchers have documented these abilities in other species. Sheep and elephants can recognize faces. Chimpanzees—who are genetically similar to humans—use a variety of primitive tools for eating, drinking, and hunting; they also laugh when pleased and spit to show they dislike something. Octopuses in captivity are known to amuse themselves by shooting water at laboratory staff. They may even exhibit basic emotions by changing color.

Alex the parrot was a surprisingly good talker. He learned how to use his voice to imitate almost 100 English words, including those for foods, colors, shapes, and numbers. Although imitation was once

considered a simple skill, in recent years, scientists have revealed that it's an extremely difficult ability. Because Alex had mastered many English words, Pepperberg could ask him questions about a bird's basic understanding of the world. Alex could count, as well as describe shapes, colors, and sizes for Pepperberg; he even had an elementary understanding of the abstract concept of zero.

Many of Alex's cognitive skills, such as his ability to understand the concepts of "same" and "different," are generally attributed only to higher mammals, particularly primates such as humans and apes. But parrots, like great apes (and humans), live a long time in complex societies. And like primates, these birds must monitor the changing relationships within the group. ⁽⁴²⁾This may explain Alex's ability to learn a human language. "When we take parrots into captivity, what they start to do is treat us as their flock," explains Pepperberg. Parrots learn to pronounce and use our words so they can become a part of our group.

問1 本文の第1段落の内容に合わないものを、ア～エから一つ選べ。(38)

- ア. At the time of initiating her research, Pepperberg had just finished her studies at Harvard University.
- イ. Pepperberg captured an African gray parrot named Alex and taught it to copy the sounds of English.
- ウ. Pepperberg thought that meaningful interaction with animals was possible through verbal communication.
- エ. Pepperberg's goal was to understand how a bird perceived its surroundings through language.

問2 本文の第2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。(39)

- ア. Pepperberg's work emerged in response to the lack of recognition for animal intelligence.
- イ. The mainstream scientific consensus supported the notion that animals possess a depth of thought.
- ウ. The purpose of the Alex experiment was to demonstrate the limitations of animal learning.
- エ. There was a widely held view that animals possessed an ability to show emotions.

問3 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。(40)

- ア. Self-awareness and an understanding of symbols are the sole indicators of higher mental abilities.
- イ. Some animals have shown signs of higher mental abilities through recognition and emotional display.
- ウ. The presence of displeasure among chimpanzees is expressed through an observable action.
- エ. There is documented evidence that captive octopuses entertain themselves.

問4 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。(41)

- ア. Although Alex spoke many English words, he repeated them without any intended meaning.
- イ. Pepperberg's parrot demonstrated the capacity to reproduce English vocabulary relating to several different concepts.
- ウ. Scientists once believed vocal imitation in birds was simple, and Alex's responses were an example of this.
- エ. While Alex could imitate many different words, he was unable to use any of them correctly.

問5 下線部(42)の内容として最も適当なものを、ア～エから一つ選べ。

- ア. the need to pay attention to relationships in their groups
- イ. the parrots' ability to pronounce language in social situations
- ウ. the parrots' long lifespan compared to other birds
- エ. the physical resemblance between parrots and primates

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. Alex was able to grasp the concepts of likeness and contrast.
- イ. Alex's abilities are more commonly associated with domesticated birds and primates.
- ウ. Parrots in captivity prefer to be alone and avoid forming bonds with humans.
- エ. Unlike great apes, parrots exhibit prolonged lifespans in complex societies.

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. Pepperberg's research was regarded as unconventional.

イ. There was a common view that animals were capable of responding to their surroundings.

ウ. Gradually, scientists have gathered evidence of advanced cognitive abilities in other animal species.

エ. Chimpanzees make use of complex tools for various survival tasks.

オ. Color changes in octopuses may indicate basic emotions.

カ. Alex learned to use hundreds of English words related to foods, colors, and shapes.

キ. Parrots are capable of learning how to use our words.

(以下余白)