

2019年度

一般入試A日程
【2/6（水）】

コミュニケーション英語Ⅰ・Ⅱ
英語表現Ⅰ

[60 分]

I 次の対話において、空欄に入れるのに最も適切なものを①～④の中から1つずつ選びなさい。

1 . A: Do you have a minute to talk about today's class?

B: I have a meeting soon, but ()

- ① go ahead.
- ② leave me alone.
- ③ don't be bothered.
- ④ let it be.

2 . A: Are you still working on the final paper?

B: ()

- ① I'm looking for it.
- ② I am done.
- ③ I'd like some.
- ④ Hope they can make it.

3 . A: How about studying together for the exam?

B: ()

- ① It went very well.
- ② I'd like to work there.
- ③ I think we should.
- ④ Nothing happened.

4 . A: ()

B: Nice meeting you.

- ① It is very nice of you.
- ② I must be going now.
- ③ What's up?
- ④ How are you today?

5 . A: I love dancing.

B: ()

- ① Neither do I.
- ② I do, too.
- ③ I think I did.
- ④ I don't, either.

- 6 . A: Shall I pick you up in front of the school?
B: (). I'll be there at five.
- ① Sounds good
 - ② It's under way
 - ③ I'm just looking
 - ④ Nothing special
- 7 . A: How far is it from here to the nearest gas station?
B: ()
- ① It's about a 10-minute drive.
 - ② I can walk no further.
 - ③ That's going too far.
 - ④ You can drive my car.
- 8 . A: When will your assignment be completed?
B: ()
- ① The arrangements are complete.
 - ② I expect to finish the homework.
 - ③ It will be finished by tomorrow.
 - ④ For three consecutive days.
- 9 . A: Where do you plan to stay while you are in Tokyo?
B: ()
- ① I guess I'll take the subway.
 - ② I'll be there in August.
 - ③ I'll stay there overnight.
 - ④ I haven't decided yet.
10. A: Breakfast is ready.
B: ()
- ① He's a good cook.
 - ② Are you?
 - ③ I'm coming.
 - ④ How come?

Ⅱ 次のそれぞれの英文の空欄に入れるのに最も適切な語（句）を、下の①～④の中から1つずつ選びなさい。

11. Susan () by her doctor to change her lifestyle to build up her health.
① has advised ② was advised ③ advised ④ was advising
12. Beth, could you help me () my research paper after school?
① at ② in ③ with ④ for
13. The prices of smart phones on this list are subject to change without ().
① notice ② report ③ cash ④ word
14. Rainfall might affect () farm products.
① localize ② localism ③ locally ④ local
15. Our English teacher () traditional British culture in his class last week.
① discussed of ② discussed ③ discussed about ④ discussed in
16. Kazuo () by his ignorance of Western table manners at the hotel.
① was embarrassing ② embarrassed
③ was embarrassed ④ was embarrassment
17. () the movie theater, Matthew looked for vacant seats.
① On entering ② To enter ③ In entering ④ Entered
18. If John () harder, he would have graduated from university within four years.
① should study ② has studied ③ studied ④ had studied
19. I have visited Shinjuku and Shibuya. However, I don't like () of them.
① some ② either ③ neither ④ two

- Ⅲ 次の(A)(B) 2つの文章の下線部 [1] ~ [10] について、それぞれ下の①~⑤の語句を最も自然に意味が通るように並べかえ、そのうち20~39の空欄に入る語句の番号のみを答えなさい。なお、語群では、文頭に来る語も小文字で示してある。

(A)

Electric Cars

Electric cars are finally becoming commonplace on roads around the world. Major car brands such as Nissan, BMW, Toyota, Volkswagen, and Ford are now mass-producing electric cars. The Nissan Leaf is currently [1]() (20) () (21) (), with over 75,000 cars sold in the United States. In addition, many governments are actively supporting this automotive revolution as [2]() (22) () (23) () and fuel efficiency grow among the people of many countries.

Interestingly, electric cars [3]() (24) () (25) (). The first electric cars went on sale in 1884 and were designed by the British engineer Thomas Parker. His interest in electric cars stemmed from concerns about the smoke and pollution in London at the time. It is interesting to note that worries about [4]() (26) () (27) () nearly 150 years later. At the beginning of the 20th century, 40 percent of automobiles in the United States were powered by steam, 38 percent by electricity and 22 percent by gasoline. By the time of the Second World War, though, both steam and electric cars had almost disappeared because they [5]() (28) () (29) () and efficiency of the internal combustion engine developed by Karl Benz and Gottlieb Daimler.

[1] (20, 21)

- | | | |
|------------|---------------|-------|
| ① world's | ② the | ③ car |
| ④ electric | ⑤ top-selling | |

[2] (22, 23)

- | | | |
|--------------|---------|---------------|
| ① protecting | ② about | ③ environment |
| ④ concerns | ⑤ the | |

[3] (24, 25)

- | | | |
|----------|---------------|--------|
| ① around | ② a long time | ③ been |
| ④ have | ⑤ for | |

[4] (26, 27)

- | | | |
|------------|-------------------|-----------|
| ① relevant | ② as | ③ remains |
| ④ as ever | ⑤ the environment | |

[5] (28, 29)

- | | | |
|---------|-----------|-------------|
| ① could | ② compete | ③ the power |
| ④ with | ⑤ not | |

(B)

The Broken Windows Theory

Imagine you live in a street where there are broken windows, graffiti painted on buildings and waste on the ground. Would this environment [6]() (30) () (31) () or crime? European researchers say the answer is yes. The researchers say they found strong evidence that signs of disorder can [7]() (32) () (33) () criminal acts or bad behavior. The researchers work at the University of Groningen in the Netherlands. They reported their findings in *Science* magazine last November. Their report was called “The Spreading of Disorder.”

The idea that observing disorder [8]() (34) () (35) () is not new. In 1982, American researchers James Wilson and George Kelling wrote [9]() (36) () (37) () “The Broken Windows Theory.” They believed that signs of crime, such as broken windows in a building, led to other acts of crime.

In the 1990s, New York City officials started a campaign to remove signs of disorder like broken windows, graffiti markings and trash. Soon, [10]() (38) () (39) () in New York began to drop. Other cities around the world also began to use this crime-fighting method.

[6] (30, 31)

- | | | |
|--------------|--------|-------------------|
| ① other acts | ② lead | ③ property damage |
| ④ of | ⑤ to | |

[7] (32, 33)

- | | | |
|---------------|-------|--------|
| ① individuals | ② out | ③ lead |
| ④ carry | ⑤ to | |

[8] (34, 35)

- | | | |
|------------|-------------|-------|
| ① on | ② behavior | ③ has |
| ④ people's | ⑤ an effect | |

[9] (36, 37)

- | | | |
|------------|----------|--------------|
| ① what | ② called | ③ describing |
| ④ a report | ⑤ they | |

[10] (38, 39)

- | | | |
|----------|---------|------|
| ① rate | ② minor | ③ of |
| ④ crimes | ⑤ the | |

IV

- (A) 次の文章の意味が通るように、(40)～(43)に入る最も適切なものを①～④の中から1つずつ選びなさい。

The Earliest Writing

Very early on, people must have felt the need to send messages and keep records. Cave dwellers made little piles of stones to mark the boundaries of their land. Farmers made scratches on stones to mark the number of days since the full moon. Other scratches told shepherds the number of skins their neighbors owed them. Villagers learned to communicate with distant places using a code of smoke signals or drumbeats. Hunters made pictures in sand and on the walls of caves.

From picture writing, called pictographs, (40). In one, some pictures were simplified and given broader meanings. Thus, a person could write in pictures without having to draw realistically. The pictures became more abstract, for example, using a stick figure to represent a human being. In the other, a few designs were chosen from the pictographs and were used to represent the sounds of language, and these became an alphabet.

The development of pictures into letters made it possible for more people to learn to read and write. This development also enabled people to write quickly. It made it easier for one generation to pass on its best ideas to the next generation. Alphabets allowed people far apart to communicate easily and clearly. The recording of the history of civilization was made possible by the early development of alphabetic writing.

(41), the marks on paper are not important in themselves. They are important for what they represent and for the job they do. To communicate with someone is to share your information, experiences, and emotions with that person. Something in one person's mind is put into written symbols (42) another can share it. Perhaps it appears in the form of a poem, which can be read and enjoyed by many people. Perhaps it is only a person's note to a friend, asking for help.

Writing speaks for the writer; it represents his or her thinking. It can never be any better than the writer's thinking. If the writer is not thinking in a clear and organized manner, (43). If the writer does not know the subject, his or her writing will show this ignorance.

40. ① people invented two types of alphabet
② the development of writing progressed in two ways
③ people learned to read an alphabet in two methods
④ two problems happened in picture writing
41. ① In terms of writing
② As for sounds
③ About speaking
④ Regarding listening
42. ① while
② whether
③ so that
④ though
43. ① his or her writing will be explicit
② his or her writing will not be obscure
③ he or she will be a good writer
④ he or she will not write effectively

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- (B) 次の英文を読み、下記の設問に対する答えとして最も適切なものを①～④の中から1つずつ選びなさい。

Energy-saving fans with new functions

Energy-saving fans that deodorize or offer other special functions are becoming more and more popular in Japan as the country endures record-breaking summer heat.

Fans that run on a direct-current (DC) motor allow users to make fine adjustments to the rotation speed of the blade. Compared with conventional fans, which use alternating-current (AC) motors, DC fans generate gentler air flow using less electricity.

This year, manufacturers have beefed up energy-saving fans with new functions.

A Japanese manufacturer released a fan that creates air flows 'as natural as cool highland breezes'. The product also features a function to reduce odours on clothes dried indoors.

One British home appliance maker launched a bladeless air-purifying fan in April. The fan allows users to check the condition of the air in the room on its display screen or by using a smartphone app.

Higher-end DC motor fans can be pricey, with many models carrying retail prices of around ¥20,000, but manufacturers hope they are becoming more popular, especially as consumer awareness of energy-saving products has grown since the 2011 disaster at the Fukushima No. 1 nuclear plant.

"An increasing number of people choose to buy DC motor fans instead of using air conditioners," an official at Bic Camera Inc. said.

44. What is the key point of this article?
- ① Japanese consumers will pay more for energy-efficient fans.
 - ② The summer heat has made Japanese consumers more reckless with money.
 - ③ People will pay any amount of money to be cool.
 - ④ Japanese consumers prefer expensive fans to air-conditioning.
45. What are 'higher-end' fans?
- ① More expensive fans.
 - ② Fans that are taller.
 - ③ Fans that stop working sooner.
 - ④ Fans that cease to function at their height.
46. What is one reason for the popularity of energy-efficient fans?
- ① The low cost of electricity since the 2011 Fukushima disaster.
 - ② Awareness of the importance of saving energy since the Fukushima disaster.
 - ③ Consumers appreciating nuclear power since the 2011 Fukushima disaster.
 - ④ The need to reduce odour on clothes dried indoors since the 2011 disaster.
47. Why have manufacturers 'beefed up' energy-saving fans with new functions?
- ① To make them more attractive to consumers.
 - ② To make energy-saving fans even more powerful.
 - ③ To put a higher beef component into energy-saving fans.
 - ④ To beef up the energy-saving power of fans.

出典 : Energy-saving fans with special functions booming in Japan's summer heat,
The Japan Times, Aug 10, 2018 (JIJI) 一部改変