

# 英 語

I 次の (1)～(15) の ( ) に入れるのに最も適切な語または句を, それぞれ a～d のうちから一つ選んで, 記号で答えなさい。

(1) After thinking about my future for a long time, I have decided to look for a teaching job when I ( ) from college.

- a. will have graduated                      b. will graduate
- c. graduate                                      d. am graduating

(2) Nancy has a nice violin, so she never lets anyone else ( ) it. She wants to keep it in perfect condition.

- a. to play                      b. play                      c. playing                      d. to be played

(3) I am so busy doing housework every day ( ) I have no time to watch a movie.

- a. such                      b. as                      c. as to                      d. that

(4) After years of study, she became an ( ) in her field of research.

- a. expert                      b. applicant                      c. amateur                      d. observer

(5) The math teacher provided ( ) explanation that helped everyone understand the complex theory.

- a. an insufficient                      b. an unclear
- c. a vague                                d. a detailed

(6) Join us for a classical music concert tonight! The ( ) fee is 50 dollars, and tickets are available online.

- a. donation      b. support      c. admission      d. awareness

(7) Jake was born in Japan and ( ) in the U.S., so he speaks both Japanese and English fluently.

- a. raised up      b. brought      c. brought up      d. advanced

(8) A: Have you ever seen a bear?

B: Never a live one. But I have seen one ( ).

- a. real              b. filled              c. stuffed              d. violent

(9) A: How many books do you have?

B: I have ( ) as many books as you.

- a. half              b. mostly              c. once              d. numerous

(10) A: How was your race?

B: Fine. I'm thirsty. Could you (        ) me a glass of water?

- a. let                      b. get                      c. have                      d. receive

(11) A: Long time no see. I haven't seen you since we were in high school.

B: Right! It's been about 20 years. You look the same now (        ) you did then.

- a. of                      b. to                      c. as                      d. for

(12) A: The plane leaves for Denver in 20 minutes.

B: You need to hurry, (        ) you will miss the flight.

- a. and                      b. or                      c. so                      d. but

(13) A: I have been waiting for Mark for two hours.

B: He always breaks promises. It is (        ) use waiting for him.

- a. neither                      b. nothing                      c. none                      d. no

(14) A: The weather on the mountain is changeable.

B: Right. You cannot be (       ) careful climbing mountains in any season.

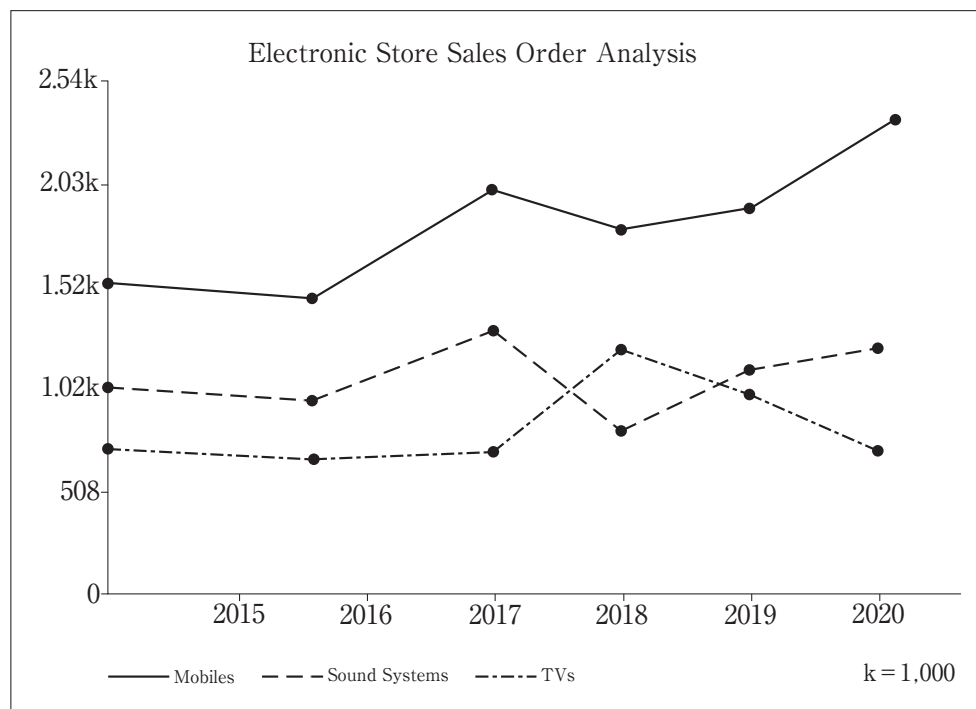
- a. so                      b. too                      c. very                      d. much

(15) A: Would you like to go to see a movie after school?

B: I am not sure. I will think it (       ) and let you know at lunch time.

- a. around                b. over                      c. along                      d. up

- Ⅱ 次のグラフについて、(16)～(18)の英文の内容が正しい場合にはaを、間違っている場合にはbを選びなさい。



【出典】 <https://chartexpo.com/blog/types-of-charts-and-graphs> 一部改変

- (16) Mobile and sound system sales were higher than TV sales every year between 2015 and 2020.
- (17) The changes of sound system sales is similar to that of mobiles.
- (18) After the sales of mobiles and TVs decreased, the following year sales bounced back.

Ⅲ

次の会話の (19)～(23) に入る最も適切な表現を, a～e のうちから一つ選んで, 記号で答えなさい。

Alex: Hey Jamie, have you thought about joining any clubs this year?

Jamie: Not really. I'm not sure which one to join. Any suggestions?

Alex: Actually, I do! You should join the tennis club with me.

Jamie: Tennis? I've never played tennis before. I don't even know the rules.

Alex: That's okay. The rules are pretty simple. The coach is ( 19 ). Plus, it's a lot of fun.

Jamie: I don't know, Alex. I'm not very athletic.

Alex: You don't have to be super athletic to play tennis. You're in good shape. It's a great way ( 20 ). And you'll get better with practice.

Jamie: I should move my body more. How will the coach determine who will make the team?

Alex: Everyone will! We need players. When I first joined, I wasn't very good either. But now, ( 21 ). I've made a lot of friends as well.

Jamie: How often does the club meet?

Alex: We meet twice a week after school. Practices are on Tuesdays and Thursdays. It's not too much, and it's a great way to relax after classes.

Jamie: That doesn't sound too bad. But what about equipment? Do I need to buy a racket?

Alex: You don't have to worry about that. The school provides rackets for beginners. Once you get into it, ( 22 ).

Jamie: That would work for me. I hesitate because my family sometimes takes me abroad during holidays. Will I be able to

miss for long periods?

Alex: Coach is really understanding about that kind of thing. Vacations are allowed for sure. Or if you have a lot of homework or something important, ( 23 ). Just let the coach know in advance.

Jamie: You convinced me. I'll give it a try. How do I sign up?

- a. you can think about getting your own
- b. you can always miss a practice
- c. really good at teaching beginners
- d. to get exercise and improve your fitness
- e. I have some good rallies

IV

次の Email のやり取りを読んで、設問に答えなさい。

Dear Admissions Department,

I'm interested in enrolling in your Italian language program in Florence this summer. I'm a beginner with no prior Italian experience, but I'm eager to learn. I will also note I am roughly an intermediate level speaker of Spanish, but never took a standardized test to check my level. Could you please provide information about your course levels, class sizes, and accommodation options? I'm also curious about cultural activities included in the program. Additionally, what are the visa requirements for a 3-month stay? I'm a U.S. citizen. Lastly, do you offer any scholarships or early bird discounts? Thank you for your assistance.

Best regards,

Emily Johnson

Dear Emily,

Thank you for your interest in our Italian language program in Florence. We offer courses for all levels, from absolute beginners to advanced learners. Our classes have a maximum of 12 students to ensure personalized attention. We provide various accommodation options, including homestays and shared apartments. Our program includes weekly cultural activities such as cooking classes and art tours. As a U.S. citizen staying for less than 90 days, you don't need a visa for Italy. We offer a 10% early bird discount for registrations made 3 months in advance. Please let us know if you have any other



questions.

Best regards,

Marco Rossi

Admissions Coordinator

問 本文の内容に合致するように (24)～(26) の各文を完成させるのに、最も適切なものを、それぞれ a～d のうちから一つ選んで、記号で答えなさい。

(24) Regarding her foreign language experience, Emily has

- a. ability in a foreign language, but no proof.
- b. no experience gaining proficiency in a foreign language.
- c. qualifications in Spanish but lacks confidence.
- d. been self-studying Spanish but is not sure of her level.

(25) Based on the response, a beginner such as Emily will

- a. soon find herself in an advanced level class.
- b. likely find the classes too difficult.
- c. only be allowed to join if her level is high enough.
- d. have options for appropriate classes.

(26) In addition to language study, the program offers

- a. a path to citizenship.
- b. a dating service.
- c. opportunities for part-time jobs.
- d. cultural experiences.

V

次の文章を読んで、設問に答えなさい。

Internet access and use is consistently associated with positive wellbeing, a new study of data from 168 countries by the Oxford Internet Institute (OII) suggests.

In many parts of the world, including the EU and UK, concerns about online harms have prompted new laws.

The OII says some of its findings are “consistent” with reported links between social media use and depressive symptoms among young women.

But it concludes the overall benefits of being online show regulators contemplating tougher laws should rely on data and not be “guided by anecdote.”

“I anticipate that this work will be in some ways seen in contrast to the kind of the current social conversation surrounding tech,” said professor Andrew Przybylski, of Oxford University, who led the research.

“If we’re going to make the online world safe for young people, we can’t just go in guns blazing with strong beliefs and a <sup>29</sup>one size fits all solution—we really need to make sure that we’re sensitive to having our minds changed by data,” he said.

The study did not look specifically at social media—which is what much of the most heated debate around online safety is focussed on—but took a broader approach to assessing access to the internet.

Researchers analysed data gathered between 2006 and 2021 from two million individuals aged 15 to 99 worldwide, including from countries in Latin America, Asia, and Africa.

They found that people who had internet access or actively used the internet reported greater levels of life satisfaction and social wellbeing.

Statistician professor Kevin McConway said it was very “broad brush” research, but useful nonetheless.

“It’s a starting point, and if nothing else it casts very serious doubt on the view, held by some people, that the Internet is bad for us all,” he wrote.

The researchers studied eight indicators of wellbeing including life satisfaction, daily negative and positive experiences and community wellbeing.

They looked at a “multiverse” of nearly 34,000 different statistical models and subsets of data.

In 85 % of cases these showed associations between internet connectivity and wellbeing that were positive and statistically significant.

But 5 % of associations linking internet use and community wellbeing were negative, with most of those observed among young women aged 15 to 24.

While this does not prove that internet access causes them unhappiness, the paper notes that it is “consistent with previous reports of increased cyberbullying and more negative associations between social media use and depressive symptoms among young women”.

Dr Ruth Plackett, Senior Research Fellow at University College London, said it was important to understand the limitations in what the research could reveal—for example the fact it looked at the “average” person about in a given country.

“For instance it doesn’t isolate social media use”, she told the BBC.

“We do know young people can be exposed to harmful content on these platforms which may give more negative associations with internet use”.

However, she told the BBC she welcomed calls for a more

③⑩ nuanced discussion about the use of the internet.

Simone Vibert, head of policy and research at Internet Matters, which offers online safety advice, said their research similarly showed that being online came with many benefits but there were also negatives.

“There is a clear need for an evidence-based approach, making evidence such as this and further research vital.”

【出典】 <https://www.medscape.com/viewarticle/internet-use-good-mental-well-being-2024a100099k?form=fpf>

【注】 depressive = 抑うつされた      regulator = 立法者      contemplate = じっくり考える  
anecdote = 逸話      go in guns blazing = ガンガン攻める      statistician = 統計学者  
multiverse = 多元宇宙      subset = 一部分の集合      cyberbullying = ネットいじめ  
vital = きわめて重要な

問1 本文の内容に合致するように (27), (28) の各文を完成させるのに、最も適切なものを、それぞれ a ~ d のうちから一つ選んで、記号で答えなさい。

(27) The correlation between internet use and wellbeing the researchers found was

- a. positive overall.
- b. negative overall.
- c. equally balanced.
- d. quite unclear.

(28) The OII study of data from 168 countries

- a. took a very general approach to determine the relationship between internet use and happiness.
- b. focused on the effect of social media on the health of young women.
- c. took a very general approach to determine the relationship between online harassment and users' happiness.
- d. focused on results of previous research to address questions that they ignored or overlooked.

問2 本文の内容に合致するように (29), (30) の句の意味として最も適切なものを, それぞれ a ~ d のうちから一つ選んで, 記号で答えなさい。

(29) <sup>29</sup>one size fits all

- a. indicates shapes that are not appropriate for small, medium, or large
- b. a tendency that some people have to frequently return items like clothes
- c. an approach that is flexible enough to be appropriate for small, medium, or large
- d. an item that applies to any age group and any racial background

(30) <sup>30</sup>nuanced discussion

- a. a meeting where one person is clearly helping another
- b. a speech that makes a point clearly and directly
- c. a debate that tends to get intense
- d. a talk that takes various points into consideration