

2020（令和2）年度

2日 [ \*\* ]

## 外国語（英語）

### 注 意

1. 監督者の指示があるまで問題を見ないこと。
2. 声を出して問題を読まないこと。
3. 問題は22ページ、**1** から **5** までである。
4. 問題や解答用紙に落丁、乱丁、汚損あるいは印刷不鮮明の箇所があれば、手をあげて監督者に申し出ること。
5. 解答は必ず**鉛筆を使用し、解答用紙に記入すること。**
6. 解答は解答用紙の解答欄の記号にマークすること。
7. 訂正箇所は、消しゴムで**きれいに消すこと。**
8. 解答欄には、関係のない符号や文字あるいはメモなどを記入しないこと。
9. 解答用紙を**折ったり汚したりしないこと。**
10. 問題用紙は持ち帰ること。



7. The university established a language center to help students (     ) their English skills.  
A. abolish     B. gratify     C. refine     D. praise
8. After wandering around in the cold, Robby arrived home with a high (     ).  
A. fever     B. fuel     C. rate     D. honor
9. When Andy went fishing for the first time, he wasn't (     ) in catching any fish.  
A. straight     B. responsible     C. pleasant     D. successful
10. Since its construction about 160 years ago, Big Ben has become the best-known (     ) in London.  
A. placement     B. display     C. landmark     D. spotlight
11. The proposal to build a waste disposal plant created a lot of (     ).  
A. hospitality     B. modesty  
C. courtesy     D. controversy
12. The registration (     ) of the gym is free until the end of April.  
A. receipt     B. fee     C. income     D. expense
13. We would like to continue our (     ) of Mars in the future.  
A. achievement     B. position  
C. qualification     D. exploration



21. As founder of the company, Chris Brown is finding it difficult to (      ) down.

- A. step                      B. level                      C. grow                      D. ask

22. After playing the same game again and again, Greg got (      ) it.

- A. bored with                      B. aware of  
C. tired for                      D. through up

2

語句を並べ替えてもっとも自然な英文を完成させ、2番目と5番目に入れるものの記号を書きなさい。ただし、文頭に来る語も小文字にしてある。[各2点]

1. Through the window, I ( 1 )( 2 )( 3 )( 4 )( 5 )  
( 6 ).

- A. noticed                      B. a few                      C. waiting  
D. customers                    E. for                        F. their turns

2. Sam often makes time to play with his son even ( 1 )( 2 )  
( 3 )( 4 )( 5 )( 6 ) work.

- A. is                                B. his                        C. though  
D. he                                E. with                      F. busy

3. Taro ( 1 )( 2 ) in front of the TV last night. He ( 3 )  
( 4 )( 5 )( 6 ).

- A. have                            B. been                      C. off  
D. must                            E. tired                      F. nodded

4. When Matthew took his bike to a repair shop, ( 1 )( 2 )  
( 3 )( 4 )( 5 )( 6 ).

- A. buying                        B. one                        C. the clerk  
D. a                                E. recommended        F. new

5. Ryo ( 1 )( 2 )( 3 )( 4 ) abroad, but his parents  
( 5 )( 6 ).

- A. on the idea                    B. wants                    C. frown  
D. to                                E. volunteer work        F. do

6. Rachel wants to study psychology, but she ( 1 )( 2 )( 3 )  
( 4 )( 5 )( 6 ) to.
- A. decided                      B. university                      C. go  
D. hasn't                      E. to                      F. which
7. What ( 1 )( 2 )( 3 ) you ( 4 )( 5 )( 6 ) not.
- A. counts                      B. do                      C. is  
D. or                      E. whether                      F. your best
8. I will email you ( 1 )( 2 )( 3 )( 4 )( 5 ) no  
( 6 ) in stock.
- A. you                      B. is                      C. if  
D. want                      E. longer                      F. the item
9. ( 1 )( 2 )( 3 )( 4 )( 5 )( 6 ) the way to the  
airport.
- A. in                      B. got                      C. a traffic jam  
D. caught                      E. on                      F. our car
10. Agnes talks as if she ( 1 )( 2 )( 3 )( 4 ), but she  
actually ( 5 )( 6 ).
- A. knows                      B. an expert                      C. nothing  
D. investment                      E. were                      F. on
11. Some students ( 1 )( 2 )( 3 )( 4 ) Spanish ( 5 )  
( 6 ) second foreign language.
- A. others                      B. chose                      C. and  
D. their                      E. Chinese                      F. as

12. No ( 1 )( 2 ) you ( 3 )( 4 ), you must ( 5 )  
( 6 ) like others.

A. be

B. matter

C. may

D. the procedure

E. follow

F. who

次のページに進みなさい

3

次の文章を筋の通ったものにするために、枠内にあるA～Dからもっとも適切なものを選び（ ）の中に入れなさい。（\*印の語（句）は注を参照のこと）

[各3点]

(A)

- A. Pantyhose\* sales continued to be strong for the next three decades.
- B. Varieties of colors and styles have also increased over the years, making pantyhose even more attractive.
- C. Another reason has been the increase of women in the workplace.
- D. Then in the late 1950s, designers developed nylon stockings that would fit up to the waist in one continuous undergarment\*.

The world of fashion is changeable. A good example can be found in the story of pantyhose.

Long stockings made no real impact on the world of women's fashion until the 1920s, when hemlines\* on dresses began to rise. Stockings in those days were first made from silk and then later from nylon. These stockings were typically clipped—or sometimes even sewn—to the bottom of undergarments. ( (1) ) Thus pantyhose—also known as “tights” or just “stockings” in some countries—were born. The pantyhose market soon exploded, especially with the popularity of the mini-skirt in the 1960s. ( (2) )

Then, beginning in the mid-1990s, sales began to slow. Within ten years, pantyhose sales fell to under half of their previous levels. Why the change? One factor has been a movement away from stockings altogether. Women today don't mind having their legs bare as they did

in the past. ( (3) ) More and more women are finding trousers to be more suitable for their jobs, no matter if they are in executive or blue-collar positions. Pantyhose have fallen victim to these trends.

Of course, this does not mean pantyhose are going away. Most women still wear them, depending on the occasion. ( (4) ) Besides, in the unpredictable world of fashion, nothing seemingly falls out of fashion forever. The glory days of pantyhose might not be over at all. Instead, the best years may be yet to come.

[注] pantyhose: ストッキング

undergarment: 下着

hemline: スカートのすそ

(B)

- A. To navigate safely, sailors must pass between the red and the green when returning from sea.
- B. Therefore, it is important for sailors to thoroughly understand the navigation rules of the country they are going to before sailing abroad.
- C. Sailors need to understand these directional and warning signs when they put out to sea.
- D. They showed sailors safe navigation routes into ports so that their ships wouldn't crash into other ships.

When sailing a boat, sailors must know which side to stay on to avoid collisions with approaching traffic. To direct sailors, floating buoys\* are used as markers to give them information.

The first known use of buoys was near Seville, Spain, during the 13th century. They were hollow wooden casks, similar to wine barrels, and were chained to large stones on the seafloor. ( (5) ) Recently, international navigation uses many kinds of strong plastic buoys. They range from simple lateral buoys which direct sea traffic to non-lateral buoys which indicate hazards or transmit radio signals to report the weather. ( (6) )

Beginner sailors first learn about red and green lateral buoys to safely steer sailboats. In the US, red buoys have cone-shaped tops with red lights. They mark the edge of the channel on the sailboat's right side as it enters a harbor from the sea. Green buoys are cylindrical-shaped with green lights. They should always be on the left side of the sailboat. ( (7) )

However, different rules apply depending on the country or region. For example, in many European countries, the placement of red and green buoys is opposite from that of the US: red buoys are placed on the left side of the sailboat and green on the right. ( (8) )

While there are many kinds of navigational buoys and rules that sailors must learn about, their primary purpose is to keep sailors safe from all hazards in and on the water.

[注] buoy: ブイ、浮標

4

次の英文を読んで、質問に答えなさい。（\*印の語（句）は注を参考にするこ  
と）[各3点]

(A) People for centuries have searched for gold as a way to get rich quickly. However, in Tibet, some people are making money by searching for caterpillar fungus\* — so-called because the fungus\* feeds on the larvae\* of caterpillars that are in the process of becoming moths. By gathering the fungus, some Tibetans are making as much as 1,000 US dollars a week.

The fungus has been used in traditional medicines in Tibet. People there add it to soup or tea to boost their energy or feed it to their animals for the same purpose. In recent years, people outside Tibet have discovered the health benefits of the fungus, and this has increased its price. Today, 1 gram of the fungus costs around 300 dollars.

The fungus can be found in early spring for a period of around 40 days. Some schools close during this time so children can help adults search for it. Children are particularly helpful because their good eyesight helps them locate the fungus, whereas it is often difficult for adults to do so.

This “easy money” has created problems, however. For instance, the digging to search for the fungus has harmed the environment. Moreover, people sometimes get into serious fights with each other. Nevertheless, as long as prices remain high, people in Tibet will continue to search for the valuable fungus.

[注] caterpillar fungus: 冬虫夏草（漢方薬）

fungus: 菌類

larvae: 幼虫

1. この英文の趣旨は次のどれか。

- A. チベットの冬虫夏草の健康効果に関する研究。
- B. 冬虫夏草にまつわるチベットの暮らしと問題。
- C. 冬虫夏草がチベットにもたらした環境問題。
- D. チベットにおける冬虫夏草の採取方法。

2. 本文の内容と一致しているものはどれか。

- A. 冬虫夏草を採取する時に親子で争うことがある。
- B. 冬虫夏草の価格が高騰してチベット人が買えなくなった。
- C. 毛虫の幼虫は冬虫夏草を食べて成長する。
- D. 子供は視力が良いので冬虫夏草を見つけやすい。

(B) Of all the legends to come out of Britain, the story of King Arthur is one of the most famous. According to the storybooks, Arthur was the legendary leader who pulled a magic sword from a block of stone. He established the kingdom of Camelot, where he ruled as a fair and kind king. His knights sat at a round table where they would all be equals. And with their help, and the help of a magician named Merlin, Arthur protected the land from Saxon armies.

Of course, this all sounds like a fantasy novel. But is the legend of King Arthur based on a real man? The truth is, many historians have asked this question, and even today, they don't all agree. In fact, there are so many different ideas about the truth behind the Arthur legend that it is extremely difficult to separate fact from fiction.

The first mention of King Arthur in history is in a document written by a Welsh monk named Nennius, sometime in the ninth century. Nennius created a list of battles that he claimed Arthur had fought, such as the battle at Badon. And yet, earlier documents, written in the sixth century, closer to the time that Arthur might have lived, talk about the same battles but do not mention Arthur at all. Later, in the 12th century, the historian Geoffrey of Monmouth put together many of the legendary stories of Arthur that we know today, including the details of his magical sword Excalibur, his wife Guinevere, his knight Lancelot, and the magician Merlin. But Geoffrey's work was already more legend than history, and in the 12th century, history was not a strict, fact-based study. Nevertheless, the legend of King Arthur continues to fascinate people, whether they are historians or just persons looking for a good story.

3. この英文の主題は次のどれか。

- A. スコットランドで語り継がれてきた有名な伝説の真実。
- B. アーサー王が実在したか否かに関する議論。
- C. ジェフリー・オブ・モンマスが書いたアーサー王の物語の新事実。
- D. キャメロットの場所を特定しようとする試みとその結果。

4. 本文の内容と一致するものはどれか。

- A. アーサー王についての物語は、魔術師によって初めて書かれた。
- B. もしアーサー王が存在していたとすると、6世紀頃に生きていたと思われる。
- C. 多くの歴史家たちが、キャメロットが実在していたことに同意している。
- D. アーサー王の剣と言われているものが現存している。

5

次の英文を読んで、質問に答えなさい。（\*印の語（句）は注を参考にするこ  
と）[各3点]

(A) Irish dancing is such a popular pastime that you can find Irish dance schools in almost every country in Europe; throughout Canada, Australia and New Zealand; in practically every American state; and in most major cities around the world. Irish dance competitions are held globally and attract millions of fans and spectators. There are several varieties of Irish dance, from fast-paced solo performances to dramatic group dances, competitive dances, complicated social dances and the highly popular step dance. Each type has its own particular techniques, traditions, music and, sometimes, costumes.

From ancient times until now, it seems most inhabitants of Ireland have been passionate about dancing. The history of Irish dance is complicated by the complex history of Ireland. For thousands of years, Ireland has been invaded and dominated by a number of foreign powers. Most of these invaders influenced Irish dance. The most noticeable influences in more recent times have been from France and England.

One of the more well-known dances is the Irish step dance. Traditionally, the dancers keep their upper body stiff with their arms straight down at their sides. Meanwhile, their legs skillfully move about at incredibly fast speeds. Some mystery surrounds the roots of this dance style. No one is certain where it originates from, but one theory is that it began when Britain ruled Ireland and banned Irish culture, including dancing. In resistance, the Irish danced with only their feet so they could dance behind windows or counters and the British could not easily notice what they were doing. Another theory suggests the Roman Catholic Church disapproved of traditional dance and didn't want men

and women touching so they kept their arms down. Yet another theory is that 18th century dance teachers just liked the style and taught it. Regardless, this dance is one of the most unique in the world.

1. What is the main topic of this passage?
  - A. How Irish dancing spread throughout Europe.
  - B. Foreign interference on the development of Irish dance.
  - C. The origins and popularity of Irish dance.
  - D. How Irish dancing is practiced around the world.
  
2. According to the passage, which of the following is true?
  - A. Step dancers keep their feet stiff so they are not seen dancing.
  - B. It is uncertain why step dancers traditionally kept their hands at their sides.
  - C. Regulations have contributed to step dancers not using their arms.
  - D. Step dancers were taught to keep their arms down in the 18th century.

(B) When most people think of Australian animals, they think of kangaroos, koalas or wombats. However, there are a lot of other animals that were introduced by English settlers. Some were introduced for eating or hunting, like rabbits, goats and cattle. Many escaped or were set free, and they now roam wild in vast numbers. One such example is camels. Thousands of Arabian camels were imported into Australia in the 1800s to carry supplies across the vast and hostile deserts. Camels were essential because, unlike horses, they didn't easily get tired in the heat and could work much longer on less water. Male camels can carry about 600 kilograms and easily travel 25 kilometers a day. By the 1920s, camels were replaced by trucks, cars and trains and were set free.

After many decades, these wild camels multiplied and spread out across the deserts of western and central Australia. Since they inhabit an area 10 times the size of Hokkaido, it has always been difficult to determine just how many actually exist. In 2008, it was estimated that well over a million roamed the Australian deserts. This undoubtedly made them the largest wild camel population in the world. One reason camels thrived in Australia is because there were no natural predators\*, such as wolves, lions or tigers.

Like rabbits, camels have caused some species of plants to become extinct, which in turn, has caused the extinction of some native Australian animals that required these plants to survive. Some trees and plants became extinct because the camels knocked them down to eat their leaves. The camels also dry up rare desert waterholes by drinking all the water. This can cause native people and other animals to suffer. Camels also pollute some waterholes by using them as toilets. Not only do camels cause environmental damage, they also tear down fences put up by cattle ranchers wanting to contain their cattle to certain areas.

Camels have done millions of dollars' worth of damage to fences, and they have broken water pipes and destroyed farm equipment. During droughts, they enter isolated desert towns and cause more property damage.

[注] predator: 捕食動物

3. What is the main topic of this passage?
- A. The history and issues caused by imported camels to Australia.
  - B. The rapid expansion of wild camels in Australian deserts.
  - C. Problems camels cause to farmers' property and cattle.
  - D. How camels have changed Australians' eating habits.
4. According to the passage, which of the following is true?
- A. Camels are responsible for most of Australia's environmental damage.
  - B. Camels have a few natural enemies in Australia.
  - C. There were more wild camels in Australia than in any other country.
  - D. Camels are still widely used to carry heavy loads across the Australian deserts.

(C) Humans have been consuming cow's milk for 10,000 years or more, but the modern dairy industry is a relatively new phenomenon. Before the 1900s, milk was not the safe drink that we take for granted today. The places where cows were kept were not always clean, and bacteria, insects and even rats sometimes got into the milk. Without strict government regulations, raw milk could easily get infected and cause people to get sick or even die. Of course, it was also difficult to safely transport milk before refrigerators existed. Most importantly, the French scientist Louis Pasteur had not yet invented the process of heating milk to kill the most dangerous bacteria. This method for preserving milk, named after Pasteur, made milk a much safer drink. Pasteurization\* and strict government regulations led to the modern dairy industry.

Many people still believe milk comes from cows happily grazing in green fields with a big, red barn in the background, but the reality is quite different. Many modern dairy farms are run like factories, with thousands of cows confined to very small spaces inside enormous barns. These cows may produce five times more milk than cows in the 1800s did, but they are not always very healthy because they don't often exercise and are fed food that has had a lot of chemicals added to it. They are also given a lot of medicine to keep them alive. After five or six years of producing large amounts of milk, these cows are then sold to factories that turn them into ground beef.

[注] pasteurization: 低温殺菌

5. What is the main topic of this passage?
- A. The important role of dairy cows in modern society.
  - B. The development of the dairy industry in the last century.
  - C. The domestication of dairy cows in Asia.
  - D. The modern dairy industry's big problem.
6. According to the passage, which of the following is true?
- A. Milk tends to be more popular in wealthy countries.
  - B. Government regulations have helped cows produce more milk.
  - C. Modern milking cows produce more nutritious milk than in the 1800s.
  - D. The process of heating milk has made it a much safer drink.

