

## 2023年度一般選抜A日程 英語

[1] 次の文章を読み、問に答えなさい。

Can people actually climb up from Earth into space? Some scientists have proposed hanging a giant rope in Earth's orbit and dangling its end down to the surface. Then people could climb up into space instead of blasting off in rockets.

This ①concept is called the "space elevator." It was first floated by a Russian scientist in the late 1800s. Since then, space elevators have shown up in many science fiction tales. But some scientists take the idea seriously.

(1)To remain in orbit, the elevator would have to be a lot longer than 100 kilometers — more like 100,000 kilometers long. That's roughly a quarter of the way from Earth's surface to the moon.

The end of the rope swinging around the planet would (2)need to be in geosynchronous orbit. That means that it stays positioned above the same spot on the Earth's surface and rotates at the same speed as Earth.

"The way it stays up there is exactly the same as if you put a rock on the end of a ②string and tossed it around your head. There's a tremendous force pulling the rock outward," explains Peter Swan, the director of the International Space Elevator Consortium (ISEC).

Just like the rock on the string, a counterweight at the space end of the elevator could help it stay taut. But whether one is needed would depend on the rope's weight and length.

Swan and other ISEC members are working to make the space elevator a reality because it could make it easier and cheaper to send people and equipment into space. Swan estimates that today it would cost around \$10,000 to send a pound of stuff to the moon. But with a space elevator, he says, the cost might fall to near \$100 per pound.

To leave the planet, a ③vehicle called a climber could attach to the rope. It would grip the rope on both sides with a pair of wheels or belts. They would move and pull people or cargo up the rope. You might think of it as being essentially like a ④vertical railroad.

["Could humans build a tall tower or giant rope to space?", ScienceNewsExplores, September 20, 2019 より改変]

注) orbit : 軌道  
counterweight: 釣り合いおもり  
dangle: ぶら下げる  
taut: ピンと張った

問1. 下線部(1)を日本語に訳しなさい。

問2. 下線部(2)とはどういうことか、その段落内から読み取り、解答欄の書き出しに続けて、日本語で具体的に説明しなさい。

問3. 次のア～カについて、本文の内容に照らし合わせて正しいものを2つ選び記号で答えなさい。

ア: Using the space elevator, humans could blast off in rockets into space.

イ: A Russian scientist succeeded in floating in space for the first time in the late 1800s.

ウ: A rock in the space will be necessary in order to pull the giant elevator system toward the space.

エ: In sending things into space, space elevator system will be more advantageous than rockets.

オ: The cost of building a space elevator would be about \$10,000.

カ: A climber could be used to carry people or things into space along the rope.

問4. 本文中の下線部①～④の語の意味として最も近いものを、次のア～カからそれぞれ1つ選び記号で答えなさい。

ア: an idea that is connected with something

イ: a thing that is used for transporting people or goods

ウ: being equal, especially in status, rights, and opportunities

エ: going straight up or down from something

オ: made to appear to exist by the use of computer programming

カ: material made of threads, used for tying things together

[2] 次の文章を読み、問に答えなさい。

People spend about a third of their lives sleeping. That might sound like time wasted, but it's not. Even in a deep slumber, the brain is (1) . It's hard at work sorting memories, cleansing itself of harmful wastes and more. This time of rest also helps the body build stronger bones and heal wounds faster. Well-rested people tend to be happier and more alert during the day. Plus, they tend to deal better with stress.

Experts recommend that teens get about nine hours of sleep each night. But surveys show that teens are getting less and less sleep. (2) **Only about one-third of 18-year-olds get at least seven hours of sleep per night.** And that's a problem. Lack of sleep has been linked to unhealthy eating and feeling more anxious. It also causes higher risk of feeling depressed, using alcohol or drugs, or getting in car accidents.

It's hard to say exactly (3) **why teens have become more sleep-deprived.** One factor may be school start times. As people go through puberty, they become natural night owls. Their bodies don't release the hormone melatonin — which tells the brain it's time for bed — until later at night. This shifts their circadian rhythm such that sleep comes most easily between 11 p.m. and 8 a.m. But most public middle and high schools in the United States start before 8:30 a.m.

Another reason for teens' widespread sleep shortage may be screens. Survey data from 370,000 teens in the United States has shown an increase in trading sleep for screen time. But losing sleep to screens isn't just a matter of choosing to stay up later. The light emitted by phones, laptop computers and other devices makes the brain resist sleepiness. That's (4)  the glow contains blue wavelengths also found in sunlight. This tricks the brain into thinking it's daytime.

People who use screens in bed are reported to have a harder time nodding off. Experts suggest putting away electronics at least 30 minutes before bed. Your body and brain will (5)  you.

[“Let's Learn about Sleep”, ScienceNewsExplores, May 31, 2022 より改変]

注) the hormone melatonin : メラトニンホルモン  
circadian rhythm : 24 時間周期の体調のリズム

(Source: Maria Temming, Science News Explores, May 31, 2022. Used with permission.)

問 1. 空欄(1)に入る最も適切なものを、次のア～エから 1 つ選び記号で答えなさい。

- ア : annoyed
- イ : busy
- ウ : damaged
- エ : resting

問 2. 下線部(2)を日本語に訳しなさい。

問 3. 下線部(3)の考えられる理由として正しいものを、次のア～エから 1 つ選び記号で答えなさい。

- ア : 学校の始まる時間に合わせて早く起床するため、メラトニンの分泌が減少し、就寝時間が遅くなる。
- イ : 思春期では、メラトニンが夜遅くになってから分泌されるため、早く寝ることが難しい。
- ウ : 思春期では、メラトニンの分泌が夜遅くまで続くため、就寝時間が遅くなる。
- エ : 思春期を過ぎないと、長時間の睡眠に必要な量のメラトニンが分泌されにくい。

問 4. 空欄(4)に入る最も適切なものを、次のア～エから 1 つ選び記号で答えなさい。

- ア : because
- イ : how
- ウ : what
- エ : why

問 5. 空欄(5)に入る最も適切なものを、次のア～エから 1 つ選び記号で答えなさい。

- ア : ignore
- イ : leave
- ウ : thank
- エ : trick

〔3〕 次の各文中の空欄を満たすのに最も適切なものを1つ選び、番号で答えなさい。

(1) I didn't hear my name ( ) in the station.

- |            |              |
|------------|--------------|
| 1. call    | 2. called    |
| 3. calling | 4. is called |

(2) It ( ) over ten years since my uncle left Japan.

- |                    |               |
|--------------------|---------------|
| 1. has been passed | 2. has passed |
| 3. has taken       | 4. takes      |

(3) My report wasn't good enough. It ( ) again.

- |              |                 |
|--------------|-----------------|
| 1. had to do | 2. must be done |
| 3. must do   | 4. must done    |

(4) This is not a game ( ).

- |                        |                        |
|------------------------|------------------------|
| 1. a child to play for | 2. for a child to play |
| 3. for to play a child | 4. to play a child for |

(5) I have a friend ( ) is a famous musician.

- |                   |                     |
|-------------------|---------------------|
| 1. his father     | 2. who has a father |
| 3. who his father | 4. whose father     |

(6) He asked me ( ).

- |                     |                  |
|---------------------|------------------|
| 1. did I live       | 2. I lived where |
| 3. where did I live | 4. where I lived |

(7) There were only ( ) empty seats in the hall. It was nearly full.

- |               |             |
|---------------|-------------|
| 1. a few      | 2. a little |
| 3. a piece of | 4. very     |

(8) The American talked as ( ) he were a Japanese.

- |             |         |
|-------------|---------|
| 1. fluently | 2. for  |
| 3. if       | 4. much |

(9) If you want to go to the shopping mall, go ( ) this road and turn left at the first crossing.

- |            |        |
|------------|--------|
| 1. along   | 2. at  |
| 3. between | 4. out |

(10) The storm kept us ( ) leaving home yesterday.

- |       |         |
|-------|---------|
| 1. at | 2. from |
| 3. in | 4. to   |

[4] それぞれの発言に対する応答として最も適切なものを1つ選び、番号で答えなさい。

(1) I wonder which bag I should choose.

1. I have another appointment.
2. I think the one with black handles would be perfect.
3. It's cheaper to eat at home.
4. Thank you so much for a nice bag!

(2) I'm sorry, but I have to cancel your invitation.

1. I'm so glad you can come.
2. It was a very good party.
3. Thanks so much for inviting me.
4. Then, can we make it on next Sunday?

(3) Do you have anything less expensive?

1. Can you give me a reasonable one?
2. How about this blue one?
3. If you need anything, let me know.
4. I'll take it.

(4) If you don't like the food, you can leave it.

1. I'd like to stay a little longer.
2. Nice to meet you.
3. Oh, I love it!
4. Would you like to leave now?

(5) What do you think of your new job?

1. Can I drop into a bookstore?
2. I need some time to get used to it.
3. Oh, her name is Mary Anderson.
4. You should give up smoking then.

[5] 与えられた語句を用いて、日本語で示された意味を表す英文を完成させなさい。答えは[ア][イ][ウ]に来るものの番号を記入すること。

(1) その講義は思っていたより難しいことがわかった。

I [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ].

- |             |          |                |           |
|-------------|----------|----------------|-----------|
| 1. expected | 2. found | 3. had         | 4. harder |
| 5. I        | 6. than  | 7. the lecture |           |

(2) 飛行機は長距離を短時間で移動するのを可能にする。

Airplanes [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] in a short time.

- |           |             |           |
|-----------|-------------|-----------|
| 1. a long | 2. distance | 3. enable |
| 4. to     | 5. travel   | 6. us     |

(3) あなたが話していた映画の題名は何ですか。

What is [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ]?

- |              |        |            |              |
|--------------|--------|------------|--------------|
| 1. about     | 2. of  | 3. talking | 4. the movie |
| 5. the title | 6. you | 7. were    |              |

(4) その失敗の原因に何か心当たりがありますか。

Do you have [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ]?

- |         |           |            |
|---------|-----------|------------|
| 1. any  | 2. caused | 3. failure |
| 4. idea | 5. the    | 6. what    |

# 2023年度一般選抜B日程 英語

[1] 次の文章を読み、問に答えなさい。

Columbia University mechanical engineers have designed a unique system that can ①simultaneously produce and cook dishes with details at the millimeter scale.

(1)This system combines a laser cooker, roughly the size of five smartphones stacked together, with a microwave-oven-sized 3-D food printer. As the device's robotic arm deposits fine layers of chicken puree, a high-powered beam zigzags over them and cooks the meat — with literally laser-focused ②precision. The researchers tested only chicken for this study, but the system can work with other foods ③as well.

The system uses ④various light wavelengths to cook in different ways: a short-waved blue laser ②penetrates deep inside meat, for example, while infrared beams (which have longer wavelengths) broil or brown the surface. Thus, users can achieve elaborate results — for example, a machine-made burger that alternates between rare and well done in a checkerboard pattern.

Compared with 3-D-printed chicken cooked in a traditional oven, ③the laser-cooked version retains nearly twice as much weight and volume. “That chicken is going to be juicy,” says Liam MacLeod, a Denver-based chef and former 3-D food printing specialist. MacLeod does not think such technology will ever replace chefs, but it might be used as one of their tools to deliver a new sensory experience. “Cooking is a skill set that has been practiced and perfected for thousands of years,” he says. “It’s very exciting to come up with something new that people haven’t experienced yet.”

[“3-D-Printed Chicken Dinner Cooked by Lasers”, Scientific American, January 1, 2022  
より改変]

注) puree : ピューレ (すりつぶすなどして半液体化した食材)  
checkerboard pattern : 格子柄

問1. 下線部(1)を、次の4つの語句を全て使って日本語に訳しなさい。  
<語句>

レーザー調理器・スマートフォン・電子オーブンレンジ・  
3D食物プリンタ

問2. 下線部(2)と置き換えた場合でもこの装置の働きを正しく表すものを、  
次のア～エから1つ選び、記号で答えなさい。

ア : heats イ : freezes ウ : illuminates エ : spoils

問3. 3Dプリンタで作ったチキンを、従来のオーブンで調理した場合と、  
レーザーで調理した場合、どのような違いがありますか。  
下線部(3)から読み取り、解答欄の書き出しに続けて30字以内の日本語で説明しなさい。ただし、書き出しの部分は字数に含みません。

問4. 下線部①～④と置き換えても意味が通じるものを、次のア～カから  
それぞれ1つ選び、記号で答えなさい。

ア : as a result イ : at the same time ウ : different  
エ : exactness オ : too カ : vague

問5. 本文に即して正しいものを次のア～エから1つ選び、記号で答えなさい。

ア : By using this system, the user can achieve a burger cooked with complex patterns.

イ : MacLeod is excited because this system will be used for thousands of years.

ウ : MacLeod predicts that when this system becomes widespread, chefs will soon disappear.

エ : This system was developed only for chicken dishes and can be used for a variety of dishes as long as they contain chicken meat.

[2] 次の文章を読み、問に答えなさい。

The first ①secret to successful language learning is spending the time. When I study a language, I spend at least an hour a day trying to learn that language, and I know that it's going to take me months of continuous studying.

But when I say study, I don't mean sit in a classroom, answer questions or drills, review grammar rules or lists of words. What I mean is spend time with the language, listen to the language, read things that are written in the language or listen to songs that are sung in the language, even watch movies if you can. If you have friends who speak the language, spend time with them, even if most of the time you're just listening because you don't speak well enough to say very much.

The classroom can be very important as a place for you to meet with your friends, to find stimulus from a teacher, but in the classroom you're listening to the teacher half the time or you're listening to your classmates. (1)What matters is how much time you spend away from the classroom with the language. Depending on how difficult the language is – that means how different it is from your native language – the amount of time ②required might be years. There is no shortcut to fluency.

If you don't enjoy studying the language, you won't put in the time, so (2)it's important that you do the things that you like doing. What I like doing is listening and reading. When you are listening and reading you are relying entirely on your imagination to ③convert words into meaning. I always want to read whatever I listen to and I want to listen to whatever I read, certainly in the beginning.

I think, in order to be a successful language learner, you have to enjoy the ④process, so you have to decide what it is you like doing.

["The Seven Secrets to Language Learning Success: Part 1" より改変]

注) stimulus : 刺激

問1. 下線部(1)の文意に最も近いものを、次のア～エから1つ選び記号で答えなさい。

ア : あなたが教室から出て、多くの時間をその言語を使わずに過ごしたとしても何の問題もない。

イ : あなたが教室の中で多くの時間を費やしているのにもかかわらず、言語の習得ができないことは、何か問題をはらんでいる。

ウ : 教室の中でどれだけ多くの時間をかけて習得したい言語を話しているかということが重要だ。

エ : 大切なのは、習得したい言語を使うことに、教室の外でどれだけ多くの時間を費やすかということだ。

問2. 下線部(2)を日本語に訳しなさい。

問3. 本文の内容に照らし合わせて、正しいものを次のア～エから1つ選び記号で答えなさい。

ア : If you are not confident about speaking, spending time with your friends would be a waste of time.

イ : You should listen to the teacher and your classmates carefully so that you can write down their words.

ウ : The writer likes to read and listen to the target material especially in the beginning.

エ : The writer thinks that reviewing grammar rules is the most important in mastering a foreign language.

問4. 本文中の①～④の語の意味として最も近いものを、次のア～カからそれぞれ1つずつ選び記号で答えなさい。

ア : a series of things that are done in order to achieve something

イ : connected with the place where you were born

ウ : necessary; needed

エ : the best or only way to achieve something

オ : the rules in a language for changing the form of words and joining them

カ : to change something from one form to another

[3] 次の各文中の空欄を満たすのに最も適切なものを1つ選び、番号で答えなさい。

(1) The cherry trees around our school ( ) thirty years ago.

- |                      |                 |
|----------------------|-----------------|
| 1. have been planted | 2. planted      |
| 3. planted them      | 4. were planted |

(2) This town is boring. There is ( ).

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. interesting nothing to see | 2. nothing interesting seeing |
| 3. nothing interesting to see | 4. nothing seeing interesting |

(3) A: “Do you mind ( ) seats with me?”

B: “No problem.”

- |             |              |
|-------------|--------------|
| 1. change   | 2. changed   |
| 3. changing | 4. to change |

(4) Is she the woman ( ) at the bank near the station?

- |            |           |
|------------|-----------|
| 1. work    | 2. worked |
| 3. working | 4. works  |

(5) If Brian doesn't go to the concert, I won't, ( ).

- |            |           |
|------------|-----------|
| 1. both    | 2. either |
| 3. neither | 4. so     |

(6) Elizabeth is only twelve years old, but she is ( ) taller than her mother.

- |         |         |
|---------|---------|
| 1. more | 2. most |
| 3. much | 4. very |

(7) Thank you very much. This is ( ) I have long wanted to have.

- |             |          |
|-------------|----------|
| 1. that     | 2. what  |
| 3. whatever | 4. which |

(8) A: “Is this your car?”

B: “No. The black car over there is ( ).”

- |        |         |
|--------|---------|
| 1. our | 2. ours |
| 3. us  | 4. we   |

(9) I was worried ( ) the test, but the result wasn't so bad.

- |            |           |
|------------|-----------|
| 1. about   | 2. beside |
| 3. between | 4. under  |

(10) What's wrong ( ) Ken? He didn't eat at all. Is he sick?

- |       |         |
|-------|---------|
| 1. at | 2. for  |
| 3. to | 4. with |

[4] それぞれの発言に対する応答として最も適切なものを1つ選び、番号で答えなさい。

(1) Did you get an answer from Mr. Kato?

1. I wish you a good luck.
2. No, not yet.
3. That sounds good.
4. Yes, he is.

(2) You must finish the report by next Tuesday.

1. I think the professor went up the stairs.
2. It's on the fifth block on your right.
3. That means I have only five days.
4. The weather report says it's going to be sunny.

(3) This is for you. I bought it in France.

1. For how long?
2. I hope you like it.
3. This will be my treasure.
4. Yes, I do.

(4) How often do you feed the fish?

1. Dinner's ready.
2. I love tropical fish very much.
3. It is two years old.
4. Once a day, in the evening.

(5) I have decided to go to an English conversation school.

1. Are the fees reasonable?
2. I'm going to buy his new album.
3. I think this is overcooked.
4. That's my favorite season.

[5] 与えられた語句を用いて、日本語で示された意味を表す英文を完成させなさい。答えは[ア][イ][ウ]に来るものの番号を記入すること。

(1) 脂を多く含む食物は健康に悪い。

Foods [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ] your health.

- |        |         |            |        |
|--------|---------|------------|--------|
| 1. are | 2. bad  | 3. contain | 4. fat |
| 5. for | 6. much | 7. which   |        |

(2) 問題は燃料を全て使い切ったことだ。

The trouble [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ] fuel.

- |         |         |       |        |
|---------|---------|-------|--------|
| 1. have | 2. is   | 3. of | 4. out |
| 5. run  | 6. that | 7. we |        |

(3) 液体を気体に変えるには熱が必要です。

Heat [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] a gas.

- |             |           |         |
|-------------|-----------|---------|
| 1. a liquid | 2. change | 3. into |
| 4. is       | 5. needed | 6. to   |

(4) みんながあなたの言うことを理解できるように、はっきりと話しなさい。

Speak clearly [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ].

- |             |               |        |
|-------------|---------------|--------|
| 1. everyone | 2. may        | 3. so  |
| 4. that     | 5. understand | 6. you |



## 2023年度一般選抜C日程 英語

[1] 次の文章を読み、問に答えなさい。

University of Tokyo researchers have created a new technology that uses food waste in a surprising way. Student Kota Machida and Professor Yuya Sakai say the operation can turn food waste into a strong material like cement. It is four times stronger than regular concrete, and is sustainable. And, you can eat it.

Professor Sakai was looking for a way to replace cement-based concrete with sustainable materials. Usually, cement production releases high levels of carbon dioxide waste into the air.

Food waste is a big problem in Japan and the world. Wasted food would typically end up in landfills, rotting, and releasing methane gas. However, it can now be used to make the concrete. The material can be reused and buried in the ground if not needed without affecting the environment. Sakai and Machida hope the new material can slow global warming linked to food waste.

At first Sakai used wood particles with heat and ①pressure to create the concrete, and then he moved onto food waste with plastics mixed in. Through a process of drying, crushing, and compressing the food waste, Sakai and Machida had successfully made cement from food waste without plastic. They adjusted the pressure and the ②temperature with simple equipment that can be bought from the Internet. “The most challenging part was that each type of food waste requires different temperatures and pressure levels,” Sakai said. The team have used different types of food waste to make the cement, including tea leaves, orange peels, coffee grounds, and leftover lunch materials.

Since the cement can be eaten, Sakai and Machida have changed the flavors with different spices. They have enjoyed the different colors, ③smell, and even the taste of the cement. In order to eat it, a person needs to break it apart and boil it.

Sakai said that (1)the cement could be used to make temporary housing that can be eaten if a ④disaster happens. He said, “For example, if food cannot be delivered to evacuees, they could eat makeshift beds made out of food cement.”

[AP News, Jun 1, 2022 より改変]

注) evacuees : 避難者

問1. 第1～第3段落の内容を正しく表しているものを次のア～カから2つ選び、記号で答えなさい。

- ア: Food cement is environment-friendly even when it is buried in the ground.
- イ: Methane gas can be used to make the concrete from food waste.
- ウ: Professor Sakai tried in vain to create a way to reduce carbon dioxide emissions.
- エ: The material that the two researchers created is as sustainable as regular concrete.
- オ: The researchers have developed the material that has better strength than ordinary concrete.
- カ: The use of regular cement and concrete can help slow global warming.

問2. Food cement の説明として最も適切なものを次のア～エから1つ選び、記号で答えなさい。

- ア: Food cement is safe to eat but it is tasteless.
- イ: In the previous trials, plastics were required to make cement using food waste.
- ウ: It does not require any cooking when you want to eat it.
- エ: It is not easy to buy the equipment necessary to make food cement.

問3. 下線部(1)を日本語に訳しなさい。

問4. 本文中の①～④の語の意味として最も近いものを、次のア～カからそれぞれ1つ選び記号で答えなさい。

- ア: a measure of how hot or cold a place or thing is
- イ: a sudden event such as a flood, storm, or accident which causes great damage or suffering
- ウ: building material made by mixing together cement, sand, small stones, and water
- エ: materials that are no longer needed and are thrown away
- オ: the force or weight that is being put on to something
- カ: the quality that people and animals recognize by using their nose

[2] 次のキャンプ場の説明文を読み、問に答えなさい。

## Camping

- Campers and camping equipment are limited to 14 days of occupancy in total.
- Check-in: 1 p.m. - 9 p.m.
- Check-out: any time before 11 a.m.
- Quiet hours are 10 p.m. - 7 a.m.  
Generators are not allowed during quiet hours except for medical purposes.
- No alcohol
- Each site is limited to 2 tents, or 1 tent and 1 camping trailer.
- Maximum 2 vehicles (automobiles / motorcycles) per campsite.
- Each site is limited to 4 adults, or 2 adults and the children in their care.
- Keep your campsite neat and free of trash.
- Use the garbage boxes and recycling containers provided.
- Wash your dishes in the dishwashing station where provided or on your site. Don't wash your dishes in bathroom sinks or at public faucets.

## Campfires

- Don't bring your own firewood.  
You must buy firewood at the park. Please note that firewood sales are by credit card only. The cost is \$7 per bundle.
- Keep campfires in designated fireplaces.
- Never leave a fire unattended.
- Extinguish fires by midnight.

## Animals (Pets & Wildlife)

- Only 4 pets per campsite, and all must be leashed.
- No pets on beach, in restrooms or other state buildings.
- Never approach, feed, or entice wildlife.
- Never leave food unattended.
- Keep all food, coolers, cooking supplies, and equipment in your vehicle when not in use.

["Camping at Massachusetts State Parks" より改変]

問1. 次のア～ケの計画のうち、1区画の利用が可能なものを**3つ**選び記号で答えなさい。

	人数構成	ペット	交通手段	宿泊日数
ア	大人2人	なし	乗用車1台	テントに3週間宿泊
イ	大人2人 子ども5人	犬2匹, 猫1匹	乗用車1台 キャンピングカー 1台	テント1つとキャン ピングカーに6泊し, 2日後に再訪し6泊
ウ	大人5人	犬1匹	乗用車3台	テント2つに2泊
エ	子ども3人	なし	公共のバス利用	テント1つに1泊
オ	大人2人 子ども1人	犬2匹	乗用車1台	テント2つに5泊
カ	大人4人 子ども1人	なし	乗用車2台	テント2つに3泊
キ	大人2人 子ども2人	なし	キャンピングカー 1台	テント1つとキャン ピングカー1台に 13泊
ク	大人2人 子ども3人	犬3匹	乗用車1台	テント3つに6泊し, 2日後に再訪し5泊

問2. 次のア～ケの行為のうち、認められているものを**3つ**選び記号で答えなさい。

ア：キャンプファイアに集まり、夜10時までお酒を飲んで歌って盛り上がる。

イ：施設内にあるごみ置き場に、リサイクル可能なごみを分別して置いてくる。

ウ：食器類を洗わずに家に持ち帰る。

エ：キャンプファイア用の木材を家から持ってくる。

オ：野生動物の襲撃を避けるため、焚き火を一晩中燃やしておく。

カ：ペットにつけたリードの先をテントに固定して、勝手に動き回らないようにする。

キ：野生のリスにサイト内の売店で売っているエサをあげる。

ク：朝の散歩で犬を海岸に連れて行く。

ケ：食材をクーラーボックスに入れ、テントの中に置いて就寝する。

[ 3 ] 次の各文中の空欄を満たすのに最も適切なものを1つ選び、番号で答えなさい。

(1) The big white building on the hill ( ) last month.

- |                   |               |
|-------------------|---------------|
| 1. built          | 2. built them |
| 3. has been built | 4. was built  |

(2) You have ( ) than I do.

- |              |                   |
|--------------|-------------------|
| 1. toys more | 2. many toys more |
| 3. more toys | 4. more many toys |

(3) ( ) home, he took off his coat.

- |             |            |
|-------------|------------|
| 1. Comes    | 2. Coming  |
| 3. He comes | 4. To come |

(4) You ( ) read all of these books if you are too busy.

- |                  |            |
|------------------|------------|
| 1. don't have to | 2. had     |
| 3. have          | 4. have to |

(5) It is possible for me ( ) there before noon.

- |           |                |
|-----------|----------------|
| 1. arrive | 2. running     |
| 3. to get | 4. to reaching |

(6) He speaks not only English ( ) Italian.

- |               |             |
|---------------|-------------|
| 1. and also   | 2. but also |
| 3. as well as | 4. or also  |

(7) This coat is too small for me. I want to try on ( ) one.

- |            |          |
|------------|----------|
| 1. another | 2. other |
| 3. others  | 4. some  |

(8) I studied ( ) to pass the exam.

- |                        |                        |
|------------------------|------------------------|
| 1. as hard as possible | 2. as possible as hard |
| 3. hard as possible as | 4. possible as hard as |

(9) When all her friends laughed and shouted ( ) her, she started to cry.

- |          |         |
|----------|---------|
| 1. along | 2. at   |
| 3. from  | 4. into |

(10) What do you do ( ) Sundays?

- |       |       |
|-------|-------|
| 1. at | 2. in |
| 3. on | 4. to |

[4] それぞれの発言に対する応答として最も適切なものを1つ選び、番号で答えなさい。

(1) What's your plan over the weekend?

1. How can you be so sure about that?
2. I haven't decided yet.
3. I've been fine, thanks.
4. Well then, see you around.

(2) It will be a very important meeting, so don't be late.

1. I'll set the alarm clock.
2. Let me do it.
3. The taste is good and the price is reasonable.
4. Where did you go?

(3) May I use your pen?

1. I like poems. How about you?
2. Sure, go ahead.
3. Take two tablets after each meal.
4. Where is it from?

(4) Are you interested in outdoor activities?

1. No, I don't like action movies.
2. No, I would rather go windsurfing at the beach.
3. Yes, I often go camping in the mountains.
4. Yes, I think I left the door open.

(5) Excuse me, what's this strange sound?

1. I don't think you are that strange.
2. Thanks for taking out the trash.
3. It's coming from our neighbor upstairs.
4. You're quite welcome.

[5] 与えられた語句を用いて、日本語で示された意味を表す英文を完成させなさい。答えは[ア][イ][ウ]に来るものの番号を記入すること。

(1) 長いこと不在にしていますみません。

I am sorry [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ].

- |         |         |        |         |
|---------|---------|--------|---------|
| 1. away | 2. been | 3. for | 4. have |
| 5. long | 6. so   | 7. to  |         |

(2) この方法は誰にも勧められません。

This [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ].

- |            |                |           |
|------------|----------------|-----------|
| 1. anybody | 2. be          | 3. cannot |
| 4. method  | 5. recommended | 6. to     |

(3) これは昨日彼がなくした財布だ。

This [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] yesterday.

- |         |        |           |
|---------|--------|-----------|
| 1. he   | 2. is  | 3. lost   |
| 4. that | 5. the | 6. wallet |

(4) 私は彼にいつカナダへ出発するのか尋ねた。

I [     ] [ ア ] [     ] [ イ ] [     ] [ ウ ] [     ] Canada.

- |          |         |          |        |
|----------|---------|----------|--------|
| 1. asked | 2. for  | 3. he    | 4. him |
| 5. leave | 6. when | 7. would |        |

## 2023年度一般選抜A日程 英語 正答例

[1]

問1	軌道に留まり続けるためには，エレベータは100キロメートルよりもはるかに長くなければならないだろう。
----	--

問2	宇宙エレベータを構成するロープの一端が，地球上の同じ地点の上空に位置して，地球と同じ速度で回転していなければならないということ。
----	--

問3	エ	カ
----	---	---

問4	① ア	② カ	③ イ	④ エ
----	-----	-----	-----	-----

[2]

問1	イ
----	---

問2	18歳の人たちのうち，一晩につき最低7時間の睡眠をとっている人は，わずかに3分の1ほどしかいない。
----	---

問3	イ
----	---

問4	ア
----	---

問5	ウ
----	---

[3]

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
2	2	2	2	4	4	1	3	1	2

[4]

(1)	(2)	(3)	(4)	(5)
2	4	2	3	2

[5]

(1)	[ ア 7 ]	[ イ 6 ]	[ ウ 3 ]
(2)	[ ア 6 ]	[ イ 5 ]	[ ウ 2 ]
(3)	[ ア 2 ]	[ イ 6 ]	[ ウ 3 ]
(4)	[ ア 4 ]	[ イ 2 ]	[ ウ 3 ]

## 2023年度一般選抜B日程 英語 正答例

[1]

問1	このシステムは、およそスマートフォン5台を重ねた大きさのレーザー調理器と、電子オーブンレンジ1台の大きさの3D食物プリンタを組み合わせている。
----	---

問2	ア
----	---

問3	レーザー調理したものは、	約	2	倍	の	重	さ	と	大	き	さ
	を	保	っ	て	い	て	ジ	ュ	ー	シ	ー
	で	あ	る	だ	ろ	う	。				

問4	① イ	② エ	③ オ	④ ウ
----	-----	-----	-----	-----

問5	ア
----	---

[2]

問1	エ
----	---

問2	自分がやっていて楽しいことをやるのが大切だ。
----	------------------------

問3	ウ
----	---

問4	① エ	② ウ	③ カ	④ ア
----	-----	-----	-----	-----

[3]

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
4	3	3	3	2	3	2	2	1	4

[4]

(1)	(2)	(3)	(4)	(5)
2	3	3	4	1

[5]

(1)	[ ア   3   ]	[ イ   4   ]	[ ウ   2   ]
(2)	[ ア   6   ]	[ イ   1   ]	[ ウ   4   ]
(3)	[ ア   5   ]	[ イ   2   ]	[ ウ   3   ]
(4)	[ ア   4   ]	[ イ   2   ]	[ ウ   6   ]

# 2023年度一般選抜C日程 英語 正答例

[1]

問1	ア	オ
----	---	---

問2	イ
----	---

問3	そのセメントは食べられる仮設住宅を作るのに使うことができる。
----	--------------------------------

問4	① オ	② ア	③ カ	④ イ
----	-----	-----	-----	-----

[2]

問1	イ	オ	キ
----	---	---	---

問2	イ	ウ	カ
----	---	---	---

[3]

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
4	3	2	1	3	2	1	1	2	3

[4]

(1)	(2)	(3)	(4)	(5)
2	1	2	3	3

[5]

(1)	[ ア 4 ]	[ イ 1 ]	[ ウ 6 ]
(2)	[ ア 3 ]	[ イ 5 ]	[ ウ 1 ]
(3)	[ ア 5 ]	[ イ 4 ]	[ ウ 3 ]
(4)	[ ア 4 ]	[ イ 3 ]	[ ウ 5 ]