

令和5年度入学試験問題

受験上の注意

1. 監督の指示により、解答用紙に受験番号（算用数字）、氏名、フリガナを記入し、受験番号および該当する試験日をマークしてください。
記入については解答用紙の注意事項に従ってください。
2. 問題冊子の解答番号と解答用紙の番号を間違えないように注意してください。
3. 英語の問題は、2～17ページにあります。試験開始の合図があったら、まずページ数を確認してください。
4. 受験票を試験時間中は、机上の受験番号の下に呈示しておいてください。
5. 質問、その他用件があるときは、手を上げて合図してください。
6. 試験時間中の退場は認めません。
7. 試験時間は60分です。
8. この問題冊子は持ち帰ってください。

開始の合図があるまで開かないでください

英語

〔1〕 次の 〔1〕～〔10〕の文中で適切でない語(句)を①～⑤のうちから一つずつ選び、
解答番号 〔1〕～〔10〕の解答欄にマークしなさい。

〔1〕 We are made our mother the cheesecake that she loves.
① ② ③ ④ ⑤

〔2〕 I was very surprised when he came into the room without knock.
① ② ③ ④ ⑤

〔3〕 One of my friend tells me that she's coming to the party next week.
① ② ③ ④ ⑤

〔4〕 Several people fell asleep during they were listening to the concert.
① ② ③ ④ ⑤

〔5〕 The student has been absent from school since two weeks.
① ② ③ ④ ⑤

〔6〕 I hear a lot of overly exciting fans in the stadium made trouble last Sunday.
① ② ③ ④ ⑤

〔7〕 I have to remember to return this book to the library till six o'clock.
① ② ③ ④ ⑤

〔8〕 Scott had been playing for the guitar because he had to wait for his sister for an hour.
① ② ③ ④ ⑤

〔9〕 On her business trip to Kyoto, Amy met an old friend in chance at the station.
① ② ③ ④ ⑤

〔10〕 I have seen her once before, though I recognized the woman.
① ② ③ ④ ⑤

〔2〕 次の〔11〕～〔20〕の日本語を表す英文を完成するとき、文中の空所Xに入れるのに最も適切な語(句)を①～⑤のうちから一つずつ選び、解答番号〔11〕～〔20〕の解答欄にマークしなさい。ただし、文頭に来る語も選択肢の中では大文字になっていない。

〔11〕 私が現在のようになったのは、高校の時の先生のおかげです。

My teacher in high school () (X) () () ()
today.

① am ② me ③ made ④ what ⑤ I

〔12〕 先生は生徒たちに本を閉じたままにするように言いました。

The teacher told her () () () (X) ().

① keep ② to ③ students ④ closed ⑤ their books

〔13〕 私はその事件とは全く関係がありません。

I () () (X) () () the case.

① with ② have ③ to ④ do ⑤ nothing

〔14〕 彼女は彼に会った時のことをよく覚えています。

She really () () (X) () () met him.

① when ② the ③ she ④ time ⑤ remembers

〔15〕 愛はお金よりもずっと大切です。

Love is () (X) () () ().

① important ② more ③ money ④ much ⑤ than

16 間違いをなくすことは難しいです。

It () () () (X) () mistakes.

① no ② is ③ difficult ④ to ⑤ make

17 彼は自分のしたこと全てを誇りに思っています。

He is () () (X) () () done.

① proud ② has ③ everything ④ of ⑤ he

18 そのパーティーに私の家族は一人もいませんでした。

() () () () (X) at the party.

① my ② of ③ family ④ was ⑤ none

19 どんなに運動をしても、彼は体重が減らないようです。

() () (X) () () exercises, he can't seem to
lose any weight.

① much ② matter ③ he ④ no ⑤ how

20 君の眼を見ると美しい星を思い出します。

Your eyes () () (X) () ().

① me ② stars ③ remind ④ of ⑤ beautiful

〔3〕 次の〔21〕～〔26〕の日本語に最も適する英文を①～⑤のうちから一つずつ選び、
解答番号〔21〕～〔26〕の解答欄にマークしなさい。

〔21〕 彼以外、誰もその問題を解決することができませんでした。

- ① No one only he could solve the problem.
- ② No one but he could solve the problem.
- ③ No one only he couldn't solve the problem.
- ④ Not only he could solve the problem.
- ⑤ No one but he couldn't solve the problem.

〔22〕 窓を開けてもよろしいですか。

- ① Would you mind my opening the window?
- ② Would you mind if I have you open the window?
- ③ Would you please open the window?
- ④ Would you mind opening the window?
- ⑤ Would you mind if you open the window?

〔23〕 ごめんなさい、その時もっと気をつけるべきでした。

- ① Sorry, I should had been more careful then.
- ② Sorry, I should be more careful then.
- ③ Sorry, I have to be more careful then.
- ④ Sorry, I should have been more careful then.
- ⑤ Sorry, I had better be more careful then.

24 彼女は芸術に非常に精通していると聞いています。

- ① I hear she is very familiar with art.
- ② People say she is very familiar to art.
- ③ People say she has many knowledge about art.
- ④ I hear she has very knowledge about art.
- ⑤ I hear she is very familiar to art.

25 以前に比べると、その製品の質は非常に良くなりました。

- ① Compared with what it is, the quality of the product has improved greatly.
- ② Compared with what it was, the qualification of the product improved greatly.
- ③ Compared to what it is, the quality of the product has improving greatly.
- ④ Compared to what it is, the quality of the product has improved greatly.
- ⑤ Compared with what it was, the quality of the product has improved greatly.

26 あなたが私と以前お会いしたことを覚えてくださってとても嬉しいです。

- ① I'm very glad at your remembering to meet me before.
- ② I'm so happy because you remember to meet me before.
- ③ I'm very happy at you remember meeting me before.
- ④ I'm very glad you remember having met me before.
- ⑤ I'm so glad at you remember to meet me before.

- [4] 以下の会話が成り立つように [27] ~ [35] の空所に入れるのに、最も適切な表現をそれぞれ①~⑤のうちから一つずつ選び、解答番号 [27] ~ [35] の解答欄にマークしなさい。

Situation: Two students talking.

Rika: It's almost lunchtime. Let's go to the cafeteria.

Sue: OK. But I feel like going out today. How about going to a restaurant?

Rika: Sure. Do you have any suggestions?

Sue: _____ [27]

Rika: I had that last week. We could try the new Italian restaurant around the corner.

Sue: All right, but _____ [28]

Rika: No, not really. I've checked the menu at the door, and most lunch plates were around 800 yen.

Sue: Great. _____ [29]

Rika: I think it must be because there's a line outside every day. We'd better hurry or we'll have to wait for a long time.

[27]

- ① Have you had lunch already?
- ② How about Chinese food?
- ③ Do you like going out?
- ④ Have you been to Italy?
- ⑤ Would you like to make lunch?

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- ① do you have anything I can do for you?
- ② do you have something to do now?
- ③ would you like to go somewhere?
- ④ doesn't that place look a bit expensive?
- ⑤ have you been there before?

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- ① I hope the food is good.
- ② I hope you could come.
- ③ I hope I can cook Italian food.
- ④ I hope people are kind.
- ⑤ I hope the price is not high.

Situation: Two students talking.

Alan: Have you decided which language you will study next year?

Yuki: Not yet. I might take Chinese or French, but I can't choose. How about you?

Alan: Actually, I'm going to take French.

Yuki: Really? What made you choose French? Isn't it hard?

Alan: Yes, but I hear the French teacher always takes her students to France.

Because of the pandemic, she couldn't these last couple of years, but she's planning a week-long trip again later this year. 30

Yuki: That sounds like fun. Maybe you can make some French friends there.

Alan: Why don't you take the same course and come to France with me?

Yuki: 31 I've never been abroad, and it'll be a good chance for me.

30

- ① I'd love to go.
- ② How annoying!
- ③ I hate the pandemic.
- ④ I don't like France.
- ⑤ It'll be boring.

31

- ① No, I don't think so.
- ② OK, I love visiting other countries.
- ③ OK, I'll think about it.
- ④ No, my parents will disagree.
- ⑤ Thanks, but I can travel alone.

Situation: On the phone.

Ken: Hi, Dad.

Father: Hi, Ken. Where are you now? 32 _____

Ken: I know, but I'm at Haneda Airport.

Father: What happened? Did you miss your flight?

Ken: No. My flight was delayed due to bad weather. 33 _____
and I couldn't contact anyone.

Father: And are you coming back now?

Ken: Yes, I'm on my way, but the last bus from Osaki Station will leave before I get
there. 34 _____

Father: Ah... I had some wine with dinner, so I'll ask your brother.

Ken: Thanks.

Father: What time will you arrive at Osaki?

Ken: About 11 P.M.

Father: OK. 35 _____

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- ① You were supposed to come home two hours ago.
- ② How was your flight?
- ③ We're waiting for you at the airport.
- ④ Do you want to know what happened to me today?
- ⑤ Are you coming home?

33

- ① I didn't know anybody's contact information,
- ② I lost one of my contact lenses,
- ③ My mobile's battery was dead,
- ④ I forgot to give my contact information to my friends,
- ⑤ My phone wasn't brand new,

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- ① Can you call someone at Osaki Station?
- ② Can you give me a ride to Osaki?
- ③ Can you pick me up in Osaki?
- ④ Can you stop the last bus at Osaki Station?
- ⑤ Can you drive me to Osaki?

35

- ① Let's go.
- ② Are you going now?
- ③ I'll let him know.
- ④ Shall we?
- ⑤ I'm coming.

[5] 次の英文を読んで、問1・問2に答えなさい。

Money has Three Functions

You've probably never given it much thought, but the money we use every day has three different but equally important functions.

First, money functions as a [36] medium of exchange. When we go to a market or store to purchase something, we exchange money for the item we want. We acquire the item by trading money for it. Having money enables us to get what we need or want, and it's [37] via this process of exchange that our economy operates.

The second function of money is to measure the value of things. It's only when money exists that we can say that a given item can be exchanged for such-and-such* an amount, while to acquire a different item we have to exchange such-and-such an amount. The exchange value [38] equates to the item's "price." And it's only when things have prices that we can know which are more expensive and therefore, in most cases, more desirable.

Money's third function is to enable us to save. In the days before money existed, people bartered: in other words, they exchanged goods. But if the exchanged item was food, for example, generally it was [39] perishable. This means it couldn't be kept for exchanging again at a later date. But when the medium of exchange is money, it can be saved over time. In this case, value can be accumulated. Accumulating – saving – enables us to acquire more expensive – more desirable – items that will bring even more pleasure or convenience to our lives.

The ability to save also gives us peace of mind. We know that our "nest egg*" will be there if and when we need it, or when we want to splurge* and buy something extra-special.

【From All About Money and the Economy, by Akira Ikegami, ed. by Robert A. Mintzer, Asahi Press, 2012.】

注

such-and-such : これこれの

nest egg : 将来のためのお金

splurge : (普段よりも)派手にお金を使う

問 1 [36] ~ [39] の下線部の語(句)の意味に最も近いものを①~⑤のうちから一つずつ選び、解答番号 [36] ~ [39] の解答欄にマークしなさい。

[36] medium

- ① medial ② size ③ way
④ meditation ⑤ regular

[37] via

- ① against ② among ③ between
④ from ⑤ through

[38] equates to

- ① is equal to ② is due to ③ is apart from
④ is different from ⑤ is satisfied with

[39] perishable

- ① exchange easily ② go bad quickly ③ perform quickly
④ open quickly ⑤ be filled easily

問2 [40] の問いの答えとして最も適切なものを①～⑤のうちから一つ選び、解答番号 [40] の解答欄にマークしなさい。

[40] According to the article, which statement is NOT true?

- ① The author thinks money is so naturally used in our everyday lives that we might not consider how it works.
- ② If money didn't exist, we wouldn't be able to measure the value of items.
- ③ When people didn't save enough money, they could get the item they wanted by exchanging goods.
- ④ Before people started using money, they couldn't always get things whenever they needed.
- ⑤ Thanks to the third function of money, we feel relieved because we will be able to use money in the future.

[6] 次の英文を読んで、問1・問2に答えなさい。

Merit

Through Western history, the meaning of “the elite” has changed repeatedly. In the Greco Roman period—the 100 years also ending in the fifth century—political power rested in the hands of those who controlled powerful armies. In the Renaissance, from the 14th century to the 16th century, it belonged to rich merchants and religious leaders. It later rested with families who possessed the economic and social connections to administer* territories and businesses.

The elite came to believe that they had a natural right to certain privileges* that were handed down from generation to generation. Of course, this way of thinking is highly limited to the cultures of the West.

In the Western way of thinking today, success is not always seen as a matter of luck, but something earned through hard work and dedication*. Harvard professor Michael Sandel calls this the “meritocratic ethic*.” Something has “merit” if it is good and worthy of reward or admiration.

People who believe in merit think they achieve success by working hard. If they have a high salary, wealth, power and prestige*, they think it is because they worked hard. They believe they deserve* these material and social benefits.

Belief in “merit” is 41 tied up with a belief in the importance of having individual freedom. If people have freedom, then they can choose to work hard or take life easy. Each individual is responsible for his or her fate. They deserve what they get. If others fail, it is their fault. There are several problems with this.

First, not everyone begins life on an equal footing. Some have an advantage because their family is wealthy and more educated. That gives them better social connections and opportunities.

Others may come from families that have less money, no higher education, no helpful connections and little experience of the world. As an example, take two children. One has access to the Internet, lots of books and a place to study; the other has no laptop, no books and no time to study. The first child grows up successful, and thinks that success came from their own hard work and ability. They don’t notice that they had a lot of help from other people.

Second, once someone assumes that everyone enjoys freedom and simply chooses to work hard or not, he or she sees less fortunate people as lazy and not taking advantage of opportunities. It’s hard for them to see themselves in other people’s shoes. They look down on the unfortunate. They become unwilling to pay higher taxes to support social programs, better public schools and health care for everyone.

This biased* belief in “merit” in the West is still a source of prejudice* against people who struggle to succeed.

【From Merit by James M. Vardaman, The Japan Times Alpha, February 11, 2022】

注

administer : 管理する

privilege : 特権

dedication : 献身

meritocratic ethic : 実力主義

prestige : 名声

deserve : ～に値する

biased : 偏った

prejudice : 偏見

問 1 [41] の下線部の語句の意味に近いものを①～⑤のうちから一つ選び、解答番号 [41] の解答欄にマークしなさい。

[41] tied up with

① taken up with ② connected with ③ handed up

④ shared with ⑤ come up with

問2 [42] ~ [45] の問いの答えとして最も適切なものを①~⑤のうちから一つずつ選び、解答番号 [42] ~ [45] の解答欄にマークしなさい。

- [42] According to the passage, which statement is true about “the elite”?
- ① The meaning has not changed for a long time in Western history.
 - ② In the Greco Roman period, people who had powerful armies also had political power.
 - ③ In the Renaissance, merchants and religious leaders tried to make friends with people who had political power.
 - ④ People who had economic and social connections always administered territories and businesses.
 - ⑤ It is wrong that the families hand down their privileges from generation to generation.
- [43] According to the passage, which statement best reflects the benefit of the “meritocratic ethic”?
- ① Success is always a result of a matter of luck.
 - ② The luckier people are, the more benefits they receive.
 - ③ People do not always require rewards or admiration for hard work.
 - ④ People can achieve success because of their hard work.
 - ⑤ Even though people work hard, they cannot benefit from it.
- [44] Why does the author give the example of two children?
- ① To show that being born in a rich family can have advantages.
 - ② To give an example of how everyone grows up equally.
 - ③ To insist that privileged people should help poor children.
 - ④ To support his idea that unfortunate people should work harder.
 - ⑤ To prove that successful people never forget to thank others.

- 45 According to the passage, what do people who believe in “merit” often do?
- ① They often believe people who take life easy can succeed without fail.
 - ② They often understand some people cannot be free to choose to work hard.
 - ③ They often look down on people who struggle to succeed.
 - ④ They are often happy to pay higher taxes to support those who need it.
 - ⑤ They often never have any prejudice against the unfortunate.