

# 1. 次の英文を読み、設問に答えなさい。

Listening to speech is one of the most refined skills that we humans have. It is a skill which is exquisitely ( 1 ) to the native language; this happens during the first year of life, even before the little listener has become a little speaker. It is an extraordinarily ① robust skill. As listeners we have no problem understanding speakers whose voices we have never heard before. We can understand men and women and children though their (A) vocal apparatus will produce enormously different acoustic signals. We can comprehend speech against (B) considerable background noise, and we can compensate for the effects of arbitrary blockages of the vocal tract such as ( X ). The radical bandpass restrictions imposed by communication systems do not prevent us from conversing on the telephone. Listening to our native language seems simple and virtually effortless.

But the impression of simplicity covers a highly complex perceptual performance. Although to listeners it seems as if speakers utter one word after another, in fact speakers do not make it particularly easy for listeners to ( 2 ) words in sequence. Speech signals are produced as a continuous stream, and they contain no consistent and obvious cues – except perhaps at the boundaries of larger syntactic units – to inform the listener where one word ends and the next begins. There are, furthermore, far-reaching contextual effects of †phonemes upon one another, so that simple invariant cues to phoneme identity can also not be counted upon. Listeners have to decode the speech signal to extract from it the ( 3 ) words which the speaker originally encoded. It is, after all, the words which form the common knowledge base upon which speakers and listeners draw. Each utterance may be entirely new, but it should be made up of words which both parties to spoken interaction know. Recognition of an utterance as the sequence of individual words which compose it constitutes quite a ② feat, given the continuity and the contextual ( 4 ) of speech; nevertheless, it is a feat which we perform with ③ heedless ease.

Only very occasionally does the process go ( 5 ). Slips of the ear do not happen regularly, every few listening minutes, as a matter of routine. Why not, given the complexity of the listening task? The struggle to answer this question has kept speech scientists and psycholinguists busy for generations. The answer draws, as one would expect given the robustness of human listening, on the ( 6 ) of our perceptual system. This system is, one might say, “overengineered”: it is full of backup and fail-safe features. Indecision or inadequacy at one processing level can be resolved or ( 7 ) for at another level. The comprehension system is not a fragile chain that is only as strong as its weakest link; it is more like a well-practiced team where (C) any member may be called upon to deliver greater or lesser performance in a given operation. When the process does then go awry, it is because the team as a whole has been unable to complete the task, not because one element has fallen ( 8 ).

It follows from this that when slips of the ear do occur, they provide researchers with data about the way the team performs, i.e., about the comprehension system as a whole. Thus when a listener reports hearing “oregano nose” in place of “a ring in her nose,” the implications are not confined to the fact that a higher front vowel may be misperceived as a mid front vowel, and a ††velar nasal as a †††velar stop; experiments in perceptual confusion, and indeed comparison of acoustic signals, could already have led us to expect that. The error allows us the further ④ insight that the comprehension system does not necessarily prevent such a misperception from gaining access to conscious awareness. A listener who hears “you can spend a minute” when the speaker actually said “you can spend a mint” provides us information about more than the evidence requirements for the perception of weak vowels in English; the error also ⑤ sheds light on listener’s choices between sequences of greater or lesser transitional probability. This is also true, of course, of the listener who hears the nonword “chine” for “chain,” since the probability of nonwords occurring in casual conversation is very low.

† phoneme: 音素, †† velar nasal: 軟口蓋鼻音, ††† velar stop: 軟口蓋閉鎖音

(Adapted from Anne Cutler, “Foreword.” In Z.S. Bond, *Slips of the Ear: Errors in the Perception of Casual Conversation*, 1999)

[1] 空所 ( 1 ) ~ ( 8 ) に最も適切な語を選択肢 1 ~ 5 の中からそれぞれ選び、マークシートの解答欄 (1) ~ (8) にマークしなさい。

- |                      |                |                |                  |                |
|----------------------|----------------|----------------|------------------|----------------|
| (1) 1. classified    | 2. elaborated  | 3. purified    | 4. retained      | 5. tailored    |
| (2) 1. apprehend     | 2. generalize  | 3. increment   | 4. notify        | 5. yield       |
| (3) 1. boisterous    | 2. censored    | 3. discrete    | 4. neutral       | 5. optimistic  |
| (4) 1. encounter     | 2. integrity   | 3. landmark    | 4. readiness     | 5. variability |
| (5) 1. down          | 2. beyond      | 3. through     | 4. up            | 5. wrong       |
| (6) 1. compatibility | 2. flexibility | 3. originality | 4. restorability | 5. simplicity  |
| (7) 1. compared      | 2. compensated | 3. competed    | 4. completed     | 5. computed    |
| (8) 1. across        | 2. for         | 3. in          | 4. short         | 5. together    |

[2] 下線部 ① の意味として最も適切なものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (9) にマークしなさい。

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|--|-----------------------|
| 1. marked by richness and fullness of flavor         | 2. rough and crude    |
| 3. strong enough to overcome intellectual challenges | 4. sturdy and healthy |

[3] 下線部 ② ~ ⑤ の意味として最も適切なものを選択肢 1 ~ 5 の中から選び、マークシートの解答欄 (10) ~ (13) にマークしなさい。

- |                    |                |                |                 |                  |
|--------------------|----------------|----------------|-----------------|------------------|
| ② 1. achievement   | 2. competence  | 3. dexterity   | 4. intelligence | 5. proficiency   |
| ③ 1. baseless      | 2. clueless    | 3. helpless    | 4. mindless     | 5. selfless      |
| ④ 1. concentration | 2. development | 3. fascination | 4. tendency     | 5. understanding |
| ⑤ 1. eliminates    | 2. elucidates  | 3. emerges     | 4. enriches     | 5. entails       |

[4] 下線部 (A), (B), (C) が示す内容として適切ではないものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (14) ~ (16) にマークしなさい。

- |                             |                   |                       |                 |
|-----------------------------|-------------------|-----------------------|-----------------|
| (A) 1. eardrum              | 2. tongue         | 3. vocal cords        | 4. windpipe     |
| (B) 1. a train announcement | 2. birds chirping | 3. flashy decorations | 4. strong winds |
| (C) 1. audition             | 2. luminance      | 3. memory             | 4. vocabulary   |

[5] 文中の ( X ) に入るものとして適切ではないものを選択肢 1 ~ 4 の中から選び、マークシートの解答欄 (17) にマークしなさい。

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. a cold in the nose                | 2. a mouthful of food       |
| 3. a pipe clenched between the teeth | 4. a tumor in the intestine |

[6] 英文の内容に最もよく一致するものを選択肢 1 ~ 8 の中から 3 つ選び、マークシートの解答欄 (18) ~ (20) にマークしなさい。ただし、解答の順序は問いません。

1. A regular occurrence of misperception is expected when acoustic conditions are met.
2. A well-versed knowledge of a particular language prevents listeners from experiencing slips of the ear.
3. Listeners understand speech based on the probability of a particular word in a certain context.
4. Misperception of speech is induced when a listener cannot recognize a phoneme by itself.
5. Shared common knowledge between speakers and listeners guarantees the accurate recognition of speech.
6. Slips of the ear take place even when a listener is paying attention to a speaker.
7. Speech is understood by integrating information processed at an acoustic, lexical, and syntactic level.
8. Word boundaries are identified effortlessly when a listener decodes speech signals.

## 2. 次の英文を読み、設問に答えなさい。

It is commonly said, even by the English themselves, that English cooking is the worst in the world. It is supposed to be not merely incompetent, but also ① imitative, and I even read quite recently, in a book by a French writer, the remark: 'The best English cooking is, of course, simply French cooking'.

Now that is simply not true, as anyone who has lived long abroad will know, there is a whole host of ② delicacies which it is quite impossible to obtain outside the English-speaking countries. No doubt the list could be added to, but here are some of the things that I myself have sought for in foreign countries and failed to find.

First of all, kippers, Yorkshire pudding, Devonshire cream, muffins and crumpets. Then a list of puddings that would be interminable if I gave it ( あ ) full: I will pick out for special mention Christmas pudding, treacle tart and apple dumplings. Then an almost equally long list of cakes: for instance, dark plum cake, short-bread and saffron buns. Also ③ innumerable kinds of biscuit, which exist, of course, elsewhere, but are generally admitted to be better and crisper in England.

Then there are the various ways of cooking potatoes that are peculiar to our own country. Where else do you see potatoes roasted under the joint, which is far and away the best way of cooking them? Or the delicious potato cakes that you get in the north of England? And it is far better to cook new potatoes in the English way – that is, boiled with mint and then served with a little melted butter or ( ア ) margarine – than to fry them as is done in most countries.

Then there are the various sauces peculiar to England. For instance, bread sauce, horse-radish sauce, mint sauce and apple sauce; not to mention redcurrant jelly, which is excellent with ( イ ) mutton as well as with ( ウ ) hare, and various kinds of sweet pickle, which we seem to have in greater ④ profusion than most countries.

Then there are the English cheeses. There are not many of them but I fancy Stilton is the best cheese of its type in the world, with Wensleydale not far behind. English apples are also outstandingly good, particularly the Cox's Orange Pippin.

No doubt some of the things I have named above could be obtained in continental Europe, just as it is possible in London to obtain vodka or bird's nest soup. But they are all native ( エ ) our shores, and over huge areas they are literally unheard of.

South of, ( オ ) Brussels, I do not imagine that you would be able to get hold of a suet pudding. In French there is not even a word that exactly translates 'suet'. The French, also, never use mint in cookery and do not use black ( カ ) currants except as a basis of a drink.

It will be seen that we have no cause to be ashamed of our cookery, so far as originality goes or so far as the ingredients go. And yet it must be admitted that there is a serious †snag from the foreign visitor's point of view. This is, that you practically don't find good English cooking outside a private house. If you want, for instance, a good, rich slice of Yorkshire pudding you are more likely to get it in the poorest English home than in a restaurant, which is where the visitor necessarily eats most of his meals.

It is a fact that restaurants which are ⑤ distinctively English and which also sell good food are very hard to find. Pubs, as a ( ケ ) sell no food at all, other than potato crisps and tasteless sandwiches. The expensive restaurants and hotels almost all imitate French cookery and write their menus in French, while if you want a good cheap meal you naturally ⑥ gravitate towards a Greek, Italian or Chinese restaurant. We are not likely to succeed ( コ ) attracting tourists while England is thought of as a country of bad food and unintelligible by-laws. At present one cannot do much about it, but sooner or later †rationing will come to an end, and then will be the moment for our national cookery to revive. ( ケ ) , and the first step towards an improvement will be a less long-suffering attitude in the British public itself.

†snag: difficulty or obstacle, †rationing: system of limiting and sharing food, clothing, etc., in times of shortage

(Adapted from George Orwell, 'In Defence of English Cooking', 1945)

[1] 下線部①～⑥の意味に最も近いものを選択肢1～5の中から選び、マークシートの解答欄 (21) から (26) にマークしなさい。

- ① 1. iconic            2. imaginative    3. influential    4. scrumptious    5. unoriginal  
② 1. good manners    2. take-away      3. take-out      4. tasty food     5. tender feelings  
③ 1. calculable        2. considerable    3. countless     4. countable     5. countless  
④ 1. abundance        2. quality          3. shapes        4. sizes           5. textures  
⑤ 1. ambiguously     2. deceptively    3. partly        4. surprisingly   5. uniquely  
⑥ 1. are attracted to 2. bump into      3. come across   4. get stuck at   5. spend more money at

[2] 空所(あ)～(お)に入る最も適切な語句を選択肢1～5の中から選び、マークシートの解答欄 (27) から (31) にマークしなさい。

- (あ) 1. at                    2. in                    3. more                4. to                    5. with  
(い) 1. by                    2. from                3. of                    4. to                    5. toward  
(う) 1. additionally      2. recently            3. say                  4. that                5. this  
(え) 1. general            2. golden              3. nature              4. rule                5. thumb  
(お) 1. about                2. in                    3. of                    4. on                    5. to

[3] 次の語句を分法的・内容的に最も適切な順に並びかえて(X)を完成させたとき、4番目にくるものの番号を解答欄 (32) に、6番目にくるものの番号を解答欄 (33) にマークしなさい。なお、文頭にくるべき語も小文字にしてあります。

1. be either            2. foreign or bad      3. in England should    4. it is not a  
5. law                    6. of nature            7. that every restaurant

[4] 下線部(ア)～(エ)と発音が同じものを選択肢1～4の中から選び、マークシートの解答欄 (34) から (37) にマークしなさい。

- (ア) margarine          1. garage            2. genetic            3. giggle            4. gone  
(イ) mutton            1. mute                2. put                3. putative            4. putt  
(ウ) hare                1. dare                2. fake                3. fathom            4. harness  
(エ) currant            1. cue                2. cure                3. curiosity            4. currency

[5] 英文の内容に最もよく一致するものを選択肢1～7の中から3つ選び、マークシートの解答欄 (38) から (40) にマークしなさい。ただし、解答の順序は問いません。

1. English people often admit that English cooking is bad.  
2. The writer was able to find Yorkshire pudding in continental Europe.  
3. The writer does not think Wensleydale is a good tasting cheese.  
4. The English have many original sauces.  
5. The writer believes that the English should not be ashamed of English cooking.  
6. Pubs are distinctively English and sell fairly good tasting food.  
7. The writer believes that food rationing is the only reason why English food is not more popular internationally.

3. 次の対話文を読み，設問に答えなさい。

(An online video call between a man and a woman some time during April, 2020.)

**Ms. Yagami:** So ① a little birdie told me. The Olympics aren't the only thing that've been postponed this year. I suppose you don't know yet when you'll be able to hold the ceremony.

**Mr. Hiyoshi:** There isn't going to be a wedding anymore. I guess ② it wasn't meant to be.

**Ms. Yagami:** I'm sorry to hear that. The coronavirus has spoiled a lot of plans this year.

**Mr. Hiyoshi:** To be honest, it wasn't all the virus's fault. She ③ picked up on the fact that deep down I have feelings for somebody else.

(There is a pause. Ms. Yagami waits for Mr. Hiyoshi to continue.)

**Mr. Hiyoshi:** I'm sick of social distancing. I'm sick of quarantines. I'm sick of self-restraint. (another pause). I'm just going to ④ come out and say it. I want you Ms. Yagami. I always have.

**Ms. Yagami:** Well it's about time! To tell you the truth, I'm sick of social distancing, too!

**Mr. Hiyoshi:** Maybe this current situation ⑤ has a silver lining after all. Maybe I just needed some time alone to sort out my feelings. I'm sorry it took so long.

**Ms. Yagami:** Better late than never, I say. At least we got there in the end. Or at least we will get there when this state of emergency ends.

**Mr. Hiyoshi:** It can't end soon enough for me.

**Ms. Yagami:** Me too.

[1] 下線部①～⑤の意味に最も近いものを選択肢1～4の中から選び，マークシートの解答欄  から  にマークしなさい。

- |  |  |
|--|--|
| ① 1. birds of a feather flock together         | 2. call it women's intuition             |
| 3. I don't want to make a big deal out of this | 4. I heard a rumor                       |
| ② 1. I let the team down                       | 2. it's true what they say               |
| 3. it was fate                                 | 4. you can't teach an old dog new tricks |
| ③ 1. denied                                    | 2. doubted                               |
| 3. noticed                                     | 4. speculated                            |
| ④ 1. count my chickens before they're hatched  | 2. lay my cards on the table             |
| 3. make a mountain out of a molehill           | 4. make hay while the sun shines         |
| ⑤ 1. has something good about it               | 2. is not as serious as we thought       |
| 3. is treatable                                | 4. will hit us financially               |



4. (1) ~ (8) の各文の空所に入る語として最も適切なものを選択肢 1 ~ 6 の中から選び、マークシートの解答欄  から  にマークしなさい。

- (1) Newton's second law states that the acceleration of an object is directly ( ) to the net force acting on it.  
1. equilibrant    2. exponential    3. integral    4. parallel    5. perpendicular  
6. proportional
- (2) Albert Einstein's theory of general ( ) predicted the existence of black holes.  
1. correlation    2. differentiation    3. gravitation    4. quantum    5. relativity  
6. symmetry
- (3) A rainbow in the sky is created in seven colors by the ( ) and internal reflection of light in water droplets in the atmosphere.  
1. absorption    2. collision    3. dispersion    4. elasticity    5. evaporation  
6. variance
- (4) Dr. Hideki Shirakawa won the Nobel Prize in Chemistry in 2000 for the discovery and development of ( ) polymers, which are used in touchscreens and organic light-emitting devices.  
1. conductive    2. fluorescent    3. hydrophilic    4. hydrosoluble    5. resistive  
6. thermosensitive
- (5) The ( ) table of elements is an array organized in order of increasing number of protons in the atomic nucleus where elements in the same column have similar properties.  
1. atomic    2. characteristic    3. ionic    4. molecular    5. periodic  
6. substance
- (6)  $^{14}\text{C}$ , one of the carbon ( ), has a half-life of 5,730 years and is used for dating objects from the past.  
1. aggregates    2. allotropes    3. complexes    4. derivatives    5. isomers  
6. radioisotopes
- (7) Enzymes are proteins that ( ) a chemical reaction by lowering the activation energy required for that reaction.  
1. catalyze    2. moderate    3. perpetuate    4. reverse    5. substitute  
6. terminate
- (8) ( ) is a reaction in which glucose and  $\text{O}_2$  are produced from  $\text{H}_2\text{O}$  and  $\text{CO}_2$  by light energy.  
1. Luminescence    2. Neutralization    3. Oxidation    4. Photosynthesis    5. Respiration  
6. Scattering