

I 日本語の意味を表わすように英文を完成させる時、(あ) および (い) に入る最適なものの組み合わせを①～⑨より選び、その番号をマークしなさい。

1 A: これはお金が儲かる魔法の壺だよ。  
B: 何だって。私はだまされないよ。そんな話だれも信じないよ。

A: This is a magic jar that can make you rich.

B: What? I wasn't ( あ ) yesterday. Nobody will ( い ) that story.

- |             |          |             |       |             |        |
|-------------|----------|-------------|-------|-------------|--------|
| ① あ born    | い become | ② あ born    | い buy | ③ あ born    | い deny |
| ④ あ doubted | い become | ⑤ あ doubted | い buy | ⑥ あ doubted | い deny |
| ⑦ あ told    | い become | ⑧ あ told    | い buy | ⑨ あ told    | い deny |

2 A: この部屋すてきね。ねえ、こっち来て窓から見て。溪谷全体と遠くには海も見えるわよ。  
B: どれどれ。すごい。言葉にできないね。

A: This room is wonderful. Oh, my! Come and look! The window ( あ ) a fine view of the whole valley and the sea far away.

B: Let's see. Wow! It takes my ( い ) away.

- |              |          |              |         |              |         |
|--------------|----------|--------------|---------|--------------|---------|
| ① あ commands | い breath | ② あ commands | い heart | ③ あ commands | い words |
| ④ あ looks    | い breath | ⑤ あ looks    | い heart | ⑥ あ looks    | い words |
| ⑦ あ requires | い breath | ⑧ あ requires | い heart | ⑨ あ requires | い words |

3 A: 今日はオーディションなんだ。緊張してきた。  
B: 君ならやれるよ。  
A: 昨日はミスしなかったから、本番もそうなりますように。

A: My audition is today. I'm so nervous.

B: You can ( あ ) it.

A: I was able to dance without any mistakes yesterday, knock on ( い ).

- |          |        |          |         |          |        |
|----------|--------|----------|---------|----------|--------|
| ① あ go   | い door | ② あ go   | い stone | ③ あ go   | い wood |
| ④ あ have | い door | ⑤ あ have | い stone | ⑥ あ have | い wood |
| ⑦ あ make | い door | ⑧ あ make | い stone | ⑨ あ make | い wood |

4 A : 僕はハンバーガーふたつとオニオンリング, ポテトサラダにビスケットにする。甘党にはチョコレートパイも必要だね。

B : 頼みすぎだよ。

A: I'll have two burgers, onion rings, potato salad, and some biscuits. And to satisfy my sweet ( あ ), I need a slice of chocolate pie.

B: Your ( い ) are bigger than your stomach.

- |                   |                    |                     |
|-------------------|--------------------|---------------------|
| ① あ mouth い eyes  | ② あ mouth い hands  | ③ あ mouth い hearts  |
| ④ あ tongue い eyes | ⑤ あ tongue い hands | ⑥ あ tongue い hearts |
| ⑦ あ tooth い eyes  | ⑧ あ tooth い hands  | ⑨ あ tooth い hearts  |

5 A : 最近あの子の話すことといたら彼氏のことだけね。もうホントうんざりだね。

B : 彼氏のこと, のろけるのは, もうやめてほしいよね。

A: All she talks about these days is her boyfriend. I'm really ( あ ) up with her same old story.

B: I wish she could stop ( い ) about him.

- |                        |                       |                      |
|------------------------|-----------------------|----------------------|
| ① あ caught い bothering | ② あ caught い bragging | ③ あ caught い bumping |
| ④ あ fed い bothering    | ⑤ あ fed い bragging    | ⑥ あ fed い bumping    |
| ⑦ あ stuck い bothering  | ⑧ あ stuck い bragging  | ⑨ あ stuck い bumping  |

6 A : 電話したのは, 金曜の夜にパーティーやるので来てくれないかと思って。

B : それはありがとう。何か持っていこうか？

A : 大丈夫だよ。食事も飲み物もたっぷりあるから。

B : じゃあ, 楽しみにしているよ。

A: I'm calling to invite you to our party this Friday evening.

B: Oh. Thank you very much. Shall I ( あ ) something.

A: Don't ( い ) about it. We'll have enough food and drinks.

B: OK. I'm looking forward to the party.

- |                       |                     |                   |
|-----------------------|---------------------|-------------------|
| ① あ bring い be afraid | ② あ bring い mention | ③ あ bring い worry |
| ④ あ fetch い be afraid | ⑤ あ fetch い mention | ⑥ あ fetch い worry |
| ⑦ あ take い be afraid  | ⑧ あ take い mention  | ⑨ あ take い worry  |

II

(1) 英語の記述が意味する1語となるように、破線部（破線の数に文字数を表わす）を補充する際に  に入る2文字を①～⑩よりそれぞれ選び、その番号をマークしなさい。各選択肢は2回以上使ってよい。

7  Having done something that is a crime: g   y.

8  The daughter of your brother or sister:   e.

9  Send something out, such as a spacecraft into space:   ch.

- ① au    ② ea    ③ ee    ④ ei    ⑤ ie    ⑥ il    ⑦ lu    ⑧ or    ⑨ ui    ⑩ un

(2) 英語の記述が意味する1語となるように、破線部（破線の数に文字数を表わす）を補充する際に  に入る2文字を①～⑩よりそれぞれ選び、その番号をマークしなさい。各選択肢は2回以上使ってよい。

10  Materials that you use for writing, such as paper with envelopes, pens, pencils, etc: s     ry.

11  Always expecting something bad to happen or emphasizing the bad part of a situation: p      ic.

12  Pay money to an organization regularly to receive a product or to use a service: s    be.

- ① ci    ② ps    ③ sc    ④ sh    ⑤ si    ⑥ sk    ⑦ ss    ⑧ su    ⑨ ti    ⑩ us

III 英文が日本語の意味を表わすように [ ] 内の語(句)を並べ換える時, ( あ )( い )( う ) に入るものの組み合わせを①～⑩より選び, その番号をマークしなさい。ただし [ ] には余分なものが1つ含まれている。

13 大変申し訳ありませんが, 価格について誤解されていたのではないかと思います。

Unfortunately ( あ )( ) ( ) ( い )( ) ( う )( ) ( ) ( ) ( ) ( ) .

a about been have misunderstanding our prices seems there to you

- |            |        |                    |            |         |                    |
|------------|--------|--------------------|------------|---------|--------------------|
| ① あ a      | い our  | う you              | ② あ a      | い seems | う have             |
| ③ あ our    | い been | う misunderstanding | ④ あ our    | い have  | う misunderstanding |
| ⑤ あ prices | い been | う misunderstanding | ⑥ あ prices | い seems | う have             |
| ⑦ あ there  | い have | う a                | ⑧ あ there  | い to    | う been             |
| ⑨ あ you    | い have | う a                | ⑩ あ you    | い have  | う misunderstanding |

14 ご多忙中とは思いますが会議に出席する時間をとって頂けると幸いです。

I would ( ) ( あ )( ) ( ) ( ) ( い )( ) ( う )( ) ( ) ( ) attend the meeting.

appreciate be could grateful if of out take time to you your busy schedule

- |                |            |                      |                |        |                      |
|----------------|------------|----------------------|----------------|--------|----------------------|
| ① あ appreciate | い of       | う time               | ② あ appreciate | い take | う of                 |
| ③ あ appreciate | い take     | う out                | ④ あ grateful   | い out  | う your busy schedule |
| ⑤ あ grateful   | い take     | う of                 | ⑥ あ grateful   | い take | う out                |
| ⑦ あ if         | い grateful | う out                | ⑧ あ if         | い out  | う time               |
| ⑨ あ if         | い out      | う your busy schedule | ⑩ あ if         | い time | う of                 |

IV 次の各文章において下線部が入るべき最適な位置を①～⑥より選び、その番号をマークしなさい。

15 yet (文頭にくる場合は Yet となる。挿入された結果、文頭ではなくなる語も大文字で示されている。)

I read that recently some of the most promising young businessmen in first class companies in Japan are ① tending to fall into a sort of melancholy which does not seem to have any obvious cause ②. They are successful, or at any rate with very promising prospects, ③ they feel an increasing depression. Some doctors are ④ inclined to think it is a ‘crisis of identity.’ ⑤ It may be that simple technological advance is not ⑥ enough to satisfy the spirit of an individual or a society.

16 applicable

The 2030 Agenda listed “Sustainable Development Goals (SDGs)” consisting of ① 17 goals and 169 targets in order to eradicate ② poverty and realize a sustainable world. The SDGs are universal goals ③, not only to developing countries but also developed countries, and ④ pledge to “leave no one behind” throughout the implementation process. Japan will make the utmost ⑤ effort to implement the 2030 Agenda ⑥ with the international community based on the concept of human security.

17 throughout this time, (文頭にくる場合は Throughout this time, となる。挿入された結果、文頭ではなくなる語も大文字で示されている。)

The history of the city of Tokyo stretches back some 400 years. Originally named Edo, ① the city started to flourish after Tokugawa Ieyasu established the Tokugawa Shogunate here in 1603. As the center of politics and culture in Japan, Edo grew into a huge city with a population of over a million by the mid-eighteenth century. ② The Emperor resided in Kyoto, which was the formal capital of the nation. ③ The Edo Period lasted for nearly 260 years until the Meiji Restoration in 1868, ④ when the Tokugawa Shogunate ended and imperial rule was restored. ⑤ The Emperor moved to Edo, which was renamed Tokyo. Thus, ⑥ Tokyo became the capital of Japan.

18 The more you know, the better you read.

Contrary to much popular opinion, better reading does not depend upon a mere forcing of the eyes to move ever more rapidly down the lines of print. ① How quickly your eyes can move in following the words on the printed pages lies in the ability of the brain to absorb, incorporate, and associate ideas which are resident in the words which the eyes perceive. ② Until the brain is active, the eyes are slow. ③ Reading, therefore, depends on many additional factors other than those of vision, perception span, and speed-of-eye movements. ④ It depends, among other things, on the fullness of your vocabulary resources, on your background knowledge, and on your general education. ⑤ For most readers the musculature of the eyes will be quite rapid enough to pace the eyes across the page. ⑥ Efficient reading does not begin here; it lies much deeper, in the more vital and complex areas of the brain.

V 次の英文はある本の序文である。これを読んで、以下の設問に答えなさい。

Many of the ideas presented in this book are the [19] opposite of the lessons we are taught in a traditional education system. In fact, the rules that apply in school are often completely different from those in the outside world. This [イ]disparity causes incredible stress when we leave school and attempt to find our way. Gracefully bridging that gap to tackle real-world challenges can be extremely difficult, but it's doable with the right tools and mind-set.

In school, students are usually evaluated as individuals and graded on a curve. In short, when they win someone else loses. Not only is this stressful, but it isn't how most organizations work. Outside of school, people usually work on a team with a [20] goal, and when they win so does everyone else. In fact, in the business world there are usually small teams embedded inside larger teams, and at every level the goal is to make everyone successful.

The typical classroom has a teacher who views his or her job as pouring information into the students' brains. The door to the room is closed and the chairs are bolted to the floor, facing the teacher. Students take careful notes, knowing they will be tested on the material later. For homework they are asked to read assigned material from a textbook and quietly absorb it on their own. This [ロ] be any [ハ] different from life after college, where you are your own teacher, charged with figuring out what you need to know, where to find the information, and how to absorb it. In fact, real life is the ultimate open book exam. The doors are thrown wide open, allowing you to draw on endless resources around you as you tackle open-ended problems related to work, family, friends, and the world at large. Carlos Vignolo, a masterful professor at the University of Chile, told me that he suggests that students take classes from the worst teachers in their school because this will prepare them for life, where they won't have [21] educators leading the way.

Additionally, in large classes, students are typically given multiple-choice tests with one right answer for every question, and the bubbles must be carefully filled in with number two pencils to make for easy grading. In sharp contrast, in most situations outside of school there are a multitude of answers to every question, many of which are correct in some way. And, even more important, it is acceptable to fail. In fact, failure is an important part of life's learning process. Just as evolution is a series of trial-and-error experiments, life is full of false starts and [22] stumbling. The key to success is the ability to extract the lessons out of each of these experiences and to move on with that new knowledge.

For most people, the world is quite different than a typical classroom. There isn't one right answer that leads to a clear reward, and facing the wall of choices in front of each of us can be quite overwhelming. Although family, friends, and neighbors will happily give us [23] advice about what to do, it is essentially our responsibility to pick our own direction. But it is helpful to know that we don't have to be right the first time. Life presents everyone with many opportunities to experiment and recombine our skills and passions in new and surprising ways.

(出典 Tina Seelig. What I Wish I Knew When I Was 20: A Crash Course on Making Your Place in the World. New York, NY: HarperCollins; 2009 一部改変)

- [19], [20], [21], [22], [23] に入る最適なものを①～⑥よりそれぞれ選び、その番号をマークしなさい。ただし、各選択肢は1回しか使えない。

① depressed      ② inevitable      ③ pointed      ④ polar      ⑤ shared      ⑥ talented

- [イ]disparityの意味に最も近いものを①～⑥より選び、その番号を [24] にマークしなさい。

① agreement      ② burden      ③ challenge      ④ contrast      ⑤ severity      ⑥ tradition

・ □ および ハ に入る最適なものの組み合わせを①～④より選び、その番号を 25 にマークしなさい。

- |            |         |               |         |
|------------|---------|---------------|---------|
| ① □: could | ハ: more | ② □: couldn't | ハ: more |
| ③ □: could | ハ: less | ④ □: couldn't | ハ: less |

・ 次の a～c の記述について、本文の内容に合致するものを**正**、しないものを**誤**とする時に得られる組み合わせを①～⑧より選び、その番号を 26 にマークしなさい。

- a. Since school marks are usually decided on the basis of relative evaluation, there will be both students with good grades and students with poor grades.
- b. In mass education, students are generally required to answer questions with one correct answer, but in real life most questions have multiple possible answers.
- c. Outside of school it is fine to look at textbooks to solve open-ended problems, but the secret to success at work is to try not to take the risk of making mistakes.

- |         |       |       |         |       |       |
|---------|-------|-------|---------|-------|-------|
| ① a — 正 | b — 正 | c — 正 | ② a — 正 | b — 正 | c — 誤 |
| ③ a — 正 | b — 誤 | c — 正 | ④ a — 正 | b — 誤 | c — 誤 |
| ⑤ a — 誤 | b — 正 | c — 正 | ⑥ a — 誤 | b — 正 | c — 誤 |
| ⑦ a — 誤 | b — 誤 | c — 正 | ⑧ a — 誤 | b — 誤 | c — 誤 |

VI 次の英文を読んで、以下の設問に答えなさい。

In 2016, global renewable electricity generation grew by an estimated 6 per cent and represented around 24 per cent of the world's power output, according to the International Energy Agency. Around 70 per cent of that came from hydropower, mostly large-scale dams which [ 27 ] water and put it through turbines to generate electricity. Bioenergy accounted for 9 per cent, while wind and solar panels checked in at 16 per cent and 5 per cent respectively. Across the world almost two-thirds of new electricity resources being installed are renewable, and wind and solar panels which generate electricity directly from the sun are now playing a big part in that. Mass roll-out and government support is causing prices to fall dramatically and that in turn is helping [ 28 ] the installation of more renewable tech.

Denmark, a pioneer in modern wind turbines, got almost 44 per cent of its power from wind in 2017. In Europe, many countries are looking offshore for their wind farms, where the newest turbines stand taller than London's Gherkin skyscraper and [ 29 ] the height of the Statue of Liberty. Support for the technology has seen costs tumble\*. Recent auctions to secure contracts for supplying electricity from new offshore wind farms in the UK saw prices more than halve in two and a half years, putting offshore wind on a par with gas plants and making it cheaper than new nuclear power. The UK is now the [ 30 ] biggest market in the world for energy from offshore wind. Across the US there are more than 54,000 wind turbines, enough to power 27 million homes, according to the American Wind Energy Association, with Texas leading the way among the states, and new wind farms are being built.

But dwarfing everybody is China, which, despite its large amounts of coal, is installing thousands of wind turbines a year, along with huge numbers of solar panels. China is not alone in rolling out large numbers of solar panels, with vast solar parks being built in the US and India among others. In India recent auctions produced some of the world's lowest prices for the technology.

Solar isn't just useful at scale, it's also a way of bringing power to poor and rural communities who are currently not on national electricity grids. The International Energy Agency estimates that by 2022 an extra 70 million people in Asia and sub-Saharan Africa will have electricity thanks to solar home systems. Small-scale solar is a 'leapfrog' technology — like mobile phones, which have given people communications access without needing to install landline cables. Solar lamps are a good example of this: they [ 31 ] without having to plug people into a major grid infrastructure, and can replace expensive and unhealthy kerosene used for lighting in poorer rural communities, allowing children to do their homework in the evenings, and midwives to see to deliver babies, and even making it safer for women and girls to visit communal toilets at night.

One of the concerns about a greater reliance on renewables to power nations is the [ 32 ] of 'intermittency' — the sun does not always shine, and the wind does not always blow. But alongside efforts to ensure a diverse supply of clean technology, improve energy efficiency and balance supplies with demand better, there is also the growing role of battery technology, which can store power when there is excess supply and release it to meet peak demand. Here again, prices are tumbling. The founder of electric vehicle company Tesla, Elon Musk, has delivered on his [ 33 ] to install a huge 100 megawatt battery storage unit in South Australia to help tackle problems with power supplies. The installation can power up to 30,000 homes for an hour, and helps balance the grid when [ 34 ] is high. It is the world's largest battery unit, but with many more being planned and rolled out, it won't be the biggest for [ 35 ].

(注) \*tumble: 急落する

(出典 World Wildlife Fund. 12 Small Acts to Save Our World. London: Century; 2018 一部改変)

・ [ 27 ], [ 28 ], [ 29 ], [ 30 ], [ 31 ], [ 32 ], [ 33 ], [ 34 ], [ 35 ] に入る最適なものを①～⑨よりそれぞれ選び、その番号をマークしなさい。ただし、各選択肢は1回しか使えない。

- |           |          |          |        |        |
|-----------|----------|----------|--------|--------|
| ① boost   | ② demand | ③ double | ④ fear | ⑤ long |
| ⑥ promise | ⑦ single | ⑧ trap   | ⑨ work |        |



・次の a～c の記述について、本文の内容に合致するものを**正**、しないものを**誤**とする時に得られる組み合わせを①～⑧より選び、その番号を  にマークしなさい。

- a. The International Energy Agency says that in 2016, electricity generated by wind power accounted for 16 per cent of the world's power output.
- b. While China has built very few wind power facilities, it boasts one of the highest installation rates of solar power in the world.
- c. With small solar power systems, even people in poor and remote areas without cable-supplied electricity can use electric lights after dark.

- |   |       |       |       |   |       |       |       |
|---|-------|-------|-------|---|-------|-------|-------|
| ① | a — 正 | b — 正 | c — 正 | ② | a — 正 | b — 正 | c — 誤 |
| ③ | a — 正 | b — 誤 | c — 正 | ④ | a — 正 | b — 誤 | c — 誤 |
| ⑤ | a — 誤 | b — 正 | c — 正 | ⑥ | a — 誤 | b — 正 | c — 誤 |
| ⑦ | a — 誤 | b — 誤 | c — 正 | ⑧ | a — 誤 | b — 誤 | c — 誤 |

VII 次の英文を読んで、以下の設問に答えなさい。

Let's look at what went wrong on that afternoon in late March at the small Los Rodeos Airport on the island of Tenerife. The runway was covered in heavy fog and the airport was small, which made it difficult for the pilots of both aircrafts to see the runway and one another. An unexpected landing at Tenerife due to a bomb scare earlier that day at nearby Las Palmas Airport put extra stress on the crew, [37] on keeping to their scheduled flight arrival times.

Captain Jacob Veldhuyzen van Zanten, one of the company's most senior pilots, chief flight trainer of most of the company's 747 pilots, and head of flight safety for Royal Dutch Airlines (KLM), piloted the flight. Van Zanten held the power to [38] pilots' licenses and oversaw pilots' six-month flight checks to determine whether licenses would be extended.

Flying with van Zanten that day were two other top-notch and highly-experienced pilots: First Officer Klaas Meurs, age 32, and Flight Engineer Willem Schreuder, age 48. Importantly, two months earlier, van Zanten had been Meur's "check pilot," testing his ability to fly the Boeing 747.

The crucial moments came as the KLM and the Pan Am flights were preparing for takeoff. Immediately after lining up on the runway, Captain van Zanten impatiently advanced the throttles and the aircraft started to move forward. First Officer Meurs, implying that van Zanten was moving too soon, then advised that air traffic control (ATC) had not yet given them clearance.

Van Zanten, sounding irritated, responded: "No, I know that. Go ahead, ask."

Following his captain's request, Meurs then radioed the tower that they were "ready for takeoff" and "waiting for our ATC clearance." The ATC then specified the route that the aircraft was to follow after takeoff. Although the ATC used the word "takeoff," their communication did not [39] an explicit statement that KLM was cleared for takeoff. Meurs began reading the flight clearance back to the controller, but van Zanten interrupted with an imperative: "We're going."

Given the captain's authority, it was in this moment that Meurs apparently did not feel safe enough to speak up. Meurs, in that [40] second, did *not* open his mouth to say, "wait for clearance!"

Meanwhile, after the KLM plane had started its takeoff roll, the tower instructed the Pan Am crew to "report when runway clear." To which the Pan Am crew replied, "OK, will report when we're clear." On hearing this, Flight Engineer Schreuder expressed his concern that Pan Am was not clear of the runway by asking, "is he not clear, that Pan American?"

Van Zanten emphatically replied, "oh, yes," and continued with the takeoff.

And in this moment Schreuder did not say a thing. Although he had correctly guessed that the Pan Am jet might be blocking their way, Schreuder did not [41] van Zanten's confident reply. He did not ask ATC to clarify or confirm by asking, for example, "is Pan American on the runway?"

By then it was too late. The KLM Boeing was going too fast to stop when van Zanten, Meurs, and Schreuder finally could see the Pan Am jet blocking their way. The KLM's left-side engines, lower fuselage\*, and main landing gear struck the upper right side of the Pan Am's fuselage, ripping apart the center. The KLM plane remained briefly airborne before going into a stall, rolling sharply, hitting the ground, and igniting into a fireball.

Such is the psychological power of hierarchy that even when their own lives were at risk, not to mention the lives of others, the first officer and the flight engineer did not push back on their captain's authority. In those moments where speaking up might make sense, we all go through an implicit decision-making process, weighing the benefits and costs of speaking up. The problem is that the benefits are often unclear and delayed (e.g. avoiding a possible collision) while the costs are [4] tangible and immediate (van Zanten's irritation and potential anger). As a result, we consistently underweight the benefits and overweight the costs. In the case of Tenerife, this biased process led to disastrous outcomes.

Many who analyze events leading up to tragic accidents such as this one — which ( ) ( あ ) ( ) ( い ) ( ) ( う ) ( ) ( ) ( ) — cannot help pointing out that people should demonstrate a bit more backbone. Courage. It is impossible to disagree with this assertion. Nonetheless, agreeing doesn't make it effective. Urging people to speak up because it's the right thing to do relies on an ethical argument but is not a strategy for ensuring good outcomes. Insisting on acts of courage puts the burden on individuals without creating the conditions where the expectation is likely to be met. For speaking up to become [ ] □, psychological safety — and expectations about speaking up — must become institutionalized and systematized.

(注) \*fuselage: 飛行機の機体

(出典 Amy C. Edmondson. The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth. Hoboken, NJ: Wiley; 2019 一部改変)

・ [37], [38], [39], [40], [41] に入る最適なものを①～⑥よりそれぞれ選び、その番号をマークしなさい。ただし、各選択肢は1回しか使えない。

- ① challenge      ② hit      ③ include      ④ intent      ⑤ issue      ⑥ split

・下線部① tangible の意味に最も近いものを①～⑥より1つ選び、その番号を  にマークしなさい。

- ① ambiguous      ② annoying      ③ fixable      ④ obvious      ⑤ prolonged      ⑥ urgent

・本文中の次の文において文脈に合うように  内の語(句)を並べ換える時 (あ)(い)(う)に入るものの組み合わせを①～⑩より選び、その番号を  にマークしなさい。

Many who analyze events leading up to tragic accidents such as this one—which ( ) (あ) ( ) (い) ( ) (う) ( ) ( ) ( )—cannot help pointing out that people should demonstrate a bit more backbone.

avoided    been    could    had    have    junior officer    spoken    the    up

- |   |   |
|---|---|
| ① あ avoided      い the      う had                     | ② あ avoided      い the      う have                |
| ③ あ been          い could      う junior officer       | ④ あ been          い up          う the             |
| ⑤ あ have          い avoided      う the                | ⑥ あ have          い had          う junior officer |
| ⑦ あ junior officer    い have          う had           | ⑧ あ junior officer    い have          う up        |
| ⑨ あ spoken          い could          う junior officer | ⑩ あ spoken          い the          う could        |

・  に入る最適なものを①～⑤より選び、その番号を  にマークしなさい。

- ① courageous      ② extraordinary      ③ fatal      ④ hesitant      ⑤ routine

・次の a～c の記述について、本文の内容に合致するものを**正**、しないものを**誤**とする時に得られる組み合わせを①～⑧より選び、その番号を  にマークしなさい。

- a. The bomb scare at Los Rodeos Airport forced two aircrafts to land unexpectedly at a small nearby airport, stressing the crew of the flights excessively.
- b. Captain van Zanten was influential in the judgement of qualification of most KLM pilots and he had great control over the other crew members in the cockpit.
- c. The KLM flight engineer was sure about the clearance of the runway as he had heard that the Pan Am crew would report when they finished moving from the runway.

- |                     |                     |
|---------------------|---------------------|
| ① a—正    b—正    c—正 | ② a—正    b—正    c—誤 |
| ③ a—正    b—誤    c—正 | ④ a—正    b—誤    c—誤 |
| ⑤ a—誤    b—正    c—正 | ⑥ a—誤    b—正    c—誤 |
| ⑦ a—誤    b—誤    c—正 | ⑧ a—誤    b—誤    c—誤 |