

2027年度 東京大学 前期日程 外国語（英語） 予想問題

非公式・完全オリジナル実戦模試・生徒用問題冊子

試験時間	120分
想定満点	120点（実戦用の独自配点）
リスニング	試験開始45分後から約30分
用紙	JIS B5・問題冊子と解答用紙
版	改訂第2版（2026年9月）

本教材は、2024～2026年度の出題傾向と東京大学の公表方針を参考に制作した非公式予想問題です。東京大学が作成・監修・公認したものではなく、過去問の本文・設問を転載していません。本文・設問・放送台本はすべて本教材のためのオリジナルです。

受験者氏名： _____

第1問

(A) 次の英文を読み、その内容を、「生産的な無知とは、」に続けて、書き出しを含め句読点とも70字以上80字以内の日本語で要約せよ。

Education often treats ignorance as an empty space waiting to be filled. A student who knows an answer is assumed to be further along than one who does not. Yet in research, not knowing is not always a defect. It can be a carefully achieved understanding of where an explanation stops working.

This distinction matters because knowledge can conceal its own limits. Experts learn to recognize familiar patterns quickly, but this efficiency has a cost: they may stop noticing the assumptions that make those patterns visible. A newcomer sometimes asks a question that sounds naive only because specialists have forgotten that the question was never settled. The value of such a question lies not in the newcomer's lack of information, but in the way the question exposes a choice that had come to look like a fact.

Of course, ignorance by itself is no virtue. Refusing to learn, or treating every claim as equally uncertain, merely protects a person from correction. Productive ignorance is more demanding. It must be specific enough to state what is missing, public enough for others to examine, and revisable when new evidence appears. Saying “nobody knows” closes discussion; saying “we do not yet know whether this result holds outside the group we studied” opens a path for further work.

The speed of modern information systems makes this discipline especially important. Search engines and conversational tools can supply an answer before we have decided what kind of answer we need. Their fluency can make uncertainty disappear from view, even when the evidence remains incomplete. This is not an argument for distrusting every convenient answer. It is an argument for preserving the trail from an answer back to the question, evidence, and conditions that gave it meaning. Without that trail, correction becomes harder precisely when information becomes easier to obtain. The intellectual task is therefore not simply to replace ignorance with information. It is to turn a vague absence of knowledge into a precise, shareable question — one that can guide inquiry and change as inquiry proceeds.

(B) 次の英文を読み、(ア)・(イ)に答えよ。

Public accounts of technological change are crowded with beginnings. A new railway opens, a medical device is approved, or a digital service attracts its first million users. These events are easy to photograph and date. The work that follows is harder to see. Rails must be inspected, software updated, records corrected, and worn parts replaced. Societies depend at least as much on this continuing labor as on the moment of invention, yet maintenance rarely occupies an equal place in our imagination. Even the language of progress encourages this imbalance. We speak of moving forward, breaking with the past, and building from the ground up. Caring for what already exists sounds, by comparison, like standing still, although an unmaintained system may be moving rapidly toward failure.

One reason is that maintenance has a peculiar relationship with events. When it succeeds, the dramatic event does not occur: the bridge does not collapse, the water supply does not fail, and the archive does not lose its files. Breakdown announces itself, while prevention is quiet. (1) This makes the maintainer's achievement difficult to count, because the most important result may be an absence. There is also a problem of comparison. If a flood barrier holds, we cannot observe the damage that would have occurred without it. If a technician replaces a failing component in time, the avoided interruption leaves no queue of angry users. Prevention must be judged against an unrealized future, which makes it easier to undervalue than a visible repair.

Institutions often reproduce this bias. A department can point to a new building or platform as evidence of progress, whereas money spent caring for an existing system may appear to produce nothing new. (2) Political and commercial incentives consequently favor visible additions over the slow work of keeping shared resources dependable. Even when maintenance receives funding, it is often postponed until failure has made the need undeniable — and much more expensive.

Maintenance is also mistakenly imagined as the mechanical repetition of instructions. In practice, experienced workers are constantly interpreting. A vibration that appears harmless on a chart may sound wrong to the engineer who has listened to the machine for years. A nurse may notice that a device is technically functioning but no longer fits the way patients actually use it. Such judgments are not enemies of formal knowledge; they are ways in which general rules meet particular circumstances. Maintainers also produce knowledge for future design. Repeated repairs reveal which components fail first, which instructions users misunderstand, and which elegant features become obstacles in ordinary conditions. Yet this feedback often travels poorly upward: the people authorized to redesign a system may be far from those who keep it operating. (3)

The distribution of maintenance is therefore a question of justice as well as efficiency. Wealthy households can often purchase alternatives when a public system fails. They can work remotely during a transport disruption, buy bottled water, or replace a broken appliance. (4) A neglected bus route or unreliable lift can turn a minor inconvenience into lost wages, missed medical appointments, or isolation. The condition of ordinary infrastructure reveals whose time and safety an institution considers worth protecting. The same failure can therefore have radically different meanings. A delayed train may be an annoyance to a person with flexible hours and a threat to the job of someone whose employer counts every minute. Average delay figures can hide this unequal exposure unless institutions ask whose journeys are most fragile.

Climate change makes this issue more urgent. Spectacular projects — sea walls, cooling centers, redesigned energy grids — may be necessary. But their success will depend on less celebrated tasks: clearing drains before a storm, checking vulnerable residents during a heat wave, pruning street trees, and repairing small leaks before drought makes them serious. (5) The future may be protected not only by what we invent, but by what we learn to notice before it breaks. This attention is not glamorous, and it cannot remove every risk. It can, however, turn adaptation from a single construction project into a continuing capacity to observe, respond, and learn. In a changing climate, yesterday's maintenance schedule may itself need maintenance.

To value maintenance is not to oppose change or to preserve every old system. Some structures deserve to be replaced. The point is that change itself requires care: new systems inherit old dependencies, create new forms of fragility, and must eventually be maintained. In debates about reform, what _____ (イ) _____ preserve. Innovation asks what could exist; maintenance asks what must continue to work. A durable society needs both questions. Invention changes what must be cared for, while care reveals what should be invented next. Valuing maintenance changes ambition from producing novelty to sustaining possibility.

(ア) 空所(1)～(5)に入れるのに最も適切な文を、次のa)～g)から一つずつ選び、マーク欄(1)～(5)にその記号を記せ。ただし、使用しない選択肢が二つある。

- a) A ribbon can be cut for a new station, but there is rarely a ceremony for replacing a worn bearing.
- b) In other words, successful maintenance often erases the evidence of its own success.
- c) Such knowledge is difficult to centralize because it lives partly in hands, habits, and local memory.
- d) The people most harmed by failure are often those with the fewest alternatives.
- e) Resilience may therefore depend less on a single heroic invention than on countless modest acts of care.
- f) Engineers, by contrast, tend to overestimate how long a newly built system will last.
- g) The same logic explains why insurance is easier to sell after a disaster than before one.

(イ) 下に与えられた語句を並べ替えて、空所(イ)を埋めるのに最も適切な表現を完成させ、記述解答用紙の所定欄に記入せよ。語句の形は変えてはならない。

appears to be resistance / to change / may instead be / knowledge / of what / change must

第2問

(A) 次の問いに、60～80語の英語で答えよ。

What makes a question worth asking? Give one or more reasons for your answer. Write 60–80 words in English.

(B) 次の英文を読み、(ア)・(イ)に答えよ。

Numbers do not merely describe reality; they also direct attention. A city that counts the average speed of cars but not the time pedestrians spend waiting will come to see delay mainly from a driver's point of view. Yet measurement is indispensable: without it, patterns of inequality or change may remain matters of impression.

【日本語部分】 測るという行為は、複雑な世界の一部を選び取ることであり、選ばれなかったものが存在しないという意味ではない。むしろ数字が明瞭であるほど、その背後で何が見えなくなったかを問う必要がある。

When a measure is treated as neutral, it may (A) the choices that produced it and (B) debate about alternatives. The question is not whether to measure, but whose experience becomes visible in the resulting record.

(ア) 【日本語部分】の内容を、前後の文脈を考慮しながら英語で表現し、記述解答用紙の所定欄に記入せよ。日本語の語順に従う必要はない。

(イ) 空所(A)・(B)に入れる語の組合せとして最も適切なものを、次のa)～f)から一つ選び、マーク欄(6)にその記号を記せ。

	(A)	(B)
a)	reveal	encourage
b)	conceal	discourage
c)	repeat	postpone
d)	replace	settle
e)	calculate	widen
f)	simplify	invite

第3問

放送を聞いて問題(A)、(B)、(C)に答えよ。(A)、(B)、(C)のいずれも二回ずつ放送される。聞き取り問題は試験開始後45分経過した頃から約30分間放送される。放送を聞きながらメモを取ってもよい。設問(7)～(21)について、最も適切な選択肢を一つ選び、マーク欄にその記号を記せ。

(A) これから放送するのは、サンゴ礁の音に関する講義である。これを聞き、(7)～(11)の問いに答えよ。

(7) According to the lecture, why can reef sound be useful to young fish?

- a) It can indicate that food, shelter, and other animals are nearby.
- b) It travels a shorter distance than visual signals, so its source is easy to locate.
- c) It helps them see the reef when visibility is poor at night.
- d) It allows them to stay safely in open water for longer.
- e) It gives them a detailed map of the reef before they arrive.

(8) What was reported about the field experiment using underwater loudspeakers?

- a) Enriched areas attracted more fish and a wider range of species.
- b) Enriched areas attracted roughly twice as many fish, but from fewer species.
- c) The recordings used in the experiment were made at the damaged reefs themselves.
- d) Grazing fish were the only species that responded to the playback.
- e) Fish arrived only after the water had become cooler and cleaner.

(9) Why may attracting grazing fish help a damaged reef?

- a) They make the reef louder and so attract further fish.
- b) They move nutrients through the ecosystem.
- c) They reduce the number of noisy species on the reef.
- d) They remove algae that would otherwise compete with young coral.
- e) They protect young coral from unusually warm water.

(10) What limitation of acoustic monitoring does the speaker emphasize?

- a) Recordings require a diver to be present.
- b) Microphones cannot collect data at night.
- c) A loud reef is always a healthy reef, so monitoring adds little.
- d) Direct observation is no longer necessary once recordings exist.
- e) Non-biological sounds and seasonal change make recordings hard to interpret.

(11) Which statement best expresses the main point of the lecture?

- a) Sound can support and reveal recovery, but the habitat must also be able to support life.
- b) A reef's loudness is a reliable score of its health.
- c) Playing recordings can repair a reef even when the water remains polluted.
- d) Animals respond to a habitat only as a physical object.
- e) Restoration is complete when engineers finish constructing a structure.

(B) これから放送するのは、公共のベンチをめぐる、司会者と都市史研究者 Daniel Okoro との対話である。これを聞き、(12)～(16)の問いに答えよ。

(12) Why does Daniel consider the public bench politically significant?

- a) It is the object that people notice most as they pass through a street.
- b) It shows which cities invest most in public transport.
- c) It guarantees that everyone has an equal right to rest.
- d) It quietly determines who is allowed to remain in a public place.
- e) It was designed by nineteenth-century reformers to encourage movement.

(13) What does Daniel say about closely spaced armrests on benches?

- a) They mainly help people with disabilities to stand up.
- b) They were introduced by nineteenth-century reformers to teach orderly behavior.
- c) They build a rule against lying down into the object instead of stating it on a sign.
- d) They are the only example of hostile architecture that Daniel mentions.
- e) They are too subtle to have any real effect on how a bench is used.

(14) How does Daniel respond to the argument that sleeping across a bench creates a real conflict?

- a) He claims that only homeless people are affected by such barriers.
- b) He argues that written signs would be a harsher but more honest solution.
- c) He says the conflict is best resolved by building housing next to the bench.
- d) He accepts that the conflict may be real but says the design moves the problem rather than solving it.
- e) He denies that anyone is ever prevented from sitting by a sleeping person.

(15) What happened in the pilot involving movable chairs?

- a) Fewer than two percent of the chairs disappeared, and people rearranged them throughout the day.
- b) The city ended the pilot because the chairs were difficult to maintain.
- c) The chairs stayed where officials had first placed them.
- d) Officials' fears were confirmed when many chairs were stolen.
- e) The chairs were used mainly by organized groups at events.

(16) Which statement would Daniel most likely agree with?

- a) Public design embodies judgments about whose presence is legitimate, and those judgments can be revised.
- b) Street furniture is neutral until a written rule is attached to it.
- c) The number of occupied seats is the best measure of a public space.
- d) Movable chairs should replace fixed benches in every city.
- e) Once a design is built, its possibilities cannot be changed.

(C) これから放送するのは、時刻の標準化に関する講義である。これを聞き、(17)～(21)の問いに答えよ。

(17) Why did local solar times become difficult for railways?

- a) Different clocks at each station complicated timetables and made operation less safe.
- b) Telegraph networks could not transmit time signals between towns.
- c) Solar noon could not be observed in towns west of the capital.
- d) Passengers preferred local time because most journeys were slow.
- e) Observatories refused to share a common time with railway companies.

(18) What did the two minute hands on some British clocks represent?

- a) The times of sunrise and sunset.
- b) The time before and after standard time became a legal requirement.
- c) Greenwich time and the local time of a neighboring country.
- d) Local solar time and the time used by the railway.
- e) The arrival and departure times of trains.

(19) Why does the speaker say older local clocks were not simply inaccurate?

- a) They were regulated by observatories rather than by the sun.
- b) They had already been synchronized by telegraph.
- c) They answered a different question, connecting the day to the position of the sun.
- d) They allowed employers to regulate labor more strictly.
- e) They were adjusted to political borders rather than to geography.

(20) Why have leap seconds sometimes been added?

- a) To correct errors in the meridian chosen at the 1884 conference.
- b) To let computer systems run on an uninterrupted count.
- c) To make “early” and “late” easier to judge across distances.
- d) To keep atomic time close to the Earth's slightly irregular rotation.
- e) To allow countries to adopt time zones at different speeds.

(21) What is the central argument of the lecture?

- a) Local time was abandoned because it had no practical value.
- b) Standards can solve real problems of coordination while also reflecting social choices.
- c) Accurate clocks removed politics from the measurement of time.
- d) Standard time was discovered by nineteenth-century scientists in the way an island is discovered.
- e) Atomic time will soon make social agreement about time unnecessary.

第4問

(A) 次の英文の段落(22)～(26)には、それぞれ下線部(a)～(e)のうちに、文法・語法または文脈上誤りを含むものが一つある。該当する下線部の記号を、マーク欄(22)～(26)に記せ。

(22) Citizen-science projects invite members of the public to record birds, identify insects, measure air quality, or classify images. Digital platforms have made participation easier, and the number of observations collected each year (a) have grown rapidly. A single professional team could never monitor so many locations. The resulting records (b) can reveal changes in migration or flowering time, provided that researchers (c) take account of uneven participation. Popular parks may produce thousands of reports, (d) whereas remote areas produce few. A large quantity of data, therefore, does not automatically (e) guarantee representative coverage. Nor is a map containing many points necessarily a map of the phenomenon itself; it may partly be a map of where observers live, travel, and feel welcome. Researchers must model the behavior of observers as carefully as the behavior of the species being observed.

(23) Data quality is an obvious concern, but the difference between expert and volunteer observations is not as simple as it first appears. Beginners make mistakes, yet experts do too, especially when they (a) work quickly or expect to see a familiar species. Well-designed projects use photographs, repeated observations, and statistical checks to (b) distinguish noise from signal. They may also give difficult cases to several independent reviewers. These procedures do not make error disappear; rather, they (c) make its sources visible and allow uncertainty to be (d) excluded from the analysis instead of (e) hidden from it.

(24) Participation is not merely a cheap way to obtain labor. Volunteers may learn to notice seasonal change, ask new questions, and understand how evidence is constructed. But such learning is not automatic. If contributors send in records and never hear what happens to them, the project can feel extractive. Feedback explaining how observations were used (a) helps participants connect their local effort to a larger inquiry. By contrast, allowing reports to vanish into an unexplained database (b) increases their sense that their labor matters. Communication must therefore be treated (c) as part of the research design, not as publicity added (d) after the real work is over. It also gives volunteers a chance to (e) challenge researchers' interpretations. Those challenges can be scientifically valuable. A pattern that looks like error from a distant office may reflect a local event — a new light source, a drained pond, or a change in farming practice — that is absent from the formal dataset.

(25) The word citizen can itself be misleading. A project may welcome public participation while excluding residents who lack smartphones, free time, safe access to field sites, or confidence in the language used by the platform. Providing equipment and local training can (a) lower some barriers, but organizers must also ask who selected the question in the first place. Communities asked only to collect data may (b) feel that they belong to a project less strongly than communities involved (c) in defining its goals. Sharing authority can slow decisions, yet it may produce questions (d) more relevant to local needs and reveal risks that outside researchers (e) would otherwise be missed. In multilingual communities, translation is not just a final communication task. Different terms may divide the environment in different ways, bringing some relationships into focus and making others harder to name. Project design must leave room for these differences to affect the inquiry itself.

(26) Citizen science is most useful when neither side is romanticized. Professional researchers have theoretical training, access to laboratories, and a duty to apply consistent methods. Local participants possess repeated experience of particular places and may notice events that formal surveys overlook. These forms of knowledge (a) can correct one another, but only when disagreement is recorded rather than smoothed away. The aim should (b) not be to replace expertise with enthusiasm, because professional and public knowledge (c) are mutually exclusive. Instead, a strong project defines (d) what each form of knowledge can contribute and makes the limits of both (e) open to examination.

(B) 次の英文を読み、下線部(ア)～(ウ)を日本語に訳せ。ただし、下線部(イ)については their opponents が誰を指すかが分かるように訳すこと。

Public debate often rewards certainty. A speaker who gives an immediate, confident answer appears more competent than one who pauses to describe what is not yet known. In research, however, uncertainty is not simply the absence of knowledge. It may be an estimate of how far a measurement could be wrong, an account of which cases a conclusion covers, or a record of disagreement among plausible explanations. These forms of uncertainty should not be collapsed into one vague warning. A narrow numerical range, a missing population, and a dispute about causes create different reasons for caution. Naming the kind of uncertainty helps an audience decide what additional evidence would actually matter.

(ア) A claim that states its limits gives future evidence a place to enter; a claim that presents itself as invulnerable can only be defended or abandoned. This is why openly expressed uncertainty can strengthen rather than weaken trust. It tells an audience what would count as a correction and shows that revision is part of the method, not an embarrassing failure of it.

But uncertainty has no automatic moral value. (イ) Powerful actors can enlarge a small doubt in order to postpone action, while their opponents can pretend that incomplete evidence leaves no room for reasonable disagreement. In both cases, uncertainty is treated as a weapon: either any doubt is said to make a decision impossible, or any admission of doubt is dismissed as irresponsible weakness. Both strategies exploit a false choice between total certainty and complete ignorance. Most responsible judgment lies between them, where evidence can justify action without guaranteeing the result.

Public decisions rarely wait for perfect information. Officials must act while forecasts still contain ranges and while policies may have unintended effects. (ウ) Intellectual humility is therefore not a refusal to decide; it is the discipline of deciding in proportion to the evidence and of keeping visible the conditions under which one would decide differently. A society capable of doing this does not eliminate uncertainty. It prevents certainty from becoming a disguise for pride.

第5問

次の英文を読み、(A)～(D)に答えよ。

The summer I turned seventeen, our public library announced an amnesty week. Anyone could return an overdue book without paying a fine or answering questions. I was working there for the school holidays, mostly attaching barcodes to old books. The librarians expected bags of forgotten mysteries and picture books. They did not expect a woman to arrive carrying one book in both hands as if it were a bowl filled to the edge.

She waited until the afternoon queue had gone. The book was an old field guide called *The Complete Book of Clouds*. Its green cloth cover had faded to the color of shallow water, but the corners were sharp and the pages did not smell of a basement. When she placed it on the desk, I noticed a paper pocket inside the back cover and a card stamped 14 OCT 1980. Beneath the date was a name written in blue ink: Elena Vale.

“That is me,” the woman said before I could ask.

I had been given a cheerful speech for such occasions. Welcome back. No judgment. We are simply happy to have the book home. I began the first line, but Mrs. Vale stopped me.

“I did not forget it,” she said.

The speech became (27) useless in my mouth. I looked toward Mr. Chen, the head librarian, but he was helping a child coax a coin from the photocopier. “Would you like to donate it?” I asked. “Then it would not technically be overdue.”

Mrs. Vale pulled the book closer. “It is not mine to donate.”

I opened the old catalogue on the computer. The title was there, marked MISSING, although the program had been created twenty years after the book disappeared. According to current policy, the maximum fine was the replacement cost. According to the bookselling sites, no identical edition was available. The system required a number, so I typed zero. Mrs. Vale watched my hands.

“How much do I owe?”

“Nothing. This is amnesty week.”

“That is why I came this week,” she said, “but not because I want nothing to be owed.”

I assumed I had misheard her and repeated the policy more slowly.

Mrs. Vale reached into the book and removed a bus ticket, thin as an onion skin. The printing had nearly vanished. She told me that on the morning after she borrowed the guide, she had taken a bus out of town. She was nineteen. One weekend became a month, and eventually returning seemed more difficult than continuing. The book had moved with her through six apartments and two countries.

“Why this one?” I asked.

“It was already packed.”

She smiled, but not as if the answer were funny. For years, she said, the library stamp inside the book was the only mark in her home that still named the town she had left. She could have mailed the book. She could have thrown it away. Instead she kept it on a shelf, (28) a small debt that preserved a route back to the place where it had begun.

Mr. Chen had come over without my noticing. He examined the date card, then opened a drawer where we kept supplies that no longer had an official use. From beneath a box of rubber bands he took out the old metal date stamp.

“The computer says there is no charge,” I told him.

“The computer has expressed its opinion,” he said.

He adjusted the wheels of the stamp and pressed it onto a scrap of paper: the day's date. The impact made a sound much larger than the instrument. He then stamped the old card beneath Mrs. Vale's name and wrote RETURNED beside it. Mrs. Vale let out a breath. Until that moment I had not realized she had been holding one.

Mr. Chen handed her a receipt on which he had written, by hand, (29) One volume returned; account settled. There was no amount.

After she left, I asked why he had gone through the performance. We had not used stamped cards since I was in primary school.

“You offered to call it a donation,” he said.

“It would have been easier.”

“For us.” He placed the stamp back in the drawer. “A donation would mean it was hers to give. A return says it belonged here all along.”

I thought this was an excessively delicate distinction, the kind librarians invent because they spend their days arranging things into categories. But when I carried the book toward the shelves, I found myself slowing down. The cloud section had been moved twice since 1979. Its old call number led to gardening; its new one placed it between books on weather prediction and climate. (30) The book had returned to the same institution but not to the same place.

Before shelving it, I turned through the pages. Mrs. Vale had made no notes. The only mark was a pale circle around a photograph of a lenticular cloud, a smooth lens-shaped formation that can appear motionless even while powerful air currents pass through it. I wondered when

she had drawn the circle and what she had believed it meant. Then I remembered the promise of amnesty: no questions.

A week later, a boy checked out the guide for a science project. He complained that clouds were difficult because they kept changing their names. Instead of correcting him, I showed him the photograph Mrs. Vale had marked.

“That one looks as if it stays still,” he said.

“It only looks that way.”

After he left, the shelf held a narrow space where the book had been. I could have removed the paper pocket and old card when I attached the barcode; that was what our modernization instructions required. I left them in. This was not because every trace of the past should be preserved. I left the card because the computer could record that a book was present or absent, but not the different meanings an absence might acquire.

At closing time, I changed the catalogue entry from MISSING to ON LOAN. The two descriptions were separated on the screen by a menu and a single click. (ア) The distance between them had taken Mrs. Vale forty-six years to cross.

(A) Mrs. Vale が amnesty week に来館したのはなぜか。本文全体を踏まえて、45字以内の日本語で説明せよ。

(B) Mr. Chen が古い日付印を使い、手書きの受領証を渡した意図を、60字以内の日本語で説明せよ。

(C) 下線部(ア)を、その含意が明らかになるように日本語に訳せ。

(D) 次の(27)～(34)について、最も適切な選択肢の一つを選び、マーク欄に記せ。

(27) 下線部(27)の意味として最も適切なものを選び。

- a) The narrator forgot the speech the librarians had prepared.
- b) Mrs. Vale's purpose made the narrator's prepared words inappropriate.
- c) The narrator was physically unable to continue speaking.
- d) Mrs. Vale could not understand the narrator's explanation.
- e) The speech had persuaded Mrs. Vale to donate the book.

(28) 下線部(28)が表す内容として最も適切なものを選び。

- a) The unpaid fine prevented Mrs. Vale from obtaining a passport.
- b) Keeping the book gave Mrs. Vale a continuing connection to the town she had left.
- c) The bus ticket enabled Mrs. Vale to return without paying for travel.
- d) The book reminded Mrs. Vale that she wanted to become a meteorologist.
- e) The library repeatedly demanded that Mrs. Vale return the book.

(29) Mr. Chen が下線部(29)のように書いた理由として最も適切なものを選び。

- a) He wanted to charge Mrs. Vale later when amnesty week ended.
- b) He could not determine whether the returned object was a book.
- c) He wanted to acknowledge the completion of an obligation without turning it into a monetary payment.
- d) He wished to conceal the return from the library's computer system.
- e) He believed Mrs. Vale had already bought a replacement copy.

(30) 下線部(30)が物語の中で果たす役割として最も適切なものを選び。

- a) It proves that the library had deliberately given Mrs. Vale the wrong address.
- b) It shows that nothing in the library had changed during the book's absence.
- c) It parallels Mrs. Vale's return: coming back does not restore the exact past.
- d) It explains why weather books are no longer used by children.
- e) It suggests that the new catalogue is less accurate than the old one in every respect.

(31) 本文中の **lenticular cloud** の描写と最もよく対応するものを選び。

- a) Something may appear unchanged while movement continues through it.
- b) Scientific names remain permanent even when objects change.
- c) Visible movement is always more important than hidden movement.
- d) A person can return only by following exactly the same route.
- e) An uncertain memory should be replaced by a precise record.

(32) 本文における **bus ticket** の描写が果たす役割として最も適切なものを選び。

- a) It proves that Mrs. Vale had intended from the start never to return.
- b) It makes visible, through a fragile object, the moment at which leaving became permanent.
- c) It shows that Mrs. Vale had kept careful records of all her journeys.
- d) It explains why the library's computer had marked the book as MISSING.
- e) It suggests that the narrator should have charged Mrs. Vale for the bus fare.

(33) 物語を通して語り手に生じた変化として最も適切なものを選び。

- a) The narrator comes to believe that no library book should ever be discarded.
- b) The narrator becomes suspicious of all borrowers who return old books.
- c) The narrator learns that efficient records may omit meanings important to the people involved.
- d) The narrator decides that handwritten records are always more accurate than digital ones.
- e) The narrator concludes that rules should never be changed for individual cases.

(34) この文章の主題として最も適切なものを選び。

- a) Why libraries should eliminate fines as quickly as possible
- b) How an overdue book can carry an obligation, a memory, and the possibility of return
- c) Why field guides become scientifically inaccurate over time
- d) How computer catalogues prevent books from being lost
- e) Why leaving one's hometown inevitably produces regret

解答用紙 (模試用)

第1問 (A) 書き出しを含め70～80字

生	産	的	な	無	知	と	は	、											

第1問 (B) (イ) 語句整序

In debates about reform, what

preserve.

第2問 (A) 60～80語

第2問 (B) (ア)

マーク欄：第1問(B)(ア)・第2問(B)(イ)・第3問・第4問(A)・第5問(D)

(1)		(2)		(3)		(4)		(5)		(6)	
(7)		(8)		(9)		(10)		(11)		(12)	
(13)		(14)		(15)		(16)		(17)		(18)	
(19)		(20)		(21)		(22)		(23)		(24)	
(25)		(26)		(27)		(28)		(29)		(30)	
(31)		(32)		(33)		(34)					

第4問 (B)

(ア)

(イ)

(ウ)

第5問 (A) 45字以内

第5問 (B) 60字以内

第5問 (C)

以上で問題は終わりである。