

## 解答はすべて別紙の解答用紙に記入しなさい

[ I ] 次の英文を読み、下記の設問 (A～D) に答えなさい。

What is money? It seems a simple question, but the answer is surprisingly complex. Money isn't just bills and coins in your purse; it's not just any of the things used as currency by people at various times and in various places. Let's take an example of money that has been used for centuries and is still sometimes used for large purchases in the Yap Islands of the western Pacific. Yappish money took the form of giant cartwheel stones\* far too heavy for one person to carry, but they worked as money nonetheless because ownership of all those stones was <sup>(ア)</sup>kept clear. If you wanted to buy a house and you offered the owner six cartwheel stones, and the owner accepted, you would simply ( 1 ) all your neighbors know that those six stones that used to be yours now belonged to that other person. There was no need to move the stones. Everyone knew, or could easily find out, to whom they belonged.

You may be thinking that this system of money sounds crazy. But this is essentially how the money in the U.S. economy worked for a long time. The United States has long kept the vast portion of its gold reserves at Fort Knox, Kentucky. The gold in Fort Knox was only very rarely shipped from place to place. Instead, ( 2 ) the giant stones of Yap, people simply kept records about which pile of gold belonged to whom: this pile used to belong to Bank A, now it belongs to Bank B; this other pile used to belong to France, now it belongs to the United Kingdom.

But if the large cartwheel stones or the gold in Fort Knox never got moved, the <sup>(イ)</sup>odd truth is that it didn't matter whether they actually existed. Actual money, those coins and bills and checks we use to buy things, can function perfectly well just by our keeping track of ( 3 ). It doesn't have to have some physical asset such as a pile of stones (even gold ones) <sup>(ウ)</sup>backing it up. Economists, therefore, do not define money by its form but as whatever object performs three functions in an economy: as a <sup>(エ)</sup>medium of exchange, a store of value, and a unit of account.

A medium of exchange is something that can be exchanged for whatever is for sale. U.S. paper money, for example, has a statement on it: "This note is legal tender\*\* for all debts, public and private." In other words, if you owe a debt, legally speaking, you can pay that debt with these pieces of paper. As the American writer and humorist Ambrose Bierce once wrote, "<sup>(イ)</sup>Money is a blessing that is of no advantage to us, except when we part with it."

As a store of value, money is an object that can be held for a time without losing significant purchasing power. When you receive money, you don't need to spend it ( 4 ), because it will still retain value the next day or the next year. Indeed, holding money is a much better way of storing value than keeping physical goods, such as canned food or refrigerators, and trying to exchange them at some point in the future.

(ii) This part of the definition does not imply that money must be a perfect store of value.  
In a situation of hyperinflation\*\*\*, money almost ceases to be money because it doesn't store value anymore.

Money's final function is a unit of account, which means that the price of most items is measured with money. Money is used as the common ( 5 ) of value across the economy, allowing people, businesses, economists, and government officials a way to measure and compare the value of everything they encounter in the economy.

For something to be money, it has to fulfill all three of these functions. A house serves as a store of value in the sense that it builds up value and you can sell it later. But houses do not serve as a medium of exchange; you can't pay that car salesman with a bedroom. Nor do houses serve as a unit of account; you can't calculate how many bathrooms a pound of chicken costs. Thus, houses aren't money.

In a casino, chips might serve as money within the four walls of the casino; inside, you can exchange chips for food and drinks, for a room, or for gifts. They can serve as a unit of account and a store of value for everything you're doing within the casino. But ( 6 ) you leave the casino, they're not money anymore, because you can't exchange them for most things.

\*cartwheel stone : 車輪用 (車輪型) の石

\*\*legal tender : 法貨 (法定貨幣)

\*\*\*hyperinflation : 超インフレ

設 問

A. 本文中の空所（1～6）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (1) a. get                      b. force                      c. leave                      d. let
- (2) a. as with                      b. concerning                      c. far from                      d. such as
- (3) a. what owes who to whom                      b. what owes whom to who  
c. who owes what to whom                      d. who owes whom to what
- (4) a. carefully                      b. easily                      c. immediately                      d. slowly
- (5) a. ladder                      b. length                      c. scale                      d. thread
- (6) a. just                      b. once                      c. though                      d. unless

B. 本文中の下線部（ア～エ）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (ア) kept clear  
a. canceled                      b. inherited                      c. missing                      d. unmistakable
- (イ) odd  
a. different                      b. even                      c. simple                      d. strange
- (ウ) backing it up  
a. to pay the debt you owe  
b. to guarantee the value it represents  
c. to increase your savings  
d. to secure the physical asset
- (エ) medium  
a. count                      b. means                      c. quality                      d. rule

C. 本文中の二重下線部 ( i、ii ) が文中で表している内容に最も近いものを、それぞれ下記 ( a～d ) の中から1つ選び、その記号をマークしなさい。

( i ) Money is a blessing that is of no advantage to us, except when we part with it.

- a. Having money to donate is a blessing.
- b. It is human nature to fight over money during a divorce.
- c. Money is only of use when we spend it.
- d. We appreciate money when we have plenty to share.

( ii ) This part of the definition does not imply that money must be a perfect store of value.

- a. Changes in the value of money are perfectly predictable.
- b. Money is always exchanged for goods at the same rates.
- c. There is no such thing as a perfectly safe way to invest money.
- d. Money does not always maintain a constant value.

D. 次の英文 ( a～h ) の中から本文の内容と一致するものを3つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. People of the Yap Islands are willing to carry heavy cartwheel stones to exchange for goods.
- b. You don't need to physically move the stones or gold to use them as money.
- c. Fort Knox in the United States developed as it frequently shipped gold from place to place.
- d. In defining money, economists focus on its functions rather than its physical form.
- e. Storing physical goods such as canned goods and refrigerators for future inflation is important to preserve the value of your asset.
- f. In an economy with inflation, money rarely loses its buying power.
- g. While houses do not serve as money, they often serve as a unit of account.
- h. The chips used in a casino meet the three requirements that define money but cannot be used as money outside the casino.

〔Ⅱ〕 次の英文を読み、下記の設問（A～C）に答えなさい。

A <sup>(1)</sup>largely unexplored question is: what is journalism's mission? What is its ethical framework? The researchers found that most journalists agree they are in the business of getting information to the public quickly, but there are wide differences of <sup>(2)</sup>view about the extent to which journalists see themselves as 'watchdogs'\* on government or other <sup>(ア)</sup>centers of power. This is a highly rated objective among journalists in Australia, Britain, and Finland, but much less so in countries which lack a long history of democratic government and a culture of <sup>(イ)</sup>a free press.

Nor could journalists really agree on the importance of their role as analysts, or whether they have <sup>(3)</sup>an obligation to report accurately or objectively. Only 30 percent of a British sample agreed that journalists are obliged to be accurate and objective. In Germany, over 80 percent of journalists, and in the U.S. 49 percent, accept this obligation. German journalists, who are regarded by <sup>(ウ)</sup>their British counterparts as dull and cautious creatures, are much less happy about harassing sources, using documents without permission, and paying for information. Impersonation\*\* is frowned upon more by journalists in Australia than those of other countries.

It is perhaps not surprising, in the light of findings such as these, that there is confusion about standards of behavior in journalism. There simply is no universal language of journalistic ethics. Journalism is an occupation, especially in newspapers and magazines, which prides itself upon the absence of regulation; it, by its very nature, is simultaneously trying to <sup>(4)</sup>tune into and challenge the moral and political attitudes of the societies in which <sup>(エ)</sup>it functions. It remains to be seen whether convergence\*\*\* of print and audio-visual media via the Internet and other digital platforms will lead to regulation of the press becoming more like broadcasting or vice versa. What is certain is that we will not achieve high moral standards in journalism <sup>(5)</sup>by accident. Journalists, expert at putting others under pressure, need to feel pressure themselves. At the very least, journalists should recognize that we need a well-educated public debate about journalism if journalism is to survive.

\*watchdogs : 番犬、監視役

\*\*impersonation : なりすまし取材

\*\*\*convergence : 統合

設 問

A. 本文中の二重下線部（1～5）の文中での意味に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(1) largely unexplored

- a. entirely understood                      b. not fully surveyed  
c. of no major importance                  d. reluctant to investigate

(2) view

- a. audience                      b. opinion                      c. question                      d. spectacle

(3) an obligation

- a. a duty                                      b. a friend  
c. a right                                      d. a talent

(4) tune into

- a. account for                              b. focus on  
c. allow for                                      d. attend at

(5) by accident

- a. by chance                      b. by design                      c. by force                      d. by turns

B. 本文中の下線部（ア～エ）が文中で表している内容に最も近いものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

(ア) centers of power

- a. institutions of authority                  b. power plants  
c. royal residences                              d. organizations of information

(イ) a free press

- a. a free distributed publication
- b. a newspaper that supports liberal thoughts
- c. a body of journalism with the freedom of speech
- d. a button you can press freely

(ウ) their British counterparts

- a. British analysts
- b. British journalists
- c. British researchers
- d. British samples

(エ) it functions

- a. journalism operates
- b. occupation runs
- c. regulation works
- d. nature acts

C. 次の問い (i、ii) の答えとして最も適当なものを、それぞれ下記 (a～d) の中から1つ選び、その記号をマークしなさい。

(i) Which of the following is true about journalism in the countries mentioned in the passage?

- a. Most journalists agree on monitoring governments and other centers of power.
- b. British journalists are usually supposed to be accurate and objective.
- c. German journalists are reluctant to pay for information.
- d. Australian journalists are good at disguising themselves to get information.

(ii) Which of the following is NOT true about the passage?

- a. Most journalists around the world consider it their job to inform people quickly.
- b. Journalism is an occupation that prides itself on being free from regulation.
- c. There is no telling whether the influence of the Internet and other digital platforms will lead to more regulation on journalism.
- d. In order to survive in modern society, we need to trust well-educated journalists.

〔Ⅲ〕 次の英文を読み、下記の設問（A、B）に答えなさい。

As parents are well aware, sleep patterns change dramatically during early youth. Sleep becomes delayed, with bedtimes occurring late into the night and wake times sometimes pushing into the afternoon. These problems occur largely because of changes in the biological control of sleep that delay teenagers' bedtime to a late hour. These biological changes often bring teenagers into ( 1 ) with parents and society and lead to unhappy accusations of idleness or bad behavior.

Young people experience a delay in their sleep and 24-hour rhythms, with a 2–3 hour change in the timing of their body clocks\* over their teenage years, corresponding closely with their stages of ( 2 ). Children gradually become more 'evening type' throughout their teenage years until their early 20s. Delayed sleep disorder most often occurs during early youth, at about 15%.

So what are the consequences of this sleep shift? Young adults need lots of sleep—at least 8.5 hours a night when ( 3 ) unlimited opportunity to sleep, and more for teenagers. Given that not all time in bed is spent asleep, teenagers going to sleep at midnight, 1 a.m., or later do not have the opportunity to get 8.5 hours sleep before they have to get up for school, ( 4 ) in a dramatic reduction of their sleep 5 days a week. When they try and sleep according to their natural cycle at weekends, they are scolded for being lazy and made to get up. ( 5 ) the potential seriousness of these problems, older adults often dismiss such social 'jet lag.' This gap between young people's biology and parents' expectations is having significant consequences on the health, development, and safety of young people.

How might these conflicts be reduced? Parents must ( 6 ) that later sleep is biologically based; although computer games and TVs may reinforce late sleep times, they are not the basic cause. Understanding the severity of the problem is also key; teenagers are essentially living in another time zone, so having teenagers get up for school at 7 a.m. is like asking adults to wake at 4 a.m., and so it is likely that teenagers get angry. Modest delays in school start times can have a major ( 7 ) on academic performance and behavior. Protecting time for sleep, particularly at weekends, is important, as is monitoring of late-evening activities, caffeine use\*\*, and other factors that reduce sleep. While it is difficult for the delay to be entirely ( 8 ), reducing activities and light exposure at night may help shift bedtimes earlier and increase sleep opportunities.



\*body clock：体内時計

\*\*caffeine use：カフェイン摂取

## 設 問

A. 本文中の空所（1～8）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- |     |              |              |                |                  |
|-----|--------------|--------------|----------------|------------------|
| (1) | a. aid       | b. conflict  | c. happiness   | d. shift         |
| (2) | a. cycle     | b. daytime   | c. development | d. entertainment |
| (3) | a. get       | b. given     | c. giving      | d. got           |
| (4) | a. resulting | b. settled   | c. talented    | d. working       |
| (5) | a. Besides   | b. Despite   | c. Except      | d. Owing to      |
| (6) | a. confess   | b. doubt     | c. prove       | d. recognize     |
| (7) | a. effect    | b. effort    | c. occasion    | d. opportunity   |
| (8) | a. corrected | b. forgotten | c. increased   | d. related       |

B. 次の英文（a～f）の中から本文の内容と一致するものを2つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

- a. A delay in young people's sleep proves their idleness and bad behavior.
- b. Young people's delayed sleep is largely caused by their biological conditions.
- c. Young people who stay up late at night need fewer hours of sleep than adults.
- d. Computer games and TVs have nothing to do with young people's tendency to stay up late.
- e. Parents are advised to realize that their teenage children are living in a different time zone from that of adults.
- f. Reducing late-evening activities and light exposure increases health problems among young people.

〔IV〕 次の英文（1～10）の空所に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

- (1) For academics the recognition they gain by advancing knowledge in their field ( ) insufficient.  
a. are                      b. be                      c. being                      d. is
- (2) Urban development is often ( ) the natural environment, replacing green fields with concrete jungles.  
a. at the cost of                      b. for the purpose of  
c. in spite of                      d. on account of
- (3) The mind forgets so much of what happened today, but ( ) the memory of our childhood so clear and bright.  
a. fails                      b. happened                      c. holds                      d. took
- (4) He insisted that his presence there ( ) secret even after his departure.  
a. of remaining                      b. remaining  
c. should remain                      d. to remain
- (5) These parks, ( ) were once sites of battle, are now places of common ground.  
a. they                      b. those                      c. when                      d. which
- (6) The youth have a critical role to play ( ) promoting the development and prosperity of the region.  
a. from                      b. in                      c. to                      d. until
- (7) While the music was playing, I kept my eyes ( ) because I wanted to concentrate on the beautiful sound.  
a. close                      b. closed                      c. closing                      d. to close

- (8) In my opinion, purple is a (            ) better color for this room than blue.  
a . far                    b . more                    c . most                    d . very
- (9) All of a sudden, a puppy showed up in front of him out of (            ).  
a . anywhere            b . everywhere            c . nowhere            d . wherever
- (10) Although they spent many years in trying to develop their mutual understanding, the two nations (            ) up in a war.  
a . ended            b . made            c . saved            d . started

[V] 次の日本語（1～5）に相当する意味になるように、それぞれ下記（a～h）の語句を並べ替えて正しい英文を完成させたとき、並べ替えた語句の最初から3番目と7番目に来るものの記号をマークしなさい。

(1) 私は10年の家庭菜園の経験からトマト栽培のこつを学んだ。

Ten ( ) the secrets of growing tomatoes.

- a. experience      b. has                  c. home gardening      d. in  
e. me                  f. of                      g. taught                  h. years

(2) 戦時下の生活において情報がいかに統制されていたかを思い起こすことは役に立つだろう。

It ( ) controlled in wartime life.

- a. be                  b. how                  c. information              d. recall  
e. to                  f. useful                  g. was                      h. would

(3) 目標達成のために、彼女が相当な努力をしてきたことは間違いない。

There is ( ) to achieve her goals.

- a. a                  b. has                  c. doubt                  d. considerable effort  
e. made              f. no                      g. she                      h. that

(4) その本の出版で、私の祖父は世界中の何百万という人々に知られることになった。

The publication ( ) around the world.

- a. known              b. made                  c. millions of              d. my grandfather  
e. of                  f. people                  g. that book              h. to

(5) 彼の話題は次から次へと飛ぶので、結局何を言いたいのかわからなかった。

As his talk skipped from one topic to another, ( ) to say.

- a. meaning              b. failed                  c. he                      d. I  
e. to                      f. understand              g. was                      h. what

[VI] 次の会話文を読み、空所（1～10）に入れるのに最も適当なものを、それぞれ下記（a～d）の中から1つ選び、その記号をマークしなさい。

*In the classroom during a break*

*Nao*: Hi, Ken. Got ( 1 )? I have something to ask you about Ms. Pinkerton's English class.

*Ken*: Sure. If you want my advice about the assignment, ( 2 ) going off to a cafeteria and discussing it over coffee?

*Nao*: Oh, sorry, I haven't got that much time, but can we talk about it for just a couple of minutes ( 3 )?

*Ken*: OK. How can I help you?

*Nao*: I ( 4 ) her lesson yesterday, and I heard the students were formed into groups for the final presentation, right?

*Ken*: Yes, indeed. We are to ( 5 ) research into different topics and read a final paper in English by group.

*Nao*: I'd like to know which group I belong to.

*Ken*: Oh, I see. But ... uh ... I'm so sorry, I was too much occupied with myself and don't ( 6 ) remember which group you were assigned to. Did you submit your topics to Ms. Pinkerton?

*Nao*: Yes, I submitted them last week. My first choice was the future of artificial intelligence.

*Ken*: Oh, well, then you ( 7 ) with Orhan. I remember him talking about his topic and how his sister can help him. Why ( 8 ) you ask him?

*Nao*: Oh, is Orhan's sister ( 9 ) with artificial intelligence?

*Ken*: I believe she's working for an IT company or something. You know, Orhan always boasts of her.

*Nao*: I see. Thanks a lot. Let's have lunch some ( 10 ).

*Ken*: OK. See you.

- (1) a. a minute      b. a topic      c. together      d. with it
- (2) a. am I      b. are you      c. how about      d. how is it
- (3) a. just then      b. right now      c. very soon      d. yet
- (4) a. drew      b. lost      c. missed      d. rested
- (5) a. all      b. do      c. each      d. hit
- (6) a. exactly      b. rarely      c. stop to      d. try to
- (7) a. are troubled      b. must be      c. were done      d. will happen
- (8) a. did      b. do      c. don't      d. will
- (9) a. enough      b. familiar      c. known      d. parallel
- (10) a. food      b. of us      c. other time      d. over time