

# 英 語 (筆記)

(解答番号  ~ )

第 1 問 次の問い(A・B)に答えよ。(配点 14)

A 次の問い(問 1 ~ 3)において、下線部の発音がほかの三つと異なるものを、それぞれ下の①~④のうちから一つずつ選べ。

問 1

- ① cinema      ② litter      ③ minor      ④ ritual

問 2

- ① broad      ② coast      ③ float      ④ loan

問 3

- ① although      ② sigh      ③ tough      ④ weigh

B 次の問い(問1～4)において、第一アクセント(第一強勢)の位置がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

- ① reverse      ② species      ③ tunnel      ④ urban

問2

- ① appointment      ② delicate      ③ organic      ④ suspicious

問3

- ① conference      ② estimate      ③ proposal      ④ resident

問4

- ① additional      ② entertainment  
③ equivalent      ④ relationship

第2問 次の問い(A～C)に答えよ。(配点 44)

A 次の問い(問1～10)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。ただし、 ～  については、( A )と( B )に入れるのに最も適当な組合せを選べ。

問1 Robert can't leave the meeting now because an important plan  discussed.

- ① had been      ② is      ③ is being      ④ was

問2 Bill, please keep the window  while the air conditioner is on.

- ① close      ② closed      ③ closing      ④ to close

問3 Last week I bought an imported car,  was something I had always wanted to do.

- ① it      ② that      ③ what      ④ which

問4 Would you mind doing the laundry while I  the baby?

- ① care about      ② care of  
③ take care about      ④ take care of

問5 Our teacher's voice doesn't  the back of the classroom.

- ① arrive to      ② get      ③ reach      ④ sound to

問 6 On the train, a man  over so that other passengers could go out of the door.

- ① looked      ② moved      ③ turned      ④ went

問 7 I'd like to  your parents a visit sometime next week if they're going to be at home.

- ① do      ② get      ③ pay      ④ take

問 8 If I ( A ) you were here before I left home, I ( B ) your book with me.

- ① A : didn't know      B : have brought  
② A : had known      B : would have brought  
③ A : hadn't known      B : would bring  
④ A : knew      B : had brought

問 9 I need a bigger refrigerator, but I'll have to ( A ) without a new one ( B ) I can afford it.

- ① A : do      B : until      ② A : do      B : when  
③ A : keep      B : until      ④ A : keep      B : when

問10 In advertising, it's hard to come up ( A ) clever ( B ) to attract consumers.

- ① A : on      B : propaganda      ② A : on      B : slogans  
③ A : with      B : propaganda      ④ A : with      B : slogans

B 次の問い(問1～3)において、それぞれ下の①～⑥の語を並べかえて空所を補い、最も適当な文を完成させよ。解答は  ～  に入れるものの番号のみを答えよ。

問 1

Asuka: Why didn't Carl take that summer job in Tokyo?

Beth: His parents objected    
 from home.

- ① away                      ② far                      ③ him  
④ living                      ⑤ so                      ⑥ to

問 2

Louise: How is your Modern Poetry course?

Carl: It's interesting, but the professor   
 heart.

- ① by                      ② insists                      ③ learn  
④ poems                      ⑤ that                      ⑥ we

問 3

Frank: How did you like the view from the shore of the lake?

Kate: Fantastic! The lake was    
 mirror.

- ① a                      ② like                      ③ mountains  
④ reflecting                      ⑤ steep                      ⑥ the

C 次の問い(問1～3)の会話の 24 ～ 26 において、二人目の発言が最も適当な応答となるように3箇所をつないで文を作る場合、それぞれ(A)と(B)のどちらを選ぶのがよいか、下の組合せ①～⑧のうちから一つずつ選べ。

問 1

Lynne: I'm leaving for work, dear. See you at dinner.

Yoshi: 24

(A) Could you	→	(A) bring our garbage	→	(A) when you leave?
(B) Why didn't you		(B) take out the garbage		(B) while driving to the office?

- ① (A) → (A) → (A)   ② (A) → (A) → (B)   ③ (A) → (B) → (A)   ④ (A) → (B) → (B)  
 ⑤ (B) → (A) → (A)   ⑥ (B) → (A) → (B)   ⑦ (B) → (B) → (A)   ⑧ (B) → (B) → (B)

問 2

Chisato: I found an ad for group skiing lessons for only 1,500 yen! Do you want to join?

Aaron: That depends. 25

(A) How come	→	(A) do I get to play	→	(A) by a lesson?
(B) How long		(B) do I get to practice		(B) each lesson?

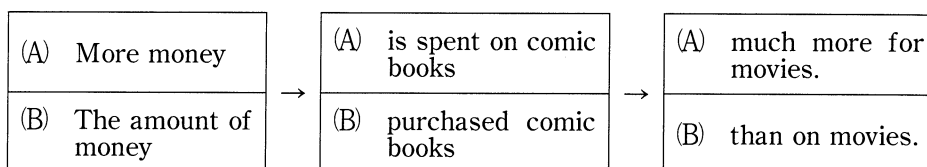
- ① (A) → (A) → (A)   ② (A) → (A) → (B)   ③ (A) → (B) → (A)   ④ (A) → (B) → (B)  
 ⑤ (B) → (A) → (A)   ⑥ (B) → (A) → (B)   ⑦ (B) → (B) → (A)   ⑧ (B) → (B) → (B)

問 3

Lisa: I've heard that some Japanese people spend a lot of money on comic books.

Akira: Yes. 

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- ① (A) → (A) → (A)    ② (A) → (A) → (B)    ③ (A) → (B) → (A)    ④ (A) → (B) → (B)  
⑤ (B) → (A) → (A)    ⑥ (B) → (A) → (B)    ⑦ (B) → (B) → (A)    ⑧ (B) → (B) → (B)

第3問 次の問い(A～C)に答えよ。(配点 41)

A 次の問い(問1・問2)の会話の  ・  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Peter: You look tired. What's wrong?

John: Recently, I haven't been getting much sleep.

Peter: Why not?

John: My neighbor keeps playing loud music all night.

Peter: Why don't you go over and ask him to be quieter?

- ① I already went over to talk to him.
- ② I can always stay awake.
- ③ I can't help falling asleep.
- ④ I really can't stand it any longer.

問2 Alice: I'm sorry for mistaking your father for your brother.

Brenda: Don't worry. People often make that mistake.

Alice: So, how old is your father?

Brenda: He'll be 50 next month.

Alice: Really?

- ① He doesn't look as young as he is.
- ② He isn't as old as he looks.
- ③ He looks old enough to be your father.
- ④ He looks very young for his age.



B 次の問い(問1～3)のパラグラフ(段落)には、まとまりをよくするために取り除いた方がよい文が一つある。取り除く文として最も適当なものを、それぞれ下線部①～④のうちから一つずつ選べ。

問1 

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Getting the right amount of sleep is important for keeping ourselves healthy. New research on sleep indicates that reducing our hours of sleep is not only unhealthy, but can shorten our life span, too. ① People who regularly do not get enough sleep may be at risk of dying earlier than those who usually sleep well. ② Surprisingly, the research shows that too much sleep can also have a negative influence on our health. ③ Statistics show that women live longer than men. ④ For example, in some cases, sleeping more than nine hours per night seems to be associated with a shorter life. Research such as this can provide us with reasons to take a careful look at our own lifestyles.

問2 

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If you go hiking or camping, take your dog with you. The sights and sounds of nature can be very relaxing for people, and this is true for dogs as well. ① Dogs have long been considered to be people's best friends. ② Dogs enjoy running around open fields or through the woods. ③ They may even find interesting things along the way and surprise their owners. ④ People can also experience many things while spending time out in nature with their dogs. You can expect twice as much fun when you spend time outdoors with your dog.

問 3 

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One of the most important kitchen tools is the simple hand-operated can opener — the manual can opener. ① Can openers are needed to open some canned foods, and nowadays many people have easy-to-use electric ones. ② However, with a manual can opener, even when there is an electric power failure, you can still open cans. In fact, it is one of the first kitchen tools to disappear from supermarkets when a disaster occurs. ③ Another advantage of a manual can opener is that it will last for years without any maintenance. ④ Recently, even some electric can openers with multiple functions have been getting cheaper. In any event, it is always a good idea to have a manual can opener in your kitchen.

C 次の会話は、アメリカのある市役所で、職員たちが近年増加している自転車事故を減らす方策について議論している場面の一部である。 32 ~ 34 に入れるのに最も適当なものを、それぞれ下の①~④のうちから一つずつ選べ。

Jason: As you know, in the past year or so, we've had a lot of accidents in the city involving cyclists. We need to discuss what we can do to protect people's safety. There are a number of possible solutions, with one idea being simply to restrict bicycle use in our city. On the other hand, it would be great if we could make cycling in the city both fun and safe. I'd like to hear your views about this.

Susan: Well, I think it would be a mistake to strictly limit bicycle use. People ride bicycles to go to work, to go shopping, or just to be outside. If more people used cars instead of bicycles in the city, for example, we would have more traffic jams, dirtier air, and a less healthy population. So, encouraging the use of bicycles would make our city a more eco-friendly place.

Jason: So, Susan, you're saying that 32 .

- ① cycling is a fairly easy activity and people of all ages can learn to ride
- ② restricted use of bicycles in the city will lead to fewer traffic accidents
- ③ there are environmental as well as health reasons for us to promote bicycle use
- ④ we shouldn't encourage bicycle use because cycling in the city can be dangerous

Susan: That's correct. I would definitely like to support the use of bicycles, but we need to consider how to make things safer.

Jason: So, are there ways we could improve the safety of cyclists in the city?

Diana: In most cities in Europe, and in some cities here in the US as well, there are designated bicycle lanes that are often marked by painted lines on the ground along the sides of roads. Lanes like this keep cyclists off the sidewalk and make things safer for pedestrians and for cyclists. Bicycle lanes can also help motorists avoid accidents and drive more safely in the city.

Jason: Diana, that's an interesting observation. I guess your main point is that the bicycle lanes may 

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- ① be difficult for pedestrians and motorists to recognize
- ② improve safety for pedestrians and motorists, as well as cyclists
- ③ increase the number of accidents with pedestrians on the sidewalks
- ④ persuade motorists in the city to switch from cars to bicycles

Philip: I like the idea of having special bicycle lanes, but there are arguments against them as well. Sometimes it's unsafe for cyclists to stay in the bicycle lanes because there are obstructions in the lane, such as parked cars or garbage trucks, so the cyclist is forced to suddenly ride out into traffic. This may create a very dangerous situation.

Jason: So, Philip, you're concerned that cyclists 

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- ① have to stay in the special bicycle lanes at all times
- ② may have accidents when avoiding obstacles in the bicycle lanes
- ③ may hit pedestrians during construction of the bicycle lanes
- ④ seem to be regarded as a problem by many motorists

Jason: Although there may be some problems, it seems that bicycle lanes might help to reduce the recent increase in accidents involving cyclists. We can bring up this topic at the next city council meeting. Thanks for your input.

**第4問** 次の問い(A・B)に答えよ。(配点 35)

A 次の文章はある報告書の一部である。この文章とグラフを読み、下の問い(問1～4)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Over the past few decades, travel in Great Britain has become much easier, with faster and more fuel-efficient cars and more convenient public transportation systems. What is more, many households now own two cars. Given this background, one might expect that more people are traveling farther and more frequently. However, according to a survey conducted by the Department for Transport in 2010, people in Britain are traveling less often than before. This trend is true for all modes of transportation, including walking.

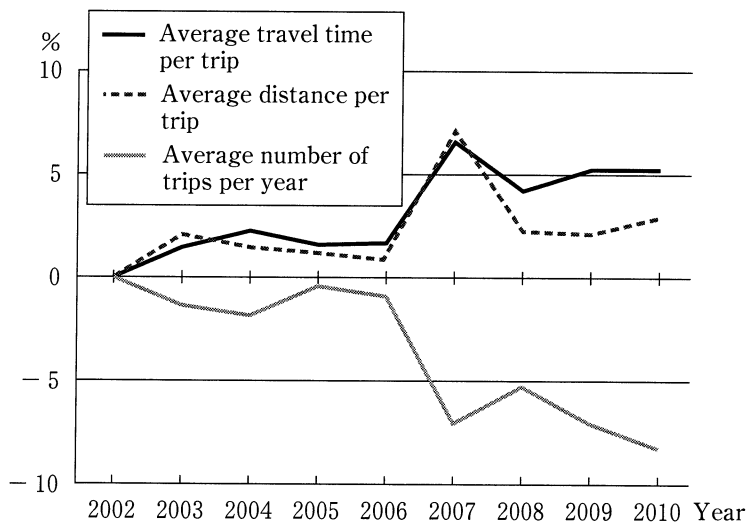


Figure 1. Travel patterns in Britain 2002–2010 (percent change).

The number of trips made per person each year did begin to increase in the 1970s but then started to level off in the 1990s. Focusing on the period

from 2002 to 2010 (Figure 1), one observes that, while both the averages in travel time and trip distance increased, the average number of trips per person dropped. The average travel time increased by just over 5% from 21.8 minutes in 2002 to 22.9 minutes in 2010, and the average trip distance increased by almost 3% from 6.8 miles to 7.0 miles. On the other hand, the average number of trips fell by approximately 8%. People traveled an average of 1,047 times in 2002, but they made only 960 trips in 2010.

The decline in the number of trips between 2002 and 2010 can be partly accounted for by falls in shopping and visiting friends at their homes. On average, people made only 193 shopping trips per year in 2010, as opposed to 214 in 2002. Trips to visit friends at private homes declined from 123 to 103 per person per year during this period, whereas the number of trips to meet friends at places other than their homes remained almost constant, at 48 in 2002 and 46 in 2010. The fewer trips for shopping and visiting friends at home may, in turn, be explained by certain changes in society that took place over the period surveyed.

(UK Department for Transport (2011) *National Travel Survey 2010* を参考に作成)

問 1 Based on Figure 1, there was 

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- ① a constant decrease in the number of trips made between 2002 and 2010
- ② a parallel trend in the travel time and the number of trips after 2007
- ③ a sharp decrease in the distance traveled per trip between 2003 and 2006
- ④ a sudden increase in the travel time and the distance traveled per trip in 2007

問 2 According to this passage and graph, what can we say about the situation in Britain? 36

- ① Changes in the public transportation system led to falls in shopping trips.
- ② From 2003, the average travel time was always more than 21.8 minutes.
- ③ More people are traveling farther and more frequently today than before.
- ④ People in Britain walk more frequently now compared to several decades ago.

問 3 What is the main point of this passage? 37

- ① People find traveling in Britain more convenient than before.
- ② People in Britain traveled more often in the 1990s than in the 1970s.
- ③ The number of cars in each British household has increased.
- ④ There is a trend among people in Britain to travel less frequently.

問 4 The last paragraph of this passage would most likely be followed by a paragraph which 38.

- ① compares the numbers of shopping trips and visits to friends' homes made in 2002 and 2010 by people in Britain
- ② explains how the society in Britain now demands that people travel more for business
- ③ explores social trends in Britain impacting the number of shopping trips and visits to friends' homes
- ④ lists reasons why one can expect people in Britain to travel more often using public transportation

B 次のページのホテルのウェブサイトを読み、次の問い(問1～3)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 If a family rents a boogie board and a two-person kayak for two hours each, and one complete adult's set of snorkeling gear and one complete kid's set for a day, they must pay .

- ① \$22
- ② \$25
- ③ \$30
- ④ \$35

問 2 What can guests staying at the Splash Beach Hotel do?

- ① They can make advance reservations for shaded seating.
- ② They can rent ocean equipment at the hotel front desk.
- ③ They can reserve free lounge chairs in advance.
- ④ They can use any recreation equipment free of charge.

問 3 Which of the following is noted on the hotel website?

- ① Actual rental fees may be different from those shown on the website.
- ② Children should be kept away from the beach and the pool area.
- ③ Lifeguards are available at the beach but not the pool area.
- ④ Room towels can be used at the beach and the pool area.



## Splash Beach Stand

Guests at the Splash Beach Hotel can borrow, or rent, the following items at the Splash Beach Stand from 8 a.m. to 6 p.m. daily.

**★BEACH AND POOL ITEMS:** Available for FREE.

Lounge chair (all day)



Beach towel (all day)



➤ No reservations. On a first-come-first-served basis only.

**★SHADED SEATING:** Available for RENT.

Gazebo (\$75/day)





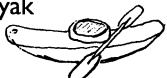



Cabana (\$45/day)



➤ Reservations are recommended. For reservations, email [enjoy@splshbch.com](mailto:enjoy@splshbch.com) or call 1-800-424-XXXX.

### ★RECREATION EQUIPMENT

TYPE	ITEM	PRICE
Pool equipment	Air mat  Tube 	FREE
	Surfboard  Boogie board 	First hour FREE, each additional hour \$5
Ocean equipment	One-person/Two-person kayak 	Two-hour rental for \$7/\$10
	Snorkel and mask only/Fins only	\$7/day
Snorkeling gear	Complete set (snorkel, mask, and fins) Adult's and kid's sets are available.	\$10/day
		Rent 1 adult's set and 1 kid's set will be FREE!

#### NOTE!

- 1 Prices may change without notice.
- 2 There are NO LIFEGUARDS on duty at the beach or the pool. Guests swim at their own risk. Also, parents and guardians must make sure that children are watched at all times.
- 3 Only beach towels should be used at the beach or the pool; please do not bring room towels.

**第5問** 次の文章は、ある出来事について出張中の妻に宛てて夫が書いたメールと、同じ出来事について息子が書いたブログである。文章を読み、下の問い(A・B)に答えよ。(配点 30)

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From: Jacob Haller <JakeH@xxxxxx.com>  
To: Victoria Haller <VickyH@xxxxxx.com>  
Date: April 7, 2013  
Subject: Bad News

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Hi Honey,

You're never going to guess what happened. This morning, I was in the dining room drinking my coffee and reading the newspaper. Ricky and Alex were playing in the driveway. All of a sudden I heard an incredibly loud CRASH. It really surprised me, and I spilled coffee all over my shirt. I looked outside and saw that the back window of the station wagon was completely smashed. The boys were nowhere in sight, and I had no idea what had happened!

I went outside and discovered that Ricky's skateboard had broken the window. At first, I got really angry, but looking at all the sharp, broken glass, I started to get worried that one of the boys might have gotten injured. I could not see them anywhere and ran out to the street to see if I could find them. Then, I heard someone crying near the garage.

When I got there, Ricky was sitting behind a tree with his head down. I said, "Are you okay?!" Ricky looked up with tears in his eyes and said, "Dad,

I'm fine but I broke the car window!" You know, I was so relieved he was all right that I didn't even care how it happened. Still, we will need to think about how to discipline him. I called our dealer, and it's going to cost us \$ 600 for a new window. Along with the dry cleaning costs for my shirt, this was an expensive morning!

Love,  
Jacob

\*\*\*\*\*  
**Ricky's Wild and Crazy Blog**  
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Sunday, April 7, 2013

### **Skateboards Are Not for Throwing**

I did something really stupid today. My friend Alex and I were hanging out in the driveway. He was playing with the basketball and I was riding my new skateboard. After bumping into the side of our car and falling badly, I decided to take a break. I rolled the skateboard to Alex by the basketball goal and said he could take a turn. He said, "No thanks, I'm playing basketball," and rolled it back to me. I laughed and rolled it back to him again saying, "Skateboarding is more fun." We kept on rolling the skateboard back and forth like it was a race car. It was fun at first, but after a little while, we started to get bored.

Alex then came up with a new game. He said, "I bet I can throw the skateboard farther than you!" Like an Olympic hammer thrower, he spun around twice and threw the skateboard onto the lawn in the middle of the driveway. Although it seemed a little dangerous, I wanted to show Alex that I

could throw it farther. I went over and picked up the skateboard and intended to throw it beyond the tree next to the garage. Standing in the grass, I held the end of the skateboard in my hands, extended my arms, and tried to spin around as fast as I could. And then it happened. The skateboard slipped out of my hands.

I heard a smash and saw an incredibly large hole in our car's rear window. Alex said he didn't want to get in trouble and ran home. Thinking I could hide and pretend nothing had happened, I quickly ran behind a tree. Dad soon found me and surprisingly gave me a big hug. He didn't seem angry at all. We cleaned up the glass and went out to buy some clear plastic to cover the window. He even bought me a hamburger for lunch. I have no idea why I didn't get in trouble. Maybe he also broke a window when he was a kid. Well, telling Dad wasn't so bad, but Mom's really going to let me have it when she comes home from her trip tomorrow.

A 次の問い(問1～4)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 What did Ricky's father see from the dining room?

- ① Alex on the skateboard.
- ② Ricky crying under the tree.
- ③ The broken car window.
- ④ The skateboard smashing the window.

問 2 Why didn't the father show anger to Ricky?

- ① He believed the broken window was Alex's fault.
- ② He needed to talk to his wife before punishing Ricky.
- ③ He remembered when he broke a window as a child.
- ④ He was glad to find that Ricky was not hurt.

問 3 Why did Ricky throw the skateboard?

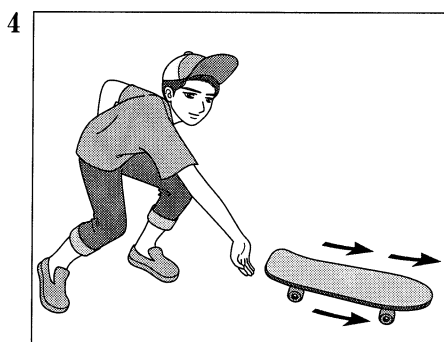
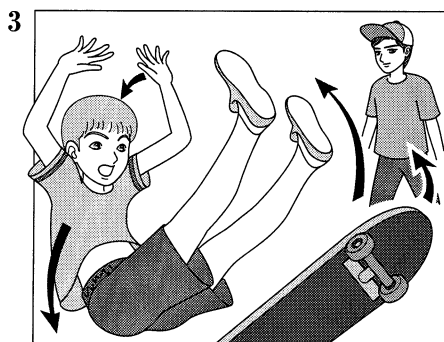
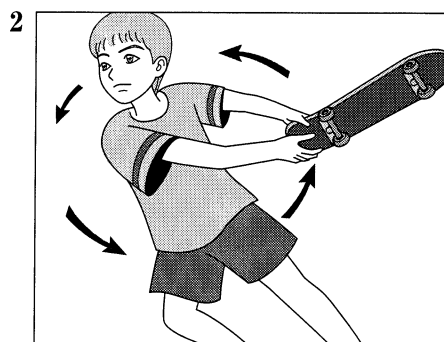
- ① He couldn't roll it onto the grass.
- ② He wanted to pass it to Alex.
- ③ He was practicing for the Olympics.
- ④ He was trying to compete with Alex.

問 4 The expression "Mom's really going to let me have it" in the last sentence of Ricky's blog is closest in meaning to "my mother will  ."

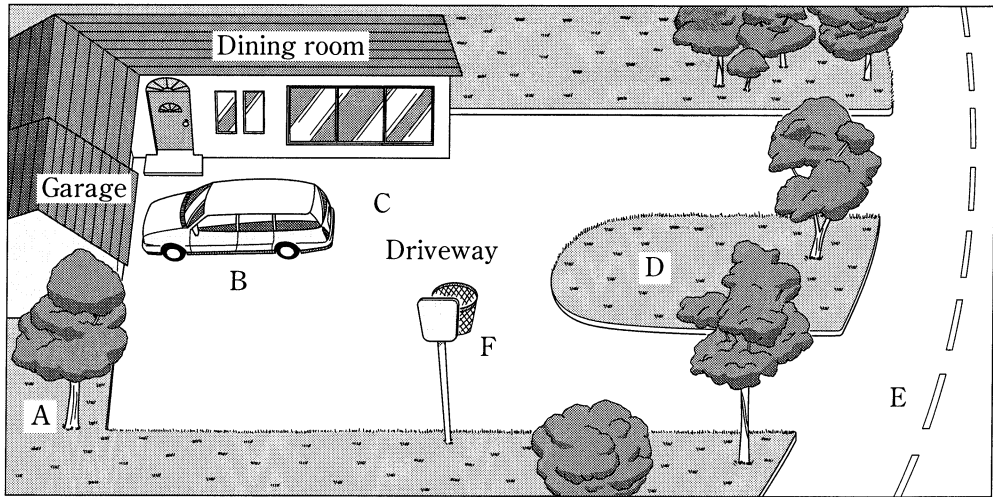
- ① allow me to fix the window
- ② make me pay for the window
- ③ praise me for being honest
- ④ scold me very strongly

B 下の各絵(1~4)は、本文内の出来事を表している。それぞれ次ページの配置  
 図内のA~Fのどの場所で起こったか、最も適当な組合せを、次の①~④のうち  
 から一つ選べ。 46

- ① 1 — A    2 — D    3 — B    4 — F  
 ② 1 — A    2 — E    3 — C    4 — D  
 ③ 1 — D    2 — B    3 — C    4 — E  
 ④ 1 — D    2 — F    3 — B    4 — A



配置図



**第6問** 次の文章を読み、下の問い(A・B)に答えよ。なお、文章の左にある(1)～(6)は段落の番号を表している。(配点 36)

### Counting Systems: Where Do They Come From?

- (1) Have you ever counted a large number of items such as paper clips or postcards? Most likely, you first separated them into smaller piles of ten each and then counted the piles. By doing so, you were using the number 10 as the unit for your calculation, a counting system referred to as the base-10 system. In fact, most people around the world count using the base-10 system, a method which scholars say we probably inherited from early ancestors who counted, quite naturally, with their fingers. Because this approach seems so familiar, you may think that counting with 10 is universal. However, if we look at the world around us, other counting systems are not very hard to find.
- (2) The watch on your wrist or the clock on a nearby wall is probably as far as you need to go to find a different counting system. An hour can be divided into 60 minutes, and a minute is made up of 60 seconds. Ancient Mesopotamians, whose system of time we have adopted, are believed to have used a base-60 system. The Mesopotamian year was divided into 360 days, so the base-60 system fit very well into their calendar. Moreover, the number 60 can be divided into many different equal amounts. The divisions on the face of a clock include two thirty-minute periods, four fifteen-minute periods, six ten-minute periods, and twelve five-minute periods. While 60 might seem like an unusual choice for a base, it works well for measuring time.
- (3) Every time you use a computer, you are relying on one of the most important numerical tools in the modern world: the base-2 system. In this binary system, only two digits, 0 and 1, are used; combinations of these



numbers are used to represent larger numbers. One reason the base-2 system was chosen is that the “digital switches” inside the computer can be set to either ON or OFF, represented by 1 and 0, respectively. It is relatively easy to construct a machine that makes a distinction between only two choices. The base-10 system, on the other hand, would make computer engineering much more complicated.

(4) As you can see, different ways of thinking inspire different counting systems. One unique example relates to the speakers of Northern Pame, a language spoken in Mexico. Whereas you might separate candies or books into piles of ten, the Northern Pame-speaking people would make piles of eight. As with the base-10 system, the reason they have adopted a base-8 system is a somatic one. Instead of counting their fingers, however, they count the eight spaces between their fingers. Although Mexico today is a base-10 country, this group of over 5,000 people continues to use the number 8 as the base for everyday counting.

(5) All these counting systems have emerged from people’s understanding of the world around them. However, sometimes a government steps in and establishes a system for its citizens. For example, Britain once used a complicated counting system for its currency units; 1 pound equaled 20 shillings, but 1 shilling equaled 12 pennies. This system had developed over hundreds of years as a result of political and commercial situations. In 1966, the government announced that the country would be switching to a base-10 system for their currency five years later. Shops prepared charts to help the customers understand the new coins and bills, and the transition to the new system was relatively smooth.

(6) Throughout history, we humans have worked to understand, organize, and describe the world around us. Each culture has done so in its own unique way, developing systems that reflect the physical characteristics of humans, their needs and desires, and their environment. As we have seen

here, the various counting systems people have invented are an excellent example of this. The fact that there is no universal counting system, but a number of systems appropriate to specific situations, is proof of how creative and flexible we are.

A 次の問い(問1～5)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 In paragraph (2), the author tells us that .

- ① ancient Mesopotamians believed the base-60 system was unusual
- ② clock faces could be improved if the base-10 system were adopted
- ③ the base-60 system did not appear in human history until recently
- ④ the base-60 system is highly convenient for measuring time

問2 In paragraph (3), the author explains that .

- ① computers can be more easily operated with the base-2 system
- ② each digital computer switch can distinguish several numbers
- ③ the base-10 system suits the electrical qualities of computers
- ④ the binary system is quite demanding in computer engineering

問 3 In paragraph (4), the word somatic means 49.

- ① related to psychology
- ② related to technology
- ③ related to the body
- ④ related to the environment

問 4 According to paragraph (5), which of the following statements is true?

50

- ① 1971 was the first time that the British currency system changed.
- ② British people adopted the new system with no major problems.
- ③ British people complained about the charts prepared by the shops.
- ④ The British government failed to introduce a base-10 currency system.

問 5 The author's main point in paragraph (6) is that 51.

- ① a universal counting system may be established in the future
- ② counting systems are mainly decided by our body features
- ③ humans have adapted counting systems to the world around them
- ④ most cultures have similar environmental conditions and needs

B 次の表は、本文の段落構成と内容を表すものである。52 ~ 55 に入れるのに最も適当なものを、下の①~④のうちから一つずつ選び、表を完成させよ。ただし、同じものを繰り返し選んではいけない。

Paragraph	Content
(1)	Introduction
(2)	An example of 52
(3)	An example of 53
(4)	An example of 54
(5)	An example of 55
(6)	Conclusion

- ① a base system adopted for technological convenience
- ② a human characteristic influencing a local counting system
- ③ a non-base-10 way of counting used around the world
- ④ measures taken to reform a complex counting system