

20 (英検準1級 2016年度第3回 改)

Gender Equality in the Workplace

American (A)women have made great progress toward achieving workplace equality, both (B)through societal changes and government regulations that (C)ensure equal opportunities for advancement. (1), male managers still greatly (D)outnumber female (E)ones. This is partly because there is a common stereotype of women as being "loyal," while expectations of men lean toward "protection" and "competence." Men (F)are therefore perceived as better suited for leadership roles.

When women do (G)get promoted, it seems they (2). Victoria Brescoll of Yale University (H)asked (I)volunteers to (J)evaluate a fictional police chief (typically a "man's job") and the fictional president of an all-female college (typically a "woman's job"). Both make the same error—failing to send sufficient police officers or security staff to a protest. In half the situations, the police chief or president making the error is male, and in the other half, female. The study's participants were (K)far more (L)critical of the female police chiefs and male college presidents. This is a more serious problem for women, who have a higher chance of (M)ending up in a "man's job" than (N)vice versa.

Some companies attempt to get more women into leadership roles by establishing targets for the percentage of these roles to be filled by women. Economist Herminia Ibarra says this (3). Ibarra claims that companies often make (O)it hard for women to acquire leadership skills (P)to begin with. For example, men are more likely to (Q)be assigned to positions on the "leadership path" and so obtain more experience (R)relevant to being a manager. If women were given the same chances to acquire leadership skills, Ibarra says, it would promote workplace equality.

1. 文意に沿って空所(1)から空所(3)に入れるのに最も適切なものを選び。

- | | | |
|-----|---------------------------------|------------------------------|
| (1) | 1 In other words | 2 For instance |
| | 3 Despite this | 4 Moreover |
| (2) | 1 are criticized less often | 2 face another challenge |
| | 3 tend to hire more women | 4 judge people more harshly |
| (3) | 1 has had many positive results | 2 is not sufficient |
| | 3 has made companies stronger | 4 puts men at a disadvantage |

5. 下線部(D)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
outnumber O	O に数で勝る
(例文) 男性の数が女性よりも 8%ほど上回る。	
outweigh O	O に勝る
(例文) Think of the case where the benefits <u>outweigh</u> the risks.	

6. 下線部(E)について、以下の例文の和訳を完成させよ。

英語	説明
it	it は <u>単数名詞</u> の反復を避けるために用いられる代名詞で、「全く同じ物事」を指す。
(例文) “Where is your key?” — “ It ’s on my desk.”	
one	one は <u>可算名詞</u> の反復を避けるために用いられる代名詞で、「同類の人や物事」を指す。
(例文) Michelle has written quite a few essays for the last three years. She’ll let you borrow one if you want to.	
(例文) The hotel does not provide towels. You’ll have to bring your own ones .	

7. 下線部(F)について、以下の例文の英訳を完成させよ。

英語	日本語
perceive O (as) C	O が C だと分かる
(例文) マキがおしゃべりな女の子だと分かった。	

8. 下線部(G)について、以下の例文の英訳を完成させよ。

英語	日本語
be promoted to O(役職)	O(役職)に昇進する
(例文) 彼は副社長に昇進したらしいよ。	

9. 下線部(H)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
ask <u>人</u> to 不定詞	(人に) ~することを頼む
(例文) 僕は彼に車を貸してくれるよう頼むつもりだ。	
ask (<u>人</u>) for <u>物事</u>	(人に) 物事を求める
(例文) I asked for help. I <u>asked</u> him <u>for</u> help.	

10. 下線部(I)について、以下の例文の和訳と英訳を完成させよ。

日本語	英語
ボランティア	volunteer
(例文) Once you are accepted as a <u>volunteer</u> , you will abide by these rules. ※abide by [約束・規則] 「[約束・規則] を遵守する」	
ボランティア活動	volunteer work [不可算扱い] volunteer activity [可算扱い]
(例文) あなたはボランティア活動に関心がありますか。 (例文) 君はボランティア活動に参加したいですか。	

11. 下線部(J)について、以下の例文の和訳を完成させよ。

英語	日本語
evaluate O	O を評価する
(例文) The purpose of this study is to <u>evaluate</u> the effect of greenhouse gases on temperature.	
value	価値
(例文) This leather is of great <u>value</u> . ※of+抽象名詞=形容詞なので、of value=valuable と解釈しよう。他にも of use =useful, of help=helpful, of importance=important などが出題される。	

12. 下線部(K)について、以下の例文の英訳と和訳を完成させよ。

英語	説明
<div style="display: inline-block; border: 1px solid black; padding: 2px;"> much far a lot even </div> + 比較級	比較の強調
(例文) 七夏は兄よりもずっと社交的だ。(much を用いて)	
(例文) I'm <u>a lot</u> richer than my sister.	
(例文) ケンは兄よりもずっと背が高い。(far を用いて)	
(例文) I can make good students <u>even</u> better.	

13. 下線部(L)について、以下の例文の和訳を完成させよ。

英語	日本語
critical	[批判的な 重大な、危機的な]
(例文) The newspaper is <u>critical</u> of China's foreign policy.	
(例文) A sophomore student is in <u>critical</u> condition.	

14. 下線部(M)について、以下の例文の和訳を完成させよ。

英語	日本語
end up in O(場所/状況)	最終的に O(場所/状況)にいる
(例文) After years of roaming, the man with blue eyes <u>ended up in</u> New Zealand.	
end up + 動名詞	最終的に～することになる
(例文) Ryo used to be a lazy student, but <u>ended up getting</u> into his first choice of university.	

15. 下線部(N)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
vice versa	[副詞] その逆も同様だ [名詞的] その逆
(例文) How do video-sharing websites affect TV programs and <u>vice versa</u> ?	
(例文) 日本語の話し手が英語を学ぶことは、その逆(=英語の話し手が日本語を学ぶこと)よりも容易だ。	

16. 下線部(O)が指す内容を英語で記せ。

17. 下線部(P)について、以下の例文の和訳を完成させよ。

英語	日本語
to begin with	第一に
(例文) <u>To begin with</u> , the candidate is dishonest; secondly, he lacks work experience.	

18. 下線部(Q)について、以下の例文の英訳を完成させよ。

英語	日本語
assign A(人) to B(地位)	A(人)を B(地位)に選任する
(例文) 私はその責任ある地位(post)に選任された。	

19. 下線部(R)について、以下の例文の英訳を完成させよ。

英語	日本語
be relevant to O	Oと関連している
(例文) 君の関心事と関連する仕事を探そうとしてみてもいいですか。	

20. 全訳せよ。

2 1 (英検準1級 2016年度第2回 改)

The Bystander Effect

(D)It is not uncommon (E)for victims of crimes and accidents to report that, even though there were other people nearby at the time, not a single person came to their aid. In fact, psychologists have found that the more people there are present, the less likely anyone is to come to the assistance of the person who is in trouble. This (F)is known as the "bystander effect." In a study of violent crimes in the United States (G)based on data from the annual National Crime Victimization Survey, researchers found that 72 percent of the incidents had been observed by at least one witness. Because many violent crimes occur in densely populated areas, the bystander effect (H)is often thought of as a symptom of urban lifestyles. People in modern cities tend to be less connected to their communities than small-town residents are, and city (I)dwellers (J)are thought to have become so fearful or uncaring that they (K)hesitate to help strangers in need.

(L)Psychologists have found evidence, however, that (M)it is probably not living in cities that makes people less likely to help others. In fact, the bystander effect can be found in almost (N)any environment. In an experiment (O)conducted in 1968, psychologists John Darley and Bibb Latane put research (P)participants in a room, sometimes alone and sometimes with others. They then introduced smoke into the room to (Q)indicate the (R)presence of a fire. When the (S)subjects were alone, 75 percent reported the possible fire. When two other people, pretending to also be participants, joined the subjects in the room and acted as if they did not notice the smoke, only 10 percent of the participants reported it. Darley and Latane concluded that when people observe that others around them are not (T)responding to an event, they (U)are much less likely to react (V)themselves.

In recent years, efforts have been made to prevent the bystander effect, particularly in situations (W)involving issues such as racism or child abuse. A big part of the solution seems to (X)lie in altering social norms and standards of behavior. The forces that (Y)lead people to (Z)conform can be redirected, particularly if opinion leaders, such as popular students or celebrities, (AA)convince others that it is normal and desirable to offer help in situations (BB)where victims require aid. By developing a sense of obligation toward their community, people can overcome the forces that usually (CC)prevent them from getting involved during emergencies. If such a strategy can reduce the bystander effect, communities of all sizes might become (DD)much safer.

(A) What did the study of crimes in the United States indicate?

- 1 The willingness of people to assist crime victims is affected by the length of time they have lived in an urban area.
- 2 Victims of minor crimes in urban areas tend not to report them because such crimes occur so frequently.
- 3 Witnesses are more likely to assist victims of crimes in situations involving violence than in other circumstances.
- 4 In cases where violent crimes occur, there are usually other people present who observe them happening.

(B) John Darley and Bibb Latane say their experiment showed that people

- 1 are often too afraid to take risks in situations where there is a chance they may be injured themselves.
- 2 tend to decide whether they will get involved in a particular situation based on the reactions of others.
- 3 are more likely to place their own safety above the needs of others in emergency situations such as fires.
- 4 tend to react to dangerous situations by panicking when they are part of a group.

(C) How does the author of the passage suggest fighting the bystander effect?

- 1 By changing people's attitudes in order to increase their feelings of responsibility for the people around them.
- 2 By educating people about the root causes of serious social problems such as racism and child abuse.
- 3 By encouraging people to think for themselves rather than letting themselves be influenced by opinion leaders.
- 4 By organizing community events that provide opportunities for people to get to know one another better.

(D) 下線部(D)が指す内容を日本語で記せ。

(E) 下線部(E)について、以下の例文の和訳と英訳を完成させよ。

英語	説明
for S	to 不定詞の意味上主語
(例文) I was hoping <u>for her</u> to recall his name.	
(例文) どの子供も、一月につき最低3冊の本を読むことは不可欠なように思われる。(It で始めること)	
of S	to 不定詞の意味上主語。但し、以下のかたちをとる場合のみ。 It is + (人の性質を表す形容詞) + of S to V
(例文) 彼女は禁煙するなんて賢明だった。	
(例文) It was rude <u>of you</u> not to have replied to her letter.	

(F) 下線部(F)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
be known as O	O として知られている
(例文) Hippocrates <u>is known as</u> the father of medicine.	
be known to O	O に知られている
(例文) 総理大臣の名前はみんなに知られている。	
be known by O	O によって判断される
(例文) 人はその行動により判断される。(ことわざ)	
be known for O	O で有名だ
(例文) そのレストランは自家製のクッキーで有名だ。	

(G) 下線部(G)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
S is based on O	SはOに基づいている
(例文) その映画は実話に基づいている。	

(H) 下線部(H)について、以下の例文の和訳を完成させよ。

英語	日本語
see A as B, regard A as B, look on A as B, view A as B, think of A as B	AをBとみなす
(例文) Globalization has <u>been seen</u> by some <u>as</u> a threat to the security of all states.	

(I) 下線部(I)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
dwell	住む
(例文) So Kuramoto* began to <u> dwell </u> in a forest at age 43. <div style="text-align: right;">*So Kuramoto 倉本聰</div>	
dwell on O	Oにこだわる Oについて詳述する
(例文) 過去に生きないほうがいいよ。 (例文) It seems that we don't have enough time to <u> dwell on </u> the subject.	

(J) 下線部(J)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
S is thought (to be) C	SはCだと考えられる
S is thought to 不定詞	Sは～だと考えられる
(例文) 理紗は勤勉な女の子だと思ふよ。	
(例文) 彼は死んでいるものとみなされている。	
(例文) Momo <u>is thought to</u> have quit a basketball club.	

(K) 下線部(K)について、以下の例文の英訳を完成させよ。

英語	日本語
hesitate to 不定詞	～することをためらう
(例文) 僕はためらわずにそのDVDを購入した。	
(例文) Don't <u>hesitate to</u> start again from scratch.	

(L) 下線部(L)について、以下の単語の英訳を完成させよ。

日本語	英語
心理学	
心理学者	

(M) 下線部(M)について、以下の例文の和訳を完成させよ。

英語	説明
It is A that ...	A=副詞のとき、強調構文
(例文) <u>It was</u> yesterday <u>that</u> I saw her.	
(例文) <u>It was</u> not until I mentioned the exchange program <u>that</u> he started getting angry.	
It is A that ...	A=名詞で、that 以下が不完全文ならば強調構文 A=名詞で、that 以下が完全文ならば形式主語構文
(例文) <u>It was</u> not his ability but his wealth <u>that</u> has made him famous.	
(例文) <u>It wasn't</u> just Germany and Korea <u>that</u> were divided. By the mid-1950s, so was most of the rest of the globe.	
(例文) <u>It's</u> a pity [shame] <u>that</u> he's lost his passport.	
It is A that ...	A=形容詞のとき、形式主語構文
(例文) <u>It's</u> good <u>that</u> Kate is doing volunteer work at the embassy.	
(例文) <u>It's</u> of little importance <u>that</u> I'm considered lazy.	

(N) 下線部(N)について、以下の例文の和訳を完成させよ。

英語	日本語
any+単数名詞	どんな名詞も
(例文) I need a car. <u>Any</u> car will do.	
※自動詞 do 「間に合う / 役立つ」	

(O) 下線部(O)の品詞を書け。

(P) 下線部(P)について、以下の例文の和訳を完成させよ。

英語	日本語
participant	参加者
(例文) One of the <u>participants</u> in the race committed a horrible crime.	
participate in O	Oに参加する
(例文) The 13-year-old boy, who <u>participated in</u> the 2017 World Table Tennis Championships, has parents from China.	

(Q) 下線部(Q)について、以下の例文の和訳を完成させよ。

英語	説明
indicate O	Oを暗示する、Oを示す
(例文) Her silence <u>indicates</u> that she is unsatisfied.	
(例文) Statistics <u>indicate</u> that the majority of women earn on average approximately three-fourths of the male wage for doing the same work.	

(R) 下線部(R)について、以下の例文の和訳を完成させよ。

英語	説明
presence	存在
(例文) In many cases, glucose in the urine indicates the <u>presence</u> of diabetes.	
in one's presence in the presence of O	人の前で
(例文) The terror attack broke out <u>in my presence</u> .	
(例文) Boys tend to perform tasks better <u>in the presence of</u> girls.	

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(S) 下線部(S)について、以下の例文の和訳を完成させよ。

英語	日本語
subject	被験者、テーマ[問題]
(例文) Fear caused the <u>subject</u> to shade his eyes.	
(例文) Over the years, I have collected a wealth of data on the <u>subject</u> .	

(T) 下線部(T)について、以下の例文の英訳を完成させよ。

英語	日本語
response to O	Oに対する反応
(例文) 私のインタビュー記事に対する反応が楽しみだ。	
respond to O	Oに反応する
(例文) どうやって彼女の無礼な質問に対応したの？	

(U) 下線部(U)について、以下の例文の英訳を完成させよ。

英語	日本語
be likely to 不定詞	～しやすい、～しそうだ
be more likely to 不定詞	(他と比べて)～しやすい、～しそうだ
be less likely to 不定詞	(他と比べて)～しにくい、～しそうにない
<p>(例文) 優秀な生徒はたくさん稼ぎそうだ。</p> <p>(例文) 独身男性は既婚男性よりも病気にかかりやすい。</p> <p>(例文) 定期的に運動する人は、より癌にかかりにくい。</p>	

(V) 下線部(V)について、以下の例文の和訳を完成させよ。

英語	説明
oneself	文末に置かれると、主語の強調の役割を担い、「自ら」「独力で」の意味を成す。
<p>(例文) I hope my father gives me the money. If not, I must buy it <u>myself</u>.</p>	

(W) 下線部(W)の品詞を書け。

(X) 下線部(X)について、以下の例文の和訳を完成させよ。

英語	日本語
lie in O	Oにある、Oに位置する
<p>(例文) The beauty of Kyoto <u>lies in</u> the harmonious balance between its old townscape and autumn leaves.</p> <p>(例文) Kyoto <u>lies in</u> the heart of the main island of Japan.</p> <p>(例文) <u>In</u> the heart of the main island of Japan <u>lies</u> a city with countless temples, shrines and other historic buildings, Kyoto.</p>	

(Y) 下線部(Y)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
lead to O	Oにつながる
<p>(例文) 文化的な相違が政治的な争いを引き起こす。</p>	
lead A to B	AをBに至らしめる AをBまで連れて行く
<p>(例文) It is certain that he <u>led</u> the company <u>to</u> success.</p> <p>(例文) Shall I <u>lead</u> him <u>to</u> the station?</p>	
lead O to 不定詞	Oに～する気にさせる
<p>(例文) Curiosity <u>led</u> me <u>to</u> read books about contemporary history.</p>	

(Z) 下線部(Z)について、以下の例文の和訳を完成させよ。

英語	日本語
conform to O(規則など)	O(規則など)に従う
(例文) You are supposed to <u>conform to</u> this principle.	

(AA) 下線部(AA)について、以下の例文の英訳を完成させよ。

英語	日本語
convince A(人) of B(事)	A(人)に B(事)を確信させる
(例文) 私は彼の無実を確信している。	
convince O(人) that SV(事)	O(人)に SV(事)を確信させる
(例文) 君ができるかぎり懸命に頑張ったことを、僕は確信している。	

(BB) 下線部(BB)について、以下の例文の英訳と和訳を完成させよ。

英語	説明
where	関係副詞 where は【場所】だけでなく【場合】や【状況】も先行詞にとることができる。
(例文) 我々が休暇を過ごしたホテルはかなり混み合っていた。	
(例文) 次に我々は女性の数が男性の数を上回る場合について論じる。	
(例文) With such a tense and violent situation, <u>where</u> mutual trust is all but nonexistent, one might be tempted to conclude that this conflict will never be resolved. (Jillian Schwedler and Deborah J. Gerner)	

(CC) 下線部(CC)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"> <pre>prevent keep stop</pre> </div> <div style="margin-right: 5px;">+ O + from +</div> <div style="border: 1px solid black; padding: 2px;"> <pre>動名詞 名詞</pre> </div> </div>	O が～することを妨げる
<p>(例文) 家族のせいで、私はその夢を実現できなかった。</p> <p>(例文) My fear <u>kept</u> me <u>from</u> my work.</p> <p>(例文) My financial circumstances <u>stopped</u> me <u>from</u> travelling abroad last year.</p>	

(DD) 下線部(DD)について、以下の例文の英訳を完成させよ。

英語	説明
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;"> <pre>much far a lot even</pre> </div> <div style="margin-right: 5px;">+ 比較級</div> </div>	比較の強調
<p>(例文) 七夏は兄よりもずっと社交的だ。(much を用いて)</p> <p>(例文) 私は妹よりもずっと裕福だ。(a lot を用いて)</p> <p>(例文) ケンは兄よりもずっと背が高い。(far を用いて)</p> <p>(例文) 私は優秀な生徒をいっそう優秀にすることができる。(even を用いて)</p>	

(EE) 全訳せよ。

22 (2016年度センター試験 改)

"No one thought I (6)would amount to (7)much," Uncle John said, (8)as he stood in the kitchen, showing me how he put together an award-winning four-course dinner. I had just (9)graduated from university, and this dinner was his gift to me. It felt great to have a well-known chef cooking for me. (10)On top of this, I was excited because in a few days he was going to compete in *The Big-Time Cook Off*, a nationwide TV cooking contest.

When Uncle John was young, his family lived in the countryside. His mother taught at a local school, but when John was 10, she had to quit to (11)take care of her elderly mother. Until then, his father had been kind and had had enough time to play with John and his two younger sisters. But as bills kept piling up, the family got into trouble. John's father finally had to take a job in a city far away, so he could only come home on the weekends.

Gradually, because of his busy work schedule, John's father began looking tired whenever he came home. To tell the truth, he had changed from (12)being good-humored to (12)being in a bad mood all the time. When he was home, he just wanted to rest. He often (13)scolded John for small things. Wanting to be accepted by his father, John tried to do his best but never felt he was good enough. Eventually, he started avoiding his father. He began (14)hanging out at the shopping mall with friends, sometimes skipping his classes. (15)Little by little John's grades got worse. His parents and teachers (16)were worried about his future.

One Sunday morning, while John's mom was out (11)taking care of her own mother, his father was napping in the TV room. John's sisters were hungry, so John started to cook something for them. He was not sure (17)how to cook, but he did not want to bother his father.

Suddenly, the kitchen door opened, and his father was standing there. "Dad, I'm sorry if I woke you up. Chelsea and Jessica are hungry, and I was trying to cook them some eggs." His dad looked at him seriously for a moment. "Eggs? Eggs aren't good for lunch on a beautiful Sunday like today. Let's grill some steaks in the backyard." "Are you sure? You must be tired." "It's OK. I like cooking. It (18)reminds me of my college days when I worked (19)part-time as a cook. I'll show you how to prepare delicious steaks."

(20)To John's surprise, his father became energetic when he started cooking. He took John aside and (21)explained to him in detail that cooking was, in a way, like a science project. "You need to measure the ingredients precisely and know which items go together.

If you master this, you can (22)provide pleasure for a great many people." John felt close to his father (23)for the first time in a long time. From then on, John spent more time at home. He started cooking for his family regularly, and then later for his friends at college. John always felt happy when he cooked, and this happiness spilled over into other areas of his life.

Uncle John worked his way through college with jobs in restaurants, and eventually he became a chef at a famous restaurant. He really liked the job and worked hard developing his own special techniques. He was finally able to open his own restaurant serving his unique style of food. He won several awards and cooked for (24)the rich and famous.

This brings us back to the contest. Uncle John and (25). Yet, he (26)shared something really touching with me there in the kitchen. "You know, Mike," Uncle John said, "I'm thrilled to be able to go on TV as part of *The Big-Time Cook Off*. But what makes me the happiest is to stand here with you, one of the people I care about, and talk—just you and me. It's exactly like what my dad did for me one fine day in summer, so many years ago. And that made all the difference in my life."

問1 At the beginning of the story, Uncle John was .

- ① cooking for *The Big-Time Cook Off*
- ② making a special meal for Mike
- ③ training Mike for the contest
- ④ trying to improve his recipes

問2 Uncle John's father began working in the city because .

- ① he was tired of living in the countryside
- ② it was easier to spend time with his family
- ③ the family needed more money for living
- ④ Uncle John's mother had become sick

問3 Why were Uncle John's parents and teachers worried about his future?

- ① He just wanted to rest at home.
- ② He lost interest in studying.
- ③ He stopped avoiding his father.
- ④ He was no longer good-humored.

問4 What helped to change Uncle John's life the most?

- ① Eating an award-winning dinner with his friends
- ② Entering cooking contests such as *The Big-Time Cook Off*
- ③ Making a connection with his father through cooking
- ④ Spending time talking with Mike in the kitchen

問5 What does Uncle John find most rewarding?

- ① Developing unique four-course dinners for famous people
- ② Having meaningful relationships with people close to him
- ③ Making people happy through cooking on TV shows
- ④ Serving many people delicious meals in his restaurant

問6 下線部(6)について、以下の例文の英訳を完成させよ。

英語	説明
would	過去から見た未来 [時制の一致]
(例文) 君は僕に会いに来ると言ったよね？	
(例文) 君が仕事に遅刻することは知ってたよ。	

問7 下線部(7)の品詞と意味を書け。

問8 下線部(8)の品詞と意味を書け。

問9 下線部(9)について、以下の例文の英訳を完成させよ。

英語	日本語
graduate from O	Oを卒業する
(例文) そのバイオリニストは17才のときに大学を卒業した。	

問10 下線部(10)について、以下の例文の和訳を完成させよ。

英語	日本語
on top of O	Oの上に Oに加えて (=in addition to O)
(例文) Add a tiny bit of salt <u>on top of</u> the chocolate.	
(例文) Human activity leads to pollution of soil, <u>on top of</u> water contamination.	

問11 下線部(11)について、以下の例文の和訳を完成させよ。

英語	日本語
take care of O look after O	Oの世話をする
(例文) If you <u>take care of</u> yourself by eating well-balanced diet, the weight will come off steadily.	
(例文) Let's ask the neighbors to <u>look after</u> the dog while we're away. (センター試験 1991)	

問12 下線部(12)について、以下の例文の和訳を完成させよ。

英語	日本語
be good-humored	上機嫌だ
be in a bad mood	不機嫌だ
(例文) What has put you <u>in such a bad mood</u> ?	

問13 下線部(13)について、以下の例文の英訳を完成させよ。

英語	日本語
scold A(人) for B(事)	A(人)を B(事)のことで叱る
tell off A(人) for B(事)	
(例文) その教師は無礼だといって彼女を叱った。(tell を用いて)	

問14 下線部(14)について、以下の例文の和訳を完成させよ。

英語	日本語
hang out	ぶらぶらする
(例文) You shall not <u>hang out</u> after school.	

問15 下線部(15)の文型を書け。

問16 下線部(16)について、以下の例文の英訳を完成させよ。

英語	日本語
be worried about O	O について心配している
(例文) 彼は何かについて心配しているように思われる。	

問17 下線部(17)について、以下の例文の英訳を完成させよ。

疑問詞+to 不定詞 = [名詞句]	
英語	日本語
what+to 不定詞	何を～すべきか
what+ <u>名詞</u> +to 不定詞	どの <u>名詞</u> を～すべきか
(例文) 私は暇なときに何をすべきかわからない。(×2)	
(例文) 私は彼女にどの果物を買うべきかわからない。(×2)	
which+to 不定詞	どちらを～すべきか
which+ <u>名詞</u> +to 不定詞	どちらの <u>名詞</u> を～すべきか
(例文) 私はどちらを買うべきか決められない。(×2)	
(例文) 私はどちらの眼鏡を買うべきか決められない。(×2)	
who+to 不定詞	誰を～すべきか
(例文) 私は自分の妻に誰を選ぶべきか決められない。(×2)	
how+to 不定詞	どのように～すべきか
(例文) フライドポテト(=chips)の作り方を僕に教えてよ。(×2)	
when+to 不定詞	いつ～すべきか
(例文) いつ事業を始めるべきか私に教えてください。(×2)	

where+to 不定詞	どこで～すべきか
(例文) 最も大切なことは、どこで彼女と夕食をとるべきかだ。(×2)	
whether (or not)+to 不定詞	～すべきかどうか
(例文) 彼を罰すべきかどうかについて議論しましょう。(×2)	

問18 下線部(18)について、以下の例文の英訳を完成させよ。

英語	日本語
remind A(人) of B(物事)	A(人)に B(物事)を思い出させる
(例文) このアルバムを見ると、私は高校時代を思い出す。	

問19 下線部(19)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
[形容詞] part-time	パートタイムの
(例文) I have a <u>part-time</u> job this morning.	
[副詞] part-time	パートタイムで
(例文) 私は公立図書館でアルバイトをしている。	

問20 下線部(20)について、以下の例文の和訳を完成させよ。

英語	日本語
to + one's + 感情を表す名詞	人が～したことには
(例文) <u>To my surprise</u> , Maki suggested walking home.	
(例文) Much <u>to my surprise</u> , Kaho went to the trouble of taking the test in Osaka.	
(例文) <u>To my disappointment</u> , the girl with long hair has a boyfriend.	

問21 下線部(21)について、以下の例文の和訳を完成させよ。

英語	説明
explain 物事 to 人	人に物事を説明する (物事が長いときに、しばしば to 人の直後に置かれる。)
(例文) I tried to <u>explain the situation to Tom</u> , only to find that he was asleep.	
(例文) I was wondering if you could <u>explain to me the difference between reports and essays</u> .	

問22 下線部(22)について、以下の例文の和訳を完成させよ。

英語	日本語
provide 人 with 物 provide 物 for 人	人に物を提供する
(例文) Soon, more Japanese people will have a five-day workweek. The increase in leisure time will <u>provide them with</u> more opportunities to enjoy outdoor activities.	(センター試験 1990)

問23 下線部(23)について、以下の例文の英訳を完成させよ。

英語	日本語
for the first time in O years	O年ぶりに
(例) 僕は10年ぶりに故郷に帰った。(センター試験 1993)	

問24 下線部(24)について、以下の例の英訳を完成させよ。

英語	説明
the+形容詞 the+分詞	「人」や「もの/こと」を表すことができる
(例) 貧困層 ⇔ 富裕層	
(例) 日本人、英国人	
(例) 失業者	

問25 下に与えられた語を適切な順に並び替えて空所(25)を埋めなさい。

about being excited I selected his were

問26 下線部(26)について、以下の例文の和訳を完成させよ。

英語	日本語
share A(物事) with B(人)	A(物事)をB(人)と共有する
(例) What do you say to <u>sharing</u> your umbrella <u>with</u> your sister?	

23 (英検 2 級 2014 年度第 1 回 改)

Turn It Off

The development of smartphones and other portable devices that (A)connect to the Internet has certainly made our lives easier. With these devices, we can look at our e-mails, contact our friends, get information, prepare reports, and even do Internet banking from almost anywhere. But although they are useful, they can also (B)cause problems. They make it difficult, for example, to (1) work-related e-mails. Moreover, some people (C)become addicted to their devices, looking at them for new e-mails (D)every few minutes. As a result, their stress levels (E)rise, and they find (F)it hard to concentrate on other things.

One solution is (G)to create spaces where people cannot connect to the Internet. (2), more and more of (H)these are being created around the world. (I)In one big department store in London, for example, there is now an area called the Silence Room, where smartphones and other devices do not work. Some restaurants in the United States, too, have begun to (J)ask their customers to leave their devices at the entrance when they go in. These restaurants believe (K)this creates a better atmosphere for all customers. For many people, however, such breaks from the Internet are too (3). Experts say that, for these people, an (L)even better idea is to take a vacation where they spend (L)even more time away from the Internet.

Surveys show that most people remain connected to the Internet during ordinary vacations. The majority also check their work e-mail every day. This means that the vacation is not really a rest from their usual lives. Now, (M)a number of travel companies and hotels have started to offer vacations where devices such as cell phones and computers cannot be used at all. On these vacations, traditional activities such as playing games, reading, and outdoor adventures are offered. Sometimes, experts (N)are available to help people break their addiction to the Internet and to advise them on other ways to use their time. Such vacations (O)allow people to experience some of the pleasures of a (4) life.

1. 文意に沿って空所(1)から空所(4)に入れるのに最も適切なものを選び。

- | | | |
|-----|-------------------|-----------------|
| (1) | 1 send out | 2 search for |
| | 3 escape from | 4 cover up |
| (2) | 1 Nevertheless | 2 Indeed |
| | 3 Otherwise | 4 Unfortunately |
| (3) | 1 strict | 2 costly |
| | 3 strange | 4 short |
| (4) | 1 less relaxing | 2 more modern |
| | 3 less convenient | 4 more artistic |

2. 下線部(A)について、以下の例文の英訳を完成させよ。

英語	日本語
connect to O	O とつながる、O(ネット)に接続する
(例文) インターネットに接続するための、数多くの異なる方法がある。	

3. 下線部(B)について、以下の例文の和訳と英訳を完成させよ。

英語	日本語
cause O	O をもたらす
(例文) The accident <u>was caused</u> by two leading factors.	
cause O1 O2	O1 に O2 をもたらす
(例文) 睡眠不足のせいで、私はたくさんストレスを抱えていた。	
cause O to 不定詞	O に～させる
(例文) Fear <u>caused the subject to</u> shade his eyes.	

4. 下線部(C)について、以下の例文の和訳を完成させよ。

英語	日本語
be addicted to O	O 中毒だ
(例文) The Ambassador seems <u>addicted to</u> drinking (alcohol) .	

5. 下線部(D)について、以下の例文の和訳を完成させよ。

英語	日本語
every + 基数 + 複数名詞 every + 序数 + 単数名詞	～ごとに
(例文) Payments are to be made <u>every six months</u> / <u>every sixth month</u> .	
(例文) The train to Shukugawa runs <u>every ten minutes</u> / <u>every tenth minute</u> .	
(例文) <u>Every four college students</u> / <u>Every fourth college student</u> has a bike.	
every + other + 単数名詞 every + few + 複数名詞	2つ[人、など]ごとに 数個[人、など]ごとに
(例文) Our meeting is held <u>every other week</u> .	
(例文) It is wise of you to take blood tests <u>every few months</u> .	

6. 下線部(C)と下線部(D)を含む文を和訳せよ。

7. 下線部(E)について、以下の例文の英訳と和訳を完成させよ。

8. 英語	日本語
rise	[自動詞] 上がる、上昇する
(例文) 太陽は東から昇る。	
raise O	[他動詞] O を上げる、上昇させる
(例文) 手を上げろ。	
(例文) The consumption tax was <u>raised</u> by 3 percent on April 1, 2014.	

9. 下線部(F)が指す内容を英語で記せ。

10. 下線部(G)の to 不定詞の用法を書け。

11. 下線部(H)の指す内容を日本語で記せ。

12. 下線部(I)を和訳せよ。ただし、Silence Room は「サイレンスルーム」と表記すること。

13. 下線部(J)について、以下の例文の英訳と和訳を完成させよ。

英語	日本語
ask <u>人</u> to 不定詞	(人に) ~することを頼む
(例文) 僕は彼に車を貸してくれるよう頼むつもりだ。	
ask (<u>人</u>) for <u>物事</u>	(人に) 物事を求める
(例文) I <u>asked for</u> help. I <u>asked him for</u> help.	

14. 下線部(K)の指す内容を日本語で記せ。

15. 下線部(L)について、以下の例文の英訳と和訳を完成させよ。

英語	説明
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> much far a lot even </div> + 比較級	比較の強調
<p>(例文) 七夏は兄よりもずっと社交的だ。(much を用いて)</p> <p>(例文) I'm <u>a lot</u> richer than my sister.</p> <p>(例文) ケンは兄よりもずっと背が高い。(far を用いて)</p> <p>(例文) I can make good students <u>even</u> better.</p>	

16. 下線部(M)について、以下の例文の和訳を完成させよ。

英語	日本語
a (large) number of O	多数の O
<p>(例文) Hippocrates, an ancient Greek physician, is known to <u>a number of</u> medical students.</p> <p>(例文) Japan exports <u>a large number of</u> cars to the U.S.</p>	
the number of O	O の数
<p>(例文) China, one of the most populous nations, decided to end its policy to control <u>the number of</u> children.</p>	

17. 下線部(N)について、以下の例文の英訳を完成させよ。

英語	日本語
物 is available to 人	物は人にとって利用可能だ
(例文) その企業で働く人がその情報を知ることができる。(The information で始めて)	

18. 下線部(O)について、以下の例文の英訳を完成させよ。

英語	日本語
allow+O+to 不定詞	Oが～することを許可する
(例文) 荒れ模様の天気のおかげで、我々の誰も富士山に登れなかった。(The stormy weather で始めて)	
(例文) 彼にはプライドがあるので、そのお金を受け取らないだろう。(His pride で始めて)	
(灘高 2015)	