

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 commit ② convince ③ insit ④ precise

問 2

- ① helped ② laughed ③ poured ④ searched

問 3

- ① bird ② hard ③ journey ④ work

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

4

- ① advance ② danger ③ engine ④ limit

問 2

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- ① deposit ② foundation ③ opinion ④ register

問 3

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- ① agency ② frequently ③ introduce ④ officer

問 4

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- ① championship ② delivery
③ relatively ④ supermarket

第2問 次の問い(A～C)に答えよ。(配点 47)

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 Jeff didn't accept the job offer because of the salary.

- ① cheap ② inexpensive ③ low ④ weak

問2 Brenda went to get something to drink.

- ① at downstairs ② downstairs
③ the downstairs ④ to downstairs

問3 After I injured my elbow, I had to quit for my school's badminton team.

- ① playing ② to be playing
③ to have played ④ to play

問4 It's my understanding why he decided to buy such an old car.

- ① against ② behind ③ beneath ④ beyond

問5 Nicole novels for about seven years when she won the national novel contest.

- ① had been writing ② has been writing
③ has written ④ is writing

問 6 Our boss was sick at home, so we did 13 we thought was needed to finish the project.

- ① how ② that ③ what ④ which

問 7 14 I didn't notice it, but there was a huge spider in the bathroom.

- ① At first ② Beginning ③ Besides ④ Firstly

問 8 Rafael (A) a pair of swallows (B) a nest in the tree in front of the house. 15

- ① A : looked B : making ② A : looked B : to make
③ A : saw B : making ④ A : saw B : to make

問 9 It (A) be long (B) the plum blossoms come out. They may even bloom this coming weekend. 16

- ① A : should B : before ② A : should B : enough
③ A : shouldn't B : before ④ A : shouldn't B : enough

問10 Melissa said she (A) rather go snowboarding next weekend (B) go ice-skating. 17

- ① A : could B : than ② A : could B : to
③ A : would B : than ④ A : would B : to

B 次の問い(問 1 ～ 3)において、それぞれ下の①～⑥の語句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 18 ～ 23 に入れるものの番
号のみを答えよ。

問 1 Student: What are we going to do with the Australian students after
they arrive?

Teacher: The first night, we'll have a barbecue by the river so that
you all 18 19
quickly.

- | | | |
|--------|---------|-------|
| ① can | ② each | ③ get |
| ④ know | ⑤ other | ⑥ to |

問 2 Bridget: How was your basketball season last year?

Toshi: I 20 21.

- | | | |
|--------------|------------|----------|
| ① highest | ② on | ③ scorer |
| ④ the second | ⑤ the team | ⑥ was |

問 3 Evan: I want to buy my first computer, but I don't know which one I
should get.

Sam: Don't worry. Electronic stores always have experts available to
give advice 22 23
using computers.

- | | | |
|----------|------------|---------|
| ① aren't | ② familiar | ③ those |
| ④ to | ⑤ who | ⑥ with |

C 次の問い(問1～3)の会話が最も適切なやりとりとなるように 24 ～
26 を埋めるには、(A)と(B)をどのように組み合わせればよいか、それぞれ下の①～⑧のうちから一つずつ選べ。

問1 Shelly: I can't wait till next Tuesday.

Lisa: What's happening next Tuesday?

Shelly: Don't you remember? There's going to be a jazz concert after school.

Lisa: Really? I thought it 24

(A) was going to be	→	(A) on Thursday,	→	(A) because I'm wrong.
(B) was planning to be		(B) on Tuesday,		(B) but maybe I'm wrong.

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 Tomohiro: Hi, Casey. I'm glad you made it in time. Our flight's scheduled to depart soon.

Casey: Thank you for telling me not to take the bus. I never thought the traffic would be so heavy at this time of day.

Tomohiro: I always check traffic and railroad conditions when I have a plane to catch.

Casey: You're so helpful. 25

(A) I wouldn't have taken	→	(A) the bus	→	(A) with your suggestion.
(B) I wouldn't take		(B) the train		(B) without your suggestion.

- | | | |
|-------------------|-------------------|-------------------|
| 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 Hoang: The typhoon over the weekend was pretty strong, wasn't it?

Nao: Yeah, and my club's soccer match in Fukuoka Park was canceled.

Hoang: We can never predict what the weather will bring.

Nao: I agree. Did the typhoon also go through Shizuoka?

Hoang: Yes, it did. 26 I hope we get another chance to do it.

(A) It's because	→	(A) we didn't cancel our trip to Mt. Fuji,	→	(A) fortunately.
(B) That's why		(B) we had to cancel our trip to Mt. Fuji,		(B) unfortunately.

- | | | |
|-------------------|-------------------|-------------------|
| 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・B)に答えよ。(配点 33)

A 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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When you encounter unfamiliar things in a new environment, you may experience culture shock even in your own country. When Tsubasa started college life away from his family, everything seemed exciting and new to him, but then he began to feel unexpected anxiety about his surroundings. ①He realized people sometimes misunderstood him because of his regional accent and expressions. ②He knew that his parents missed him very much because he was their only child. ③He also noticed many of his classmates had learned various things in high school that he had never even heard of. Everyone seemed smarter, more mature, and even more fashionable than he was. ④He was afraid he was already too far behind in everything. However, it turned out that most of the other students had more or less the same feelings of anxiety he had. Now, he enjoys studying at college without such feelings.

問 2 28

Is the tomato a vegetable or a fruit? There was a U.S. court case on this issue in the 1890s. At the time, people had to pay taxes for importing vegetables, but not for importing fruits. Biologically, fruits develop from a part in the base of a flower and contain seeds. ①According to this scientific definition, tomatoes, as well as cucumbers, pumpkins, and green peppers, are fruits. ②Contrary to what science says, most people consider the tomato a vegetable and use it as a vegetable. ③For example, in some countries the tomato has been given names such as “golden apple” and “love apple.” ④Tomatoes are eaten cooked or raw as many vegetables are and not traditionally served for dessert like fruits. The court concluded that the tomato was a vegetable based on the simple fact that most people considered it a vegetable.

問 3 29

In response to the problem of the world's growing demand for animal protein, a conference was held to discuss the various benefits of using insects as an alternative source of food to pigs, chickens, and cows. ①It isn't well known, but insects are an extremely healthy food as they are full of protein, vitamins, and minerals. ②Insects have been around for millions of years, living with the dinosaurs and then very early human beings. ③Raising insects can be environmentally friendly as they neither take up much space, eat much food, nor release much greenhouse gas. ④Most are able to survive with little water, making them an ideal alternative food for locations with severe water shortages. The evidence shows that there are many benefits of using insects as food. It just may take time to change people's minds about eating them.

B 次の会話は、ある大学で映像制作の課題について学生たちが話し合いをしている場面の一部である。 30 ~ 32 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。

Jennifer: Let's get started. We are supposed to create a film for a group project in our film-making class. As the group leader, I think the sooner we start, the better our movie will be. Does anyone have any ideas for our movie?

Michael: I do. I think many people watch movies to feel happier, so why don't we make something that can make people feel good? Last year, one group of students in this class made a documentary about our university basketball team. They filmed interviews with players and their training many times over a period of three months. For the audience, watching the documentary was a way of experiencing the hard work of the players, the friendships among the teammates from different backgrounds, the trust between the players and their coach, and finally the joy of their victory in the national tournament. Their amazing story of triumph appealed to a wide audience and everyone involved in the film received lots of praise. I would like to create a similar movie documenting people working hard and achieving their goals.

Jennifer: So, are you saying that 30 ?

- ① audiences enjoy watching stories of people achieving success
- ② audiences want to watch interviews of hardworking athletes
- ③ documentary films can make audiences happy very easily
- ④ it is important for us to spend a long time making our movie

Michael: Yes, that's right.

Kim: Filming star players or people who are successful sounds interesting, but it may be difficult for ordinary people to identify themselves with the people in these extraordinary stories. I think people feel more satisfied when they watch movies that they can connect with. That's the reason people like love stories. People like to imagine: "How would I get her attention?"; "How would I ask him out on a date?"; or "Where would we go on our first date?"

Mary: I agree. People want to watch something on the screen that they can imagine themselves doing because it's familiar to them. And we can add a little suspense or excitement by asking the audience a "what if" question in an everyday setting. For example, what if we found a treasure map somewhere on campus? This could be the beginning of a nice, fun story, and it could make an exciting movie.

Jennifer: Kim and Mary, both of you think we should make a movie that

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- ① asks the audience many extraordinary questions
- ② focuses on successful people doing amazing things
- ③ has situations that the average person can relate to
- ④ uses the campus setting to create fun and suspense

Mary: Exactly.

Takeshi: But as a creative work, it should reflect the creator's unique vision, namely, an original way of looking at the world. A great movie usually reflects its director's creative vision in the story or in the way it is told. Remember, the audience wants to watch something novel, too. So, I think we need to think about what our original perspective could be.

Alisa: Right. If we show something ordinary in an ordinary way, people might not be interested. For example, we are just college students. Some of us are dependent on our parents for support, whereas others are living by themselves for the first time. Some of us come from small towns, and others from big cities. Some of us may feel uneasy about our careers. All of these things sound very ordinary and not really special. So, is it possible to show our world in a unique way that will appeal to the audience?

John: I think so. These things are not special separately, but the combination of all those things together can make our work unique. I think that's what people would like to see: a movie that they can associate with but that is told from a unique perspective.

Jennifer: Well, we have some different ideas about our film, but it sounds like everyone is saying that

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 is important when making our film.

- ① documenting people's real lives
- ② making the content highly original
- ③ showing our different backgrounds
- ④ thinking of audiences' preferences

Jennifer: OK. Let's discuss this in more depth.

第4問 次の問い(A・B)に答えよ。(配点 40)

A 次の文章はある説明文の一部である。この文章とグラフを読み、下の問い(問1～4)の

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 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。

Color is an important feature considered by consumers when shopping for various products. Marketing companies need to identify the colors that can create an intention to purchase and a desired atmosphere in retail stores. However, it is not easy to anticipate which colors will be popular for individual items, because consumers have different preferences depending on product types. Through the research reported here, we can deepen our understanding of the influence of color on consumers.

In this study, researchers surveyed German consumers to obtain information on whether the participants thought color was important when shopping, how much they were influenced by color when buying various products, and what emotions and associations were related to various colors. First, the researchers examined the data and found that color was indeed important for the participants when shopping, with 68% of them mentioning color as a determining factor when choosing the product they intended to purchase.

Next, the researchers investigated whether the degree of importance consumers put on color varied depending on the products purchased. Figure 1 shows six everyday products and the percentages of the participants who placed high importance on color when purchasing those products. The top two products were both those worn by the participants, and the three lowest were all electronic devices. A total of 36.4% of the participants placed importance on color for cellphones. This was the highest among the electronic products, but only slightly more than half of that for bags, which appeared one rank above.

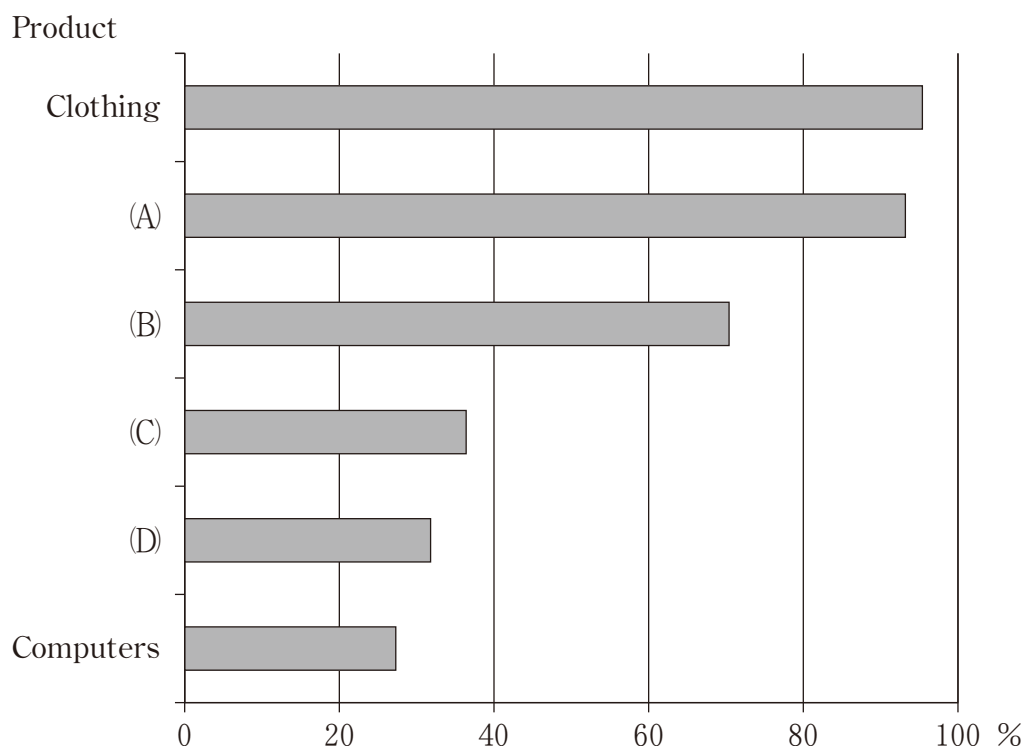


Figure 1. The percentages of the participants who placed high importance on color when purchasing six everyday products.

Third, the researchers looked at the participants' perceptions of and associations with colors. The results showed that red had various meanings: love, danger, anger, and power. Green produced a relationship with nature, good luck, and health. Furthermore, the color white was associated with balance, health, and calm. Results showed each color had several different meanings.

The findings summarized in the above passage explained how colors influenced German consumers. However, this influence may vary from country to country. In this globalized world, it has become easier to market products internationally, partly due to the increased use of the Internet. Therefore, it is necessary to consider the importance consumers in other parts of the world place on color in their choices of products. The next part of this passage will examine this topic.

(Okan Akcay (2013) *Product Color Choice and Meanings of Color: A Case of Germany* の一部を参考に作成)

問 1 The passage mentions that it is difficult to understand which colors consumers like better because 33 .

- ① color preferences differ from generation to generation
- ② consumers' favorite colors vary for different products
- ③ product marketers choose the most popular colors
- ④ various products are purchased by consumers when shopping

問 2 In Figure 1, which of the following do (A), (B), (C), and (D) refer to? 34

- ① (A) Bags (B) Footwear (C) Cellphones (D) Music players
- ② (A) Bags (B) Footwear (C) Music players (D) Cellphones
- ③ (A) Footwear (B) Bags (C) Cellphones (D) Music players
- ④ (A) Footwear (B) Bags (C) Music players (D) Cellphones

問 3 Which of the following statements is correct according to the passage?
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- ① German businesses consider green to represent passion to consumers.
- ② German consumers perceive one color as containing multiple images.
- ③ German people appear to prefer green clothing to red clothing.
- ④ German producers choose one color for products after observing their sales.

問 4 What topic is most likely to follow the last paragraph?

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- ① The effects of globalization on color choices in international business
- ② The importance of marketing electronic devices in other countries
- ③ The influence of the Internet on product choices in international business
- ④ The significance of color for the consumers in other countries

B 次のページの料理教室に関する広告を読み、次の問い(問 1 ~ 4)の 37 ~ 40 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 inspired Ralph Bearison to start Papa Bear Cooking School? 37

- ① He knew his family and friends were jealous of his cooking skills.
- ② He knew that fathers were not interested enough in cooking.
- ③ He wanted to give fathers opportunities to become professional cooks.
- ④ He wanted to teach fathers to cook quick, delicious, and healthy meals.

問 2 Tony is going to participate in the French Course and use the discount coupon provided. He will also buy an apron-and-towel set from the school. How much will he pay in total? 38

- ① \$270 ② \$275 ③ \$285 ④ \$300

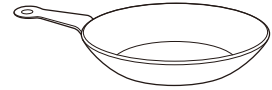
問 3 Ed hopes to expand the variety of food he can cook for his family. He has no free time on weekends or mornings. Which cooking course would he most likely take? 39

- ① Chinese
- ② Italian
- ③ Japanese
- ④ Sunday Family Breakfast

問 4 The advertisement suggests that 40 .

- ① 12-year-old children can participate in the Sunday course at no cost
- ② Cooking Courses for Fathers will last longer than three months
- ③ Papa Bear Cooking School requires students to bring ingredients to classes
- ④ students at Papa Bear Cooking School can eat the food they cook

Papa Bear Cooking School: Cooking Courses for Fathers

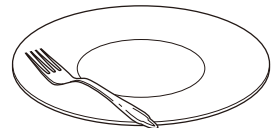


Papa Bear Cooking School was established in 1992 by Ralph Bearison. He recognized that many fathers liked to cook but often didn't have enough time to prepare meals. He hoped to share his interest in cooking meals in a short time that would taste good and be good for their families. At Papa Bear Cooking School, you can learn to create a variety of meals under the guidance of professional cooks, making you the envy of your family and friends. The following cooking courses start in the first week of May.

Cooking Course	Day	Time	Course Fee
Italian	Tuesday	10:00 – 12:00	\$150
French	Wednesday	9:00 – 12:00	\$250
Japanese	Thursday	15:00 – 18:00	\$250
Chinese	Saturday	17:00 – 19:00	\$200
Sunday Family Breakfast*	Sunday	8:00 – 10:00	\$150

*Children aged 10 to 15 are welcome to join their fathers in the Sunday Family Breakfast Course for \$100 per child.

- All courses are 10 weeks long.
- Fees include all ingredients.
- Cooking knives, silverware, such as forks and spoons, and plates will be provided by the school.



What to Bring

- An apron and towels (You can rent an apron-and-towel set for \$6 per week or purchase a new set at our store for \$50.)
- An empty stomach!

Check out our Papa Bear Cooking School website for details of our facilities and other cooking courses.



第5問 次の日誌の抜粋を読み、下の問い(問1～5)の

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 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。
(配点 30)

Selections From the Exploration Journal for Planet X

DAY 1

Our mission of scientific discovery continues, and there is something exciting to report. We may have finally found a planet capable of supporting life. The nearby planets were either too hot or too dry to support life, but this planet seems to be different. Its surface is mostly a blue liquid, though it is spotted with some green and brown parts, and some kind of white substance seems to be moving around the planet.

DAY 4

Now we are orbiting the planet. It seems that our assumption was correct! There are a few mechanical devices circling around it and their designs are rather complex. They were certainly made by some kind of intelligent beings. Are these machines part of a monitoring system? Have they signaled our approach? There doesn't seem to be any threat, so we have decided to ignore them and get closer to the planet. I hope that their inventors are friendly.

DAY 8

Unlike our planet, which is totally covered with the precious liquid that sustains us, the green and brown parts of this planet are too dry to support life. The blue part is mostly H₂O in a liquid state. Although it is liquid, it is not quite the same as the liquid on our home planet. Still, we might be able to find life here. At least, according to our equipment, there seems to be something alive down there. We are ready to start direct observation and will soon dive in. I'm so excited that I won't be able to sleep tonight!

DAY 9

We succeeded in entering this unexplored liquid safely. The scenery around us was very similar to that of our planet, with soft plants gently waving back and forth. We also noticed a variety of thin swimming creatures. How exciting! We have found life on this planet! However, we cannot see any creatures capable of producing an advanced civilization. Without arms, these swimming creatures wouldn't be able to build complex machines even if they were smart. Are the leaders of this planet hiding from us? Do they have reservations about meeting us? Is that why they use those flying objects to check out space? Hopefully, we will be able to find some answers.

DAY 12

We found a big object lying on the bottom. Its long body looked somewhat like our spaceship. It sat silently looking very old and damaged. Apparently, it isn't being used anymore. Maybe it is a part of the remains of this planet's ancient civilization.

DAY 19

Since we started our dive, we have seen many more unusual creatures. We were especially surprised to find one that looked very similar to us. The upper part of its body was round and soft. Underneath that were two large eyes and several long arms. It escaped quickly, leaving a cloud of black substance. We don't know if it is the most intelligent life on this planet, but our expectations for new discoveries continue to grow.

DAY 39

This part of our investigation will soon come to an end. We have found more remains and abandoned objects like the one we found earlier, but there have been no signs of the creatures who made them. Perhaps the leaders of this planet have died out. Anyway, we found life on this planet, which is a very big discovery. We must leave this planet for now, but we will certainly come back someday to continue our research. We will return home with amazing reports.

DAY 40

We silently floated up to the surface and then into the air. Just as we were leaving the planet, we saw a lot of strange creatures on the dry areas. What a shock! We, creatures living in liquid, had never imagined creatures like them! Floating safely in our ship's liquid, we realized that our common sense had led us to the wrong conclusion.

問 1 What was the purpose of the explorers' journey?

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- ① To assist intelligent creatures on the planet
- ② To invade a planet and expand their colonies
- ③ To search for life outside their home planet
- ④ To test the performance of their new spaceship

問 2 When the explorers were observing the planet from space, they imagined that the intelligent creatures on it would 42.

- ① be aggressive toward others
- ② have advanced technology
- ③ have no interest in space
- ④ no longer live there

問 3 The word reservations as used in DAY 9 is closest in meaning to 43.

- ① appointments
- ② concerns
- ③ expectations
- ④ protections

問 4 Which of the following best describes the author of the journal? 44

- ① A being whose shape resembles an octopus
- ② A human scientist exploring other planets
- ③ A space creature which looks like a human
- ④ An intelligent flat animal with no arms

問 5 The explorers incorrectly assumed that all intelligent creatures would 45.

- ① be less creative than their species
- ② have advanced to the land
- ③ live in some kind of liquid
- ④ understand their language

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)はパラグラフ(段落)の番号を表している。(配点 36)

- (1) History teaches us that technology and associated discoveries have changed how we understand the world. Many technological devices provide additional range and power to our natural capacities, such as our five senses. Among these devices, many enable us to see things that we cannot see with the naked eye. This change from invisible to visible has led to tremendous growth in our comprehension of the world and has strongly influenced our ways of thinking.
- (2) In the 17th century, a scientist noticed that by holding two lenses together in a certain way he could make an object appear larger. He used this technique to construct the first simple telescope. Using these archaic telescopes, early scientists were able to describe the surface of the Moon in detail and to see that Jupiter had at least four such satellites. Since that time, people have developed various devices that expand our range of sight, thus revealing facts about the universe that lies beyond the Earth. The telescope continues to offer us new views concerning things beyond our immediate reach.
- (3) Later, the microscope was developed using principles similar to the telescope. The microscope allows us to study objects we normally cannot see because they are too small. Looking through a microscope opened up an entirely new world to scientists. Before the invention of the microscope, they couldn't see the structures of human tissues or cells in plants and animals. When they saw these things, they became aware that some things that they had thought were whole and could not be divided, actually consisted of smaller components. These were only visible with the assistance of microscopes. Today, electron microscopes allow us to investigate even smaller items, such as molecules. These advances have altered our concepts regarding the composition of things in the world.

- (4) The invention of the camera also made the invisible world visible. In the world, everything is changing. Some things change faster than we can see. The camera is a tool that gives us the power to freeze change at different points in time. Series of pictures have revealed how birds move in flight and athletes run. The camera can also help us see changes that are so gradual that we usually don't notice them. For example, by comparing photos of the same scene taken months or years apart, we can gain insights into how societies change. There are many other ways besides these in which the camera has changed our perceptions of the world.
- (5) In the late 19th century, machines that used the newly discovered X-rays revolutionized the way in which we looked at things. Rather than seeing only the surface of an object, we gained the ability to look into it or through it, bringing the inner elements of many things into our range of view. This capability proved practical in the workplace, useful in laboratories and museums, and instructive in universities. One of the most important applications was in medicine. Doctors often had difficulty diagnosing illnesses or finding problems inside the body. X-rays allowed them to look into their patients, identify where there were problems, and cure them. This use of X-rays brought new understandings and methods for diagnosis and treatment.
- (6) Different technological devices have made it possible to observe things that we could not see with the naked eye. This has significantly altered our understandings of the world around us. Each technological advance changes us in unpredictable ways, and each discovery increases our knowledge about the world. Just as the devices mentioned above have done, new devices will continue to impact our lives and change our ways of thinking in the future.

A 次の問い(問1～5)の 46 ～ 50 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 Which of the following is closest to the meaning of archaic as used in paragraph (2)? 46

- ① advanced
- ② contemporary
- ③ ordinary
- ④ primitive

問2 According to paragraph (3), what did people learn by using microscopes? 47

- ① Cells were too small to be seen with microscopes.
- ② Materials were made up of smaller things.
- ③ Molecules were the smallest components.
- ④ Sets of lenses decreased the size of items.

問3 According to paragraph (4), what do cameras enable us to do? 48

- ① To capture moments in time accurately
- ② To compare rapid social changes
- ③ To make invisible things move faster
- ④ To predict what will happen

問 4 According to paragraph (5), how are X-rays used? 49

- ① To find the locations of problems in the body
- ② To improve visibility of objects' surfaces
- ③ To learn when paintings were created
- ④ To test the quality of chemical compounds

問 5 What is the main idea of this passage? 50

- ① Applications of two lenses can improve people's sight.
- ② Development of technology affects our ways of thinking.
- ③ People need to be aware of the dangers of technology.
- ④ Technology plays a vital role in changing our five senses.

B 次の表は、本文のパラグラフ(段落)の構成と内容をまとめたものである。

51 ~ 54 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)	51
(3)	52
(4)	53
(5)	54
(6)	Conclusion

- ① Examining the interiors of things
- ② Exploring the universe of small things
- ③ Looking at instants during a series of changes
- ④ The use of lenses to look out into space