

【 1 】

次の問い(A・B)に答えよ。

(配点 16)

A 次の問い(問 1・問 2)において、下線部(a)・(b)の単語のアクセント(強勢)の位置が正しい組合せを、下の①～④のうちからそれぞれ一つずつ選べ。

問 1

The smooth (a)surface of the (b)desert makes it possible for camels to transport goods easily.

- | | | |
|---|-------------|------------|
| ① | (a) surfáce | (b) desért |
| ② | (a) surfáce | (b) désert |
| ③ | (a) súrface | (b) desért |
| ④ | (a) súrface | (b) désert |

問 2

The coach (a)forgot to tell the swimmer that his (b)record had been broken by a rival.

- | | | |
|---|------------|------------|
| ① | (a) forgót | (b) récord |
| ② | (a) forgót | (b) recórd |
| ③ | (a) fôrgot | (b) recórd |
| ④ | (a) fôrgot | (b) récord |

B 次の会話の下線部(1)～(4)について、それぞれ下の問い(問 1～問 4)に示された①～④の中で最も強調して発音されるもの一つずつ選べ。

《状況》 Jim と Rie が将来就きたい職業について話し合っている。

Jim : What job do you eventually want to have?

Rie : (1)I haven't thought about it. Have you?

Jim : Yeah, I want a job (2)that allows me to travel.

Rie : Hmm, that would be nice, wouldn't it? What kind of job?

Jim : I'd like to be a tour guide. (3)What would you like to do?

Rie : Now that you mention it, I guess I'd also like a job allowing me to travel.

Jim : Doing what?

Rie : (4)I'd like to be a pilot.

問 1

- | | | | | | | | |
|---|---------|---|---------|---|-------|---|----|
| ① | haven't | ② | thought | ③ | about | ④ | it |
|---|---------|---|---------|---|-------|---|----|

問 2

- | | | | | | | | |
|---|------|---|--------|---|----|---|--------|
| ① | that | ② | allows | ③ | me | ④ | travel |
|---|------|---|--------|---|----|---|--------|

問 3

- | | | | | | | | |
|---|-------|---|-----|---|------|---|----|
| ① | would | ② | you | ③ | like | ④ | do |
|---|-------|---|-----|---|------|---|----|

問 4

- | | | | | | | | |
|---|-----|---|------|---|----|---|-------|
| ① | I'd | ② | like | ③ | be | ④ | pilot |
|---|-----|---|------|---|----|---|-------|

【 2 】

次の問い(A～C)に答えよ。

(配点 38)

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。

問 1 I want to make a phone call but only have a five-dollar bill. I need some .

- | | | | |
|---|--------------|---|------------|
| ① | change | ② | small cash |
| ③ | little money | ④ | return |

問 2 Tetsuya didn't hear the doorbell when his visitors arrived, because he a shower.

- | | | | |
|---|-----------------|---|------------|
| ① | has been taking | ② | was taking |
| ③ | took | ④ | has taken |

問 3 “What do you think of Mr. Owen's proposal for cutting costs in the factory?”

“I like his idea, but I don't think it will very well.”

- | | | | | | | | |
|---|------|---|-------|---|-------|---|------|
| ① | work | ② | spend | ③ | match | ④ | come |
|---|------|---|-------|---|-------|---|------|

問 4 John's mother wanted to go shopping, so she asked him 10 his little brother while she was out.

- ① if he looked after ② he would look after
③ looking after ④ to look after

問 5 Our PE teacher, a 11 professional basketball player, is coaching the school team.

- ① previous ② late ③ once ④ former

問 6 “Is Satoko still writing her research paper?”

“Well, I think she's 12 finished it.”

- ① now and then ② one after another
③ more or less ④ one by one

問 7 “Frank drives much too fast. Someday he'll have a terrible accident.”

“Oh, 13.”

- ① I don't hope so ② I hope not
③ I'm not afraid so ④ I'm afraid not

問 8 If you 14 the book you ordered by tomorrow, please let us know.

- ① wouldn't receive ② haven't received
③ won't receive ④ didn't receive

問 9 Fortunately, bus services are now back to 15 after yesterday's strike.

- ① common ② ordinary ③ normal ④ regular

問 10 Social science, 16 in 1998, is no longer taught at this college.

- ① studying the subject ② having studied
③ the subject I studied ④ I have studied

B 次の問い(問 1～3)の会話の17～19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

A : Could I have the tuna salad and a cup of coffee, please?

B : 17

A : No, that's it, thanks.

- ① Sure. Anything else? ② Yes. Is that all you want?
③ The tomato salad? ④ Would you like the coffee now?

問 2

A : I need the number of Barry Watson.

B : 18

A : Barry. That's “B” as in “boy”.

- ① What's Mr. Watson's full name?
② Did you say Barry Watson or Harry Watson?
③ Are you sure the name is Watson?
④ Is Barry a boy's name or a girl's name?

問 3

A : Can you help me with my homework?

B : 19

A : Come on. Don't be so mean!

- ① No, but I can give you a helping hand.
② Why not? I have plenty of time.
③ Yes, of course I can do that for you.
④ I'd like to, but I want to watch this video.

C 次の問い(問 1 ～ 3)において、それぞれ下の①～⑤の語句を並べかえて空所を補い、文を完成せよ。ただし、解答は 20 ～ 25 に入れるものの番号のみを答えよ。

問 1 Since my secretary didn't take the name of the visitor, I couldn't _____ 20 _____ 21 _____.

① see

② be sure

③ me

④ who

⑤ had come to

問 2 In the 21st century, we can expect scientific advances to give _____ 22 _____ 23 _____ a comfortable and easy life.

① ever

② leading

③ more people

④ than

⑤ the means of

問 3 Barbara has always been interested in history, so the news _____ 24 _____ 25 _____ her very sad.

① made

② that

③ the museum

④ to close

⑤ was

【3】

次の問い(A ～ C)に答えよ。(配点 34)

A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Most people think that the duck-billed platypus, an egg-laying mammal, only lives in remote rivers in Australia. 26, though, platypuses can be found in rivers near large cities throughout eastern Australia. The cities are trying to protect these shy animals. 27, trash, such as old fishing line and plastic bags, is injuring nearly ten percent of them every year. How much longer can platypuses live near us? The answer depends on us.

26

① As a matter of fact

② Not to mention it

③ In spite of them

④ In a sense

27

① Still

② That is

③ Thus

④ At last

B 次の問い(問 1 ・ 問 2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下の A ～ C に示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

One aspect of sports is winning or losing. Athletes, coaches, and spectators all agree that no one likes to lose. 28 Recognizing these differences in attitudes will help us when talking to athletes who have lost.

- A. Studies show that female athletes tend to say failure is caused by their lack of skill or effort.
- B. Male athletes, on the other hand, tend to point to factors such as luck or the strength of the opponents.
- C. Researchers, however, have found differences in the ways male and female athletes respond to losing.

① A－B－C

② C－A－B

③ A－C－B

④ C－B－A

⑤ B－C－A

⑥ B－A－C

問 2

In many cultures nicknames are used to express feelings toward a person. They are commonest among children but any close group of people, such as a family, a sports team, or office staff, will use nicknames. 29 Added to this, when we feel comfortable in using someone's nickname to his or her face, it can be an important mark of closeness.

- A. Whether given to a friend, an enemy, or a leader, a nickname often illustrates the person’s character, habits, or appearance.
- B. Those who are in authority can also get nicknames.
- C. They are given mostly to special friends or enemies.

- ①

C－A－B
- ②

B－C－A
- ③

A－B－C
- ④

A－C－B
- ⑤

B－A－C
- ⑥

C－B－A

C 下の 30 ～ 32 の各文を入れるのに最も適当な箇所を、次の文章中の①～⑥の中からそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

What would you do if you wanted to learn about something? A traditional way is to go to your bookshelf, pick up a dictionary or encyclopedia, and start turning pages. Now, however, you can turn on your computer, connect it to the Internet and start its search program. You just type in the keyword(s), click “search”, and soon you will have what you are looking for.

It seems as if anything you want to know can be found on the Internet. ① The range of information you can find on the Net varies from gossip, to news, to the most advanced technological findings. Furthermore, the information is always fresh. ② It seems we do not need to “know” or “remember” anything except how to get information from the Net. Or at least, there is no longer any need for the shelf space to hold those volumes of encyclopedias.

What is being lost, though, is the joy of discovery. In many ways an Internet search is like a package tour, on which you generally know where you are going and see only what the tour organizer has selected. Similarly, what you find in the Internet search is controlled by the site’s owner or is the result of a computer program. ③ On the other hand, turning the pages of an encyclopedia, as you look up an entry, is more like wandering through a forest. ④ This may stir up a new interest, which will eventually lead you into a totally different topic.

The word “encyclopedia” originally meant “general or well-rounded education”. ⑤ With a traditional encyclopedia, this well-roundedness may be achieved by the discoveries readers make by turning the pages. In comparison, heading straight to the target word through a series of clicks on a computer is rather linear. ⑥

- 30

New information is constantly added, past files are re-written, and news reports are broadcast as they come in.
- 31

This suggests that technological changes in the methods of getting information may limit the opportunities for learning.
- 32

You may accidentally find something interesting in the entry just next to the one you have been looking for.

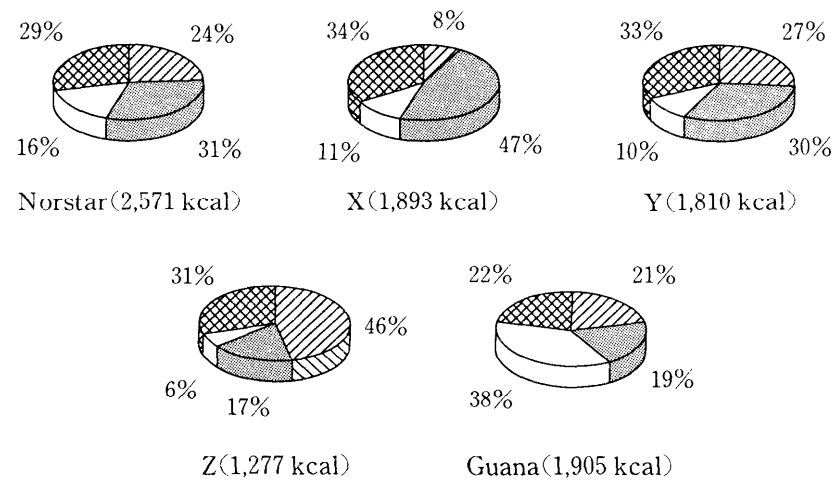
【4】

次の文章を読み、下の問い(A～C)に答えよ。

(配点 35)

Researchers at the International Calorie Association (ICA) have claimed that it is important to develop well-balanced eating habits. Ideally, calories should be taken in equally from three meals: breakfast, lunch, and dinner. They also point out that the recommended daily number of calories for children is from 1,900 to 2,100 kcal.

The researchers carried out a survey intended to measure the number of calories children get from regular meals each day. They chose several primary schools in five cities around the world: Guana, Jamas, Lomita, Norstar, and Portville. Every day for seven days, five hundred primary school children aged 7 to 10 in each of the five cities reported what they ate. Then the ICA calculated the average number of calories in each meal and in snacks. The results are shown as percentages of the total daily calories in the pie charts below.



Total Calories per Day

The way young children get calories from meals each day varies from city to city. For children in Guana, snacks provide the most calories. This may be because they consider snacks as equivalent to a major meal. On the other hand, snacks don't have much importance for children in Lomita. They get most of their daily energy from breakfast. The total amount of energy they get each day is quite small. The eating habits of children in Portville are unique. Many children tend to skip breakfast and have a rather big lunch. In contrast, the diet of children in Jamas is well-balanced. A similar pattern is shown for the children in Norstar. The total number of calories is, however, much greater than the ICA's recommendation. The children's parents will be advised to keep better control over their children's diet even though there is a good balance of calories between the three meals.

The ICA concluded that there are important differences in the ways children around the world get calories, and that they have to take these differences into account when they give dietary advice to people. The researchers also feel that more surveys are required, so as to discover what kind of diet is needed, since this survey focused only on the number of calories.

A グラフの X, Y, Z に対応する都市の組合せが、その順に次に示されている。最も適当な配列のものを、次の①～⑥のうちから一つ選べ。 33

- | | |
|--------------------------|--------------------------|
| ① Jamas—Portville—Lomita | ② Lomita—Portville—Jamas |
| ③ Lomita—Jamas—Portville | ④ Portville—Jamas—Lomita |
| ⑤ Portville—Lomita—Jamas | ⑥ Jamas—Lomita—Portville |

B 次の問い(問 1～3)の 34～36 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 One purpose of this research was 34.
- ① to understand the importance of breakfast
② to increase the calorie intake of children aged 7 to 10
③ to develop an ICA calorie chart
④ to understand eating habits in different countries
- 問 2 The total number of reports the ICA collected was 35.
- ① 3,500 ② 2,500 ③ 500 ④ 17,500
- 問 3 The researchers think that more surveys are necessary because 36.
- ① this survey focused only on primary school children
② they need some information on other aspects of diet
③ they want to know the best way to lose weight
④ they need to do more research in other countries

C 本文の内容およびグラフの内容と合っているものを、次の①～④のうちから一つ選べ。 37

- ① Children in Jamas think snacks are more important than breakfast.
② Children in Lomita need to eat more every day.
③ The ICA recommends 500 kcal per meal.
④ Children's eating habits in Guana are better than those in Portville.

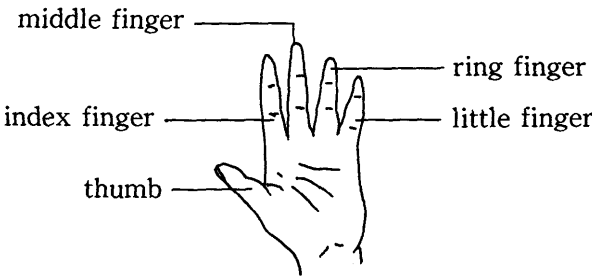
【5】

次の会話について、下の問い(A～D)に答えよ。
(配点 32)

Yumiko, a high school student studying in Britain, meets her friend, Paul, at the station.

Yumiko : Hi, Paul.
Paul : Hi, Yumiko. What are you doing these days?
Yumiko : I'm learning sign language.
Paul : Sign language? Why are you doing that?
Yumiko : We have a new student in our class who is deaf, and I thought it might be useful.
I'm starting a short training course on Monday, so I've learned the sign alphabet to prepare for it. Of course, there's much more to sign language than that, though.
Paul : You know, I learned some alphabet signs when I was in America. My friend showed me a few. His brother is partially deaf. For 'A', you just make a fist like this, don't you?
Yumiko : Actually, British signs are a bit different.
Paul : (1) I didn't know that.
Yumiko : Yes. In fact there are quite a lot of sign languages. The British and American ones are just two of them.
Paul : So, what's the difference?
Yumiko : In British sign language, each vowel — A, E, I, O, U — is made by pointing with the index finger of one hand to one finger of the other hand in turn. So 'A' is the thumb, 'E' is the index finger....
Paul : (2) So 'I' is the middle finger, and so on.
Yumiko : You see, it's easy, isn't it? Some other letters are easy too. For the letter 'X' you just cross both index fingers, and for 'C' you make a half-circle shape with your thumb and index finger. Then 'D' is the same as 'C', except that you close the half-circle with the index finger of your other hand, like a capital 'D'.
Paul : Really? In the American sign alphabet the letter 'D' is made with one hand, and looks like a small 'd'. What about if I just make a circle with my thumb and index finger? In America, that's 'O', but....

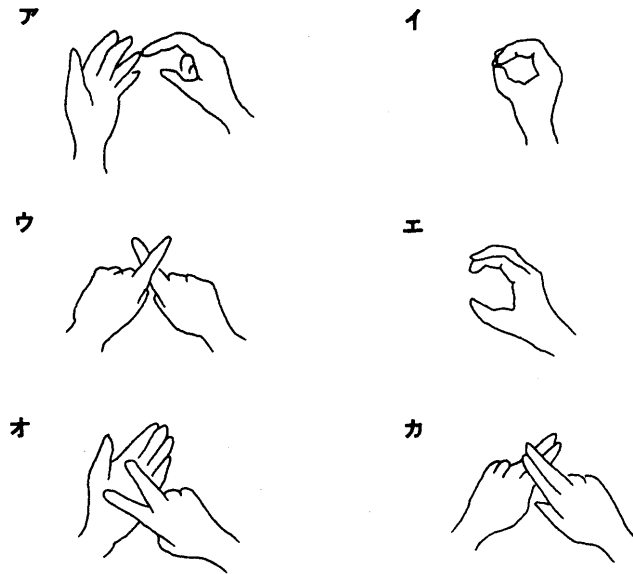
Yumiko : Yes, remember 'O' is made by pointing to the ring finger in British sign language. There are signs that use a circle, though. For example, for 'P' you make a circle and touch it with the index finger of the other hand in a straight line. (3)
Paul : Hmm, I wonder why they're different.



A 空欄(1)～(3)に入れる三つの表現が、順不同で次の A～C に示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。
38

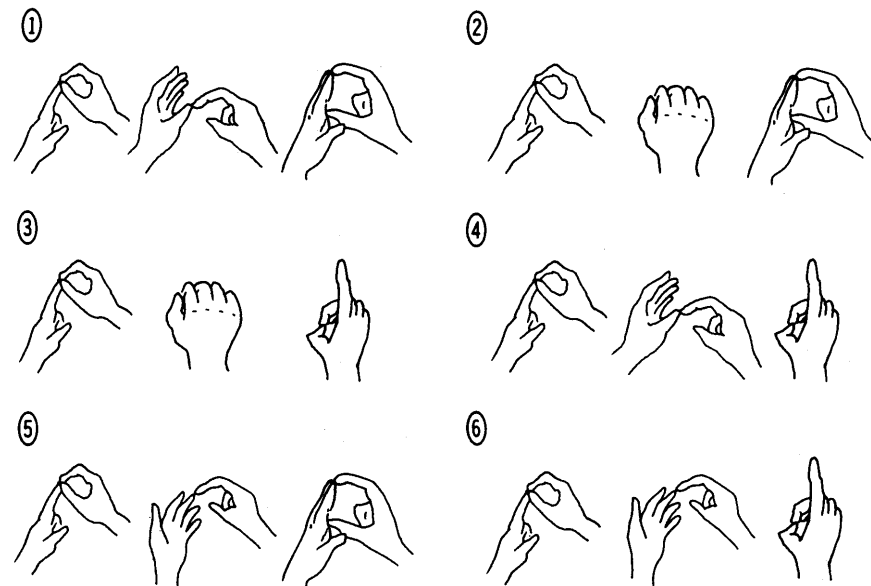
- | | | |
|----------------|--------------|--------------|
| A. Do you see? | B. I get it. | C. Are they? |
| ① B—A—C | ② C—A—B | ③ A—C—B |
| ④ A—B—C | ⑤ B—C—A | ⑥ C—B—A |

B イギリスの手話で C—O—X と伝えたいとき、次のア～カをどのような順序で示せばよいか。その順序を示すものとして適当なものを、下の①～⑥のうちから一つ選べ。ただし、手話は、手話をしている者の目から見た形で示してある。 39



- ① アーエーウ ② エーイーウ ③ エーアーウ
④ エーアーカ ⑤ アーイーオ ⑥ アーイーカ

C イギリスの手話で P-A-D を意味するものを、次の①～⑥のうちから一つ選べ。
ただし、手話は、手話をしている者の目から見た形で示してある。 40



D 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 41 ・ 42

- ① Paul learned the American sign alphabet from his brother.
② You need two hands for all the vowels in the British sign alphabet.
③ Yumiko's new friend at the training course comes from America.
④ Paul's friend in America has a problem with his hearing.
⑤ Yumiko has learned the British and American sign languages.
⑥ Yumiko has not done a training course in sign language.

【6】

次の文章を読み、下の問い(A・B)に答えよ。

(配点 45)

When I was an eight-year-old girl, I was taken for my first music lesson. Ms. Grodzinska, the teacher, was a plain, elderly woman and her apartment was thick with dust. But in the corner stood a magnificent grand piano, and when Ms. Grodzinska sat down to play a simple melody for me, I was amazed to hear such beauty come from under her fingers. As she played, she altered from a plain woman to someone whose movements were as harmonious as the sounds she was creating. I knew at once that I wanted to be able to bring forth sounds like that.

Piano lessons were part of my parents' ambition for me to have the better things in life. Musicians in Poland have sacred status, and having musical talent is an avenue of success open to all. As a first step toward fame, I was taken for a musical hearing test, and felt the shame of failing most of it. Later, though, one of my music teachers told me about the importance of "inner ear" — the ability to hear feelingly. In this, I turned out to be better.

Of course, like many children, I hated practicing. It was extremely dull to go through the finger exercises endlessly, but as soon as I was given parts of real pieces I learned them with enthusiasm. I didn't wonder about what they should sound like — I seemed to know. Music seemed to me as clear as words. At the end of twelve months of lessons, Ms. Grodzinska said to me, "Eva, you have talent."

It was decided at once that I should train as a professional pianist, and I immediately entered Cracow Music School. It was an old school that combined a basic curriculum with a full

musical education. Inside, the atmosphere was warm with the sounds of violins, red-faced kids running around the narrow hallways, and the heat of competition. We wore a uniform, which hid social inequalities, but the degree of everyone's talent was judged constantly.

A performance, of course, was the peak toward which all the students worked. At the end of my first year at music school, I gave my first public performance and I approached it with all the calmness of inexperience. When it was time to play, I felt such joy that I knew nothing could go wrong. I seemed not to be playing but listening to the music as it poured out of my fingers. It was a happy moment.

But it was also the last time that I enjoyed such an innocent calm. From then on performing became more self-conscious, and more difficult. My childish fearlessness had gone and I had to work harder to get the necessary combination of will and relaxation.

The time I worked hardest was shortly before my family moved to Canada, when I was seventeen. Usually, the school resisted making stars of us, but they decided to make an exception to their policy and allowed me to give a whole concert by myself. This was a frightening idea — to get through so many pieces without losing my nerve and concentration — and in preparation I started practicing like mad. I practiced until my fingers hurt. I practiced to make absolutely sure that I wouldn't shame myself. I practiced until my teacher told me to slow down.

I was more terrified than I had ever been as I sat backstage waiting to go on, and I got through the program not in that simple joy of my first performance, but through powerful focusing of mind and will. Afterward, though, I had my full reward. My friends were particularly generous with praise, and, most exciting of all, my classmate's elder pianist-brother came to tell me how well I'd done and kissed me in an unmistakably adult way. For one glorious moment, music, admiration, and romance all came together, just like they're supposed to.

A 次の問い(問 1 ～ 5)に対する答えとして最も適切なものを, それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 Why did Eva's parents decide to take her to Ms. Grodzinska? 43

- ① In Poland, musicians are highly respected.
- ② Eva said she wanted piano lessons.
- ③ In Poland, only rich children become musicians.
- ④ Eva had already shown musical talent.

問 2 What made Eva first decide that she wanted to learn the piano? 44

- ① She wanted to be rich and successful.
- ② She thought the piano music was beautiful.
- ③ She liked her famous teacher, Ms. Grodzinska.
- ④ She admired the grand piano in the room.

問 3 Why did Eva's first public performance go smoothly? 45

- ① Her time to practice for the concert had been limited.
- ② She played only parts of easy pieces.
- ③ Her inexperience prevented her from worrying.
- ④ She played for her fellow students.

問 4 What made Eva practice so hard for her final concert at Cracow Music School? 46

- ① She was leaving for Canada soon.
- ② She had an opportunity to give a solo concert.
- ③ She had to play a difficult piece.
- ④ She was told to practice hard by the teacher.

問 5 What was the most thrilling thing about the final concert for Eva? 47

- ① She was praised by many of her friends.
- ② She was admired by a young pianist.
- ③ She did not make any mistakes.
- ④ She did not feel nervous at all.

B 本文の内容と合っているものを、次の①～⑧のうちから三つ選べ。ただし、解答の順序は問わない。

48

 ～

50

- ① When Eva took a musical hearing test, she did well.
- ② Eva entered Cracow Music School at the age of nine.
- ③ At Cracow Music School, they wore a uniform to maintain social class differences.
- ④ Eva gave her first public performance at the end of her first year at Cracow Music School.
- ⑤ At every performance she gave, Eva had difficulty in controlling her nervousness.
- ⑥ Eva practiced hard for the final concert, until the teacher told her to do less.
- ⑦ At the final concert, Eva found it easy to concentrate and to finish the pieces.
- ⑧ The boy kissed Eva only to tell her how well she played her music.