

【 1 】

次の問い(A～D)に答えよ。

(配点 24)

A 次の問い(問 1・問 2)のそれぞれの単語①～④のうちから、第一アクセント(第一強勢)の位置が、ほかの三つの場合と異なるものを一つずつ選べ。

問 1
① enough ② insist ③ novel ④ relate

問 2
① advice ② conscious ③ knowledge ④ soldier

B 次の a～j の単語について、下線部の発音が同じものの組合せを、下の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 ・

- | | | |
|--------------|---------------|----------------|
| a climate | b competition | c completely |
| d frequently | e medicine | f nevertheless |
| g scenery | h shiver | i sightseeing |
| j typical | | |

- ① a－h－i ② b－h－j ③ c－d－g ④ c－h－i
⑤ d－e－j ⑥ e－f－g

C 次の会話について、下の問い(問 1)に答えよ。

《状況》 風邪をひいている Simon が 2 回目の診察を受けている。

Doctor : How are you feeling, Simon?

Simon : My temperature’s gone down and I feel a little better, but now ⁽¹⁾I’ve got a cough.

Doctor : Well, take some cough medicine and try to get some rest.

Simon : OK, I will.

問 1 下線部(1)で最も強調して発音されるものはどれか。次の①～④のうちから一つ選べ。

- ① I’ve ② got ③ a ④ cough

D 次の会話について、下の問い(問 1～3)に答えよ。

《状況》 Jeff の髪について友達が話し合っている。

A : Have you seen Jeff recently?

B : No. Has he changed his hair again?

A : He sure has. This time, ⁽¹⁾the trendy guy dyed it.

B : Wow! It must look really great. What color is it?

A : You won’t believe it. I ⁽²⁾can hardly believe it myself.

B : Why? Is it that different?

A : I’ll say! It’s black and white. ⁽³⁾He looks like a panda.

問 1 下線部(1)で最も強調して発音されるものはどれか。次の①～④のうちから一つ選べ。

- ① trendy ② guy ③ dyed ④ it

問 2 下線部(2)と同じように発音される can を含む文はどれか。次の①～④のうちから一つ選べ。

- ① He says he can help me with my homework.
② I put the money in the can over there two days ago.
③ Is there a possibility that he can?
④ Please let me know when you can, if you don’t mind.

問 3 下線部(3)で最も強調して発音されるものはどれか。次の①～④のうちから一つ選べ。

- ① He ② looks ③ like ④ panda

【2】

次の問い(A～C)に答えよ。

(配点 46)

A 次の問い(問 1～11)の□ 9 ～□ 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 “What’s that song you’re listening to?”

“You don’t know? It’s ‘Yesterday’ by the Beatles. You □ 9 it before!”

- ① hadn’t heard
- ② might hear
- ③ must’ve heard
- ④ shouldn’t hear

問 2 Bill had to leave his family □ 10 when he went abroad to work.

- ① back
- ② behind
- ③ off
- ④ over

問 3 “May I speak to Mr. Hall, please?”

“I’m sorry, he’s not here at the moment. Can I take a □ 11?”

- ① memo
- ② message
- ③ note
- ④ record

問 4 These two plants are different in almost every way. The only feature they have □ 12 is their need for dry soil.

- ① by chance
- ② by nature
- ③ in common
- ④ in turn

問 5 Paul left his book at home again. He’s so □ 13.

- ① forgetful
- ② forgettable
- ③ forgetting
- ④ forgotten

問 6 Sarah is always able to answer the teacher’s questions. She is such a □ 14 girl.

- ① dependent
- ② lazy
- ③ shy
- ④ smart

問 7 “Haven’t you finished that report yet?”

“□ 15 me a few more minutes and I’ll get it done.”

- ① Give
- ② Share
- ③ Take
- ④ Wait

問 8 “Our trip to Tokyo was fun, wasn’t it?”

“Yes, it was great! I’m really looking forward □ 16 there again sometime.”

- ① go
- ② going
- ③ to go
- ④ to going

問 9 “Is that Italian restaurant next to the bookstore new?”

“No, I think □ 17 for more than a year now.”

- ① it’s been open
- ② it’s open
- ③ it’s opened
- ④ it was open

問 10 “May I use your phone?”

“Sure, □ 18. I’m not expecting any calls right now.”

- ① come about
- ② go ahead
- ③ put it on
- ④ take it up

問 11 It’s a □ 19 your wife couldn’t come. I really wanted to meet her.

- ① harm
- ② shame
- ③ sorrow
- ④ trouble

B 次の問い(問 1～4)の会話の□ 20 ～□ 23 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 possibly see you at your office after lunch?

B : □ 20

A : I’d like to talk about tomorrow’s meeting.

- ① No, never mind.
- ② No, not at all.
- ③ Yes, certainly.
- ④ Yes, completely.

問 2

A : Be sure to visit my family while you’re in London.

B : I’d love to. In fact, do you think I could stay with them for a couple of days?

A : □ 21 I’m sure they’d be delighted to have you.

- ① How come? ② How could you?
- ③ Why not? ④ Why on earth?

問 3

A : Go down Main Street and turn left at the first corner. Then walk two blocks and you'll see the library just in front of you.

B : 22

A : That's right.

- ① Do you think I can find the library easily?
- ② Is what you're saying right?
- ③ Main Street, first left, two blocks. Right?
- ④ The library on the right?

問 4

A : I have to meet Mr. Longman tomorrow at noon.

B : 23

A : Mr. Longman. Don't you know him?

- ① Do you know when? ② How do you know?
- ③ Meet who? ④ What for?

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 24 ～ 29 に入るものの番号のみを答えよ。

問 1 If we want to _____ 24 _____ 25 _____, we need not only good language skills but also clear thinking and a broad general knowledge.

① English ② in ③ make ④ ourselves

⑤ understood

問 2 It was a quiet night, and _____ 26 _____ 27 _____ was a dog barking in the distance.

① be ② heard ③ sound ④ the only

⑤ to

問 3 A study shows that Japanese women bow more often than men, and their bows last one-and-a-half seconds on average, _____ 28 _____ 29 _____ for men.

① compared ② less ③ one second

④ than ⑤ to

【 3 】

次の問い(A ～ C)に答えよ。 (配点 20)

A 次の文章の 30 ・ 31 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。

The ancient Romans believed that the right side of the body was the good side, 30 the left side held evil spirits. Their word for “right”, *dexter*, gave us *dexterous*, which means “skillful”, whereas their word for “left”, *sinister*, means “evil” or “wicked”. This may have created negative attitudes toward left-handedness.

But today, left-handedness is becoming more and more acceptable in society, and is even considered advantageous in some sports. 31, left-handed people do not have to feel “left out” any more.

- 30
- ① instead ② otherwise ③ unless ④ while

- 31
- ① Because of this ② Beginning with this
- ③ Nonetheless ④ Unfortunately

B 次の文章の 32 に入れるべき三つの文が、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を、下の ①～⑥のうちから一つ選べ。

Misunderstandings often happen when two people try to communicate but fail to say exactly what they mean or incorrectly assume that they understand what the other has said. 32 In effect, these two different assumptions made it hard for the wife and husband to communicate clearly.

- A. An example of this occurred when a wife asked her husband if he wanted to stop for a drink, since they had been driving in the car for a while, and the wife was feeling thirsty.
- B. Naturally this upset the wife, since she expected him to ask about her needs and wants.
- C. The husband, thinking his wife was concerned only about his needs, told her that he did not need a drink.

- ① A－B－C
- ② A－C－B
- ③ B－A－C
- ④ B－C－A
- ⑤ C－A－B
- ⑥ C－B－A

C 次の文章の空欄(1)～(3)に入れるべき三つの文が、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を、下の ①～⑥のうちから一つ選べ。 33

Life has lasted on this planet under varying conditions for nearly four billion years. As the earth’s climate changed, some animals and plants survived, whereas others died off.

Human beings have survived so far but could now be risking their future. Many experts point out that human activities like the burning of forests and fossil fuels have produced an excess of gases such as carbon dioxide (CO₂). (1)

The greenhouse effect, however, may not always be so harmful; in fact, it might be good news for farmers. A high concentration of CO₂ can promote conditions for plant growth, which is why some commercial greenhouses create an artificial indoor environment where the air contains CO₂ at about three times the level outside. (2)

Although more research is needed, some scientists warn that unless people refrain from activities that pollute the environment, global warming could still pose a threat to life on the earth. (3)

- A. Because plants turn CO₂ into oxygen (O₂), more greenery also might mean more CO₂ removed from the atmosphere, which could slow down the process of global warming.
- B. Human beings have to think seriously about their responsibility to the planet.
- C. These gases, once released into the atmosphere, trap heat and cause a gradual warming of the earth known as the “greenhouse effect”.

- ① A－B－C
- ② A－C－B
- ③ B－A－C
- ④ B－C－A
- ⑤ C－A－B
- ⑥ C－B－A

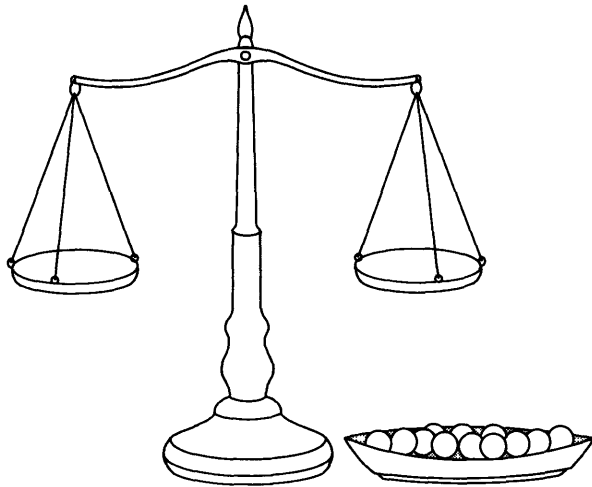
【 4 】

次の文章を読み、下の問い(A・B)に答えよ。

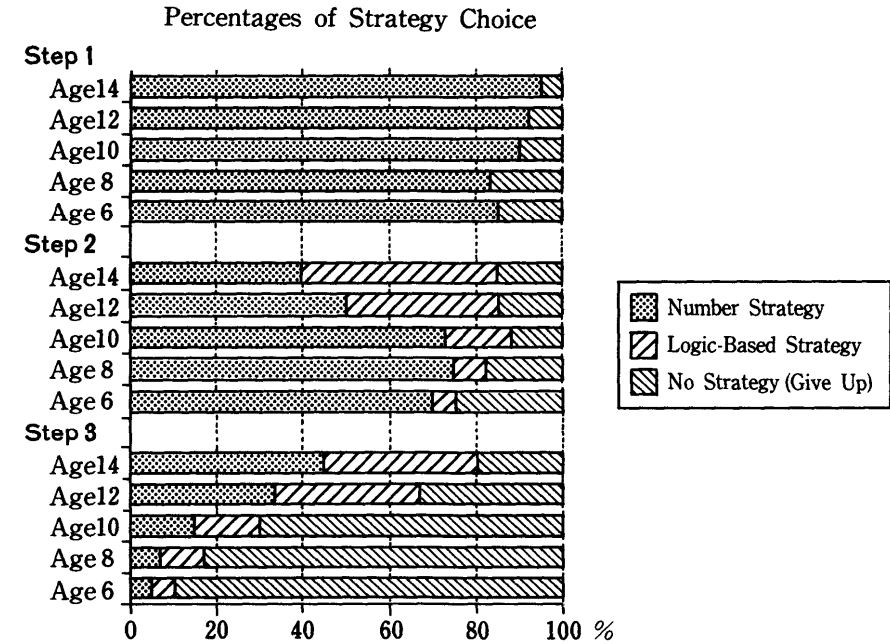
(配点 27)

Psychologists have long been interested in researching the strategies, or systems of planning, that young people use to solve problems. One area of research, made familiar by the work of the Swiss psychologist Jean Piaget, was concerned with the way young people understand concepts such as weight, volume, size, and shape. Modern psychologists have continued this kind of investigation.

One research project involved children of different ages and young teenagers. Their task was to decide how to find, among a set of twelve balls, one which was heavier than any of the other equally-weighted eleven. They had only three chances to use scales in showing a psychologist how they would solve the problem. The psychologist found that as age increased, there was also an increase in successful use of strategies to solve the problem. The picture below shows the scales and balls used by children and young teenagers.



The results of the experiment are shown in the graph on the next page. In the first step, most of the children, regardless of their ages, divided the twelve balls into two groups of six balls each and weighed these. This strategy was called the “number strategy”. In the second step, the different age groups showed two patterns of strategy use. A majority of the children younger than twelve and about a half of the older children applied the number strategy from the first step again in the second. When this strategy was used, the half-dozen balls from the first step could be reduced to three. The psychologist also observed that about 35% of the twelve-year-olds used a “logic-based strategy” in the second step. They set aside two of the six balls and weighed the other two pairs. Thus, they identified the pair which included the heavy ball.



The most varied use of strategies was, as expected, in the third step. Since those who had used the logic-based strategy in the second step were now left with only two balls, they had no difficulty finding the heavy ball. Those who had used the number strategy, on the other hand, were left with three balls. They then realized that an uneven number of balls could not be weighed in the single remaining step. Most of the children younger than twelve gave up the task here, but many in the older age groups came up with the logic-based strategy as a solution.

Children at about the age of twelve discover that the logic-based strategy is needed to solve the problem. The psychologist therefore concluded that as children grow older they discover logic-based thinking.

A 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 In the second step, the most commonly used strategy for finding the heavy ball was

34

- ① to divide the balls into two equal sets before weighing them
- ② to find which of three pairs of balls was different
- ③ to put some of the balls to the side and weigh the others
- ④ to weigh only even numbers of paired balls

問 2 The main finding of the research was that 35.

- ① few younger children can apply the number strategy
- ② older children learn to use more than one strategy
- ③ two strategies are replaced by one as children grow older
- ④ younger children seldom use the same strategy

問 3 The graph indicates that the twelve-year-old children 36.

- ① gave up as frequently as they used either strategy in step three
- ② got the lowest percentage correct using the number strategy
- ③ were the least likely to give up in the three steps
- ④ were the most successful when attempting the first step

B 本文またはグラフの内容と合っているものを、それぞれ下の①～④のうちから一つずつ選べ。 37 ・ 38

37

- ① The first step was as difficult as the third step.
- ② The logic-based strategy must be used once.
- ③ The number strategy interested the psychologist most.
- ④ The third step required the logic-based strategy.

38

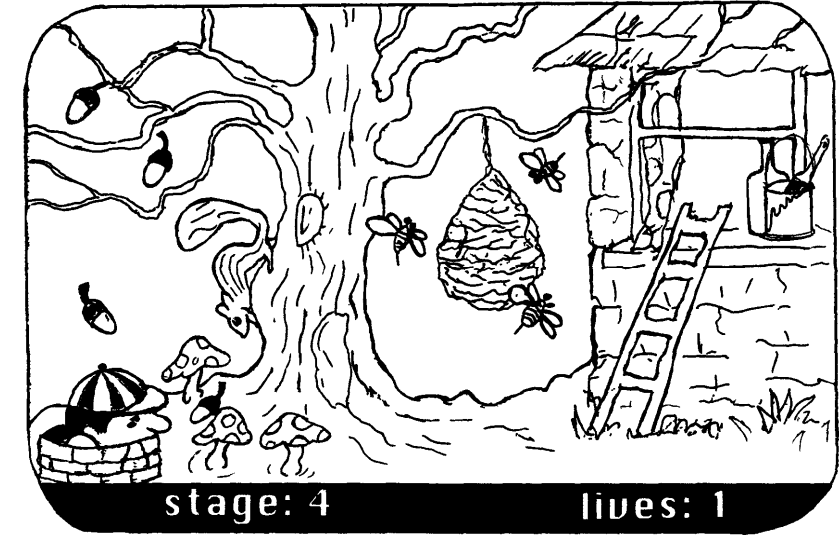
- ① The children and teenagers learned strategies from the psychologist.
- ② The psychologist showed the children and teenagers the picture.
- ③ The psychologist watched the children and teenagers weigh the balls.
- ④ The researcher expected the most varied responses in step two.

【5】

次の絵と会話について、下の問い(A～D)に答えよ。

(配点 30)

Emi has borrowed a computer game from her friend Pat. Today she is trying it for the first time.



Emi : Oh no, I failed again. I'm down to my last life. Now I'll never have a chance to clear this fourth stage!

Pat : What's up, Emi?

Emi : I can't reach stage five.

Pat : (1). Why don't you pause and I'll teach you a few tricks?

Emi : OK.

Pat : How far have you got?

Emi : Um, let me see... I know you shouldn't step on the mushrooms when you come out of the hole at the start.

Pat : Right. And (1) you also have to watch out for the acorns.

Emi : You mean those little things falling off the tree?

Pat : That's right. Get hit and you die.

Emi : So I have to avoid both the mushrooms and the acorns?

Pat : Well, (2) yes and no. You see, if you hang on until a mushroom gets hit by a falling acorn, you have a few seconds to run past the tree. Did you notice how they glow?

Emi : Glow?

Pat : (2), when all the acorns and mushrooms suddenly change color and get bright.

Emi : Just after the acorn hits?

Pat : Yeah. That's your chance to run round in front of the tree.

Emi : Not behind?

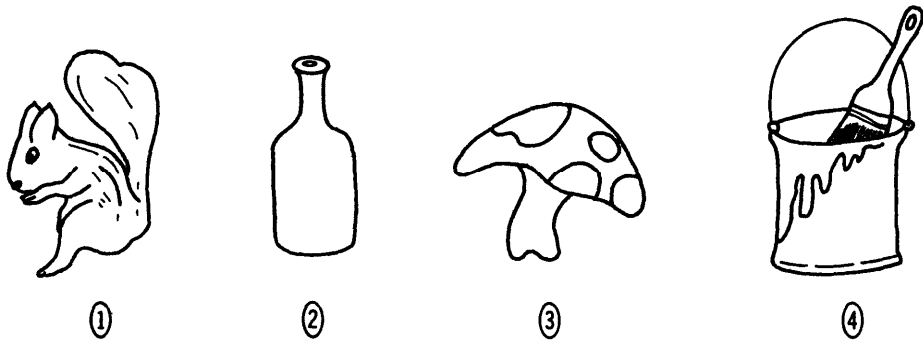
Pat : No, that's too dangerous. See that squirrel running down the trunk?
Emi : Uh-huh.
Pat : And that wasps' nest hanging from a branch?
Emi : Uh-huh.
Pat : Well, touch either of those and you're out of the game.
Emi : I see. So I should keep low, stay well in front of the wasps' nest, then climb through the window?
Pat : Actually, no. The house is a trap. What you have to do is climb about halfway up the ladder and from there, reach out to grab that can of paint.
Emi : What about the bottle?
Pat : Another trap. Move it and the window falls on your head.
Emi : So how can I reach stage five?
Pat : Ah, that's the secret. You have to take the paintbrush from the can, go back the way you came and kneel down between the mushrooms and the wasps' nest.
Emi : At the foot of the tree?
Pat : (3). Then touch the trunk with the paintbrush and a door appears.
Emi : You mean, paint yourself a door in the tree? Wow, that's magic. I can't wait to try!

A 会話の中の空欄(1)～(3)に入れるべき三つの語句が、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を、下の①～⑥のうちから一つ選べ。 39

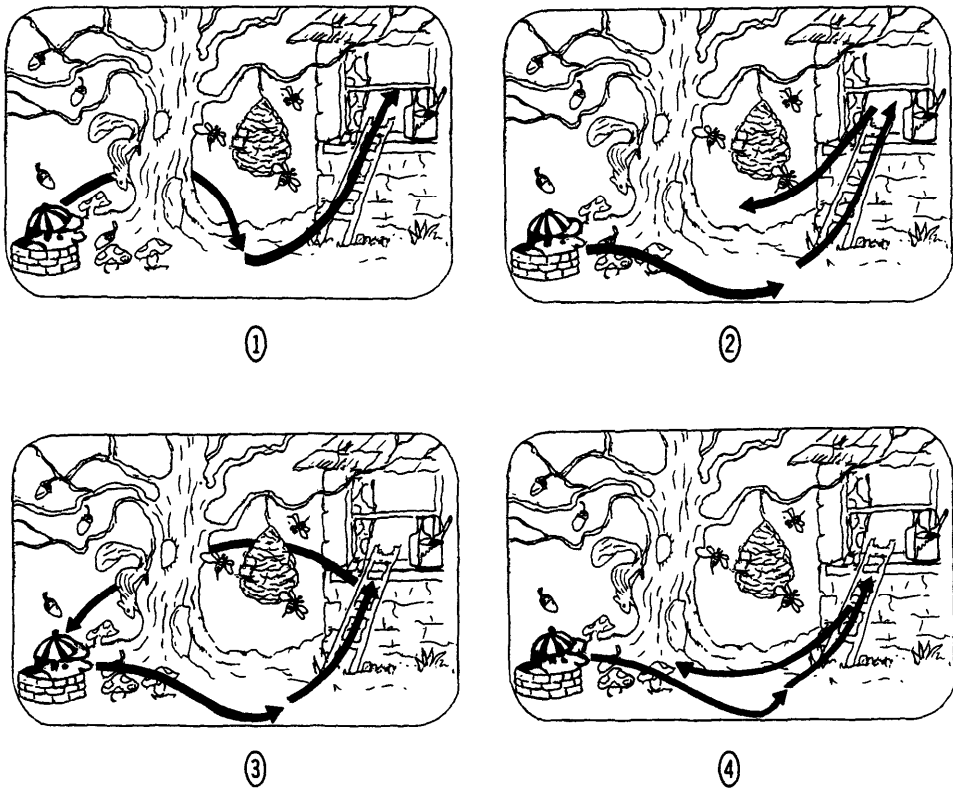
- | | | |
|------------|------------|-------------|
| A. Exactly | B. Too bad | C. You know |
| ① A－B－C | ② A－C－B | ③ B－A－C |
| ④ B－C－A | ⑤ C－A－B | ⑥ C－B－A |

B 次の問い(問 1・問 2)に答えよ。

問 1 次の四つの絵①～④のうちから、無害なものを一つ選べ。 40



問 2 Emi が通るべき安全な道筋はどれか。次の図①～④のうちから一つ選べ。 41



C 会話の中の下線部(1)が表す内容を、次の①～④のうちから一つ選べ。 42

- ① Emi has to get to the acorns before the squirrel does.
- ② Emi must pay attention to the falling acorns.
- ③ Emi ought to catch the falling acorns.
- ④ Emi should wait for the acorns to appear on the screen.

D 会話の中の下線部(2)が表す内容を、次の①～④のうちから一つ選べ。 43

- ① Some of the acorns and some of the mushrooms are dangerous.
- ② The acorns are dangerous, but not the mushrooms.
- ③ The mushrooms are dangerous, but not the acorns.
- ④ Under certain conditions, acorns and mushrooms are not dangerous.

【6】

次の文章を読み、下の問い(A・B)に答えよ。

(配点 53)

Sally arrived early. As she walked around the old house, she couldn't help feeling sad because of what was about to happen. It was almost a year since her dear grandmother had passed away in this house at the age of ninety-two. The family had very much wanted to keep all her things. Unfortunately, the family business had failed and left them with heavy debts. In the end, the bank had forced the family to have an auction sale to repay their debts. The auction was to be held today.

Sally wandered into the yard where all her grandmother's things were neatly arranged, including dishes, old furniture, and the like. She was especially anxious to see the quilt that had been in her family for over one hundred years. She found it in a corner of the yard, lying on her grandmother's bed as she always remembered it. Coming close, Sally began to touch gently the patches of cloth which had been sewn together with so much love and care.

If this quilt could talk, she thought, the stories it would surely tell! Her entire family history was contained within its borders. For instance, there was the patch of cloth from her great-grandmother's baby dress. Another square was made up of material from her grand-

mother's wedding dress. There were even bits of cloth from her own mother's graduation and wedding dresses.

Around the edges of this family treasure there were, of course, the newer additions. These pieces of cloth were related directly to Sally and her cousins, recording baby births, graduations, weddings, and other happy occasions. Sally was so glad that her grandmother had kept all these pieces.

Sally had never attended an auction before. She had heard you had to bid for things you wanted. In other words, people offered money for an item, and the person who offered the most money would get it. Over the previous several weeks, she had managed to save \$100 in order to bid on the quilt. Surely this will be enough, she had thought. Now the big moment had arrived. Looking around, Sally was surprised to see how many people had turned up, some from far away.

As the auction began, Sally waited. Finally, the time came to bid on the quilt. She held her purse tightly and listened. The first bid was \$50. She was shocked. It was so high! Quickly other people bid and soon the bidding reached \$85. It was now or never. Taking a deep breath, Sally yelled out "\$100!" For a moment there was silence. Hope filled her. She glanced again at the quilt, thinking how pleased her grandmother would have been with her at this moment.

Just then, from the back, another person shouted "\$125!" In an instant, Sally's eyes filled with tears. That was it. She had lost her chance. Suddenly feeling very miserable, she couldn't help wondering why so many people would be interested in that old, torn, dirty quilt. The quilt finally sold for \$500 to a complete stranger. For the rest of the auction, with an empty feeling inside her, Sally just stayed around to bid for a few small items that reminded her of her childhood.

After the sale, she went to the counter to pay for the few items that were now hers. The woman at the cash register handed her a rather large box. When Sally opened it, there was the quilt. "There must be some mistake. Someone else got this," she said. At that moment, she noticed a handwritten note attached to the quilt with a safety pin, which read:

Dear Madam,

Before the auction, I noticed you admiring the quilt. Clearly, this object was very precious to you. Your sadness at losing the bid was so apparent that it broke my heart. Although you

don't know me, please accept this quilt as my gift. I don't expect repayment from you. I only ask that you do a similar favor in the future for a stranger who happens to cross your path.

*Yours,
A Sentimental Stranger*

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。 44 ～ 48

- 問 1 Why did Sally's family have to sell her grandmother's belongings? 44
- ① Her grandmother wished them to sell all her belongings.
 - ② Most of the items were too old and dirty to keep.
 - ③ They needed the money to pay off their debts.
 - ④ They wanted to forget the hard times they'd had with her grandmother.

- 問 2 Which of the following best describes the grandmother's quilt? 45
- ① Each patch of the quilt was a reminder of a special family occasion.
 - ② Every time the family celebrated a special occasion, a new quilt was made.
 - ③ The family put some treasures inside the quilt every time they celebrated a special occasion.
 - ④ The quilt carried a motto belonging to Sally's family.

- 問 3 Which of the following best describes Sally's feelings during the bidding for the quilt? 46
- ① As soon as she heard the first bid, she was confident that with \$100 she could get the quilt.
 - ② From the start of the bidding until someone bid \$125, she was sure that her bid would be the highest.
 - ③ She was too nervous to look at anything except the quilt.
 - ④ Straight after she bid, she thought her bid had been successful.

- 問 4 Which best describes how Sally felt when she opened the box? 47
- ① She thought her expectations had been realized.
 - ② She thought it was not intended for her.
 - ③ She thought someone was playing a game.
 - ④ She thought the owner did not want it.

- 問 5 What did the handwritten note in the box ask Sally to do? 48
- ① It asked her to do something kind for another person.
 - ② It asked her to give some money to a stranger at the auction.
 - ③ It asked her to pay for the quilt with the stranger's money.
 - ④ It asked her to sell the quilt again at an auction.

B 本文の内容と合っているものを、次の①～⑨のうちから三つ選べ。ただし、解答の順序は問わない。 49 ～ 51

- ① The dishes and furniture which had belonged to her grandmother reminded Sally of the whole family history.
- ② All the items were priced before the auction started.
- ③ Before the auction, Sally knew how attractive the quilt would be to other people.
- ④ Sally was very happy because the quilt attracted many people at the auction.
- ⑤ Sally did not expect people to bid so much for the quilt.
- ⑥ Sally mended and washed the quilt before the auction.
- ⑦ After the quilt was auctioned, Sally lost her enthusiasm.
- ⑧ The person who bought the quilt noticed the pain on Sally's face after she lost the bidding.
- ⑨ Sally was sure that she knew who had left the message for her.