

外国語〔英語(筆記)〕

(200 点)
(80 分)

ドイツ語、フランス語、中国語及び韓国語の問題冊子は、大学入試センター試験の出願時に、それぞれの科目の受験を希望した者に配付します。

注 意 事 項

1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。

2 この問題冊子は、29 ページあります。

試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等気付いた場合は、手を挙げて監督者に知らせなさい。

3 解答用紙には解答欄以外に次の記入欄があるので、監督者の指示に従って、それぞれ正しく記入し、マークしなさい。

① 受験番号欄

受験番号(数字及び英字)を記入し、さらにその下のマーク欄にマークしなさい。
正しくマークされていない場合は、採点できないことがあります。

② 氏名欄、試験場コード欄

氏名・フリガナ及び試験場コード(数字)を記入しなさい。

③ 解答科目欄

解答する科目を一つ選び、科目の下の○にマークしなさい。マークされていない場合又は複数の科目にマークされている場合は、0 点となります。

ただし、出願時にドイツ語、フランス語、中国語及び韓国語の問題冊子の配付を希望しなかった者は英語として採点します。

4 解答は、解答用紙の解答欄にマークしなさい。例えば、10 と表示のある問いに対して③と解答する場合は、次の(例)のように解答番号 10 の解答欄の③にマークしなさい。

(例)

解答番号	解 答 欄
10	① ② ● ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

5 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけません。

6 試験終了後、問題冊子は持ち帰りなさい。

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 1～4)において、下線部の発音が、ほかの三つの場合と異なるものを、それぞれ①～④のうちから一つずつ選べ。

問 1

① boot

② goose

③ proof

④ wool

問 2

① breadth

② faith

③ length

④ smooth

問 3

① earn

② heart

③ pearl

④ search

問 4

① leisure

② measure

③ physics

④ vision

B 次の問い(問 1 ～ 3)において、与えられた語と第一アクセント(第一強勢)の位置が同じ語を、それぞれ下の①～④のうちから一つずつ選べ。

問 1 damage 5

- ① convince ② effort ③ prefer ④ throughout

問 2 recommend 6

- ① guarantee ② museum ③ objective ④ satisfy

問 3 fortunately 7

- ① appreciate ② elevator ③ manufacture ④ sympathetic

第2問 次の問い(A～C)に答えよ。(配点 41)

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 “Have you handed in the English assignment?”

“No, but I’m halfway it.”

- ① across ② around ③ over ④ through

問2 I have to get my commuter pass renewed because it tomorrow.

- ① activates ② conceives ③ expires ④ interferes

問3 Is it possible for you to postpone today’s meeting next Wednesday?

- ① by ② in ③ on ④ until

問4 I was talked buying a big car by my sister.

- ① about ② away from ③ out of ④ to

問5 If I hadn’t broken up with Hannah last month, I going out with her for two years.

- ① had been ② have been
③ will have been ④ would have been

問 6 The puppy at the rescue center looked happy to have been 13 by the little girl.

- ① choice ② choose ③ chose ④ chosen

問 7 “Why did Jack quit his job?”

“He wanted to 14 his dream of opening his own café.”

- ① come true ② increase ③ make sure ④ realize

問 8 In my school, when a 15 teacher is absent, another teacher teaches the class instead.

- ① common ② different
③ regular ④ retired

問 9 “Going through all the steps to adjust the brightness of my computer screen is a real nuisance.”

“Well, why don’t you do it the easy way? Just press this key. That’s the

16 ”

- ① shortcut ② shortened ③ shorthand ④ shortsighted

問10 After many years of war, the country has lost much of its power.

17 , its influence should not be underestimated.

- ① Even so ② Even though ③ So ④ Thus

B 次の問い(問1～3)の会話の 18 ～ 20 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 Yuko: You'll never guess what my husband bought me for my birthday.

Bethany: What?

Yuko: He bought me exactly the same thing as last year.

Bethany: 18

- ① It must have cost you an arm and a leg.
- ② Oh, well. At least he remembered your birthday.
- ③ On second thought, I've decided not to accept it.
- ④ Well, you never could keep within your budget.

問2 Mr. Zhang: Mr. Koshino is leaving our section the day after tomorrow.

Mr. Ota: Really? That's a bit sudden. Why?

Mr. Zhang: Well, 19 I heard he will become the new security chief.

Mr. Ota: I see. My lips are sealed.

- ① he's just paying lip service.
- ② I'll see what I can do.
- ③ just between you and me,
- ④ more haste, less speed,

問 3 Science teacher: OK class, you have two glass beakers in front of you:
one beaker of oil and one beaker half full of water. Now,
gently pour some of the oil into the beaker of water.
What happens?

Student: Well, I can see that

20

.

Science teacher: Yes, that's right. They are separate.

- ① the oil doesn't mix with the water
- ② the oil quarrels with the water
- ③ the water changed to oil
- ④ the water is strongly attracted to the oil

C 次の問い(問1～3)において、それぞれ下の語句を並べかえて空所を補い、文を完成させよ。解答は 21 ～ 26 に入れるものの番号のみを答えよ。ただし、文頭に置かれる語句も小文字で与えられている。

問1 Something you wrote in an email upset your friend. You could ask what had upset her by saying:

Could you 21 22 with my email?

- | | | |
|--------|--------|------------|
| ① made | ② me | ③ so upset |
| ④ tell | ⑤ what | ⑥ you |

問2 You borrowed 800 yen from your friend for lunch yesterday. When you pay the money back, you could say:

This is 23 24 lunch.

- | | | |
|---------------|---------------|-------|
| ① for | ② I | ③ owe |
| ④ the 800 yen | ⑤ yesterday's | ⑥ you |

問3 “ 25 26 for your vacation? I thought you weren't sure.”

“I decided yesterday.”

- | | | | |
|----------|-------|----------|--------|
| ① decide | ② did | ③ going | ④ when |
| ⑤ where | ⑥ you | ⑦ you're | |

(下 書 き 用 紙)

英語(筆記)の試験問題は次に続く。

第3問 次の問い(A～C)に答えよ。(配点 46)

A 次の問い(問1・問2)の英文を読み、下線部の語句の意味をそれぞれの文章から推測し、・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

Bob: Wow! You have so many books! You must really love to read.

Alice: Yeah, actually I need a bookshelf, but I can't afford the one I want yet.

In the meantime, I've made a makeshift one out of wood and bricks. I know it's not big enough, doesn't look very nice, and isn't very stable, but. . .

In this dialogue, makeshift means .

- ① beautifully made
- ② not available at the moment
- ③ not for permanent use
- ④ quite expensive

問 2

Over there is Mrs. Ferret, as usual in vintage jeans. She has more pairs of vintage jeans than anyone I know. Every time I see her, she's wearing a different pair. She really does seem to have a penchant for vintage jeans.

In this passage, have a penchant for means

28

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- ① be careful of
- ② be doubtful of
- ③ be fond of
- ④ be proud of

B 次の英文は、地域の公開討論会で行われた高齢者問題についての議論の一部である。 29 ～ 31 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。

Chair: Today's discussion is about how younger people should communicate with the elderly. We invited three panelists: Dr. McDonald, a medical doctor, and Mr. Johnson and Ms. West, who are researchers specializing in gerontology, or the study of the elderly. Mr. Johnson, can you start our discussion?

Mr. Johnson: Certainly. I often notice people communicate in a particular way with the elderly. People exaggerate their ways of speaking, for instance, by using a loud voice. Sometimes people speak as if they were talking to a child, but I wonder if older people really like this. In my observations at senior centers, even doctors and nurses employ this particular way of speaking. However, I wonder if this is a good way to communicate with them.

Chair: That's an interesting observation. You're saying that 29. What do you think, Dr. McDonald?

- ① doctors and nurses often use too many technical expressions
- ② many elderly people are comfortable when they speak to doctors
- ③ medical professionals also speak differently to the elderly
- ④ some people can't communicate without speaking like children

Dr. McDonald: Well, as doctors, we have to be considerate when we talk to patients. We should adjust how we communicate with older people to make sure they understand what we say. Often, they

can't hear well, so it's important to speak to them slowly and clearly. They need to understand us, so they can respond to questions we may have. I'm sure they're grateful when they're addressed in this manner. I feel that when you meet a person who appears to be old, you should always show consideration by speaking in such a manner.

Chair: OK. Dr. McDonald, with his professional experience, thinks that 30. What are your thoughts on this point, Ms. West?

- ① age has nothing to do with speech style
- ② more intelligent words should be used
- ③ special attention should be paid to the elderly
- ④ the elderly should speak more slowly and clearly

Ms. West: I'm an older person myself, but I'm afraid I have to disagree with Dr. McDonald. He said he could tell who needs to be spoken to clearly and slowly from their appearance. I guess you base your judgment of older people on their slow movements, gray hair, and wrinkles. But that's a stereotype of the elderly. Some older people may not need any special adjustments during conversation. Rather, such adjustments may insult them. I don't want to be addressed like that, or stereotyped in that way.

Chair: Thank you. Ms. West's comments emphasize that our judgments of the elderly 31.

- ① don't determine our behavior
- ② don't hurt their feelings
- ③ should be based on their appearance and movements
- ④ shouldn't be made without careful consideration

C 次の文章の 32 ～ 34 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Vinegar is a very familiar household product, which has long played an extremely important part in cooking all over the world. But what exactly is vinegar and what are its uses besides cooking?

32 In Japan, rice is used to make vinegar, which is a necessary ingredient in making some traditional Japanese dishes. In Korea, they use another native crop, persimmons; in the U.S., apples; and in the Philippines, sugar cane. It is clear that there is a variety of vinegars worldwide.

Regarding the process of making vinegar, it is made by allowing air to react with alcohol of some type. This means that the process always begins with a raw material, such as grapes, rice, or hops, that has been converted into alcohol. 33 The former, allowing it to age naturally, can take weeks or months, or even in an extreme case, as long as 100 years, as in expensive Italian balsamic vinegars. The latter process can take as little as 20 hours. This is made possible by adding air and bacteria to the source liquid.

The uses of vinegar are as extensive as its source materials. Before refrigerators became common, vinegar was vitally important in preserving food in the form of pickles. Vinegar has also long been important in cleaning and for medical purposes. 34 to polish surfaces and reduce the pain of insect bites. Clearly, vinegar was an important discovery for ancient civilizations which remains useful even today.

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- ① Local vinegar is an unimportant element in traditional dishes.
- ② People in different places make vinegar out of their local products.
- ③ Rice vinegar has been made and used by people for a long time.
- ④ The word "vinegar" is from an old French word meaning "sour wine."

33

- ① It takes an extremely long time to make genuine vinegar.
- ② Many crops and recipes are connected to vinegar.
- ③ There have traditionally been several ways to make vinegar.
- ④ Vinegar can be produced either by a slow or fast process.

34

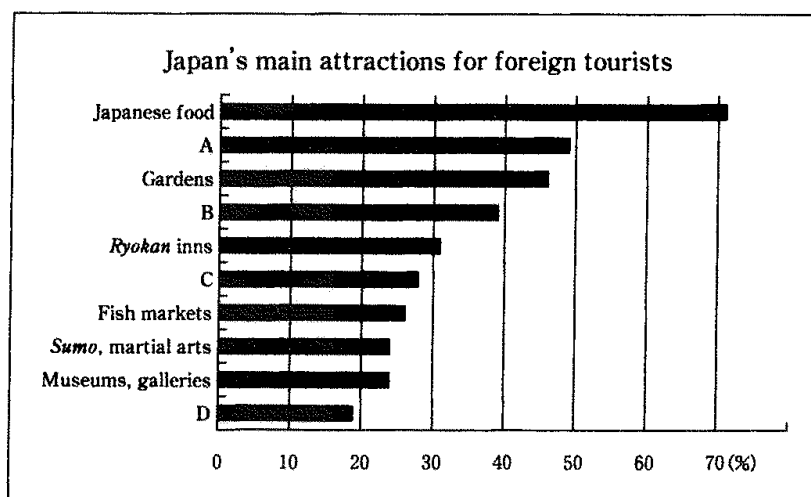
- ① It could have been used
- ② It has been commonly used
- ③ It is rarely used
- ④ It will not be used

第4問 次の問い(A・B)に答えよ。(配点 33)

A 次の文章とグラフを読み、下の問い(問1～3)の 35 ～ 37 に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Mt. Fuji and Kyoto have traditionally been popular sightseeing spots for overseas tourists to Japan. However, as the number of incoming tourists increases, their reasons for coming to Japan seem to be diversifying as they develop new interests. A recent survey by the Japan National Tourist Organization (JNTO) lists hot springs, fish markets and *anime* characters among the top ten reasons for visiting Japan, as shown in the graph below.

The top place was taken by Japanese cuisine, mentioned by 71% of the respondents, with traditional architecture and gardens in second and third places. Modern architecture was also mentioned (by 28% of the tourists asked). Hot spring resorts and *ryokan* inns, long enjoyed by Japanese people, have now caught the attention of foreign tourists, too, and both of these are among the five most popular types of attractions. *Sumo* and other traditional sports also feature prominently on the list. Tokyo's Tsukiji fish market has been a draw for visitors to Japan for a number of years, but now it is joined by places like Akihabara, which sell goods related to *anime* characters.



(Data: Japan National Tourist Organization, 2007)

One reason for the increased variety of tourist hot spots appears to be the greater availability of information, not only in the long-established form of guidebooks but also through websites, especially those catering to specific interests. Tour guides report that many visitors now arrive in Japan with a clear idea of where they want to go and what they want to see.

問 1 According to the passage, what appears to be true of foreign tourists visiting Japan?

They are 35.

- ① more interested in seeing where fish is sold than in eating it
- ② no longer interested in traditional Japanese culture
- ③ visiting a wider selection of attractions than in the past
- ④ wealthier than tourists who came in previous years

問 2 In the graph, which letter represents “*anime* characters”? 36

- ① A ② B ③ C ④ D

問 3 Which of the following reasons is given by the writer to explain the change described in the passage? 37

- ① Guidebooks have been available for so long that most tourists do not need a tour guide.
- ② Japan now attracts richer overseas visitors than it used to in the past.
- ③ JNTO has succeeded in spreading information about traditional Japanese culture overseas.
- ④ Many visitors now use online resources to choose places of interest in advance.

B 次ページのフライト・スケジュールに関する次の問い(問1～3)を読み、その答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 The Shima family — a father, a mother, and two children — will take a trip to Chicago starting from Tokyo. They plan to leave on September 25 and return on September 30, and they want to take their two-year-old poodle along. Which flights can they use? 38

- ① Flight 203 and Flight 206
- ② Flight 205 and Flight 206
- ③ Flight 205 and Flight 208
- ④ Flight 207 and Flight 208

問2 Mr. Uno, a businessman, wants to travel from Tokyo to Chicago by economy class at the end of September. He can't leave Tokyo before noon on September 25. He may also need a power supply for his computer during the flight. Which flight should he choose? 39

- ① Flight 203
- ② Flight 205
- ③ Flight 206
- ④ Flight 207

問3 According to this airline's policies, which of these animals is permitted on flights? 40

- ① A cat which is three years old
- ② A dog born at the end of the previous month
- ③ A hamster which just passed its first birthday
- ④ A rabbit born three weeks before the flight



Flight Schedule

Flight	Departure/Arrival City		Dep./Arr. Date	Dep./Arr. Time	Seat Availability		Notes
					Business Class	Economy Class	
203	Dep.	Tokyo	25 Sept.	10:40	×	9	p, e
	Arr.	Chicago	25 Sept.	08:15			
205	Dep.	Tokyo	25 Sept.	16:35	×	2	p, e
	Arr.	Chicago	25 Sept.	14:04			
207	Dep.	Tokyo	25 Sept.	18:55	4	×	e
	Arr.	Chicago	25 Sept.	16:31			
204	Dep.	Chicago	29 Sept.	10:20	1	×	
	Arr.	Tokyo	30 Sept.	13:15			
206	Dep.	Chicago	29 Sept.	12:16	○	○	p, e
	Arr.	Tokyo	30 Sept.	15:10			
208	Dep.	Chicago	29 Sept.	14:50	3	5	e
	Arr.	Tokyo	30 Sept.	17:45			
Explanation of symbols:							
○: 10 or more seats available 1-9: Number of available seats ×: No seats p: Pets carried on these flights (See policies below.) e: An electrical outlet is available in each seat for laptop computers, etc.							
Policies regarding pets:							
1. Passengers traveling with pets must inform the airline in advance. 2. Only some birds, and domesticated cats and dogs are permitted. 3. Dogs and cats must be over the age of 8 weeks to travel.							

第5問 次の文章は、同一の状況について二人の人物がそれぞれの観点から述べたものである。文章を読み、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)

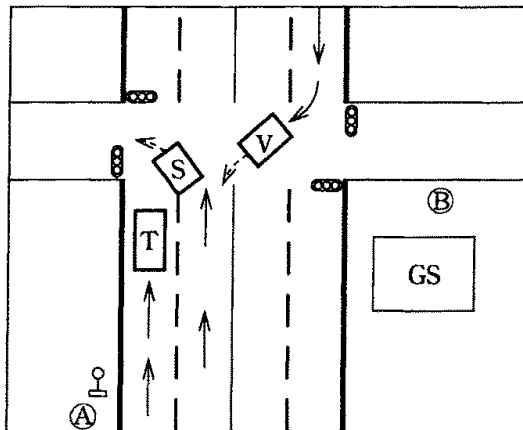
Witness A: I was standing at the bus stop opposite the gas station on Route 300, a four-lane road. That had always been a dangerous area, but it's safer now because they recently put in traffic signals. There were two vehicles on the road approaching the signal. One was a small farm truck and the other a brand-new sports car. It was getting dark but the heavy rain had just stopped and there were no other cars around. Anyway, the truck and the sports car were driving side by side when the car started to swerve from side to side. I think the truck may have moved slightly to stay away from the car, but I'm not sure — I couldn't take my eyes off the car. The signal was red, but instead of slowing down, the car sped ahead rapidly. The driver was going to go through the intersection when the light was red! And that's when a van suddenly came into the intersection from the far side. It looked like they were going to hit, but they both turned away from each other at the last second and avoided a crash. But then the back doors of the van opened up and hundreds of soccer balls spilled out.

Witness B: I was walking on the side road toward Route 300 — coming to the intersection. I noticed that they had put up signals near the service station. This should help make the intersection safer. Suddenly, a van came up from behind me. It was strange — I could see inside the van and it was full of soccer balls! I had never seen anything like that before. Anyway, as the van was approaching the signal, the light turned from green to yellow. But the driver went faster when he should have slowed down — he drove into the intersection where he almost hit a sports car. It was so lucky — the man was able to turn to the right and miss the car. I think the sports car turned too.

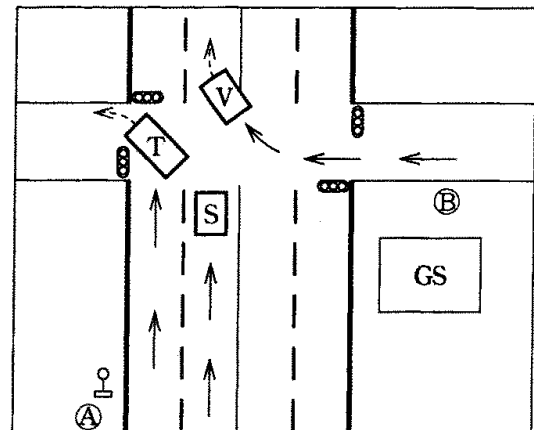
Fortunately, there was no accident, but there were soccer balls all over the place.

問 1 Which of the following illustrations is the most appropriate for the reports above? 41

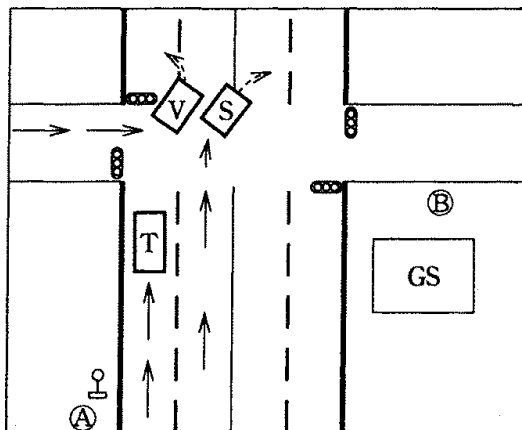
①



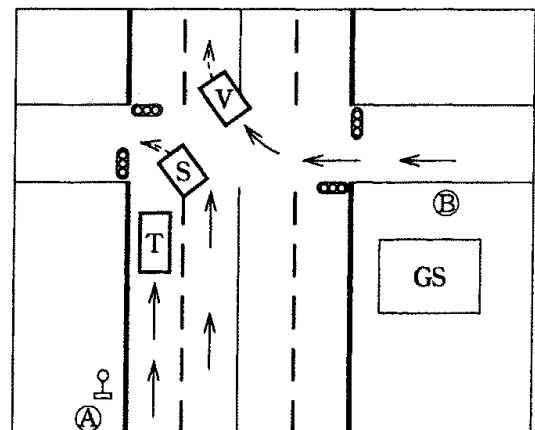
②



③



④



Ⓐ = witness A Ⓑ = witness B GS = gas station

T = small farm truck S = sports car V = van ㊦ = bus stop

問 2 Based on what one of the witnesses said, we can assume it was

42

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- ① early in the morning and there were few cars
- ② evening and the road was wet
- ③ late afternoon and Route 300 was full of cars
- ④ late at night and it was slippery

問 3 Witness A is not really certain about

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- ① whether it had been raining heavily or not
- ② whether or not the light was red
- ③ whether the truck tried to avoid the sports car
- ④ which direction the van came from

問 4 Witness A probably thinks that there was almost an accident because of

44

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- ① the new traffic signals at the intersection
- ② the sports car ignoring the traffic signal
- ③ the truck moving to avoid the sports car
- ④ the van going too fast for the area

問 5 Witness B probably thinks that there was almost an accident because of

45 .

- ① the sports car speeding through the intersection
- ② the traffic signals that were put up recently
- ③ the truck turning away from the sports car
- ④ the van driver driving dangerously

第6問 次の文章を読み、下の問い(問1～6)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。なお、文章の左にある(1)～(7)は段落の番号を表している。(配点 36)

- (1) Today, we believe that essential aspects of character are formed in childhood and adolescence. We understand the young have different needs and experience the world differently from adults. We can even see that adults themselves have been influenced by a modern emphasis on youth. However, historically this wasn't always so. The development of modern industrial societies has brought about a fundamental change in ideas about childhood and youth.
- (2) As the historian Philippe Ariès has pointed out, modern attitudes towards childhood and youth stand in contrast to views of the young in earlier periods. Ariès has noted that many Europeans in the Middle Ages did not know when they were born or how old they actually were. The idea that one becomes an “adult” when one turns a certain age (for example, on one's twentieth birthday) did not exist. Thus, the difference between childhood and adulthood was not clear, and children were often treated in the same way as adults. In medieval France, few children went to school and six-year-olds worked in the fields alongside their elders. Ariès even suggests that the concept of childhood itself did not exist in the Middle Ages.
- (3) How did modern perceptions of childhood and youth develop? One important factor was the growth of trade and the rise of merchant cities, as happened in Renaissance Italy. The importance of providing the young with the skills necessary for trade was recognized by cities like Venice and Florence, which set up schools to teach reading, writing, and mathematics. As European nation-states emerged in the seventeenth century, the need for government officials — tax collectors, record keepers, and administrators —

expanded. In France under Louis XIV, for example, increasing numbers of young people studied in the many academies created to meet this demand. The trend towards more education continued into the eighteenth century. By the late eighteenth century most children were going to school and spending more time apart from adults.

- (4) The increasing numbers of students receiving education brought about another important change of attitude. Eighteenth-century thinkers like Jean-Jacques Rousseau believed children should be allowed to develop according to their individual abilities and not be overly disciplined. Followers of Rousseau, like Johann Heinrich Pestalozzi, stressed the need for play if children were to grow into healthy adults. This emphasis on the needs of children led in turn to further changes. By the middle of the nineteenth century, industrial societies began passing laws to end child labor.

- (5) A final factor has been the rise of “youth culture.” The development of new technologies in the twentieth century meant a need for greater skills and rapid growth of secondary and higher education. By 1930, a majority of teenagers in America were enrolled in high school; by 1960, more than forty percent of American high school graduates were going on to university. As the time between childhood and adulthood became longer, psychologists emphasized the importance of “adolescence,” a period when individuals are most open to the world and make crucial decisions about their futures. But as the young spent more time with their peers, youth developed a culture — music, fashion, even language — independent of adult society.

- (6) Present-day ideas about childhood and youth have undoubtedly had an effect on adults. Movies, television, and music are increasingly aimed at the young and have influenced society as a whole. Many adults imitate the young. They wear clothing — jeans and T-shirts — associated with youth, and try to keep their youthful looks.

- (7) Adults have become like adolescents in another way. While technological change creates new products and jobs, this process also means that skills which adults have learned may become out of date. Adults can find themselves in the same position as adolescents: they must be ready to make decisions about their futures, learn new skills or start new jobs. Attitudes associated with adolescence, such as a willingness to explore new options, are increasingly common among adults.

問 1 The historian Ariès argues that in the Middle Ages

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- ① children enjoyed helping their parents
- ② parents were too busy to think about children
- ③ people had only a vague idea about age
- ④ the young had difficulty finding work

問 2 Paragraph (3) suggests that

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- ① improving education became less important to government
- ② the growth of trade resulted in a need for more education
- ③ the spread of education led to decreased economic activity
- ④ young people would rather work than receive an education

問 3 In paragraph (4), the writer implies that Rousseau's ideas eventually led to laws which

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- ① allowed young people to study at home
- ② made governments offer medical care to children
- ③ made the employment of children illegal
- ④ required all students to attend school

問 4 Paragraph (5) argues that youth culture emerged because

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- ① students had greater time to interact with each other
- ② students lost their interest in going to school
- ③ university education was expanding too quickly
- ④ young people became more intelligent than adults

問 5 Towards the end of the passage, the writer states that

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- ① adults, like the young, now need to be flexible about their futures
- ② many forms of entertainment are being aimed at the middle-aged
- ③ people should continue to look young by wearing casual clothes
- ④ young people develop new thoughts and ideas to appeal to adults

問 6 When paragraphs (1) through (7) are divided into four groups, which grouping is the most appropriate?

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	Group 1	Group 2	Group 3	Group 4
①	(1)	(2) (3)	(4) (5)	(6) (7)
②	(1)	(2)	(3) (4) (5)	(6) (7)
③	(1) (2)	(3) (4)	(5) (6)	(7)
④	(1) (2)	(3) (4) (5)	(6)	(7)