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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。

2014年度 第 2 回 全統マーク模試問題

外国語〔英語(筆記)〕 (200点 80分)

2014年 8 月実施

注 意 事 項

- 1 解答用紙に、正しく記入・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 この問題冊子は、30 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に気付いた場合は、手を高く挙げて監督者に知らせなさい。

- 3 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

- 4 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。

問題を解く際には、「問題」冊子にも必ず自分の解答を記録し、試験終了後に配付される「学習の手引き」にそって自己採点し、再確認しなさい。

河合塾



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 ancient

② patience

③ shadow

④ taste

問 2

① creature

② death

③ dream

④ eat

問 3

① smooth

② truth

③ wealth

④ worth

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 career ② effort ③ police ④ prefer

問2

5

- ① accomplish ② delicate ③ official ④ relation

問3

6

- ① advantage ② chocolate ③ orchestra ④ serious

問4

7

- ① admirable ② community ③ elevator ④ necessary

第2問 次の問い(A～C)に答えよ。(配点 44)

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 Foods which go through factory processing much of their color, flavor, and texture.

- ① are lost ② is lost ③ lose ④ loses

問2 Is there something wrong with this machine? The red warning light is flashing .

- ① back and forth ② inside out
③ on and off ④ upside down

問3 Galileo's ideas seemed to be far in advance of the age he lived.

- ① in that ② in which ③ what ④ which

問4 Yesterday I forgot the door, and the dog got out.

- ① lock ② locked ③ locking ④ to lock

問5 Some scientists warn that people too much sugar in drinks.

- ① conduct ② consume ③ contain ④ convey

問6 John, don't do that. If you play with those matches, you'll 13 up getting burned.

- ① bring ② come ③ end ④ turn

問7 14 the employees in the office have had the flu this year.

- ① Almost ② Almost of ③ Most ④ Most of

問8 It (A) an average of twelve years for a successful drug to go from (B) research to final government approval. 15

- ① A : costs B : initial ② A : costs B : initially
③ A : takes B : initial ④ A : takes B : initially

問9 In our country it used to be a normal (A) to live at home with your parents (B) you got married. 16

- ① A : custom B : by the time ② A : custom B : until
③ A : habit B : by the time ④ A : habit B : until

問10 Frank was deeply (A) when he was told that he had (B) his final test. 17

- ① A : disappointed B : failed
② A : disappointed B : fallen
③ A : disappointing B : passed
④ A : disappointing B : succeeded

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 Bill: Hello. Could you take a look at my car?

Mechanic: What's the problem?

Bill: Sometimes it won't start.

Mechanic: Let me see. Well, your radiator is leaking and some other repairs are needed.

Bill: 18

Mechanic: I can probably have it as good as new again by the day after tomorrow.

- ① Are the repairs done?
- ② How long will the repairs take?
- ③ How old is the car?
- ④ When did you finish?

問2 Yoshie: Have you bought new clothes for the party?

Jane: No, not yet.

Yoshie: Then why don't we look for some in Shibuya this weekend?

Jane: That sounds like a great idea. 19

Yoshie: OK, but why?

Jane: Because some big sales start there on Friday.

- ① Actually, I have no money with me.
- ② And I have a lot of free time then.
- ③ But how about Ginza instead?
- ④ So I must go to the beauty salon.

問 3

Man: Ristorante Osteria. How may I help you?

Woman: I'd like to reserve a table for three around 7:00.

Man: Let me see. 20 May I have your name and phone number?

Woman: Brown. That's Judy Brown. My phone number is 123-4567.

Man: Thank you, Ms. Brown. We'll have a table ready for you tonight at 7:00.

- ① I hope you will visit us again.
- ② I think that can be arranged.
- ③ I'm afraid all the tables are booked.
- ④ You should have called earlier.

C 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 21 ～ 26 に入れるものの番号のみを答えよ。

問1 Saya: Meg is out now. Can I take a message?

Harry: Could you please 21 22
_____ to her birthday party on Sunday? I have to visit my
_____ grandma in the hospital.

- | | | |
|---------|--------|--------|
| ① can't | ② her | ③ I |
| ④ it | ⑤ make | ⑥ tell |

問2 Fred: Many people say they don't like Matt. What's he really like?

Helen: As is often 23 24
_____ of themselves, he is impatient and seldom listens to what
_____ others are saying.

- | | | |
|-------------|----------|------------|
| ① are | ② people | ③ the case |
| ④ too proud | ⑤ who | ⑥ with |

問3 Student: Would you give us some advice, Mr. Tanaka?

Teacher: Well, I just want you to remember that it is important 25 26 making small
_____ errors.

- | | | |
|------------|-------|---------|
| ① about | ② for | ③ not |
| ④ students | ⑤ to | ⑥ worry |

(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 41)

A 次の問い(問1・問2)において、下線部の語句の意味を推測し、27・28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

Ellen: Why don't we go skiing this weekend? Should we invite Jack?

Jane: He's an excellent skier, but....

Ellen: Is there a problem?

Jane: You know, he's a late riser. We'll have to leave at four in the morning.

Do you think he can get up that early?

Ellen: I wouldn't bet on it. He was late the last time we went skiing. I think we should go without him this time.

In this situation, I wouldn't bet on it means 27.

- ① He surely can
- ② He wouldn't be late
- ③ I don't bet on sports
- ④ I don't think so

問 2

Jacob: How is the new project going? I hear you're doing it with Jake.

Robert: Yes. Actually, we just started yesterday. But I didn't feel comfortable working with him.

Jacob: Why's that? He seems like a quiet, hard-working guy.

Robert: That's just it. He didn't say anything all evening. Then he suddenly told a joke, but I didn't know whether to laugh or not because he said it with such a deadpan expression on his face.

Jacob: I see what you mean!

In this situation, deadpan means

28

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- ① bright
- ② humorous
- ③ serious
- ④ smiling

B 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

29

Money management experts think that children need to learn about money at an early age. They advise parents to give kids four years old or younger a weekly allowance. ①Experts suggest parents give preschool children two or three dollars a week and then add a dollar at every birthday. ②This might seem like a large amount of money for a child that young. ③However, experts say that if parents want their children to understand how to manage their money, it's not large. ④So parents must give them less than one dollar a week. Even preschool children can learn the value of money.

問2

30

Science and technology are interdependent. New technologies, such as more powerful microscopes and computers, advance science. ①Japan is proud of its advanced science and technology. ②And scientific discoveries can lead to new technologies. ③In most cases, technology applies scientific discoveries to the development of new goods and services. For example, it was 50 years ago that two scientists, James Watson and Francis Crick, discovered the structure of DNA through the process of science. ④Their discovery eventually led to a variety of DNA technologies. The new technologies include the genetic engineering of microorganisms to mass-produce human insulin and the use of DNA fingerprinting for investigating crimes.

The butterfly life cycle consists of four different life stages: egg, caterpillar, pupa and adult. ①Butterflies can lay a few hundred to many thousands of eggs on leaves or twigs. ②The eggs develop in 1-3 weeks into caterpillars. Once hatched, caterpillars mostly eat leaves and plants. During this stage, they can travel long distances in search of an ideal place to become a pupa. ③The pupa stage may last from a few weeks to several months. ④This stage is usually very important to the dragonfly. The adult stage is the most noticeable stage. Butterflies have hairy caterpillar-like bodies with jointed legs and usually relatively large wings. They can potentially live up to eight months. But the lifespan of most butterflies is only a few weeks.

- C 次の会話は、アメリカのある高校で生徒たちが、都会の生活と田舎の生活について議論している場面の一部である。 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。

Ted: Today, we're going to talk about which is preferable, living in the city or in the country. Some of the people who live in cities think that life there is unnatural, and want to move to the country. On the other hand, it's not necessarily easy to live in rural areas. Lee, would you like to start?

Lee: A look through human history might suggest that building cities is a natural part of the process of civilization. Cities have been around for thousands of years, from the era of ancient Egypt to the present. It seems to be an increasingly common trend for people to live in cities. For example, in the United States, over 80% of people live in cities or suburbs.

Ted: Thank you, Lee. You say 32.

- ① eight out of ten American people live in suburbs
- ② it is very natural for people to live in cities
- ③ living in cities was more common in the past than it is now
- ④ today more people live in the country than in the city

Lee: That's right. What do you think, Kathy?

Kathy: I agree with you, but life in modern cities, especially big cities, would not be possible without support from people living in the country. Certainly, cities have become larger and more crowded. But to maintain today's big cities and the way of life there, huge amounts of food and energy are needed, and they are produced by people living in areas other than cities. Life in the city would be impossible without their efforts. You could go as far as to say that the countryside is being sacrificed for the sake of cities.

Ted: All right. Kathy's point is that

33

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- ① life in the city depends on those who live in the country
- ② people have preferred to live in crowded cities
- ③ the country should be sacrificed for the city
- ④ to maintain big cities more people should live in the country

Tony: I can't deny that I prefer city life, because I can enjoy a broad range of experiences. Large cities promote diversity, and they are full of people from all around the world, who bring their own cultures and customs with them. Many city dwellers enjoy being surrounded by different ways of life. Cities have played an important role in human history, and it is safe to say that life without them would be much less interesting.

Ted: Well, that's an interesting point, Tony. You love the city because

34

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- ① city life enables you to learn about human history
- ② city life lacks excitement compared with country life
- ③ you prefer to lead a monotonous and dull life
- ④ your experiences there can broaden your horizons

第4問 次の問い(A・B)に答えよ。(配点 35)

- A 次の文章はある報告書の一部である。この文章とグラフを読み、下の問い(問1～4)の 35 ～ 38 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。

Massification and Reform: Trends in University Education in Japan

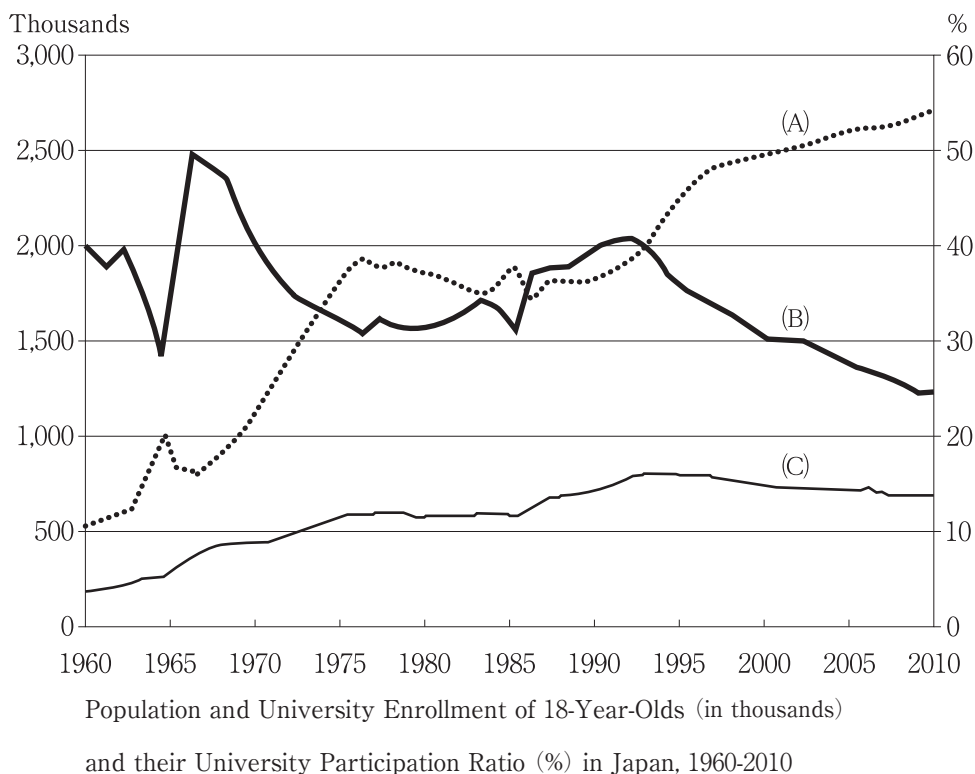
The most important change in the research environment at universities in Japan has been the “massification” of university education. Japan experienced its first period of rapid growth in university education in the 1960s and early 1970s. The participation ratio of the 18-year-old population in university education grew rapidly from only 10.3 percent in 1960 to 38.6 percent in 1976 (Figure). This growth was caused by various factors, for example, people’s desire for university education based on the belief that it would bring great personal benefit, and the government’s intention to expand the scale of university education in science and engineering in response to the need for economic growth. In the mid-1970s, however, growth in the participation ratio flattened out, and enrollment also stopped growing.

The second stage of massification started at the beginning of the 1990s. The participation ratio of 18-year-olds grew again, from 36.3 percent in 1990 to 47.3 percent in 1997. This time, the share of students in science and engineering did not change but remained at around 23 percent. This new growth was triggered by an increase in the population of 18-year-olds in the late 1980s. With a mass university education system, people tend to go to college because their neighbors do.

This second stage of massification, however, was followed by a serious problem. As shown in the Figure, a steady decline in the 18-year-old population—from just over 2 million in 1992 to about 1.2 million in 2009—considerably lowered the potential university education enrollment. Except for a few prestigious institutions, most universities will have to consider how to deal with this continuing shortage of applicants and find new ways to

attract students.

Figure



SOURCE: The Monbukagakusho Survey of Education

Along with the massification of university education, a growing number of people have complained about the content of education. Teaching tends to be concentrated on academic material, while many students would prefer to take practical courses they think would be useful in future jobs outside academia. Another difficulty is a perceived decline in student interest in learning. Many students who might not have enrolled in university education two decades earlier are not accustomed to studying abstract material in academic language. Universities must realize that the traditional notion of the unity of research and teaching has become difficult to maintain and must respond to a much more diverse student population by improving their teaching techniques and curricula.

問 1 In this passage, “massification” in university education in Japan means that 35.

- ① more and more 18-year-olds are going to universities
- ② the government intends to limit university education
- ③ universities in Japan are controlled by mass media
- ④ university education is becoming more and more expensive

問 2 Which three items are represented in the Figure as (A), (B), and (C)?
36

- ① (A) Enrollment in universities (B) Participation ratio
(C) Population
- ② (A) Enrollment in universities (B) Population
(C) Participation ratio
- ③ (A) Participation ratio (B) Enrollment in universities
(C) Population
- ④ (A) Participation ratio (B) Population
(C) Enrollment in universities

問 3 The main purpose of this passage is to 37.

- ① describe how university education in Japan has expanded
- ② discuss the promising future of universities in Japan
- ③ explain the past situation of universities in Japan
- ④ list various characteristics of Japanese who are over 18 years old

問 4 What topic might follow the last paragraph? 38

- ① Analysis of various factors in the expansion of university education.
- ② Criticism of the motives of young people for studying in universities.
- ③ Plans to stop the decline in the number of university students in Japan.
- ④ Suggestions as to how to improve curricula in Japanese universities.

(下 書 き 用 紙)

英語(筆記)の試験問題は次に続く。

B 次のページのあるホテルに関する広告を読み、次の問い(問 1 ～ 3)の 39
～ 41 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 statements is true about the eco-plan? 39

- ① Amenities such as a toothbrush, toothpaste, and a razor are supplied for all guests.
- ② However long you stay, your accommodation rate remains the same.
- ③ Long-staying guests can't get their towels changed until the fifth day.
- ④ Not all long-staying guests have their rooms cleaned every day.

問 2 If you wash one load of clothes and dry them for ninety minutes in the laundry room, how much will you pay? 40

- ① 200 yen
- ② 300 yen
- ③ 400 yen
- ④ 500 yen

問 3 Which is true about the Ihatov Hotel? 41

- ① You can ask the front desk to send a package on Monday at 7:30 AM.
- ② You can check in at 11:00 PM on weekdays.
- ③ You can park your motorbike for 1,000 yen a day.
- ④ You don't have to book a parking space in advance.

Welcome to
Iwate!

Ihatov Hotel

This hotel is designed to be
both environmentally and economically friendly.



Concierge service

Our multi-lingual (English, French, Spanish, Portuguese, Chinese, Korean) receptionists will take care of you during your stay. We also offer support such as receiving and arranging package delivery, taxi, limousine bus and restaurant reservations, dry cleaning arrangements, copy & printing services (charged) and other business- and tourism-related support.

Front Desk business hours

Monday to Friday	8:00 to 20:00
Saturday, Sunday	9:00 to 13:00
Holidays	14:00 to 18:00

* For check-in after the above hours or in the case of an emergency, our nighttime superintendent will take care of you.

Eco-plan for long-staying guests



For environmental reasons, we do NOT provide the following services until the fourth day of your stay:

- cleaning of your room
- changing of towels, nightgowns and sheets
- bed-making
- refilling of amenities such as soap, shampoo and conditioner

and we will reduce your accommodation rate by ¥ 500 starting from the 2nd night.

- * We provide the services above every day if the eco-plan is NOT requested.
- * Amenities such as toothbrush, toothpaste, and razor are NOT provided unless requested.

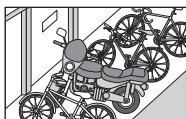


Parking

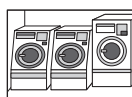
Only ten parking spaces are available for guests, so reservations are required.

• ¥ 1,000 / day

* Parking for motorcycles and bicycles is free of charge.



Coin-operated laundry room



A coin-operated laundry room is available 24 hours a day. Our gas-powered driers do the job quickly and will give your clothing a soft finish.

- ¥ 200 / wash
- ¥ 100 / 30-minute dry

* Dry cleaning pickup and delivery are also available at the Front Desk.

2-10 Uchimaru, Morioka, Iwate, Japan 020-8570

Ihatov Hotel

Manager: Kenji Miyazato

TEL 019-123-4567 / FAX 019-123-5678

第5問 次の文章は、読書会で、ある本について2人の人が述べた感想である。文章を読み、下の問い(問1～5)の

42

 ～

46

 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)

“Time Traveler” by Dorothy Gregory

Becky from San Francisco, Cal., USA

Though romance was the key feature of this novel, I was most impressed by the author’s description of a famine in the Middle Ages. The main character Gilbert, who was born in the 20th century, suddenly slips back into the past while cycling near Lake Beauty. He finds himself not in London but in a small village called Maple Village in the early 1300s. The peasants there are always suffering from food shortages and worried about serious crop failures. The peasants plan a revolt but the ruler tries to suppress them. It is a tense situation. To my shame, I often eat too much, and I regret it and declare that I’m going on a diet. I have sometimes wished that there were not so many delicious things around me. How stupid I’ve been! Now I realize how lucky I am to have enough food to eat.

Gilbert begins to live with Andrew and his younger sister Anne. They are typical peasants. Andrew is a good-natured person who is trusted by other people in the village. At first, they suspect Gilbert because his clothing and way of speaking seem strange to them, but soon they begin to believe Gilbert’s story and help him live in their world. Gradually, Anne comes to love Gilbert, but he doesn’t want to get involved with her because he wants to return to his real life. Part of me was hoping that a romance would develop between Gilbert and Anne, and he would stay in the village with her forever. Instead, as I guessed, he suddenly returns from London in the Middle Ages to modern London. However, there is a romantic twist at the very end. One day as he is riding his bicycle along the same path where he first disappeared, he sees a

woman who looks just like Anne sitting on a bench looking out at the lake. She looks up at him and smiles, and he falls off his bike, right at her feet. And the story just ends there.

Takumi from Kagoshima, Japan

I was able to identify with Gilbert easily because I am the same age as Gilbert and work for a company like he does and I had been thinking about how boring and uneventful my life is. Maybe we are spoiled in modern times. We work in air-conditioned buildings, we don't have to walk even to go to the store and we can buy anything we need at any time of the day or night. Gilbert has to go to draw water from a well, chop a lot of firewood and, of course, work in the wheat fields day after day.

I was interested not only in the life of the peasants but in how they traveled and what life in London was like in those days. After Gilbert has lived in Maple Village for six months, he travels to London to appeal to the king about the serious drought and poor harvest, and to ask for relief. Traveling was difficult and dangerous at that time.

After Gilbert arrives in London, he lives in the house of Lord Edward, working in the stables. Gilbert suffers through the cold winter, without indoor heating or a down jacket to keep him warm. On the other hand, the servants find ways to enjoy themselves in their free time, playing cards and talking about the local girls.

Of course, one of the key moments in the story is when Anne tells Gilbert that she is in love with him, but he tells her that he cannot marry her. I wonder what would have happened if they had gotten married and had children. That would have caused a chain reaction that would have changed the future of the world. So I think Gilbert made the right decision.

問 1 After reading the novel, Becky felt that 42.

- ① she should give food to people suffering from hunger
- ② she should go on a diet because it's good for her health
- ③ she shouldn't look down on peasants and farmers
- ④ she shouldn't take the abundance of food for granted

問 2 Before reading the novel, Takumi 43.

- ① felt dissatisfied with his monotonous life
- ② found it difficult to identify with the main character
- ③ wanted to travel back in time
- ④ was satisfied with his life because it was so comfortable

問 3 Which is **NOT** referred to as a hardship people in the Middle Ages suffered? 44

- ① Lack of amusements.
- ② Shortage of food.
- ③ The cold of winter.
- ④ The difficulties of travel.

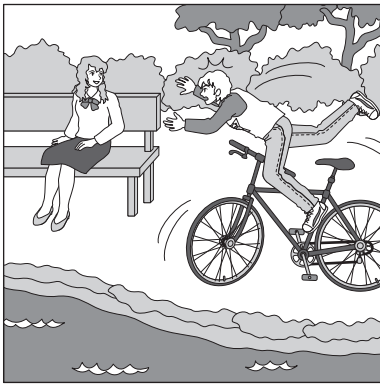
問 4 Why does Takumi think it the right decision for Gilbert to reject Anne?
45

- ① Gilbert doesn't love Anne as much as she loves him.
- ② Gilbert doesn't think Anne is his type.
- ③ Marrying her would have made it easier for Gilbert to go back to the modern world.
- ④ Their marriage might have had an influence on the present world.

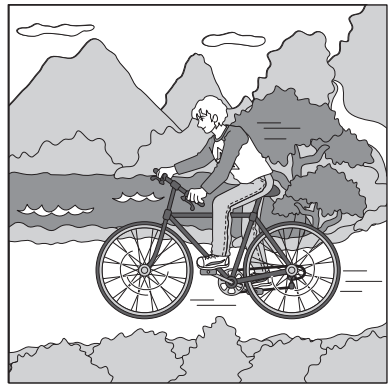
問 5 Which of the following shows the order of the scenes as they appear in the story? 46

- ① (A)→(B)→(C)→(D)
- ② (A)→(C)→(B)→(D)
- ③ (B)→(C)→(D)→(A)
- ④ (B)→(D)→(C)→(A)

(A)



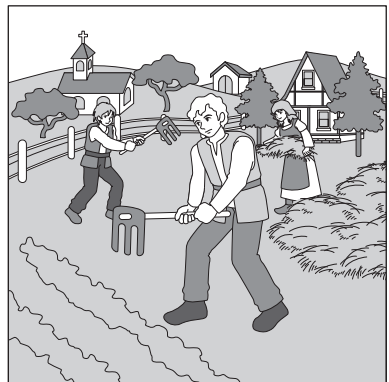
(B)



(C)



(D)



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)は段落の番号を表している。(配点 36)

Food for the Future

- (1) Insects for dinner? This idea may not appeal to everyone, but insects are a regular part of the diet in many areas of the world. Now scientists working for the Food and Agriculture Organization (FAO) of the United Nations are studying insects as a food source. Insect farming is already common in some countries, such as Thailand, and the scientists hope to expand it.
- (2) The reason is simple: millions of people around the world get just enough food to survive, usually rice or corn. However, they do not get enough of other nutrients that the body needs, such as protein, vitamins, and minerals. Insects are a very good source of these nutrients. They contain as much protein as meat or fish. They also contain large amounts of vitamins and minerals, especially calcium, which is necessary for strong bones.
- (3) Before focusing on insects, the FAO experts considered other food sources that might be developed. One was fish. In developing countries, fish used to be an important food source for families living near rivers, lakes, and oceans. But these days, fishermen with small boats are catching fewer and fewer fish. In fact, wild fish are disappearing from waters around the world because of pollution and overfishing by huge factory ships. In developing countries there are now many fish farms. In fact, this farmed fish is taking the place of wild fish in the supermarkets of developed countries. But people in developing countries do not benefit from the fish farms. The fish is too expensive, and the fish farms are highly polluting.
- (4) Meat was another food source considered by the scientists. In recent years, demand for meat has increased dramatically, and so has production. However, in developing countries, meat is too expensive for most of the population. Moreover, most farmers in developing countries are too poor to buy the land or animals to produce meat, so they cannot benefit from the

increased demand. Instead, meat production is mostly in the hands of big landowners and international food businesses. Another problem with meat production is environmental. Animals such as cows, sheep, and pigs produce ammonia, a chemical which pollutes rivers, lakes, and groundwater. These animals also produce large amounts of global-warming gases, such as methane and nitrous oxide. According to scientists, 20 percent of the global-warming gases from human activities come from farm animals. Furthermore, to increase the production of meat, farmers need more land. To get more land in developing countries, such as Brazil, farmers have cut down forests. Large areas of the Amazon forest, for example, have been cut down for this reason. But forests are important for the planet in many ways, especially because they help reduce global-warming gases.

- (5) Compared with farming for meat, insect farming has many advantages. First of all, it is easier for farmers to get started, since they do not need much land or equipment. Insect farming is also much less harmful to the environment. Unlike warm-blooded animals, insects do not produce ammonia and they produce only small amounts of global-warming gases. Since insect farming does not require much land, farmers also would not need to cut down trees in forests.
- (6) The FAO scientists say that their knowledge about insects for farming is still very limited. They are working with the Thai farmers to develop farming methods that can be taught to farmers in other countries. The scientists are also working with people who traditionally eat forest insects to learn more about those insects. Finally, they are studying the methods used by people who raise insects for other purposes, such as bees for honey or silkworms for silk.

A 次の問い(問1～5)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 According to paragraph (2), insects .

- ① can provide things our bodies need
- ② can take the place of rice or corn
- ③ contain less protein than fish
- ④ contain more calcium than meat

問2 According to paragraph (3), farmed fish isn't a good food source because .

- ① fish farming causes serious pollution in developing countries
- ② fish farming is now declining in developing countries
- ③ it costs much more money to catch wild fish than to farm fish
- ④ it isn't as tasty as wild fish, and so is unpopular in developed countries

問3 Based on paragraph (4), why is raising cattle associated with global warming?

- ① A lot of energy is needed to rear farm animals, to process meat and to transport meat products.
- ② Farm animals emit global-warming gases and large areas of forests are turned into farmland.
- ③ Farm animals pollute rivers, lakes and groundwater, which in turn makes the atmosphere warm.
- ④ Meat production is controlled by international food businesses, which are not interested in environmental problems.

問 4 According to paragraph (5), insect farmers don't need to cut down forests because

50

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- ① it doesn't take much land to farm insects
- ② it is possible to raise insects in populated areas
- ③ they use special trees to raise insects
- ④ too many insects eat up the plants in forests

問 5 According to paragraph (6), what the FAO scientists are **NOT** doing is

51

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- ① developing ways of farming insects with Thai farmers
- ② expanding their knowledge of insects which can be eaten
- ③ learning how to raise insects from people who keep bees
- ④ working out various ways to cook insects for food

B 次の表は、本文の段落と内容をまとめたものである。 52 ～ 55 に入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)	52
(2)	53
(3)	Fish as another food source
(4)	54
(5)	55
(6)	FAO's study on insect farming

- ① The advantages of insect farming over meat production
- ② The disadvantages of meat production
- ③ The possibility of insects as a food source
- ④ The reason for using insects to improve the world food situation

