

英 語

(解答番号 ~)

第1問 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 city made a lot of (a)progress in the area of (b)industrial development.

- ① (a) prógress (b) indústriál ② (a) progréss (b) indústriál
③ (a) progréss (b) ínstriál ④ (a) prógress (b) ínstriál

問2

The (a)volunteer was never (b)absent from the monthly meetings.

- ① (a) volúnteer (b) ábsent ② (a) volúnteer (b) absént
③ (a) voluntéer (b) ábsent ④ (a) voluntéer (b) absént

B 次の会話の下線部(1)~(4)について、それぞれ下の問い(問1~4)に示された①~④の中で最も強調して発音されるものを一つずつ選べ。

《状況》 Ted と Kei が教室に向かう途中で話をしている。

Ted: Where did I put it?

Kei: What are you looking for?

Ted: (1)I can't find my wallet. Oh no, maybe (2)I left it somewhere.

Kei: Gee, that's too bad. Where were you last?

Ted: Let's see... I went to the bookshop and bought a magazine. After that, I had to go to the post office to buy some stamps, so I had it there.

Kei: (3)Then where did you go?

Ted: Umm... I walked to school from there, and I remember I paid for my lunch. That means I still had it then.

Kei: That narrows the area quite a bit, because it's just after lunch now....

Ted: Of course, that's it! I must've left it in the cafeteria. I'd better go down there and see (4)if it's been found!

Kei: Good luck. I hope it's still there!

問 1

① I ② find ③ my ④ wallet

問 2

① I ② left ③ it ④ somewhere

問 3

① Then ② where ③ did ④ you

問 4

① if ② it's ③ been ④ found

第2問 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 The coffee shop opens at 7:30 and serves breakfast 10 o'clock.

- ① within ② by ③ for ④ till

問2 When we arrived at the birthday party, nothing left to eat or drink.

- ① they were ② it was ③ there was ④ we were

問3 I'm going to use e-mail to keep in with my friends in New Zealand.

- ① exchange ② mind ③ touch ④ relation

問4 Dr. Miller was unable to give his speech the late arrival of his plane.

- ① according to ② due to ③ in place of ④ in case of

問5 is the scientific study of forces such as heat, light, and sound, and the way they affect objects.

- ① Politics ② Chemistry ③ Physics ④ Geography

問 6 I still can't believe that the young man I at the restaurant was Frankie. He's grown so much!

- ① should have seen ② saw
③ have seen ④ might see

問 7 Let's go ahead and do it. Nothing by just waiting.

- ① will be gained ② will gain
③ has gained ④ gains

問 8 My grandmother always said you should sweat to reduce the when you have the flu.

- ① medicine ② illness ③ fever ④ pressure

問 9 Getting used to a foreign culture is a that takes some time.

- ① career ② characteristic ③ policy ④ process

問 10 When I told Misako the news, she seemed .

- ① surprising ② to have surprised
③ to surprise ④ surprised

B 次の問い(問1～3)の会話の ～ 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 Alice: I have to go now.

Cathy: It was my pleasure. Please come around again soon.

Alice: I will. Bye.

- ① I hope the dinner was all right.
- ② Did you enjoy the dinner?
- ③ Thank you again for the dinner.
- ④ How did you like the dinner?

問 2 Mr. Chen: Now, I'd like to say a little more about our plans.

Ms. Mori:

Mr. Chen: Sure, go ahead. What would you like to know?

- ① Excuse me. Could you speak up, please?
- ② I'm sorry to interrupt, but may I ask a question?
- ③ I'm sorry, but could you repeat that, please?
- ④ Please excuse me. Is it all right if I leave now?

問 3 Greg: I'm from Edinburgh in Scotland.

Masa: Really? I spent a couple of weeks in Britain last year, but didn't have a chance to visit Edinburgh.

Greg: It's a beautiful city, but the wind can be quite cold!

- ① How about it?
- ② What's it like?
- ③ Can you tell it to me?
- ④ Do you know it?

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、文を完成させよ。ただし、解答は ～ に入れるものの番号のみを答えよ。

問1 He arrived early at the ticket office only for the show had already been sold out.

- ① to be ② that ③ the tickets
④ told ⑤ all

問2 When I heard home, I stopped immediately to find out what was wrong.

- ① while ② the back of my car ③ a funny noise
④ coming from ⑤ driving

問3 Oh no, I left my purse at home! Is there some money until tomorrow?

- ① of ② any chance ③ you
④ me ⑤ lending

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の ・ 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。

In a study aimed at finding ways to encourage children to use computers, some differences were found in the attitudes of boys and girls. While many of the boys said they enjoyed the use of the computer itself, the girls tended to value the computer for how it could help them do something. , computers were often a means for the girls, but an end for the boys. The study found that the boys were more likely than the girls to have and use a home computer. However, further studies are necessary to confirm these results.

- ① In spite of this
- ② In contrast
- ③ In the beginning
- ④ In other words

- ① also
- ② namely
- ③ seldom
- ④ surely

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

People in mild climates in the northern hemisphere sometimes experience periods of very hot and humid weather. 28 Another reason for the name may be their belief that dogs became mad because of some mysterious powers at that time.

A. They believed that Sirius, the Dog Star, which rises with the sun during this time, added its heat to the sun's and caused the hot weather.

B. This expression comes from Latin, the language used by the ancient Romans.

C. These periods, which occur in July, August, and early September, are called "dog days" in English.

① A—B—C

② C—A—B

③ B—C—A

④ C—B—A

⑤ A—C—B

⑥ B—A—C

問 2

Economic growth refers broadly to an increase in wealth over a certain period of time. 29 Even though gross national product, GNP, is a widely used measure, there are those who argue that it is not the most appropriate.

- A. However, there are some differences of opinion among these specialists.
- B. Economists generally agree on what influences economic growth.
- C. They disagree, for example, about how they should measure economic growth.

① C—A—B

② A—C—B

③ B—C—A

④ C—B—A

⑤ A—B—C

⑥ B—A—C

C 次の枠内に示された 30 ~ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①~⑥のうち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。

30 Similarly, air does not conduct heat as well as water.

31 They, too, are poor conductors of heat and so a very good protection against cold.

32 This can be easily proved.

Some people wear a fur coat for warmth in winter, but few realize that the fur in itself is not really warm at all. In fact, it has the same temperature as its environment. It does not warm us but keeps us warm. The source of heat is our body, not the fur. Fur is specially suited to preserving body heat by preventing it from flowing off into the cold surroundings. In other words, fur does not let heat pass through it easily: it is a poor conductor of heat.

Different materials conduct heat differently. A frying pan with an iron handle soon gets too hot to be touched. This is because iron allows heat to pass through it very quickly. We prefer our frying pans to have wooden handles since wood is a poor heat conductor. ① We would find a room of 22°C quite comfortable even if we wore just a swimsuit, while bath water of the same temperature is unpleasantly cool. ② The water takes heat from our warm body much more quickly than the air does.

Different parts of our body conduct heat differently. ③ An object that is too hot to be touched for more than a second with our hands or lips can be in contact with a fingernail for some time. That is because a fingernail is a poor conductor of heat and the heat only reaches the sensitive layer under the nail gradually. ④

Hair and feathers consist of materials similar to nails. ⑤ In addition to this feature, they keep a layer of air underneath. So geese, hares, and even bears in Siberia do not need special winter coats. They have been given warm coats by Nature. ⑥ Humans, having only a very small amount of natural hair, have hunted birds and animals for their feathers and fur since ancient times, and we still use feather bedcovers and wool blankets.

第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

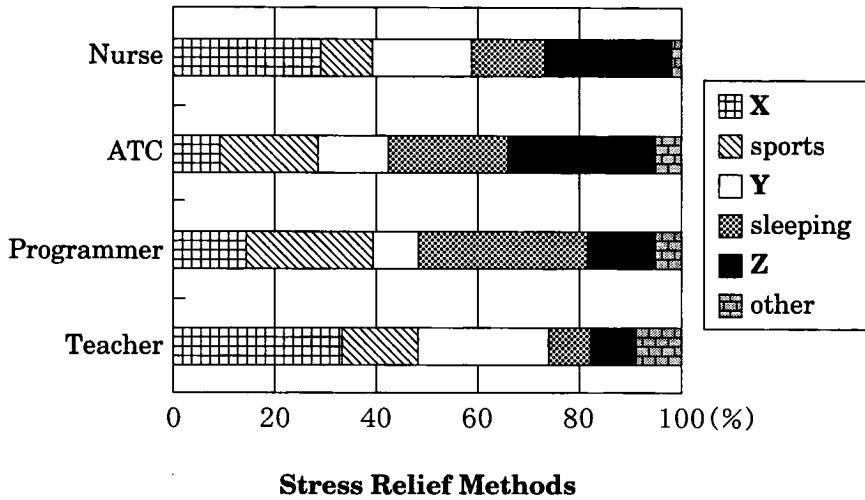
It is well known that stress affects workers' health. When workers are not well, they tend to miss many days of work every year. The organizations they work for are, in turn, not as productive as they should be. However, levels of stress in different occupations, and the ways that workers relieve such stress, have not been studied in depth. The Occupational Psychology Association (OPA), therefore, conducted a survey on the effects of stress on workers in four different occupations and on the methods they use to relieve workplace stress.

The OPA researchers interviewed 100 workers in each of four occupations: nurses, air traffic controllers (ATCs), computer programmers, and junior high school teachers. The workers were asked about the kinds of stress symptoms they had and how they dealt with stressful situations.

The four types of stress symptoms mentioned most often were high blood pressure, overeating, depression, and sleeplessness. The OPA researchers found that workers in the different occupations reported different frequencies of these stress symptoms.

The nurses reported that they ate more when they felt stressed. The ATCs were more affected by high blood pressure than other disorders. Many of the computer programmers tended to feel nervous and anxious. The teachers reported that they could not sleep well.

The researchers found that workers used five main methods to fight stress both at work and at home. They were interested in how these ways of fighting stress differed in the four occupations. The figure below shows how people in the four occupations relieved stress.



The nurses interviewed claimed that talking to others and shopping were the usual ways to relieve stress. They also said that they liked listening to music from time to time. The ATCs claimed that the responsibility for hundreds of lives on the job put a lot of pressure on them. They relieved this stress by shopping or sleeping, and when possible by playing sports. The computer programmers, on the other hand, preferred sleeping and playing sports as the best ways to escape the effects of any stress. They said that shopping, talking to others, and listening to music were less frequently used methods of stress relief for them. The teachers preferred talking with other teachers as well as listening to music, particularly classical music, as the best ways to relieve stress.

The OPA researchers concluded that workers in different jobs have different types of stress symptoms and employ different ways of relieving stress.

A グラフの X, Y, Z に対応するストレス解消法の組合せが, その順に示されている。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 music ————— shopping ——— talking
- ② music ————— talking ————— shopping
- ③ shopping ——— music ————— talking
- ④ shopping ——— talking ————— music
- ⑤ talking ——— music ————— shopping
- ⑥ talking ——— shopping ——— music

B 次の問い(問1～4)の 34 ～ 37 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 The main reason for conducting the OPA survey was to study 34 .

- ① the relation between occupations and stress
- ② ways to reduce the number of workdays missed
- ③ the most stressful jobs
- ④ ways to increase productivity

問 2 The stress symptom many of the programmers had was 35 .

- ① high blood pressure
- ② overeating
- ③ sleeplessness
- ④ depression

問 3 Among the workers in the four occupations,

36

 in particular said they suffered from severe stress while working.

- ① programmers
- ② nurses
- ③ teachers
- ④ ATCs

問 4 The survey found that, among the people interviewed,

37

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- ① more programmers than ATCs reported that music relieved stress
- ② classical music was highly effective for most groups in relieving stress
- ③ ATCs and nurses chose shopping more often than sports to relieve stress
- ④ both teachers and nurses favored shopping as a means of getting rid of stress

第5問 次の会話について、下の問い(A～C)に答えよ。(配点 32)

Terry, Pat, and Andy have arrived at a campground.

Terry: Let's set up the tent before we get the barbecue going.

Andy: Yeah, we'd better do that. Why don't we put it close to the lake near the camping sign? We'll have to have the entrance facing away from the lake, though, to keep the wind out.

Terry: I don't think we need to. It's not so windy. If we set it up facing the lake, we'll get a nice view.

Andy: OK, let's do that.

Later, after setting up the tent . . .

Andy: Now, where should we put the barbecue?

Terry: How about behind the tent?

Pat: All right. If we put it near the water tap, it'll be easy to wash the vegetables.

Andy: (1) It's kind of muddy over there.

Terry: Yeah, you're right. How about in front of the tent?

Pat: But that would block the entrance. I know, why don't we put it at the side? That way it's still not too far from the water tap.

Andy: (2) You're the boss, Pat. Terry, can you get the barbecue ready while I go and get the things from the car? I'll be back in a few minutes.

Terry: OK . . . Ouch! I'm getting bitten. There seem to be lots of mosquitos down here by the lake. Have you seen the insect spray anywhere, Pat?

Pat: I think Andy had it. I remember he said something earlier about getting bitten.

Terry: Did you see where he put it?

Pat: Maybe by the camping sign?

Terry: I don't see it there. He must have put it away somewhere.

Pat: (3) He put it in one of the backpacks.

Terry: Which one?

Pat: The big one.

Terry: Where in the backpack?

Pat: In the side pocket.

Terry: The side pocket? Which one, top or bottom?

Pat: The bottom one.

Terry: Let's see No, I can't find it. Are you sure it was this backpack?

Pat: Oh, sorry, it must have been the other one.

Terry: The other one? Ah, yes, here it is, but it's in the top pocket. You'd better put some on, too, and then we can start getting the vegetables ready.

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。

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A. Oh, now I remember.

B. That's not a good idea.

C. If you say so.

① C — B — A

② C — A — B

③ A — B — C

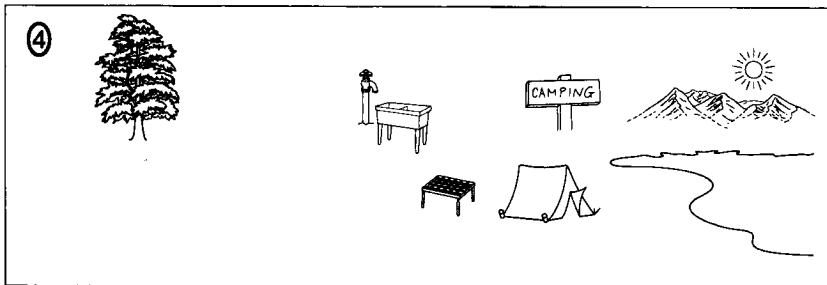
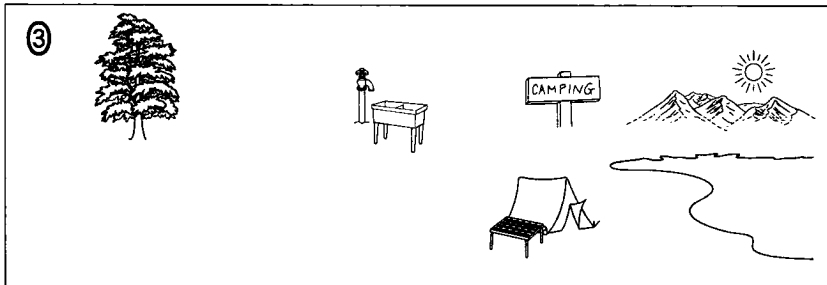
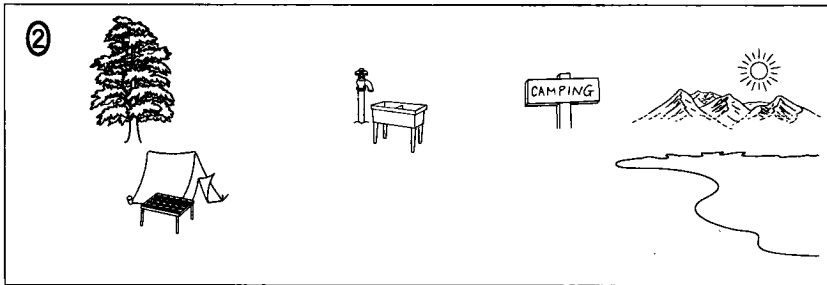
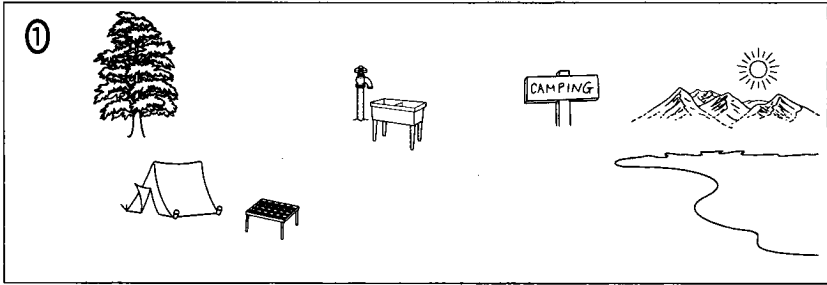
④ A — C — B

⑤ B — A — C

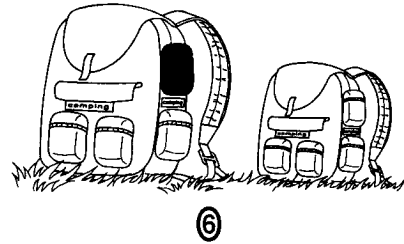
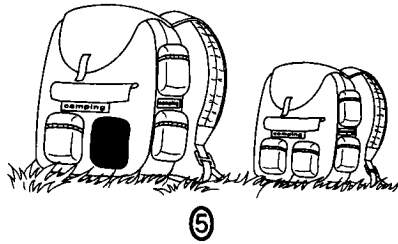
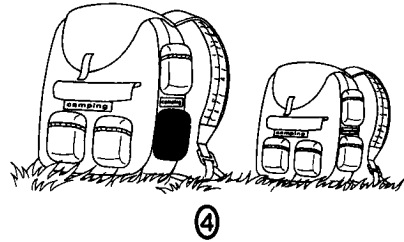
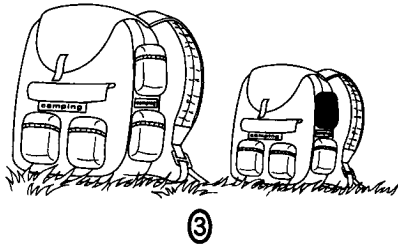
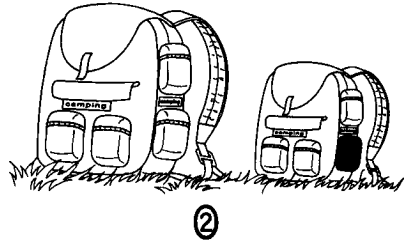
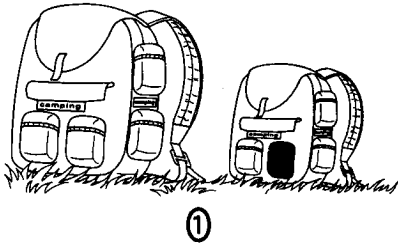
⑥ B — C — A

B 次の問い(問1・問2)に答えよ。

問1 会話の内容と一致している絵として最も適当なものを、次の①～④のうちから一つ選べ。 39



問 2 虫よけスプレーがバックパックのどのポケットに入っていたかを示す絵として最も適当なものを、次の①～⑥のうちから一つ選べ。(ただし、絵の中で ■ の部分が虫よけスプレーが入っていたポケットを示している。) 40



C 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。 ・

- ① Terry and Andy set up the barbecue before they set up the tent.
- ② Terry first suggested putting the barbecue behind the tent.
- ③ Andy prepared the vegetables while Terry went to the car.
- ④ Pat was bitten by mosquitos when he was talking with Terry.
- ⑤ Pat put the insect spray in the backpack while Terry and Andy were putting up the tent.
- ⑥ Terry finally found the insect spray in the backpack.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

“When are you going back to Brazil?”

I looked down at the ground, trying to stop the tears. I didn't want to cry in front of those two girls. Why did they have to say things like that?

“If only I could go back to Brazil,” I thought. Memories of my early years filled my head. Playing, swimming, dancing, music, laughter... When my parents decided to move to Japan, though, I had to leave all that behind. I was only seven years old at the time, but I still remember that day.

“Elena, we're going to Japan.”

“For a holiday?” I knew I had some distant relatives in Japan, although I'd never met them. It would be fun to fly in an airplane and visit them.

“No, to live. We're going to work there, and you'll be able to go to a new school and learn Japanese. Then you'll be able to go to a university there, and if you can speak two languages fluently when you grow up, you'll be able to get a good job in the future.”

“I don't want to go to a new school. I like my school here. And what about my friends?”

“Don't worry, Elena. You'll make new friends.”

I didn't want new friends. I wanted my old friends, my grandparents, my aunts and uncles, and cousins in Brazil. But there was no arguing; it was decided and that was that. Two months later, we arrived in Japan.

The first few months were hard because I didn't speak Japanese. However, my teachers and classmates were kind. I soon picked up the language and made friends and spent five happy years at elementary school.

The problems began when I moved to junior high school. My junior high school accepts students from three different elementary schools, and I found myself in a class with many people I had never met before. Although I spoke

Japanese fluently and my behavior was in no way different from anyone else's, two of my new classmates started to tease me after they heard me speaking Portuguese with my parents at the entrance ceremony. What hurt me most deeply was the question of when I was going back to Brazil. If I went back to school in Brazil, it would be so difficult to catch up with my former classmates there. Besides, all my friends were in Japan now. I'd spent half my life in Japan, and Japan was my home.

The two girls started again, "When are you going back to Brazil?"

I wished they would stop. Then suddenly, I heard a voice behind me, "Elena, what's the matter?" Natsumi, Maiko, and Kaori were walking over to me. They had been my friends since my arrival in Japan. At first, we taught each other words in Japanese and Portuguese. After that, we always encouraged and helped each other.

"Oh, nothing. I'm just being asked again when I'm going back to Brazil."

Natsumi turned angrily toward the two girls who were teasing me. "Don't you understand? You have only one culture, but Elena has two. OK, that makes her different, but aren't we all different?"

Maiko joined in, saying to the two girls, "You're both different from me, but that's not a bad thing. I'm certainly not nasty to you because of it."

The two girls looked ashamed. After a few moments of tense silence, they walked off toward the classroom. As I saw them walking away, the anger inside me overflowed, "I hate it! I hate it!"

Natsumi put her hand on my shoulder, as if to calm me.

"Elena, they just don't understand yet. They'll realize eventually."

"Natsumi's right," added Kaori. "I know that sometimes being Brazilian *and* Japanese makes things difficult for you, but it also makes you special."

"Yes, that's something to be proud of," said Maiko.

My friends were right. Deep inside, I knew that they were right. I looked at them with gratitude and finally let the tears fall.

A 次の問い(問1～5)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。 ～

問1 According to Elena's parents, why would it be good for Elena to move to Japan?

- ① She could live with her distant relatives.
- ② She could leave her high school in Brazil.
- ③ She could have new educational opportunities.
- ④ She could travel in an airplane.

問2 What problems did Elena have after she entered junior high school?

- ① She did not have any friends at school.
- ② She could not speak Japanese very well.
- ③ Her teachers complained about her behavior.
- ④ A couple of students said unkind things to her.

問 3 Why did Elena feel hurt when she was asked about going back to Brazil?

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- ① She wanted people to realize that Japan was her home.
- ② She did not want people to know she was Brazilian.
- ③ Her parents refused to go back to Brazil.
- ④ She was not allowed to enter school in Brazil.

問 4 What did Natsumi mean when she said Elena is “different”? 46

- ① She went to three elementary schools.
- ② She has a rich cultural background.
- ③ She has had a difficult life.
- ④ She is proud of her family.

問 5 What is the main theme of this story? 47

- ① Brazilian lifestyle
- ② intercultural understanding
- ③ Japanese education
- ④ childhood memories

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。

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- ① Elena was looking forward to living in Japan with her parents.
- ② Elena became fluent in Japanese in her elementary school.
- ③ Natsumi, Maiko, Kaori, and Elena became friends at junior high school.
- ④ Elena could not go back to Brazil because she could no longer speak Portuguese.
- ⑤ Elena taught some Portuguese words to her friends.
- ⑥ Natsumi supported Elena in front of the two girls who were teasing her.
- ⑦ Maiko felt sorry for Elena because she was Brazilian and Japanese.
- ⑧ At the end of the story, Elena cried because she was hurt by Kaori's words.