

英 語 (筆記)

(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、それぞれ下の①～④のうちから一つずつ選べ。

問1

A group of international journalists published (a)photographs of whales in a magazine which discusses (b)ecological changes.

- ① (a) phótographs (b) ecólogical
- ② (a) phótographs (b) ecológical
- ③ (a) photógraphs (b) ecólogical
- ④ (a) photógraphs (b) ecológical

問2

If you study (a)political science, you will learn how governments promote developments in (b)technology.

- ① (a) pólitical (b) téchnology
- ② (a) pólitical (b) technólogy
- ③ (a) polítical (b) téchnology
- ④ (a) polítical (b) technólogy

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のうちから、最も強調して発音されるものを一つずつ選べ。

《状況》 図書館から出て来た Janis と Tom は、雨が降っていることに気付く。

Janis: Oh no, it's raining. I can't believe it! This is a brand new sweater.

(1) It's going to be ruined!

Tom: No, it won't be. Don't worry, Janis. I have an umbrella. We can walk to that store over there.

Janis: (2) Walk to what store? Oh, you mean the one on the corner?

Tom: Yeah, it has cheap umbrellas.

Janis: Oh, thanks, Tom. I'm the only one without an umbrella. Everybody else checked the weather report. (3) Why didn't I check it?

Tom: I never bother.

Janis: But you have your umbrella.

Tom: Yeah, do you know why? It folds up and fits in my schoolbag.

Janis: That's a super idea! I'll (4) get an umbrella like yours.

問 1

① It's ② going ③ be ④ ruined

問 2

① Walk ② to ③ what ④ store

問 3

① didn't ② I ③ check ④ it

問 4

① get ② umbrella ③ like ④ yours

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 You must leave now; , you will be late for your social studies class.

- ① instead ② therefore ③ otherwise ④ accordingly

問2 Mr. Suzuki gave up smoking for of his health.

- ① the care ② want ③ aid ④ the sake

問3 Solving the problem was more difficult than .

- ① we had thought ② our thinking
③ our thoughts ④ we did

問4 If the pain in your throat becomes worse, have it at once.

- ① check ② checking ③ to check ④ checked

問5 How did it about that summer in Tokyo is hotter than it used to be?

- ① come ② take ③ happen ④ occur

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 John: Coffee in Japan is too strong for me.
Noriko: Why don't you add hot water or milk to make it weaker?
John: Okay.
Noriko: Here you go.

- ① Would you like it?
- ② Could you pass me the milk?
- ③ How do you like your coffee?
- ④ Do you like your coffee weak?

問2 Charles: I'm sorry I didn't call you last night.
Joyce: What happened? Did you lose your cell phone again?
Charles: I'm really sorry.
Joyce: Next time, don't forget to call.

- ① Oh. I finally was able to find it.
- ② Give it to me if you find it.
- ③ Yes. It is loose.
- ④ It just slipped my mind.

問3 Tomoko: Excuse me. Are you busy?
Mr. Smith:
Tomoko: Thank you. I'd like to ask you some questions.
Mr. Smith: Sure. Go right ahead.

- ① Sorry, but I have a reservation.
- ② No. Come on in.
- ③ I'll tell you how busy I am.
- ④ Yes. Please come back later.

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 Taking a warm _____ _____ _____ better.

- ① may ② you ③ help ④ sleep ⑤ bath

問 2 New information about diet _____ _____ _____
think is incorrect.

- ① us ② many people ③ shows
④ what ⑤ that

問 3 Children of six _____ _____ _____ they are
with an adult.

- ① are not permitted ② and under ③ to use
④ unless ⑤ the swimming pool

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章中の ・ 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。

Images of elephants are symbols of good fortune in both India and Mexico, but there are some interesting differences. In India, the position of the trunk is not usually important. Carvings of elephants may have their trunks pointing upwards or downwards. , if you give a Mexican family a carving of an elephant, the trunk should be pointing upwards. It is thought that elephants with their trunks pointing upwards will keep luck within the house. , three elephants placed to face the front door of a Mexican home are supposed to bring the greatest luck and, therefore, keep a family safe and happy.

- ① For this reason
- ② As a result
- ③ Furthermore
- ④ In contrast

- ① In addition
- ② In other words
- ③ In that case
- ④ Instead of that

B 次の問い(問1・問2)において、文章中の ・ に入れるべき文が三つずつ、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

Throat microphones, which pick up the vibrations of normal speech directly through the skin rather than through the air, are useful in extremely noisy situations such as when motorcycle messengers on the freeway must communicate with their headquarters. For now at least, our private thoughts are safe.

- A. While some people worry that a system like this will be able to read our minds, in its current stage it can only understand a few simple words.
- B. The system is sensitive enough to pick up the “inner speech” we use when we are silently reading or thinking.
- C. Now, NASA scientists have developed a more advanced system than throat microphones.

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

問 2

Gorillas are social animals with many similarities to humans. When threatened, a male leader may attempt to protect his group through aggressive displays which commonly involve chest-beating or short rushes toward the danger. 29 Although watching TV or videos is sometimes said to be harmful to human beings, the keepers think that this plan might make gorillas “think more about life.”

- A. In zoos this shyness sometimes develops into inactivity or depression.
- B. Some zookeepers in Russia therefore have come up with a plan to give gorillas a broader experience of life by showing them wildlife videos.
- C. However, studies indicate that gorillas are normally quiet, even shy, animals that live in stable family groups.

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、それぞれ下の文章中の①~⑥のうちから一つずつ選べ。ただし、一つの段落に一文ずつ入れよ。

- | | |
|----|--|
| 30 | There is, however, also some data suggesting that genetics, family income, and even the parents' level of education may play a part in how likely a child is to suffer from allergies. |
| 31 | The same is true of children who share their home with a pet. |
| 32 | Simply put, exposure to allergy-causing substances is necessary for natural protection against them to develop. |

The past thirty to forty years have seen a huge increase in the number of children who suffer from allergies, and scientists are still looking for the explanation. Some have blamed increased air pollution, but it has also been found that allergies are common not only among children in the city but also among children in the countryside, where pollution is typically much lower.

A currently popular explanation for the rise in allergies is the so-called "hygiene hypothesis." The basic idea is that young children brought up in an environment which is too clean are more at risk of developing allergies. Nowadays, people bathe and wash their clothes more frequently than in the past, and thanks to vacuum cleaners homes are less dusty, too. (①) One result of all these changes is that in their early lives children are exposed to fewer allergens — substances that can cause allergies — and this means that their bodies cannot build up natural immunity to them. (②)

The trend towards smaller families also means that young children encounter fewer allergens in the home. In fact, it is known that children who have older brothers and sisters are more resistant to allergies. (③) Such children are much less likely to develop the very common allergy to cat or dog

hair, for example. (④)

Scientists agree that being exposed to a wider range of allergens early in life helps children to develop greater immunity. (⑤) Thus, although the hygiene hypothesis is an important area for research, we cannot yet be sure that too much attention to cleanliness is the only explanation for the enormous rise in the number of allergy victims. (⑥)

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)

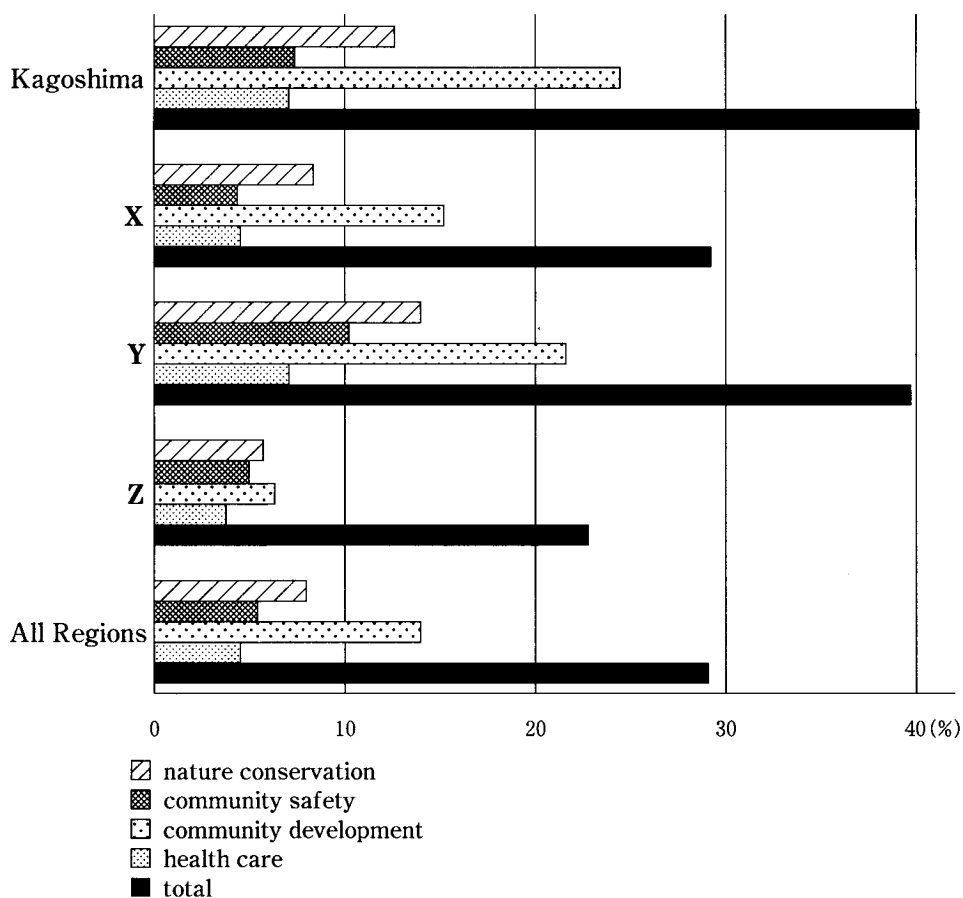
“Heaven helps those who help themselves,” said Benjamin Franklin. Although we are familiar with the message contained in this old saying, the fact remains that we have to help each other. And that is what hundreds of millions of people are doing — working as volunteers. In 2001, 28.9 percent of Japanese citizens volunteered their services. “This number suggests that the idea of volunteering is becoming more attractive, because in 1983 a similar survey on that topic found that only 20 percent had some experience with volunteering. Even so, that percentage was lower than for the United States and the United Kingdom, where more than 50 percent of citizens had some experience of volunteering.

Differences can be found within a country as well. The graph below shows regional variations with respect to volunteer activities among four prefectures in Japan in 2001. As mentioned above, the overall rate of participation of Japanese in community service was 28.9 percent. In that year Hyogo appeared to be typical of the nation in regard to that rate. The leading prefecture was Kagoshima, where more than 40 percent of the people had some volunteer experience. Yamanashi’s rate was similar to that of Kagoshima, but preferences differed when it came to types of volunteer work: A little over 10 percent of the volunteer work focused on community safety, compared with 7.4 percent in Kagoshima.

Those living in Tokyo seemed to be less involved in volunteer work than the nation as a whole. In fact, the overall percentage was the second lowest of all the prefectures in Japan. Furthermore, the nation’s capital had the lowest percentage in community development. It might be that people living in big cities see themselves as individuals and not as members of a community. Or, perhaps they simply do not have time to think of their neighbors.

The Japanese government has been making efforts to establish a system to promote volunteer activities. Indeed, Japan was the driving force behind the United Nations making 2001 the “International Year of the Volunteer.” Although variations among and within countries will likely continue for quite some time, it is hoped that government support for this important activity will encourage more people to help their neighbors and their communities.

Participation Rates: Regional Comparison of Volunteer Activities



(Data: 総務省, *Survey on Time Use and Leisure Activities*, 2001)

A 前ページのグラフの X, Y, Z に対応する地域の組合せが, その順に示されている。正しいものを, 次の①～⑥のうちから一つ選べ。 33

- ① Tokyo ——— Hyogo ——— Yamanashi
- ② Tokyo ——— Yamanashi — Hyogo
- ③ Hyogo ——— Tokyo ——— Yamanashi
- ④ Hyogo ——— Yamanashi — Tokyo
- ⑤ Yamanashi — Tokyo ——— Hyogo
- ⑥ Yamanashi — Hyogo ——— Tokyo

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 In 1983, in Japan one person out of 34 participated in a volunteer activity.

- ① two
- ② three
- ③ four
- ④ five

問 2 In 2001, people living in Yamanashi seemed to be more aware of 35 than those living in Kagoshima were.

- ① volunteering
- ② health care
- ③ community safety
- ④ community development

問 3 The author suspects that people living in Tokyo 36 .

- ① are very much concerned about health care
- ② do not want to live in an environment with less green and more noise
- ③ communicate with their neighbors on a regular basis
- ④ are too independent to be concerned with community affairs

問 4 According to the passage, 37 .

- ① the number of volunteers in Japan increased as a result of the activities of the United Nations
- ② the Japanese government has shown little interest in volunteer work
- ③ Japan contributed greatly toward establishing the International Year of the Volunteer
- ④ Hyogo appeared to be the safest of the four regions covered in the survey

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Four university friends are finishing their lunch after shopping in the morning.

Owen: That was an amazing sandwich.

Jay: Well, you ate it so fast I'm surprised you could taste it.

Yuki: He's right. Did you even chew?

Owen: (1) I was hungry. And I have to go to work in a few minutes, so I had to hurry.

Yuki: Yeah, that's right. You have to work. Are you going to take all those boxes and shopping bags with you? That stereo set, for one, is really big.

Owen: But it was so cheap, and it's totally cool. I'm really glad I found it. Don't you think it's great?

Yuki: Yeah, I do. But you don't have much room in your shop. Is there a place where you can keep it all while you work?

Owen: Hmm, I don't think so. I wish I'd thought about this earlier because I could have taken all this stuff to my car, but now I don't have time.

Jay: We can take it for you. I know what your car looks like.

Owen: Thanks. That'd really help me out. But actually, I didn't drive my own car today. Something's wrong with the engine, so my sister lent me hers.

Yuki: What kind of car does she have?

Owen: It's, it's uh. . . .

Jay: Don't you remember?

Owen: Well, it's white. Oh, and it has four wheels!

Jay: Stop joking. You just described most of the cars in an average parking lot. You'll have to give us more information than that, or we can't help you.

Owen: Right. Well, it has some bad scratches on the left side, on the driver's side. It's parked in the north lot on the green level, just above the red level. Believe it or not, it's not locked. And my niece's teddy bear is in the front passenger seat.

Their friend Ella returns from the restroom.

Owen: Hey, Ella. You know my sister's car, don't you?

Ella: Yeah. Did she ever get the scratches fixed?

Owen: (2) So let me explain where it's parked. When you get off the escalator into the parking lot, turn right.

Jay: Wait, is that toward the exit?

Owen: Uh, you'll be facing the exit. At the exit, turn left. Then go down to the last row and turn left again. Her car is on the right toward the end of that row. There are some handicapped parking spots opposite it near the elevator.

Yuki: (3)

Jay: OK, you'd better get to work. Give us your stuff.

Owen: Thanks a lot. Oh, please lock the car before you leave it. I don't want to give anyone a chance to steal my new stereo!

Ella: No problem. See you later.

A 空欄(1)~(3)に入れるべき三つの文が、順不同で次のA~Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①~⑥のうちから一つ選べ。

38

A. No, not yet.

B. Oh, give me a break.

C. That sounds easy enough.

① A—B—C

② A—C—B

③ B—A—C

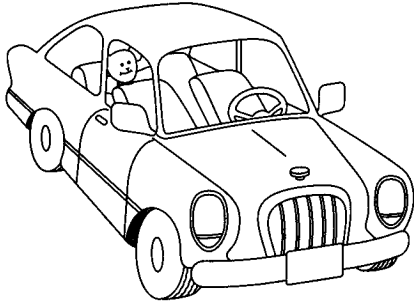
④ B—C—A

⑤ C—A—B

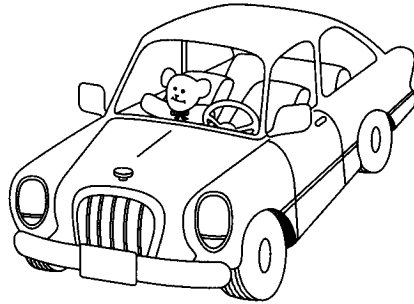
⑥ C—B—A

B 今日 Owen が乗ってきた車はどれか。正しいものを、次の①～⑥のうちから一つ選べ。 39

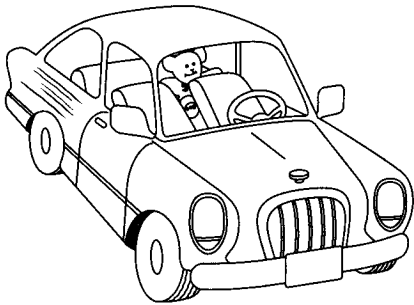
①



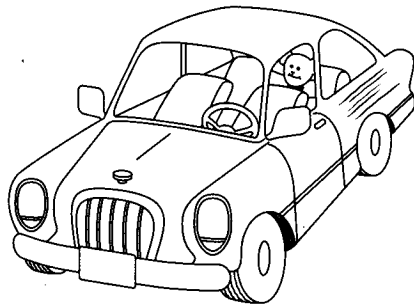
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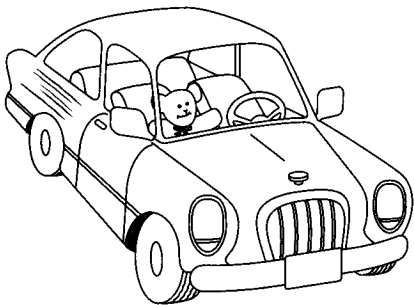
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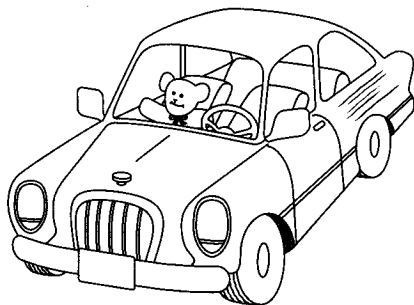
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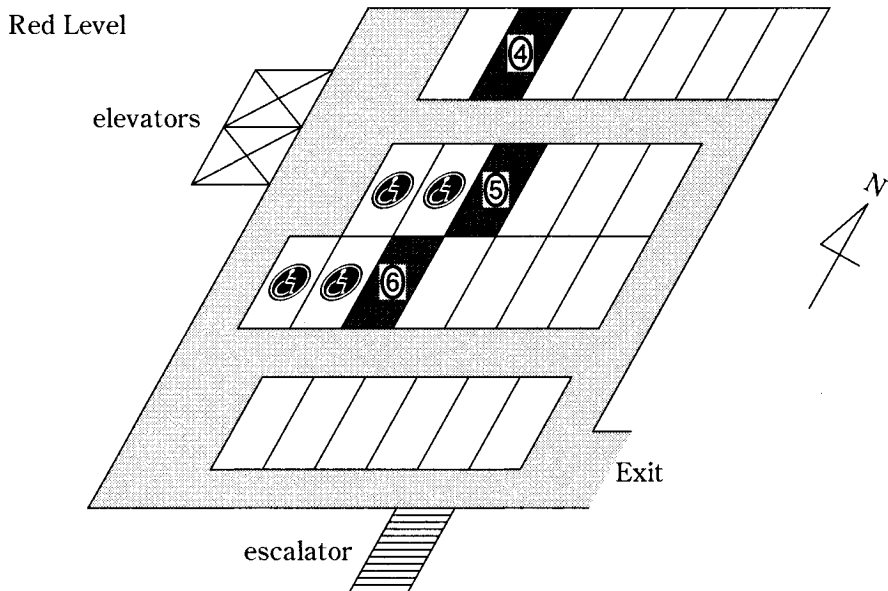
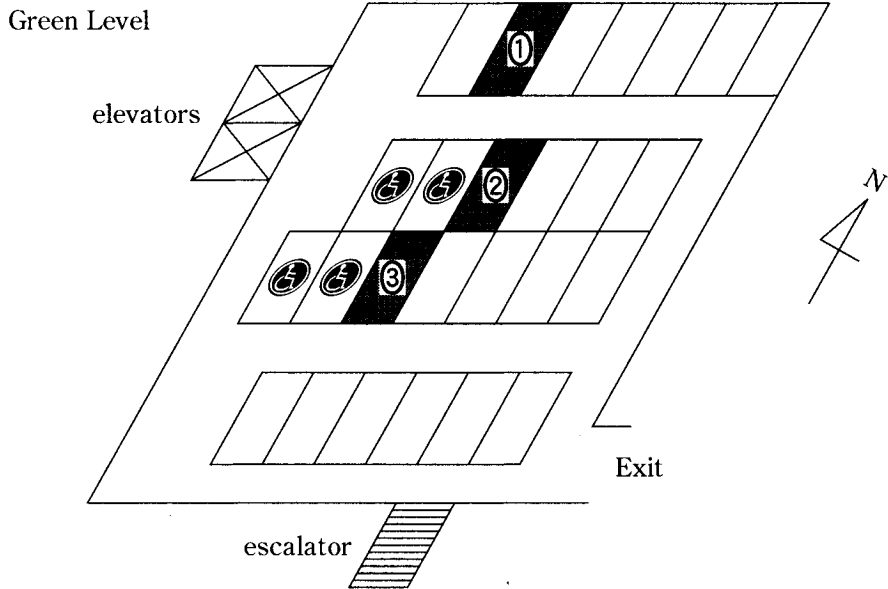
⑤



⑥



C Owen が駐車した場所はどこか。正しいものを、次の①～⑥のうちから一つ選べ。 40



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

- ① Owen's sister has no children, but she keeps a teddy bear in her car.
- ② Owen locked his sister's car because it is not safe to park on the red level.
- ③ Since Owen's car needs to be repaired, he borrowed his sister's car that day.
- ④ The store where Owen works has plenty of space for employees' personal things.
- ⑤ Jay, Yuki, and Ella will take Owen's new things to his sister's car.
- ⑥ Owen did not buy very many things while he was shopping with his friends.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

While I was growing up in our small town, Rosemont, I always thought of my neighbor, Mr. Peal, as a strange and somewhat frightening old man. He was always yelling at me and my playmates to stay away from his yard and his old truck. My parents never said much about Mr. Peal and only told me to leave him alone, so I never had any reason to believe he was anything more than an unpleasant old man.

But sometimes, at times and places we least expect, we learn something new about people that changes how we look at them. Such a thing happened to me last year at my university, a hundred miles from home.

One day I was in the cafeteria talking with a classmate about my hometown. Suddenly a student who was sitting next to us interrupted and said, "Did you say you come from Rosemont? Do you know an old man named Peal there? He drove an old blue truck."

"Why, yes," I answered. "He's my neighbor. Do you know him?"

"I do! What a coincidence!" said the student and he began to tell me a story. He told me that he lived in Sunnydale, where the university is, and that one day seven years ago he, his mother, and his little sister decided to spend a day in the mountains near my hometown. "We had to take a train to Rosemont early in the morning, and then a bus from there into the mountains," he said.

He said that he and his sister began using rocks to make a small pool in a mountain stream. "We wanted to catch baby fish and collect them in the pool so that the three of us could watch them swim around for a while before we let them escape back into the river."

He was arranging one of the rocks in the wall when suddenly his sister accidentally dropped a large rock right on top of his left hand. It cut his fingers to the bone and made a terrible wound. "It hurt so much, and it looked

awful,” he said. “Mom wrapped my hand in a towel and told us we had to find a doctor.”

But the bus back into town was not due for another four hours. The three decided they would have to walk down the road back to town. However, that too, would take more than an hour. “My mother kept telling me to be brave, but I could tell that she was really worried. We were all scared.”

Just then, a small blue truck came up the road in front of them.

“Mom started waving and yelling, and the truck stopped. She explained what had happened and asked the driver, an old man, if he would take us into town to see a doctor.”

But the man told her that the doctor was out of town and that the only other doctor in the area was another thirty miles away on the other side of Rosemont. “He told us to hop in and that there was some ice for my hand in a bucket in the truck.”

The student continued his story, telling me that he could not remember much about the trip to the doctor. However, when he finally walked out of the doctor’s room with his fingers bandaged, Mr. Peal was sitting in the waiting room with his mother and sister.

“He said he would drive us back to Rosemont so we could catch the last train home. On the way back he told us that he had no grandchildren, but that his next-door neighbors had a daughter named Sarah around my age, so he knew how Mom must have felt. You must be Sarah, I guess. When you see Mr. Peal again, tell him that I’m majoring in music — guitar! My hand is perfectly fine.”

“I’ll do that,” I answered.

Our university is large, and I never again met the student who had told me this story. But I did see Mr. Peal again. I see him with new eyes now, and I am glad I have a neighbor like him.

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 Why were the young man and his sister making a small pool?

- ① They wanted to take some fish home.
- ② They wanted to swim somewhere safely.
- ③ They wanted to watch the fish swim.
- ④ They wanted somewhere cool and comfortable to rest.

問 2 Where were the mother and her children going when they met Mr. Peal?

- ① To Sunnydale.
- ② To the nearest town.
- ③ To a mountain stream.
- ④ To the bus stop.

問 3 How did Mr. Peal help the three get to the doctor?

- ① He took them to the doctor's in his own truck.
- ② He told them the doctor was out of town.
- ③ He asked his neighbor to take them in the neighbor's car.
- ④ He drove them to the nearest bus stop.

問 4 After the young man found out Sarah was Mr. Peal's neighbor, why did he decide to tell the story? 46

- ① He wanted to share an important experience in his life.
- ② He wanted to persuade Sarah to change her opinion.
- ③ He wanted to tell his friends about a good place for fishing.
- ④ He wanted to thank Mr. Peal for teaching him guitar.

問 5 What did Sarah learn from the young man in the cafeteria? 47

- ① She realized that her childhood impression was mistaken.
- ② She learned that she could make new friends easily.
- ③ She found out one of her classmates was a neighbor.
- ④ She discovered a new stream in the mountains.

B 本文の内容と合っているものを、次の①～⑧のうちから三つ選べ。ただし、解答の順序は問わない。 48 ~ 50

- ① Sarah's parents did not want their daughter to bother their neighbor.
- ② When Sarah was in her classroom, a student introduced himself.
- ③ The mother was worried that she and her children would miss the bus.
- ④ While they were walking, a truck approached the young man's family from behind.
- ⑤ Mr. Peal offered to stop in Rosemont for ice before going on to the next town.
- ⑥ Mr. Peal was kind to the young man because he had a daughter around his age.
- ⑦ Sarah and the young man never became friends although they both knew Mr. Peal.
- ⑧ Mr. Peal helped make it possible for the young man to play the guitar.

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